

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



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Overview of Title I, D Programs

Definitions

(ESSA Title I, D Section 1432 [20 U.S.C. 6472])

- **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 parenting, 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 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

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

Purpose and Goals

The Title I, Part D program serves neglected, delinquent, and at-risk 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 include:

- (1) improving 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; and
- (2) to provide such children and youth with the services needed to make a successful transition from institutionalization to the community for further schooling or employment; and 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]*
- (3) Although programming and environments vary depending on 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 Improvement Plan for Pupils (STIP) goal of "all students experience continued academic growth" by ensuring neglected and delinquent students have an equal opportunity to continue their education despite being in a "neglected" or "delinquent" status. Title I, Part D funding also supports NDE's fifth STIP goal of ensuring that "all students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines" by using federal funds to supply educational support to students who might otherwise be underserved, and, ultimately, never complete high school or earn a Graduate Equivalency Degree (GED).

Evaluation of these three Federal overarching goals as they intersect with the two aforementioned STIP 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. 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.)*

Objectives and Outcomes (aligned with ESSA and Nevada’s ESSA 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. To the greatest extent possible, it is imperative that these programs engage in practices that collaboratively work with families and “schools of origin” to provide the least disruptive environments, and successful transitions. The following program objectives and outcomes have been established to assess the effectiveness in improving academic, career, and technical skills of children and youth served through Title I, Part D State agencies and local education agencies (LEAs):

Objective 1: Title I, Part D programs in Nevada will provide for individualization of instructional experience beginning with an intake process that includes 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 opportunities to meet challenging State academic content and achievement standards. NDE will ensure 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 long-term students with:

- negative grade level change from the pre- to post- test exams for reading and math.
- no change in grade level from the pre-to post- test exams for reading and math.
- improvement up to one full grade level or more from the pre- to post- test exams for reading and math.

Objective 2: Title I, Part D programs will ensure 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 on page 20) to ensure 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 (CTE), 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 eligible facilities to 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 information will be collected during the annual data collection for Neglected and Delinquent students who have:

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

Objective 4: Title I, Part D programs will ensure (particularly for long-term students) that neglected and delinquent students have the necessary resources and completed the STPT-related activities needed for their successful 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 and youth in the program.

Eligibility: LEAs/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 (USED) allocates funds for this Subpart to State Educational Agencies (SEAs) based on the number of children and youth in State-operated facilities and the Nevada's average per-pupil educational expenditures. Once USED determines a State's Subpart 1 allocation, the SEA makes subgrants to eligible State agency (SA) participants based on either: (1) the SA's 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 Educational Agency Programs (Subpart 2)

USED 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 LEAs by formula or through a discretionary (i.e., competitive) grant process, NDE has historically decided to award each LEA with formula funding based on their reported number of students, and will do so for the 2024 fiscal year.

Program Funding Awarded

A program plan and application 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 NDE’s ePAGE system.

Organization

The Title I, Part D program operates out of NDE’s Office of Student and School Supports (OSSS) in the Student Achievement Division.

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Program Requirements

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

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

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

- 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; and
- Ensure that all of Nevada’s Title I, Part D funding is aligned with NDE’s fifth STIP goal of “all students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines”; and
- Conduct an annual count of neglected or delinquent children and youth who are residing in Title I, Part D Subpart 2-eligible facilities who are:
 - (For those children and youth residing in SEAs/SAs:)
 - 20 years of age or younger
 - Receiving at least 20 hours of instruction a week (with a teacher) if residing in a juvenile facility or a community day program
 - Receiving at least 15 hours of instruction a week (with a teacher) if residing in an adult facility
 - Residing in the program for at least 30 consecutive days
 - Children and youth must be counted as *either* “neglected” *or* “delinquent” (depending on the type of facility they are residing in), but not both
 - The count may be taken on any date during the fiscal year, but *all* SEAs/SAs *must* take the count on the same date
 - (For those children and youth residing in LEAs:)
 - Be between the ages of 5 and 17

- Residing in the program at least one day during a 30 consecutive day period
 - Be an unduplicated count (that is, they cannot also be counted by an SEA/SA)
 - Children and youth must be counted as *either* “neglected” *or* “delinquent” (depending on the type of facility they are residing in), but not both
 - The LEA may choose the date that they take the count, but it *must* be done in October (USED recommends taking the count on October 31st for the highest numbers)
- Have built in transition services to help children and youth adjust from an institutionalized setting back into the community for further education or employment.
 - A minimum of 15% for transition services, but no more than 30% of Title I, Part D, Subpart 1 funds are required to be set aside each year
 - Title I, Part D, Subpart 2 funds are not required to be set aside for transition services, but services *are* required
 - Transition funds *may* be used for transition services focused on helping children and youth who are neglected or delinquent to reenter school successfully or to find employment after they leave the institution and return to the community such as:
 - Counseling, psychological or social work services designed to meet the needs of children and youth who are neglected or delinquent;

- In-school advocates to act on behalf of the neglected or delinquent children or youth;
- Tutoring or mentoring;
- Reentry orientation programs, including transition centers, and reentry centers in high schools.

