# **Title I, Part D, Subpart 2 Neglected & Delinquent Competitive Grant Application**



## THREE-YEAR GRANT for SCHOOL YEARS 2022-2023, 2023-2024, and 2024-2025

### Final Application due in the DEED office NO LATER THAN 4:00 p.m., April 28, 2022

**Contact:**

Cecilia Miller, Title I-D Coordinator

Alaska Department of Education & Early Development

[Cecilia.miller@alaska.gov](mailto:Cecilia.miller@alaska.gov)

<http://education.alaska.gov/>

***Form*** #05-22-037

#### Title I, Part D, Subpart 2 Neglected & Delinquent Competitive Grant Application

School Years 2022-2023, 2023-2024 & 2024-2025

CFDA # 84.013

[Grant applicants must submit the application electronically to [Cecilia.miller@alaska.gov](mailto:Cecilia.miller@alaska.gov)]

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**Information in this application will be used to determine eligibility for awards under Title I, Part D, Subpart 2 of the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act (ESSA) (Public law 115-224).**

##### **Application Summary**

###### Eligible Applicants [§1422(a)]

Local educational agencies (LEAs) with high numbers or percentages of youth residing in locally operated correctional facilities for youth (including facilities involved in day programs) or participating in locally operated programs and schools that serve children and youth who are at-risk or delinquent are eligible for these funds. Anchorage, Fairbanks, Kenai, Juneau, Lower Kuskokwim, Mat-Su, Nome, Ketchikan, North Slope and Sitka are eligible LEAs under this application either through the report of delinquent students served in local correctional facilities as of October 1 or may be eligible through a demonstrated need for transition programs for students returning from correctional facilities.

###### Program Purpose [§1401(a)] & [§1421]

The purpose of Title I, Part D, is:

* 1. to improve educational services for children and youth in local, tribal, and State institutions for neglected or delinquent children and youth 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;
  2. to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and
  3. to 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.

The purpose of Title I, Part D, Subpart 2 funds is to support the operation of local educational agency (LEA) programs that involve collaboration with locally operated correctional facilities to:

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

Although an LEA is not required to have a formal agreement with every local correctional facility or institution for delinquent children in the LEA, it must have evidence to show that it made a substantial effort to negotiate agreements with all facilities, particularly those with the highest number of delinquent children.

LEAs receiving Subpart 2 funds must generally use these funds to operate (1) LEA-based programs for non-institutionalized, at-risk children and youth, **and** (2) programs for children and youth in correctional facilities, including institutions for delinquent children that have established formal agreements with the LEA regarding services to be provided. An LEA receiving Part D, Subpart 2 funds must use a portion of those funds to operate a dropout prevention program in a local school(s) that targets at-risk children and youth. (See section C: Use of Funds, below.)

[ [*Title I, Part D Non-Regulatory Guidance, 2006, #O-1*](https://neglected-delinquent.ed.gov/title-i-part-d-nonregulatory-guidance-local-programs-risk-youth-part-d-subpart-2#lea_funds)]

Transitional and supportive programs operated in local educational agencies under this subpart shall be designed primarily to meet the transitional and academic needs of students returning to local educational agencies 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. [§1422(d)]

###### Use of Funds [§1424]

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;
2. dropout prevention programs which serve at-risk children and youth~~;~~
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;
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;
5. programs providing mentoring and peer mediation;
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; and
7. pay for success initiatives.

**NOTE:** An LEA receiving Subpart 2 funds *must* use a portion of its funds to operate a dropout prevention program for students returning from a locally operated correctional facility. However, an LEA that serves a school operated by a locally operated correctional facility, in which more than 30 percent of the children and youth attending the school will reside outside the boundaries served by the LEA upon leaving the facility, is not required to operate a dropout prevention program within the school and may use all of its Subpart 2 funds for programs in locally operated correctional facilities, provided that those facilities have a formal agreement with the LEA. [§1422(b)]

###### Program Requirements for Correctional Facilities Receiving Funds for Part D, Subpart 2 [§1425]

Each correctional facility entering into an agreement with a local educational agency and receiving funds 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 and attain a regular high school diploma 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 regular high 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 the challenging State academic 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 105-220, and career 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; and~~.~~
12. upon the child’s or youth’s entry into the correctional facility, work with the child’s or youth’s family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the correctional facility and local educational agency in order to facilitate the transition of such children and youth between the local educational agency and the correctional facility;
13. consult with the local educational agency for a period jointly determined necessary by the correctional facility and local educational agency upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child’s or youth’s achievement.

