SOP: Click or tap here to enter text.

Year: Click or tap here to enter text.

# Virginia Department of EducationFederal Program Monitoring for Title I, Part D, Subpart 1Prevention and Intervention Programs for Children and YouthWho are Neglected, Delinquent, or At-Risk

Revised July 2024 1

## Review of Previous Monitoring

### 1.0: The State Educational Agency (SEA) conducts monitoring and evaluation of its sub-grantees sufficient to ensure compliance with Title I, Part D program requirements and progress toward federal and state program goals and objectives. [§1426 and §1431]

#### Guiding Question

##### 1.0a Has the State Operated Program (SOP) implemented necessary corrective actions as a result of prior federal program monitoring for Title I, Part D, Subpart 1?

###### Acceptable Evidence

* Feedback letters
* Corrective action plan

*(Note: Supporting evidence may also be provided under corresponding indicator(s) within the rest of the protocol.)*

###### Interview Questions

* When did the division last undergo federal monitoring for Title III, Part A?
* Did the division receive any findings? If so, identify the findings.
* Were all action steps from corrective action plans implemented and maintained?

###### SOP Academic Program Response

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###### State Educational Agency Response

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###### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

## Standards Assessment and Accountability

### 1.1: The SEA conducts monitoring and evaluation of its sub-grantees sufficient to ensure compliance with Title I, Part D program requirements and progress toward federal and state program goals and objectives. [§1426 and §1431]

#### Guiding Question

##### 1.1a Does the State Operated Program (SOP) ensure that students in Title I, Part D, programs receive instruction that is aligned with state standards and accountability?

###### Acceptable Evidence

* Data used to evaluate student academic progress
* Lesson plans with SOL objectives

###### Interview Questions

* Does the SOP along with local facilities use multiple and appropriate measures of student progress?
* How does the SOP ensures that it provides educational programs comparable to programs operated at local schools?
* Was progress made toward improved academic outcomes for students?

###### SOP Academic Program Response

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###### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

#### Guiding Question

##### 1.1b Does the SOP have a process for data collection to obtain demographic information, vocational outcome information, and academic data, including data that would influence academic performance such as discipline data, about its Title I, Part D, program?

###### Acceptable Evidence

* Needs assessment
* CSPR report
* Longitudinal outcome data
* Progress monitoring data
* Number of CTE certifications
* Evidence of job training
* High school graduation rates

###### Interview Questions

* Explain how data are collected and maintained at the SOP for submission to the SEA for the Consolidated State Performance Report (CSPR).
* Discuss the most recent progress monitoring data. How was data collected differently because of the school closures?
* Explain how the SOP ensures documented records are kept on file of students reported for the current year entitlement in the Title I, Part D, Annual Student Count.
* Explain the process for determining the needs of students.

###### SOP Academic Program Response

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###### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

#### Guiding Question

##### 1.1c Does the SOP evaluate the Title I, Part D, program’s progress toward meeting the objectives outlined in the application, including performance in an institution-wide program, and report the results of such evaluations to improve the program?

###### Acceptable Evidence

* Evaluation tools
* Data or statistics that highlights the programs’ progress to measure the measurable objectives
* Teacher, student, parent surveys
* Any corrective action plan that was required to be submitted to the SEA

###### Interview Questions

* Describe the evaluation tools that are used to determine the success of the program.
* Does the data demonstrate an increase in the number of children and youth returning to school, attaining a regular high school diploma or its recognized equivalent, or attaining employment after they are released?
* How does the SOP work with and monitor the facilities to ensure that they are meeting the program requirements as outlined in Sections 1414 (c) and 1416 (ESSOP)?

###### SOP Academic Program Response

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###### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

## Instructional Support

### 2.1: The SEA ensures that SOP programs for eligible students meet all requirements, including facilities that operate institution-wide projects. [§1412(A), §1414, §1416, §1418, Pub. L. No. 93-415 (1974)]

#### Guiding Question

##### 2.1a Does the SOP ensure that students are enrolled for at least 15 hours per week in education programs in adult correctional institutions, and for at least 20 hours per week in education programs in institutions for delinquent children and youth?

###### Acceptable Evidence

* Master schedule of the educational program
* Sample student schedules

###### Interview Question

* Describe the academic program.
* Describe the challenges faced while trying to meet this requirement because of school closures, social distancing, or virtual learning.

###### SOP Academic Program Response

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###### State Educational Agency Response

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###### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

#### Guiding Question

##### 2.1b Does the SOP assess the educational needs of the students at the facility?

###### Acceptable Evidence

* Needs assessment data
* Progress monitoring data
* Observation forms
* Child Study/IEP meeting forms/notes

###### Interview Questions

* Describe the procedures that are used to assess the educational needs of the children to be served.
* Are multiple measures used to assess student needs and progress?
* Describe the challenges faced while trying to meet this requirement because of school closures, social distancing, or virtual learning.

