



ESEA Title I, Part D, Subpart 2 Neglected and Delinquent Monitoring

– Guidance for LEAs –



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Title I, Part D - Neglected & Delinquent

Introduction

The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk, authorized by Title I, Part D of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (20 USC §6421 et seq.) include two programs; one for state programs and another for local programs. Title I, Part D, Subpart 2 and Subpart 3 outline the requirements for local programs:

- Title I, Part D, Subpart 2 authorizes the Department of Education (ED) to award grants to State Educational Agencies (SEAs) to enable them to award sub-grants to Local Educational Agencies (LEAs) that have youth who reside in locally operated correctional facilities. LEAs may provide programs that serve children and youth who are in locally operated correctional facilities, or are attending community day programs for delinquent children and youth. Additionally, Subpart 2 programs may provide assistance to children and youth who are victims of neglect or at risk of dropping out of school.
- Subpart 2 state-licensed childcare institutions, located within school district boundaries, must have locally-funded regular education programs in which students enroll 20 hours a week to be eligible to receive funding for Title I, Part D, supplementary programs. Adult institutions must have locally-funded education programs in which students enroll 15 hours a week to be eligible to receive funding for Title I, Part D, supplementary programs.
- Subpart 3 requires LEAs to evaluate their programs using multiple and appropriate evaluation measures at least once every three years to determine the programs' effects on student achievement.

Purpose

The Title I, Part D, Subpart 2 Grant was authorized by Congress to assist LEAs and agencies to address the academic and support needs of at-risk children and youth. It shares the same purpose as Title I, Part A, sets high standards for all students to achieve, provides academic support and related systems to these students, and ensures state standards are met. Subpart 2 also places emphasis on using grant funds to enable students to make successful transitions from institutions to further schooling or employment.

The purpose of Subpart 2 is to support the operation of LEA programs that:

- improve educational services for children and youth in local institutions 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;

Title I, Part D - Neglected & Delinquent

- provide such children and youth with the services needed to make a successful transition to further education or employment; and
- 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.

Monitoring Guidance

Monitoring reviews ensure federally funded programs are operating in accordance with the approved application and supplement the regular program of education for students. This document provides the guiding questions used by the Department of Public Instruction (DPI) during monitoring reviews. The document will help LEAs prepare evidence for discussion of the Title I, Part D program requirements. For clarification on any aspects of the monitoring guidance, please contact the Title I, Part D, Subpart 2 consultant, Kim Jenkins, at kimberly.jenkins@dpi.wi.gov, or the Title I, Part D, Subpart 2 grants specialist, Clara Pfeiffer, at clara.pfeiffer@dpi.wi.gov.

Title I, Part D - Neglected & Delinquent

PROGRAM OBJECTIVES

REQUIREMENT: The purpose of Title I, Part D, Subpart 2 is to support the operation of LEA programs that collaborate with locally operated institutions to carry out high quality education programs designed to meet the needs of at-risk students in the following areas, as applicable:

- identifying student specific academic and other support needs
- employment or training programs
- activities to facilitate transition of students
- technology to support instruction
- innovative program options and strategies that prepare at-risk students for secondary school completion, training, employment, or further education

20 U.S.C. 6451

Required Documentation:

- 1.a.** A synopsis of the program supported by Title I, Part D funds at each institution.
- 1.b.** A synopsis of objectives developed to meet the needs of at-risk students in each institution.

Guiding Questions:

1. Is the submitted application reflective of the program being implemented?
2. What are the various approaches used to accomplish objectives in meeting the needs of at-risk students?
3. Briefly describe how collaboration and coordination efforts were carried out for program development and program evaluation processes. Who participated in the planning efforts for these areas?

Title I, Part D - Neglected & Delinquent

TRANSITION

REQUIREMENT: Transitional and supportive programs operated under this subpart shall be designed primarily to meet the transitional and academic needs of students returning to LEAs or alternative education programs from correctional facilities. Services to students at-risk of dropping out of school shall not have a negative impact on meeting the transitional and academic needs of the students returning from correctional facilities.

20 U.S.C. 6452

Required Documentation:

- 2. Data that demonstrates transition program outcomes, which include credit recovery support and completion rates for secondary and post-secondary course work.

Guiding Questions:

1. What programs or strategies have been implemented with Title I, Part D funds to enable students to have transitional success at various levels? (*e.g., returning to the home school, community employment, post-secondary*)
 - a. How are students accessing credit recovery?
 - b. What procedures are in place for students to successfully transition back to their home school to continue their education?
 - c. What career or post-secondary guidance do students receive?
 - d. How are students gaining post-secondary skills and high school credit? (*where applicable*)
2. What programs or strategies have the greatest impact on improving outcomes for students?

Title I, Part D - Neglected & Delinquent

FORMAL AGREEMENT

REQUIREMENT: Each LEA receiving funds under Title I, Part D, Subpart 2 must ensure a formal agreement is developed with correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system institution that will provide the programs for residential neglected and delinquent youth.

20 U.S.C. 6453 (2)

**The formal agreement must clarify the roles and responsibilities of each party to ensure that students have the same opportunities as their peers in public education. The agreement must include LEA/institution representatives and, if applicable, third-party/ CESA personnel in the development process; and the formal agreement must clearly delineate the responsibilities and timelines of all appropriate parties from each entity.*

Required Documentation:

- 3.a. Formal agreement for each institution.
- 3.b. Documentation demonstrating that essential aspects of the formal agreement occurred as written, including program and application planning, program assessment, and the annual child count survey.

Guiding Questions:

1. Was the formal agreement carried out as written?
2. Are modifications necessary to ensure objectives are achievable in the coming year? If so, what changes will be implemented in the following year?

Title I, Part D - Neglected & Delinquent

PROGRAM EVALUATION

REQUIREMENT: Each LEA that conducts a program under Title I, Part D, Subpart 2 shall evaluate the program, not less than once every three years, to determine the program's impact. Each LEA shall submit evaluation results to the SEA and use the results to plan and improve subsequent programs for participating children and youth.

20 U.S.C. 6471, 30 U.S.C. 6456

**The National Technical Assistance Center for the Education of Neglected or Delinquent Youth (NDTAC) provides [guidance on completing a program evaluation](#).*

Required Documentation:

- 4.a. A disaggregation of student achievement data by gender, race, ethnicity, and age. Using the data, include an analysis of the program and student success for each institution.
- 4.b. A description of how each institution uses data in order to maintain and improve educational achievement, operate and enhance transitional programs, and facilitate credit accrual for the purpose of grade promotion, graduation, or an equivalent graduation program.
- 4.c. Updated program plan based on evaluation results.

Guiding Questions:

1. What data is available to determine the program's impact on the ability of participants to:
 - a. maintain and improve educational achievement;
 - b. accrue school credits that meet state requirements for grade promotion and secondary school graduation;
 - c. make the transition to a regular program or other education program operated by an LEA;
 - d. complete secondary school or secondary school equivalency requirements, and obtain employment after leaving the correctional facility or institution for neglected and delinquent children and youth; and
 - e. as appropriate, participate in post-secondary education and job training programs?
2. What other programs or strategies are implemented?
3. Based on the data, what programs or strategies are improving outcomes?

Title I, Part D - Neglected & Delinquent

FIDUCIARY RESPONSIBILITY

REQUIREMENT: Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, are required until disposition takes place.

As a minimum, procedures will meet the following requirements:

- property records must be maintained;
- a physical inventory of the property must be taken and the results reconciled with the property records at least once every two years;
- a control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated;
- adequate maintenance procedures must be developed to keep the property in good condition; and
- if the subrecipient is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

2 C.F.R. Part 200, Subpart D, §200.313(d)

Required Documentation:

5.a. The local policy on capitalization of equipment, including threshold used to determine when equipment is determined to be a capital item.

5.b. Property records that include (all are required):

- a description of the property;
- a serial number or other identification number;
- the source of funding for the property, including the Federal Award Identification Number (FAIN) found on the subaward received from DPI;
- who holds title;
- the acquisition date;
- the cost of the property and percentage of federal funds used for the property;
- the location of the property;
- use and condition of the property; and
- any disposition data, including the date of disposal and sale price of property.

5.c. Documentation that a physical inventory of the property is taken and the results are reconciled with property records at least once every two years, which includes:

- a description of how the inventory was taken;
- documentation reflecting a check-off of items listed in the property records or equivalent support that a physical inventory was taken; and
- date of the inventory and date of most recent prior inventory.

Title I, Part D - Neglected & Delinquent

5.d. Written procedures in place to prevent and investigate loss, damage, or theft to equipment or supplies.

5.e. Written policy for selling property purchased with Title funds.

Guiding Questions:

1. What procedures are in place to ensure that new property purchased with federal funds, is included in the LEA's property management system? How is the person responsible for property management made aware of new purchases?
2. What procedures are in place to ensure materials and equipment purchased for a private school/facility/institution under Title I, Part D, Subpart 2 are included in the LEA's property management system?

REQUIREMENT: Costs must meet the following general criteria in order to be allowable under federal awards:

- be necessary and reasonable,
- be allocable,
- conform to 2 C.F.R. Part 200 or the federal award requirements as to types or amount of cost items,
- be consistent with policies and procedures that apply uniformly to both federally-financed and other activities,
- be accorded consistent treatment. A cost may not be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the federal award as an indirect cost,
- be determined in accordance with generally accepted accounting principles (GAAP),
- not be included as a cost or used to meet cost sharing or matching requirements of any other federally-financed program, and
- be adequately documented.

2 C.F.R. Part 200, Subpart E, 200.403

Required Documentation:

5.f. Expenditure reports for Title I, Part D, Subpart 2 demonstrating that funds were spent as approved in the online budget. *(This documentation is required even if the LEA has a third-party grant administrator assisting with the grant.)*

Guiding Questions:

1. Who is involved in determining which expenses are applied and entered into the online Title I, Part D, Subpart 2 budget?

