

NEVADA DEPARTMENT OF EDUCATION
GUIDANCE DOCUMENT FOR
Title I-Part D



Table of Contents

Overview of Title I, Part D- Neglected, Delinquent, or At-Risk Program **Error! Bookmark not defined.**3

Purpose and Goals	3
Eligibility: Districts/Schools/Students.....	5
Program Funding Awarded	6
ESSA’s Evidence-based Requirements.....	6
Organization	7
Program Requirements	7
Program Plan: The Basic Requirements of Title I, Part D	Error! Bookmark not defined. 7
Program Requirements (ESSA LEA Plan Requirements).....	8
Subpart 1: (ESSA section 1416) Institution-wide Projects.....	Error! Bookmark not defined.. 9
Subpart 1: (ESSA section 1417) Three-Year Programs or Projects.....	10
Subpart 1: (ESSA Section 1418) Transition Services	10
Subpart 2: (ESSA Section 1425) Prog Req for Correctional Facilities.....	11
Sub-Part 2: Transitional and Academic Services.....	12
SUBPART 2: (ESSA Section 1426) Accountability	13
Fiscal.....	13
Use of Funds	13
Application Process	155
Assessment, Data Collection, and Reporting	188
Monitoring and Compliance.....	21
Timeline.....	233
Resources and Contacts	23
Appendices	267

Overview of Title I, D Program

Purpose and Goals

The Title I, Part D program serves students in various settings, including those who reside in juvenile detention facilities and juvenile and adult correctional facilities, those residing in facilities for youth who are neglected, and those attending programs directed at preventing school dropout and/or delinquent involvement. Its purpose and goals are:

- (1) to improve educational services for children and youth in local, tribal, and 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; and
- (3) to prevent at-risk youth from dropping out of school, and to provide dropouts, and 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. *ESSA Section 1401. [20 U.S.C. 6421]*

Although there is variation in the programming and environments where youth are served across the state, many of the youth receiving services reside in juvenile detention and juvenile correctional facilities. As such, Title I, Part D primarily supports the Nevada Department of Education's (NDE) third state goal of "All students graduate college, and career ready" by ensuring that neglected and delinquent students have an equal opportunity to continue their education despite being in a status of neglected or delinquent. Title I, Part D funding also supports NDE's fifth state goal of ensuring "efficient and effective use of public funds to achieve the highest return on educational investment" by using federal funds to supply educational support to students who might otherwise be forgotten and ultimately, never complete high school.

Evaluation of these three overarching goals is achieved through several data gathering activities. Through a comprehensive onsite monitoring process, each of the Title I, Part D funded entities supplies information that is related to these goals. When onsite monitoring is not warranted, a desktop monitoring tool is utilized to capture this information along with a self-reported evaluation tool (see appendix). Lastly, achievement data is gathered annually to assess how the Title I, Part D funds are directly supporting student achievement across the state. (*More information concerning evaluation can be found in the Assessment, Data Collection, and Reporting section of this document on pages 17-20.*)

Objectives and Outcomes (aligned with ESSA and Nevada's Consolidated State Plan)

Title I, Part D programs are critical in maintaining students' academic progress in both short and long-term neglected and delinquent situations. The importance of these programs to engage and work collaboratively with families and student's "school of origin" (when appropriate and

applicable) cannot be overlooked. The following program objectives and outcomes have been established to assess the effectiveness in improving the academic, career, and technical skills of youth who are served through Title I, Part D state agencies and local education agencies:

Objective 1: Title I, Part D programs in Nevada will provide for individualization of instructional experience beginning with an intake process that includes an identification of each student's academic strengths and weaknesses in reading and math.

Outcome: Each Title I, Part D program will provide tailored educational services and supports for children and youth who are neglected or delinquent to ensure that they have the opportunity to meet challenging State academic content and achievement standards. The state will ensure that these services and supports are effective through periodic program review, evaluation and ongoing collaboration with each Title I, Part D entity. Additionally, through annual data collection each program will be required to report on the following:

- Long-term students with negative grade level change from the pre- to posttest exams
- Long-term students with no change in grade level from the pre-to posttest exams
- Long-term students with improvement up to one full grade level from the pre- to posttest exams for reading and math

Objective 2: Title I, Part D programs will ensure that all neglected and delinquent students accrue school credits that meet state requirements for grade promotion and secondary school graduation.

Outcome: Each Title I, Part D program will post-test each student using a standards-based test to determine academic growth during the student's placement in the academic program. Success will be determined by calculating the percentage of students that improved from the pre- to post-test exams after the annual collection of data has occurred for Nevada's Neglected and Delinquent programs.

Objective 3: Title I, Part D programs will use a Student Transition Planning Tool (STPT) (See Appendix) to ensure that all long-term neglected and delinquent students are prepared to transition to a regular community school or other education program operated by an LEA, complete secondary school (or secondary school equivalency requirements), and/or obtain employment after leaving the facility. The STPT (completed 30 to 60 days prior to the completion of the long-term stay) will summarize the student's academic progress as well as short and long-term goals related to graduation requirements, post-secondary education and/or career technical education, or employment goals.

Outcome: Title I, Part D programs will annually report on the types of transitional services and the number of students that have transitioned from the facilities to the regular community schools or other education programs, completed secondary school (or secondary school equivalency requirements), and/or obtained employment after leaving the facility. To this end the following will be collected during the annual data collection for Neglected and Delinquent students:

- Students that enrolled in their Local District School
- Students that earned high school course credits
- Students that enrolled in a GED program
- Students that earned a GED
- Students that obtained a High School Diploma
- Students that accepted and or enrolled into Post-Secondary Education
- Students that enrolled in job training course/programs
- Students that obtained employment

Objective 4: Title I, Part D programs will ensure (particularly for long-term students) that neglected and delinquent students have the resources and completed the STPT related to their participation in post-secondary education and/or job training programs.

