



# TITLE I, PART D HANDBOOK

PROGRAMS FOR NEGLECTED OR  
DELINQUENT CHILDREN



**OKLAHOMA**  
**Education**

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## **Introduction: Purpose of the Program**

The purpose of the neglected and delinquent programs offered as a part of the federal Elementary and Secondary Education Act (ESEA) is to improve the educational services for children and youth in local, tribal, and state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state academic standards that all children in the state are expected to meet.

Furthermore, it is the purpose of this program to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment.

Finally, it is the goal of this program to prevent at-risk youth from dropping out of school, and to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education and the involvement of their families and communities.

ESEA Sec. 1401[20 U.S.C. 6421]

## **Chapter 1: Definitions**

### **1.1 Neglected**

**Neglected** children are defined as those students enrolled in school who are placed in facilities due to abandonment, neglect or death of parents or guardians. In Oklahoma such children and youths are generally in the custody of the Department of Human Services (DHS) and reside in one of several facilities contracted by DHS. Local Educational Agencies (LEAs) in Oklahoma operate approximately 40 programs for neglected students.

### **1.2 Delinquent**

**Delinquent** children and youths are those aged 21 or younger who have either been pre-adjudicated or adjudicated to be placed in a facility. In the state of Oklahoma these youths are generally in the custody of the Department of Corrections (DOC) or the Office of Juvenile Affairs (OJA) and reside in correctional facilities, detention centers or in similar facilities contracted with OJA. These children and youths attend on-site schools rather than public schools.

### **1.3 At-Risk**

**At-Risk** children are defined as those who are most susceptible to academic failure due to one or more of the following factors:

- drug or alcohol problems;
- pregnancy or parenthood;
- contact with the juvenile justice system;
- falling one or more years behind academically;
- membership in or affiliation with a gang; or
- previously having dropped out of school.

## Chapter 2: Elementary and Secondary Education Act (ESEA) Programs

### 2.1 Title I, Part A – Neglected

Title I, Part A – Neglected funds are set aside from the state Title I, Part A allocation and reserved for LEAs that serve students who reside in eligible institutions for neglected children within the LEAs boundaries. The LEAs, then, that receive a Title I, Part A – Neglected allocation (project 518) do so because the LEA indicated in the previous year’s Neglected and Delinquent Annual October Student Count Survey that they have children or youths enrolled in their school district who reside in a locally-operated facility for neglected youth.

These LEAs are required to use the funds to provide services to neglected children and youths comparable to the services provided in Title I schools.

### 2.2 Title I, Part D, subpart 1

Title I, Part D funds are divided into two subparts and these funds can be used for a broad range of programs.

Title I, Part D, subpart 1 funds are available to state agencies (SAs) that operate educational programs for children and youths who are neglected, delinquent, or at-risk, and for children and youths in adult correctional facilities. In Oklahoma there are two such state agencies, the Department of Corrections (DOC) and the Office of Juvenile Affairs (OJA).

State agencies are eligible to receive subpart 1 funds, which they then distribute to eligible institutions. These institutions can be either public or private facilities operating for the care of children and youth who are neglected or delinquent. They provide free public education and a **regular program of instruction**. In each case, the average length of stay must be at least thirty (30) days.

There are four types of institutions that qualify to receive Title I, Part D, subpart 1 funding:

- 1) An **adult correctional institution**, that is, a facility in which persons, including persons under the age of 21, are confined as a result of conviction for a criminal offense.
- 2) An **institution for delinquent children and youth**, a public or private residential facility, other than a foster home, operated for the care of children and youth who have been adjudicated delinquent or in need of supervision.

- 3) An **institution for neglected children and youth**, a public or private residential facility, other than a foster home, that is operated for the care of children and youths who have been committed to the institution or voluntarily placed in the institution under applicable State law due to 1) abandonment; 2) neglect; or 3) death of their parents or guardians.
- 4) A **community day program**, a regular program of instruction provided at a community day school operated specifically for neglected or delinquent children or youths.

In each of these institutions, the children served must be:

- 21 or younger;
- entitled to free public education through grade 12;
- enrolled in a *regular program of instruction* for the required length of time (15 hours per week in an adult correctional facility, or 20 hours per week in an institution or community day program for neglected or delinquent youth.)

