

Application Guidance for Neglected and Delinquent Facilities

The following is a list of components that LEAs should consider including when developing an application for the neglected and/or delinquent facilities that can receive Title I funds.

Purpose of Funding

The application should contain a basic description for the purpose of neglected and delinquent funding. The funding is intended to:

- improve educational services so that children and youth have the opportunity to meet the same challenging state academic content standards;
- provide children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and
- provide support and structures for students to ensure their continued education.

Type of Facility

The application should have a section in which the facility:

- i. designate the type of program (neglected or delinquent) with supporting documentation;
- ii. provide an overall description of the program stating the purpose of the facility; and
- iii. provide an indication of whether the funds will be used for an institution-wide or a targeted-assistance program.

The definitions of institution-wide and targeted-assistance programs are as follows:

- An **institution-wide program** provides educational and transitional services to all students in the program and upgrades the entire educational and transitional effort. In order to use funds in this manner, a comprehensive plan for the program must be developed which includes a needs assessment.
- A **targeted-assistance program** only provides additional services to students identified as failing or most at risk of failing to meet the state's challenging academic content standards and student academic achievement standards.

Educational & Transitional Program Description

The application should include a section in which the facility describes the following aspects of the program as being comparable to public schools:

- Benchmark assessments conducted
- Progress monitoring procedures
- Interventions provided
- Subjects offered and credit accrual

- Types of completion options (high school diploma and/or high school equivalency)
- Teacher certification

(Note: If the facility does not have a Category 1-Special Purpose School designation, then this information would be unnecessary.)

Needs Assessment and Goals

In order to effectively utilize the funds, the facility should describe the results of the needs assessment that was conducted and report the data they have collected. A needs assessment should be conducted for educational and transitional needs.

If the facility is designated as a targeted-assistance program, then the identification process should also be included in the needs assessment for:

- **Educational Services:** Describe the procedures used to identify the children to be served through the targeted-assistance program, including the assessment tools and schedule.
- **Transitional Services:** Describe the procedures used to assess the transitional needs of the children to be served through the targeted-assistance program. Include assessment tools and schedule. Describe the criteria you will use to select students for additional transitional services provided by this facility.

From the needs assessment, the application should include:

- **Facility Goals:** Briefly summarize the educational and transitional goals of this program. Goals must be consistent with the purpose of the neglected and delinquent program and address the student deficiencies identified in the needs assessment or the identification process.
- **Measurable Program Objectives:** Using existing data cited in the needs assessment or the criteria for providing targeted-assistance as the baseline, list measurable performance objectives related to the students you intend to serve. The measurable objectives will establish the criteria to evaluate the efficacy of the activities and assist in future facility planning.

Educational & Transitional Program Evaluation

The application should include a section in which the facility describes how each measurable program objective will be evaluated. The evaluation should include a description of the assessment procedure and timeline that will be used to evaluate the effectiveness of each funded activity.

Use of Funds

The application should ask the facility to include a description of the use of funds. Funds received for Title I, A Neglected and Title I, D may be used only for facility and projects that provide neglected and delinquent children and youth with the opportunity to meet the same challenging Tennessee academic standards that all children in the state are expected to meet. The facilities and projects funded must concentrate on providing participants with the knowledge and skills needed to make a successful transition to secondary school completion, technical training, further education, or employment. With the exception of the institution-wide programs, funds shall be used to support educational services provided to children and youth identified as failing, or most at risk of failing. The facility or project must **supplement** and improve the quality of educational services provided to the children identified. Funds may be used to evaluate the program or acquire equipment necessary for the successful implementation of the program.

Supplement, Not Supplant Requirement

A facility that supplements the number of hours of instruction students receive from state and local sources shall be considered to comply with the supplement, not supplant requirement of section 1118 (as applicable).

The description of the use of funds should be specific and outline exactly how the funds will be expended. An example budget sheet is also attached. The following items should be included:

- personnel that will be funded through the facility, including the estimated salary and the FTE (full-time equivalent)
- activities or materials that will be purchased to address the identified needs
- equipment that will be purchased and how it supports the program goals
- professional development that will be provided to teachers and staff to assist students
- educational and/or transitional services for *each* of the measurable program objectives
 - personnel to be hired with this funding
 - related activities, including any strategies or materials, to be supported by this funding

