

No Child Left Behind Act of 2001  
Title I, Part D

**LOCAL EDUCATION AGENCIES  
MONITORING INSTRUMENT**

LEA/Institution: \_\_\_\_\_ Type of Facility (Neglected or Delinquent) \_\_\_\_\_

Date of Visit: \_\_\_\_\_ Number of Youth in Facility: \_\_\_\_\_

Educational Services Provider (Check One)

Institution Based

LEA School Based

The criteria used in this monitoring for review of Title I, Part D, Subpart 2 programs operated in Local Education Agencies (LEAs) is based on the program purposes as outlined in statute and guidance reauthorized under the No Child Left Behind Act of 2001. The purpose of the Subpart 2 program is to support LEA programs that involve collaboration between LEAs and local correctional facilities, including local institutions and community day programs for delinquent children and youth, to--

- Carry out high quality education programs that prepare youth to complete high school, enter training or employment programs, or further their education;
- Facilitate the transition from programs in an institution to further education or employment; and
- Operate dropout prevention programs in local schools for youth at risk of dropping out or youth returning from correctional facilities or delinquent institutions.

LEAs receiving Subpart 2 funds must generally use these funds to operate (1) LEA-based programs for non-institutionalized, at-risk children and youth **and** (2) programs for children and youth in locally operated correctional facilities, including institutions for delinquent children that have established formal agreements with the LEA regarding the services to be provided.

An LEA receiving Part D, Subpart 2 funds must use a portion of those funds to operate a dropout prevention program in a local school(s) that targets at-risk children and youth. An LEA, however, with a locally operated correctional facility or institution for delinquent children in which more than 30 percent its youth attending the facility will reside outside the boundaries of the LEA upon leaving the facility, is not required to operate a dropout prevention program within its schools and may use all of its Subpart 2 funds for programs in such facilities or institutions, provided they have a formal agreement with the LEA.

Rating Scale:	Rating	Definition
3	Meets Program Requirements	Indicates that the status is acceptable.
2	Needs Improvement	Indicates a need for improvement and requires a response stating the action taken or planned for improvement.
1	Does Not Meet Program Requirements	Indicates an area out of compliance and requires a response stating action(s) planned to correct the deficiency.
NA	Not applicable	Indicates an area not applicable to this institution.

	Numerical Rating	Areas of Compliance	Compliance Indicator(s)	Responses/Comments
1.		<p>LEAs receiving Subpart 2 funds must annually submit an application addressing the 13 components as outlined in Section 1423. (See page 3).</p> <p>Section 1425 (1), (3), (6), (8), (9), (10), (11)</p>	<p>Is a comprehensive needs assessment conducted in constructing the plan?</p> <p>Are assessments used to determine academic needs of children and youth served?</p> <p>Are provisions in place for children and youth returning from correctional facilities?</p> <p>Do plans include coordination with parents, existing community services and/or businesses?</p> <p>Is the program coordinated with other Federal, State, and local programs?</p>	
2.		<p>LEAs receiving Subpart 2 funds must operate LEA-based programs for non-institutionalized, at-risk children and youth.</p>	<p>Does the program coordinate existing education programs to meet the unique educational needs of such children and youth?</p>	
3.		<p>An LEA receiving Part D, Subpart 2 funds may use all of its Subpart 2 funds for programs providing educational services in such facilities or institutions, provided they have a formal agreement with the LEA. Section 1425 (1) (2)</p>	<p>Is a process in place for the LEA to assess/identify students for the exceptional children's program, gifted services, academically "at-risk" etc.?</p> <p>Is there evidence that shows coordination exists between the LEA and the institution?</p> <p>Does the agreement clearly outline roles and responsibilities for:</p> <ul style="list-style-type: none"> <li>▪ coordination of educational services for students?</li> <li>▪ coordination of transition services for students (transfer of credit, process for transferring records)?</li> </ul>	
4.		<p>N/D educational program operated in the local facility or institution is comparable to the one the LEA operates in the school that such youth would otherwise attend. Sec. 1425 (1), (6)</p>	<p>Does the LEA coordinate with the institution to ensure that services provided at the institution are comparable to those services provided in the local schools?</p> <p>Do materials and equipment focus on improving student achievement?</p>	