The key term here is “regular program of instruction.” This is defined as an education program consisting of classroom instruction in basic school subjects such as reading, mathematics, and vocationally oriented subjects supported by state funds. It does not include activities such as the manufacture of goods within the institution, nor activities related to facility maintenance.

### **2.3 Title I, Part D, subpart 2**

As is the case with the allocation of Title I, Part D, subpart 1 funds to state agencies, LEAs are allocated Title I, Part D, subpart 2 funds based on the number of students reported in the Neglected and Delinquent Annual October Student Count Survey.

Qualifying students:

- are aged five through seventeen;
- live in a locally operated facility and are not counted under subpart 1;
- live in an institution for at least one day during a thirty-day period.

Children are categorized as either neglected or delinquent based on the original purpose of the facility. For example, if a facility was originally used as a shelter for children removed from abusive homes, but at a later date contract with the Office of Juvenile Affairs to house adjudicated youth, the facility would still be classified as a “neglected” facility in keeping with its original purpose. In that case, the adjudicated youths would also be counted as “neglected” on the Neglected and Delinquent Annual

October Student Count Survey in keeping with the classification of the facility in which they are housed.

The LEA must ensure that children and youth in local correctional facilities or detention centers participate in an education program comparable to the one the LEA operates in the school that those children and youth would otherwise attend.

Even if a school receiving Title I, Part D, subpart 2 funds is not a Title I, Part A school, the LEA may identify and serve at-risk youth enrolled in the school from the categories identified in Chapter 2, section 2.3 above.

## **Chapter 3: Funds**

### **3.1 Eligibility and Allocation of Funds**

Eligibility for Title I, Part A – Neglected and Title I, Part D funds is based on the Neglected and Delinquent Annual October Student Count Survey carried out each year in October and reported in November (see Chapter 8). LEAs serving neglected or delinquent facilities and reporting a population of students served are eligible to receive funds.

Title I, Part A – Neglected funds are set aside from the more general Title I, Part A funding stream and allocations are therefore the result of a complex formula weighing facility population against broader statewide data concerning population distribution and poverty rates. As a result, Title I, Part A –Neglected allocations can fluctuate from year to year due to many factors beyond simply the number of children served by a particular LEA.

Title I, Part D funding, on the other hand, is calculated based on the number of students served by a given district as reported on the Neglected and Delinquent Annual October Student Count Survey.

### **3.2 Local Uses of Funds**

#### **Required Use of Funds**

State agencies (Department of Corrections, Office of Juvenile Affairs) receiving Title I, Part D, subpart 1 funds are required to spend from 15% to 30% of allocated funds on transition services.

LEAs receiving Title I, Part D, subpart 2 funds are required to carry out high-quality education programs for the completion of high school, entering training or employment

programs, or further education. Such programs are to be comparable to the educational services the children would receive if they were not in a detention or correctional facility.

Furthermore, LEAs are required to provide activities facilitating transition from correction facilities.

Lastly, LEAs are required to operate dropout prevention programs for at-risk youth or youth returning from correctional facilities.

### **Allowable and Non-Allowable Uses of Funds**

In general, the guiding principle of “Supplement not Supplant” determines whether expenditures are allowable or not. Since state agencies and LEAs alike are required to provide a regular program of instruction, the expenses of core instruction cannot be paid for with Title I, Part D funds. Title funds are reserved for supplemental services. Some examples of allowable and non-allowable expenditures are provided below.

Allowable uses of funds:

- after school tutoring;
- liaison/coordinator;
- paraprofessionals;
- health & social services;
- supplemental classroom supplies and technology;
- supplemental counseling/mentoring;
- dropout prevention programs;
- vocational/technical/life skills education.

Non-Allowable uses:

- teacher salaries for core instruction;
- supplies and materials for core content areas;
- any item normally supplied in a regular classroom setting;
- items to be used by students not considered neglected, delinquent, or at-risk;
- anything not directly related to education or transition.

### **3.3 Administrative Costs**

Based on the Average Daily Attendance (ADA), the LEA can use either 5%, 7%, or 8% of their Title I, Part D, subpart 2 funds for administrative costs.

