

APPENDIX A  
REORGANIZATION OF SASA, TITLE I, PART D,  
MONITORING INDICATORS



**Table A-1: Comparison of Current and Former Monitoring Indicators for Title I, Part D**

Current Indicators (Beginning FY 2009–10)	Former Indicators (FYs 2003–04 through 2008–09)
<p><b>Indicator 1.1: Standards, Assessment, and Accountability</b> The State Education Agency (SEA) monitors and evaluates its subgrantees to ensure compliance with Title I, Part D, program requirements and progress toward Federal and State program goals and objectives.</p>	<p><b>Former Indicator 3.2 (Subgrantee Monitoring)</b> The SEA sufficiently monitors subgrantees to ensure compliance with Title I, Part D, program requirements.</p>
<p><b>Indicator 2.1: Instructional Support—State Agency</b> The SEA ensures that State agency (SA) programs for eligible students meet all requirements, including facilities that operate institutionwide projects (IWPs).</p>	<p><b>Former Indicator 1.1 (State Plan)</b> The SEA has implemented all required components as identified in its Title I, Part D (N or D), plan.</p> <p><b>Former Indicator 1.2 (SA Application)</b> The SEA ensures that SA plans for services to eligible N or D students meet all requirements.</p> <p><b>Former Indicator 2.1 (IWPs)</b> The SEA ensures that IWPs developed by the SA under Subpart 1 use the flexibility provided to them by law to improve the academic achievement of all students in the school.</p>
<p><b>Indicator 2.2: Instructional Support—Local Education Agency</b> The SEA ensures that local education agency (LEA) programs for eligible students meet all requirements.</p>	<p><b>Former Indicator 1.3 (LEA Application)</b> The SEA ensures that LEA plans for services to eligible N or D students meet all requirements.</p>
<p><b>Indicator 3.1: Fiduciary—State Agency</b> The SEA ensures that each SA complies with statutory and other regulatory requirements that govern State administrative activities; provides fiscal oversight of grants, including reallocations and carryover; ensures subgrantees reserve funds for transition services; and demonstrates fiscal maintenance of effort and requirements to supplement, not supplant.</p>	<p><b>Former Indicator 1.1 (State Plan)</b> The SEA has implemented all required components as identified in its Title I, Part D (N or D), plan.</p> <p><b>Former Indicator 3.1 (Transition Reservation)</b> The SEA ensures that each SA has reserved not less than 15 percent and not more than 30 percent of the amount it receives under Subpart 1 for transition services.</p>
<p><b>Indicator 3.2: Fiduciary—Local Education Agency</b> The SEA ensures that each LEA complies with statutory and other regulatory requirements that govern State administrative activities and provide fiscal oversight of grants—including reallocations, carryover, and allowable uses of funds.</p>	



## APPENDIX B

### MONITORING INDICATORS AND EXPECTATIONS BASED ON THE FY 2009–10 SASA MONITORING PLAN



**Indicator 1.1: The SEA conducts monitoring and evaluation of its Subgrantees sufficient To Ensure Compliance With Title I, Part D Program Requirements and Progress Toward Federal and State Program Goals and Objectives .[§1426 and §1431]**

Guiding Questions	Acceptable Documentation of SEA Evidence	Acceptable SA/LEA Evidence
<ul style="list-style-type: none"> <li>▪ How does the SEA ensure that students in Title I, Part D programs receive instruction that is aligned with state standards and accountability?</li> <li>▪ What is the SEA process for monitoring Subpart 1 and 2 programs from selection and notification to reporting and corrective action follow-up?</li> <li>▪ What is the process for data collection that the SEA uses to obtain demographic, academic and vocational outcome information on all Subpart 1 and 2 programs?</li> <li>▪ How does the SEA evaluate statewide and subgrantee program performance and report the results of such evaluations?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Written material describing statewide program performance for the last school year: reports, report cards, handouts, PowerPoint slides, agendas and notes, etc.</li> <li>▪ Evidence SEA provided technical assistance to subgrantees on how to efficiently and effectively collect and use data, including training or conference agendas, presentation materials, activity descriptions, evaluations.</li> <li>▪ A subgrantee monitoring schedule for the current fiscal year.</li> <li>▪ A plan for monitoring all subgrantees through desk review and site visits.</li> <li>▪ Monitoring interview protocols for Subpart 1 and Subpart 2.</li> <li>▪ Application review checklists or notes.</li> <li>▪ The most recent monitoring reports for subgrantees.</li> <li>▪ SEA documents tracking subgrantee responses to corrective actions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The most recent annual data report for the SA or LEA subgrantee.</li> <li>▪ Any longitudinal tracking of annual outcome data for the SA or LEA subgrantee.</li> <li>▪ The most recent agency or program-specific evaluation reports that include mention of the Title I, Part D program.</li> <li>▪ Documents submitted to the SEA to address corrective actions required by the SEA.</li> </ul>

