

# Iowa Department of Education

## NEGLECTED AGREEMENT, NARRATIVES, ASSURANCES

**Note: If your district receives local neglected funding, you must complete the Neglected Narratives form to receive Title I local neglected funding.**

For technical assistance with local neglected education programs, contact the Title I consultant for your particular AEA or Rick Bartosh at [richard.bartosh@iowa.gov](mailto:richard.bartosh@iowa.gov) or 515/281-0368.

Enter the whole number(s) for any certified or para salaries on the Staff Assignments screen. A signed agreement between the LEA and the local neglected facility must be kept on file at the district and a copy uploaded to the Title I application. This agreement must be reviewed annually. A [sample agreement](#) follows and is available at <https://www.educateiowa.gov> under Title I Part D. The LEA is responsible for the annual evaluation of the local neglected program.

### Local Neglected Agreement

The \_\_\_\_ Community School District (CSD) and \_\_\_\_\_, a neglected youth facility, agree to coordinate and support a PL 107-110 Title I, Part D, Subpart 2 program within the neglected facility.

The \_\_\_\_ CSD will act as the fiscal agent and program monitor of the Title I program identified below.

The \_\_\_\_\_ facility provides assurance and documentation, upon request, that the Title I, Part D, Subpart 2 funds are being used in one or more of the following ways:

- 1) For 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 in order to complete their education;
- 2) For dropout prevention programs which serve at-risk children and youth, including pregnant and parenting teens, children and youth who have come in contact with the juvenile justice system, children and youth at least 1 year behind their expected grade level, migrant youth, immigrant youth, students with limited English proficiency, and gang members;
- 3) For the coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health service, will improve the likelihood such individuals will complete their education;
- 4) For special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship

- education, and assistance in securing student loans or grants for postsecondary education; and
- 5) For programs providing mentoring and peer mediation.

The \_\_\_\_\_ facility provides assurance and documentation, upon request, that the following services are being made available, when and where applicable, to neglected/delinquent residents at the facility:

- 1) Transition planning
- 2) Coordination of social, health, and other services
- 3) Business partnerships
- 4) Parental involvement
- 5) Coordination with federal, state, and local programs
- 6) Coordination with juvenile justice programs
- 7) Work with probation officers
- 8) Individualized education programs
- 9) Alternative placements

The \_\_\_\_ CSD shall evaluate the program and, where the number of students is sufficient, disaggregating data on participation by gender, race, ethnicity, and age, to determine the program's impact on the ability of participants —

- 1) to maintain and improve educational achievement;
- 2) to accrue school credits that meet State requirements for grade promotion and secondary school graduation;
- 3) to make the transition to a regular program or other education program operated by a local educational agency;
- 4) to complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and
- 5) as appropriate, to participate in post-secondary education and job training programs.

The result of this evaluation shall be used to plan and improve subsequent programs for participating children and youth.

Describe how the services provided to any local delinquent facility with Title I local delinquent funding will be used to meet the transitional and academic needs of students so that they may return to local district or alternative education programs.

The \_\_\_\_\_ facility will provide the following service(s) using Title I, Part D, Subpart 2 funds:

- 1)
- 2)

(to be reviewed annually)

Authorized Signatures for LEA and facility and dates

## Neglected Narratives

2014-2015	District not Updated	SINA Schools (3)	Comments (0)	Save	Finish	Close
Facility Location	Facility Name	Facility Agreement				
Ames	Lutheran Services in Iowa- Beloit - Bethesda Community	<input type="button" value="Upload"/>				

The Neglected Narratives form will be pre-populated with the name of each local neglected facility within the local education agency receiving local neglected funding for the current school year. When the user clicks the **Upload** button next to each facility name, you will be given access to browse your files for the above completed agreement. Once the document is located, click the **Upload** button to attach the agreement to the Title I application. This process will need to be repeated for each local neglected facility listed on the Neglected Narratives form. (The same agreement may be used if individual facilities operate under one parent organization.)

✓ **TIP: Consider typing the narrative responses into a word document, then cut and paste into the narrative boxes. Click Save often to save your changes.**

Local neglected funds may be spent in any of five different ways. In each of the five narrative boxes, the user must DESCRIBE how the Title I local neglected funds will be used to provide services at the local neglected facility to meet the academic and transitional needs of students so that they may return to local district or alternative education programs. Narratives should be reflective of services identified in the Agreement. As appropriate, **indicate “NA” in the narrative box if the local neglected funds are not used for the purpose stated.**

The five narrative questions are:

- Describe how the Title I local neglected funds will be used to provide services at the local neglected facility to assist children and youth in the facility to complete their education and/or transition services.
- Describe how the Title I local neglected funds will be used to provide services at the local neglected facility for dropout prevention
- Describe how the Title I local neglected funds will be used to provide health and social services at the local neglected facility.
- Describe how the Title I local neglected funds will be used to provide vocational and technical education, etc., at the local neglected facility.
- Describe how the title I local neglected funds will be used to provide mentoring and peer mediation at the local neglected facility.

Following the five narrative boxes, is a comment box where you may enter any comment you may have about the neglected narrative.

### Neglected Assurances

**Each correctional facility entering into an agreement with an LEA under Section 1423(2) to provide services to children and youth under Part D, Subpart 2 must review the 11 assurances noted at the bottom of the Neglected Narrative screen and respond “Yes” or “No” to the statement: “The district assures that the above assurances have been met” before the district Title I application can be approved. Once the assurances statement has been answered, the user should click Finish.**

## Neglected Assurances

Each correctional facility entering into an agreement with a LEA under section 1423(2) to provide services to children and youth under this subpart shall

- (1) Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act;
- (2) If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need;
- (3) Where feasible, provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;
- (4) Provide support programs that encourage children and youth who have dropped out of school to reenter school once their term at the correctional facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a secondary school diploma or its recognized equivalent;
- (5) Work to ensure that the correctional facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth;
- (6) Ensure that educational programs in the correctional facility are related to assisting students to meet high academic achievement standards;
- (7) To the extent possible, use technology to assist in coordinating educational programs between the correctional facility and the community school;
- (8) Where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities;
- (9) Coordinate funds received under this subpart with other local, State, and Federal funds available to provide services to participating children and youth, such as funds made available under Title I of Public Law 105-200, and vocational and technical education funds;
- (10) Coordinate programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable;
- (11) If appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth.

The district assures that the above assurances have been met.

2014-2015

District not Updated

SINA Schools (3)

Comments (0)

Save

Finish

Close

Once the user clicks the **Finish** button, validation edits will run. Once all validation edits are passed, the user will be returned to the Title I Home screen and the status will be "District Finished" for the Neglected Narratives form.