

Title I Part D:
Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent or At-Risk

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Title I, Part D, Prevention, and Intervention Programs for Children and Youth Who are Neglected, Delinquent or At-Risk

Purpose of the Title I Part D Program:

1. To improve educational services for children and youth in local and tribal State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic standards that all children in the State are expected to meet.
2. To provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment.
3. To prevent at-risk youth from dropping out of school, and to provide dropouts, and to provide children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education and the involvement of their families and communities.

Subpart 1: State Agency (SA) Programs

Eligibility

A State agency is eligible for assistance under this subpart if such State agency is responsible for providing free public education for children and youth—

1. Institutions for neglected or delinquent children and youth.
2. Attending community day programs for neglected or delinquent children and youth; or
3. In adult correctional institutions.

Allocation of Funds for State Agencies

Each State agency is eligible to receive a subgrant under this subpart, for each fiscal year, in an amount equal to the product of—The number of neglected or delinquent children and youth who are

1. Enrolled for at least 15 hours per week in education programs in adult correctional institutions; and
2. Enrolled for at least 20 hours per week—
 - I. in education programs in institutions for neglected or delinquent children and youth. Or
 - II. in community day programs for neglected or delinquent children and youth.

State Plan

To receive Subpart 1 funds, the NM Public Education Department (PED) must submit for approval by the Department either an individual State plan in accordance with ESEA section 1414(a) or a consolidated State plan that meets the requirements of ESEA section 8302. An SEA that submitted a consolidated State plan was required to:

1. Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs (ESEA section 1414(a)(1)(B)).

2. Describe the objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children and youth in the program (ESEA section 1414(a)(2)(A)).

State Agency Application

Any State agency that desires to receive funds to carry out a program under this subpart shall submit an application to the State educational agency which follows very particular guidelines and requirements including:

Section 1: Criteria

1. Provide a description of the characteristics of the children and youth served by the program.
2. Provide a Description of how the school will coordinate with existing programs to meet the unique educational needs of such children and youth.
3. Provide a description of how participating schools will work to ensure facilities are aware of a child's or youth's individualized education program. (IEP)
4. As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public-school program.

Section 2: Goals, Quality and Evaluation

1. Provide a description of the program to be assisted.
2. Provide a description of the (Part D) formal agreements that exist between the LEA and correctional facilities or alternative school programs serving children and youth.
3. As appropriate, provide a description of how participating schools will coordinate with facilities to ensure that children and youth are enrolled in educational programs.
4. Provide a description of the transition services provided to children and youth returning from correctional facilities operated by participating schools. Also provide a description of the transition services provided for children & youths who are at risk.

Section 3: Transition and Support Services

1. Provide a description of how schools will coordinate with existing social, health, & other services to meet the needs of students returning from correctional facilities, children/youth who are at risk of dropping out of school, & other participants.
2. Provide a description of partnerships with local businesses to develop services for participating students, including curriculum-based youth entrepreneurship education, and mentoring.
3. Provide a description of how the program will involve 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.
4. Provide a description of how schools will work with probation officers to help meet the needs of children and youth returning from correctional facilities.

Section 4: Coordination and Collaboration

1. Provide a description of how the program will coordinate with other Federal, State, and local programs. a description of how the program under this subpart will be coordinated with other Federal, State, and local programs.

2. Provide a description of how the program will coordinate with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 (JJDPa)

Use of Funds

1. A State agency shall use funds received under this subpart only for programs and projects that are consistent with the State plan under section 1414(a); and
2. Concentrate on providing participants with the knowledge and skills needed to make a successful transition to secondary school completion, career and technical education, further education, or employment.

Programs and Projects may include—

1. The acquisition of equipment.
2. Pay-for-success initiatives
3. Providing targeted services for youth who have come in contact with both the child welfare system and juvenile justice system.

Programs and Projects shall be designed to support educational services that —

1. Except for institution-wide projects under section 1416, are provided to children and youth identified by the State agency as failing, or most at-risk of failing, to meet the challenging State academic standards.
2. Respond to the educational needs of such children and youth, including by supplementing and improving the quality of the educational services provided to such children and youth by the State agency.
3. Afford such children and youth an opportunity to meet challenging State academic standards.