**Indicator 2.1: The SEA Ensures That State Agency (SA) Programs for Eligible Students Meet All Requirements, Including Facilities That Operate Institutionwide Projects. [§1412(A); §1414(a) and (c), 1416] {Formerly Indicators 1.2 and 2.1}**

Guiding Questions	Acceptable Documentation of SEA Evidence	Acceptable Documentation of SA/LEA Evidence
<ul style="list-style-type: none"> <li>▪ What are the SEA's goals and objectives for the Title I, Part D, program? Have the goals been reviewed and updated recently?</li> <li>▪ How does the SEA inform SAs about their eligibility and application requirements for a Title I, Part D, subgrant?</li> <li>▪ What technical assistance does the SEA provide to SAs on developing or revising their Subpart 1 applications?</li> <li>▪ How does the SEA review and evaluate the Subpart 1 applications?</li> <li>▪ Do IWP plans include a comprehensive needs assessment across all education program services?</li> <li>▪ How are the needs assessment, curriculum, plans for professional development, and program evaluation aligned in IWPs?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Updated State plan tracking performance of Statewide goals and objectives</li> <li>▪ Documents concerning eligibility of SA facilities for Title I, Part D, funds or IWPs, including checking the Child Count, minimum hours of a regular program of instruction, age of students, and average length of stay in institutions</li> <li>▪ Written SEA guidance to SAs on developing or revising Subpart 1 applications, including IWPs for specific facilities or programs—such as written instructions, agendas, notes, minutes, and handouts from meetings with prospective applicants</li> <li>▪ Checklists, notes, or other written evidence that the SEA has a review process for awarding subgrants to SAs and approving IWP plans</li> <li>▪ A list of subgrant awards to all SAs and facilities served by Subpart 1 funds.</li> </ul>	<ul style="list-style-type: none"> <li>▪ SA applications and supporting documents that address the 19 application elements—including assurances and descriptions—from the current or past fiscal year, including the length of the school day, weekly hours of a regular program of instruction, and parental involvement activities</li> <li>▪ Documents related to the eight IWP application requirements for each facility that is conducting an IWP, such as comprehensive needs assessment or program evaluation reports</li> <li>▪ Documents from professional development meetings and program evaluation meetings for IWPs—such as reports, agendas, notes, and handouts</li> </ul>



**Indicator 2.2: The SEA Ensures That Local Education Agency (LEA) Programs for Eligible Students Meet All Requirements .[§1423 and §1425] {Formerly Indicator 1.3}**

Guiding Questions	Acceptable Documentation: SEA Evidence	Acceptable LEA Evidence
<p><b>SEA Questions:</b></p> <ul style="list-style-type: none"> <li>▪ How do you inform LEA's about the application requirements for a Title I, Part D subgrant?</li> <li>▪ What criteria does the SEA use to determine Subpart 2 programs with "high numbers"?</li> <li>▪ What technical assistance does the SEA provide to LEAs and eligible institutions about operating Title I, Part D programs including developing or revising its Subpart 2 application?</li> <li>▪ How does the SEA review and evaluate the Subpart 2 applications?</li> </ul> <p><b>LEA Questions:</b></p> <ul style="list-style-type: none"> <li>▪ How does the LEA consult with each N or D facility in the program planning and evaluation process?</li> <li>▪ Are formal agreements between the LEA and these facilities reviewed and updated annually?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Written guidance to LEAs on developing or revising Subpart 2 applications such as written instructions, agenda, notes or minutes and handouts from meetings with prospective applicants.</li> <li>▪ Checklists, notes, or other written evidence of the SEA review process for subgrants to LEAs that ensures that all funded facilities meet program goals and provide qualified instructional staff.</li> <li>▪ Written information used by the SEA to identify eligible institutions, such as State agency licensing lists, and notifications to LEAs of their eligibility to submit child counts and apply for funds.</li> <li>▪ A list of all LEA subgrant awards and N or D facilities served by these subgrants.</li> </ul>	<ul style="list-style-type: none"> <li>▪ LEA applications and supporting documents that address the 13 application elements, including assurances and descriptions, from the current or past fiscal year.</li> <li>▪ Formal agreements between LEAs and neglected or delinquent facilities and programs outlining responsibilities for providing services mentioned in the 13 application elements.</li> <li>▪ Qualifications of Title I, Part D staff when a facility is privately managed and served by the LEA.</li> </ul>