Outcome: Title I, Part D programs will annually report on the number of neglected and delinquent students who participated in postsecondary education and job training programs. Data analysis of student participation and achievement outcomes will be used to determine the effectiveness of the program in improving career and technical skills of children in the program.

Eligibility: Districts/Schools/Students

How Title I, Part D is Structured

Title I, Part D, serves children and youth through two separate programs. NDE has discretion concerning these funds based on (1) its proportionate share of the State's adjusted enrollment count of children and youth who are Part D-eligible or (2) programs with the highest need. The two separate programs are:

State agency programs (Subpart 1)

The U.S. Department of Education (ED) allocates funds for this subpart to State Educational Agencies (SEAs) based on the number of children and youth in State-operated facilities and the State's average per-pupil educational expenditures. Once ED determines a State's Subpart 1 allocation, the SEA makes subgrants to eligible State agency (SA) participants based on either: (1) its proportionate share of the State's adjusted enrollment count of children and youth who are Part D-eligible, or (2) programs with the highest need.

Local agency programs (Subpart 2)

ED allocates funds for this subpart to Nevada based on annual caseload data of the number of children and youth living in local facilities for delinquent children and adult correctional

facilities. While each SEA has the option of awarding subgrants to eligible local educational agencies (LEAs) by formula or through a discretionary (i.e., competitive) grant process, Nevada has historically decided to award each LEA with formula funding based on their reported number of students and will do so for the 2019 fiscal year.

Program Funding Awarded

A program plan is required for any Subpart 1 or Subpart 2 facility requesting Title I, Part D funding. The program plan aligned with each Title I, Part D state agency or LEA is required to be uploaded through the ePage system. More information related to program plans can be found below in the Program Plan section on pages 6-12.

ESSA's Evidence-based Requirements

State agencies and LEAs are strongly encouraged to ensure that their Title I, D plans include interventions, strategies, and activities that meet the ESSA Evidence Levels below (per ESSA section 8101(21):

Demonstration Type	Levels of Evidence	Evidence-Based Citation
An activity, strategy, or intervention that demonstrates a <i>statistically significant effect on improving student outcomes or other relevant outcomes</i>	LEVEL 1: STRONG EVIDENCE	Evidence cited is based on: <i>at least 1 well-designed and well-implemented experimental study</i>
An activity, strategy, or intervention that demonstrates a <i>statistically significant effect on improving student outcomes or other relevant outcomes</i>	LEVEL 2: MODERATE EVIDENCE	Evidence cited is based on: <i>at least 1 well-designed and well-implemented quasi-experimental study</i>
An activity, strategy, or intervention that demonstrates a <i>statistically significant effect on improving student outcomes or other relevant outcomes</i>	LEVEL 3: PROMISING EVIDENCE	Evidence cited is based on: <i>at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias</i>

Demonstration Type	Levels of Evidence	Evidence-Based Citation
An activity, strategy, or intervention that demonstrates a <i>rationale that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes</i>	LEVEL 4: DEMONSTRATES A RATIONALE	Evidence cited is based on: <i>high-quality research findings or positive evaluation, and includes ongoing efforts to examine the effects of such activity, strategy, or intervention</i>

In future years, state agencies and LEAs will be required to list the evidence level for each intervention, strategy, activity in their Title I, D budget. All interventions, strategies and activities will need to meet at least ESSA evidence level 4. If this is not possible, then state agencies/LEAs will need to have a rigorous evaluation plan in place to determine whether the implemented interventions, strategies and activities are having a statistically significant effect on relevant student outcomes. More information and guidance on this will be made available in the near future.

Organization

The Title I, Part D program operates in the Office of Student and School Supports in the Student Achievement Division of the Nevada Department of Education.

Title I Team	Title	Contact Info
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Program Requirements

Program Plan: The Basic Requirements of Title I, Part D

Although requirements differ for State (Subpart 1) and local (Subpart 2) programs, all agencies that receive Part D funds are required to:

- Meet the educational needs of children and youth who are N or D and assist in the transition of these students from residential facilities to community-based programs;
- Ensure that these students have the same opportunities to achieve as students in regular community schools and (directly related to NDE's third goal) that all students graduate college and career ready;

- Annually evaluate the program and disaggregate data on participation by gender, race, ethnicity, and age; and use evaluation data to plan and improve subsequent programs for participating children and youth;
- Ensure that all of Nevada’s Title I, Part D funding is aligned with NDE’s fifth state goal of “efficient and effective use of public funds in service to students”

Program Requirements (ESSA LEA Plan Requirements)

Title I – Part D: LEA plan requirements for the receipt of Title I-D funds.

I.D.	ESSA Citation	Requirement
A.	§ 1423(1)	A description of the program to be assisted.
B.	§ 1423(2)	A description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.
C.	§ 1432(3)	A description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.
D.	§ 1423(4)	A description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.
E.	§ 1423(5)	A description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.
F.	§ 1423(6)	A description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.
G.	§ 1423(7)	A description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

I.D.	ESSA Citation	Requirement
H.	§ 1423(8)	A description of how the program will involve parents and family members 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.
I.	§ 1423(9)	A description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.
J.	§ 1423(10)	A description of how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.
K.	§ 1423(11)	A description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.
L.	§ 1423(12)	A description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.
M.	§ 1423(13)	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.

Subpart 1: (ESSA section 1416) 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 content standards and student academic achievement standards in order to improve the likelihood that the children and youth will complete secondary school, attain a secondary diploma or its recognized equivalent, or find employment after leaving the institution;
4. describes the instructional program, pupil services, and procedures that will be used to meet the needs described in paragraph (1), including, to the extent feasible, the provision of mentors for the children and youth described in paragraph (1);
5. specifically describes how such funds will be used;

6. describes the measures and procedures that will be used to assess student progress;
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 for appropriate training for teachers and other instructional and administrative personnel to enable such teachers and personnel to carry out the project effectively.

Subpart 1: (ESSA section 1417) Three-Year Programs or Projects

If a State agency operates a program or project under this subpart 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.

Subpart 1: (ESSA Section 1418) Transition Services

Each State agency shall reserve not 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—

- (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, postsecondary 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, vocational and technical, and academic, counseling;
 - ii. placement services 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.

(b) A project supported under this section may be conducted directly by the State agency, or through a contract or other arrangement with one or more local educational agencies, other public agencies, or private nonprofit organizations.

(c) Nothing in this section shall be construed to prohibit a school that receives funds under subsection (a) from serving neglected and delinquent children and youth simultaneously with students with similar educational needs, in the same educational settings where appropriate.

Conduct of Projects— A project supported under this section may be conducted directly by the State agency, or through a contract or other arrangement with one or more local educational agencies, other public agencies, or private nonprofit organizations.

Evaluation of transitional services are part of both the onsite program review and the desktop monitoring. Program review is further explained in the Monitoring and Compliance section on pages 20-21.

Subpart 2: (ESSA Section 1425) Program Requirements for Correctional Facilities Receiving Funds under this Section

Each correctional facility entering into an agreement with a local educational agency under section 1423(2) to provide services to children and youth under this subpart shall:

1. where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under part B of the Individuals with Disabilities Education Act;
2. if the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need;
3. where feasible, provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;
4. provide support programs that encourage children and youth who have dropped out of school to reenter school once their term at the correctional facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a secondary school diploma or its recognized equivalent;
5. work to ensure that the correctional facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth;
6. ensure that educational programs in the correctional facility are related to assisting students to meet high academic achievement standards;
7. to the extent possible, use technology to assist in coordinating educational programs between the correctional facility and the community school;
8. where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities;
9. coordinate funds received under this subpart with other local, State, and Federal funds available to provide services to participating children and youth, such as funds made

available under Title I of Public Law 105-220 [Workforce Investment Act of 1998], and vocational and technical education funds;

10. coordinate programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable; and
11. if appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth.

Sub-Part 2: Transitional and Academic Services

The importance of successfully transitioning youth who have been incarcerated back to the community received increased Federal emphasis with changes to Title I, Part D, in 2001. Before 2001, up to 10 percent of Title I, Part D, funds *could* be used for transition, although there was no lower limit requirement for transition funding. Currently, Title I, Part D, law *mandates* that no less than 15 percent and no more than 30 percent of funds be reserved for transition purposes under Subpart 1. There is no explicit language in the statute regarding the percentage of Subpart 2 funds that need to be used for transition activities in LEAs and correctional facilities receiving these monies. However, these entities are still required by the law to provide such services.

Transitional and supportive programs operated in local educational agencies under subpart 2 shall be designed 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 will have a positive impact on meeting the transitional and academic needs of the students returning from correctional facilities.

The focus related to the transition for neglected, delinquent, or at-risk youth encompasses four areas: independent living, employment, education, and community participation. All Title I, Part D, Subpart 1 programs (State agency programs) will annually identify transition activities that take place at their respective programs and meet the 15 to 30 percent reservation of funds for re-entry or transition services as required by law. To assist in the transition of youth between locally operated programs to correctional facilities and correctional facilities back to locally operated programs, a Student Transition Planning Tool (STPT) will be utilized. The STPT is required to be completed 30 to 60 days of a student's release from the facility and in collaboration with the student, his/her family, program personnel, and representatives from other involved entities, as appropriate. It is created to support students, their families, and other involved entities by outlining specific action steps to assist in academic and program decisions concerning the student's transition process and timelines. Once the STPT is completed, program personnel will be responsible for implementing the plan, monitoring the student's progress, and revising it accordingly to align with any change in circumstances. Once a student is ready to be transitioned out of a facility to a locally operated program, a new STPT will be created that will outline clear transition action steps, goals and strategies relating to independent living, employment, education, and community participation for the student. In addition, a list of programs and supports that the student can access for more assistance will also be included in the STPT. This process will help to ensure a smooth and successful transition to Title I, Part D programs and from Title I, Part D programs back to locally operated educational programs.

In addition, Subpart 2 programs (local agencies programs) will also be required to provide transitional services to assist students in both the transition to a Title I-Part D program and returning to locally operated schools and to promote positive academic and vocational outcomes for youth who are neglected and/or delinquent.

Refer to the section on Monitoring and Compliance (pages 20-21) concerning the evaluation of both transitional and academic services.

SUBPART 2: (ESSA Section 1426) Accountability

The State educational agency may:

1. reduce or terminate funding for projects under this subpart if a local educational agency does not show progress in reducing dropout rates for male students and for female students over a 3-year period; 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, obtaining a secondary school diploma or its recognized equivalent, or obtaining employment after such children and youth are released.

Fiscal

Generally, US ED allocates funds to each state during the summer months. An allocation to each subpart 1 and subpart 2 entity is then calculated based on the number of students reported in the October count. Funds are distributed through the ePAGE system and both the state agencies and LEA's are officially notified through email.

Use of Funds

The NDE State Coordinator for Title I, Part D will closely monitor use of funds to ensure they are being used appropriately. The State Coordinator is available for ideas, questions, and resources concerning the proper use of these funds. LEAs are encouraged to utilize the State Coordinator for any and all purchases of products, materials, or services that are questionable. The State Coordinator is available for any program related funding questions, and is willing to research any funding allow-ability questions the LEA may have. In some instances, the State Coordinator may reach out to the Neglected and Delinquent Technical Assistance Center to confirm the allow-ability of a purchase.