###### SOP Academic Program Response

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###### State Educational Agency Response

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###### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

#### Guiding Question

##### 2.1c Does the SOP coordinate services with other appropriate state and federal programs such as career and technical education programs, state and local dropout prevention, and special education programs?

**N/A**

#### Guiding Question

##### 2.1d Does the SOP coordinate with local educational agencies or alternative education programs attended by incarcerated students prior to their incarceration to ensure that appropriate academic records are shared with the current facility?

###### Acceptable Evidence

* Meeting notes, agendas, emails that demonstration a comprehensive plan for sharing of appropriate academic records

###### Interview Question

* Describe how the SOP coordinates with programs previously attended by incarcerated youth 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.

###### SOP Academic Program Response

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###### State Educational Agency Response

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###### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

#### Guiding Question

##### 2.1e Does the SOP ensures that each facility has a designated person responsible for the transition of students from the facility to locally operated programs?

###### Acceptable Evidence

* Names of the transition coordinators
* Documents used to track the transition of students into and out of the facility
* Meeting agendas, notes, etc. as evidence of student transition

###### Interview Question

* Has an individual who is responsible for issues relating to the transition of children and youth from the facility or institution to locally operated programs been identified in each correctional facility or institution?
* Has the transition process changed because of school closures or virtual learning?

###### SOP Academic Program Response

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###### State Educational Agency Response

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###### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

#### Guiding Question

##### 2.1f Does the SOP provide training and professional development to the facility staff and teachers deemed necessary through the needs assessment?

###### Acceptable Evidence

* Needs assessment
* Professional development agendas/fliers
* Conference registration/certificates of attendance
* Training schedules/calendars

###### Interview Question

* Describe the professional development that is provided to staff to meet the academic and unique needs of the students, including the changing needs because of school closures or virtual learning.
* Describe how the SOP determines appropriate training for staff to ensure that the needs of students are met.
* Describe how the SOP plans and ensures that the services provided are of high quality.

###### SOP Academic Program Response

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###### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

#### Guiding Question

##### 2.1g Does the SOP coordinate with businesses to provide training and mentoring for participating students?

###### Acceptable Evidence

* Meeting notes, agendas, emails demonstrating coordination with businesses to provide mentoring and/or training services
* Mentoring or training program descriptions
* Attendance records of participation in training or mentoring programs with businesses

###### Interview Questions

* Describe the business partnerships and benefits to the students participating in the program.
* Describe the mentoring program and benefits to the students participating in the program.

###### SOP Academic Program Response

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###### State Educational Agency Response

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###### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

#### Guiding Question

##### 2.1h Does the SOP endeavor to gain parents' assistance toward improving the educational achievement of their children and preventing their further involvement in delinquent activities?

###### Acceptable Evidence

* Meeting notes, agendas, PowerPoint presentations, video presentations, emails demonstrating coordination with parents to improve educational achievement and to prevent further delinquent activities
* Description of parent and family engagement programs, activities, opportunities
* Attendance records of participation in parent and family engagement activities

###### Interview Question

* How does the SOP reach out to parents to encourage them to participate in activities that encourage educational achievement and positive behavior?

###### SOP Academic Program Response

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###### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

#### Guiding Question

##### 2.1i Does the SOP meet the requirements of each student's Individual Education Program (IEP) and notifies the student's local school if a student is in need of special education services or intends to return to the local school?

###### Acceptable Evidence

* Meeting notes, agendas, emails, and/or forms, etc. demonstrating notification of a student’s need for special educations services
* SOP policies outlining procedures for notification of special education services
* Correspondence to student’s local school of their return

###### Interview Questions

* How does the SOP provide for complete and prompt notification to the local school of the need for special services for incarcerated students?
* Describe how the SOP works with children with disabilities in order to meet the provisions in the IEP.
* Has the process for IEP meetings changed because of school closures or virtual learning?
* Have there been any challenges in meeting students’ IEP requirements because of social distancing or virtual learning?

###### SOP Academic Program Response

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###### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

#### Guiding Question

##### 2.1j Does the SOP ensure that certified or licensed 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?

###### Acceptable Evidence

* Teacher licenses
* Human resources records
* Professional development agendas/fliers
* Conference registration/certificates of attendance
* Training schedules/calendars
* Meeting notes, email, or other correspondence that notates when a youth has come into contact with both the child welfare and juvenile justice system

###### Interview Question

* Describe how the SOP ensures that teachers and other qualified staff are trained to work with children with disabilities and others with special needs taking into consideration the unique needs of these students.
* Describe the professional development that is provided to staff to meet the academic and unique needs of the students, including the changing needs because of school closures or virtual learning.