ADA of 1500 or above	5%
ADA between 500 and 1499	7%
ADA less than 500	8%

## **Chapter 4: Contracts**

### **4.1 General**

Any state agency seeking educational services from an outside entity, that is any entity other than the state agency itself, is required to have a contract with the service provider regulating the terms of service.

All LEAs are required to have a contract with each facility in which they provide instructional services.

The state agency or LEA exercises administrative control and assumes responsibility for monitoring the contract to ensure compliance with applicable statutory and regulatory requirements.

## **Chapter 5: Transition Services**

### **5.1 Requirements for State Agencies**

State agencies receiving Title I, Part D, subpart 1 funds are required to spend between 15% and 30% of funds on transition services.

### **5.2 Requirements for Local Education Agencies**

LEAs receiving Title I, Part D, subpart 2 funds are required to carry out high-quality education programs for the completion of high school, entering training or employment programs, or further education. Furthermore, LEAs are required to provide activities facilitating transition from correctional facilities back into a traditional school setting, into post-secondary education, employment programs or further education, and back into the community.

LEAs are also required to operate dropout prevention programs for at-risk youths or youths returning from correctional facilities.

### **5.3 Transitional Stages**

There are four distinct transitional stages, and four separate sets of activities that should accompany each transition stage. The transitional stages are:

1. entry into the juvenile justice system;
2. residency in the juvenile justice system;
3. exit from secure care;
4. aftercare.

Each of the four following sets of activities should accompany each of the transitional stages mentioned above:

1. Facility-centered activities
  - Request records.
  - Carry out an intake assessment.
  - Assemble a transition team.
  - Monitor and track progress.
2. Youth-centered activities
  - Facility orientation.
  - Participate in transition planning
  - Seek external mentors and/or peer support
3. Family-centered activities
  - Orient the family to the facility.
  - Include family input in the transition plan.
  - Make support systems available to families.
4. Community/systems-centered activities
  - Increase interagency awareness.
  - Include community stakeholder input in the transition plan.
  - Coordinate opportunities for engaging the youth in the community.

## **Chapter 6: Monitoring**

### **6.1 Evaluating Programs**

State agencies and LEAs operating programs that receive Title I, Part D funds are required to evaluate their programs at least once every three years. Such an evaluation should involve an examination of student performance data disaggregated by gender, race, ethnicity, and age, while maintaining individual student privacy. This evaluation is aimed at determining program effectiveness and determining the program's impact on the performance and ability of its participants. Furthermore, the results of such an evaluation should be utilized in revising programs in order to enhance student performance.

### **6.2 Grant Performance Review**

While the Oklahoma State Department of Education can make arranged and/or unannounced visits to facilities served with Title I, Part A – Neglected and Title I, Part D funds, for the most part monitoring of such programs is confined to the ESEA Grant Performance Review process. During this process state agencies and LEAs are reviewed for compliance with the regulations governing all applicable ESEA programs.

All LEAs in the state are monitored at least once every five years, and monitoring of neglected and delinquent programs forms one section of the ESEA Grant Performance Review Application.

During the review process LEAs will be asked to produce evidence of compliance with federal regulations including, but not limited to:

- Coordination with social, health and other services to meet the needs of students returning from correctional facilities;
- Steps taken to find alternative placements for children unable to participate in a regular education program;
- Appropriate pre- and post-testing;
- Program evaluation;
- Transition services;
- Evidence that the needs of children with an existing Individualized Education Program (IEP) are met.

## **Chapter 7: Institutional Eligibility**

Each eligible institution must identify itself as either an institution for neglected children or an institution for delinquent children, even if it serves both. The count of children in an institution for neglected children may include delinquent children. Likewise, the count of children in an institution for delinquent children may include neglected children.

The classification of an institution as neglected or delinquent should not change from year to year unless there has been an official change in the purpose for which the institution is operated, such as a new organizational owner serving a different population that still meets the eligibility requirements.

### **7.1 Local Institutions for Neglected Children**

The definition in Section 1432(4)(A) of the Title I statute reads: The term institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated for the care of children who have been committed to the institution or voluntarily placed in the institution under applicable state law, due to abandonment, neglect, or death of their parents or guardians.

### **7.2 Local Institutions for Delinquent Children**

The definition in Section 1432(4)(B) of the Title I statute reads: The term institution for delinquent children and youth is a public or private residential facility for the care of children who have been adjudicated to be delinquent.

## **Chapter 8: Reporting**

Title I, Part A – Neglected and Title I, Part D require two annual reports, the first, the Annual Neglected and Delinquent Survey to be completed by all LEAs and interested SAs, the second, to be completed only by those SAs and LEAs receiving Title I, Part D funds.

### **8.1 The Neglected and Delinquent Annual October Student Count Survey**

All LEAs and SAs (Department of Corrections and Office of Juvenile Affairs) are required to report October caseload counts of children or youth for whom the LEA or SA provides an education and who reside in eligible local institutions. If an LEA has no such institutions within its boundaries, or if it serves no such institutions, a caseload of zero may be reported.

Counts are conducted beginning on October 1 and ending October 30. Institutions keep a daily record of the number of overnight residents. The count for the day with the greatest number of overnight residents, the high-water mark, is reported.

There are two distinct forms for reporting the October Count - one for reporting the caseload of children and youths residing in facilities operated by an SA (receiving Subpart 1 funds), and one for those residing in a locally operated facility (receiving Subpart 2 funds). Refer to communications from the Office of Title Services regarding the data collection process.

The purpose of the Neglected and Delinquent Programs LEA Annual October Count Survey is to obtain the data to complete the following -

#### **State of Oklahoma Grant Award Allocation**

1. Data from the survey is sent to the United States Department of Education (ED) to:
  - Calculate allocations for the neglected programs authorized by Title I, Part A of the Elementary and Secondary Education Act (ESEA); and
  - Determine the amount states have available for LEAs to operate local programs for at-risk children authorized by Title I, Part D, Subpart 2, ESEA.

Important - Only data reported by the geographical LEAs (the district in which the facility is located) generate this allocation. The ordinary provision of educational services to neglected and/or delinquent facilities foreseen by the law is that the LEA within whose boundaries a facility is physically located provides such services. For a number of historical reasons, however, there are a handful of situations around the state where services are provided to a facility located outside the boundaries of the LEA.

### **With-In State LEA Grant Award Allocations**

2. Once the State of Oklahoma receives the Grant Award Notification, then the data from this survey is used by the Oklahoma State Department of Education's (OSDE) Office of Title Services (OTS) to determine which LEAs are providing the services to eligible children and youth in the facilities. Allocations are then made to LEAs that reported serving eligible children and youth.

### **Child and Youth Eligibility Requirements**

In order for a child to be eligible to be counted in the survey, the child must meet these three conditions:

- The child must be age 5 through 17 when the survey was taken.
- The child must live in a locally operated facility that meets the definition of an institution for neglected students or an institution for delinquent students, in Sections 1432(1), (4), of the Title I statute.
- The child must live in either a public or private institution for at least one day during the 30-day consecutive window count, which is from October 1 to October 30. The facility will submit a count to the local school district of children or youth residing in the facility for each of the 30 days. At the end of the 30-day count, the LEA will enter the highest resident count for any single day during the count. This number represents the facility caseload and is to be entered on this form.

### **Ineligible Children and Youth**

Do not count children or youth living in an individual foster home (a person's home) or children or youth attending a community day program where the child goes home at night. Though a Title I Part D delinquent community day program may receive funds, it CAN NOT generate funds.

### **Individual Children and Youth Designation**

The count of children and youth residing in an institution for neglected children may include children who are identified as delinquent children. Likewise, the count of children in an institution for delinquent children may include neglected children. The following is a best practice method for designating children or youth.

- Children or youth placed in the facility by parents or are in custody of the Department of Human Services (DHS) are designated as neglected.
- Children or youth placed in facility by the Office of Juvenile Affairs (OJA) or a judge are designated as delinquent (including tribal judges).

## **8.2 The Title I, Part D, Subparts 1 and 2 Reports on Single Sign-On**

There is an end of year annual report on Single Sign-On (SSO) to be completed by all SAs and LEAs that receive Title I, Part D funding. Note: LEAs that receive Title I, Part A – Neglected funds are not required to complete this report. There are two distinct applications on SSO, one for SAs and one for LEAs.

This report gathers data on the type of facilities served, the demographic breakdown of the student population, academic and vocational outcomes, as well as math and reading performance information.

## Chapter 9: Frequently Asked Questions (FAQs)

**9.1 Q: Must the 15 or 20 hours of instruction that a state agency is required to provide to qualify for Subpart 1 funds be entirely from state funding, or could the instruction time include education programs funded by other Federal agencies?**

**A:** The state's regular program of instruction must be state funded and must meet the required number of hours. The instructional program cannot include additional instructional time provided with Title I or other federal funds.

**9.2 Q: In order to receive a subgrant under Subpart 1, must the state agency directly operate schools for children and youth who are neglected or delinquent?**

**A:** No. The state agency may provide educational services directly in state-operated schools, through contracts or other arrangements with another state agency, an LEA, a junior or community college, a private provider, or a university. Whether or not services are provided directly by the state agency, the state agency is responsible for ensuring that the program operates in accordance with all applicable statutory and regulatory requirements.

**9.3 Q: What are some examples of transition services?**

**A:** Transition services focus on helping children and youth who are neglected or delinquent reenter school successfully or to find employment after they leave the institution and return to the local community. Allowable activities include but are not limited to:

- Pupil services, including counseling, psychological, and social work services designed to meet the needs of children and youth who are Neglected or Delinquent;
- Services of in-school advocates to act on behalf of individual children and youth who are Neglected or Delinquent;
- Tutoring and mentoring;
- Reentry orientation programs, including transition centers and reentry centers in high schools;
- Instruction and training at alternative schools and learning centers;
- Parental involvement activities and parent counseling.

**9.4 Q: Can an LEA include out-of-state children in the Annual Neglected and Delinquent Survey?**

**A:** Yes. The count is based on the October caseload count of any children who reside in the facility regardless of the child's or youth's state of origin.

**9.5 Q: Is an LEA that received Subpart 2 funds in the previous year entitled to receive a “hold harmless” allocation?**

**A:** No. The hold-harmless provisions of Title I, Part A do not apply to subgrants received by LEAs under Subpart 2.

**9.6 Q: If a detention center closes and the LEA that was providing Subpart 2 services to the center has a dropout-prevention program, may the LEA use the supplies and equipment for its dropout program or does the inventory have to go to another facility served by the LEA?**

**A:** The supplies may be shifted to a program that meets the requirements of Subpart 2, such as the LEA’s dropout-prevention program.

## Glossary

**Adult Correctional Institution:** a facility in which persons, including persons under the age of 21, are confined as a result of conviction for a criminal offense.

**At-Risk:** “At-Risk” children are defined as those who are most susceptible to academic failure.

**Community Day Program:** a regular program of instruction provided at a community day school operated specifically for neglected or delinquent children or youths.

**Delinquent:** children or youths aged 21 or younger who have either been pre-adjudicated or adjudicated to be placed in a facility.

**Institution/Facility for Delinquent Children and Youth:** a public or private residential facility, other than a foster home, operated for the care of children and youth who have been adjudicated delinquent or in need of supervision.

**Institution/Facility for Neglected Children and Youth:** a public or private residential facility, other than a foster home, that is operated for the care of children and youth who have been committed to the institution or voluntarily placed in the institution under applicable state law due to 1) abandonment; 2) neglect; or 3) death of their parents or guardians.

**LEA:** Local Educational Agency (the local school district).

**Neglected:** children who are placed in facilities due to abandonment, neglect or death of parents or guardians.

**October Count:** The Annual Neglected and Delinquent Survey – an annual “census” of facilities neglected and delinquent facilities served by SAs and LEAs. Each facility reports the attendance on the day of highest attendance during the period Oct. 1 – Oct. 30 each year. SAs and LEAs then report those figures to the Oklahoma State Department of Education.

**Regular Program of Instruction:** an education program consisting of classroom instruction in basic school subjects such as reading, mathematics, and vocationally oriented subjects supported by state funds.