5.		LEAs receiving Subpart 2 funds must operate dropout prevention programs in local schools for youth at risk of dropping out or youth returning from correctional facilities or delinquent institutions. Sec. 1425 (3), (7)	Is there a clear description of the program to be assisted?  Are procedures in place for youth returning to local schools?  Is technology utilized to assist in coordinating the educational programs between the facility and the community school?	
6.		LEAs receiving Subpart 2 funds must facilitate the transition from programs in an institution to further education or employment. Sec. 1425 (1),(3), (7)	Is a process in place for timely transfer of student records?  Are there any training or mentoring programs currently in place.  Are educational programs in the institution coordinated with home school programs (e.g. via technology)?	
7.		The LEA evaluates its N/D program to determine the program's impact on student achievement. Section 1425 (6)	Is there evidence showing evaluation of the program provided with these funds? (E.g. decrease in dropout rate, increase in high school credits earned, etc.)  Are anecdotal records used for both short and long term planning?	
8.		The LEA assesses the academic progress of students in correctional institutions or neglected facilities. Section 1425 (6)	Is a process in place to determine student participation in the program?  Are assessment procedures in place to ensure that students in maintain and improve educational achievement?	
9.		Correctional institutions or neglected facilities are staffed with teachers and other qualified staff who are trained to work with children with disabilities and other students with special needs (if the education program is institution based.) Section 1425 (5)	Is the teaching staff qualified to work with the identified population?  Is there evidence of a written professional development plan?	
10.		Funds are used in manner consistent with the purpose of this federal award as outlined in Section 1415.	Are materials and equipment properly labeled and inventoried?  Does evidence examined indicate that Title I funds are being used to supplement, not supplant local program funds without regard to the subject areas in which instruction is	

			given during those hours?	
11.		An LEA receiving Part D, Subpart 2 funds must use a portion of those funds used to operate a dropout prevention program in a local school(s) that targets at-risk children and youth. Section 1425 (4)	Would more than 30 percent of youth attend a school outside the boundaries of the LEA upon leaving the facility?  If the answer above is "no," does the LEA use a portion of Title I, Part D funds to operate a dropout prevention program?	

### 13 Components of the Local Education Agency Application – SEC. 1423

- 1) a description of the program to be assisted
- (2) a description of formal agreements between the LEA and the institution
- (3) as appropriate, a description of how institution based programs are comparable to those operating in the local school such youth would attend
- (4) a description of the program operated by participating schools for children and youth returning from correctional facilities
- (5) a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of such youth and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth
- (6) as appropriate, a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities,
- (7) as appropriate, a description of any partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services for participating students
- (8) as appropriate, a description of how the program will involve parents in efforts to improve the educational achievement of their children
- (9) a description of how the program under this subpart will be coordinated with other Federal, State, and local programs
- (10) a description of how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable;
- (11) as appropriate, a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities;
- (12) a description of the efforts participating schools will make to ensure institutions working with children and youth are aware of a child's or youth's existing individualized education program
- (13) as appropriate, a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a regular public school program.

### SEC. 1425. PROGRAM REQUIREMENTS FOR CORRECTIONAL FACILITIES RECEIVING FUNDS UNDER THIS SECTION.

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

- (1) where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under part B of the Individuals with Disabilities Education Act;
- (2) if the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need;
- (3) where feasible, provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;

- (4) provide support programs that encourage children and youth who have dropped out of school to reenter school once their term at the correctional facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a secondary school diploma or its recognized equivalent;
- (5) work to ensure that the correctional facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth;
- (6) ensure that educational programs in the correctional facility are related to assisting students to meet high academic achievement standards;
- (7) to the extent possible, use technology to assist in coordinating educational programs between the correctional facility and the community school;
- (8) where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities;
- (9) coordinate funds received under this subpart with other local, State, and Federal funds available to provide services to participating children and youth, such as funds made available under title I of Public Law 105-220, and vocational and technical education funds;
- (10) coordinate programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable; and
- (11) if appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth.