

# TITLE I, PART D, STATE COORDINATOR'S ORIENTATION HANDBOOK *2008 Edition*

*Prepared by the National Evaluation and Technical Assistance Center for the Education of  
Children and Youth Who Are Neglected, Delinquent, or At-Risk*



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# **INTRODUCTION TO THE *TITLE I, PART D, STATE COORDINATOR'S ORIENTATION HANDBOOK***

## **WHAT IS THE PURPOSE OF THE HANDBOOK?**

The National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At-Risk (NDTAC) *Title I, Part D, State Coordinator's Orientation Handbook* was designed to:

- Give new State-level coordinators and administrators of Part D programs a basic overview of the purpose and operational structure of Part D programs.
- Outline some of the key responsibilities of the Part D coordinator position.
- Illustrate the relationship between program requirements and Part D coordinator responsibilities.

## **HOW IS THE HANDBOOK ORGANIZED?**

This handbook attempts to address some of the questions that new coordinators may have, from the most basic (such as “What is Title I, Part D?”) to more advanced questions about funding, reporting, monitoring, planning, and other key areas.

Recognizing that State policy guides the implementation of the Part D program, we have organized sections based on what NDTAC views as the fundamental responsibilities of a State-level Part D coordinator. These were determined based on NDTAC's interviews with coordinators, both new and seasoned, and analysis of Part D law and requirements.

At the end of each section, we have included resources related to that topic area. We hope that this handbook will act as a resource “road map,” showing where to find and how to use some of the many available resources.

At the end of the handbook, we also have included a Spotlight on Areas of Interest section, which contains information and resources for some of the topics related to the fundamental responsibilities of Part D coordinators.

## **WHAT WILL THE HANDBOOK LOOK LIKE IN THE FUTURE?**

This is the second iteration of the handbook. This version both clarifies and builds upon the information of the previous handbook, and also includes substantive additions recommended by Part D coordinators and others in the field. As a dynamic and growing document, we anticipate that the structure and content of the handbook will continue to change as we receive additional feedback. As Part D coordinators and others continue to share their strategies and challenges with us, informing us of what is most and least helpful to them, we will update the document. If you have suggestions, questions, or resources, please contact NDTAC at [ndtac@air.org](mailto:ndtac@air.org).

# CONTENTS

<b>Introduction to the <i>Title I, Part D, State Coordinator’s Orientation Handbook</i>.....</b>	<b>i</b>
<b>I. What is Title I, Part D? .....</b>	<b>1</b>
What Are the Goals of Part D? .....	1
Who Is Served by Part D? .....	1
How Is Part D Structured?.....	1
What Are the Basic Requirements of Part D? .....	2
What Is NDTAC and How Can We Help?.....	2
<b>II. Part D Coordinators: Overview of Roles, Responsibilities, and Lessons Learned .....</b>	<b>4</b>
What Is Your Role? .....	4
What Are Your Fundamental Responsibilities? .....	4
What General Strategies Should You Know as You Get Started? .....	4
Learn the Law.....	4
Communicate With Your NDTAC State Liaison.....	5
Network and Participate .....	5
Train and Support Your Subgrantees .....	5
<b>III. Fundamental Responsibilities .....</b>	<b>6</b>
Introduction .....	6
Planning and Funding.....	6
What Do I Need To Know?.....	7
What Is the Annual (October) Child Count?.....	8
What Are My Planning and Funding Responsibilities? .....	8
What Else Can I Do for Planning and Funding? .....	11
What Other Resources Are Available? .....	14
Monitoring.....	14
What Do I Need To Know?.....	15
What Are My Monitoring Responsibilities? .....	15
What Else Can I Do for Monitoring? .....	17
What Other Resources Are Available To Support Me? .....	17
Reporting and Evaluating .....	17
What Do I Need To Know?.....	17
What Is the Consolidated State Performance Report? .....	19
What Are My Data Collection and Reporting Responsibilities?.....	19
What Are My Evaluation Responsibilities? .....	22
What Else Can I Do for Reporting and Evaluation? .....	23
What Other Resources Are Available? .....	23
<b>IV. Spotlight on Areas of Interest.....</b>	<b>25</b>
Transition.....	25
Why Is Transition Important? .....	25
Federal Emphasis on Transition.....	25
What Do Transition-Related Activities Look Like in Practice? .....	25
What Can I Do To Support Transition? .....	26
What Other Resources Are Available? .....	27
Students With Disabilities .....	28
How Are Students With Disabilities Involved With Title I, Part D? .....	28

What Are My Responsibilities Related to Serving Students With Disabilities?..... 28

How Can I Best Meet the Needs of Students With Disabilities in Facilities?..... 29

What Else Can I Do To Support Students With Disabilities? ..... 30

What Resources Are Available to Me? ..... 30

Pre- and Posttesting ..... 31

    Why Are Pre- and Posttesting Important?..... 31

    What Are My Responsibilities Related to Pre- and Posttesting? ..... 31

    What Can I Do To Support Efficient and Accurate Pre- and Posttesting?..... 32

    What Other Resources Are Available? ..... 32

Family Involvement..... 32

    Why Is Family Involvement Important? ..... 32

    Federal Legislation for Family Involvement..... 33

    What Does Family Involvement Look Like in Practice? ..... 33

    What Can I Do To Support Family Involvement? ..... 34

    What Other Resources Are Available? ..... 34

**Title I, Part D, Glossary and Organization ..... 36**

    Acronyms ..... 36

    Definitions ..... 37

    Organization of U.S. Department of Education’s Title I Programs..... 42



## I. WHAT IS TITLE I, PART D?

### WHAT ARE THE GOALS OF PART D?

The three-part goal of the Elementary and Secondary Education Act's (ESEA's) Title I, Part D, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (N or D), is to:

- Improve educational services for children and youth who are N or D so that they have the opportunity to meet challenging State academic content and achievement standards;
- Provide children and youth who are N or D with services so that they can successfully transition from institutionalization to further schooling or employment; and
- Prevent youth from dropping out of school and provide youth who have dropped out and youth returning from correctional facilities with a support system to ensure their continued education.<sup>1</sup>

### WHO IS SERVED BY PART D?

Each school year, the Part D program serves more than 500,000 students who are neglected, delinquent, or at risk for school failure and/or delinquency. The program provides supplemental educational services in the amount of approximately \$150 million to State and local educational agencies. Part D serves students in various settings, including those who reside in juvenile detention facilities and juvenile and adult correctional facilities, those residing in neglect facilities, and those attending programs directed at preventing school dropout and/or delinquent involvement. Although there is great variation in the programming and environments where youth are served across the Nation, approximately 75 percent of youth receiving services reside in juvenile detention and juvenile correctional facilities. The Part D program reaches a racially and ethnically diverse population: non-Hispanic, African-American, and Caucasian students each account for more than a third of the total population, Hispanic students approximately one-fifth, and the remaining students consist of American Indians, Asians, and others. While these data reflect national trends, it is important to note that there are widespread variations at the State level.

### HOW IS PART D STRUCTURED?

Title I, Part D, serves children and youth through two separate programs:

1. **State agency programs (Subpart 1).** The U.S. Department of Education (ED) allocates funds for this subpart to State educational agencies (SEAs) based on the number of children and youth in State-operated institutions and the State's average per-pupil educational expenditures. Once ED determines a State's Subpart 1 allocation, the SEA makes subgrants to each State agency (SA) based on either (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.
2. **Local agency programs (Subpart 2).** ED allocates funds for this subpart to SEAs based on annual caseload data of the number of children and youth living in local institutions for delinquent children and adult correctional institutions. The SEA has the option of awarding subgrants to eligible local educational agencies (LEAs) by formula or through a discretionary (i.e., competitive) grant process.

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<sup>1</sup> No Child Left Behind Act of 2001, Pub. L. No. 107-110, § 1401.

Part D coordinators are responsible for the implementation and monitoring of both of these programs. There is, however, great variation in how individual coordinators carry out their jobs, due largely to the variety of ways in which juvenile justice and child welfare systems are organized in each State within and across agencies and how educational services are provided within those systems. Each SEA plays a role in administering Part D, but other State or locally provided educational services may or may not be led by the SEA. As an important early step in your new role, you should familiarize yourself with your State's systems. Doing so will help introduce you to your grantees, help you better understand their individual needs, and help you determine which individuals and agencies should be collaborating to better meet the needs of students.

At a broad level, State juvenile justice education systems have been categorized as either centralized (20) or decentralized systems (28), depending on whether the services are overseen by a limited number of SAs or other nonstate agencies (e.g., locally operated facilities), respectively. Further diversity is also evident when reviewing the lead agency responsible for juvenile justice education. In 17 States, it is primarily run by the SEA, but in other States it is run by a juvenile justice agency (16), a social services agency (10), or a correctional agency (7). In addition, 16 States have independent correctional school districts.<sup>2</sup> Of course, these breakdowns only reflect a subset of the population that can be served through the Part D program. If your State also funds programs for youth who are neglected or other youth in alternative placements (such as community day programs) with Part D dollars, then additional child welfare agencies may play a lead role in providing educational services.

## **WHAT ARE THE BASIC REQUIREMENTS OF PART D?**

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

1. Meet the educational needs of children and youth who are N or D and assist in the transition of these students from correctional facilities to locally operated programs;
2. Ensure that these students have the same opportunities to achieve as students in regular community schools;
3. Evaluate the program and disaggregate data on participation by gender, race, ethnicity, and age, not less than once every 3 years; and
4. Use evaluation data to plan and improve subsequent programs for participating children and youth.

Understanding the Part D program requirements is an important part of your role as Part D coordinator. To assist you, details of these requirements, along with strategies to help you carry them out, have been provided in the following sections of this handbook. The official Title I, Part D, law can be found at <http://www.neglected-delinquent.org/nd/resources/legislate/intro.asp>.

## **WHAT IS NDTAC AND HOW CAN WE HELP?**

The mission of the National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At-Risk (NDTAC, or the Center) is to improve educational programming for children and youth who are N or D. Created in 2002, NDTAC is funded by ED to:

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<sup>2</sup> Juvenile Justice NCLB Collaboration Project. (2008, April). Materials from the 3rd Annual Juvenile Justice and NCLB Conference, Tampa, FL. Project Web site: <http://www.criminologycenter.fsu.edu/p/nclb-about.php>

- Develop a uniform evaluation model for SEA Title I, Part D, Subpart 1 programs;
- Provide technical assistance (TA) to States to increase their capacity for data collection and their ability to use those data to improve educational programming for youth who are N or D; and
- Facilitate communication and collaboration between different organizations, agencies, and interest groups that work with youth in programs and facilities for children and youth who are N or D.

NDTAC provides various forms of TA to State Part D coordinators and other stakeholders, including responding to your direct TA requests on an ongoing basis. Additionally, the Center facilitates communication and collaboration between Part D coordinators and their colleagues nationwide through bimonthly ND Community conference calls and the ND Communities Web site

(<http://www.ndcommunities.org>). NDTAC also provides TA to a wider audience through periodic Web-based seminars, national conferences, written publications, and more, all of which are available to the public on our Web site. The Center also runs a nationwide e-mail listserv of nearly 600 members and delivers presentations at national and State conferences. A good first stop for any new Part D coordinator is the NDTAC Web site, at <http://www.neglected-delinquent.org>.

Available in an easy-to-use audiovisual format, NDTAC's self-guided presentation, "A Guide to the Title I, Part D, State-Level Coordinator's Role" provides information that complements that of this handbook. The professional development module is located on the Center's Web site at [http://www.neglected-delinquent.org/nd/resources/modules/pd\\_modules.asp#coordinatorPDM](http://www.neglected-delinquent.org/nd/resources/modules/pd_modules.asp#coordinatorPDM).

## II. PART D COORDINATORS: OVERVIEW OF ROLES, RESPONSIBILITIES, AND LESSONS LEARNED

### WHAT IS YOUR ROLE?

While similar in some respects, the position of Title I, Part D, coordinator can differ widely from State to State. In some States, particularly those that are smaller in geography and/or population, one coordinator or director may be responsible for all Title I programs or even all federally funded education programs. In other States, the individual responsible for Title I, Part D, also may oversee other programs within Title I, such as Title I, Part C, Migrant Education. In still other States, the role of Title I, Part D, coordinator may be a full-time position, with a focus on either the State agency (SA) (Subpart 1) or local educational agency (LEA) (Subpart 2) programs. Ultimately, it is the responsibility of the individual coordinator to ensure that his or her duties are accomplished to the best of his or her ability with the time allotted to the position.

### WHAT ARE YOUR FUNDAMENTAL RESPONSIBILITIES?

At a minimum, Part D coordinators are responsible for overseeing the State educational agency (SEA) activities as mandated by Part D law, including:

- ☑ **Planning and Funding.** Creating a State Plan that describes the program goals, objectives, and performance measures established by the State that will be used to assess the effectiveness of the program. Additionally, applying for funds from ED and determining the allocation of funds to State and local grantees.
- ☑ **Monitoring.** Ensuring that State and local programs are carried out in accordance with the submitted State Plan and that SAs and LEAs receiving funding comply with statutory and regulatory provisions, including those for program evaluation; maintaining regular contact with grantees to help them improve programming and meet funding requirements.
- ☑ **Reporting and Evaluating.** Consolidating and reporting grantee data, including student counts, demographic information, and academic achievement data, to ED on an annual basis. Additionally, utilizing the program data collected and reported to ED to plan and improve subsequent programs for participating children and youth.

The Fundamental Responsibilities section of this handbook covers some of the basic information and tasks relevant to each of the above areas.

### WHAT GENERAL STRATEGIES SHOULD YOU KNOW AS YOU GET STARTED?

What advice can experienced Part D coordinators provide to help you manage the responsibilities of your position? Take a look at a few general pointers for success in the Part D coordinator role, as shared with NDTAC by several Title I, Part D, coordinators.

#### ***Learn the Law***

Coordinators need to know the law intimately. This is difficult in the beginning and takes time. The Part D statute, which can be found on the Center's Web site at <http://www.neglected-delinquent.org/nd/resources/legislate/intro.asp>, is written broadly, leaving a lot of room for interpretation. According to one coordinator, the hardest part is learning what the law permits, particularly in regard to the different subparts and the use of funds, and what it does not. One coordinator cited the *Title I, Part D, Nonregulatory Guidance* as a valuable resource for learning the ins and outs of the law. You can view this

document on NDTAC's Policy and Legislation Web page at [http://www.neglected-delinquent.org/nd/resources/policy\\_portal.asp](http://www.neglected-delinquent.org/nd/resources/policy_portal.asp).

### **Communicate With Your NDTAC State Liaison**

When asked what advice she would give to new coordinators, one coordinator responded, "The first thing would be to contact the liaison for your State, because they have a wealth of information and can direct you where to go." Each State is assigned an NDTAC liaison to answer questions and provide TA to Part D, coordinators. Because some coordinators are completely new to the field and population of children and youth who are N or D, they may not have background knowledge or a foundation from which to begin searching for the answers to their own questions and those of their subgrantees. NDTAC liaisons are helpful in directing Part D coordinators to relevant Center resources and orienting them to their new position. Liaisons also have access to a searchable database of questions coordinators have asked in the past. To find your State liaison, select your State from the map at NDTAC's State Web pages at <http://www.neglected-delinquent.org/nd/states/state.asp>.

### **Network and Participate**

In addition to learning the law and utilizing NDTAC's State liaisons, Part D coordinators find networking and generally talking to their peers to be extremely valuable. Learning what colleagues are doing in other States has helped State coordinators discover common challenges and find successful solutions. Through conference events, NDTAC Webinars, and the Center's ND Communities, coordinators can ask each other questions and collaborate on various topics. New coordinators should be proactive in participating in ND Communities and other networking opportunities whenever possible. Look at NDTAC's Events Web page (<http://www.neglected-delinquent.org/nd/events.asp>) and the ND Communities Web site (<http://www.ndcommunities.org>) to find upcoming opportunities for networking and other peer interaction.

### **Train and Support Your Subgrantees**

One of the most basic ways you can support subgrantees is to develop your own expertise in the issues involved in educating youth who are N or D so that you may serve as a content resource to others. Consider different options for providing trainings to subgrantees—both in terms of *orientation* trainings to prepare new subgrantee program managers and *ongoing* professional development trainings to help existing program managers continually improve their programs. Resources to assist you in planning trainings and building content knowledge are available through the NDTAC Web site as well as through national organizations such as the National Juvenile Detention Association and the Office of Juvenile Justice and Delinquency Prevention's (OJJDP's) National Training and Technical Assistance Center. Try also to identify State and local resources that may be available for professional development. Other supportive activities may include establishing regular communication with your subgrantees through phone calls, Webinars, visits, weekly e-mails/newsletters, and/or statewide conferences. Additional information and resources on training and professional development can be found on NDTAC's Teacher Quality and Professional Development library Web page at <http://www.neglected-delinquent.org/nd/resources/library/teacherquality.asp>.

## III. FUNDAMENTAL RESPONSIBILITIES

### INTRODUCTION

The portion of a Part D coordinator's job that is reserved for administering the Title I, Part D program varies greatly from State to State. Historically, coordinators have spent anywhere from less than 10 percent full-time equivalent (FTE) to 100 percent FTE on Part D. The amount of time allocated directly affects how one carries out fundamental responsibilities:

- **Coordinators with 10 percent FTE or less:**  
The Center has learned that a fairly small percentage of coordinators (about 20 percent) are afforded 10 percent or less of their time to spend on administering Part D programs. Other Title I and other Federal grants and programs, as well as State programs, dominate these coordinators' responsibilities. Ensuring that the requirements of the Part D program are met effectively and efficiently can be challenging, but it is not impossible. Many coordinators find support from other staff within their organization and look for opportunities to increase efficiency. Utilizing technology as a way to receive and disseminate critical information quickly, and as a way to facilitate dialog and promote regular communication with subgrantees and other collaborators, is one example.
- **Coordinators with 11–50 percent FTE:**  
The greatest percentage of coordinators (close to 50 percent) is staffed to administer Part D programs at a level between 11 percent and 50 percent FTE. While these coordinators may have more time to focus on programs for youth who are N or D, other obligations require an equal or larger share of their attention. This group of coordinators may find it challenging to balance duties, but also may find support from other staff to help them meet the requirements of Part D along with the other grants and programs for which they are responsible. Building relationships with other Part D coordinators—sharing resources and working together to solve common issues—also may be a valuable strategy.
- **Coordinators with more than 50 percent FTE:**  
The final group of coordinators (representing about 30 percent of those nationwide) can devote most of their time to the administration of Part D programs. A small percentage may have 100 percent of their time allocated to Part D. While some of these coordinators may be responsible for other Federal and State grants, they spend the majority of their time ensuring that the requirements of Part D are fulfilled. They may be able to go beyond these requirements and more easily meet some of the additional needs of their subgrantees and youth who are N or D.

Being aware of your level of allotted time, and learning what your cohort peers are doing with theirs, may help you make the most of the time you do have and be as efficient and effective as possible. NDTAC provides many opportunities for you to network and share resources to this end. Holding bimonthly ND Community calls, for example, can provide an easy and time-efficient way to tackle some of the tough issues faced by many Part D coordinators and may lead to more standardized practices that in turn benefit youth.

### PLANNING AND FUNDING

This section provides basic information on your role in developing or updating your State Part D program plan (State Plan), overseeing subgrantee applications, and generating and distributing Part D program funds.

## What Do I Need To Know?

### Planning

Planning involves implementing the overall Title I, Part D, program in your State as well as providing guidance to your subgrantees in their planning to ensure that the Part D programs at the State agency (SA) and local educational agency (LEA) levels are aligned with State and Federal requirements and State goals. Note that there are two levels of planning: the SEA (State educational agency) level of planning and the subgrantee level of planning. The planning document that the SEA must submit to ED, as detailed in Section 1414(a) of the Title I, Part D, statute (<http://www.neglected-delinquent.org/nd/resources/legislate/intro.asp#sec1414>) is referred to as the “State Plan” or “Part D State Plan” in this handbook. The planning documents that subgrantees must submit to the SEA (as detailed in Sections [1414\(c\)](#) and [1423](#) (<http://www.neglected-delinquent.org/nd/resources/legislate/intro.asp#sec1423>) of the Title I, Part D, statute) are referred to in this handbook as “State agency applications” and “LEA applications,” or collectively as “subgrantee applications.”

For the SEA level of planning, this section of the handbook details State Plan requirements as laid out in Section 1414(a) (<http://www.neglected-delinquent.org/nd/resources/legislate/intro.asp#sec1414>) of the Title I, Part D, statute. However, your State may choose to supersede these requirements and instead submit to ED a “Consolidated State Application” or “Consolidated State Plan” (as detailed in Section 9302 (<http://www.ed.gov/legislation/FedRegister/proprule/2002-1/030602a.html>) of the Elementary and Secondary Education Act [ESEA]), which allows States to obtain funds under many Federal programs through a single plan/application, rather than through separate plans/applications for each program. If your State has elected to submit a Consolidated State Application or Consolidated State Plan to ED rather than a separate Part D State Plan, please see [Section 9302](#) for requirements.

At the SEA level, although there are some similarities between planning for Subpart 1 and Subpart 2, there also are some major differences. The chief difference between planning for Subpart 1 and Subpart 2 is that the Title I, Part D, law requires all SEAs receiving *Subpart 1* dollars (for SA programs) to develop and implement a State Plan that meets all requirements as laid out in relevant sections of the Part D statute, which is then submitted to ED. This State Plan becomes the foundation of SA subgrantee programs and serves as the guiding document for SAs to follow in creating their plans for delivering Part D services and supports. In contrast, there is no requirement for an SEA to develop a State Plan or guiding document for Subpart 2 LEA programs that must be submitted to ED. However, Part D coordinators do have unique planning duties for Subpart 2 that revolve around establishing processes for determining eligibility and awarding grants to LEAs. See the Subpart 1: State Agency Planning and Funding and Subpart 2: Local Educational Agency Planning and Funding sections below for more details.

### Funding

Subpart 1 and Subpart 2 have separate allocations. While the neglected and delinquent SA program (Subpart 1) is a stand-alone, formula grant program, the LEA program (Subpart 2) is distributed as a subset of the dollars allocated to Title I, Part A. SEAs allocate the funds received through these two disbursements to either SA or LEA subgrantees as appropriate, in response to applications received by the SEA.

ED determines the amount of a State's Subpart 1 and Subpart 2 allocations through the calculation of funding formulas that consider (among other factors) the number of students submitted to ED in the Annual Child Count for both SAs and LEAs.

### **What Is the Annual (October) Child Count?**

The purpose of the Annual Child Count (officially called the “Annual Report of Children in Institutions for Neglected or Delinquent Children, Adult Correctional Institutions, and Community Day Programs for Neglected or Delinquent Children”) is to provide ED with accurate information on:

1. The number of children and youth enrolled in regular programs of instruction in eligible *State-operated* (Subpart 1) institutions for youth who are N or D, adult correctional institutions, and community day programs; and
2. The location and number of children and youth living in *locally operated* (Subpart 2) institutions or adult correctional facilities.

The Annual Child Count is sometimes referred to as the “October Count,” because LEAs applying for Subpart 2 funding must select a count period of 30 consecutive days, 1 day of which must be in October. Although SAs conduct their counts using an altogether different method that bears no specific connection to the month of October, the “October Count” label is often used interchangeably with “Annual Child Count” for both programs.

### **What Are My Planning and Funding Responsibilities?**

As the Title I, Part D, coordinator, your primary responsibilities regarding planning and funding for your State's Part D programs include creating or updating a State Plan for the program, submitting an application to ED for funds, supporting subgrantees' planning (for both SAs and LEAs), annually collecting and submitting Annual Child Count information, and subsequently allocating subgrants to State and local programs.

You also are responsible for ensuring that SA and LEA applications meet all Federal requirements and for ensuring that the services laid out in these applications are being delivered. Therefore, regular monitoring of SA and LEA facilities and programs is important in maintaining the quality of your State's Part D program. For more information about subgrantee monitoring, see the Monitoring section of this handbook.

### **Subpart 1: State Agency Planning and Funding**

#### **Planning**

**Develop, submit, and maintain a State Plan.** To receive Subpart 1 funds from ED, States usually submit a one-time State Plan (or a Consolidated State Plan/Application—see sidebar on page 7) at the beginning of a new reauthorization of the Elementary and Secondary Education Act (ESEA). Consistent with Section [1414\(a\)](#) of the Title I, Part D statute, the State Plan must describe the State's *goals* (the overarching mission of the program) and *objectives* (specific and measurable ways in which the State intends to assure that program goals are achieved), as well as the *performance measures* the State has established to assess the effectiveness of the program in improving the academic, vocational, and technical skills of eligible students.

Following a strategically constructed State Plan will help to ensure that all children and youth in State-operated programs who are N or D, or at risk of involvement in the juvenile justice system, are receiving the educational supports your agency has promised to provide.

Section [1414\(a\)](#) of Title I, Part D, outlines all of the required components of the State Plan. Additionally, NDTAC's State Plan Checklist (<http://www.neglected-delinquent.org/nd/docs/checklisthtml.asp>) will help you ensure that you have included all of the required components. Once a State Plan has been approved, it remains in effect as long as the State is eligible to receive Title I, Part D, funds. Typically,

unless the Title I, Part D, program has just been reauthorized under ESEA, coordinators will find that a State Plan is already in place. If this is the case, you are required to update your State Plan periodically to reflect any changes in your State's Part D program or strategies. See the What Else Can I Do? section below for more information on updating your State Plan.

**Regularly revisiting the State Plan to ensure it reflects the current needs of youth.** As the needs of children and youth in the program change, the State Plan should change to reflect those needs. The Title I, Part D, law, Section [1414\(a\)\(3\)\(b\)](#), requires periodic review and revision of a State's plan. Revisions do not require the approval of ED so long as substantive changes are not made. If your plan requires major changes, however, review and approval from ED will be necessary. If you are unsure whether you are making major changes to your State Plan, please contact Title I, Part D, Program Manager John McLaughlin ([john.mclaughlin@ed.gov](mailto:john.mclaughlin@ed.gov)) for clarification.

**Ensuring SA applications meet all necessary requirements.** It is your responsibility to ensure that SAs submit an application for the provision of services to all eligible students who are N or D that meets all 19 Federal requirements and that these services are *supplemental to the required educational program*. A list of these requirements can be found in Section [1414\(c\)](#) of the Title I, Part D, law. It is also your responsibility to ensure that SA applications are aligned with the goals, objectives, and performance measures outlined in the State Plan that you develop, as referenced above.

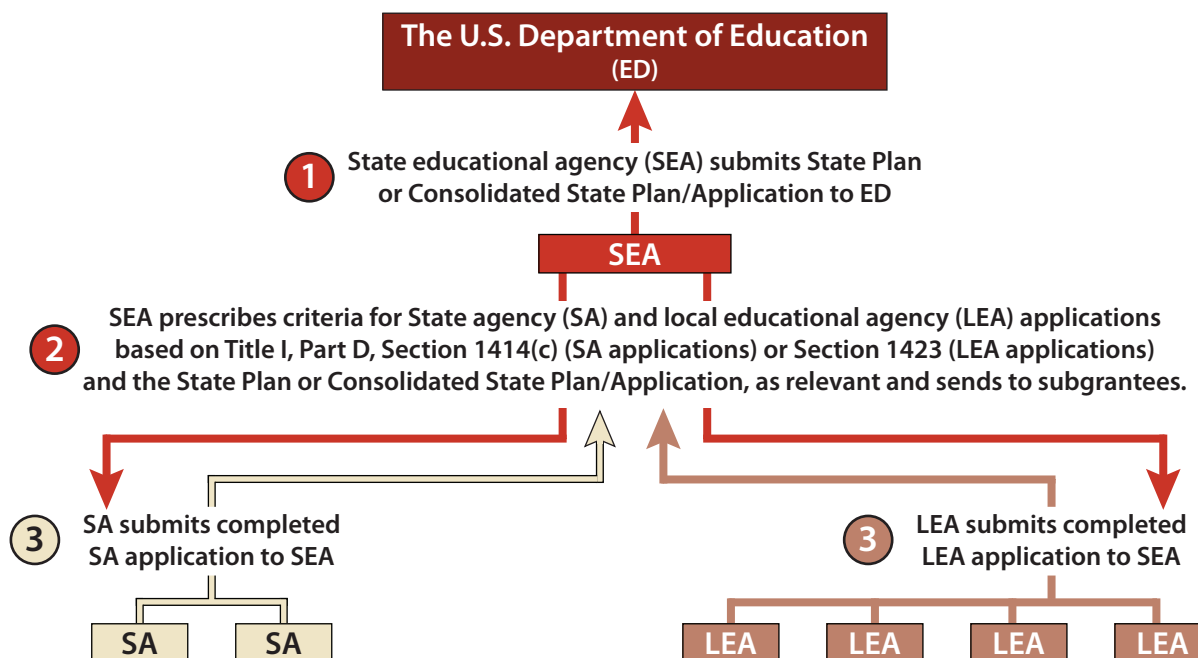
**Developing and implementing a written review process for approving and awarding Subpart 1 subgrants to SAs.** The SEA must create a formalized system for the review and approval of all SA applications. A checklist should be created to ensure that all necessary standards are met. A formal periodic review process for revisiting SA applications also should be developed and implemented. Although the law allows the SEA to approve an SA's application for up to 3 years, the SEA may require an SA to annually update the information included in its original application if substantial changes occur in the numbers and/or needs of the children and youth to be served or the services to be provided.

**Providing guidance to SAs on developing or revising Subpart 1 applications and plans.** Part D coordinators should work closely with SAs whenever possible to develop or correct applications so that the applications meet both Federal requirements and the needs of eligible students. This also will help make the approval process go more smoothly.

**Providing evidence that SA Subpart 1 programs address the intent and purposes of the program for children and youth who are N or D.** The SEA is required to monitor on a regular basis, as determined by the SEA, its SA grantees for implementation of requirements of the program statute and regulations. In turn, SAs should be responsible for monitoring their facility subgrantees to ensure the same compliance. Discrepancies between an SA's application and its services should be remedied as soon as possible.

This planning process is illustrated in Exhibit 1 below.

**Exhibit 1. State Plan and Subgrantee Application Process**



**Funding**

**Reserve funds for SEA administration, evaluation, and TA, if necessary.** Per Section 1004 of ESEA (<http://www.ed.gov/policy/elsec/leg/esea02/pg1.html#sec1004>), the SEA may reserve the greater of: 1 percent of its combined Title I, Part A; Title I, Part C; and Title I, Part D, Subpart 1 allocation or \$400,000 for State administration activities. For more information about this reservation, see page 32 of the guidance on SEA allocation procedures, available online at <http://www.ed.gov/programs/titleiparta/seaguidanceforadjustingallocations.doc> (MS Word).

**Determine SA eligibility.** An SA is eligible to receive Subpart 1 funds if it is responsible for providing a free, public education to children and youth who are in educational programs in institutions for youth who are N or D, or who attend community day programs for children who are N or D, or who are in adult correctional institutions. The institutions must have an average length of stay of at least 30 days<sup>3</sup> and must provide a State-supported educational program of either 20 hours per week (in a juvenile facility or community day program) or 15 hours per week (in an adult correctional facility). The number of eligible SAs in a State may vary, as well as the number of eligible facilities under the authority of any given SA.

**Review subgrantee applications.** To receive funds, the SA must submit a 19-part application (mentioned in the previous Planning section) to the SEA.

**Award allocations to eligible SA subgrantees.** The SEA makes subgrants to each SA based on either (1) its proportionate share of the State's Annual Child Count, or (2) programs with the highest need (for example, facilities or institutions with greater student populations than the State average). The SEA has the ultimate discretion as to how this determination is made. Once an SA receives Subpart 1 funds, that SA will distribute the funds to eligible institutions within its jurisdiction in accordance with the needs assessment described in its application to the State.

<sup>3</sup> The average length of stay rule applies to the institution overall, not the individual students served by the institution.

## Subpart 2: Local Educational Agency Planning and Funding

### Planning

**Determining and notifying LEAs of eligibility.** The SEA has broad discretion in determining LEA eligibility. In making subgrants to LEAs, SEAs do not have to use the same data ED used to determine Subpart 2 allocations. While a State Plan is not required for Subpart 2 LA programs, the SEA is required to develop procedures for determining which LEAs within the State are eligible to receive Subpart 2 funds, as well as procedures for notifying eligible LEAs accordingly. The SEA should determine which LEAs are eligible based on those that have high numbers or percentages of children and youth in locally operated programs, but may determine at its discretion what constitutes high numbers or high percentages, as described in Section M-2 of the Title I, Part D, Nonregulatory Guidance ([http://dev.neglected-delinquent.org/nd/docs/nonregulatoryguidance\\_FINAL.doc#\\_Toc125447232](http://dev.neglected-delinquent.org/nd/docs/nonregulatoryguidance_FINAL.doc#_Toc125447232)).

**Establishing criteria and priorities for awarding Subpart 2 grants, if necessary.** The SEA has the option of awarding subgrants to eligible LEAs by formula or through a discretionary grant process. If your State chooses to award Subpart 2 subgrants on a discretionary basis, you may establish the criteria and/or priorities that will be used, or review and update the criteria and priorities that already exist. Criteria and priorities should be consistent with State requirements for awarding grants.

**Ensuring LEA applications meet all necessary requirements.** It is also the responsibility of the Part D coordinator to ensure that Subpart 2 LEAs submit an application for the provision of services to all eligible students who are N or D that meets all 13 Federal requirements and is *comparable to the one the LEA operates in the school that such youth would otherwise attend*. These requirements can be found in [Section 1423](#) of the Title I, Part D, statute. Additional planning may be needed if an LEA intends to use Subpart 2 funds to support alternative programs for children and youth who are at risk. For example, you may require the LEA to describe the procedures it will use to select participating schools and children, and you may require the agency to make allocations based on need. Lastly, you will want to make sure that correctional facilities under agreement with an LEA perform the 11 required activities provided in Section 1425 (<http://www.neglected-delinquent.org/nd/resources/legislate/intro.asp#sec1425>) of the law.

### Funding

**Review subgrantee applications.** To receive Subpart 2 funds, LEAs must submit a 13-part application (mentioned in the previous Planning section) to the SEA.

**Award allocations to eligible LEA subgrantees.** The SEA has broad discretion in determining the method of allocating funds to the Subpart 2 grantees. The SEA has the option of awarding subgrants to eligible LEAs through a formula, or of awarding subgrants through a discretionary (i.e., competitive) grant process. If an SEA chooses to award Subpart 2 subgrants on a discretionary basis, it may establish criteria, priorities, or both that are consistent with State requirements for awarding grants. If an SEA decides to distribute funds through a formula process, it may choose to allocate funds among the eligible LEAs on the basis of each LEA's proportionate share of children who are in correctional facilities or institutions for youth who are delinquent.

### What Else Can I Do for Planning and Funding?

Are you able and willing to do more? Take a look at some of the other things you can do to improve Title I, Part D, planning in your State.

**Foster collaboration with relevant parties when creating or modifying your State Plan.** Although the SEA is responsible for developing the State Plan, input from other relevant parties may create a more robust and effective Part D program. If your State is in the process of writing, rewriting, or revising its

State Plan, consider inviting representatives from juvenile justice, child welfare, health and human services, and other agencies to take part in the planning process. Their participation will help ensure that key agencies share common goals and strategies for providing services to this population.

**Understand and leverage additional funding.** There are additional Federal funding streams available for serving children and youth who are N or D that can be coordinated with Title I, Part D, funds. Because not all types of Federal funding can be used in conjunction with Part D, it is important that coordinators ensure that all accessed funds are administered, distributed, and used in compliance with ESEA. As the Part D coordinator, you should check within your State to find out what other sources of funds are being used or are available to serve this population at the State and local levels.

- **Title I, Part A (Neglect Set-Aside).** Section 1113(c)(3) of ESEA (<http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1113>) requires LEAs to reserve a portion of their Title I, Part A, funding to ensure that the educational services being provided to students in neglect facilities are comparable to the educational services provided in local, community Title I, Part A-funded schools. There is no federally established formula or criteria outlined for calculating how much an LEA must reserve for services to children who are neglected; much of this discretion falls on the SEA and you as the Part D coordinator.
- **Title I, Part A (Delinquent Set-Aside).** Section [1113\(c\)\(3\)](#) of ESEA gives SEAs/LEAs the option to set aside additional funds to ensure that the educational program being provided to students who are in delinquent facilities or are attending community day programs offer the same opportunities for students to meet challenging State academic content and achievement standards.
- **Institution-wide projects.** SAs receiving Subpart 1 funds are authorized by Section 1416 of ESEA (<http://www.neglected-delinquent.org/nd/resources/legislate/intro.asp#sec1416>) to operate institution-wide projects (IWPs) that serve all children in, and upgrade the entire educational effort of, an eligible institution or program (with the exception of adult correctional facilities). The purpose of the institution-wide approach is similar to that of school-wide programs (SWPs) operated under Title I, Part A.

- **Individuals with Disabilities Act (IDEA).** The IDEA regulations (<http://www.ideapartnership.org/oseppage.cfm?pageid=37>) explain that States may use part of their allocations reserved under Section 300.704(b)(1) to carry out a range of activities, including the following:
  - ❖ To support the development and provision of appropriate accommodations for children with disabilities, or the development and provision of alternate assessments that are valid and reliable for assessing the performance of children who have disabilities, in accordance with Sections 1111(b) (<http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1111>) and 6111 (<http://www.ed.gov/policy/elsec/leg/esea02/pg87.html#sec6111>) of ESEA; and
  - ❖ To provide TA to schools and LEAs, and direct services, including supplemental educational services as defined in Section 1116(e) of ESEA (<http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1116>), to children who have disabilities, in schools or LEAs identified for improvement under Section 1116 of ESEA on the sole basis of the assessment results of the disaggregated subgroup of children who have disabilities. Includes the provision of professional development to special and regular education teachers, who teach children who have disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement to meet or exceed the objectives established by the State under Section 1111(b)(2)(g) of ESEA.

### What Are Institution-wide Projects and How Can They Be Used?

Institution-wide projects (IWP) allow any State agency (SA) that provides free public education for children and youth in an institution for children and youth who are N or D (other than an adult correctional institution) or attending a community-day program for such children and youth to use Part D, Subpart 1, funds to serve *all* children in, and upgrade the entire educational effort of, that institution or program. To properly use these funds, the SA must develop, and the State educational agency (SEA) must approve, a comprehensive plan for each institution or program that meets all eight requirements of [Section 1416](#) of the Part D statute. The SEA also must submit evidence of its approval to ED.

The purpose of the institution-wide approach is similar to that of school-wide programs (SWPs) operated under Title I, Part A. The authority enables an SA to:

- Focus on strategies built on institution-wide reforms that improve the overall educational program of an institution, rather than on add-on services for individual students;
- Combine Part D, Subpart 1, funds with other State and Federal funds for education programs to support comprehensive approaches that meet the educational needs of all children and youth in N or D institutions; and
- Use Part D, Subpart 1, funds more flexibly.

An SA operating an IWP is not required to identify particular eligible children in an institution, or to show that Subpart 1 funds pay for supplemental services, or to account for Federal dollars separately. Instead, an SA may use these funds more flexibly to train more teachers and serve more students, so long as the use is consistent with the SA's annually-submitted application as approved by the SEA. As IWPs are similar to SWPs under Title I, Part A, State Part D coordinators and facility administrators may find ED's SWP guidance to be helpful:

[www.ed.gov/policy/elsec/guid/designingswpguid.doc](http://www.ed.gov/policy/elsec/guid/designingswpguid.doc) (MS Word).

Several non-ED and nonfederal funding opportunities also exist to support the education of populations that are N or D. The U.S. Department of Labor, the U.S. Department of Justice's (DOJ's) OJJDP, the Annie E. Casey Foundation, and the United Way offer competitive and discretionary grants and awards to eligible SAs, local districts, or facilities on both rolling and annual bases. Please see NDTAC's updated

Funding Opportunities Web page for more information and links to available opportunities (<http://www.neglected-delinquent.org/nd/resources/fundingrsc.asp>).

### **What Other Resources Are Available?**

**NDTAC's State Plans for Title I, Part D.** NDTAC outlines the requirements for the Title I, Part D, State Plans and includes a State Plan Checklist. Excerpts from various States are used as examples of what to include for each subsection. <http://www.neglected-delinquent.org/nd/resources/spotlight/spotlight200502c.asp>

**Examples of State Plans.** Take a look at several examples of actual State Plans available on NDTAC's State Plans and Collaboration library Web page in the Strategies, Models, and Innovations topic section. [http://www.neglected-delinquent.org/nd/resources/library/state\\_colab.asp#models](http://www.neglected-delinquent.org/nd/resources/library/state_colab.asp#models)

**State Plan Resources From ND Communities.** You also may want to periodically check the State Plans and Collaboration topic section on the ND Communities Web site to see whether any resources related to State Plans that have been posted in relation to past community calls exist on this topic. [http://www.ndcommunities.org/?page\\_id=37](http://www.ndcommunities.org/?page_id=37)

**Funds for State Formula-Allocated and Selected Student Aid Programs Overview, by Program.** This spreadsheet contains information on funding allocations from a variety of ED programs, including Title I (overall) allocations to State LEAs. Note that LEA (Subpart 2) funding from Part D is not broken out of the Title I total. <http://www.ed.gov/about/overview/budget/statetables/09stbyprogram.xls>

**Annual Child Counts: Understanding the Process and Its Implications.** This presentation provides States with an overview on how to report student counts for Subparts 1 and 2. <http://www.neglected-delinquent.org/nd/events/webinars/webinar200711.ppt> (MS PowerPoint)

**FAQ: Annual Child Count.** NDTAC responds to questions commonly asked by States regarding the Annual Child Count. Responses are regularly updated based on questions received during the current reporting year. [http://www.neglected-delinquent.org/nd/docs/CCfaq\\_20061128.pdf](http://www.neglected-delinquent.org/nd/docs/CCfaq_20061128.pdf) (PDF)

**ED Annual Child Count Reporting Form.** This is the official reporting form for the Annual Child Count, and it is updated and released annually. The latest form is available in NDTAC's Data Corner (<http://www.neglected-delinquent.org/nd/data/datacorner.asp>).

**Guidance for Identifying Eligible Institutions and Counting Children.** Provides step-by-step instruction regarding how to determine eligibility and complete the Annual Child Count reporting form. This and other documents regarding Annual Child Count allocations are located on the ED Web site. <http://www.ed.gov/programs/titleipartd/legislation.html>

**Sample Worksheet Instructions.** Example of the worksheet provided by ED that may be used to gather enrollment data from State-operated programs for children who are N or D, community day programs, or adult correctional institutions. States are not required to use this optional worksheet or submit it to ED. This and other documents regarding the Annual Child Count for the 2007–2008 school-year allocations are located on the ED Web site. <http://www.ed.gov/programs/titleipartd/legislation.html>

## **MONITORING**

This section provides basic information on your role in monitoring activities for Part D programs. It includes information on how State educational agencies (SEAs) prepare for Federal monitoring visits, how to conduct subgrantee monitoring, and how to prepare subgrantees for Federal and State monitoring.

## What Do I Need To Know?

You will likely be involved with two types of monitoring: *Federal* and *subgrantee* monitoring. ED defines a monitoring review as “the regular and systematic examination of a State’s administration and implementation of a Federal education grant, a contract, or a cooperative agreement administered by ED.”<sup>4</sup> In other words, a monitoring review assesses whether States are adequately administering federally funded educational programs.

Monitoring reviews of the statewide Title I, Part D, program, along with reviews of other Title I programs, are conducted by ED’s Student Achievement and School Accountability Programs Office (SASA)—the leg of ED that is charged with promoting accountability for improving student achievement. During these visits (which are conducted at least once every 3 years, though they may occur more often), SASA reviews the State’s Part D program against a set of consistent, program-specific criteria, or “indicators,” as laid out in the legislated grant requirements. One key factor of this Federal review process is assessing whether the SEA is adequately monitoring its subgrantees (both State agencies (SAs) and local educational agencies (LEAs) that receive Part D funds) to ensure that programs are meeting both Federal and State-specific requirements. In addition to the resources provided in this handbook, your NDTAC State liaison can provide information on what other States maintain as documentation of appropriate service delivery for the purposes of subgrantee monitoring. Additionally, the ND Communities’ Monitoring and Compliance topic page contains monitoring forms and protocols from many States ([http://www.ndcommunities.org/?page\\_id=46](http://www.ndcommunities.org/?page_id=46)).

## What Are My Monitoring Responsibilities?

The following information includes some of the primary responsibilities of Part D coordinators for both Federal monitoring and monitoring of subgrantees:

### Federal Monitoring

**Review the indicators and documentation that Federal monitors typically require to assess SEA program compliance.** Federal monitors will assess SEA compliance in three areas: (1) assessment and accountability, (2) instructional support, and (3) fiduciary responsibilities. Become familiar with the type of information that monitors typically review in each of these areas. ED’s monitoring indicators can be found online at <http://www.ed.gov/admins/lead/account/monitoring/index.html>—see Monitoring Indicators.

**Communicate with ED.** Establish and maintain communication with ED before and after the monitoring visit to address any questions or concerns you may have.

**Review past monitoring reports for your State.** Identifying areas in which your State may have been cited for noncompliance in the past and ensuring that recommendations and corrective actions are implemented is another good step in preparing for Federal monitors. ED’s Web site (<http://www.ed.gov/admins/lead/account/monitoring/index.html>—see Monitoring Reports) includes links to State monitoring reports from as far back as the 2003–2004 monitoring cycle; a link to the latest monitoring indicators; and detailed information on the various aspects of monitoring, including background, purpose, procedures, followup visits, and more.

Maintain documentation of all service provision activities. Specifically, archive documents that are likely to be requested by Federal monitors. Merely saying you are in compliance will not be enough. Documents that may be requested during a Federal monitoring visit include, but are not limited to:

<sup>4</sup> U.S. Department of Education. (2008). Title I Program Monitoring. Retrieved September 17, 2008 from <http://www.ed.gov/admins/lead/account/monitoring/index.html>.

- All subgrantee applications for funds,
- SEA monitoring reports and/or evaluations for SA or LEA programs, and
- Guidance and TA provided by the SEA to SAs and LEAs.

Make sure that you have these and other related documentation on hand and that they are well organized in a way that is helpful for Federal officials—separated chronologically by indicator, using color-coded tabs, etc. Doing so will go a long way toward preparing you for the Federal monitoring visit.

**Prepare your SAs and LEAs for Federal monitoring visits, and involve them in planning.** To help your subgrantees prepare for monitoring, send instructions and information on what areas will be evaluated to State and local facility administrators and other relevant staff. Instruct your districts to collect and organize all required documentation according to the monitoring areas you develop. Again, the Federal monitoring indicators are a good starting point for developing your own State indicators. Sending information in advance (keeping in mind the date of your State's next Federal monitoring visit and the amount of prep time that may be required of your subgrantees) and, when possible, hosting informational preparation meetings with LEAs and SAs can help ensure that everyone understands the process and the information that will be requested of them.

In addition to preparing your subgrantees for Federal monitoring visits, you also will want to oversee subgrantee programs by conducting your own subgrantee monitoring visits. Doing so will ensure that you are not surprised by what facility staff and others say during your Federal monitoring visits. The next section describes how you can help ensure that your subgrantees understand what will be expected of them before, during, and after your monitoring visit.

### **Subgrantee Monitoring**

**Create subgrantee monitoring protocols and guidelines.** To help ensure that the SEA is consistent in what it looks for and how it evaluates evidence when monitoring, develop comprehensive monitoring protocols. It may be helpful to look at Federal monitoring indicators, as they cover all Federal program requirements (e.g., that SAs are reserving 15–30 percent of their Part D funds for transition, and that LEA plans contain the 13 required elements). SEAs may need to add other indicators based on additional State-specific requirements, such as those laid out in the State Plan and applications submitted by SAs and LEAs.

**Establish consistent monitoring “cycles” or schedules.** Establish consistent subgrantee monitoring schedules based on the Federal monitoring schedule. Subgrantee monitoring schedules should describe when subgrantees will be monitored through onsite visits and when they will be monitored through document-based desk audits. Send this schedule to subgrantees well in advance of any onsite visits or desk audits.

**Require corrective actions for subgrantees not in compliance.** As the Part D coordinator, you should require that subgrantees develop plans for becoming compliant with Federal and State requirements and help support them by providing guidance and resources. If faced with subgrantees who are continually not in compliance or do not demonstrate improved outcomes for children and youth, SEAs have the authority to delay or put conditions on the release of, reduce, or terminate funds.

**Ensure that LEAs and SAs are monitoring every facility or institution with which they have contracted for services.** LEAs and SAs are required to ensure that facilities or institutions with which they contract are carrying out responsibilities as outlined in the formal agreement and are complying with all applicable statutory and regulatory requirements. Periodic site visits are recommended.

Remember, in the end, the SEA is responsible for the educational service delivery of State and local facilities. As the coordinator, it is up to you to ensure that these services are being delivered effectively and efficiently.

### ***What Else Can I Do for Monitoring?***

**Create collaborative monitoring teams.** For the purposes of monitoring State and local subgrantees, many SEAs form teams of monitors to visit and evaluate programs funded under multiple Federal grants. For example, monitors of Title I, Part D, may work in conjunction with those focused on Title I, Part A, or other Title I programs. Similarly they may coordinate with monitors of special education programs funded through the IDEA to ensure that these needs are being met. Regardless of the makeup of these teams, States have indicated to NDTAC that this type of collaborative monitoring is a good way to be both efficient and effective in ensuring that State and local programs are compliant across a myriad of Federal requirements.

### ***What Other Resources Are Available To Support Me?***

**Monitoring 101.** This guide is meant to help States prepare for Federal monitoring of State Title I, Part D, programs by providing information on Federal indicators as well as providing examples of the documentation States maintain for these visits. <http://www.neglected-delinquent.org/nd/resources/spotlight/spotlight200511a.asp>

**Preparing for Federal Monitoring—Suggestions From States.** A summary of ED's April 2004 Title I Monitoring Webcast, which covers eight tips for readying your SEA for Federal monitoring. <http://www.neglected-delinquent.org/nd/resources/spotlight/spotlight200511d.asp>

**Examples of Subgrantee Monitoring Forms.** Your ND Community calls and the ND Communities Web site can provide you with examples of forms and protocols others States have developed to monitor their subgrantees. <http://www.ndcommunities.org> and [http://www.ndcommunities.org/?page\\_id=46](http://www.ndcommunities.org/?page_id=46)

**Subgrantee Monitoring Webinar.** Examples of how other States monitor their subgrantees, featuring presenters from Pennsylvania and Alabama. <http://www.neglected-delinquent.org/nd/events/webinars.asp#monitoring>

## **REPORTING AND EVALUATING**

This section provides basic information on your role in reporting Part D data to ED and using the data for evaluation purposes. It includes information on how to collect and submit information for the federally required Consolidated State Performance Report (CSPR), how to support subgrantees through the collection and reporting processes, and where to turn for resources about evaluating your own programs.

### ***What Do I Need To Know?***

Data collection, data reporting, and program evaluation are important components of Part D programs, as they provide information you need to assess student progress, demonstrate whether programs are meeting State and Federal requirements, and identify programs' needs so you can target supports and resources for students, teachers, and/or administrators.

**Understand the types of data requested by ED.** There are two major Federal data collection requirements for Title I, Part D: the Annual Child Count and the CSPR. It is important to understand the differences between these two data collections. While the Annual Child Count is used by ED to determine Title I, Part A, and Title I, Part D, funding allocations for each State annually, the CSPR provides demographic and outcome data for those programs receiving Title I, Part D, funds.

Note that the data collected for the Annual Child Count are not the same as the data reported in the CSPR. These are two separate types of information and data. However, depending on the timing of each collection, States may request that State agencies (SAs) and local educational agencies (LEAs) submit data for each collection around the same time of year. If this is the case for your State, it is important that you emphasize that the two data collections contain separate information. Details regarding the Annual Child Count are further addressed in the Funding section of this Handbook, while the CSPR is discussed in more depth below. Information on both collections can be found in the [Data Corner](#) on the NDTAC Web site.

**Become familiar with the statutory requirements.** Subpart 3, Section 1431(a) (<http://www.neglected-delinquent.org/nd/resources/legislate/intro.asp#sec1431>) of NCLB establishes the requirement for Part D grantees to annually submit evaluation data to ED. The law requires all agencies receiving these funds to evaluate their programs' impact on the ability of students to:

- Maintain and improve educational achievement;
- Accrue school credits that meet State requirements for grade promotion and secondary school graduation;
- Transition to a regular community school or other education program operated by an LEA;
- Complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving a correctional facility or institution serving children and youth who are N or D; and
- Participate in postsecondary education and job training programs, as appropriate.<sup>5</sup>

Subpart 3 further clarifies that evaluation results collected by subgrantees must be submitted to the State educational agency (SEA) and ED, and that information gleaned from this data must be used to inform and improve the operation of Part D programs.

**Understand how the CSPR data will be used by ED.** The data reported through the CSPR collection is aggregated at the national level and used by ED to demonstrate the effectiveness of Part D programs in Federal program performance reports that are submitted to Congress. The results reported can ultimately affect the amount of funds allocated to Title I, Part D, so it is crucial that States provide complete and accurate data. Reports from past school years are available through ED's Web site at <http://www.ed.gov/admins/lead/account/consolidated/index.html>

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<sup>5</sup> No Child Left Behind Act of 2001, Pub. L. No. 107-110, Section 1431.

Currently, five performance measures exist for Part D that are particularly important in making judgments about the effectiveness of the Part D program. These performance measures are:

- The percentage of students who obtained a diploma or diploma equivalent (i.e., GED)
- The percentage of students who earned high school course credits
- The percentage of students who improved on mathematics assessments<sup>6</sup>
- The percentage of students who improved on reading assessments<sup>7</sup>
- The average cost per GED/high school diploma

ED uses these data to report the performance of Title I, Part D, programs annually, as required by the Government Performance Results Act (GPRA) and as a part of the Program Assessment Rating Tool (PART).

### ***What Is the Consolidated State Performance Report?***

The CSPR is a data collection instrument administered by ED's Office of Elementary and Secondary Education (OESE) on an annual basis. All States that receive Title I, Part D, funding must respond to the reporting requirements in the CSPR. The CSPR consists of two parts and collects data across a number of Federal education programs. Title I, Part D, programs are contained in Part II of the CSPR.

Currently, SA programs (Subpart 1) and local agency (LA) programs (Subpart 2) must answer the same questions, focusing on four main areas:

- Student and facility counts
- Demographics (race/ethnicity, age, and gender)
- Academic and vocational outcomes
- Academic performance in reading and mathematics

The purpose of the CSPR is to collect program data that ED can use to demonstrate the effectiveness of the Part D program, most specifically in relation to the progress students supported by the program are making in academic and vocational areas. States also may use their CSPR data, in conjunction with any other data the State may have collected, for self-assessment and program improvement purposes.

### ***What Are My Data Collection and Reporting Responsibilities?***

The following list includes some of the primary responsibilities of Part D coordinators with regard to data collection and reporting, particularly in reference to the CSPR. In order for data to be collected effectively, you should know what facilities and programs receive Title I, Part D, funds, the type of data

#### **What Is GPRA?**

In 1993, to improve efficiency and accountability in Federal programs, Congress passed the Government Performance Results Act (GPRA), which obligated Federal agencies to develop rigorous performance measures to demonstrate program improvement.

<http://www.whitehouse.gov/omb/mgmt-gpra/gplaw2m.html>

#### **What Is PART?**

In an effort to further the goals of GPRA, the Office of Management and Budget (OMB), in 2002, developed the Program Assessment Rating Tool (PART). PART is a review process that assesses every program in the Federal Government and assigns a score to each of them. That score is based on assessments of the program's purpose, design, management, and performance. The ratings are meant to be compared and used by Congress for appropriations. In fact, the PART score is submitted along with the budget request for each Federal program.

<http://www.whitehouse.gov/omb/expectmore/part.html>

<sup>6</sup> As measured on valid pre- and posttest instruments.

<sup>7</sup> As measured on valid pre- and posttest instruments.

that need to be collected, the individuals who are involved in the collection process, and the timelines you need to establish to report accurate and timely data. Frequent communication across multiple agencies and individuals is critical.

**Identify the programs receiving funds.** The CSPR data collection applies only to (1) programs receiving Title I, Part D, funds and (2) the students in those programs who benefit from the funds. Students who reside in facilities but do not benefit from Part D funds should not be included in the CSPR data collection. Make sure the reporting systems that your programs have in place are able to account for this distinction, if needed.

**Be familiar with the CSPR measures.** Although the majority of the indicators contained in the CSPR remain the same from year to year, some indicators may be added or removed over time. ED will provide an opportunity for States to review and comment on any changes to the forms through the Federal Register, which is the official publication for rules, proposed rules, and notices for Federal agencies and organizations. Additionally, ED will announce when the forms have been posted and will make Part D coordinators aware of any anticipated changes. It is important for you to communicate any changes to the reporting requirements to your subgrantees so they can adjust their collections as necessary.

**Know your State's reporting requirements.** At a minimum, every program receiving Title I, Part D, funds is required to report the data requested by the CSPR. Your State may have supplemental reporting requirements in addition to those required by ED. If this is the case, make sure to notify your subgrantees and provide appropriate guidance on the collection and reporting of these data. It is possible that your State reporting requirements may extend beyond programs and students receiving Part D funds, so be sure to make any distinctions of that nature.

**Develop a relationship with the data contacts in your State.** You will need to develop relationships with data contacts at two different levels. To obtain data, you will need to coordinate with the data administrators at the SAs and LEAs receiving Title I, Part D, funds. Connecting with administrators regularly to be sure they understand the reporting requirements and notifying them of upcoming deadlines in a timely manner will help improve the quality of the data you receive.

Additionally, you will need to coordinate with the data administrators within your own agency. Many States have both a CSPR coordinator and an *EdFacts* coordinator who can help guide you through the Federal data collection process. The *EdFacts* coordinator is also likely to be the person responsible for entering your data into the Federal online reporting system (see *What Are EdFacts and EDEN?* sidebar for more information). It is important to communicate with the data coordinators within your State, as they may need to contact you for clarification of the data you provide, and you may need to contact them to help update your information in the online system. Cross-office collaboration is an essential part of maintaining high-quality data for the program.

**Identify who is responsible for data submission in your State and who has access to EDEN.**

CSPR data must be submitted online through ED's Education Data Exchange Network (EDEN). Each State has different rules about who is allowed to access and enter data in EDEN. As a Part D coordinator, you need to be aware of who at the State level is responsible for CSPR data entry—you, the Title I coordinator, the *EDFacts* coordinator, the CSPR coordinator, or someone else. In some States, the same person may occupy many or all of these positions.

**Establish reporting timelines.** The reporting timelines and deadlines you establish in your State must take into account the Federal reporting deadlines. Your timeline also should provide you with time to review the data so you may follow up with subgrantees should any questions arise.

**Understand the Federal reporting cycle.**

Deadlines for providing the CSPR data to ED can change from year to year. The current deadline is usually included in the CSPR that is released over the Federal Register, typically in the summer. You, or your Title I director, will receive an e-mail from ED announcing the release of the forms.

The CSPR consists of two parts, each of which has a separate delivery date. Title I, Part D, programs are contained in Part II of the CSPR. In recent years, Part II of the CSPR has been due between January and February. The CSPR reporting cycle can vary in length and timing, but to date has followed this general format:

1. The online reporting system opens for CSPR data entry (open for 1 month, January/February).
2. ED reviews data for all programs for missing or problematic data. States are sent a report summarizing any "flags" indicating problems with the data entered. This report contains information across all the education programs included in Part II of the CSPR (March/April).
3. The online reporting system reopens to allow States to update their data or edit any problems that have been flagged (April–May). States "certify" that the data are in their final format.
4. The CSPR data are "certified" and closed to any further updates for the reporting year (April/May).

**What Are EDFacts and EDEN?**

*EDFacts* is an ED initiative to collect, analyze, report on, and promote the use of high-quality, kindergarten through grade 12 performance data. One of the main goals of the initiative is to streamline data collections and reduce duplication in the information collected across programs. That being said, the *EDFacts* initiative still consists of multiple data collections. The *EDFacts* State Data Collection and the CSPR are the two collections most relevant to Title I, Part D. ED is currently in the process of transitioning all of the data reporting elements that appear in the CSPR into the *EDFacts* State Data Collection. It is expected that the current CSPR collection will be replaced by the *EDFacts* State Data Collection at some point in the future. Until that time, however, it is important that you communicate with your State's *EDFacts* coordinator about the reporting requirements and deadlines of each collection. Your *EDFacts* coordinator works across multiple education programs within the State, and it is part of his/her responsibility to coordinate the entry of all of the federally reported education data. *EDFacts* coordinators are responsible for submitting the data through Education Data Exchange Network (EDEN), an electronic system that allows for transmission of data from SEAs to ED. More information on *EDFacts* and EDEN is located at <http://www.ed.gov/about/inits/ed/edfacts/index.html>.

**Notify Subgrantees in Advance**

Data collected at the last minute is rarely complete or accurate. Communicate regularly with your SAs and LEAs to keep them informed of the data collection timelines and reporting requirements. It is your responsibility to work with them to ensure that all available evaluation data are delivered to the SEA. Encourage your grantees to start collecting data as soon as possible; this will provide the best opportunity for States to collect and submit accurate and high-quality data.

**Review the data you receive.** Take the time to review the data collected from each subgrantee; you should verify that the data are complete and make logical sense. If you find that data are missing or inaccurate, you should follow up with the subgrantee(s) and ask them to explain the problem(s). If a problem is not resolved upon submission, you should include an explanation as a comment in the CSPR; you also may need to have this information to respond to questions from ED during the data certification process.

For more information on how to thoroughly review CSPR data submissions, NDTAC has created the *Instructional Guide to Reporting Title I, Part D Data in the CSPR*. The guide is updated annually and available in NDTAC's [Data Corner](#).

**Develop systems to assist and improve the data collection process.** States differ as to whether they have electronic or nonelectronic data collection systems. For States that do not have an electronic data system or do not have one that extends to students in institutional settings, consider making establishing it an objective and raising the idea with others in your department. If your State does have an electronic data collection system, you should review the training and instructional materials available to users. In either situation, you should try to incorporate data checks and schedule data reviews to ensure the accuracy of collected data. Contact your NDTAC liaison for additional resources to help with the collection of your State's data.

### ***What Are My Evaluation Responsibilities?***

As noted in Subpart 3, Section [1431\(a\)](#) of the Title I, Part D, statute, program improvement and planning activities for Part D programs should be informed by the results of the CSPR and any other relevant data you collect. Once you have the data in hand, the next step is to compile the results in a way that provides you with information about the programs and students receiving Part D funds.

**Assess the quality of the data received.** Performing reviews of data quality, as outlined above, also feeds directly into the evaluation process. Knowing the problems (or lack of problems) in the data will help you be confident in the information you gather and decisions you make based upon them.

**Provide training.** If during your review of the data you find that programs are having difficulty reporting, you may need to take a step back and provide more focused training and TA to your subgrantees around the data collection process. Doing so will help improve the quality of the data you receive in the future. Information and resources on data collection and evaluation are available in NDTAC's [Data Corner](#).

**Use data for program quality improvement.** Program evaluation efforts can be undertaken at varying levels of complexity. You may need to get an overview of all of the data first in order to identify areas for improvement, or you may have already targeted specific areas of interest based on past results. Some examples of how data can be used for program improvement include:

- Identifying data-quality problems, which can be used to improve data collection systems or focus training efforts.
- Identifying particularly effective programs to serve as models for others.
- Identifying struggling programs, facilitating the effective allocation of resources and TA.

The manner in which you aggregate or disaggregate the data will depend on the questions you are interested in answering.

## ***What Else Can I Do for Reporting and Evaluation?***

As you become comfortable with the data collection process and understand how data can help inform your work and improve Title I, Part D, programs, you may want to expand your collection and evaluation activities.

**Establish goals for Part D programs.** Determining long- and short-term goals for programs will provide all programs with a common standard and encourage them to strive for improvement. As a starting point, consider setting long-term goals around the Federal performance measures noted earlier in this handbook:

- The percentage of students who obtained a diploma or diploma equivalent (i.e., GED)
- The percentage of students who earned high school course credits
- The percentage of students who improved on mathematics assessments
- The percentage of students who improved on reading assessments
- The average cost per GED/high school diploma, or other efficiency measure

Contact ED or NDTAC if you need additional assistance in setting goals for or measuring the progress of your subgrantees.

**Expand upon the data collected.** States are not limited to the Federal data collection requirements. Over time, you may find that there are questions that cannot be answered by the CSPR measures alone, and you may want to expand the data collection accordingly.

**Use all available data.** You also may have access to student-level data through your State's reporting system. As a result, you may be able to extract more detailed information about student subgroups and answer more targeted questions about the population of students who are N or D.

**Share the data.** Sharing information regarding your State's Part D education programs can be useful in a number of different ways: it can create accountability among programs, it can promote visibility of programs for children and youth who are N or D to the public, and it can provide a resource for stakeholders to refer to when making policy and budgetary decisions. One approach to sharing data is to design a State or local report card that uses your data. See the Evaluation Resources section below for more information on report cards.

## ***What Other Resources Are Available?***

The resources below and additional items relevant to CSPR reporting may be found at NDTAC's [Data Corner](#).

### **Reporting Resources**

***Instructional Guide to Reporting Title I, Part D, Data in the CSPR.*** This guide provides detailed instructions and data-quality checklists for each Title I, Part D, reporting table in the CSPR. It is updated annually, and may be found at NDTAC's [Data Corner](#).

**FAQ: Federal Data Reporting and the Consolidated State Performance Report (CSPR).** Responses are regularly updated to address questions received during the current reporting year.

[http://www.neglected-delinquent.org/nd/data/faq\\_cspr.asp](http://www.neglected-delinquent.org/nd/data/faq_cspr.asp)

**CSPR Forms.** Official reporting tables for the Title I, Part D, section of the CSPR are updated and released annually. The latest forms are available in NDTAC's [Data Corner](#).

## Evaluation Resources

**National and State Fast Facts.** Produced by NDTAC, Fast Facts are user-friendly presentations of previously submitted CSPR data. The data are available by State, school year, and subpart.

[http://www.neglected-delinquent.org/nd/data/fastfacts\\_SP1.asp](http://www.neglected-delinquent.org/nd/data/fastfacts_SP1.asp)

**Report Cards.** To help with the use and understanding of data on youth who are N or D, NDTAC designed a report card tool that allows administrators to put together a concise presentation of data and other information about their State, or a school or program within their State. These report cards can be used to (1) increase accountability, (2) improve data and program quality, and (3) inform and educate other stakeholders. Contact NDTAC for further assistance with using these files.

- Report Card Data Input Tool ([http://www.neglected-delinquent.org/nd/events/2007sep/presentations/state\\_report\\_card\\_data.xlt](http://www.neglected-delinquent.org/nd/events/2007sep/presentations/state_report_card_data.xlt))
- Report Card Document Template ([http://www.neglected-delinquent.org/nd/events/2007sep/presentations/state\\_report\\_card.dot](http://www.neglected-delinquent.org/nd/events/2007sep/presentations/state_report_card.dot))

**ND Data Briefs.** Using CSPR data, NDTAC produces short reports on specific topics that are of interest to the N and D field. Two examples of such topics are:

- Data Quality ([http://www.neglected-delinquent.org/nd/data/databrief\\_200710.asp](http://www.neglected-delinquent.org/nd/data/databrief_200710.asp))
- ND Title I, Part D, Funding and Programs ([http://www.neglected-delinquent.org/nd/data/databrief\\_200702.asp](http://www.neglected-delinquent.org/nd/data/databrief_200702.asp))

**Title I, Part D, Program Performance.** The National Title I, Part D, performance measures, program plans, results, and long-term targets are publicly available online:

- **GPRA Program Plans and Reports for OESE Programs.** Information about Title I, Part D, is located under Goal 1, for “Neglected and Delinquent State Agency Programs.” Links to the annual plans and reports are available at: <http://www.ed.gov/about/reports/annual/index.html?src=ln>.
- **PART Results.** Details of the most recent PART review, the overall score for Title I, Part D, programs, and plans for improvement can be accessed at: <http://www.whitehouse.gov/omb/expectmore/index.html>.

## IV. SPOTLIGHT ON AREAS OF INTEREST

The following sections contain information and resources on the topics of transition, special education, pre- and posttesting, and family involvement. Part D coordinators have reported these to be some of the most common areas of interest related to their fundamental responsibilities. Coordinators should consider these areas as they work to do more to improve and sustain high-quality education programs for children and youth who are N or D.

