



Seasoned Coordinators' Preconference Session

Thursday • August 20 • 2020

Presenter:

Robert V. Mayo • *NDTAC Technical Assistance Liaison*



**The National Technical
Assistance Center**
for the Education of Neglected or
Delinquent Children and Youth (NDTAC)
neglected-delinquent.ed.gov

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Agenda

- Logistics and Zoom Functionality Overview
- Introductions
- Data-Driven Continuous Programmatic Quality Improvement
 - Kyle Peaden, WI, Wisconsin's Annual Count Process
 - Dan Froemel, TN, Tennessee's Subgrantee Monitoring
- Peer-to-Peer Strategizing on Problems of Practice and Reflections
- Overview of the Conference Agenda
- Close



Logistics and Zoom Functionality Overview

Review the features of the Zoom platform:

- The chat box will be our main mode of communication.
- Raise your hand to indicate that you want to pose a question during the Q & As or speak during the group discussions.
 - *Please make sure that you are in a quiet location.*
- The host will unmute and re-mute individual microphones during Q & As and group discussions.
 - *You may have to unmute yourself as well.*





Introductions



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Getting to Know Each Other

Via the chat box, please share the following:

- *Name and State*
- *Tenure*
- *Other “hats” you wear at your State education agency (SEA)*
- *An activity you enjoyed or plan to enjoy this summer*



What States are represented today?



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A photograph of a school cafeteria with students in blue uniforms sitting at tables eating. A semi-transparent teal banner is overlaid across the middle of the image.

Data-Driven Continuous Programmatic Quality Improvement



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Polling Question (Open-ended via the Chat Box)

- What TIPD administration activity did or currently does present the most challenges and why?