###### SOP Academic Program Response

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###### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

#### Guiding Question

##### 2.1k Does the SOP endeavor to coordinate 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?

**N/A**

### 2.2: The SEA ensures that State Operated Program (SOP) programs implement high quality education programs to prepare children and youth for secondary school completion, training, employment, or further education. [§1414, §1416, §1418]

#### Guiding Question

##### 2.2a Does the SOP work to prioritize services for students in correctional institutions who are likely to complete incarceration within a 2-year period?

**N/A**

#### Guiding Question

##### 2.2b Does the SOP work with children and youth who dropped out of school before entering the correctional facility to encourage them to reenter school and attain a regular high school diploma once the term of the incarceration is completed; or provide them with the skills necessary to gain employment, or continue their education by attaining a regular high school diploma or its recognized equivalent if they do not intend to return to school?

###### Acceptable Evidence

* Coursework records/transcripts
* Description of job training program
* Description of the GED program
* Documentation of progress toward graduation, GED, job training completion

###### Interview Questions

* Describe the programs, initiatives, or process to assist students who have dropped out of school to reenter.
* Describe the academic supports and classes that are in place to help students graduate.
* What steps are taken to ensure that students complete high school or the high school equivalency requirements?
* Describe how the SOP along involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities and prevent further involvement in delinquent activities.
* Describe the steps taken to find alternative placements for children interested in continuing their education, but are unable to participate in a regular public school program when they transition out of the facility.
* Describe any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from local facilities.
* Describe the career and technical education programs and initiatives that support students success after they leave the program.

###### SOP Academic Program Response

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###### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

#### Guiding Question

##### 2.2c Does the SOP work with youth who are age 20 or younger and have received a regular high school diploma or its recognized equivalent to encourage participation into dual enrollment (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? [§1418]

###### Acceptable Evidence

* Coursework descriptions (high school and postsecondary)
* Coursework records/transcripts (high school and postsecondary)
* Description of job training programs
* Documentation of personal, academic, and career counseling, including how to obtain financial aid for postsecondary education once released from the facility or institution

###### Interview Questions

* Do dual enrollment students have the opportunity to take college courses or participate in other postsecondary educational opportunities?
* Are youth provided with personal, academic, and career counseling?
* Are youth provided with information and assistance obtaining student financial aid?

###### SOP Academic Program Response

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###### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

#### Guiding Question

##### 2.2d Does the SOP endeavor to assist students to continue their education even though they are not returning to school after leaving the correctional facility?

###### Acceptable Evidence

* Description of distance learning opportunities, alternative education programs, or job training programs
* Documentation of personal, academic, and career counseling, including how to obtain financial aid for further education once released from the facility or institution

###### Interview Question

* How does the SOP 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?

###### SOP Academic Program Response

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###### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

## Fiduciary

### 3.1 The SEA ensures each SOP complies with the statutory and other regulatory requirements governing State administrative activities, providing fiscal oversight of the grants including reallocations and carryover, ensuring sub-grantees reserve funds for transition services, demonstrating fiscal maintenance of effort and requirements to supplement not supplant. [§1004, §1414 (c)(7), §1415(b) and §1418] [Also OMB Circular A-87, Part 80, Subpart C of EDGAR, and any other relevant standards, circulars, or legislative mandates]

#### Guiding Question

##### 3.1a Does the SOP’s Title I, Part D program supplement and not supplant the services provided and the number of hours of instruction students receive, without regard to the subject areas in which instruction is given during those hours?

###### Acceptable Evidence

* Description of the regular educational program
* Description of how the Title I, Part D funds are used
* Spreadsheets or other financial documents outlining the use of funds to support the regular educational program and the Title I, Part D, program

###### Interview Question

* How is the Title I, Part D, program, supplemental to the regular instructional program?

###### SOP Academic Program Response

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###### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

#### Guiding Question

##### 3.1b What internal fiscal controls does the SOP have in place to account for uses of funds to ensure that the program activities are within the budgetary and allowable uses of funds and purposes of the Title I Part D, program, including the proper accounting of time and effort for Title I, Part D paid staff?

###### Acceptable Evidence

* Description of procedures for purchasing materials and services
* Documentation of internal process for demonstrating the spend down of funds for the current fiscal year.
* Time and effort sheets
* Purchase orders
* Reimbursements
* Explain the process for approving material and services purchased.

###### Interview Questions

* What procedures are in place to ensure that Title I, Part D, funds are used in accordance with federal policy?
* How is spending tracked to ensure timely spend down of funds?

###### SOP Academic Program Response

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###### State Educational Agency Response

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###### Sufficient Documentation

Yes [ ]  No [ ]  NA[ ]

#### Guiding Question

##### 3.1c Does the SOP conduct the program directly or through a contract or other arrangement with one or more local education agencies, other public agencies, or private nonprofit organizations?

**N/A**

#### Guiding Question

##### 3.1d Does the SOP demonstrate fiscal maintenance of effort?

**N/A**

#### Guiding Question

##### 3.1e Does the SOP 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 for transition services?

**N/A**