

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

**STATE AGENCIES  
MONITORING INSTRUMENT**

Agency/Institution: \_\_\_\_\_ Facility: (Neglected, Delinquent, or Adult Correctional Facility) \_\_\_\_\_

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

Educational Services Setting (Check One)  Institution-wide  Targeted Program

Title I, Part D, Subparts 1 and 2 of the Elementary and Secondary Education Act (ESEA), as amended by the Improving America's Schools Act of 1994 (Public Law 103-382), establishes two programs:

I. Subpart I authorizes the State agency Neglected or Delinquent (N or D) program, which provides Federal financial assistance to State agencies (SAs) that operate educational programs for children and youth in institutions or community day programs for N or D children and for youth in adult correctional facilities. Major changes in the 1994 reauthorization of this program provide that--

- Children and youth counted for allocation purposes must be enrolled in a regular program of instruction for at least 15 hours per week (if in an adult correctional facility) and 20 hours per week (if in an institution or community day program for N or D children) rather than 10 hours as under the old statute;
- N or D institutions may operate institution-wide programs that enable them to use Part D, subpart 1 funds in combination with other Federal and State education funds; and
- SAs must reserve funds for transition services for N or D youth following release from an institution or program.

A regular program of instruction is an educational program (not beyond grade 12) in an institution or in a community day program for neglected or delinquent children that consists of classroom instruction in basic school subjects, such as reading, mathematics, and vocationally oriented subjects, and is supported by non-Federal funds. Neither the manufacture of goods within the institution or program nor activities related to institutional maintenance are considered classroom instruction.

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.

	Rating	Areas of Compliance	Compliance Indicator(s)	Evidence/Comments
1.		State agencies must offer a regular program of instruction for at least 20 hours per week for youth unless served in an adult correctional facility. (15 hours per week ) <i>Section 1414</i>	Does the regular program of instruction include the appropriate number of hours not including additional instructional time provided by Title I or other Federal funds?	<ul style="list-style-type: none"> <li>○ Title I, Part D Plan</li> <li>○ Schedule of activities for Title I services</li> </ul>
2.		State agencies receiving Subpart 1 funds must implement programs and projects that are designed to support educational services that afford youth an opportunity to meet challenging State academic achievement standards. <i>Section 1414</i>	<p>Is there a description of how the program will meet the goals and objectives of the State plan?</p> <p>Is the program designed to provide services of sufficient size, scope, and quality to enable the participants to make significant progress towards meeting State performance standards?</p> <p>Is there a provision for parental involvement to the extent possible?</p>	<ul style="list-style-type: none"> <li>○ Title I, Part D Plan</li> <li>○ Schedule of activities for Title I services</li> <li>○ List of students served</li> </ul>
3.		A State agency that receives Part D, Subpart 1 funds must assess the education needs of all eligible children and youth in eligible institutions. <i>Section 1414</i>	<p>Are students assessed using educationally objective criteria?</p> <p>Are those students most in need served first?</p> <p>Is priority given to youth likely to complete incarceration within a 2-year period?</p> <p>Is there a process in place to ensure that existing individualized education programs are followed?</p>	<ul style="list-style-type: none"> <li>○ Assessment instrument/tools</li> <li>○ Ranking of students (if unable to serve all students) including records of youth completing incarceration within 2 years</li> <li>○ Individual education plans (IEPs)</li> </ul>
4.		State agencies must provide appropriate professional development for teachers and other staff. <i>Section 1414</i>	<p>Is there a written professional development plan?</p> <p>Are professional development activities aligned to student needs?</p>	<ul style="list-style-type: none"> <li>○ Title I, Part D Plan</li> <li>○ Staff development plans</li> <li>○ Teacher professional development plans</li> </ul>
5.		The State agency will coordinate programs implemented with funds under this part with existing programs. <i>Section 1414</i>	<p>Is there coordination with businesses for training and mentoring?</p> <p>Is there a process in place for student assessments and appropriate academic records to be shared jointly by the correctional facility and LEAs or alternative education programs?</p> <p>Are programs coordinated with other State and Federal programs?</p>	<ul style="list-style-type: none"> <li>○ List of community colleges/business agencies and other educational agencies</li> <li>○ Records of transition for student records</li> </ul>
7.		Each State agency shall reserve not	Is a person designated for coordination of transition services at	<ul style="list-style-type: none"> <li>○ Comprehensive plan describing</li> </ul>

	less that 15 percent and not more than 30 percent of the amount such agency receives under this part for provision of transition services. <i>Section 1418</i>	each institution or facility?  Do services include provisions for reentry of youth offenders helping N or D children and youth to re-enter school successfully or to find employment after they leave the institution and return to the local community?	activities <ul style="list-style-type: none"> <li>○ Records of transition activities</li> <li>○ Budgets, purchase orders, payroll reports, etc.</li> <li>○ Reservation for transitions: \$_____</li> <li>○ Name of transition coordinator for site: _____</li> </ul>
8.	State agencies must evaluate the effectiveness of the program or project. <i>Section 9601</i>	Does the SA review the effectiveness of the program and revise as needed?	<ul style="list-style-type: none"> <li>○ Program evaluations</li> <li>○ Title I plans</li> </ul>
9.	Institution-wide projects are conducted in a manner that upgrades the entire educational effort of the institution. <i>Section 1416</i>	Has a comprehensive needs assessment been conducted?  Are projects planned and implemented in consultation with appropriate personnel?  Has appropriate training been provided for teachers and other personnel to enable them to carry out the project effectively?	<ul style="list-style-type: none"> <li>○ Comprehensive plan</li> <li>○ Staff development plans</li> <li>○ Agendas, minutes, etc. to verify consultation during planning</li> <li>○ Teacher professional development plans</li> </ul>
10.	Funds are used in a manner consistent with the purpose of this federal award. <i>Section 1415</i>	Except for institution-wide projects, 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.?	<ul style="list-style-type: none"> <li>○ Equipment inventory (DOC)</li> <li>○ Description of program including academic assessment of student needs during intake</li> </ul>