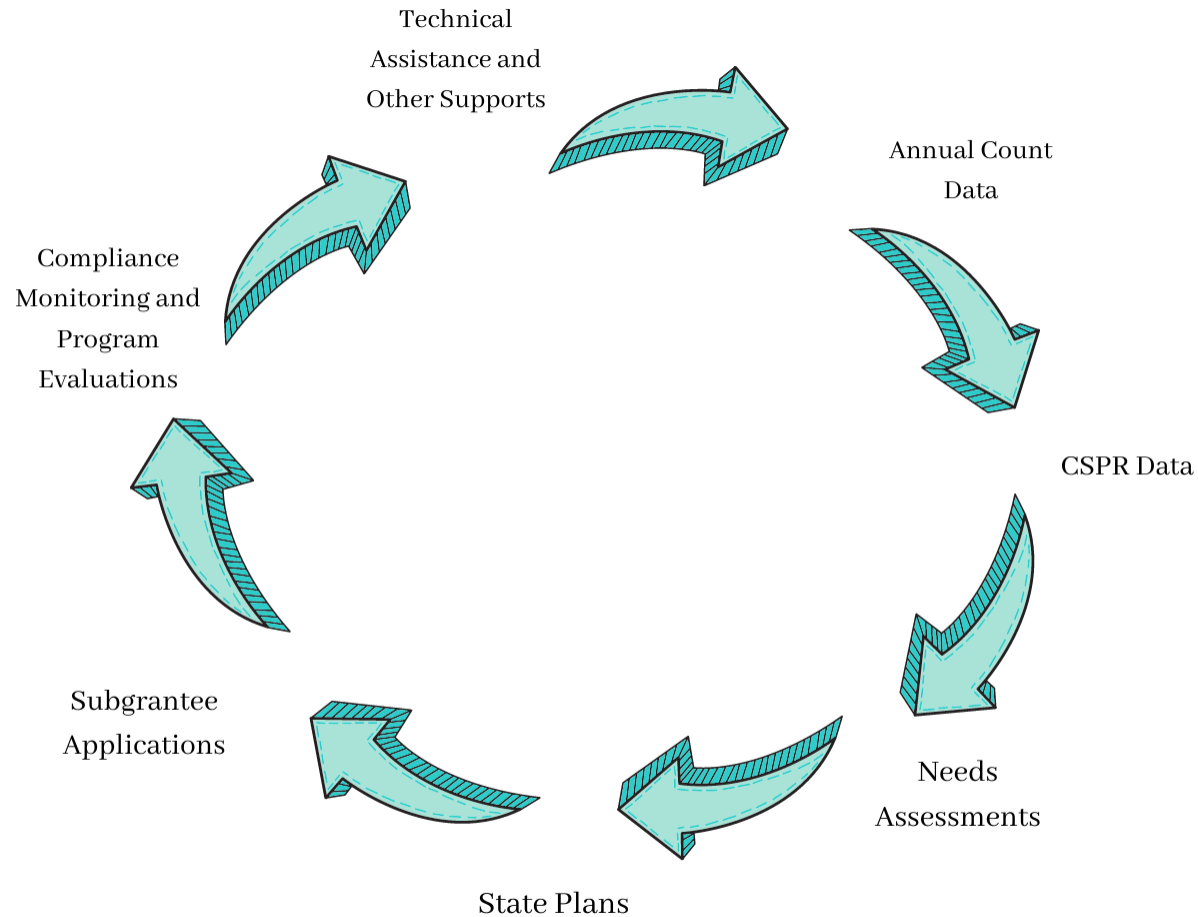


Integrative Approaches to Title I, Part D Continuous Programmatic Quality Improvement and Postpandemic Implications

- Annual Count data
- Consolidated State Performance Reports (CSPR) and other evaluation data
- Needs assessments
- State plans
- Subgrantee applications
- Compliance monitoring and reporting
- Technical assistance and other supports



Integrative Approaches to Title I, Part D Continuous Programmatic Quality Improvement and Postpandemic Implications





Wisconsin's Approach to Continuous Programmatic Quality Improvement: The Annual Count