Sample Budget Sheet

Line Item	Description	FTE (if applicable)	Budget Amount
Teachers	Transition services coordinator: This position will assist students in obtaining desired outcomes while at the facility and provide services which will facilitate the transition to other educational services or to employment.	1.0	\$43,600
Educational Assistants	Three educational assistants will be employed to provide additional support to students in obtaining the desired educational outcomes.	3.0	\$60,000
Other Salaries & Wages	Job coach: This part-time position will work with students on the development of job skills to assist them with the transition to employment once leaving the facility.	.5	\$20,000
Benefits	Benefits for the positions		\$15,400
Instructional Supplies & Materials	Supplemental educational materials will be purchased to assist students who are reading below grade level with the mastery of curriculum standards.		\$5,000
	Additional modules of the Plato software will be purchased in order to provide students with the opportunity to recover credits and to provide additional skill development.		\$4,000
Equipment	Computers: Three computers will be purchased to provide students access to curriculum software that will assist in achievement of the desired educational outcomes.		\$7,500
	Smart Boards: Two smart boards will be purchased for use in the Title I classrooms to provide students with interactive instruction to increase engagement and motivation which will positively impact student educational outcomes.		\$3,000

Collaboration Efforts

The application should include a section in which the facility describes how the program coordinates with other programs to meet the unique educational needs of students. The following are some examples:

- Additional services to be provided to children and youth, such as career counseling, distance learning, and assistance in securing student loans and grants
- Efforts to work with probation officers to assist in meeting the needs of children and youth returning or preparing to return from correctional facilities
- Programs or services offered by school districts for students transitioning back to public school
- Efforts to find alternative placement for children and youth interested in continuing their education but unable to participate in a regular public school program

Parent Involvement

The application should include a section in which the facility describes the training and information that will be provided to parents/guardians to improve their child's educational achievement, to assist with drop-out prevention, and to avoid involvement in delinquent activities.

Application Assurances

The application must include application assurances in order to ensure that regulatory requirements are being met and positive academic progress is attained for each youth served. The facility must state that it will:

- Ensure that the facility is complying with all applicable statutory and regulatory requirements including its responsibilities as outlined in the facility application, in the Elementary and Secondary Education Act (ESEA) Section 1423, use of funds Section 1424, program requirements in Section 1425 and program evaluations Section 1431.
- Ensure the facility has all of the formal agreements it has made on file and that these formal agreements meet the requirements set forth in Section 1423 of the ESEA.
- Complete an annual survey to generate funding for the next program year.
- Per Section 1431, evaluate the program, disaggregating Consolidated State Performance Report (CSPR) data or contract data on participation by gender, race, ethnicity, and age annually to determine the facility's effect 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 a local educational agency;
 - d. Complete secondary school (or secondary school equivalency requirements), and obtain employment after leaving the facility; and,

- e. As appropriate, participate in postsecondary education and job training. In conducting each evaluation, the LEA agrees to use multiple and appropriate measures of student progress.
- Submit the Consolidated State Performance Report (CSPR) or contract data evaluation results to the district and use the results of these evaluations to plan and improve subsequent programs for participating children and youth.
 - Ensure that the Title I allocation is used to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources and not supplant such funds to ensure the funding benefits the educational, therapeutic, and transition needs of the youth being served.
 - Ensure educational programs in the facility are coordinated with student's home school, particularly in the case of students that have an individualized education program (IEP).
 - Ensure that the facility is compliant with all requirements of IDEA, including staff certifications, procedures for identifying students with special needs, and procedures for serving students with special needs, etc.
 - Ensure that if the child or youth is identified as being in need of special education services while in the facility, the local school is notified of the need.
 - Ensure that the facility is staffed with appropriately certified teachers and other qualified staff who are trained to work with children with disabilities and other unique needs of the facility.
 - Use fiscal control and accounting procedures that will ensure the proper management of, and accounting for, the federal Title I funds provided to the facility.
 - Keep and provide records that may be reasonably required for fiscal audit and/or program evaluation and submit any records requested by the LEA or TDOE in a timely manner.
 - Ensure that state travel rates are to be used for Title I travel expenses. Adequate travel logs, as well as other necessary information, will be maintained to support expenditures.
 - Ensure payrolls are supported by time and attendance or equivalent records for individual employees. Salaries and wages of employees chargeable to more than one grant program or cost objective, if applicable, will be supported by appropriate time distribution records (such as PARs or semi-annual certifications).
 - Maintain control of property purchased with Title I funds, maintain inventory lists, label equipment appropriately and use district procedures for disposition and transferring of equipment.