Use of Funds

All recipients of Title I, Part D Funds are required to be responsible fiscal stewards, who make certain promises (or assurances) that they will be using taxpayer dollars as they were intended to be spent. Therefore, in addition to having guidelines on the use of funds, there is a monitoring process, which is explained in the “Monitoring and Compliance” section.

SEAs and SAs:

SEAs and SAs *must* use Title I, Part D, Subpart 1 funds to support educational services that:

- Provide for children and youth identified as neglected, delinquent or at-risk of failing to meet the State’s challenging academic standards; and
- Supplement and improve the quality of educational services provided to these children and youth.

SEAs and SAs *may* use Title I, Part D, Subpart 1 funds to pay the necessary and reasonable costs that provide a variety of services, such as reading, mathematics, language arts, and career-oriented programs that include classroom instruction, if these services and materials meet the supplement, not supplant guidelines of Title I. For example, funds *may* be used for:

- Hiring *additional* teachers, aides, educational counselors, etc. to provide additional instruction in areas of greatest need;
- Training Title I teachers, aides, and other Title I staff members;
- Purchasing needed educational materials and equipment for Title I instruction, including books, computers, materials for industrial arts and career training, etc.

- Hiring transition coordinators or buying new equipment to assist students' transitions from Title I, Part D eligible facilities

Title I, Part D Subpart 1 funds may also be used to acquire equipment to be used to help children and youth meet challenging State academic content and student achievement standards. (However, any individual piece of equipment that costs \$5,000 or more must receive NDE approval prior to purchase and be listed in their Consolidated Plan.)

LEAs:

An LEA may use Title I, Part D Subpart 2 funds to pay the necessary and reasonable costs that provide a variety of services, including transition services, dropout prevention, social services, and career education programs. For example, funds may be used for:

- Transition programs that help children and youth returning to local schools remain in school to complete their education;
- Dropout prevention programs that serve at-risk children and youth;
- The coordination of health and social services for at-risk children and youth if there is the likelihood that the provision of such services (i.e. day care, drug and alcohol counseling, mental health services, etc.) will improve the likelihood that such individuals will complete their education;
- Special programs to meet the unique academic needs of participating children and youth including career and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education.

Title I, Part D Subpart 2 funds may also be used to acquire equipment to be used to help children and youth meet challenging State academic content and student achievement standards. (However, any individual piece of equipment that costs \$5,000 or more must receive NDE approval prior to purchase and be listed in their Consolidated Plan.)

Carryover Policy

An LEA or an SEA/SA may carryover Title I, Part D funds if it does not use all or part of their yearly allocation. It is a best practice and recommendation by both USED and NDE to expend all funding during the fiscal year for which it was

allocated. That being said, there is no restriction on the amount of funds that can carryover, 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 must 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 previously apportioned dollars. LEAs are, therefore, requested to minimize the time between receipt and expenditure of federal program funds. NDE may contact LEAs and SEAs/SAs that have large carryover amounts year after year, or for a single year, in order to put a plan in place to expend such funds within federal guidelines.

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/SA aligns with the requirements outlined by federal law for Title I, Part D. It is also the responsibility of each Title I, Part D recipient to ensure their program is continually monitored, and all elements of those programs are continuously aligned with federal requirements.

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 USED and NDE use to assess student progress, program efficacy, and identify needs so resources can be targeted appropriately.

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 to assess these key student outcomes.
 - 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 funds are appropriately allocated. For this reason, Title I, Part D programs need to ensure the accuracy of the data 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 funds 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 organizations and programs that receive Title I, Part D funds. NDE can use this information in the following ways to:

- inform key management and funding decisions,
- identify and disseminate “promising practices,” based on programs that have demonstrated success,
- share information with State legislators, other SAs, nongovernmental foundations, and the public to gain support for programs, and/or
- 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, and the efficacy of the educational program. Reliable data can help identify the programs of instruction that have affected student achievement positively.

Monitoring and Compliance

Program monitoring involves the regular and systematic examination of program implementation and administration. While desktop monitoring can occur at any time throughout the calendar year, the onsite monitoring for all Title I, Part 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 (ESEA), amended through ESSA. 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 USED monitors State education agencies (SEAs) that receive funds (Federal monitoring);
- SEAs monitor their SAs and LEA subgrantees (subgrantee monitoring);
and
- SA and LEA subgrantees monitor the organizations and programs to which they allocate funds (facility monitoring).

By monitoring Title I, 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 administrators can target assistance and other resources more effectively.

