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| **Results-based Monitoring Report** |
| **Title I, A-Neglected and/or Title I, D- Programs for:** |
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| **2018-19** |
| A Consolidated Monitoring Tool Focused on Student Outcomes |
| **Results-based Neglected/Delinquent Program Monitoring** |
|  |
| Office of Consolidated Planning & Monitoring |
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# INTRODUCTION

## Monitoring Framework

**Monitoring Framework**

Federal requirements mandate that State Educational Agencies (SEAs) provide technical assistance to districts, as well as oversee and monitor the implementation of compliant Title I, A, Neglected and Title I, D, subpart 2 programs.. These responsibilities are some of the primary works of the Non-traditional educational program (NEP) consultants within the office of consolidated planning and monitoring (CPM) at the Tennessee Department of Education (department). In order to meet the state’s responsibility, CPM designed and implemented an on-site framework for monitoring neglected and delinquent programs beginning in 2018-19.

While the basic premise of monitoring is compliance-oriented, the department recognizes that compliance is a minimum requirement. In order to expand the focus, we engage with district and facility staff throughout the process in order to ensure the effective implementation of programs that maximize outcomes for students. NEP regional consultants participate in on-site monitoring visits and engage in rich conversations with our district partners, and facilities. This comprehensive monitoring framework extends beyond focusing solely on minimum legal requirements to include dynamic components and analyses designed to address equity and improve student performance.

Our framework aligns with the department’s strategic plan, *Tennessee Succeeds*; this work has a particular emphasis on empowering districts and focusing on all students. Through the monitoring process, our team members engage in conversations with district and facility personnel that go beyond minimum requirements to include an analysis for ensuring positive outcomes for Tennessee students. In addition, results from the monitoring visits highlight districts’ and facility’s needs, inform our technical assistance, feature districts’ and facilities noteworthy items, and promising practices.

Monitoring occurs through one of two formats: on-site results based monitoring and standalone monitoring. Districts that serve a neglected and/or delinquent facility and are chosen for on-site results based monitoring through CPM’s risk analysis, will have their Title I, A Neglected and/or Title I, D, subpart 2 monitoring included in this process. Districts that are not selected for on-site results based monitoring during that year may be selected for a standalone Title I, A, Neglected and/or Title I, D, subpart 2 monitoring. Both types of monitoring include an interview with district level personal and site visits to each of the facilities receiving funds. Federal guidance mandates that monitoring occur in each district and facility receiving these funds a minimum of once every three years.

## Monitoring Process

**Monitoring Process**

The on-site monitoring process involves various steps in each of the three phases that occur prior to the visit, during the monitoring, and after the conclusion of the visit.

**STEP 1—IDENTIFICATION:** The department identifies districts for on-site results based monitoring based on the results of the risk assessment in June. Any district that serves a neglected and/or delinquent facility will have their Title I, A Neglected and/or Title I, D, subpart 2 monitoring included in this process. Districts not selected for on-site results-based monitoring may be selected for a stand-alone Title I, A, Neglected and/or Title I, D, subpart 2 monitoring. The department will select between six and ten districts a year for stand-alone monitoring.

**STEP 2—INITIAL COMMUNICATION:** The department notifies the director of schools and district N&D coordinator at least three weeks prior to the monitoring.

**STEP 3—DATA COLLECTION:** The department collects and examines the following sources of data for each district monitored. See appendices at the end of each section for a list of required evidence.

**STEP 4—SCHOOL SELECTION:** The department will visit all facilities in the district that receive Title I, A, Neglected and/or Title I, D, subpart 2 funds. Large urbans are an exception because they are required to participate in on-site monitoring every other year. Therefore, these districts may have only half of their facilities visited during each visit.

**STEP 5—PREPARATION:** The assigned NEP regional consultant offers to meet with district leadership prior to an on-site monitoring visit either in person or via phone to provide an overview of the process, offer technical assistance, and answer questions. Responses within the monitoring document are provided by the district and/or facility leadership teams as well as facility staff members during the on-site visit. Additional questions may be asked as they relate to each section.