Kyle Peaden

ND Coordinator, Wisconsin

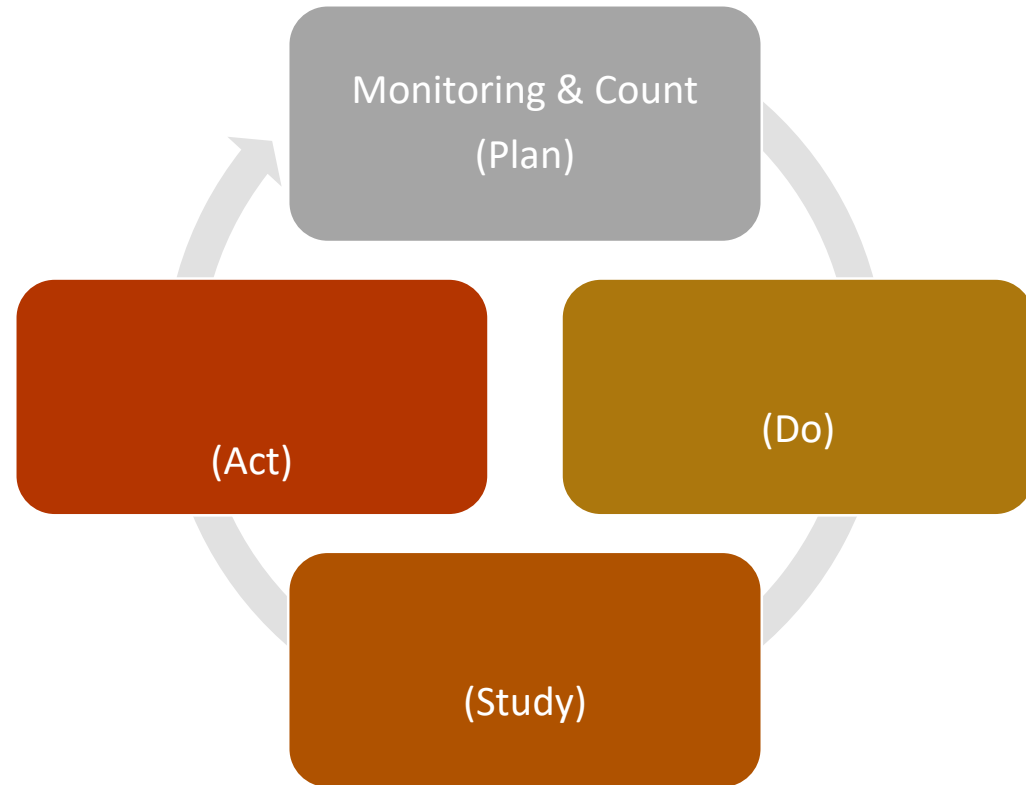


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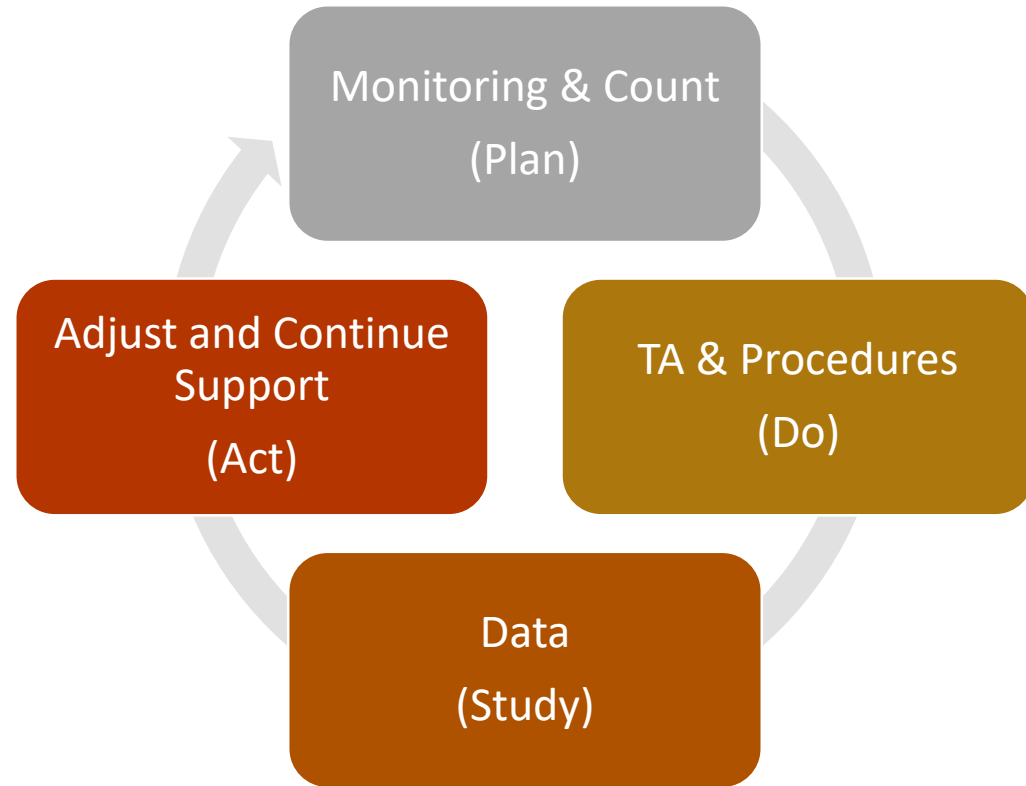
WI Continuous Improvement Snapshot: Annual Count

- [DPI Continuous Improvement Webpage](#)
- Monitoring
 - Compliance process
 - Opportunity for feedback and support
- Annual Count Corrective Action
 - Resolving the immediate concern
 - Initiating a root cause to correct the systemic issue



WI Continuous Improvement Snapshot: Annual Count

- Technical Assistance:
 - Training
 - Tools for continued resource
 - Adjusted procedures
- Post-COVID Technical Assistance Adjustments
 - eBriefs
 - Networking Calls
 - Continue to adjust to meet agency needs



Q & A



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Tennessee's Approach to Continuous Programmatic Quality Improvement: Subgrantee Monitoring

Dan Froemel

ND Coordinator, Tennessee



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TN Virtual Subgrantee Monitoring Platform and Procedures

- Overview of TN
 - 30 Delinquent Programs serving 4,849 students
 - 46 Neglected Programs serving 5,476 students
 - Title I, Part D, subpart 1
 - Department of Children's Services (DCS)—Wilder Youth Development Center
 - Department of Corrections (DOC)—Northwest Correctional Complex
 - Title I, Part D allocation: \$1,491,236.99
 - Title I, Part A—Neglected allocation: \$2,983,430.02



TN Subgrantee Monitoring Process

- Programs are monitored on a three-year rotation by one of two methods:
 1. Whole district monitoring, or
 2. Specific monitoring for neglected and delinquent (N&D)
- All visits include:
 - Pre-work section for the LEA and the facility (questions and related documents)
 - On-site questions for LEA and facility
 - Tour of program (pre-COVID)