### TRANSITION

#### ***Why Is Transition Important?***

Research on the education of youth in confinement suggests that “effective transitional programs increase the likelihood of reenrollment in school, graduation from high school, and successful employment.”<sup>8</sup> One study of youth leaving State and county facilities indicates that recidivism rates for youth who are engaged in school and the community 6 months after release from a juvenile justice facility are dramatically lower than for youth who do not have a successful transition back to the community.<sup>9</sup>

#### ***Federal Emphasis on Transition***

The importance of successfully transitioning youth who have been incarcerated back to the community received increased Federal emphasis with changes to Title I, Part D, in 2001. Before 2001, up to 10 percent of Title I, Part D, funds *could* be used for transition, although there was no lower-limit requirement for transition funding. Currently, Title I, Part D, law mandates that *no less than* 15 percent and no more than 30 percent of funds be reserved for transition purposes under Subpart 1. There is no explicit language in the statute regarding the percentage of Subpart 2 funds that need to be used for transition activities in local educational agencies (LEAs) and correctional facilities receiving these monies. However, these entities are still required by the law to provide such services.

The emphasis on transition also is reflected in expanded Federal reporting requirements implemented in 2005. Currently, the Part D section of the CSPR requires States to assess and report progress made toward successful transition, focusing on the improvement of academic skills and attainment of high school credits while in a facility, and completion of degrees needed to further education or employment goals either while incarcerated or within 30 days of exit.

Despite the Federal Government's focus on transition, challenges remain. Many Part D coordinators want to know how they can address these challenges and implement a successful transition process that leads to engagement after release.

#### ***What Do Transition-Related Activities Look Like in Practice?***

The use of Part D funds for transition should be educationally-focused, with the intent being to promote positive academic and vocational outcomes for youth who are N or D. However, not a lot of data exist about exactly how these funds are used by facilities for such transition activities, making it difficult to determine where the funds earmarked for these specific services are actually going. Additionally, there are very few (if any) sources of outcome data to show whether or not transition services implemented are effective; as a result, it is difficult to find concrete examples of successful transition-related activities.

<sup>8</sup> Arnette, J. L., & Stephens, R. D. (2000). *From the courthouse to the schoolhouse: Making successful transitions. Juvenile Justice Bulletin*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention.

<sup>9</sup> Bullis, M. (2006, January). *Starting right: Improving the facility-to-community experiences of formerly incarcerated teens*. Presented at the NDTAC Title I, Part D Conference, Washington, DC.

Furthermore, there is wide variation in how transition programming is actually being organized and carried out at both the State and local levels. The bottom line is that it is up to the State's discretion to determine how funds may be used. The Title I, Part D, Nonregulatory Guidance (<http://www.neglecteddelinquent.org/nd/resources/spotlight/spotlight200602b.asp>) can be a helpful resource for clarifying the law and determining whether funds are being utilized correctly. Some examples of how transition funds can be used are:

- To hire transition coordinators or buy new equipment to assist students' transitions (e.g., scanners to scan individualized education program (IEP) documents).
- To provide pupil services, including counseling, psychological, and social work services designed to meet the needs of children and youth who are N or D.
- To provide services of in-school advocates to act on behalf of individual children and youth who are N or D.
- To provide tutoring and mentoring.
- To provide reentry orientation programs, including transition centers and reentry centers in high schools.
- To provide instruction and training at alternative schools and learning centers.
- To organize parental involvement activities and parent counseling.

### ***What Can I Do To Support Transition?***

Because State agencies (SAs) and LEAs are the ones typically in charge of administering transition programming at the facility and community levels, State-level Part D coordinators can support their subgrantees by planning transition goals and strategies, supporting subgrantees as they implement procedures, studying the process and outcomes, and acting to improve programs and policies based on findings. Some specific things you can do to support transition include:

**Create a Transition Plan for your State.** A Transition Plan is a required component of your State Plan. (See the Planning and Funding section for more information on State Plans and requirements.) You can expand on this component to create a mission statement, goals, strategies, timelines, and compliance indicators for transition in your State. Think about how to coordinate your State Transition Plan with those of SAs and LEAs and how you can cocreate professional development trainings with subgrantees and other agencies that align with the established plan. Note that Transition Plans also are required components of subgrantee applications to your State; working with your subgrantees to align their transition programs and practices with the State's plan will better ensure positive outcomes.

**Create indicators to assess transition compliance and include them in your monitoring documents.** You are required to ensure that both SAs and LEAs are implementing transition-related activities. (See the Monitoring section for more information.) Systematic evaluation of transition programming informs program improvement efforts and demonstrates ongoing commitment to improving student progress and outcomes.<sup>10</sup>

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<sup>10</sup> Bolson, M. D., Quinn, M. M., & Nelson, C. M. (February 2004). Meeting the Educational Needs of Students with Disabilities in Short-Term Detention Facilities. The National Center on Education, Disability, and Juvenile Justice: College Park, MD.

**Develop an infrastructure that facilitates and supports communication within the correctional education system and between correctional education and community schools.** One key to assisting in successful transition is ensuring that educational records (such as student transcripts, portfolios, and IEPs) transfer with students as they transition between community schools and facilities. NDTAC's Records Transfer Module (<http://www.neglected-delinquent.org/nd/resources/spotlight/spotlight200501c.asp>) can help you develop strategies to support administrative connections among agencies, schools, and facilities.

**Encourage districts and facilities to hire transition coordinators.** Facilities and schools or school districts can create more efficient transition programming by assigning a single person the responsibility for overseeing the process. This person leads transition team meetings, coordinates Transition Plan development, establishes regular communication with the family, ensures that services are being provided that meet the needs of the youth, facilitates interagency/intersystem collaboration, and so on.

**Look at the data to identify innovative practices.** Use any data you have on recidivism rates to identify patterns or particular districts with higher rates to help you prioritize planning and implementing program improvement strategies. Look for locations with lower rates of youth returning to the juvenile justice system and familiarize yourself with the programs and strategies being implemented to help you determine best practices for replication and establish standards in your State. For example, identify strategies that are more successful in reengaging youth with school or work after they leave the facility; disseminate these strategies to other subgrantees, and as possible, assist them in planning for and implementing these strategies.

**Identify alternative funding sources to support transition and aftercare activities.** In addition to the Federal funds your State receives, you may wish to apply for additional funding from other sources. You can start by looking at the list of funding sources referenced in the Funding Resources page of the NDTAC Web site at <http://www.neglected-delinquent.org/nd/resources/fundingrsc.asp>. Help your subgrantees look for district- and community-level funds to support transition and provide grant-writing support and guidance.

### **What Other Resources Are Available?**

**Transition, Re-Entry, and Aftercare Library page.** This NDTAC Web page is a compendium of resources on transition, including research, legal requirements, tools, strategies, presentations, and links to external resources. <http://www.neglected-delinquent.org/nd/resources/library/Transition.asp>

**Transition Toolkit 2.0: Meeting the Educational Needs of N or D Youth in Transition.** The second edition of the transition toolkit is a compilation of existing practices, strategies, and available resources on transition that build on field experience and research. The toolkit offers practical information that enables State and local administrators and service providers to provide high-quality transition services for youth moving into, through, and out of education programs within the juvenile justice system. <http://www.neglected-delinquent.org/resources/toolkits/transition200808.asp>

**Professional Development Module on Transition.** This multimedia module provides a brief introduction to the topic of transition along with strategies and resources to effectively support youth during transitions to and from facilities. [http://www.neglected-delinquent.org/nd/resources/modules/pd\\_modules.asp#transitionPDM](http://www.neglected-delinquent.org/nd/resources/modules/pd_modules.asp#transitionPDM)

**Records Transfer Module.** This module is intended to help you develop strategies to support administrative connections among agencies, schools, and facilities to more effectively transfer youth records. <http://www.neglected-delinquent.org/nd/resources/spotlight/spotlight200501c.asp>

***From the Courthouse to the Schoolhouse: Making Successful Transitions.*** This bulletin is one of a series of OJJDP bulletins focusing on both promising and effective programs and innovative strategies to improve education for at-risk youth. [http://www.ncjrs.gov/html/ojjdp/jjbul2000\\_02\\_1/contents.html](http://www.ncjrs.gov/html/ojjdp/jjbul2000_02_1/contents.html)

***A Summary of Best Practices in School Reentry for Incarcerated Youth Returning Home.*** This summary report is a compilation of research conducted by JustChildren for the Commonwealth of Virginia Board of Education. It includes best practices in school reenrollment for youth leaving juvenile justice facilities and returning to their home schools. <http://www.justice4all.org/files/Reenrollment%20--%2004%20Best%20Practices%20with%2006%20Preface.pdf> (PDF)

## **STUDENTS WITH DISABILITIES**

### ***How Are Students With Disabilities Involved With Title I, Part D?***

Research has demonstrated that anywhere from 50 percent to 75 percent of youth in the juvenile justice system have at least one diagnosable education-related disability and should receive special education and related services.<sup>11</sup> Identifying those youth who have previously diagnosed disabilities and those who have never been diagnosed is a critical first step in determining those students in need of appropriate services within neglect and delinquent facilities. Though the availability of special education services is mandated in these environments, they are usually implemented within the larger context of general academic and vocational programming.<sup>12</sup> Therefore, providing for adequate special education services within such environments creates the need for increased educational resources. However, acknowledging that the majority of confined youth may have educational and behavioral disabilities, understanding the ways in which these disabilities affect these youth, and knowing the ways to deliver necessary services and supports necessary to meet their needs, are critical for helping to ensure their academic and overall success. Special education services are intended to not only support students with identified learning and behavioral disabilities but also to provide facility administrators and staff with effective strategies to meet these needs.<sup>13</sup> Though in most cases, local educational agencies (LEAs) or facilities will have special education coordinators responsible for ensuring the delivery of these services, Part D coordinators should be familiar with the needs of students with disabilities, require diligence on the part of facility staff in meeting all Federal, State, and local legal requirements, and mindful of best practices for the delivery of services to students who are N or D.

### ***What Are My Responsibilities Related to Serving Students With Disabilities?***

Facilities are required to provide the same special education and related services that are afforded to youth in public schools by the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and other applicable Federal, State, and local laws.

- The IDEA mandates a free, appropriate public education, including the provision of special education and related services, for all eligible children and youth with disabilities aged 3 through

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<sup>11</sup> New Freedom Commission on Mental Health. (2003). *Achieving the promise: Transforming mental health care in America* (Final Report, DHHS Pub. No. SMA-03-3832). Rockville, MD: U.S. Department of Health and Human Services.

<sup>12</sup> Meisel, S. M., Henderson, K., Cohen, M., & Leone, P. E. (1998). Collaborate to educate: Special education in juvenile correctional facilities. In *Building collaboration between education and treatment for at-risk and delinquent youth* (pp. 59–72). Eastern Kentucky University, Richmond: National Juvenile Detention Association. [Reprinted 2001 as ERIC Document No. 453624]

<sup>13</sup> Burrell, S., & Warboys, L. (2000, July). Special education and the juvenile justice system. *Juvenile Justice Bulletin*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention. Retrieved June 23, 2008, from <http://www.ncjrs.gov/pdffiles1/ojjdp/179359.pdf>

21 in public schools and State-operated programs, including juvenile detention and confinement facilities.

- Section 504 of the Vocational Rehabilitation Act of 1973 (Section 504) and Title II of the ADA prohibit discrimination against persons with disabilities by any program or activity that receives Federal funds, including correctional facilities.
- The ADA and Section 504 apply to juvenile correctional facilities to the extent that students with disabilities should not be excluded from appropriate educational services or from school for misbehavior that may be related to the students' disability, or to the failure of the school program to meet the students' needs.

As a Part D coordinator, you should familiarize yourself with the specifics of these laws and their mandates. You also may want to determine a process for ensuring that facilities have the resources necessary to meet these requirements and that they are in turn using these resources effectively. Coordinating your monitoring efforts (described in the Monitoring section of this document) with the individuals or teams responsible for monitoring special education programs in your State is an effective and efficient way to accomplish this task.

### ***How Can I Best Meet the Needs of Students With Disabilities in Facilities?***

Juvenile facilities often face unique obstacles in meeting the requirements of special education law and regulations. A number of barriers may impede the provision of appropriate special education and related services for many incarcerated youth, despite the efforts of well-intentioned educators, treatment providers, and administrators to implement effective education programs. Here are some of the ways Part D coordinators can help facilities overcome these barriers:

**Obtain records and/or screen and assess youth upon admission.** Some youth will enter neglect and delinquent facilities with previously diagnosed disabilities and/or IEPs. It is important that these records be successfully transferred from the youth's last placement. As a Part D coordinator, you should work closely with facility administrators to ensure that records are transferred quickly and are as complete and accurate as possible. Some States have set records transfer guidelines (e.g., records must reach a new placement no more than 3 days after entry) through mandates and even statutes. Parents, guardians, and other caregivers can be essential in helping to facilitate this process, as they are typically more aware of their child's diagnosis/es than anyone else. State and/or local special education electronic databases are another reliable source to gain information necessary for providing a quality education program for youth with disabilities. As the Part D coordinator, you may be able to acquire "clearance" to access/view these databases. For youth entering facilities without a previous diagnosis, appropriate behavioral, psychological, and academic screening and assessment should take place at all facilities as soon as the youth arrives. Once the need for special education services has been determined, it is important for facility staff to not only understand a disability's impact on the academic performance of these students but also to take into account the social and emotional factors that affect their learning and their daily lives. It is difficult, if not impossible, to meet the academic and social-emotional needs of youth in confinement without first properly identifying these needs.

**Ensure that proper special education and related services are in place.** Once a youth's special education and related service needs are established, it is critical that facilities ensure that they are delivered. As the above-mentioned Federal statutes for youth with disabilities require, facilities must provide the same level of services to youth with disabilities as they would receive in a general public education setting. This means implementing and, if necessary, modifying current IEPs as well as creating new ones. The youth and their parents, guardians, and/or other caregivers must play a major role in determining what services are most appropriate. The IDEA gives parents, or surrogates when parents are unable to participate, the right to be involved in all educational decisions, including the right to be invited to participate in IEP meetings to determine the services that will be provided. Parents also have due

process rights that permit them to challenge decisions made by facilities. Other relevant service providers and personnel, such as facility principals and teachers, mental health staff, and other care coordinators, also should be involved. As a Part D coordinator, you should encourage this comprehensive collaborative approach. You also may want to familiarize yourself with best practices in the area of special education and related service delivery through IEPs. Peers from other States may be a source for such information.