Institution Wide Projects

A State agency that provides free public education for children and youth in an institution for neglected or delinquent children and youth (other than an adult correctional institution) or attending a community-day program for such children and youth may use funds received under this subpart to serve all children in, and upgrade the entire educational effort of, that institution or program if the State agency has developed, and the State educational agency has approved, a comprehensive plan for that institution or program that:

1. Provides for a comprehensive assessment of the educational needs of all children and youth in the institution or program serving juveniles.
2. Provides for a comprehensive assessment of the educational needs of youth aged 20 and younger in adult facilities who are expected to complete incarceration within a 2-year period.
3. Describes the steps the State agency has taken, or will take, to provide all children and youth under age 21 with the opportunity to meet challenging State academic standards in order to improve the likelihood that the children and youth will attain a regular high school diploma or its recognized equivalent or find employment after leaving the institution.
4. Describes the instructional program, specialized instructional support services, and procedures that will be used to meet the needs described in paragraph
 - I. including, to the extent feasible, the provision of mentors for the children and youth described in paragraph

- II. and how relevant and appropriate academic records and plans regarding the continuation of educational services for such children or youth are shared jointly between the State agency operating the institution or program and local educational agency in order to facilitate the transition of such children and youth between the local educational agency and the State agency.
- 5. Specifically describes how such funds will be used.
- 6. Describes the measures and procedures that will be used to assess and improve student achievement.
- 7. Describes how the agency has planned, and will implement and evaluate, the institution-wide or program-wide project in consultation with personnel providing direct instructional services and support services in institutions or community-day programs for neglected or delinquent children and youth, and with personnel from the State educational agency; and
- 8. Includes an assurance that the State agency has provided appropriate training for teachers and other instructional and administrative personnel to enable such teachers and personnel to carry out the project effectively.

Three Year Programs and Projects

If a State agency operates a program or project under Title I Part D Subpart 1 in which individual children or youth are likely to participate for more than 1 year, the State educational agency may approve the State agency's application for a subgrant under this subpart for a period of not more than 3 years.

Transition Services

Each State agency shall reserve no less than 15 percent and not more than 30 percent of the amount such agency receives under this subpart for any fiscal year to support this.

- 1. Projects that facilitate the transition of children and youth between State-operated institutions, or institutions in the State operated by the Secretary of the Interior, and schools served by local educational agencies or schools operated or funded by the Bureau of Indian Education; or
- 2. The successful reentry of youth offenders, who are age 20 or younger and have received a regular high school diploma or its recognized equivalent, into postsecondary education, or career and technical training programs, through strategies designed to expose the youth to, and prepare the youth for, post-secondary education, or career and technical training programs, such as —
 - A. preplacement programs that allow adjudicated or incarcerated youth to audit or attend courses on college, university, or community college campuses, or through programs provided in institutional settings.
 - B. worksite schools, in which institutions of higher education and private or public employers' partner to create programs to help students make a successful transition to postsecondary education and employment; and
 - C. essential support services to ensure the success of the youth, such as —
 - i. personal, career and technical, and academic, counseling.
 - ii. placement services are designed to place the youth in a university, college, or junior college program.
 - iii. information concerning, and assistance in obtaining, available student financial aid.
 - iv. counseling services; and
 - v. job placement services.

Technical Assistance

Technical assistance helps build the capacity of individuals in State Agencies by providing them with the knowledge, skills, and tools needed to address specific challenges of the Title I Part D Subpart 1 program. Technical assistance is provided by the PED to support State agency Title I Part D Subpart 1 programs with webinars, meetings and in-person visits when required.

Annual Count for Title I Part D Subpart 1

Purpose of the Annual Count

To accurately identify the number of eligible children and youth who are Neglected and Delinquent – The Department of Education uses the data from the annual count to determine the funding that is provided to the state. To also allocate funding to eligible programs and eligible children and youth with the greatest need – The New Mexico Department of Education (NMPED) then awards sub grants to state agencies that serve children and youth in juvenile correctional facilities.

Determining Eligible State Agencies:

State agencies that are responsible for providing free public education to children and youth who are in a Neglected or Delinquent institution, community day programs, or adult correctional facilities are eligible. New Mexico Department of Corrections, Children, Youth and Family Department (CYFD) have been identified as the state agencies eligible under Subpart 1.

1. The facility is an institution for Neglected or Delinquent children and youth.
2. The average length of stay in the facility is at least 30 days.
3. The state agency (in collaboration with the department) determines which facilities are eligible.

Determining Eligible Students:

1. The student is 20 years of age or younger.
2. The student is enrolled in a state-funded “regular program of instruction.”
3. The student receives at least 15 hours per week of instruction if in an adult facility or at least 20 hours per week if in a juvenile facility or community day program.
4. The facility (in collaboration with state agency and/or the department) identifies eligible students.

Funding:

The US Department of Education allocates funds to PED based upon a formula based upon a one-day annual count of youth (ages 20 or younger) who are enrolled in a “regular program of instruction” in eligible facilities (juvenile and adult corrections and community day programs) with an average stay of 30 days for youth who are Neglected or Delinquent.

From that allocation, PED makes subgrants to eligible State agency (SA) facilities (juvenile and adult corrections and community day programs) to provide 70% “supplemental” academic services and 30% transitional services to eligible youth. The exception is for institution-wide projects (not allowable in adult corrections).

Annual Count Definitions:

Regular Program of Instruction is defined as:

1. Instruction that does not go beyond grade 12.
2. Classroom instruction in basic school subjects (e.g., reading, mathematics, and career and technical education subjects).
3. Instruction that is supported by non-federal funds.

Adult Correctional Institution: The term adult correctional institution' means a facility in which persons (including persons under 21 years of age) are confined as a result of a conviction for a criminal offense..

Count Period:

The State Agency selects any one school day during the current calendar year, and all institutions must use that date for the enrollment count. Institutions adjust the count to reflect the relative length of the school year of the specific agency or institutions. Typically, this occurs in October.

Count Calculation:

The state agency will adjust the count to reflect the length of the school year of the agency or institution.

The adjustment is made by (a) multiplying the number of students enrolled in the institution (on the day selected by the SA), by the number of days per year the regular program of instruction operates, and (b) dividing that number by a number that represents the number of school days in the academic year for the state (i.e.180).

(Single Day Count) X (Length of School Year in Days)

180 Days

Counting Versus Serving for State Agencies

Since there are many program requirements, it is important to note the relationship between children and youth included in the Annual Count, children and youth who receive services under Title I Part A or Part D, and children and youth who are reported as served in the Consolidated State Performance Report (CSPR).

Agency Type	Counting	Serving
State Agencies(SAs)	<p>Children and youth COUNTED must be:</p> <ul style="list-style-type: none"> • In a program for youth who are N or D, including juvenile and adult correctional facilities and community day programs. • Enrolled in a State-funded “regular program of instruction”. 	<p>Children and youth SERVED with Subpart 1 funds must be:</p> <ul style="list-style-type: none"> • In a program for youth who are N or D, including juvenile and adult correctional facilities and community day programs.

	<ul style="list-style-type: none"> • Enrolled in a program that has an average length of stay of at least 30 days. • 20 years of age or younger. 	<ul style="list-style-type: none"> • Enrolled in a State-funded “regular program of instruction”. • Enrolled in a program that meets the length-of-stay requirements for the given program type (requirements vary). • 21 years of age or younger
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Subpart 2: Local Educational Agency (LEA) Program

Purpose

The purpose of Title I Part D Subpart 2 is to support the operation of local educational agency programs that involve collaboration with locally operated correctional facilities —

1. To carry out high quality education programs to prepare children and youth for secondary school completion, training, employment, or further education.
2. To provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and
3. To operate programs in local schools including schools operated or funded by the Bureau of Indian Education, for children and youth returning from correctional facilities, and programs which may serve at-risk children and youth.

Programs Operated by Local Educational Agencies

Local Subgrants-With funds made available under Title I Part D Subpart 2 1402(b), the PED shall award subgrants to local educational agencies with high numbers or percentages of children and youth residing in locally operated (including county operated) correctional facilities for children and youth (including facilities involved in community day programs).

Special Rule-A local educational agency that serves a school operated by a correctional facility is not required to operate a program of support for children and youth returning from such school to a school that is not operated by a correctional agency but served by such local educational agency, if more than 30 percent of the children and youth attending the school operated by the correctional facility will reside outside the boundaries served by the local educational agency after leaving such facility.

Notification- The PED shall notify local educational agencies within the State of the eligibility of such agencies to receive a subgrant under this subpart.

Transitional Services and Academic Services-Transitional and supportive programs operated in local educational agencies under Title I Part D Subpart 2 should be designed primarily to meet the transitional and academic needs of students returning to local educational agencies or alternative education programs from correctional facilities. Services to students at-risk of dropping out of school shall not have a negative

impact on meeting such transitional and academic needs of the students returning from correctional facilities.

Local State Agency Applications

Each local educational agency will submit an application to the PED that contains such information as the State educational agency may require. Each application should follow very particular guidelines and requirements including:

Section 1: Criteria

1. Provide a description of the characteristics of the children and youth served by the program.
2. Provide a Description of how the school will coordinate with existing programs to meet the unique educational needs of such children and youth.
3. Provide a description of how participating schools will work to ensure facilities are aware of a child's or youth's individualized education program. (IEP)
4. As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public-school program.

Section 2: Goals, Quality and Evaluation

1. Provide a description of the program to be assisted.
2. Provide a description of the (Part D) formal agreements that exist between the LEA and correctional facilities or alternative school programs serving children and youth.
3. As appropriate, provide a description of how participating schools will coordinate with facilities to ensure that children and youth are enrolled in educational programs.
4. Provide a description of the transition services provided to children and youth returning from correctional facilities operated by participating schools. Also provide a description of the transition services provided for children & youths who are at risk.

Section 3: Transition and Support Services

1. Provide a description of how schools will coordinate with existing social, health, & other services to meet the needs of students returning from correctional facilities, children/youth who are at risk of dropping out of school, & other participants.
2. Provide a description of partnerships with local businesses to develop services for participating students, including curriculum-based youth entrepreneurship education, and mentoring.
3. Provide a description of how the program will involve 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.
4. Provide a description of how schools will work with probation officers to help meet the needs of children and youth returning from correctional facilities.

Section 4: Coordination and Collaboration

1. Provide a description of how the program will coordinate with other Federal, State, and local programs. a description of how the program under this subpart will be coordinated with other Federal, State, and local programs.
2. Provide a description of how the program will coordinate with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 (JJDPa)

Accountability

The New Mexico Public Education Department may—

1. Reduce or terminate funding for projects under this subpart if a local educational agency does not show progress in the number of children and youth attaining a regular high school diploma or its recognized equivalent; and
2. Require correctional facilities or institutions for neglected or delinquent children and youth to demonstrate, after receiving assistance under this subpart for 3 years, that there has been an increase in the number of children and youth returning to school, attaining a regular high school diploma or its recognized equivalent or obtaining employment after such children and youth are released.

Program Evaluations

Scope of the Evaluation—Each State agency or local educational agency that conducts a program under subpart 1 or 2 shall evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age, while protecting individual student privacy, not less than once every 3 years, to determine the program's impact on the ability of participants —

1. To maintain and improve educational achievement and to graduate from high school in the number of years established by the State under either the four-year adjusted cohort graduation rate or the extended year adjusted cohort graduation rate, if applicable.
2. To accrue school credits that meet State requirements for grade promotion and high school graduation.
3. To make the transition to a regular program or other education program operated by a local educational agency or school operated or funded by the Bureau of Indian Education.
4. To complete high school (or high school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and
5. As appropriate, to participate in postsecondary education and job training programs.

Exception—The disaggregation required under subsection (a) shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results reveal personally identifiable information about an individual student.

Evaluation Measures—In conducting each evaluation under subsection (a), a State agency or local educational agency shall use multiple and appropriate measures of student progress.

Evaluation Results—Each State agency and local educational agency shall—

6. Submit evaluation results to the State educational agency and the Secretary; and
7. Use the results of evaluations under this section to plan and improve subsequent programs for participating children and youth.

Annual Count for Title I Part D Subpart 2

Purpose:

The purpose of Title I, Part D Subpart 2 is to improve educational services for children and youth in local, tribal, and state institutions for Neglected or Delinquent children and youth so that these children have the opportunity to meet the same challenging state academic standards that all children in the state are expected to meet.

1. To provide these children with the services needed to make the successful to further schooling or employment.
2. To prevent at-risk youth from dropping out of school, and to provide dropouts, and to prevent children and youth returning from correctional facilities or institutions for Neglected or Delinquent children and youth, with a support system to ensure their continued education and the involvement of their families and communities.

Institutions for neglected or delinquent children and youth include:

1. **Neglected:** a public or private residential facility, other than a foster home, that is operated for the care of children who have been committed to the institution or voluntarily placed in the institution under state law due to abandonment, neglect, or death of their parents or guardians.
2. **Delinquent:** a public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision.

Determine Eligible Local Educational Agencies:

The Public Education Department (PED) requires each Subpart 2 Local Education Agency Program to reserve from its Title I, Part A allocation funds generated by the number of children in locally operated institutions for neglected or delinquent youth. These funds may be awarded to Local Education Agencies (LEAs) with high proportions of youth in local correctional facilities to support dropout prevention programs for at-risk youth.

The PED has broad discretion in determining LEA eligibility. They may include youth participating in locally operated community school programs and schools not operated by the State that serve youth who are neglected or delinquent and do not live in a facility. Local Educational Agencies (LEA's) that are responsible for providing public education to children and youth who are either Neglected or Delinquent.

Locally operated facilities must meet the definition of an institution for children who are neglected, an institution for children who are delinquent, or an adult correctional institution. Note: Facilities need not have a 30-day average length of stay. Facilities must be designated properly as either a neglect or delinquent institution. Facilities counted properly according to their designation (i.e., delinquent institution counted all children who are neglected or delinquent as delinquent).

Determine Eligible Students:

Students who are eligible to be served must be:

1. Children and youth are 5 to 17 years of age during the count window.
2. Children and youth that have not been counted in the Annual Count or other Title I funding stream count.
3. Each unique case must be counted. (If a child or youth is enrolled at the beginning of the count window, is released, and is reenrolled later in the count window, he or she should be counted twice.)

Funding:

The US Department of Education allocates a portion of the Title I Part A funds to PED specifically for this subpart, based on an annual count of the number of children and youth (ages 5-17) living in local institutions for Neglected or Delinquent children for at least one day during the 30-day count period. From that allocation, PED subgrants to eligible Local Education Agency (LEA) facilities to provide transition services to eligible youth.

Definitions For Title I Part D Subpart 2

At Risk- The term 'at-risk', when used with respect to a child, youth, or student, means a school aged individual who is at-risk of academic failure, dependency adjudication, or delinquency adjudication, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system or child welfare system in the past, is at least 1 year behind the expected grade level for the age of the individual, is an English learner, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.

Community Daycare Program- The term 'community day program' means a regular program of instruction provided by a State agency at a community day school operated specifically for neglected or delinquent children and youth.

Institution for Neglected or Delinquent Children and Youth- The term 'institution for neglected or delinquent children and youth' means —

1. A public or private residential facility, other than a foster home, that is operated for the care of children who have been committed to the institution or voluntarily placed in the institution under applicable State law, due to abandonment, neglect, or death of their parents or guardians; or
2. A public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision.

Count Window:

This period is 30 consecutive days, and at least one day must be in the month of October. The PED selects the specific count period for all LEAs to use.

Counting Versus Serving for Local Educational Agencies

Agency Type	Counting	Serving
Local Education Agencies (LEAs)	<p>Children and youth COUNTED must be:</p> <ul style="list-style-type: none"> • Living in local institutions for children and youth who are N or D or adult correctional institutions. • Living in the institution for at least 1 day during the 30-day count period · 5 through 17 years of age 	<p>Children and youth SERVED with Subpart 2 funds must be:</p> <ul style="list-style-type: none"> • Living in local institutions for children and youth who are delinquent or in adult correctional institutions; eligible for services under Title I, Parts A and C; or identified as “at risk” (e.g., migrants, immigrants, gang members, pregnant or parenting youth) • 21 years of age or younger

Monitoring for both State Agencies and Local Educational Agencies

The state educational agency (PED) is required to monitor the implementation of program requirements and the expenditure of federal funds. The monitoring process is essential for building relationships with SAs, providing technical assistance and ensuring that the SAs are in compliance with the Every Student Succeeds Act (ESSA). New Mexico’s monitoring process consists of four main components: General Compliance, Program Compliance, Equitable Services Compliance, and Fiscal Compliance.

Monitoring Rationale

As required under ESEA, as amended by ESSA, for LEAs, SAs and their affiliate facilities receiving N&D funds, the PED is responsible for monitoring the quality and effectiveness of the services provided to eligible students. Monitoring also serves as a mechanism to identify successful N&D programs that have provided measurable results and positive outcomes. Such practices include, but are not limited to, the following examples:

1. Reduce the possibility of young people reentering the juvenile justice system.
2. Promote effective instructional best practices resulting in increased N&D student engagement and academic outcomes.
3. Promote effective culturally relevant and gender-responsive interventions in Juvenile Justice.

4. Promote Career and Technology Education inclusive of STEM and STEAM activities, experiences and certifications that support successful transition and preparation for post-secondary education and the workforce.

