

Title I, Part D – Subpart 2 Application



**Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk**

**Local Educational Agency
Request for Renewal (RFR)
School Year 2017-2018**

TITLE I, PART D – SUBPART 2 – REQUEST FOR RENEWAL APPLICATION
**Prevention and Intervention Programs for Children and Youth Who Are Neglected,
Delinquent, or At-Risk**

Local Educational Agency: _____ School Year 2017-2018
TITLE I, PART D COORDINATOR: _____
Telephone: _____ E-mail: _____

PROGRAM GUIDANCE

Purpose: Title I, Part D is:

- 1) To carry out high quality education programs to prepare children and youth for secondary school completion, training, employment, or further education;
- 2) To provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and
- 3) To operate programs in local schools for children and youth returning from correctional facilities, and programs which may serve at-risk children and youth.

Eligible Applicants:

A Local Educational Agency (LEA) is eligible to continue to receive Subpart 2 funds if within its geographical boundaries there are locally operated correctional facilities not operated by the State, including public or private facilities and community day programs, responsible for providing a free, public education for children and youth who are neglected or delinquent.

Allowable Activities And Use Of Funds: [Section 1424.]

- A. Continuation funds provided to LEAs through this grant 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 to help them remain in school to complete their education;
 - 2) 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) Coordination of health and social services for such individuals if there is 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;
 - 4) 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;
 - 5) Programs providing mentoring and peer mediation; and

6) Pay for Success initiatives.

B. Contracts and Grants – A Local Educational Agency may use a subgrant received under this subpart to carry out the activities described under the above items 1-6, directly or through subgrants, contracts, or cooperative agreements.

Continuation funds used for each Correctional facility entering into an agreement with an LEA to provide services to children and youth shall: **[Section 1401]**

- 1) 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 (IDEA);
- 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) 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) 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) Use technology to assist in coordinating educational programs between the correctional facility and the community school;
- 8) 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 with other local, state, and federal funds available to provide services;
- 10) Coordinate programs with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs;
- 11) Work with local businesses to develop training, curriculum-based youth entrepreneurship education and mentoring programs for children and youth.

SubGrantee Selection Award Determination:

The 2017-2018 Request for Renewal (RFR) grant application is year 3 of a three-year cycle. Continuation grant awards will be determined in relation to extent of need, quality of the application, ability to meet the program requirements and to demonstrate annually and at the end of a three-year cycle, student progress and achievement in meeting the program indicators. The Program Narrative should describe the 3 years generally and year 3 specifically.

Each subgrantee will undergo a risk assessment established by the Maryland State Department of Education (MSDE) prior to the awarding of federal funds. The criteria used will consist of the following five federal guiding principles for providing high-quality education in juvenile justice secure care settings and the federal and state monitoring compliance areas for the Title I, Part D program. The Guiding Principles for High-Quality Education are:

1. A safe, healthy, facility-wide climate that prioritizes education, provides the conditions for learning, and encourages the necessary behavioral and social support services that address the individual needs of all youths, including those with disabilities and English learners.
2. Necessary funding to support educational opportunities for all youths in long-term secure care facilities, including those with disabilities and English learners, comparable to opportunities for peers who are not system-involved.
3. Recruitment, employment, and retention of qualified education staff with skills relevant to juvenile justice settings who can positively impact long-term student outcomes through demonstrated abilities to create and sustain effective teaching and learning environments.
4. Rigorous and relevant curricula aligned with State academic, career, and technical education standards that utilize instructional methods, tools, materials, and practices that promote college- and career-readiness.
5. Formal processes and procedures through statute, Memoranda of Understanding (MOU) and practice that ensure successful navigation across child-serving systems and smooth reentry into communities.

Note: As the state education agency and pass through for federal funds, MSDE is under obligation to proactively monitor subawards to ensure compliance with federal and state laws and regulations governing the programs to be administered in accordance with the Federal Uniform Administrative Requirements 2 CFR §200.331 (d) and (e). MSDE will conduct a risk analysis prior to awarding federal funds and may place certain conditions on the grant, based on the determined level of risk.

