

# Title I, Part D, Subpart 2 Guidance

## Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk: Local Education Agencies

### Introduction

The Title I, Part D program (also called the Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk) for local agencies was most recently reauthorized under Title I, Part D, Subpart 2 (Title ID2) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015. This program provides financial assistance to local agency programs that involve collaboration with locally-operated delinquent facilities to:

1. Provide high-quality education programs to prepare children and youth for secondary school completion, training, employment, or further education;
2. Provide such children and youth with services so that they can successfully transition from correctional programs to further schooling or employment; and
3. Operate programs in local schools (including schools operated or funded by the Bureau of Indian Education) for children and youth returning from correctional facilities and programs which may serve at-risk children and youth (ESEA § 1421).

### Eligibility

The Iowa Department of Education (Department) awards subgrant funds to local education agencies (LEAs) with high numbers or percentages of children and youth residing in locally-operated (including county-operated) correctional facilities for children and youth (including facilities involved in community day programs; ESEA § 1422) and area education agencies (AEAs) to provide supportive services to eligible students.

### Subgrant Requirements

To participate in the program, the LEA or AEA must complete a small number of requirements. The Department has integrated these requirements into the overall ESSA planning and implementation process in the Consolidated Accountability and Support Application’s (CASA) Consolidated Application. The requirements, along with recommended actions to improve program implementation and efficacy, are outlined in Table 1.

**Table 1. ESEA Citation and Action**

ESEA Citation	Action
1423	<b>Complete and submit the program application, including completing program questions, assurances, and a budget.</b> Examples of allowable activities are described in the following Allowable Activities section (see the <a href="#">Title I, Part D, Subpart 2 Application Content</a> ).
1423(2)	<b>Enter into formal program agreements</b> between LEAs and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the secretary of the interior and Indian tribes.

*Iowa Department of Education guidance should be viewed as advisory unless it is specifically authorized by state statute, according to Iowa Code section 256.9A. This does not apply to administrative rules, declaratory orders, or materials required by federal law or courts.*

ESEA Citation	Action
1423(3)	<b>Ensure participating schools coordinate with facilities</b> working with delinquent children and youth, as appropriate, <b>to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.</b>
1423(4)	<b>Ensure that participating schools facilitate the successful transition of children and youth returning from correctional facilities</b> and, as appropriate, <b>provide services to children and youth and other at-risk children and youth.</b>
1423(5)	<b>Ensure participating schools coordinate existing educational programs to meet the unique educational needs</b> (including learning difficulties, substance use disorders, and other special needs) <b>of children and youth who will be returning from correctional facilities</b> and, as appropriate, <b>other at-risk children and youth expected to be served by the program.</b>
1423(6)	<b>Ensure participating schools coordinate with existing social, health, and other services,</b> as appropriate, <b>to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth,</b> 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.
1423(7)	As appropriate, <b>partner with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities,</b> such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.
1423(8)	<b>Involve parents and family members in program efforts to improve their children's educational achievement, assist in dropout prevention activities, and prevent their children's involvement in delinquent activities.</b>
1423(9)	<b>Coordinate program with other federal, state, and local programs,</b> such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.
1423(10)	<b>Coordinate with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs,</b> if applicable.
1423(11)	<b>Ensure participating schools work with probation officers to meet the needs of children and youth returning from correctional facilities,</b> as appropriate.
1424(12)	<b>Ensure participating schools confirm that neglected and delinquent facilities working with children and youth are aware of a child's or youth's existing Individualized Education Program.</b>
1424(13)	<b>Ensure participating schools find alternative placements for children and youth interested in continuing their education</b> but unable to participate in a traditional public-school program, as appropriate.

ESEA Citation	Action
1431	<p><b>At least once every three years, evaluate the program using multiple appropriate measures of student progress</b> (disaggregating data on participation by gender, race, ethnicity, and age while protecting individual student privacy) to determine the program’s impact on the ability of participants to:</p> <ul style="list-style-type: none"> <li>• Maintain and improve educational achievement and graduate from high school in the number of years established by the state under either the four-year adjusted cohort graduation rate or the extended-year adjusted cohort graduation rate, if applicable;</li> <li>• Accrue school credits that meet state requirements for grade promotion and high school graduation;</li> <li>• Make the transition to a regular program or other education program operated by a LEA or school operated or funded by the Bureau of Indian Education;</li> <li>• Complete high school (or high school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and</li> <li>• As appropriate, participate in postsecondary education and job training programs.</li> </ul>
1423	<p><b>Complete and submit the first quarter reimbursement claim for Title ID2 in the CASA system between November 1 and November 30.</b></p>
1423	<p><b>Complete and submit the second quarter reimbursement claim for Title ID2 in the CASA system between January 1 and January 31.</b></p>
1423	<p><b>Complete and submit the third quarter reimbursement claim for Title ID2 in the CASA system between April 1 and April 30.</b></p>
1423	<p><b>Complete and submit the fourth quarter reimbursement claim for Title ID2 in the CASA system between June 1 and July 15.</b></p>
1431	<p><b>Submit evaluation results to the Department and the U.S. secretary and use the results to plan and improve subsequent programs for participating children and youth.</b></p>

## Uses of Funds

### Allowable Activities

Allowable activities include:

- Programs that serve children and youth returning to local schools from correctional facilities to assist in the transition of such children and youth to the school environment, and help them remain in school to complete their education;
- Dropout prevention programs which serve at-risk children and youth;
- Coordination of health and social services for such individuals if there is a likelihood that the provision of such services (e.g., daycare, drug and alcohol counseling, mental health services) will improve the likelihood such individuals will complete their education;
- Special programs to meet the unique academic needs of participating children and youth, including career and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education;
- Programs providing mentoring and peer mediation;
- Programs for at-risk Indian children and youth, including such children and youth in correctional facilities in the LEA’s area that are operated by the Secretary of the Interior or Indian tribes; and
- Pay for success initiatives (ESEA § 1424).

## Contracts and Grants

The local agency may carry out the allowable activities directly or through subgrants, contracts, or cooperative agreements (ESEA § 1424(b)).

## Supplement, Not Supplant

The subgrantee must use Title ID2 funds to supplement (and not supplant) State, local, and other Federal funds (ESEA § 1118(b)(1)). Federal funds must be additive and cannot replace the State, local, or other Federal funds already required for educational programming provided in neglected or delinquent facilities.

## Questions and Additional Guidance

For questions and additional guidance, see the Department's [ESSA Guidance and Allocations webpage](#) and/or visit the [National Technical Assistance Center for the Education of the Neglected or Delinquent Children and Youth website](#).