**STEP 6—ON-SITE VISIT:** The NEP monitoring team conducts an on-site visit that lasts for one day. The team and district leaders meet first for to review the district level questions. The team will then visit all of the facilities in the district and engage in dialogue with building-level leaders, teachers, and other staff members. The team will also conduct classroom visits and review documentation on site. Throughout the visit, the NEP team members work on the monitoring report based on information gleaned from their pre-visit preparation, interviews with personnel and others, meetings with district leaders, and on-site review of documentation. Specific sections of the report related to the findings (noteworthy items, promising practices, department recommendations, requests for technical assistance, 10-day items, and findings of non-compliance) are presented at the exit conference call that will occur within seven business days of the monitoring to the director and district leadership team. All 10-day items must be addressed within ten business days, or a new Monitoring Results form will be generated to include them as formal items of non-compliance. All members present for the monitoring visit sign the findings page of the report stating they understand the results.

**STEP 7**—**CLOSURE:** Within approximately two weeks from the last day of the monitoring visit, the completed report and a letter indicating the status of the monitoring are emailed to the director, as well as to the N&D coordinator. In addition, both documents are uploaded to ePlan in the district’s LEA Document Library, under Results-based Monitoring for IDEA & ESEA Programs Documents (2018-19), N&D Official Results & Follow-up (uploaded by TDOE).

**STEP 8—FOLLOW-UP AND TECHNICAL ASSISTANCE:** After the conclusion of the visit and the submission of the final report, the assigned NEP regional consultant follows up with the district staff until all findings of non-compliance have been corrected. Failure to meet deadlines outlined in the compliance action plan can result in, a focus monitoring, conditions on grant awards, or other actions. Once all items have been completed, an updated letter indicating the closed status is mailed to the director and uploaded to ePlan. The district’s assigned NEP regional consultant follows up with district staff to provide technical assistance and support. Also, a survey link is emailed to the district and facility staff members so they can provide feedback on the monitoring process in order for CPM to continue to improve the process and ensure it is effective and not overly burdensome to our district partners.

# DISTRICT INFORMATION

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| **District** |
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| **Dates of Monitoring Visit** |
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| **District Contacts** | | |
| **Director of Schools:** | **Phone Number:** | **Email Address:** |
| **N&D Program Director:** | **Phone Number:** | **Email Address:** |

|  |  |  |
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| **Department Contacts for On-site Monitoring** | | |
| **Assigned NEP Consultant:** | **CPM Lead Monitor:** | **CPM Secondary Monitor:** |

## District-level – Neglected/Delinquent

| Students Served by Neglected Programs | | |
| --- | --- | --- |
| Specific federal programs serve children and youth who are identified as neglected. The purpose is to ensure that neglected children and youth have the opportunity to participate fully in challenging state academic content, meet achievement standards, and receive services to transition successfully to further schooling or employment.  **INSTRUCTIONS:** The district neglected coordinator should provide information for all sections below. Answers are required for all questions. The open text box is available for additional notes and to explain all “no” responses.  **☐ Not applicable: the district does not receive Title I, A local neglected funds.** | | |
| Pre-visit: Practices | | |
| Monitoring team members will enter responses below based on pre-visit research, including review of district cfa, plan, document library, comparability reports, eis data, state report card, district websites, and easyiep. | | |
| Yes | No | Description |
|  |  | The district expends funds to provide a comparable curriculum and services to students in neglected, delinquent, and at-risk institutions to ensure they meet the challenging state academic achievement standards expected for all children. |
|  |  | The district has a process for collaborating with facility staff members or service providers to ensure that neglected or delinquent children and youth receive needed supports. |
| Pre-visit: Open Response Required | | |
| **How does the district determine the effectiveness of the program?** | | |
| **Please list some of the specific services and supports provided to neglected students.** | | |
| Notes/Questions for On-site Visit | | |
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| On-site: Practices | | |
| Yes | No | Description |
|  |  | Prior to completing the CFA, the district collaborates with each facility to conduct a needs assessment to determine how funds should be utilized to provide a comparable curriculum and ensure that students meet the challenging state academic achievement standards expected for all children. |
|  |  | The district collaborates with facilities regularly to ensure that neglected children and youth receive needed supports. |
|  |  | The district has an MOU or formal agreement that includes specific responsibilities of each party and a timeline for each facility that is served through Title I, D, subpart 2. |
|  |  | The district has a process for monitoring and verifying student counts and reporting the information required for the annual child count. |
|  |  | The district ensures that each facility complies with IDEA requirements, such as staff certifications, procedures for conducting child find, and procedures for serving students with special needs. |
|  |  | The district ensures that facilities have procedures for communicating effectively with school districts when a student enters or exits the program. |
|  |  | The district has a process for monitoring the effectiveness of the program and can provide documentation of on-site monitoring visits at a minimum of once every three years. |
|  |  | The district ensures that facilities are administering pre- and post-assessments to evaluate the effectiveness of the program. |
|  |  | The district ensures that each facility collects the required data for the CSPR report and has a process for monitoring and verifying the information reported to the department. |
|  |  | The district has a process accounting for equipment and inventory at the facility. |
| On-site: Open Response Required | | |
| Monitoring team members will enter responses below based on dialogue with district staff. | | |
| **For each facility that is served, please list some of the major initiatives that receive funding under Title I, D, subpart 2.** | | |
| **How does the LEA evaluate the effectiveness of the program on an annual basis? How does the district use the facility needs assessment to evaluate the program?** | | |
| **Describe the district’s process for collaborating with facilities to provide support and guidance.** | | |
| **How often does collaboration occur? What methods are used for collaboration?** | | |
|  | | |
| Additional Notes | | |
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| Students Served by Delinquent Programs | | |
| --- | --- | --- |
| Specific federal programs serve children and youth who are identified as delinquent. The purpose is to ensure that delinquent children and youth have the opportunity to participate fully in challenging state academic content, meet achievement standards, and receive services to transition successfully to further schooling or employment.  **INSTRUCTIONS:** The district delinquent coordinator should provide information for all sections below. Answers are required for all questions. The open text box is available for additional notes and to explain all “no” responses.  **Not applicable: the district does not receive Title I, D funds.** | | |
| Pre-visit: Practices | | |
| Monitoring team members will enter responses below based on pre-visit research, including review of district cfa, plan, document library, comparability reports, eis data, state report card, district websites, and easyiep. | | |
| Yes | No | Description |
|  |  | The district ensures that the educational program in the delinquent facility is coordinated with the student’s home school with respect to students with IEPs. |
|  |  | The district coordinates with existing social and health services, as well as other existing services to meet the needs of students returning from neglected or delinquent facilities. |
|  |  | The district provides transition assistance to help the child or youth stay in school, including, but not limited to coordination of services for the family, counseling assistance in accessing drug and alcohol abuse programs, tutoring, and family counseling. |
|  |  | The district coordinates with probation officers and others in the juvenile justice system to assist in meeting the needs of children and youth returning from correctional or delinquent facilities. |
|  |  | The district monitors and evaluates the effectiveness of the program. |
| Pre-visit: Open Response Required | | |
| Please outline how the district conducts a program evaluation using multiple and appropriate measures for student progress at least once every three years to determine the program’s impact. Additionally, the district uses the results to plan and improve subsequent programs for participating children and youth. | | |
| Please list some of the specific services and supports provided to delinquent students. | | |
| Notes/Questions for On-site Visit | | |
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| --- | --- | --- |
| On-site: Practices | | |
| Yes | No | Description |
|  |  | Prior to completing the CFA, the district collaborates with each facility to conduct a needs assessment to determine how funds should be utilized to provide a comparable curriculum and ensure that students meet the challenging state academic achievement standards expected for all children. |
|  |  | The district collaborates with facilities regularly to ensure that neglected children and youth receive needed supports. |
|  |  | The district has an MOU or formal agreement that includes specific responsibilities of each party and a timeline for each facility that is served through Title I, D, subpart 2. |
|  |  | The district has a process for monitoring and verifying student counts and reporting the information required for the annual child count. |
|  |  | The district ensures that each facility complies with IDEA requirements, such as staff certifications, procedures for conducting child find, and procedures for serving students with special needs. |
|  |  | The district ensures that facilities have procedures for communicating effectively with school districts when a student enters or exits the program. |
|  |  | The district has a process for monitoring the effectiveness of the program and can provide documentation of on-site monitoring visits at a minimum of once every three years. |
|  |  | The district ensures that facilities are administering pre- and post-assessments to evaluate the effectiveness of the program. |
|  |  | The district ensures that each facility collects the required data for the CSPR report and has a process for monitoring and verifying the information reported to the department. |
|  |  | The district has a process accounting for equipment and inventory at the facility. |
| On-site: Open Response Required | | |
| Monitoring team members will enter responses below based on dialogue with district staff. | | |
| **For each facility that is served, please list the major initiatives that receive funding under Title I, D, subpart 2.** | | |
| **How does the LEA evaluate the effectiveness of the program on an annual basis? How does the district use the facility needs assessment to evaluate the program?** | | |
| **Describe the district’s process for collaborating with facilities to provide support and guidance.** | | |
| **How often does collaboration occur? What methods are used for collaboration?** | | |
|  | | |
| Additional Notes | | |
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This sheet serves as documentation of participation in the on-site neglected/delinquent monitoring visit. Record all district and facility staff members who participate in the monitoring; provide official titles, and sign below to indicate that accurate information was provided by all participants.

|  |
| --- |
| District-level Assurance Signatures |
| The staff members listed below participated in the monitoring visit and provided accurate information to the department. |

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| --- |
| Date(s) of Monitoring Visit |
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| **District Position/Title** | **Printed Name** | **Signature** |
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| **TDOE Position/Title** | **Printed Name** | **Signature** |
| CPM Monitoring Team Leader |  |  |
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## Facility Information

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| Facility Information – | | |
| **Name of Organization:** | **Mailing Address:** | |
| **Title I Point of Contact:** | **Phone Number:** | **Email Address:** |

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| --- | --- |
| **Facility Type** | **In-house School** |
| Neglected  Delinquent | Yes  No |

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| **Accrediting Agency(ies)** |
| Commission on Accreditation of Rehabilitation Facilities (CARF)  Council on Accreditation (COA)  Joint Commission  Tennessee Department of Health (TDH)  Tennessee Department of Mental Health (TDMH)  Tennessee Department of Children’s Services (TDCS)  Tennessee Department of Education (TDOE): Cat 1 SPS:  Other: Click here to enter text. |

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| --- | --- | --- |
| **Number of  Teachers** | **Number of Special Education Teachers** | **Number of Students  During Visit** |
|  |  |  |

| On-site Facility Monitoring – |
| --- |
| Specific federal programs serve children and youth who are identified as neglected and/or delinquent. The purpose is to ensure that delinquent and neglected children and youth have the opportunity to participate fully in challenging state academic content, meet achievement standards, and receive services to transition successfully to further schooling or employment.  **INSTRUCTIONS:** The facility neglected and delinquent coordinator should provide information for all sections below. Answers are required for all questions. The open text box is available for additional notes and to explain all “no” responses. |
| Notes/Questions for On-site Visit |
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|  |
| On-site: Practices |

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| --- |
| Monitoring team members will enter responses below based on dialogue with facility staff. |
| **What methods are used and how frequently does the facility collaborate with the school district POC (point of contact)? Please provide specific examples.** |
| **Describe the process for seeking input and determining needs to make decisions about how to spend Title I, D funds.** |
| **Please describe how Title I D funds are being utilized during this fiscal year to support the academic growth of students?** |
| **How do you determine the effectiveness of the Title I program?** |
| **How does the facility ensure that funds are spent in a timely manner?** |
| **What steps are taken to ensure that funds are being used on allowable and reasonable purchases?** |
| **How does the facility ensure continuity in the Title I program from year to year?** |
| **If the Title I coordinator were to leave the program, how would the program continue to be supported?** |
| **How does the facility track inventory and expenses?** |
| **Please describe how the facility tracks and reports data for the annual count.** |
| **Please describe how the facility tracks and reports data for CSPR.** |
| **Is the facility allowed to collect 90 day outcomes? If not, please provide a copy of the specific statute, regulation, or policy that prohibits the collection of these outcomes.** |
| **How does the facility ensure that its teachers are receiving appropriate professional development opportunities? Provide some examples.** |
| **How does the facility handle the transition of students in and out of the program?** |
| **What supports are offered to students exiting the facility into a public school?** |
| **What is the teacher to student ratio in the facility?** |
| **How does the facility provide services for students served under an IEP?** |
| **How does the facility provide services for students receiving EL services?** |
| **If operating an educational program, what are some of the non-title I resources that program provides to educate the students? (textbooks, technology, etc.)** |
| Additional Notes |
|  |

| Facility Required Evidence – | |
| --- | --- |
| **Facility Evidence**:Mark all reviewed. \* Facility must prepare items listed below for review during on-site visit. | |
| \*Teacher licenses  \*Teacher and/or paraprofessional schedules if paid through Title I funds  \*Inventory list  \*Needs Assessment | \*Sample student schedule  \*Master school schedule  \*Evidence of PD opportunities  \*Evidence of how the facility collects CSPR data |

This sheet serves as documentation of participation in the on-site neglected/delinquent monitoring visit. Record all district and facility staff members who participate in the monitoring; provide official titles, and sign below to indicate that accurate information was provided by all participants.

|  |
| --- |
| Facility-level Assurance Signatures – |
| The staff members listed below participated in the monitoring visit and provided accurate information to the department. |