**Transfer records as youth exit placements.** Equally as important as securing a youth's records when he/she enters a facility is the transfer of these records to the youth's next placement upon exit. A continuum of appropriate and high-quality care is the best way to ensure success for youth who have disabilities while they are in the juvenile justice and neglect systems and once they return back to their communities. The importance of records transfer is explored in further depth in the Transition section of the handbook.

### ***What Else Can I Do To Support Students With Disabilities?***

**Utilize additional funding sources.** Part D funds can be used in conjunction with a myriad of other Federal and State funding sources. Other Title I programs, the Carl D. Perkins Vocational and Applied Technology Act, the IDEA, and others are all designed to help meet the needs of youth with disabilities, whether in public schools or neglect, detention, or correctional facilities. The IDEA specifically allows for Federal funds to be used for school-wide programs that also may benefit youth who do not meet disability or other eligibility criteria. Part D coordinators should explore these additional funding streams and determine ways in which they can supplement what is already being done with Part D funds for youth with special education needs.

**Foster multidisciplinary and interagency collaboration.** Coordinated, multidisciplinary collaboration between education and treatment professionals can dramatically improve a facility's ability to effectively meet the needs of youth with learning and behavioral disabilities, by providing the opportunity for teams of individuals—including parents, guardians, and other caretakers, along with juvenile justice facility staff, school staff, mental health providers, social service workers, and others—to work together to ensure that students receive the help they need to meet individual achievement goals and maintain academic success—both while residing in a facility as well as during transitions (between placements) and after release. As a Part D coordinator, you should encourage State and local facility administrators to bring individuals and agencies to the table to discuss, plan, and carry out coordinated efforts to this end. Also, interagency collaboration should include efforts to involve other public agencies to help provide and pay for appropriate services needed by children with disabilities.

### ***What Resources Are Available to Me?***

***Addressing the Needs of Youth with Disabilities in the Juvenile Justice System.*** This report from the Urban Institute summarizes and assesses the state of knowledge about children and youth with disabilities who are at risk of delinquency and involvement in, or who have already entered, the juvenile justice system. [http://www.urban.org/UploadedPDF/410885\\_youth\\_with\\_disabilities.pdf](http://www.urban.org/UploadedPDF/410885_youth_with_disabilities.pdf) (PDF)

***Special Education and the Juvenile Justice System.*** This bulletin from OFFDP seeks to heighten awareness of special education issues in the juvenile justice system and ensure that youth with disabilities receive the services they need. <http://www.ncjrs.gov/pdffiles1/ojdp/179359.pdf> (PDF)

***Juvenile Justice and Mental Health Working Together for the Best Outcomes for Youth With Serious Emotional Disorders.*** This guide from the Technical Assistance Partnership for Children's Mental Health is intended for family members, nonclinical juvenile justice practitioners, and administrators, as well as other stakeholders in system of care communities who are interested in improving mental health service

delivery to all children with serious emotional disorders, including those in the juvenile justice system. [http://www.tapartnership.org/advisors/juvenile\\_justice/downloads/JJ\\_MH\\_Pub.pdf](http://www.tapartnership.org/advisors/juvenile_justice/downloads/JJ_MH_Pub.pdf) (PDF)

**Records Transfer Module in the *Transition Toolkit 2.0*.** This module from NDTAC’s new *Transition Toolkit 2.0* is intended to help develop strategies to support administrative connections among agencies, schools, and facilities to more effectively transfer youth records. <http://www.neglected-delinquent.org/nd/resources/toolkits/transition200808.asp>

## PRE- AND POSTTESTING

### ***Why Are Pre- and Posttesting Important?***

Tracking student academic performance in reading and math is an important component of the CSPR. Additionally, student assessment is critical in evaluating the impact of educational services in neglect and delinquent facilities. Finally, pre- and posttest data are useful in determining proper placement for students once they return to their community schools. Part D coordinators should examine how their State agencies (SAs) and local educational agencies (LEAs) approach pre- and posttesting in programs for youth who are N or D.

Pretesting is the administration of an approved assessment instrument when a student enters a facility. Posttesting is the administration of an approved assessment instrument when a student exits a facility. For the Part D program, pre- and posttesting refer to academic achievement tests (in reading, mathematics, and other subjects) that are given to students to measure their academic progress while participating in educational programming while detained or incarcerated for a period of 90 days or more. This information is essential in assessing student needs to ensure continued academic success. This information also may be used to assess the quality of the educational program and help staff make improvements to better meet the needs of students. The importance of pre- and posttesting is clear; however, it can be a challenge to ensure the completion of both. The problem is that students often leave a facility on short notice—sometimes without notice. To make sure students are able to complete both tests during their stay, students should be given posttests as soon as possible after their initial pretest (that is, when enough time has passed to see adequate progress). Most facilities use the CSPR designation of 90 days as the benchmark for administering a posttest. It is important to note that this timeframe can vary dramatically depending on where individual students rate academically upon entry. Pretest results should reflect a student’s abilities upon entry, providing a baseline to measure progress against. The posttest measures the student’s current achievement level, which, when compared to the pretest results, demonstrates the learning that has occurred while the student has been in a facility or program.

### ***What Are My Responsibilities Related to Pre- and Posttesting?***

Part D coordinators should become familiar with the tests and testing procedures used in programs throughout their State for youth who are N or D. States around the country have determined which tests work best for them and what testing procedures work best for students in secure institutions. “Common Assessments in N or D Programs” is a good resource for helping to determine which test or tests are right for your facilities ([http://www.neglected-delinquent.org/nd/data/assessment\\_CommonTests.asp](http://www.neglected-delinquent.org/nd/data/assessment_CommonTests.asp)).

Facilities should ensure that the tests selected are designed to be, and are used as, pre- and posttests. State achievement tests used in regular education settings (e.g., the Iowa Test of Basic Skills) are *not* designed to be pre- or

#### **State Accountability Testing**

Although students under the custody of the State are not required to take State accountability tests and their performance is not measured against NCLB requirements, facilities are encouraged to offer such testing for students where possible. Completion of such tests may provide for more successful transition for students back to their community schools.

posttests. Facilities also should consider variables like how tests will be administered (e.g., paper or computer based), how they will be scored, how those scores can be normed within and between facilities, and others. You may want to review *A Brief Guide for Selecting and Using Pre-Post Assessments* (<http://www.neglected-delinquent.org/nd/resources/spotlight/spotlight200604a.asp>).

### **What Can I Do To Support Efficient and Accurate Pre- and Posttesting?**

One important way Part D coordinators can support efficient and accurate pre- and posttesting is by establishing procedures to streamline reporting. You also may want to establish standard (statewide) protocols that will improve the data collected—both for the CSPR and for use within your own State for program quality improvement. You also should help facilities ensure that the conditions under which students take pre- and posttests are as similar as possible. In setting or modifying pre- and posttest procedures, coordinators also may want to explore those utilized by other States. While in many States different tests are used by each facility, district, and/or county, other States have adopted statewide assessments, which ensure uniformity across pre- and posttest results. Some useful resources for examining your State's pre- and posttesting procedures include *A Look at Legislation: Common Pre-Post Assessments* (<http://www.neglected-delinquent.org/nd/resources/spotlight/spotlight200604b.asp>) and NDTAC's Webinar on pre-post assessments ([http://www.neglected-delinquent.org/nd/events/webinars\\_archive.asp#prepost](http://www.neglected-delinquent.org/nd/events/webinars_archive.asp#prepost)).

### **What Other Resources Are Available?**

**NDTAC Assessment Toolkit: Measuring Student Academic Performance.** This toolkit is designed to help State administrators and local program managers track and improve their academic assessment procedures and results for students who are N or D. Different versions are available for State administrators and program managers at the local and facility level. [http://www.neglected-delinquent.org/nd/resources/toolkits/tool\\_prepost.asp](http://www.neglected-delinquent.org/nd/resources/toolkits/tool_prepost.asp)

**Webinar: Academic Assessments: How Do N or D Programs Evaluate and Implement the Options?** Representatives from California discuss the evaluation and implementation of academic assessments in alternative education settings in their State. [http://www.neglected-delinquent.org/nd/events/webinars\\_archive.asp#assessment](http://www.neglected-delinquent.org/nd/events/webinars_archive.asp#assessment)

Additional items relevant to pre- and posttesting can be found at NDTAC's [Data Corner](#).

## **FAMILY INVOLVEMENT<sup>14</sup>**

### **Why Is Family Involvement Important?**

Family involvement can have a significant impact on outcomes for a child in the juvenile justice system. According to the National Center on Education, Disability and Juvenile Justice, "Families have the potential to be the greatest source of positive change and support for youth in the juvenile justice system."<sup>15</sup> Further, studies have concluded that maintaining or revitalizing family involvement while a youth is incarcerated or adjudicated is correlated with a successful transition back into the community and, ultimately, with reduced recidivism.<sup>16</sup>

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<sup>14</sup> For the purposes of this handbook, "family" and "parent" are interchangeable with guardian(s) or adult advocate(s) tending to the care of the youth.

<sup>15</sup> National Center on Education, Disability and Juvenile Justice. (2002). *Reaching out to parents of youth with disabilities in the juvenile justice system*. Retrieved March 5, 2008, from <http://www.edjj.org/reaching.html>

<sup>16</sup> Brock, L., Burrell, J., & Tulipano, T. (2006). NDTAC Issue Brief: Family Involvement. Retrieved March 5, 2008, from <http://www.neglected-delinquent.org/nd/resources/spotlight/spotlight200608b.asp>

## **Federal Legislation for Family Involvement**

Current policy in both ED and DOJ supports family involvement. Under Title I, Part D, Federal statute requires that all State agency (SA) applications for Subpart 1 funding must include provisions for working with parents to secure their assistance in improving the educational achievement of their children and youth, and in preventing their children and youth's further involvement in delinquent activities ([Section 1414\(c\)\(14\)](#)). Likewise, local educational agencies (LEAs) applying for Subpart 2 funding must describe how they will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities ([Section 1423\(8\)](#)). Correctional facilities applying for Subpart 2 funding also must describe how they will involve parents in efforts to improve the educational achievement of their children and prevent the involvement of their children in further delinquent activities, where feasible ([Section 1425\(8\)](#)).

The 2002 reauthorization of the Juvenile Justice and Delinquency Prevention Act includes family involvement as an activity that could be funded with formula grant funds. In addition, the IDEA contains specific provisions and requirements regarding family involvement that is relevant to the large number of students in facilities in need of special education services. The Federal Government also has sponsored several projects to facilitate family involvement in the areas of juvenile justice and delinquency prevention. Wider dissemination of these initiatives and policies, some of which are linked at the end of this section, to administrators, with specific guidance and examples, is essential to improving practice.

## **What Does Family Involvement Look Like in Practice?**

The need for legislating family involvement reveals the challenge, as the difficulties in engaging families are many. Lack of transportation, geographic distance between home and facility, parental incarceration, fear of or discomfort with the juvenile justice process, and lack of information about the facility's education system are just a few issues that keep families from being involved with their youth during incarceration. The following is a list of practical family involvement opportunities and strategies that correctional education programs or institutions could offer. Developed by Huff Osher, Inc.,<sup>17</sup> this list is based on suggestions from correctional education administrators and family members. Although these strategies are targeted at the facility level, your role as a Part D coordinator can help facilitate and implement these strategies across your State.

### **Encourage Communication**

- Involve the family in making recommendations for their child's educational services.
- Request the family's help in obtaining educational records.
- Provide the family with a detailed orientation to the educational program.
- Provide the family with frequent updates on their child's educational activities and progress.
- Offer the family a system for regular (weekly or monthly) communication (e.g., phone call, personal visit, or e-mail) with their child's teacher(s).
- Provide assistance with transportation, especially when children are placed in facilities that are not reachable by public transportation or are very far from home.
- Hire family liaisons or contract with a family organization for this service to establish a solid link between the family and the child; make a concerted effort to involve the family in all aspects of the child's education and transition, and continue working with the family once their child returns to the community.

<sup>17</sup> Huff Osher, Inc. (2007). *Working with families of children in the juvenile justice and corrections systems: A guide for education program leaders, principals, and building administrators*. Retrieved May 23, 2008, from [http://www.neglected-delinquent.org/nd/docs/Family%20Involvement%20Guide\\_FINAL.pdf](http://www.neglected-delinquent.org/nd/docs/Family%20Involvement%20Guide_FINAL.pdf)

## Open the School

- Have the school open, with teachers on hand to answer questions about the curriculum, for the family to take a tour on several visiting days throughout the year (like open-school night in a public school).
- Invite the family to join a parent-teacher association or its equivalent.
- Hold social events that families help plan, such as potluck dinners and cookouts.
- Invite the family to participate in school-wide academic celebrations and events, such as science fairs, school plays, or graduation exercises.
- Invite family members to be volunteer workers in the school (an opportunity only some will have the luxury of being able to take advantage of).
- Offer the family an opportunity for an individual conference with their child's teacher in conjunction with family visits to their child.

## Provide Training Opportunities

- Offer adult education programs for family members to develop their own skills.
- Invite the family to attend inservice trainings for school program staff on topics of interest such as wraparound services or positive behavioral interventions and supports.
- Invite family members to train school staff on family involvement.

## What Can I Do To Support Family Involvement?

The quantity of research that shows family involvement corresponds to positive life changes and lower recidivism rates among youth in the juvenile justice system underlines the importance of promoting family involvement in your facilities. Certainly, many family involvement strategies need to be implemented at the local level, but there are a number of things you can do as a Part D coordinator to both facilitate and support effective local implementation, including:

- Visiting the NDTAC Web site on family involvement to familiarize yourself with the research literature, located at: [http://www.neglected-delinquent.org/nd/resources/library/family\\_involvement.asp](http://www.neglected-delinquent.org/nd/resources/library/family_involvement.asp).
- Reading through and disseminating the NDTAC Family Involvement Guidebook to all of your facilities. This can be found online at: <http://www.neglected-delinquent.org/nd/resources/spotlight/spotlight200611a.asp>.
- Including family involvement as a topic of discussion when you conduct your monitoring reviews. This will help move facilities from rote compliance to more thoughtful application of how to engage families.
- Talking with other coordinators in your ND Community to learn how they are promoting family involvement. Ask your liaison to include parent involvement as a topic on ND Community calls. Check the ND Communities Web site for family involvement resources suggested by other Part D coordinators, at <http://www.NDCommunities.org>.
- Providing professional development on family involvement strategies to your facilities, or inviting family advocate organizations to come present at regional meetings for you. Use these meetings as forums for discussion on the topic.