It is imperative that subpart representatives consult the NDE coordinator concerning possible funding solutions when needed. Grant opportunities and other funding resources can often help to bridge the gap for program short falls, and in many circumstances, the NDE coordinator can help with these needs. As a supportive partner in the process of educating the N&D populations in our state, the NDE coordinator is available and willing to help concerning possible funding solutions for all N&D programs.

Subpart 1: (ESSA section 1415) Use of Funds

In general a State agency shall use funds received under this subpart only for programs and projects that:

- A. are consistent with the State plan under section 1414(a); and
- B. concentrate on providing participants with the knowledge and skills needed to make a successful transition to secondary school completion, vocational or technical training, further education, or employment.

Such programs and projects:

- C. may include the acquisition of equipment;
- D. shall be designed to support educational services that:
 - i. 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 State's challenging academic content standards and student academic achievement standards;
 - ii. supplement and improve the quality of the educational services provided to such children and youth by the State agency; and
 - iii. afford such children and youth an opportunity to meet challenging State academic achievement standards;
- E. shall be carried out in a manner consistent with section 1120A and part I (as applied to programs and projects under this part); and
- F. may include the costs of meeting the evaluation requirements of section 9601.

It is imperative that subpart representatives consult the NDE State Coordinator for Title I, Part D concerning possible funding solutions when needed. Grant opportunities and other funding resources can often help to bridge the gap for program short falls, and in many circumstances, the NDE coordinator can help with these needs. As a supportive partner in the process of educating the N&D populations in our state, the NDE coordinator is available and willing to help concerning possible funding solutions for all N&D programs.

Subpart 2: (ESSA Section 1424). Use of Funds

Funds provided to local educational agencies under this subpart may be used, as appropriate, for:

1. programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education;
2. dropout prevention programs which serve at-risk children and youth, including pregnant and parenting teens, children and youth who have come in contact with the juvenile justice system, children and youth at least 1 year behind their expected grade level, migrant youth, immigrant youth, students with limited English proficiency, and gang members;

3. the coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education;
4. special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education; and
5. programs providing mentoring and peer mediation.

Subpart 2 Carryover Policy

An LEA may carryover Title I, Part D funds if it does not use all or part of their yearly allocation. There is no restriction on the amount of funds it may carry over as there is in Title I, Part A, and there is nothing that precludes reallocating said carryover funds to other *eligible needs-driven activities*. This is subject only to General Education Provisions Act (GEPA) on the length of time an LEA has to expend Federal funds. Under the Federal "Tydings Amendment," Section 421(b) of the GEPA 20.20 U.S.C. 1225(b), any funds that are not obligated at the end of the Federal funding period shall remain available for obligation for an additional period of 12 months. In order to comply with Federal cash management requirements, LEAs must expend Federal funds in a timely manner. Although the Tydings Amendment provides specific timelines governing the expenditure/encumbrance of program funds, Federal guidelines discourage the release of additional funding to LEAs that have not spent the dollars previously apportioned. LEAs are therefore requested to minimize the time frame between receipt and expenditure of federal program funds.

Application Process

Applications are typically released in the summer months for Title I, Part D. The NDE utilizes an electronic application process to monitor and ensure that each LEA and SEA aligns with the requirements outlined by federal law for Title I-D. It is also the responsibility of each Title I-D recipient to ensure that their program is continually monitored and that all elements of those programs are continuously aligned with federal requirements.

Subpart 1(Section 1414) State Agency Applications

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 that:

1. describes the procedures to be used, consistent with the State plan under section 1111, to assess the educational needs of the children to be served under this subpart;
2. provide an assurance that in making services available to children and youth in adult correctional institutions, priority will be given to such children and youth who are likely to complete incarceration within a 2-year period;
3. describes the program, including a budget for the first year of the program, with annual updates to be provided to the State educational agency;
4. describes how the program will meet the goals and objectives of the State plan;

5. describes how the State agency will consult with experts and provide the necessary training for appropriate staff, to ensure that the planning and operation of institution-wide projects under section 1416 are of high quality;
6. describes how the State agency will carry out the evaluation requirements of section 9601 and how the results of the most recent evaluation will be used to plan and improve the program;
7. includes data showing that the State agency has maintained the fiscal effort required of a local educational agency, in accordance with section 9521;
8. describes how the programs will be coordinated with other appropriate State and Federal programs, such as programs under title I of Public Law 105-220, vocational and technical education programs, State and local dropout prevention programs, and special education programs;
9. describes how the State agency will encourage correctional facilities receiving funds under this subpart to coordinate with local educational agencies or alternative education programs attended by incarcerated children and youth prior to their incarceration to ensure that student assessments and appropriate academic records are shared jointly between the correctional facility and the local educational agency or alternative education program;
10. describes how appropriate professional development will be provided to teachers and other staff;
11. designates an individual in each affected correctional facility or institution for neglected or delinquent children and youth to be responsible for issues relating to the transition of children and youth from such facility or institution to locally operated programs;
12. describes how the State agency will endeavor to coordinate with businesses for training and mentoring for participating children and youth;
13. provides an assurance that the State agency will assist in locating alternative programs through which students can continue their education if the students are not returning to school after leaving the correctional facility or institution for neglected or delinquent children and youth;
14. provides assurances that the State agency will work with parents to secure parents' assistance in improving the educational achievement of their children and youth, and preventing their children's and youth's further involvement in delinquent activities;
15. provides an assurance that the State agency will work with children and youth with disabilities in order to meet an existing individualized education program and an assurance that the agency will notify the child's or youth's local school if the child or youth:
 - A. is identified as in need of special education services while the child or youth is in the correctional facility or institution for neglected or delinquent children and youth; and
 - B. intends to return to the local school;
16. provides an assurance that the State agency will work with children and youth who dropped out of school before entering the correctional facility or institution for neglected or delinquent children and youth to encourage the children and youth to reenter school once the term of the incarceration is completed or provide the child or youth with the skills necessary to gain employment, continue the education of the child or youth, or

- achieve a secondary school diploma or its recognized equivalent if the child or youth does not intend to return to school;
17. provides an assurance that teachers and other qualified staff are trained to work with children and youth with disabilities and other students with special needs taking into consideration the unique needs of such students;
 18. describes any additional services to be provided to children and youth, such as career counseling, distance learning, and assistance in securing student loans and grants; and
 19. provides an assurance that the program under this subpart will be coordinated with any programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 (42 U.S.C. 5601 et seq.) or other comparable programs, if applicable.