TN Subgrantee Monitoring Process

- LEAs selected in July/August
- LEAs notified of monitoring date by Sept. 1
- Pre-call five weeks prior to monitoring
- All documentation due three weeks prior to monitoring
- Two Non-Traditional Educational Program Coordinators assigned to each visit
- Exit call occurs approximately two weeks after the visit
- Monitoring instrument located in Tennessee's electronic grants management system, ePlan



ePlan Overview

Pre-visit: Required Evidence to be uploaded by LEA staff and reviewed by TDOE monitors

Type	Document Template	Document/Link
Teacher licenses [Upload at least 1 document(s)]	N/A	 test
Teacher and/or paraprofessional schedules if paid through Title I, N or D funds [Upload at least 1 document(s)]	N/A	 test
Inventory list [Upload at least 1 document(s)]	N/A	 test
Sample student schedule [Upload at least 1 document(s)]	N/A	 test
Master school schedule [Upload at least 1 document(s)]	N/A	 test
Evidence of PD opportunities [Upload at least 1 document(s)]	N/A	 test
Evidence of how the facility collects CSPR data [Upload at least 1 document(s)]	N/A	 test
Evidence of Category I Special Purpose status from TDOE [Upload at least 1 document(s)]	N/A	 test

Pre-visit: Open Response to be Answered by LEA staff

* Name and Title of the Title I Point of Contact at the Facility:

test

* Phone Number of the Title I Point of Contact at the Facility:

test

* Email Address of the Title I Point of Contact at the Facility:

test

* Facility Type (Neglected or Delinquent):

test

Pre-visit Short Answer Required; to be completed by LEA Staff

1 * Number of Teaching Positions

Related Documents

- Related Documents:
 - List of facilities
 - Sample records requests
 - Process/procedures for record transfer
 - Professional Development offerings
 - Sample student records
 - LEA monitoring of facility



Related Documents

- Related Documents:
 - Teacher licenses
 - Staff schedules (if paid through Title I)
 - Inventory list
 - Master school schedule
 - Consolidated State Performance Report (CSPR) data collection process
 - Category I status



Assurances and Questions

- 18 Assurances
- List some of the specific services and supports provided to N&D students.
- Demographic information for facility
- Accreditations
- School information



On-Site Questions: LEA only

- How does the LEA evaluate the effectiveness of the program on an annual basis?
- How does the LEA use the facility needs assessment to evaluate the program?
- Describe the LEA process to collaborate with facilities to provide support and guidance. Include frequency, methods, and examples.
- What are some of the promising practices the LEA and facility have identified in the facilities in the Title I, Part A—Neglected and/or Title I, Part D programs?
- What are some of the areas in need of improvement in the facilities in the Title I, Part A—Neglected and/or Title I, Part D programs?



On-Site Questions

- What methods are used and how frequently does the facility collaborate with the LEA point of contact? Examples.
- Describe the process for seeking input and determining needs to make decisions about how to spend Title I, Part D funds.
- Describe how Title I, Part D funds are being utilized during this fiscal year to support the academic growth of students.
- How do you evaluate the effectiveness of the Title I program?
- Describe the timeline the facility follows to spend funds by the end of the fiscal year.
- What steps are taken to ensure that funds are being used on allowable and reasonable purchases?



On-Site Questions

- How does the facility ensure continuity in the Title I program from year to year?
- How does the facility track inventory and expenses?
- Describe how the facility tracks and reports data for the annual count.
- 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 policy that prohibits this collection.
- 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?



On-Site Questions if Operating an In-House School

- How does the facility ensure that its teachers are receiving appropriate professional development opportunities? Examples.
- How does the facility provide services for students served under an Individualized Education Plan (IEP)?
- How does the facility provide services for students receiving English learner (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.)