**Indicator 3.1 The SEA Ensures Each State agency Complies With the statutory and Other Regulatory Requirements governing State Administrative Activities, providing Fiscal Oversight of the Grants Including Reallocations and Carryover, ensuring Subgrantees Reserve Funds for Transition Services, demonstrating Fiscal Maintenance of Effort and Requirements To Supplement not Supplant.** [§1004, §1414 (c)(7), §1415(b) and §1418] [Also OMB Circular A-87, Part 80, Subpart C of EDGAR, and any other relevant standards, circulars, or legislative mandates] {Includes and exceeds Old Indicator 3.1}

Guiding Questions	Acceptable SEA Evidence	Acceptable SA Evidence
<ul style="list-style-type: none"> <li>▪ How much of the Subpart 1 allocation does the SEA reserve for State administration activities and for what activities?</li> <li>▪ When do State agencies receive their Title I, Part D subgrants?</li> <li>▪ How does the SEA ensure that 15%–30% of funds are reserved and used for transition activities?</li> <li>▪ What is the SEA's policy regarding carryover and reallocation of funds?</li> <li>▪ What kind of internal fiscal controls does the SEA have in place to account for the use of Title I, Part D funds in a way that meets Federal requirements?</li> <li>▪ What other technical assistance does the SEA provide to the SAs on uses of funds?</li> </ul> <p><b>For the State agency:</b></p> <ul style="list-style-type: none"> <li>▪ For what transition-related activities are reserved funds used by the SA?</li> <li>▪ How does the SA demonstrate fiscal maintenance of effort?</li> <li>▪ How is the Title I, Part D program supplemental to the regular instructional program?</li> <li>▪ What internal fiscal controls does the SA have in place to account for uses of funds in a way that meets Federal requirements?</li> </ul>	<ul style="list-style-type: none"> <li>▪ SEA budget detail on reserved funds for State administrative activities for the current fiscal year and use of funds for the last fiscal year.</li> <li>▪ Written guidance sent to SAs outlining requirements for reserving funds for transition services under Subpart 1.</li> <li>▪ Requirements on the State agency application to calculate the percentage and provide budget detail on transition services.</li> <li>▪ Evidence that the SEA reviews fiscal maintenance of effort (MOE) for State agencies and any follow-up action when an SA fails to maintain effort.</li> <li>▪ Any other fiscal reporting or oversight of Subpart 1 subgrantees; for example, quarterly reports, budget amendment requests and approvals, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence that the SA reserves the appropriate amount of funds as required for transition services.</li> <li>▪ Documentation of expenditures from the transition reservation for the current and prior fiscal years and/or documentation concerning the transition services provided at each of the funded facilities or programs.</li> <li>▪ Evidence that the SA is implementing planned and approved activities, for example, budget reports at the end of a fiscal year, records of expenditures, carryover and other summary reports.</li> <li>▪ A current list of all personnel (instructional and administrative staff) paid with Title I, Part D funds and the proportion of their salaries, benefits and duties that are funded by Title I, Part D.</li> </ul>

**Indicator 3.2 The SEA Ensures Each LEA Complies With the statutory and Other Regulatory Requirements governing State Administrative Activities, providing Fiscal Oversight of the Grants Including Reallocations and Carryover, and Allowable Uses of Funds.** [§1424] [Also OMB Circulars A-87, Part 80, Subpart C of EDGAR and any other relevant standards, circulars, or legislative mandates] {New Indicator}

Guiding Questions	Acceptable SEA Evidence	Acceptable LEA Evidence
<ul style="list-style-type: none"> <li>▪ How do the SEA and LEA ensure that the Title I, Part D program activities are within the uses of funds and purposes of the Title I, Part D program? What other technical assistance does the SEA provide to the LEAs on uses of Title I, Part D and ARRA funds?</li> <li>▪ When do LEAs receive their Title I, Part D subgrants?</li> <li>▪ What is the SEA's policy regarding carryover and reallocation of regular Title I, Part D and ARRA funds?</li> <li>▪ What kind of internal fiscal controls do SEAs and LEAs have in place to ensure that they can account for the use of regular Title I, Part D and ARRA funds in a way that meets Federal requirements?</li> </ul> <p><b>For the LEA:</b></p> <ul style="list-style-type: none"> <li>▪ What kind of consultations does the LEA have with each N or D facility or program that will be served with Subpart 2 funds?</li> </ul>	<ul style="list-style-type: none"> <li>▪ SEA budget detail on reserved funds for State level activities for the current fiscal year and use of funds for the last fiscal year .</li> <li>▪ Any other fiscal reporting or oversight of Subpart 2 subgrantees, for example, quarterly reports, budget amendment requests and approvals, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Formal agreements between an LEA, an N or D facility or alternative school program governing the use of Subpart 2 funds when they are subcontracted to a facility or program.</li> <li>▪ Evidence that the LEA or facility is implementing planned and approved activities, including budget reports, records of expenditures, carryover and other summary reports.</li> <li>▪ A current list of all personnel (instructional and administrative staff) paid with Title I, Part D funds.</li> </ul>



## APPENDIX C

### DATA TABLES SUMMARIZING TYPES OF FINDINGS AND RECOMMENDATIONS PER INDICATOR



## Standards, Assessment, and Accountability

**Table C-1: Former Indicator 1.1—Number of States That Received a Finding or Recommendation About Their State Plan, by Result and Issue**

Type of Monitoring Result	Content of Plan Was Problematic	Implementation of Plan Was Problematic
Findings	1	3
Recommendations	1	1

**Table C-2a: Former Indicator 1.2—Number of States That Received a Finding or Recommendation About Their SA Application, by Result and Issue**

Type of Monitoring Result	Application Lacked Required Elements	Application Process Was Problematic
Findings	13	4
Recommendations	9	—

NOTE: Four States received two findings for the same issue: plan lacks required elements. One State received two findings, one for each issue: plan lacks required elements and application process was problematic.

**Table C-2b: Former Indicator 1.2—Number of States That Received a Finding or Recommendation Because Their SA Application Lacked All Required Elements, by Result and Required Element**

Type of Monitoring Result	Common Required Elements Missing From SA Applications						
	Parent Involvement	Transition Coordinator	Monitoring	Fiscal Efforts	Academic Instruction	Professional Development	Majority, if not All, Elements Missing
Findings	4	4	2	2	2	1	2
Recommendations	4	—	2	2	—	1	—

NOTE: Four States received two findings, because they lacked all required elements in the SA application.

**Table C-3: Former Indicator 1.3—Number of States That Received a Finding or Recommendation About Their LEA Application, by Result and Issue**

Type of Monitoring Result	Application Process Was Problematic	More Oversight Was Needed	Data Collection Was Faulty
Findings	2	1	—
Recommendations	—	4	1

## Instructional Support Indicators

Table C-4: Former Indicator 2.1—Number of States That Received a Finding or Recommendation About Institutionwide Projects (IWPs), by Result and Issue

Type of Monitoring Result	IWPs Were Insufficiently Monitored	IWP Application Was Problematic	Training/Technical Assistance Was Required
Findings	3	3	1
Recommendations	—	—	2

NOTE: One State received a finding for this indicator that dealt with two issues.

## Fiduciary Indicators

Table C-5: Former Indicator 3.1—Number of States That Received a Finding or Recommendation About Their Transition Reservation, by Result and Issue

Type of Monitoring Result	States Did Not Have Requirements To Reserve Funds for Transition	States Did Not Enforce Requirements To Reserve Funds or Reserve Funds for Transition Were Insufficient	State's Use of Transition Reservation Was Questionable	States Used Inappropriate Oversight of Transition Reservation
Findings	5	7	—	2
Recommendations	—	2	1	—

Table C-6a: Former Indicator 3.2—Number of States That Received a Finding About Subgrantee Monitoring, by Issue and Title I, Part D, Subpart

Finding	Subpart 1 (State Agencies)	Subpart 2 (Local Education Agencies)	Both Subparts
No Evidence of Monitoring	9	1	5
Insufficient Monitoring	5	3	2
Protocol Problems	5	1	3
Missing/Unreliable Data	1	—	1
Program Evaluation	—	—	1

NOTE: One State received two findings for Indicator 3.2. Eight States received a finding for this indicator that dealt with two issues.