Subpart 2 (ESSA Section 1423) Local Educational Agency Applications:

Each local educational agency desiring assistance under this subpart shall submit an application to NDE that contains the following information.

1. a description of the program to be assisted;
2. a description of formal agreements, regarding the program to be assisted, between:
 - A. the local educational agency; and
 - B. correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system;

as appropriate, a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend;

3. a description of the program operated by participating schools for children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth;
4. a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth;
5. as appropriate, a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility;
6. as appropriate, a description of any partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services for participating students;
7. as appropriate, 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;

8. a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of Public Law 105-220 and vocational and technical education programs serving at-risk children and youth;
9. a description of how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable;
10. as appropriate, a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities;
11. a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program; and
12. as appropriate, 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 regular public school program.

Assessment, Data Collection, and Reporting

Collecting and Using Data for Title I, Part D Programs

Ensuring accurate data collection, data reporting, and data use for program evaluation purposes are important and essential components of Title I, Part D programs. Data on academic and vocational outcomes provide information that the U.S. Department of Education (ED) and NDE use to assess student progress, demonstrate whether programs are meeting requirements, and identify needs so resources can be targeted appropriately.

Title I, Part D Reporting Requirements

The ED program for the education of children and youth who are neglected, delinquent, or at risk of educational failure requires State Agencies (SAs) and Local Education Agencies (LEAs) to submit information regarding the educational progress of students served through Title I, Part D funding. The data provided by States allow ED to measure the performance of Title I, Part D programs as mandated by the Elementary and Secondary Education Act (ESSA), as amended in 2001. Subpart 3, section 1431(a) of the ESSA establishes the requirement for Part D grantees to submit evaluation data annually to ED regarding the ability of students enrolled in Part D programs to attain educational outcomes similar to their peers enrolled in local educational programs. The reporting requirements apply to both SA programs (Subpart 1) and LEA programs (Subpart 2) receiving Title I, Part D funding.

Data Usage and Data Quality

Federal funding for Title I, Part D programs is contingent upon demonstration of student progress in their academic, vocational, and transition outcomes. It is critical that programs provide accurate data in order to assess these key student outcomes. The data reported by States through the CSPR appear in a number of Federal reports:

- Performance indicators are used to prepare the **Federal Annual Performance Plans and Reports**, as mandated by the Government Performance and Results Act Modernization Act of 2010 (GPRAMA) ([U.S. Department of Education Annual Plans and Reports](#)).

- Results from GPRAMA are also included in the **budget justifications** submitted with requests for continued funding of the Title I, Part D program ([Fiscal Year 2016 Budget Summary and Background Information](#)).
- National- and State -level data for Title I, Part D are included in ED's publicly available data resource, **ED Data Express** (<http://www.eddataexpress.ed.gov>) as well as in the State Fast Facts Pages (<http://www.neglected-delinquent.org/state-and-national-fast-facts>) and other related resources developed by NDTAC (<http://www.neglected-delinquent.org/administering-title-i-part-d/reporting-and-evaluation?tab=4>).

It is important for the data used in these Federal program reports to fully reflect the achievements of students enrolled in Title I, Part D programs to help ensure that funds are appropriately allocated. For this reason Title I, Part D programs need to ensure the accuracy of the data that is required of them. Data collection should be an ongoing process throughout the year (i.e., after each testing date, periodically as new students enter the program, etc.).

The State and Local Levels-Data Collection

Programs receiving Title I, D should ensure they are collecting accurate data for their programs. The collection of high-quality data is important for Title I, Part D programs at the State and local levels as well. A basic requirement of Title I, Part D programs is to use evaluation data to plan and improve subsequent programming for participating children and youth. In addition, providing quality data allows NDE to measure the effectiveness of the facilities and programs that receive Title I, Part D funds. This information can be used by NDE in the following ways:

- To inform key management and funding decisions
- To identify and disseminate “promising practices,” based on programs that have demonstrated success
- To share information with State legislators, other SAs, nongovernmental foundations, and the public to gain support for programs
- To monitor Title I, Part D programs

Having high-quality data allows administrators to be confident when sharing and using the data for decision-making purposes. Having access to reliable and accurate data also has implications for improving the performance of individual programs. Programs that conduct comprehensive data collection and analyses can identify whether students, or groups of students, are improving or need targeted support. Reliable data can help identify the programs of instruction that have affected student achievement positively. NDE will use our CSPR data, in conjunction with any other data the State may have collected, for self-assessment and program improvement purposes.

Reviewing the Title I, Part D Data

Ideally, ensuring data quality begins at the facility level, with data managers reviewing the data collected to be sure the data are complete, aligned with the indicators (as defined), and logically plausible before reporting the data. However, those responsible for collecting and submitting the State-level data should also conduct ongoing regular data quality checks as the data are received from facilities or programs. Performing reviews early in the process will help to ensure accurate

data collection by identifying any discrepancies or errors early enough to follow up with facilities or programs and to make corrections as needed prior to submitting the data to NDE.

Understanding the Federal Data Collections

The Federal collection of Title I, Part D data involves two separate data submissions—(1) via the Consolidated State Performance Report (CSPR) and (2)vi a ED Facts. It is important to understand the differences between them, how they relate, and the timelines for each.