Monitoring Results

- Five categories based on findings during monitoring.
 - Exceeds expectations
 - Meets expectations
 - Improvement recommended
 - Correction needed (state law, policy, board rule)
 - Finding of non-compliance (federal law)

Student Populations

English Learners	● ● ● ● ●
Immigrant Children and Youth	● ● ● ● ●
Migratory Students	● ● ● ● ●
Students Experiencing Homelessness	● ● ● ● ●
Youth in Foster Care	○ ○ ○ ○ ○

Students Served by Neglected and/or Delinquent Programs

Students Served by Neglected and/or Delinquent Programs	● ○ ○ ○ ○
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Additional Programs

Equitable Services to Non-Public Schools - ESEA	● ● ● ● ●
Equitable Services to Non-Public Schools - IDEA	○ ○ ○ ○ ○
Rural and Low-Income School Program	○ ○ ○ ○ ○
Charter School Oversight	● ● ● ● ●
Targeted Assistance School Improvement Plan Components	○ ○ ○ ○ ○

Other

Other	○ ○ ○ ○ ○
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- Items are assigned a due date and all documentation is uploaded and tracked in ePlan.



Q & A



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Key Takeaways and Postpandemic Implications

- What are some of your key takeaways?
- What postpandemic administrative, procedural, or practice adjustments are you making?
- What tools, approaches, or strategies most resonated with you and why?



A photograph of several students in a school cafeteria. In the foreground, a young man and woman are smiling and talking. The woman is holding a red apple. They are sitting at a table with food trays. Other students are visible in the background, some sitting at tables and others standing.

Peer-to-Peer Strategizing on Problems of Practice and Reflections



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What's on Your Minds?



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Conference Agenda Overview



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Day 1: Monday, August 24

- **Conference Welcome: 12:30–1:00 p.m.**
 - ED (Title I, Part D Team) and NDTAC will formally greet conference attendees and recognize members of the conference planning committee.
 - NDTAC will provide an overview of the virtual conference platform, highlighting features and functionality.
- **Keynote: 1:00–2:00 p.m.**
 - Mr. Rodney Robinson, 2019 National Teacher of the Year, will address the conference and answer questions from the audience.
- **Break: 2:00–2:30 p.m.**



Day 1: Monday, August 24

- **Federal Panel: 2:30–4:00 p.m.**
 - ED (Title I, Part D Team) will address ND Coordinators to discuss various topics, including supporting successful transitions and reentry for youth who are N or D, priorities for ED in the next year, and monitoring updates.
- **Data Collection and Quality (Plenary): 4:00–5:00 p.m.**
 - ED staff will discuss the CSPR data collection process, focusing on common data quality issues, the Business Rules Single Inventory, file specifications, and overcoming challenges to collecting afterexit data.



Day 2: Wednesday, August 26

- **Call to Order and Day 2 Welcome: 12:30–1:00 p.m.**
- **Annual Child Count and Facility Eligibility (Plenary): 1:00–2:00 p.m.**
 - ED staff will provide an overview of Title I, Part D, Subparts 1 and 2 allocations, including the State administrative reservation to administer Title I, Part D.
 - Other topics include an overview of the annual count process, including which facilities are included in the count.
- **Questions and Answers With ED’s Office of General Counsel: 2:00 p.m.–3:00 p.m.**
- **Break: 3:00–3:30 p.m.**



Day 2: Wednesday, August 26

- **Use of Funds to Support Successful Transition for N or D Youth (Plenary): 3:30–4:30 p.m.**
 - ED staff will discuss the CSPR data collection process, focusing on common data quality issues, the Business Rules Single Inventory, file specifications, and overcoming challenges to collecting after-exit data.
- **Breakout Discussion by ND Community: 4:30-5:00 p.m.**
 - ND coordinators will join a breakout room to discuss the role of transition specialists and other approaches to supporting successful transitions for N or D youth.



Day 3: Friday, August 28

- **Call to Order and Day 3 Welcome: 12:30–12:45 p.m.**
- **Data Collection, Quality, and Analysis (Virtual Breakouts): 12:45–2:45 p.m.**
 - David Blumenthal, NDTAC TA State Liaison; Jake Sokolsky, NDTAC Data Team Lead; and Joanne Carminucci, NDTAC Data Team Member, will facilitate a virtual exhibit hall.
 - Selected State ND Coordinators will briefly present highlights of their States' data systems before participants are assigned to virtual breakout rooms to discuss approaches to collecting high-quality data by Subpart (1 or 2).
- **Conference Wrap-Up and Reflections: 2:45–3:15 p.m.**



Contact Information

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Listserv: <https://neglected-delinquent.ed.gov/sign-our-mailing-list-1>

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