During the monitoring visit the Title I, Part D coordinator will utilize onsite monitoring tools that align with the specific requirements of the ESSA regulations and Nevada ESSA Consolidated State Plan. There are two main objectives of the onsite visit. First, through a comprehensive interview process that follows the monitoring tools, the coordinator will seek to learn the important aspects of a particular program as they pertain to the population of served students. 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 LEAs 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 can often lead to a quick solution. If an LEA or state agency is found to be out of compliance, they may receive a corrective action plan to adjust non-compliant areas. As applicable, if State agencies and/or LEAs are chronically non-compliant, this status 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 are encouraged to present at both regional and/or national conferences. Nevada Title I, Part D programs are encouraged to conduct research and share best practices with other Title I, Part D 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(a) of Title I, Part D under ESSA requires that each State agency or LEA 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—while respecting individual student privacy--not less than once every 3 years, to determine the program's impact on the ability of participants to:

1. maintain and improve educational achievement;
2. accrue school credits that meet State requirements for grade promotion and secondary school graduation;
3. make the transition to a regular program or other education program operated by a local educational agency;
4. 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, participate in postsecondary education and job training programs.

Exception

The disaggregation required in the paragraph above 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 of the required evaluations, a SA or LEA shall use multiple and appropriate measures of student progress. In 2022, NDE's Assistant Director of Title I created an evaluation tool to monitor all Title I programs, including Part D. The tool is shared with each LEA on a yearly basis for the purpose of evaluating the efficacy of local programming funded by Title I. These evaluation tools are then utilized during on site program review, and during years of desktop monitoring.

External Evaluation Results

Each State Agency and Local Educational Agency shall:

- submit evaluation results to the State Educational Agency and USED, and
- use the results of evaluations under this section to plan and improve subsequent programs for participating children and youth.

Appendix

Timeline: USED (ED)’s Year At-a-Glance

In order to provide a high-quality program, and to gather evidence of this program, it is a best practice to be aware of the annual USED Year at-a-Glance Calendar for Title I, Part D requirements.

*Exhibit 4. A State Title I, Part D, Coordinator’s Year at a Glance**

	SA/LEA Action	ED Action	Coordinator Action	
SEPTEMBER			■	MONITOR SUBGRANTEES (SEP–MAY)
				■ SAs and LEAs select count window for the Annual Count
OCTOBER		■		ED distributes Annual Count (“October Count”) Survey and guidance
			■	DISTRIBUTE ANNUAL COUNT SURVEYS TO SAs AND LEAs (OCT–DEC)
				■ SAs and LEAs count eligible students within selected count windows
DECEMBER			■	COLLECT AND VERIFY ANNUAL COUNT DATA FROM SUBGRANTEES (DEC–JAN)
JANUARY			■	SUBMIT ANNUAL COUNT OF STUDENTS COUNTED TO ED to determine formula counts for allocating Federal funds to the States
			■	VERIFY and SUBMIT DATA ON STUDENTS SERVED (UNDUPLICATED COUNT) VIA CSPR AND EDFACTS TO ED to track student achievement (Jan/Feb)
MARCH			■	PREPARE PART D SA AND LEA APPLICATIONS
APRIL		■		ED announces preliminary awards (April/May)
MAY			■	RELEASE PART D APPLICATIONS TO ELIGIBLE SAs AND LEAs
			■	ED prepares funding tables based on Annual Count and funds available late Spring
JULY		■		ED releases Part D funds to the States
			■	COLLECT CSPR DATA FROM SUBGRANTEES (JULY–JAN)
			■	MAKE PART D AWARDS (ALLOCATE PART D FUNDS RECEIVED FROM ED)
AUGUST			■	PREPARE FOR THE ANNUAL COUNT AND CSPR DATA COLLECTIONS (e.g., UPDATE SURVEY FORMS) (AUG–SEP)
			■	PROVIDE TRAINING/TECHNICAL ASSISTANCE (T/TA) AS APPROPRIATE TO SUBGRANTEES ON THE ANNUAL COUNT AND CSPR DATA COLLECTIONS (AUG–NOV)
			■	PREPARE FOR SUBGRANTEE MONITORING, including setting schedule, updating monitoring protocols, and preparing other related materials

*NOTE: These are guidelines and suggested timeframes. Federal reporting dates vary from year to year, and States adopt different schedules according to their specific circumstances and preferences.

National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At-Risk. "A Year In the Life of a Coordinator." *Title I, Part D, State Coordinator’s Orientation Handbook*. 2013th ed., p. 27.

Resources/links

1. [Title I Part D Non-Regulatory Guidance](#)
2. [Title I, Part D Statute](#)
3. [Annual Count Toolkit](#)
4. [The Use of Title I, Part D Funds Decision-Making Tip Sheet](#)
5. [NDTAC Guide: Meeting the Literacy Needs of Students in Juvenile Justice Facilities \(Second Edition\)](#)
6. [Nevada ESSA Consolidated State Plan](#)
7. NDE Statewide [Plan for the Improvement of Students \(STIP\)](#)

State Coordinator Contact Information

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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 ____Prefer not to say

Limited English Proficiency: ____No ____Yes, 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/GED) ____Some College

School Status: ____Attended school regularly ____Attended school irregularly ____Suspended ____Expelled
____Graduated ____Obtained high school equivalency (HSE/GED) ____Dropped Out

Individual Education Plan (IEP): ____Yes ____No ____504: ____Yes

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/GED ____ Yes ____ No

Attending College ____ Yes ____ No

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:
