



# Title I, Part D, Subpart 1— Neglected, Delinquent, and At-Risk State Agency Programs Application Content

Consolidated Application for ESEA Title Programs

## Introduction

The document outlines the content for the Title I, Part D, Subpart 1 (Title ID1)—Neglected, Delinquent, and At-Risk Local Agency Programs Application in the Consolidated Application for Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), Title Programs. The program application consists of three required components: program assurances, program questions, and a program budget. For program guidance and contact information, visit the Department's [ESSA Guidance and Allocations page](#).

## Program Assurances (ESEA § 1414; 20 U.S.C. 6434)

- 1) The state agency assures that in making services available to children, youth, and young adults in adult correctional institutions, it will prioritize those who are likely to complete incarceration within a 2-year period. (Yes/No)
- 2) The state agency assures it can provide data showing that it has maintained the fiscal effort required of all educational agencies, in accordance with section 8521 of the Every Student Succeeds Act (ESSA). (Yes/No)
- 3) The state agency assures it will assist in locating alternative programs through which students can continue their education if not returning to school after leaving the facility or institution for neglected or delinquent children, youth, and young adults. (Yes/No)
- 4) The state agency assures it will work with families to secure their assistance in improving the educational achievement of their students and to prevent the student's further involvement in delinquent activities. (Yes/No)
- 5) The state agency assures it will work with children, youth, and young adults with disabilities in order to meet an existing individualized education program. (Yes/No)
- 6) The state agency assures it will notify the student's local school if the student is identified as being in need of special education services while in the facility and intends to return to the local school. (Yes/No)
- 7) The state agency assures it will work with children, youth, and young adults who dropped out of school before entering the facility to encourage the student to reenter school and attain a high school diploma once the term of the incarceration is completed or provide the student with the skills necessary to gain employment, continue their education, or attain a high school diploma (or its recognized equivalent) if the student does not intend to return to school. (Yes/No)

8) The state agency assures that certified or licensed teachers and other qualified staff are trained to work with individuals with disabilities and other students with special needs, taking into consideration the unique needs of such students. (Yes/No)

9) The state agency assures that the program under this subpart will be coordinated with any programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 (42 U.S.C. 5601 et seq.) or other comparable programs, if applicable. (Yes/No)

## Program Questions (ESEA § 1414; 20 U.S.C. 6434)

1) Describe the procedures to be used, consistent with the state plan under section 1111, to assess the educational needs of the children, youth, and young adults to be served under Title ID1 and, to the extent practicable, provide for such assessment upon entry into a facility. (Limited to 500 characters)

2) Describe the supplemental education program that will be provided with Title ID1 funds. (Limited to 500 characters)

3) Describe how the program will meet the following student outcomes, as approved in the ESSA state plan:

- Students will earn passing grades for 80% of the classes taken;
- Students will complete 80% of the courses started while in the facility; and
- Annually, 25% of students between the ages of 17-21 will complete their high school diploma or its recognized equivalent. (Limited to 500 characters)

4) Will the state agency operate an institution-wide program? (Yes <shows 4a>/No)

4a) Indicate how the state agency will consult with experts and provide the necessary training for appropriate staff to ensure that the planning and operation of institution-wide projects under section 1416 are of high quality. (Check all that apply)

- Facility staff will work closely with experts to provide necessary training for the staff.
- Professional development is provided on an ongoing basis based on the needs of staff as aligned with the comprehensive needs assessment results.
- Other (Limited to 150 characters)

5) Describe how the state agency will use the results of the [most recent evaluation under section 8601](#) to plan and improve the program. (Limited to 500 characters)

6) Indicate how the programs will be coordinated with other appropriate state and federal programs, such as programs under Title I of the Workforce Innovation and Opportunity Act, career and technical education programs, state and local dropout prevention programs, and special education programs. (Check all that apply)

- Work jointly with outside agencies to assist students and specific needs for college/career readiness.
- Ensure that all students have access to career and technical programs.
- Ensure that students have access to staff from Iowa Workforce Development and Iowa Vocational Rehabilitation.
- Other (Limited to 150 characters)

7) Indicate how the state agency will encourage facilities receiving Title ID1 funds to coordinate with local educational agencies or alternative education programs attended by children, youth, and young adults before and after their time in congregate care to ensure that student assessments and appropriate academic records are shared jointly between the correctional facility and the local educational agency or alternative education program in order to facilitate the transition of such children, youth, and young adults between the correctional facility and the local educational agency or alternative education program. (Check all that apply)

- The program has a dedicated staff member as the transition coordinator/liaison to coordinate with local educational agencies or alternative education programs attended by children, youth, and young adults prior to and after their time in congregate care to ensure that student assessments and appropriate academic records are shared jointly.
- The program has policies and procedures for the transition process.
- The program uses standardized assessments (Iowa Delinquency Assessment or IDA) and/or intake and discharge forms created by the Juvenile Reentry Systems Grant (JRes) teams.
- The program uses the Youth Transition Decision-Making (YTDM) model and completes the transition interview protocol for preparing to return to the local community.
- Other (Limited to 150 characters)

8) Indicate how facilities will follow the Iowa Department of Education's professional development model while training staff in the following areas? (Check all that apply)

- Professional learning communities
- Universal design of instruction
- Evidenced-based intervention instructional strategies
- Special education strategies
- Transitions
- Other (Limited to 150 characters)

9) Name the person at each correctional facility or institution for neglected or delinquent children and youth responsible for issues relating to the transition of such children and youth between such facility or institution and locally-operated programs.

Facility or Institution Name	Transition Coordinator Full Name	Email	Phone
<populated>			

10) Describe how the state agency will coordinate with businesses for training and mentoring for participating children and youth. (Limited to 500 characters)

11) Describe how the state agency will coordinate with businesses for training and mentoring for participating children, youth, and young adults. (Limited to 500 characters)

12) Which additional connections to services will be provided to students, such as career counseling, distance learning, and assistance in securing student loans and grants? (Check all that apply)

- Iowa Aftercare
- Iowa Workforce Development
- Iowa Vocational Rehabilitation
- Staff work with students to complete college applications and financial aid
- Other (Limited to 150 characters)

13) Describe how the state agency will, to the extent feasible, note when a child, youth, or young adult has come into contact with both the child welfare and juvenile justice systems. (Limited to 500 characters)

14) Describe how the state agency will, to the extent feasible, deliver evidence-based services and interventions (to the extent a state determines that such evidence is reasonably available) designed to keep children, youth, and young adults in school. (Limited to 500 characters)

# Program Budget

The state agency must:

1. Budget 100% of total available funds.
2. Reserve at least 15% and not more than 30% of its amount to support transition services.
3. Explain its use of the "Other" line item or object code.
4. Mark the component "Complete" using the button in the bottom right-hand corner.

Title I, Part D, Subpart 1—Neglected, Delinquent, and At-Risk State Agency Programs	
Reallocated	<populated>
Prior Year Carryover	<populated>
Allocation	<populated>
<b>Total Available</b>	<calculated>
Amount Budgeted	<calculated based on entered values>
Difference Between Available and Budgeted	<calculated>

## Agency Share

	Allowable Activity SEC. 1415. 20 U.S.C. 6435	Salaries 1xx	Benefits 2xx	Purchased Services 3xx through 5xx	Supplies 6xx	Property 7xx	Debt Service and Misc. Objects 8xx	Other Items 9xx	Line Total
1	Transition services								\$0.00
	<b>Totals</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

## Crosswalk – ESEA Allowable Activity to Budget Line Item

Citation	Allowable Activity	Line Item
1415(a)(2)(A)(i)	(a) USES.— (2) PROGRAMS AND PROJECTS.—Such programs and projects — (A) may include— (i) the acquisition of equipment;	Acquisition of equipment
1415(a)(2)(A)(ii)	(ii) pay-for-success initiatives; or	Pay-for-success initiatives
1415(a)(2)(A)(iii)	(iii) providing targeted services for youth who have come in contact with both the child welfare system and juvenile justice system;	Targeted services related to the child welfare and juvenile justice systems
1415(a)(2)(B)	(B) shall be designed to support educational services that— (i) except for institution-wide projects under section 1416, 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; (ii) 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 (iii) afford such children and youth an opportunity to meet challenging State academic standards	Educational services
1418(a)	(a) TRANSITION SERVICES.—Each State agency shall reserve not less than 15 percent and not more than 30 percent of the amount such agency receives under this subpart for any fiscal year to support— (1) 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 local educational agencies or schools operated or funded by the Bureau of Indian Education; or (2) 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 the youth for, postsecondary education, or career and technical training programs, such as—	Transition services <ul style="list-style-type: none"> <li>Each state agency must reserve not less than 15 percent and not more than 30 percent of the amount the agency receives under this subpart for any fiscal year to support transition services defined to the left.</li> </ul>

Citation	Allowable Activity	Line Item
	<p>(A) 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;</p> <p>(B) 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</p> <p>(C) essential support services to ensure the success of the youth, such as—</p> <ul style="list-style-type: none"> <li>(i) personal, career and technical, and academic, counseling;</li> <li>(ii) placement services designed to place the youth in a university, college, or junior college program;</li> <li>(iii) information concerning, and assistance in obtaining, available student financial aid;</li> <li>(iv) counseling services; and</li> <li>(v) job placement services.</li> </ul>	