

# ESEA/ESSA TITLE I, PART D, SUBPART 2 – SCHOOL SYSTEM NEGLECTED, DELINQUENT, OR AT RISK YOUTH DESK MONITORING CHECKLIST

|                               |                        |                                      |
|-------------------------------|------------------------|--------------------------------------|
| <b>School System:</b>         | <b>Review Date:</b>    | <b>Review Period:</b>                |
| <b>School System Contact:</b> |                        | <b>School System Contact Number:</b> |
| <b>LDOE Team Leader:</b>      | <b>Contact Number:</b> | <b>Reviewer(s):</b>                  |

## TITLE I, PART D, SUBPART 2 – PREVENTION & INTERVENTION PROGRAMS FOR NEGLECTED, DELINQUENT, OR AT RISK YOUTH – IF APPLICABLE

| SERVICES INDICATORS AT CORRECTIONAL FACILITIES/ALTERNATIVE SCHOOL PROGRAMS   |  |   |    |     |          |
|--|--|---|----|-----|----------|
| <b>1. The school system enters into formal agreements regarding the program to be assisted with correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system. ESEA Sec. 1423(2) &amp; Sec. 1425</b>                  |  |   |    |     |          |
|  | Supporting Documentation   | C | NC | N/A | Comments |
| a. Evidence of formal agreements between school system and N&D facilities and Programs. Provide names of facilities/ programs receiving services.  | <ul style="list-style-type: none"> <li>• Copy of the written formal agreement between school system and facility</li> <li>• Documentation that identifies the instructional program that is comparable to the school district's</li> </ul> |   |    |     |          |
| b. Evidence formal agreements address the components required by ESEA Sec. 1425.   | <ul style="list-style-type: none"> <li>• Documentation that verifies the school district shares IEP information with correctional facility for participating students</li> </ul>   |   |    |     |          |
| <b>2. The school system coordinates with facilities working with delinquent children and youth to ensure that such children are participating in an education program comparable to one operating in the local schools such youth would attend. ESEA Sec. 1423(3) &amp; 1423(12)</b> |  |   |    |     |          |
|  | Supporting Documentation   | C | NC | N/A | Comments |
| a. Evidence of coordination between the school system and the facilities   | <ul style="list-style-type: none"> <li>• Copies of emails; Correspondence; Phone logs; Coordination between facility and home school (no more than 3)</li> <li>• Copies of transition information and plan(s) (no more than 3)</li> </ul>  |   |    |     |          |
| b. Evidence the school system informs correctional facilities about any existing individualized educational plans for participating students   | <ul style="list-style-type: none"> <li>• Evidence of Curriculum used</li> <li>• Explanation of Technology used</li> <li>• Evidence of Business/Community relationships to assist youth with training/mentorship</li> </ul>                 |   |    |     |          |

## ESEA/ESSA TITLE I, PART D, SUBPART 2 – SCHOOL SYSTEM NEGLECTED, DELINQUENT, OR AT RISK YOUTH DESK MONITORING CHECKLIST

| INDICATORS FOR TRANSITION SERVICES FOR RETURNING CHILDREN, YOUTH, AND OTHER ELIGIBLE PARTICIPANTS  |  |   |    |     |          |
|--|--|---|----|-----|----------|
| <b>3. The school system and participating schools address the needs of children and youth who will be returning from correctional facilities and other eligible participants. ESEA Sec. 1423(5), 1423(6) &amp; 1423(7)</b>   |  |   |    |     |          |
|  | Supporting Documentation   | C | NC | N/A | Comments |
| a. Evidence participating schools assess and address the educational needs of returning students   | <ul style="list-style-type: none"> <li>• Copy of the Student Transitional and Academic Plan</li> <li>• Copy of process outlining how student transitional and academic needs addressed are being identified and addressed</li> </ul> |   |    |     |          |
| b. Evidence the school system coordinates with existing social, health and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, or other participating children or youth including: <ul style="list-style-type: none"> <li>• Prenatal Health Care and Nutrition Services</li> <li>• Parenting and Child Development Classes</li> <li>• Child Care</li> <li>• Targeted Re-Entry and Outreach Programs</li> <li>• Referrals to Community Resources</li> <li>• Scheduling Flexibility</li> </ul> | <ul style="list-style-type: none"> <li>• Copies (2-3) of correspondence from the school system to the facility (emails, phone logs, meeting logs, etc.)</li> </ul>   |   |    |     |          |
| c. Evidence the school system partners, as appropriate, with local businesses to develop training, curriculum based youth entrepreneurship education, and mentoring services for participating students  | <ul style="list-style-type: none"> <li>• Copies (2-3) of emails, phone logs, meeting logs, community outreach that evidence collaboration with local business</li> </ul>   |   |    |     |          |
| <b>4. The school system works with probation officers to assist in meeting the needs of children and youth returning from correctional facilities. ESEA Sec. 1423(11)</b>  |  |   |    |     |          |
|  | Supporting Documentation   | C | NC | N/A | Comments |
| a. Evidence of coordination with probation officers  | <ul style="list-style-type: none"> <li>• Copies (2-3) of emails, phone logs, meeting logs, and student records that confirm collaboration with probation officers</li> </ul>   |   |    |     |          |
| <b>5. Participating schools help to find alternative placements for children and youth interested in continuing their education but unable to participate in a regular public school program. ESEA Sec. 1423(13)</b>   |  |   |    |     |          |
|  | Supporting Documentation   | C | NC | N/A | Comments |
| a. Evidence participating schools take steps to assist students find alternative placements  | <ul style="list-style-type: none"> <li>• Copies (2-3) of emails, phone logs, meeting logs, etc. that participating schools assist students with finding alternative placements</li> </ul>  |   |    |     |          |

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## INDICATORS FOR PARENT AND FAMILY ENGAGEMENT

**6. The school system involves parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities. ESEA Sec. 1423(8)**

|   | Supporting Documentation   | C | NC | N/A | Comments |
|---|--|---|----|-----|----------|
| a. Evidence of parent and family engagement | <ul style="list-style-type: none"> <li>Copies (2-3) of agendas and sign in sheets</li> <li>Copies (2-3) of newsletters and correspondence</li> </ul> |   |    |     |          |

## INDICATORS FOR USE OF FUNDS

**7. The school system uses Title I, Part D funds consistent with use of funds rules. ESEA Sec. 1424**

|   | Supporting Documentation  | C | NC | N/A | Comments |
|---|---|---|----|-----|----------|
| a. Evidence Title I, Part D funded activities are consistent with local use of funds options under ESEA Sec. 1424 | <ul style="list-style-type: none"> <li>Evidence of activities funded w/ Title I, Part D</li> <li>Evidence of transition services funded with Title I, Part D</li> </ul> |   |    |     |          |

**8. The school system coordinates with other Federal State and local programs. ESEA Sec. 1423(9) & (10)**

|   | Supporting Documentation  | C | NC | N/A | Comments |
|---|---|---|----|-----|----------|
| a. Evidence the school system coordinates Title I, Part D activities with other N&D related activities as appropriate | <ul style="list-style-type: none"> <li>Explanation of coordination of funds (local, state and federal)</li> </ul> |   |    |     |          |