**Table C-6b: Former Indicator 3.2—Number of States That Received a Recommendation About Subgrantee Monitoring, by Issue**

Expand Monitoring Tools	Strengthen Monitoring Process	Encourage Program Direction
3	5	1

NOTE: One State received two findings for Indicator 3.2.



APPENDIX D  
SAMPLE CHECKLISTS FOR STATE AGENCIES AND  
INSTITUTIONWIDE PROJECTS



## SAMPLE APPLICATION REVIEW CHECKLIST FOR STATE AGENCIES

*Each State Agency (SA) that receives funds must complete and submit an application to the State Education Agency according to Section 1414(c) of the statute. Part D Coordinators can use the following sample checklist to determine if an SA application includes all required elements.*

- Does the SA application describe procedures consistent with the State Plan/State consolidated application to be used to serve the educational needs of children who are neglected or delinquent served by the agency?
  - Is any reference to the State Plan/State consolidated application made in the SA application?
  - Is any reference made to State-specific curriculum standards or Statewide assessments?
- Has the SA provided an assurance that priority will be given to children and youth who are likely to complete incarceration within a 2-year period if the agency is serving an adult correctional facility with Title I, Part D, funds?
- Does the SA application describe the program and include a budget for the first year of the program?
  - If the application is approved for 3 years, is there an annual update to the budget and description of services provided by the program?
- Does the SA application describe how the program will meet the goals and objectives of the State Plan/State consolidated application?
- Does the SA application describe how the SA will consult with experts and provide the necessary training for appropriate staff to ensure that the planning and operation of institutionwide projects are of high quality? (*Note: This is not applicable for SAs that fund facilities that operate institutionwide projects.*)
- Does the SA application describe how the SA will carry out the evaluation requirements for the program (i.e., collecting Consolidated State Performance Report and EDFacts data) and how the results of the most recent evaluation will be used to plan and improve the program?
- Does the SA application include data showing that the SA has maintained the fiscal effort required of a local educational agency?
  - What percentage of effort was maintained? Specifically, what percentage was maintained from three fiscal years before two fiscal years prior (since the last fiscal year probably would not have been closed out)?
- Does the SA application describe how the Title I, Part D, program will be coordinated with other appropriate State and Federal programs operated by the SA at facilities being served by Title I, Part D, funds?
  - Are there any other Title I programs operated by the SA?
  - Are there any vocational and technical education programs?
  - Are there any State and local dropout prevention programs?
  - Are there any special education programs?

- Does the SA application describe how the SA will encourage any correctional facilities it is serving with Title I, Part D, funds to coordinate with local education agencies or alternative education programs attended by incarcerated children and youth before their incarceration to ensure that student assessments and appropriate academic records are shared jointly between these entities?
- Does the SA application describe how appropriate professional development will be provided to teachers and other staff?
- Does the SA application designate an individual in each affected facility to be responsible for issues relating to the transition of children and youth from the facility to locally operated programs?
- Does the SA application describe how the SA will coordinate with businesses for training and mentoring for participating children and youth?
- Does the SA application provide an assurance that the SA will assist in locating alternative programs through which students can continue their education if the students are not returning to school after leaving the facility?
  - Is there any description of how the SA will do this?
- Does the SA application provide assurances that the SA will work with parents to secure their assistance in improving the educational achievement of their children and youth and preventing their further involvement in delinquent activities?
  - Does the SA application describe how the SA will do this?
- Does the SA application provide an assurance that the SA will work with children and youth with disabilities to meet an existing individualized education program?
  - If yes, does the SA application also provide assurance that the SA will notify the child or youth's local school if the child or youth is identified as needing special education services while the child or youth is in the facility and intends to return to the local school?
  - Does the SA application describe how the SA will do this?
- Does the SA application provide assurance that the SA will work with children and youth who dropped out of school before entering a facility to encourage them to reenter school once the term of the incarceration is completed or provide them with the skills necessary to gain employment, continue their education, or achieve a secondary school diploma or its recognized equivalent if they do not intend to return to school?
  - Does the SA application describe how the SA will do this?
- Does the application provide assurance that teachers and other qualified staff are trained to work with and consider the unique needs of children and youth with disabilities and other students with special needs?
  - Does the SA application describe how the SA will do this?
- Does the application describe any additional services to be provided to children and youth, such as career counseling, distance learning, and assistance in securing student loans and grants?
- Does the application provide assurance that the program will be coordinated with any programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 or other comparable programs, if applicable?

## SAMPLE PLAN APPROVAL CHECKLIST FOR INSTITUTIONWIDE PROJECTS

*Each facility that operates an institutionwide project (IWP) must complete and submit a plan to their State Agency (SA) according to Section 1416 of the statute. The State Education Agency (SEA) must later approve it. Part D Coordinators can use the following checklist to determine whether IWP plans for facilities funded by an SA meet requirements.*

- Among the facilities that the SA serves with Title I, Part D, funds, how many operate an IWP?
  - Do you have an approved plan for every facility operating an IWP?
  
- Does each IWP plan provide for a comprehensive assessment of the educational needs of all the children and youth in the facility or program?
  - Do any plans mention serving youth aged 20 years and or younger in adult correctional facilities? (Note: The law requires a comprehensive educational needs assessment of youth aged 20 or younger in adult facilities who are expected to complete incarceration within a 2-year period, but the preamble to Section 1416 and Non-Regulatory Guidance do not allow adult correctional facilities to operate IWPs.)
  
- Does each IWP plan describe the steps that the SA has taken, or will take, to provide all children and youth under age 21 with the opportunity to meet challenging State academic content standards and student academic achievement standards to improve the likelihood that they will complete secondary school, attain a secondary diploma or its recognized equivalent, or find employment after leaving the institution?
  
- Does each IWP plan describe the instructional program, pupil services, and procedures that will be used to meet the needs identified in the comprehensive needs assessment including, to the extent feasible, the provision of mentors for children and youth?
  
- Does each IWP plan specifically describe how Title I, Part D, funds will be used at the facility level?
  
- Does each IWP plan describe the measures and procedures that will be used to assess student progress?
  
- Does each IWP plan describe how the agency will implement and evaluate the IWP or programwide project in consultation with personnel providing direct instructional services and support services and with personnel from the SEA?
  
- Does each IWP plan include assurance that the SA has provided for appropriate training to enable teachers and other instructional and administrative personnel to carry out the project effectively?
  - Does each IWP plan describe how the SA will do this?





## APPENDIX E

# SAMPLE APPLICATION REVIEW CHECKLIST FOR LOCAL EDUCATION AGENCIES



## SAMPLE APPLICATION REVIEW CHECKLIST FOR LOCAL EDUCATION AGENCIES

*Each Local Education Agency (LEA) that receives funds must complete and submit an application to the State Education Agency (SEA) according to Section 1423 of the statute. Part D Coordinators can use the following sample checklist to determine if an LEA application includes all required elements.*

- Does the LEA application describe the program to be assisted?
  - Is the LEA planning to operate an LEA-based program not at an N or D facility?
- Does the LEA application describe the formal agreements between the LEA and the local N or D facilities or alternative school programs serving children or youth involved with the juvenile justice system?
- Does the LEA application describe how the LEA will coordinate with N or D facilities to ensure that such children and youth are participating in an education program comparable to one operating in the local participating school that such youth would attend?
- If 70 percent or more of the children and youth residing in the local N or D facilities will be returning to schools in the LEA, does the LEA application describe the program operated by the LEA and the types of transition services that will be provided to children and youth and others at risk?
- Does the LEA application describe (a) the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from N or D facilities and, as appropriate, other at-risk children and youth expected to be served by the program and (b) how the LEA and participating schools will coordinate existing educational programs to meet the unique educational needs of such children and youth?
- Does the LEA application describe how schools will coordinate with existing social, health, and other services to meet the needs of students returning from N or D facilities or other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility?
- Does the LEA application describe any partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services for participating students?
- Does the LEA application describe how the program 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?
- Does the LEA application describe how the Subpart 2 program will be coordinated with other Federal, State, and local programs that operate at the N or D facilities or in the LEA?
  - Is there any coordination with other Title I programs operated by the LEA and/or in the N or D facilities?
  - Is there any coordination with other vocational and technical education programs that serve at-risk children and youth at the N or D facilities or in the LEA?

- Does the LEA application describe how the program will be coordinated with any programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 or other comparable programs, if applicable?
- Does the LEA application describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities?
- Does the LEA application describe the efforts that participating schools will make to ensure correctional facilities working with children and youth are aware of a child or youth's existing individualized education program?
- Does the LEA application describe the steps that participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a regular public school program?