**SA:** State Agency (in Oklahoma: The Department of Corrections and the Office of Juvenile Affairs).

**Transition Services:** services focusing on helping children and youth who are neglected or delinquent to reenter school successfully or to find employment after they leave the institution and return to the local community.


## **Resources**

[The National Technical Assistance Center for The Education of Neglected or Delinquent Children and Youth](#)

[United States Department of Education – Neglected, Delinquent, or At-Risk Title I, Part D](#)

# Appendices

## Appendix A: Neglected and/or Delinquent Transition Plan Template



### Neglected / Delinquent Transition Plan Template

General Information	
LEA Name:	
Facility Name:	

Transition Team	
Origination Date:	MDT Meeting Date:
Multi-Disciplinary Team Members:	Role

Youth Information	
Youth Name:	System ID Number:
AKA:	SSN:
Date of Birth:	Sex:
Parole/Probation Officer:	P/P Officer Contact Information:
Legal Case Number:	

Commitment Information	
Commitment Date:	County of Commitment:
Expiration Date:	Judge:
Expected Length of Stay:	Current Location:

School Information	
Last School Attended:	
IEP:    Yes    No	Date of IEP:
EL:    Yes    No	DATE of ELAP:
Credits:	
Last Grade Completed:	

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**TRANSITION PLAN**

<b>Entry</b>		
<b>Activity</b>	<b>Responsible Party</b>	<b>Date Completed</b>
Intake Interview		
Records Request		
Facility Orientation		
Credit Analysis		
Vocational Inventory		
Skills Assessment		
Health Screen		
Risk and Needs Assessment		
Program Planning		

<b>Residency</b>		
<b>Education</b>		
Strengths:		
Needs:		
<b>Long-Term Goals</b>	<b>Start Date</b>	<b>Progress</b>
Benchmarks:		
Intervention:		
Notes:		

Career/Technical Skills		
Strengths:		
Needs:		
Long-Term Goals	Start Date	Progress
Benchmarks:		
Intervention:		
Notes:		

Exit
Expected Termination Date:
Placement at Termination:
Next Placement:

Aftercare
Notes:

Plan Review	
Origination Date:	
Notes:	
Initial Review Date:	
Notes:	
Quarterly Review Date:	
Notes:	

Signatures		
Multi-Disciplinary Team Members		
Name	Role	Signature

## Appendix B: Neglected and/or Delinquent Program Evaluation Checklist



### Neglected / Delinquent Program Evaluation Checklist

#### LEA Name or Letterhead

LEA Superintendent:			
LEA N/D Contact:		Facility Name:	
Phone:		Facility Contact:	
Date of Review:		Facility Phone:	

General				
	Yes	No	N.A.	Comments
The charter or license of the facility has been reviewed and verified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The LEA has a contractual agreement with the facility, satisfying the requirements of ESSA, Section 1425.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The LEA ensures that coordination and operation of the facility programmatic activity is in compliance with ESSA, Section 1423.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The accuracy of the October Count has been verified with source data from the facility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The LEA collects and maintains data from the facility for the Consolidated State Performance Report (reported through the annual Title I, Part D report on Single Sign-On).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Program				
	Yes	No	N.A.	Comments
Student records are requested in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Appropriate services are provided to students on an existing IEP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
In the absence of student records, incoming students complete a Home Language Survey and, if appropriate, are screened for possible EL status.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
An ELAP is created and appropriate services and accommodations are provided for identified EL students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A transition plan is created for all incoming students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

All incoming students are administered Reading and Math pre- and post-tests to measure progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Students at the facility receive educational services comparable to those they would receive at a mainstream LEA school site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Where possible the LEA partners with institutions of higher education or career technical education to facilitate transition to postsecondary school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Where appropriate the LEA and/or facility involve parents and families to improve educational outcomes for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The LEA and/or facility works with parole or probation officers to assist in meeting the needs of students returning from correctional facilities, if applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Educational program is evaluated regularly in light of testing data at least once every three years.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Corrective Action**

Issues Detected:
Activity Required to Address Detected Issues:
Timeline for Resolution:

**Superintendent Certification**

Supt. Signature:	Date:
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