## What Other Resources Are Available?

*Working With Families of Children in the Juvenile Justice and Corrections Systems: A Guide for Education Program Leaders, Principals, and Building Administrators.* This guide was developed to help institutions caring for youth who are N or D build collaboration and support family participation to maximize educational experiences for youth in care, as well as during their transition back into the

community. [http://www.neglected-delinquent.org/nd/docs/Family%20Involvement%20Guide\\_FINAL.pdf](http://www.neglected-delinquent.org/nd/docs/Family%20Involvement%20Guide_FINAL.pdf) (PDF)

***Transition Toolkit 2.0: Meeting the Educational Needs of N or D Youth in Transition.*** This new toolkit offers practical advice and strategies on how to improve the transition process for incarcerated youth. Each section includes strategies specific to involving families. <http://www.neglected-delinquent.org/nd/resources/toolkits/transition200808.asp>

**Strengthening America's Families.** OJJDP has funded a search for the most promising practices in family involvement, as well as aided in the dissemination of information about such programs. <http://www.strengtheningfamilies.org/>

**The Strengthening Families Program.** This program, which is part of the OJJDP Strengthening America's Families program, is a behavioral and cognitive skills training program for high-risk families, which requires the participation of the parents/guardians and children. It is designed to increase resilience and decrease delinquency, depression, school failure, and violence. This curriculum has been shown by research to yield positive results, especially for African-American families. <http://www.strengtheningfamiliesprogram.org/>

***Involving Families of Youth Who Are in Contact With the Juvenile Justice System.*** This article emphasizes the importance of family participation throughout a child's involvement in the juvenile justice system. It identifies benefits of family involvement for the family, child, and system, especially in cases where the child has mental health needs. <http://www.ncmhjj.com/pdfs/publications/Family.pdf> (PDF)

**Family Network Grants.** The U.S. Department of Health and Human Services gives grants to agencies that provide information, referrals, and support to families of youth with or at risk of experiencing serious emotional disturbances. The grant funds are used to improve services for children and adolescents with serious emotional disturbances and their families by strengthening relationships among family members and coalitions of family members, policymakers, and service providers. <http://www.samhsa.gov/newsroom/advisories/071011family5518.aspx>

**Parent Training and Information Centers.** Every State is home to at least one Parent Training and Information Center (PTI). PTI Centers serve families of children and young adults from birth to age 22 with all disabilities: physical, cognitive, emotional, and learning. They help families obtain appropriate education and services for their children with disabilities; work to improve education results for all children; train and inform parents and professionals on a variety of topics; resolve problems between families and schools or other agencies; and connect children with disabilities to community resources that address their needs. <http://taalliance.org>

## TITLE I, PART D, GLOSSARY AND ORGANIZATION

### ACRONYMS

<b>AYP</b>	Adequate Yearly Progress
<b>CFR</b>	Code of Federal Regulations
<b>CSPR</b>	Consolidated State Performance Report
<b>CSSO</b>	Chief State School Officer
<b>ED</b>	U.S. Department of Education
<b>EDEN</b>	Education Data Exchange Network
<b>ESEA</b>	Elementary and Secondary Education Act of 1965, as amended
<b>GED</b>	General Educational Development program
<b>GEPA</b>	General Education Provisions Act
<b>GPRA</b>	Government Performance and Results Act
<b>HQT</b>	Highly Qualified Teacher
<b>HOUSSE</b>	High, Objective, Uniform State Standard of Evaluation
<b>IDEA</b>	Individuals with Disabilities Education Act
<b>IEP</b>	Individualized Education Program
<b>LEA</b>	Local Educational Agency
<b>N or D</b>	Neglected or Delinquent
<b>NCLB</b>	No Child Left Behind Act
<b>NDTAC</b>	National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At-Risk
<b>PBS</b>	Performance-Based Supports
<b>PBIS</b>	Positive Behavioral Interventions and Supports
<b>PART</b>	Program Assessment Rating Tool
<b>PPE</b>	Per-Pupil Expenditure
<b>SA</b>	State Agency
<b>SEA</b>	State Educational Agency
<b>TSY</b>	Training School for Youth

**DEFINITIONS**

<b>Adult Correctional Institution</b>	A facility in which persons, including youth under 21 years of age, are confined as a result of conviction for a criminal offense.
<b><u>Annual Child Count</u></b>	A survey administered by the U.S. Department of Education’s Office of Elementary and Secondary Education (OESE) on an annual basis. For this survey, States provide a count of the number of children and youth living in State or local institutions for youth who are neglected or delinquent. ED uses these data to determine funding for Title I, Parts A and D. Officially called the “Annual Report of Children in Institutions for Neglected or Delinquent Children, Adult Correctional Institutions, and Community Day Programs for Neglected or Delinquent Children.” Also sometimes referred to as the “October Count.”
<b><u>At-Risk</u></b>	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 a parent, 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.
<b><u>At-Risk Programs</u></b>	Programs operated in local schools that target students who are at risk of academic failure, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice system in the past, are at least 1 year behind the expected age/grade level, have limited English proficiency, are gang members, have dropped out of school in the past, or have a high absenteeism rate.
<b>Children and Youth</b>	(1) Persons up through age 21 who are entitled to a free public education through grade 12; and (2) Preschool children below the age and grade level at which the agency provides free public education.
<b>Code of Federal Regulations (CFR)</b>	Compilation of requirements and legally enforceable rules issued by Federal agencies and published annually by the National Archives and Records Administration. The CFR is divided into numbered titles. Title 34, Sections <a href="#">200.90</a> and <a href="#">200.91</a> contain the regulations of the U.S. Department of Education related to Title I, Part D.
<b>Community Day Program</b>	A community day program is a regular program of instruction provided by a State agency at a community day school operated specifically for children and youth who are neglected or delinquent.

<p><b><u>Consolidated State Performance Report (CSPR)</u></b></p>	<p>A data collection instrument administered by the U.S. Department of Education’s Office of Elementary and Secondary Education (OESE) on an annual basis. All States that received funding on the basis of the Consolidated State Application for the applicable school year must respond to the reporting requirements in the CSPR. The CSPR collects student and facility counts, demographic information (race/ethnicity, age and gender), and academic and vocational outcomes including performance in reading and mathematics.</p>
<p><b>Delinquent</b></p>	<p>The term “delinquent,” when used with respect to a child, youth, or student, means an individual who resides in a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision.</p>
<p><b>Delinquent Institution</b></p>	<p>An institution for children and youth who are delinquent is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Delinquent facilities include facilities for detention, juvenile corrections, and adult corrections. <i>Note that for Subpart 1 purposes, these facilities must have an average length of stay of 30 days.</i></p>
<p><b>Detention Facilities</b></p>	<p>Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.</p>
<p><b>Duplicated Count</b></p>	<p>A count of students that includes multiple enrollments. Essentially, this value should be equivalent to the number of admissions a facility or program processed for Title I, Part D, students during the reporting year.</p>
<p><b>Education Data Exchange Network (EDEN)</b></p>	<p>The U.S. Department of Education’s online data system. States use the EDEN system to submit CSPR data annually.</p>
<p><b>Elementary and Secondary Education Act (ESEA)</b></p>	<p>ESEA, first enacted in 1965, is the principal Federal law affecting K–12 education. The No Child Left Behind Act (NCLB) of 2001 is the most recent reauthorization of the ESEA.</p>
<p><b><u>Family Educational Rights and Privacy Act (FERPA)</u></b></p>	<p>Enacted in 1974, FERPA is the prime piece of Federal legislation regarding the sharing of educational information. Its purpose is to prevent the unnecessary disclosure of students’ educational records.</p>

<b>Government Performance and Results Act (GPRA)</b>	Authorized in 1993, this act holds Federal agencies accountable for using resources wisely and achieving program results. GPRA requires agencies to develop a 5-year Strategic Plan, Annual Performance Plans, and Annual Performance Reports to ensure that they plan for what they intend to accomplish, measure how well they are doing, make appropriate decisions based on the information they have gathered, and communicate information about their performance to Congress and to the public.
<b><u>Highly Qualified Teacher (HQT)</u></b>	One aspect of the NCLB statute is the requirement of teachers in core academic areas to be “highly qualified.” This is determined by three essential criteria: (1) attaining a bachelor’s degree or better in the subject taught; (2) obtaining full State teacher certification; and (3) demonstrating knowledge in all subjects taught.
<b><u>High, Objective, Uniform State Standard of Evaluation (HOUSSE)</u></b>	An alternative method to assessing teacher competency. HOUSSE allows current teachers to demonstrate subject matter competency and Highly Qualified Teacher (HQT) requirements through a combination of proven teaching experience, professional development, and knowledge in the subject acquired over time through working in the field.
<b><u>Individuals with Disabilities Education Act (IDEA)</u></b>	A federally funded program to ensure that all children with disabilities have available to them a free, appropriate, public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.
<b><u>Individualized Education Program (IEP)</u></b>	A written statement for each individual with a disability that is developed, reviewed, and revised in accordance with Section <a href="#">614(d)</a> of IDEA regulations.
<b><u>Institution-wide Project</u></b>	Authorized by Section <a href="#">1416</a> of Title I, Part D. A program that serves all children in, and upgrades the entire educational effort of, an institution or program eligible for Part D, Subpart 1, funds. The purpose of the institution-wide approach is similar to that of school-wide programs operated under Title I, Part A. <i>Note that adult correctional institutions cannot operate institution-wide programs.</i>
<b>Juvenile Correctional Institution</b>	See definition for delinquent institution.
<b>Local Educational Agency</b>	The term, as defined by NCLB, includes any public institution or agency having administrative control and direction of a public elementary school or secondary school.
<b>Locally Operated Correctional Facility</b>	A facility in which persons are confined as a result of a conviction for a criminal offense, including persons under 21 years of age. The term also includes a local public or private institution and community day program or school not operated by the State that serves delinquent children and youth.

<b>Long-Term Students</b>	Students who have been enrolled in a program for 90 or more consecutive calendar days. Multiple admissions cannot be added together.
<b>Migrant Child</b>	A child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian, in order to obtain temporary or seasonal employment in agricultural or fishing work—(1) has moved from one school district to another; (2) in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or (3) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.
<b>Multipurpose Facility</b>	An institution/facility/program which serves more than one programming purpose. For example, the same facility may run both a juvenile corrections program and a neglected program.
<b><u>Neglected</u></b>	The term “neglected,” when used with respect to a child, youth, or student, means an individual who has been committed to an institution (other than a foster home) or voluntarily placed under applicable State law due to abandonment, neglect, or death of his or her parents or guardians.
<b><u>Neglect Institution</u></b>	An institution for children and youth who are neglected is a public or private residential facility, other than a foster home, that is operated primarily for the care of children and youth who have been committed to the institution or voluntarily placed there under applicable State law due to (1) abandonment, (2) neglect, or (3) death of their parents or guardians. <i>Note that for Subpart 1 purposes, these facilities must have an average length of stay of 30 days.</i>
<b>No Child Left Behind Act (NCLB)</b>	The 2002 reauthorization of the Elementary and Secondary Education Act (ESEA). NCLB aims to help schools improve by focusing on accountability for results, freedom for States and communities, proven education methods, and choices for parents.
<b><u>Positive Behavioral Interventions and Supports (PBIS or PBS)</u></b>	A research-based framework for implementing school-wide systems of behavioral support to help prevent and reduce problem behavior.
<b>Program Assessment Rating Tool (PART)</b>	Instituted in 2002, this program is run through the <a href="#">U.S. Office of Management and Budget</a> . Its purpose is to rate all Federal programs on their effectiveness.

<b>Regular Program of Instruction</b>	An educational program (not beyond grade 12) in an institution or a community day program for children who are N or D that consists of classroom instruction in basic school subjects such as reading, mathematics, and vocationally oriented subjects, and that is supported by nonfederal funds. Neither the manufacture of goods within the institution nor activities related to institutional maintenance is considered classroom instruction.
<b>Reporting Year (for the CSPR)</b>	Same as definition of school year; the CSPR defines this as July 1, 2004–June 30, 2005.
<b>School Year (for the CSPR)</b>	Same as definition of reporting year; the CSPR defines this as July 1, 2004–June 30, 2005.
<b>State Agency (SA)</b>	An agency of State government responsible for providing free public education for children in institutions for children who are N or D, community day programs for children who are N or D, and adult correctional institutions.
<b>State Education Agency (SEA)</b>	The State board of education or other agency or officer primarily responsible for the State supervision of public elementary schools and secondary schools or, if there is no such officer or agency, an officer or agency designated by the Governor or by State law.
<b>Title I</b>	Reauthorized with the No Child Left Behind Act of 2001, this is the largest Federal program supporting elementary and secondary education. The purpose of this program is to help ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state standards and assessments.
<b><u>Title I, Part A</u></b>	This Title I program, also called “Improving Basic Programs Operated by Local Education Agencies,” provides financial assistance through SEAs to LEAs and schools with high numbers or high percentages of poor children to help ensure that all children meet challenging state academic standards.
<b><u>Title I, Part D</u></b>	This Title I program also is called “The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk.” It provides financial assistance to educational programs for youth in State-operated institutions or community day programs. The program also provides financial assistance to support school districts’ programs involving collaboration with locally operated correctional facilities.
<b>Unduplicated Count</b>	An unduplicated count is one that counts students only once, even though they may have been admitted to a facility or program multiple times within the reporting year.

## ORGANIZATION OF U.S. DEPARTMENT OF EDUCATION'S TITLE I PROGRAMS