The Relationship between the CSPR and EDFacts

The CSPR is an instrument administered annually by ED’s Office of Elementary and Secondary Education (OESE) to collect data on a number of programs authorized by ESSA, as amended, including Title I, Part D. Adhering to the CSPR reporting requirements is mandatory for all States that receive Title I, Part D funding. Data reported in the CSPR are collected for the SA programs (Subpart1) and the LEA programs (Subpart2) in areas that measure student progress in relation to academic achievement and vocational and transition outcomes. Both SAs and LEAs collect data for the same indicators, which focus on five main areas:

1. Student and facility counts
2. Demographics (racial and ethnic category, age, sex, disability, and limited English proficiency (LEP) status)
3. Transition services
4. Academic and vocational outcomes (in facility and within 90 calendar days after exit)
5. Academic achievement (performance) in reading and mathematics

EDFacts Information

EDFacts is an ED initiative that began in 2003 to coordinate and integrate multiple Federal data collections (including the CSPR collection) into a single repository through the Education Data Exchange Network (EDEN) EDFacts Submission System (ESS). The goals of EDFacts are to promote high-quality data collection and reduce the reporting burden for State and local entities by streamlining all data collection, analysis, and reporting. More information on the initiative is located at <http://www.ed.gov/about/inits/ed/edfacts/index.html>

How EDFacts Impacts Title I, Part D

NDE is required to submit most of the Title I, Part D indicators from the CSPR via EDFacts. The data that are submitted through EDFacts will populate the CSPR (i.e., the data submitted through EDFacts are transmitted automatically into the online CSPR collection). To help facilitate this, Title I, Part D programs are required to submit annual data elements to the NDE Coordinator in a timely manner and in the format requested. This process will help to ensure that data is uploaded into the CSPR data system as required by the federal government.

Monitoring and Compliance

Program monitoring involves the regular and systematic examination of program implementation and administration. Key aspects of Federal and State Subgrantee monitoring and compliance are

described on these pages. While desktop monitoring can occur at any time throughout the calendar year, the onsite monitoring for all Title I-D programs typically begins during the Spring and continues through the summer months.

Title I, Part D funded programs are monitored to ensure compliance with applicable State and Federal laws, including the Elementary and Secondary Education Act (ESSA), as amended in 2001. While compliance with laws and regulations is extremely important, NDE has moved from compliance to a support based system/culture. This shift in culture is important in building both trust and relationships to ensure program stability and growth. Monitoring reviews occur at three levels:

- The U.S. Department of Education (ED) monitors State education agencies (SEAs) that receive funds (Federal monitoring);
- SEAs monitor their State agency (SA) and local educational agency (LEA) subgrantees (subgrantee monitoring); and
- SA and LEA subgrantees monitor the facilities and programs to which they allocate funds (facility monitoring).

By monitoring Part D programs for compliance, administrators at all levels can ensure that students who are neglected, delinquent, or at-risk receive a fair, equal, and significant opportunity to obtain a high-quality education. Monitoring also provides a mechanism for collecting information about State and local needs, so that administrators can target assistance and other resources more effectively.

During the monitoring visit the Title I-D coordinator will utilize an onsite monitoring tool(s) that is aligned with the specific requirements of the ESSA regulations and Nevada State plan. There are two main objectives of the onsite visit. First, through a comprehensive interview process that follows the monitoring tool(s), the coordinator will seek to learn all of the important aspects of a particular program as they pertain to the population of students that are served. Second, the program coordinator will seek to understand how NDE can best support the particular program in the coming months. Hence, these visits serve as both a program review and a technical assistance visit to assure program compliance and ongoing support.

Non-Compliance: The NDE coordinator is committed to helping and supporting the subpart facilities and LEA's concerning possible non-compliance issues. It is recommended that any entities concerned with a non-compliance issue reach out to the NDE coordinator for possible solutions. Transparent concerns are far less likely to result in a non-compliance consequence and often a quick solution can be found. In the case that an LEA or state agency is found to be out of compliance, they may receive a corrective action plan to adjust non-compliant areas. State agencies or LEAs that are found to be chronically non-compliant will jeopardize their Title I, Part D funding.

Conversely, state agencies and LEAs who exceed the state's goals of Title I, Part D program administration and outcomes will be encouraged to present at both regional and/or national conferences. Nevada Title I, Part D programs are encouraged to both research and share best

practices with other Title I, Part programs across the state and the country in order to stay abreast of best practices on how to best serve neglected, delinquent and at-risk students.

Evaluation

Scope of Evaluation

Section 1431 of Title I, D under ESSA requires that each State agency or local educational agency in Nevada that conducts a program under subpart 1 or 2 shall evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age, 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;
2. to accrue school credits that meet State requirements for grade promotion and secondary school graduation;
3. to make the transition to a regular program or other education program operated by a local educational agency;
4. to complete secondary school (or secondary 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) of section 1431 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 would 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. In 2018 an evaluation tool was created by the Nevada Title I-D Coordinator. The tool is supplied to each district on a yearly basis for the purpose of “self-evaluation”. These evaluation tools are then utilized during on site program review. A copy of the evaluation is included at the end of this guidance document.

External Evaluation Results

Each State Agency and Local Educational Agency shall:
submit evaluation results to the State educational agency and U.S. Ed; and
use the results of evaluations under this section to plan and improve subsequent programs for participating children and youth.