Moreover, monitoring serves as a process for collecting information about State and local needs of N&D programs, so that assistance and other targeted resources can more effectively impact programmatic improvements.

Monitoring Process

The Public Education Department (PED) conducts three types of monitoring: Desk Monitoring, Sharepoint Monitoring Tool, and On-Site Monitoring Visits.

The New Mexico Public Education Department (PED) is responsible for conducting compliance monitoring for all State Agencies (SAs) and local educational agencies (LEAs) and their school sites participating in the Title I Part D Subpart 1 and Subpart 2 programs under the Every Student Succeeds Act (ESSA). Additionally, the PED provides focused compliance technical assistance and support for those SAs and LEAs selected to be reviewed for Federal Program Monitoring.

Desk Monitoring

Desktop Monitoring: The SSFS Bureau conducts ongoing monitoring via desktop review through a thorough review of the Title I Part D Subpart 1 and Subpart 2 applications and application amendment forms. The processes are iterative; any activities that do not meet requirements will not be approved; the bureau staff reaches out to the LEA and provides technical assistance via email, virtual meetings, and phone calls as needed to ensure all proposed activities meet requirements. The desktop review includes a review of each Request for Reimbursement (RfR) submitted by an LEA in the Operating Budget Management System. After the SSFS Bureau staff complete the first layer of the RfR review, including how it aligns with the approved application, pre-approval, or amendment forms, the Fiscal Grants Management staff in the Administrative Services Division completes a second layer of review before the RfR is approved.

SharePoint Monitoring Tool for Title I Part D Subpart 1 (SAs)

SharePoint Monitoring Tool: The SSFS Bureau has prepared a Share Point Monitoring Tool for SAs to complete for the Monitoring process every year. Review and approval of SA submitted information in the monitoring tool allows the SSFS Bureau to ensure that students who are neglected, delinquent or at-risk receive a fair, equitable and significant opportunity to obtain a high-quality education.

Monitoring Tool Question Sections:

Section 1:

- General Programmatic Compliance Requirements
- Institution-Wide Plans
- Targeted Support Program
- Counting Process
- Evaluation of Program (overall)

Section 2:

- Equitable Services Compliance Staffing & Professional Development
- Evaluation of Program (unique needs of delinquent and at-risk youth)
- Evaluation of Student Achievement
- Family/Parent Engagement

Transition Services
Section 3:
Fiscal Compliance

On-Site Monitoring for Title I Part D Subpart 2 (LEAs)

On-Site Monitoring Visits: The SSFS Bureau conducts ongoing on-site monitoring visits to LEA Title I Part D Subpart 2 sites. Facilities are selected through an assessment process and are notified via email. This communication includes an invitation to an initial meeting, as well a visit to the on-site classroom and adjacent facilities. Onsite visits allow the monitoring team to assess whether programs are operating in accordance with approved applications and applicable statutory and regulatory requirements, such as the Elementary and Secondary Education Act (ESEA). These monitoring visits also facilitate the evaluation of the program's impact on student academic achievement and transition to further education or employment.

Topics of Discussed during the On-Site Monitoring Visit:

1. Evidence of administrative controls and responsibility for monitoring the funded programs and facility/site(s) to ensure compliance with any formal agreements and applicable statutory and regulatory requirements.
2. Evidence of its program description
3. Procedures specific to N&D Program
4. Pre- and post-assessment results
5. Content Activities/Teacher Lesson Plans
6. N&D Program Activity Summary for ELA and Math
7. Transition Activities
8. A schedule of activities for N&D Title I services
9. Professional Development/Program Description
10. Evidence of Parent and Family Engagement Activities as Allowable/Applicable
11. A list of community agencies, other educational agencies (colleges, technical schools, etc.), business partners.

Carryover of Funds for both State Agencies and Local Educational Agencies

LEAs and SAs must endeavor to utilize Title I Part D funds to support educational services. It is the expectation and best practice of PED that funds are expended during the year in which they are allocated. However, if the Subpart 1 or Subpart 2 funds are not utilized within its grant period, 100% of the remaining funds can be carryover to ensure adequate implementation of continued support for children and youth. Reallocated funding amounts will be determined based on the same proportion as the original allocations of the fiscal year from which the funding remains. LEAs and SAs with significant remaining amounts of carryover may be monitored and provided with technical assistance to address leftover amounts and areas of needed improvement.