SUBMISSION TIMELINES:

1ST Submission for Program Manager Review: On or before August 18, 2017. Submit an electronic copy with required attachments to:

**Valerie Ashton-Thomas, Coordinator
valerie.ashton-thomas@maryland.gov**

**First submission through county's Bridge to Excellence (BTE) POC:
By **October 16, 2017****

**Final submission through county's BTE POC:
November 17, 2017**

Submit an original hardcopy with required signatures and attachments to the LEA's Master Plan Point-of-Contact to:

**Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201.**

TITLE I, PART D - SUBPART 2 – REQUEST FOR RENEWAL APPLICATION

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

Local Educational Agency: _____ School Year 2017-2018

A. PROGRAM NARRATIVE

The Program Narrative must include the following components:

- Extent of Need
- Goals, Objectives, and Milestones
- Plan of Operation
- Evaluation
- Management Plan/Key Personnel

The Extent of Need must:

- a. Cite research supporting your continued need for this program.
- b. Present quantitative data and qualitative data in support of specific population and schools/programs served and related educational services during year two.
- c. State what data were collected to confirm the existence of the problem, the sources of the data, and the methods used to collect them.
- d. Include relevant demographics and other statistics about the population you intend to serve. Describe the wider impact on the local community if the problem is not addressed.
- e. Document current or past efforts to address the problem.

Goals, Objectives, and Milestones must contain the following information:

- a. **Target Population:** Specify the population the project will address. Program services must aim to increase student achievement.
- b. **Goal Statements:** Must be realistic goals based on a review of the research literature that is relevant to interventions and performance measures. Goals must specify a measurement instrument or source and reference indicators (e.g., test scores, absentee rates, report card grades, promotion rates, parental educational levels).
- c. **Objective Statements:** Must set a specific date for attainment (e.g., month and year).
- d. **Milestone statements:** Must be set in measurable terms with specific dates for attainment and aligned with project objectives and strategies.

**TITLE I, PART D - SUBPART 2 – REQUEST FOR RENEWAL APPLICATION
Prevention and Intervention Programs for Children and Youth Who Are Neglected,
Delinquent, or At-Risk**

Local Educational Agency: _____	School Year 2017-2018
--	------------------------------

B. PLAN OF OPERATION

The Plan of Operation section describes how the program requirements will be implemented. Based on the original approved application, describe in detail how the LEA will continue to address the following requirements and include a detailed description of how the program will coordinate with federal, state, and local programs: [Section 1423(3-13)]

(For example, a LEA's coordination efforts may include quarterly meetings with Title I, Part A, and/or Special Education to discuss how the program requirements are being met effectively without duplication of effort, challenges, barriers, budget spend-down, etc.).

1. Provide a detailed description of 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. (Sec.1423 (3))
2. Provide a detailed description of 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; (Sec. 1423 (4))
3. Provide a detailed description of 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. Provide a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth. If appropriate, provide an estimated number of children and youth to be served according to each characteristic. Also include the number of individuals expected to return to the local school system. (Sec. 1423 (5))
4. Provide a detailed description of how schools of the will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk, children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the children or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources and scheduling flexibility. (Sec. 1423 (6))

5. Provide a detailed description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students; (Sec. 1423 (7))
6. Provide a detailed description of 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; (Sec. 1423 (8))
7. Provide a detailed description of how the Neglected or Delinquent Program will be coordinated with other federal, state, and local programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth; (Sec.1423 (9))
8. Provide a detailed description of 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. (Sec.1423 (10))
9. Provide a detailed description, as appropriate, of how schools/LEA will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities. (Sec. 1423 (11))
10. Provide a detailed description of the efforts participating schools/LEA will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program. (Sec. 1423 (12))
11. Provide a detailed description of the steps the schools/LEA will take to find alternative placements for children and youth interested in continuing their education, but unable to participate in the regular public school program. (Sec. 1423 (13))
12. Provide a chart, spanning the last three years, that details the progress the LEA is making in dropout prevention. (Sec. 1426)
13. Provide, annually, the number of students served during the period of the grant. The "period" is described as the school year or period of funding from July 1 to September 30 the following year. (Sec. 1412 – Eligibility)

C. EVALUATION OF TITLE I, PART D PROGRAM ACTIVITIES: [Section 1431.]

The LEA must undergo an annual evaluation and complete a mid and final progress report to assess its progress toward achieving its goal(s) and objective(s) described in the program narrative. The Three-Year End of Cycle Evaluation will consider the entire project, beginning to end. The results of the evaluation must be: (1) used to refine, improve, and strengthen the program and to refine the performance measures; and (2) made available to the public upon request, with public notice of such availability provided. Describe how the LEA will carry out the evaluation requirements and address the following **eight** performance measures that will be used to examine the effectiveness of the Part D program:

1. The percentage of long-term students served who have both pretest and posttest scores in reading.
2. The percentage of long-term students served who have both pretest and posttest scores in math.
3. The percentage of long-term students served who improved from ½ to one full grade level on mathematics assessments.
4. The percentage of long-term students served who improved from ½ to one full grade level on reading assessments.
5. The percentage of students served earning high school course credits up to 90-days after exit from the Title I, Part D program.
6. The percentage of students who enrolled in a school after exit from the Title I, Part D program.
7. The percentage of students with transition plans that successfully transition from institutions to schools, post-secondary education, vocational training or employment.
8. The percentage of students obtaining a secondary high school diploma, or its recognized equivalent, or obtaining employment.

Scope of Evaluation

The LEA shall evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age, while protecting individual student privacy to determine the program's impact on the ability of participants to:

1. Maintain and improve educational achievement and to graduate from high school in the number of years established by the State under either the four-year adjusted cohort graduation rate or the extended-year adjusted cohort graduation rate, if applicable;
2. Accrue school credits that meet State requirements for grad promotion and high school graduation;
3. Make the transition to a regular program or other education program operated by a local educational agency;
4. Completed high school (or high school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and
5. Participated in postsecondary education and job training programs, as appropriate. At a minimum, the evaluation must include information and data on the use of funds, the types of services provided, and the students served by the programs (disaggregated data on

participation by gender, race, ethnicity, and age to determine the program's impact on the ability of participants). However, the evaluation should contain sufficient information for the services that were provided and the effect on academic achievement.

D. MANAGEMENT PLAN/KEY PERSONNEL:

Provide information on how the project will be supervised and staffed. Submit a detailed and time-specific management plan with pre-assigned responsibilities to include:

- Participation in technical assistance opportunities offered by the SEA.
- Submission of required reports.
- Regularly monitoring the performance of the program during implementation.
- Startup activities
- Assuring continuity and quality of the program during implementation.
- Regularly monitoring fiscal requirements on the uses and spend-down of funds.
- Submission of program evaluation data.
- Purchasing and distribution of program supplies, equipment, and materials
- Professional development activities
- Stakeholder and staff meetings

On the Management Plan Worksheet, **chronologically** list all major management actions necessary to implement the program during the first year of funding

Management Plan/Key Personnel

Action Description	Beginning & End Dates	Person Responsible
Brief Description # 1	Date	Name or Position
Brief Description # 2	Date	Name or Position
Brief Description # 3	Date	Name or Position
MSDE Requirements		
Interim Progress Report (C-1-25C)	March 30, 2018	Name or Position
Final Progress Report (C-1-25D)	November 30, 2018	Name or Position
Annual Count Report	December 2017/January 2018	Name or Position
Consolidated State Report Data	January 2018	Name or Position
Three-Year End-of-Cycle Report	December 31, 2018	Name or Position
Annual Financial Report (AFR)	November 30, 2018	Name or Position
Annual on-site and/or desk monitoring	Spring 2018	Name or Position

E. BUDGET INFORMATION AND NARRATIVE

Your program’s budget should detail year three of the project. It should demonstrate the extent to which the budget is **reasonable, necessary, supplemental, allowable, allocable and cost-effective**. All costs described in the program financial description will appear in the budget narrative and must have a corresponding entry in the itemized budget for year three. Begin your budget with a discussion justifying any line item expenses that are not obvious from the program narrative. Explain how you estimated the cost of your line items. Show how your budget is cost effective. Immediately following your justification, include a line-item description using the format in the example below. **Group line items according to the following categories: Salaries and Wages; Contracted Services; Supplies and Materials; Other Charges; Equipment; Transfers. Total each category.**

Each line must be detailed and specific. Light refreshments provided to parents that attend a family involvement meeting or training is acceptable. USDE agrees that providing food for parents as an incentive for them to attend trainings and meetings is appropriate. However, food costs must be reasonable and necessary. **The per person “rule of thumb” for purchasing food for parent meetings is: Light snacks - \$2- \$3 or less; Breakfast - \$3 - \$5 or less; Lunch - \$5 - \$8 or less; Dinner - \$8 - \$11 or less.** Neglected, delinquent, and at-risk children and youth are eligible for child nutrition programs and therefore costs associated with meals/snacks for programs would be covered under such programs. Food costs for staff, rental of a facility is not allowable. Cost estimates for using requested funds must be reasonable with current market prices. Use the format indicated by the following excerpt from a sample Budget Narrative.

(SAMPLE FORMAT)

Line Item	Calculation	N D Requested Amount	Title I, Part D, Set-Aside	Other Funds Source & Amount	Total for Category
Project Director based on SACPS salary for Admin. Specialist, level 3	Full-time@ \$40,000/year X .5 = \$20,000	\$20,000			\$20,000
Total Salaries and Wages		\$20,000			\$20,000
Computer Trainer from ABC Computer Services	\$200/day x 4 days	\$800			\$800
Total Contracted Services		\$800			\$800
Total Direct Costs		\$20,800			\$20,800
Indirect Costs (LEA negotiated rate)		\$624			\$624
TOTAL Requested		\$21,424			\$21,421

BUDGET FORM – C-1-25

The C-1-25 budget form to use may be downloaded from the MSDE website. Search the Excel document, Grant Budget Forms at www.marylandpublicschools.org <http://www.marylandpublicschools.org/about/Pages/Grants/BudgetInfo.aspx>

The C-1-25 budget form must be signed by the LEA’s Financial/Budget Officer and the LEA Superintendent/Chief Executive Officer.

RECIPIENT ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the 12/4/2015 16:01:40 Notice of Grant Award 4
Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

Superintendent of Schools

Local Educational Agency

Date

APPENDICES

DOCUMENTATION: Complete and attach the LEA's copy of the following:

1. **MOUs/MOAs**: Signed and dated MOUs/MOAs are required from all project partners for the school year 2016-2017. Each MOUs/MOAs must contain the following:
 - a. A statement acknowledging and supporting the goal(s) and objectives of the project;
 - b. The participant's expected gains from the project;
 - c. The expertise, resources, and financial contributions the participant is making toward the project. Financial contributions (in-kind and cash) should be quantified;
 - d. A clear statement detailing the roles, responsibilities, and capabilities of the partners; and
 - e. A clear statement that the partners intend to maintain the partnership for the duration of the grant period.
2. **FACILITY PROFILES**: The LEA must complete the attached Facility Profile for each facility students receive education services for the 2017-2018 school year.
3. **PROFESSIONAL DEVELOPMENT PLAN**: The LEA must include a professional development plan for staff, parents, and community partners for the 2017-2018 school year.
4. **MONITORING PLAN**: The LEA must submit a plan for monitoring the educational program of students at each of the LEA's facilities for the 2017-2018 school year.
5. **TRANSITION PLAN**: The LEA must include the LEA's Transition Plan Template that will be used by the transition specialist for each student and will include the following elements:
 - Information about the students family and friends
 - Physical and emotional health
 - Religion and values
 - Assessments, classes/courses and placement information
 - Skill plans
 - Living options/budgeting assistance
 - Necessary documents
 - Transition plan review (frequency)
 - Psychological/counseling
 - Education/goals & objectives
 - Team participants

APPENDIX 2
FACILITY PROFILE

Name of Facility: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Administrator/Principal: _____ Transition Specialist: _____

Facility Type (Check one):

Adult Corrections Juvenile Corrections Juvenile Detention Neglected At Risk

Brief description of facility and the core mission:

Approximate Count of Currently Enrolled Students: _____ Age Range: _____

Grade Range of Students: _____

Average Length of Stay (in days): _____

Number of Hours of Direct Instruction for Each Core Content Area Provided Per Week: _____

Number of Highly Qualified Teachers/Instructors: _____

Academic Offerings Provided:

(Such as Award HS Course Credits, Award HS Diploma, Award GED):

Specific Academic Performance Measures (i.e. list pre and post assessments used):