Timeline¹

NDE’s Year at a Glance

Month	Activities
July	<ul style="list-style-type: none"> ● July 1-Prepare and/or submit Title I, Part D Application in ePAGE for review and approval for new FY ● Request current FY funds in ePAGE as the expense is encumbered. Request previous FY funds in the correct month
August	<ul style="list-style-type: none"> ● Request previous FY or current FY (if application is approved) funds in ePAGE as the expense is encumbered. Request funds in the correct month ● Begin to prepare the FFR for previous fiscal year ● Prepare and/or submit Title I, Part D Application in ePage for review and approval ● Prepare for the annual count and CSPR data collection (August through September)
September	<ul style="list-style-type: none"> ● Title I-Desktop (eNote) Fall monitoring window opens ● Title I, Part D applications due to NDE <ul style="list-style-type: none"> ○ ~ 1 month after submission: NDE reviews the Consolidated Application (which includes Title 1, D) and determines if applications are approved, conditionally approved or not approved . ● September 30-Complete FY FFR and submit. ● September 30 Final date to expend Title I, Part D funds for previous FY
October	<ul style="list-style-type: none"> ● Oct 31-All previous FY Final Financial Reports (FFR) for both subparts must be submitted to NDE <ul style="list-style-type: none"> ● Request FY funds in ePage as the expense is encumbered. Request funds in the correct month. ● Dec 15-Final Expenditure Report due ● Annual Count information received from NDE Title I, Part D Coordinator

¹ Subject to change.

Month	Activities
November	<ul style="list-style-type: none"> ● Request FY funds in ePage as the expense is encumbered. Request funds in the correct month. ● Submit CSPR data to NDE (Nov-Jan)
December	<ul style="list-style-type: none"> ● Request FY funds in ePage as the expense is encumbered. Request funds in the correct month. ● Verify and submit Annual Count data to NDE (Dec –Jan)
January	<ul style="list-style-type: none"> ● Receive Title I, Part D Desktop monitoring tool from NDE ● Request FY funds in ePage as the expense is encumbered. Request funds in the correct month.
February	<ul style="list-style-type: none"> ● Request FY funds in ePage as the expense is encumbered. Request funds in the correct month. ● Ongoing-Time and Effort Report check in
March	<ul style="list-style-type: none"> ● Request FY funds in ePage as the expense is encumbered. Request funds in the correct month. ● Title I-D Onsite Monitoring begins ● Ongoing-Time and Effort Report check in ● Ongoing-Assist schools with SPP development/implementation ● Ongoing-Support Parent and Family engagement activities based on needs assessment
April	<ul style="list-style-type: none"> ● Request FY funds in ePage as the expense is encumbered. Request funds in the correct month. ● Ongoing-Time and Effort Report check in ● Ongoing-Assist schools with SPP development/implementation ● Ongoing-Support Parent and Family engagement activities based on needs assessment
May	<ul style="list-style-type: none"> ● Request FY funds in ePage as the expense is encumbered. Request funds in the correct month. ● Onsite monitoring conducted by NDE (May-July) ● May 15-Title I, Part D Desktop monitoring tools submitted to NDE

Month	Activities
	<ul style="list-style-type: none"> ● May 30-Last window to submit FY budget amendment
<p>June</p>	<ul style="list-style-type: none"> ● Request FY funds in ePage as the expense is encumbered. Request funds in the correct month. ● June 30-Title I, Part D allocations loaded in ePage (dependent on USDOE) ● June 30-End of Fiscal Year- All allocated funds need to be spent. Complete budgets uploaded into ePage for upcoming Fiscal Year. ● Prepare to submit Title I, Part D application in ePage ● Ongoing-Time and Effort Report check in; semi-annual reports due

Resources/links

1. [Title I Part D Non-Regulatory Guidance](#)
2. [Title I, Part D Statute](#)
3. [Annual Count Toolkit](#)
4. [Reporting & Evaluation Information](#)
5. [The Use of Title I, Part D Funds Decision-Making Tip Sheet](#)
6. [NDTAC Guide: Meeting the Literacy Needs of Students in Juvenile Justice Facilities \(Second Edition\)](#)

State Coordinator Contact Information

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Appendix (ESSA Title I, D Section 1432) Definitions

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.

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, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system in the past, is at least 1 year behind the expected grade level for the age of the individual, has limited English proficiency, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.

Community Day 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:

- A. 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
- B. a public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision.

BRIAN SANDOVAL
Governor
STEVE CANAVERO, Ph.D.
Superintendent of Public Instruction

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Nevada Department of Education

Evaluation for Title I, Part D, Programs

In order to determine the success of the Title I-D program, each State Agency (SA) and Local Education Agency (LEA) must evaluate their program to ensure that it is meeting the needs of the students served. They must use the results of these evaluations to plan and improve subsequent programs for participating children and youth.

To measure the success of each program, four components of student progress are to be evaluated by gathering, disaggregating, and analyzing data, which includes identifying barriers to success. Please note, these components are in direct alignment with the goals of the state, the state priorities and Nevada’s Title I-D ESSA plan.

“Nevada’s plan strives to leverage ESSA as a catalyst for improvement and an opportunity to rally the state behind a singular goal: becoming the fastest improving state in the nation.”

Each of the four components of student progress is described in detail in this section. Consider how the Title I, Part D program supports facilities as they work with students to meet the components below. Describe how progress is being made toward meeting these components or the barriers that exist to meeting the components. If applicable, include steps and resources needed to meet or improve upon accomplishing the goal of each objective.

Please complete the prompts below, and attach supporting documentation (if applicable). This document should be used to evaluate your Title I, Part D program as well as monitor individual facilities.

Objective 1: Title I, Part D programs will provide for individualization of instructional experience beginning with an intake process that includes an identification of each student's academic strengths and weaknesses in reading and math.

Outcome: Each Title I, Part D program will provide tailored educational services and supports for children and youth who are neglected or delinquent to ensure that they have the opportunity to meet challenging State academic content and achievement standards. The state will ensure that these services and supports are effective through periodic program review and ongoing collaboration with each Title I, Part D entity. Additionally, through annual data collection each program will be required to report on the following:

- Long-term students with negative grade level change from the pre- to post-test exams
- Long-term students with no change in grade level from the pre-to post-test exams
- Long-term students with improvement up to one full grade level from the pre- to posttest exams for reading and math

Describe how progress is being made toward meeting this component and/or if barriers exist in meeting this component outcome. Additionally, please explain how data is being used to determine outcome goals for this objective at the local level.

If applicable, describe the steps and resources needed to meet or improve upon this component.

Objective 2: Title I, Part D programs will ensure that all neglected and delinquent students accrue school credits that meet state requirements for grade promotion and secondary school graduation.

Outcome: Each Title I, Part D program will post-test each student using a standards-based test to determine academic growth during the student's placement in the academic program. Success will be determined by calculating the percentage of students that improved from the pre- to post-test exams after the annual collection of data has occurred for Neglected and Delinquent programs.

Describe how progress is being made toward meeting this component and/or if barriers exist in meeting this component outcome. Additionally, please explain how data is being used to determine outcome goals for this objective at the local level.

If applicable, describe the steps and resources needed to meet or improve upon this component.

Objective 3: Title I, Part D programs will use a Student Transition Planning Tool (STPT) to ensure that all long term neglected and delinquent students are prepared to transition to a regular community school or other education program operated by an LEA, complete secondary school (or secondary school equivalency requirements), and/or obtain employment after leaving the

facility. The STPT will summarize the student's academic progress as well as short and long term goals related to graduation requirements, post-secondary education and/or career technical education, or employment goals.

Outcome: Title I, Part D programs will annually report on the types of transitional services and the number of students that have transitioned from the facilities to the regular community schools or other education programs, completed secondary school (or secondary school equivalency requirements), and/or obtained employment after leaving the facility.

Describe how progress is being made toward meeting this component and/or if barriers exist in meeting this component outcome. Additionally, please explain how data is being used to determine outcome goals for this objective at the local level.

If applicable, describe the steps and resources needed to meet or improve upon this component.

Objective 4: Title I, Part D programs will ensure (particularly for long term students) that neglected and delinquent students have the resources (and a completed Student Transition Planning Document) related to their participation in post-secondary education and/or job training programs.

Outcome: Title I, Part D programs will annually report on the number of neglected and delinquent students who participated in postsecondary education and job training programs. Data analysis of student participation and achievement outcomes will be used to determine the effectiveness of the program in improving career and technical skills of children in the program.

Describe how progress is being made toward meeting this component and/or if barriers exist in meeting this outcome. Additionally, please explain how data is being used to determine outcome goals for this objective at the local level.

If applicable, describe the steps and resources needed to meet or improve upon this component.

Student Transition Planning Tool (STPT)

As stated in the Nevada Department of Education ESSA Plan (2017), this tool is to be used for long term students (at least 90 days) located within any facility receiving Title I-D funds (directly or indirectly). The tool should be completed within the first 30 days of a student’s placement, and is to be completed in collaboration with the student, his/her family, program personnel, and representatives from other involved entities (as appropriate). Once the STPT is completed, program personnel are responsible for implementing the plan, monitoring the student’s progress, and revising this document to align with any changes in circumstances. Once a student is preparing to transition out of the facility, an updated STPT will be created, this should occur 30 to 60 days prior to the completion of the long term stay. The updated STPT will outline clear transition action steps, goals and strategies relating to independent living, employment, education, and community participation for the student. The updated STPT will also summarize the student’s academic progress as well as short and long term goals related to the student’s graduation requirements, post-secondary education and/or career technical education, or employment goals. Lastly, a list of programs and/or supports for educational/vocational/general-living assistance should be supplied to the student prior to release from the program.

Draft of Student Transition Planning Tool:

First Draft (within first 30 days) ___ Updated Draft (Anytime) ___ Final Draft (30 to 60 days prior to program completion)

BASIC INFORMATION

Case Manager/Interviewer: _____ Date: _____

Student’s Name: _____ DOB _____ Age ___ Gender: ___ F ___ M
 ___ other

Race: ___ Asian ___ African Am. ___ Am. Indian ___ Pac. Islander ___ Hispanic ___ White ___ Multi Race

Limited English Proficiency ___ Yes ___ No

Primary Language: _____

EDUCATIONAL HISTORY

Last Grade Completed: __Less than Grade 5 __Grades 5-6 __Grades 7-8 __Grades 9-11 __Grade 12 __ high school equivalency (HSE) __Some College

School Status: ___ Attended school regularly ___ Attended school irregularly ___ Suspended ___ Expelled
 ___ Graduated ___ Obtained high school equivalency (HSE) ___ Dropped Out

Individual Education Plan (IEP): ___ Yes ___ No 504: ___ Yes ___ No

If YES, when was IEP/504 last reviewed: _____

Is the student credit deficient ___ Yes ___ No If YES, how many credits have been earned: _____

STUDENT’S INTERESTS AND ACADEMIC GOALS

Is the student interested in graduating high school ___ Yes ___ No Obtaining HSE ___ Yes ___ No

Attending College ___ Yes ___ No Interested in going into the military ___ Yes ___ No

Tech/trade school interests: ___ Yes ___ No

What are the student’s specific academic/vocational interests?

EDUCATIONAL SUPPORT PLANNING

What specific action steps will be taken to support the student toward academic/vocational progress?

Summarize the student's **short-term** goals related to graduation, post-secondary education and/or career technical education, or other employment goals:

Summarize the student's **long-term** goals related to graduation, post-secondary education and/or career technical education, or other employment goals:

List program personnel who will be responsible for helping to implementing this plan, monitoring the student's progress, and revising it accordingly to align with any change in circumstances?

TRANSITION OUT OF FACILITY (Final Transition Plan Only)

Summarize the student's **academic progress** while in the program:

Outline **clear transition action steps**, goals and/or strategies relating to independent living, employment, education, and/or community participation that will help to support the student after the completion of the program.

List additional **programs and/or supports** that the student can access for more assistance after completion of the program:

Attendees:

Print the name of the person who completed this form:

Signature of the person who completed this form:
