



## Title I, Part D, Subpart 1—State Agency Programs

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

#### Introduction

The Every Student Succeeds Act (ESSA) became law in December 2015, reauthorizing the Elementary and Secondary Education Act of 1965 (ESEA) and Title I, Part D, Subpart 1 (Title ID1) for state agencies to provide prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk. The purpose of this part is to:

- Improve educational services for children and youth in local, tribal, and state institutions for neglected or delinquent children and youth so that they have the opportunity to meet the same challenging state academic standards that all children in Iowa are expected to meet;
- Provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and
- Prevent at-risk youth from dropping out of school and 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 § 1401).

State agencies must first use Title ID1 funds to serve eligible students with the most educational needs. Need is based upon educationally objective criteria.

#### Eligibility

The Iowa Department of Education (Department) awards subgrants to eligible state agencies. A state agency is eligible for assistance under this program if it is responsible for providing a free public education for children and youth:

- In institutions for neglected or delinquent children and youth;
- Attending community day programs for neglected or delinquent children and youth; or
- In adult correctional institutions (ESEA § 1411).

In Iowa, the state agencies that meet the established eligibility criteria are the Iowa Department of Corrections (DOC) and the Iowa Department of Human Services (DHS).

#### Subgrant Requirements

To participate in the program, the DOC and DHS must complete a short list 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. Title ID1 subgrant requirements.

ESEA Citation	Action. Resource.	
1414(c)	<p><b>Fill out the Consolidated Application, including completing program questions, assurances, and a budget. The state agency must reserve between 15% and 30% of its budget to support projects that facilitate:</b></p> <ul style="list-style-type: none"> <li><b>The transition of children and youth between state-operated institutions</b> (or institutions in the state operated by the secretary of the interior) <b>and district schools</b> or Bureau of Indian Education schools; or</li> <li><b>The successful reentry of youth offenders</b> (who are age 20 or younger and have received a regular high school diploma or its recognized equivalent) <b>into postsecondary education or career and technical training programs through strategies designed to expose and prepare them for said programs.</b></li> </ul> <p>See the <a href="#">Title ID1 Application Content</a> document for more details.</p>	Required
	<b>File reimbursement claims quarterly in the CASA.</b>	Required
1414(c)(1)	<b>Assess the educational needs of the children to be served under Title ID1 and, to the extent practicable, provide for such assessment upon entry into a correctional facility.</b>	Required
1414(c)(2)	<b>Make services available to children and youth in adult correctional institutions, prioritizing providing services to children and youth who are likely to complete incarceration within a two-year period.</b>	Required
1414(c)(5)	<b>Consult with experts and provide the necessary training for the appropriate staff to ensure that the planning and operation of institution-wide projects under section 1416 are of high quality.</b>	Required (not applicable to targeted assistance projects)
1414(c)(6)	<b>Use the results of the most recent <a href="#">Institute of Education Sciences evaluation</a> under section 8601 to plan and improve the program.</b>	Required
1414(c)(7)	<b>Maintain the fiscal effort</b> required of a district per the maintenance of effort requirements under section 8521.	Required
1414(c)(8)	<b>Coordinate programs with other appropriate state and federal programs</b> (e.g., programs under title I of the Workforce Innovation and Opportunity Act, career and technical education programs, state and local dropout prevention programs, special education programs).	Required
1414(c)(9)	<b>Encourage correctional facilities receiving Title ID1 funds to coordinate with school districts or alternative education programs</b> attended by incarcerated children and youth before and after their incarceration to ensure that student assessments and appropriate academic records are shared jointly between the correctional facility and the district or alternative education program to	Required

ESEA Citation	Action. Resource.	
	facilitate their transition between the correctional facility and the district or alternative education program.	
1414(c)(10)	<b>Provide appropriate professional development to teachers and other staff.</b>	Required
1414(c)(11)	<b>Designate a point of contact at each correctional facility or institution</b> for neglected or delinquent children and youth to be responsible for issues relating to the transition of such children and youth between such facility or institution and locally operated programs.	Required
1414(c)(12)	<b>Coordinate with businesses for training and mentoring</b> for participating children and youth.	Required
1414(c)(13)	<b>Assist in locating alternative programs</b> through which students can continue their education if the students are not returning to school after leaving the correctional facility or institution for neglected or delinquent children and youth.	Required
1414(c)(14)	<b>Work with parents to secure parents' assistance</b> in improving their children's and youth's educational achievement and preventing their children's and youth's further involvement in delinquent activities.	Required
1414(c)(15)	<b>Work with children and youth with disabilities to meet an existing individualized education program and notify the child's or youth's local school if the child or youth is identified for special education services</b> while in the correctional facility or institution and intends to return to the local school.	Required
1414(c)(16)	<b>Work with children and youth who dropped out of school before entering the correctional facility or institution to:</b> <ul style="list-style-type: none"> <li>• <b>Encourage them to reenter school and attain a regular high school diploma</b> once their incarceration is complete or</li> <li>• <b>Provide the child or youth with the skills necessary to gain employment, continue their education, or attain a regular high school diploma</b> or its recognized equivalent if they do not intend to return to school.</li> </ul>	Required
1414(c)(17)	<b>Ensure that all certified or licensed teachers and other qualified staff are trained to work with children and youth with disabilities and other students with special needs</b> taking into consideration the unique needs of such students.	Required
1414(c)(18)	<b>Provide additional services to children and youth</b> , such as career counseling, distance learning, and assistance in securing student loans and grants.	Recommended
1414(c)(19)	<b>Coordinate the Title ID1 program with any programs operated under the Juvenile Justice and Delinquency Prevention Act of</b>	Required

ESEA Citation	Action. Resource.	
	<b>1974</b> (42 U.S.C. 5601 et seq.) or other comparable programs, if applicable.	
1414(c)(20)	To the extent feasible, <b>note when a youth has come into contact with both the child welfare and juvenile justice systems; and deliver evidence-based services and interventions designed to keep neglected and delinquent youth in school.</b>	Required

## Use of Funds

### Allowable Activities

The state agency must use Title ID1 funds only for programs and projects that:

- Are consistent with the [approved ESSA state plan](#);
- Concentrate on providing participants with the knowledge and skills needed to make a successful transition to secondary school completion, career and technical education, further education, or employment;
- Are designed to support educational services that:
  - Are provided to children and youth identified by the state agency as failing, or most at-risk of failing, to meet the challenging state academic standards (except for institution-wide projects under section 1416);
  - Respond to the educational needs of such children and youth, including by supplementing and improving the quality of the educational services provided to such children and youth by the state agency; and
  - Allow such children and youth to meet challenging state academic standards; and
- Meet the supplement, not supplant requirement of the law (see the following Supplement, Not Supplant Requirement section; ESEA § 1415).

Such programs and projects may include:

- The acquisition of equipment;
- Pay-for-success initiatives; or
- Providing targeted services for youth who have come in contact with both the child welfare system and juvenile justice system.

### SUPPLEMENT, NOT SUPPLANT REQUIREMENT

A Title ID1 program that supplements the number of hours of instruction students receive from federal, state, and local sources complies with the supplement, not supplant requirement of section 1118 (as applied to Title ID1) without regard to the subject areas in which instruction is given during those hours. In other words, to comply with the supplement provision, the state agency must use these funds to increase hours of instruction.

### Required Reservation for Transition Services

Each year, the state agency must reserve between 15 and 30 percent of its allocation to support:

- Projects that facilitate the transition of children and youth between state-operated institutions or institutions in the state operated by the secretary of the interior and schools served by districts or schools operated or funded by the Bureau of Indian Education; or
- The successful reentry of youth offenders (who are age 20 or younger and have received a regular high school diploma or its recognized equivalent) into postsecondary education or career and technical

training programs through strategies designed to expose the youth to and prepare them for postsecondary education or career and technical training programs, such as—

- Pre-placement programs that allow adjudicated or incarcerated youth to audit or attend courses on college, university, or community college campuses or through programs provided in institutional settings;
- Worksite schools, in which institutions of higher education and private or public employers partner to create programs to help students make a successful transition to postsecondary education and employment; and
- Essential support services to ensure the success of the youth, such as—
  - Personal, career and technical, and academic counseling;
  - Placement services designed to place the youth in a university, college, or junior college program;
  - Information concerning and assistance in obtaining available student financial aid;
  - Counseling services; and
  - Job placement services (ESEA § 1418).

## Questions and Additional Guidance

If you have questions, please contact Elisa Koler at [elisa.koler@iowa.gov](mailto:elisa.koler@iowa.gov). For additional Title ID1 guidance, see the [Title I, Part D, Subpart 1 - Neglected and Delinquent section](#) of 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](#).