



## Consolidated Application

### Title I, Part D, Subpart 2 – Local Agency Programs

### Application Content

The following is an outline of the content for Title ID, Subpart 2, Local Agency application for Neglected and Delinquent funds. The application consists of application questions and a budget. For full guidance, visit the Department's [ESSA Guidance](#) webpage or contact Geri McMahon at [geri.mcmahon@iowa.gov](mailto:geri.mcmahon@iowa.gov) or (515) 281-3944.

### Application Questions – SEC. 1423. 20 U.S.C. 6453

1. Briefly describe the program that will be provided to children and youth. (Limited to 500 characters)
2. Describe formal agreements, regarding the program to be assisted, between the LEA 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. (Check all that apply)
  - Our agency has reviewed the Title I, Part D Subpart 2, guidance and has included all requirements necessary in the agreement according to section 1425 (1-13)
  - Other (Limited to 150 characters)
3. Describe, as appropriate, how participating schools will coordinate with facilities working with delinquent children and youth 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. (Check all that apply)
  - Not Applicable
  - Youth in secure state institutions are provided with high-quality academics and the same state-aligned curriculum and instructional time as would be provided in traditional public schools
  - Other (Limited to 150 characters)
4. Describe the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth. (Check all that apply)
  - Youth receive assistance from interagency liaisons and/or transition specialists who get to know the youth and forge an ongoing relationship.
  - Established protocols for including youth voice and family engagement for all stages of transition.
  - Coordinated creation and operationalized a transition plan for each student.
  - Created policies and procedures for the transition process.
  - Encouraged the use of the Youth Transition Decision-Making (YTDM) model and completed the transition interview protocol for preparing to return to the local community.
  - Engaged multiple partners in the decision-making process for creating appropriate educational pathways.
  - Other (Limited to 150 characters)
5. Describe the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program. (Check all that apply)
  - Students with learning disabilities
  - Substance abuse
  - At-risk children and youth

- Other (Limited to 150 characters)
6. Describe how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth. (Check all that apply)
- Engaged multiple partners for establishing appropriate supports and services for returning to their community (e.g., vocational rehabilitation, Workforce Innovation and Opportunity Act (WIOA), community college, and Medicaid eligibility).
  - Other (Limited to 150 characters)
7. The facility will coordinate and/or partner with which of the following to meet the needs of students returning from correctional facilities? (Check all that apply)
- Not Applicable
  - Local/county social, health, and other services.
  - Prenatal health care and nutrition services.
  - Parenting and child development classes.
  - Child care
  - Targeted reentry and outreach programs.
  - Referrals to community resources.
  - Other (Limited to 150 characters)
8. The facility will coordinate and/or partner with which of the following institutions of higher education or local businesses to facilitate postsecondary and workforce to foster success for children and youth returning from correctional facilities? (Check all that apply)
- Not Applicable
  - Participation in credit-bearing coursework while in secondary school.
  - Enrollment in postsecondary education.
  - Participation in career and technical education programming.
  - Mentoring services for participating students.
  - Other (Limited to 150 characters)
9. Describe, as appropriate, how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities. (Check all that apply)
- Not Applicable
  - The facility has established protocols for including youth voice and family engagement.
  - Engage multiple partners in the decision-making process for creating appropriate educational pathways.
  - Other (Limited to 150 characters)
10. Describe how the program under this subpart will be coordinated with other Federal, State, and local programs, 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. (Check all that apply)
- Not Applicable
  - Work jointly with outside agencies to assist students and specific needs for career/work readiness.
  - Acquire assistance from Vocational Rehabilitation, Workforce Development, Department of Human Services, Juvenile Court System and other education agencies to acquire appropriate skills for students.
  - Other (Limited to 150 characters)
11. Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable. (Limited to 500 characters)
12. Describe, as appropriate, how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities. (Check all that apply)
- Not Applicable
  - The facility collaborates with the Juvenile Court Officers to ensure the plans are specific to the individual students and their success.

- The facility collaborate with the Juvenile Court Officers to ensure the student has all the proper tools and connections to community resources to continue their success.
  - Other (Limited to 150 characters)
13. Describe the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child’s or youth’s existing individualized education program. (Check all that apply)
- The IEP is obtained from the students' home school district, the IEP is reviewed and amended to meet the individual's needs while attending the facility.
  - Teachers working specifically with a student, who has an IEP, will be notified and accommodation/modification documentation sheets will be provided to them.
  - Special Education teachers will monitor progress of each student's IEP goals and report them to the necessary parties involved.
  - The designated 504 Coordinator will monitor the progress and goals of each student that has a 504 or Health plan.
  - Teachers will be provided with necessary accommodation/modification documentation sheets for any student with an IEP.
  - Other (Limited to 150 characters)
14. Describe, as appropriate, the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program. (Check all that apply)
- Not Applicable
  - Youth are involved in an assessment of whether to return to their original school. If it is not safe or appropriate for a student to return to their school of origin, placement staff assist with options and procedures to transfer to another school in the community, or other options.
  - All involved parties will meet to review the student's progression of the program and educational records to determine if an alternative educational setting is needed when the student returns back to their home setting. The transition coordinators and caseworkers will then contact alternative educational programs within the student's home district, and coordinate with all stakeholders, on admissions into these alternative educational programs.
  - Other (Limited to 150 characters)

## Application Budget

- Provide budget detail using the line items that correlate with the allowable activities outlined in code. Please note that the use of “Other” for a line item or an object code requires an explanation.

Allowable Activity (SEC. 1424. 20 U.S.C. 6454)	Line Item
Funds provided to local educational agencies under this subpart may be used, as appropriate, for— (1) 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;	Transition programs
(2) dropout prevention programs which serve at-risk children and youth;	Dropout prevention programs
(3) 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 services, will improve the likelihood such individuals will complete their education;	Coordination of health and social services, including day care, drug and alcohol counseling, and mental health services.

Allowable Activity (SEC. 1424. 20 U.S.C. 6454)	Line Item
(4) 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;	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.
(5) programs providing mentoring and peer mediation;	Mentoring and peer mediation programs
(6) programs for at-risk Indian children and youth, including such children and youth in correctional facilities in the area served by the local educational agency that are operated by the Secretary of the Interior or Indian tribes;	Programs for at-risk Indian children and youth
(7) pay for success initiatives	Pay for success initiatives