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| --- |
| Date(s) of Monitoring Visit |
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| --- | --- | --- |
| **Facility Position/Title** | **Printed Name** | **Signature** |
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| **TDOE Position/Title** | **Printed Name** | **Signature** |
| CPM Monitoring Team Leader |  |  |
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## Facility Information

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| --- | --- | --- | --- |
| Facility Information – | | | |
| **Name of Organization:** | **Mailing Address:** | | |
| **Title I Point of Contact:** | **Phone Number:** | | **Email Address:** |
| **Facility Type** | | **In-house School** | |
| Neglected  Delinquent | | Yes  No | |

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| **Accrediting Agency(ies)** |
| Commission on Accreditation of Rehabilitation Facilities (CARF)  Council on Accreditation (COA)  Joint Commission  Tennessee Department of Health (TDH)  Tennessee Department of Mental Health (TDMH)  Tennessee Department of Children’s Services (TDCS)  Tennessee Department of Education (TDOE): Cat 1 SPS:  Other: Click here to enter text. |

|  |  |  |
| --- | --- | --- |
| **Number of  Teachers** | **Number of Special Education Teachers** | **Number of Students  During Visit** |
|  |  |  |

| On-site Facility Monitoring – |
| --- |
| Specific federal programs serve children and youth who are identified as neglected and/or delinquent. The purpose is to ensure that delinquent and neglected children and youth have the opportunity to participate fully in challenging state academic content, meet achievement standards, and receive services to transition successfully to further schooling or employment.  **INSTRUCTIONS:** The facility neglected and delinquent coordinator should provide information for all sections below. Answers are required for all questions. The open text box is available for additional notes and to explain all “no” responses. |
| Notes/Questions for On-site Visit |
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|  |
| On-site: Practices |

|  |
| --- |
| Monitoring team members will enter responses below based on dialogue with facility staff. |
| **What methods are used and how frequently does the facility collaborate with the school district POC (point of contact)? Please provide specific examples.** |
| **Describe the process for seeking input and determining needs to make decisions about how to spend Title I, D funds.** |
| **Please describe how Title I D funds are being utilized during this fiscal year to support the academic growth of students?** |
| **How do you determine the effectiveness of the Title I program?** |
| **How does the facility ensure that funds are spent in a timely manner?** |
| **What steps are taken to ensure that funds are being used on allowable and reasonable purchases?** |
| **How does the facility ensure continuity in the Title I program from year to year?** |
| **If the Title I coordinator were to leave the program, how would the program continue to be supported?** |
| **How does the facility track inventory and expenses?** |
| **Please describe how the facility tracks and reports data for the annual count.** |
| **Please describe how the facility tracks and reports data for CSPR.** |
| **Is the facility allowed to collect 90 day outcomes? If not, please provide a copy of the specific statute, regulation, or policy that prohibits the collection of these outcomes.** |
| **How does the facility ensure that its teachers are receiving appropriate professional development opportunities? Provide some examples.** |
| **How does the facility handle the transition of students in and out of the program?** |
| **What supports are offered to students exiting the facility into a public school?** |
| **What is the teacher to student ratio in the facility?** |
| **How does the facility provide services for students served under an IEP?** |
| **How does the facility provide services for students receiving EL services?** |
| **If operating an educational program, what are some of the non-title I resources that program provides to educate the students? (textbooks, technology, etc.)** |
| Additional Notes |
|  |

| Facility Required Evidence – | |
| --- | --- |
| **Facility Evidence**:Mark all reviewed. \* Facility must prepare items listed below for review during on-site visit. | |
| \*Teacher licenses  \*Teacher and/or paraprofessional schedules if paid through Title I funds  \*Inventory list  \*Needs Assessment | \*Sample student schedule  \*Master school schedule  \*Evidence of PD opportunities  \*Evidence of how the facility collects CSPR data |

This sheet serves as documentation of participation in the on-site neglected/delinquent monitoring visit. Record all district and facility staff members who participate in the monitoring; provide official titles, and sign below to indicate that accurate information was provided by all participants.

|  |
| --- |
| Facility-level Assurance Signatures – |
| The staff members listed below participated in the monitoring visit and provided accurate information to the department. |

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| --- |
| Date(s) of Monitoring Visit |
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| **Facility Position/Title** | **Printed Name** | **Signature** |
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| **TDOE Position/Title** | **Printed Name** | **Signature** |
| CPM Monitoring Team Leader |  |  |
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