Memorandums of Understanding/Agreement between the LEA and the correctional facilities receiving funds under this subpart should be included with the application. The Memorandum of Understanding/Agreement should describe how the correctional facilities would meet the requirements listed above. The LEA continues to be responsible for monitoring the correctional facility or institution to ensure that the responsibilities, outlined in the formal agreements, are carried out. In addition, the LEA must ensure that the correctional facility or institution complies with all applicable statutory or regulatory requirements.

###### Eligible Children & Youth [Title I, Part D Guidance, N-3]

All children and youth in local correctional facilities or delinquent institutions are eligible to be served through the age of 21. In local participating schools all youth who are eligible for services under Title I, Part A or C are eligible, if the school receives Title I funds. If a school receiving Part D Subpart 2 funds is not a Title I Part A school, the LEA must identify the at-risk youth enrolled in the school for Part D services. Examples of identification criteria include but are not limited to the following:

* Children and youth who have been adjudicated within the juvenile justice system but have returned to a school operated by the school district (using best available records & data available to identify these individuals);
* Migrant children or youth based on their eligibility for services under Title I, Part C;
* Immigrant children or youth;
* Gang members (based on definitions established by the state or district);
* Pregnant or parenting youth through the age of 21;
* Children at-risk of school failure or who have failed before;
* Children who have limited English proficiency; and,
* Children who have dropped out of school.

###### Program Evaluation & Measures [§1431]

Each funded project is required to evaluate their program each year to determine its impact on the ability of participants to:

* 1. to 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. to accrue school credits that meet State requirements for grade promotion and high school graduation;
  3. to make the transition to a regular program or other education program operated by a local educational agency or school operated or funded by the Bureau of Indian Education;
  4. to complete 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. as appropriate, to participate in postsecondary education and job training programs.

Evaluations shall use multiple and appropriate measures of student progress and must include pre-tests and post-tests used to measure academic growth. These measures must provide objective data about the activities and services provided by the project, the participants served, and the achievement of those participants in the project. Programs must disaggregate data on participation by gender, race, ethnicity and age.

###### Annual Report

Successful applicants will be responsible for completing an annual report, which will be due to the department no later than June 30 of each grant year or another date as specified by the department. The report will provide evaluation results and include a plan of improvement for the subsequent years for participating children and youth. Forms for this report will be supplied to the grantee and available on the department web site.

###### Available Funding and Related Conditions

1. *Projected Total Amount Available for Awards*

Between $250,000 and $270,000 is estimated for the 2022-2023 school year with a similar amount expected for the two following years. The actual amount is dependent on final allocation and receipt of federal funds.

1. *Maximum Award Per Grant*

There is no maximum award per grant. The state reserves the right to award a smaller amount of grant funds than requested based upon available funding and the recommendations of the review panel. See “Scoring Form” in Appendix A.

1. *Funding Range*

Contingent upon the availability of federal funds, awards are expected to be between $40,000 and $80,000. The department estimates it will fund from one to four applicants.

1. *Funding Period*

The department will award grants for a period not to exceed three (3) years. For continuation of funding after the first year, grantees are required to show satisfactory progress toward meeting project objectives. The amount of funding in any subsequent grant period will be based on the availability of federal funds designated for this program.

The initial grant period will be July 1, 2022 – June 30, 2023; Year 2: July 1, 2023 – June 30, 2024; Year 3: July 1, 2024 – June 30, 2025.

1. *Continuation Funding*

For continued funding beyond year one, the Alaska Department of Education & Early Development must review the progress of each grantee in meeting the stated goals of the program and must evaluate the program based on the data provided in the annual report. Continuation funding will not be provided until the annual report has been reviewed and approved.

###### Application Review Process

The review panel will review the information provided by the district*.* Applications will be scored independently using the scoring form and scoring guide included in this RFA. Reviewers will then conference to clarify the accuracy of reviewers’ understanding. Each reviewer will assign a rating to each letter/number subsection published in the scoring guide. The entire range of scores, including 0, may be used by the reviewer for each subsection. The reviewers’ total scores will be averaged to determine the order by which applications will be considered for funding.

*Reviewers will be asked for recommendations for improving the project and commenting on the feasibility of the budget. These comments may form the basis for adjustments negotiated to the project prior to receiving a grant award.*

###### Grant Application Process Timelines

RFA Released **March 1, 2022**

Proposals Due at Department **April 28, 2022, by 4:00 P.M.**

***NOTE: Applications that are received after this time/date will be returned unopened and not considered unless the applicant can provide an independent verification from the U.S. Post Office or delivery service that the delivery would have met the required deadline but was unavoidably detained by weather or their mechanical failure.***

Grant Review approx. May 8-19, 2022

Notice of Intent to Award approx. May 26, 2022

***NOTE: The state reserves the right to revoke this Notice of Intent to Award if it is subsequently found to be in error, or made on the basis of inaccurate information, or is otherwise in the best interest of the state to do so*.**

Appeal Period approx. May 26, 2022 to June 26, 2022

Grant Award Issuance July 1, 2022

Grant Period (Year 1) July 1, 2022– June 30, 2023

Grant Period (Year 2) July 1, 2023 – June 30, 2024

Grant Period (Year 3) July 1, 2024 – June 30, 2025

***NOTE: The department reserves the option to negotiate the starting and ending dates of individual projects.***

Year 1 Annual Report Due approx. June 30, 2023

Year 2 Annual Report Due approx. June 30, 2024

Year 3 Annual Report Due approx. June 30, 2025

###### Application Submission

Submit theapplication electronically as an email attachment in PDF format or MS Word. Electronic applications (method preferred) are due by **4:00 pm, Alaska Daylight Time, on April 28, 2022**. Send email with attached application, a program budget, and narrative for each year of the three-year grant to: [Cecilia.Miller@alaska.gov](mailto:Cecilia.Miller@alaska.gov).

Alternatively, applicants may submit one original application and three (3) copies for receipt at the Alaska Department of Education & Early Development by **4:00 pm, Alaska Daylight Time on April 28, 2022.**

**Mailing Address:** Mail hard copy application and budgets to:

Cecilia Miller, Title I-D Coordinator

Alaska Department of Education & Early Development

PO Box 110500

Juneau, Alaska 99811-0500

**Physical Address**: Deliver hard copy application and budgets to:

Cecilia Miller, Title I-D Coordinator

Alaska Department of Education & Early Development

801 West Tenth Street, Suite 200

Juneau, Alaska 99801-1878

* 1. Complete and sign the Title I, Part D, Subpart 2 Neglected & Delinquent Competitive Grant Application cover page (page 10), assurance page (page 17) included in this application package. Also submit a signed program budget and narrative for all three years of the grant cycle (school years 2022-2023, 2023-2024 and 2024-2025). The original signed application assurance sheet **must** be emailed in time for receipt at DEED by **4:00 pm on April 28, 2022**. A hardcopy of the cover and assurance page with original signatures is required to be on file with the grant department and can follow in the regular mail.

###### Conditions of Grant Awards

* + 1. Program Administration

Authority for the administration of this grant is title i Part D of the Elementary and Secondary Education Act of 1965 (ESEA) Every Student Succeeds Act (ESSA) 2015.

In Alaska, the State Department of Education & Early Development has been authorized to receive and distribute the federal funds appropriated for this program. Program provision shall be governed in all respects by the authorizing statute and the laws of the State of Alaska, the General Education Provisions Act (GEPA), and the Education Department General Administrative Regulations (EDGAR).

Submittal of an application will show the applicant’s acceptance of all the terms and conditions contained in this Request for Application (RFA). The contents of the application will become contractually binding if a grant is awarded. Failure of the successful applicant to accept these obligations may result in cancellation of the award. Upon opening, all submittals become the property of the Alaska Department of Education & Early Development, and are open to public inspection at all reasonable times. The department reserves the right to reject any and all applications should it be deemed by the department to be in its best interest to do so. Applicants can appeal the department’s decision through the established State Appeal Process found in Alaska State Code, Chapter 40.

The Department of Education is not liable for any costs incurred by applicants in the development of proposals. All costs incurred in responding to this RFA, including negotiation sessions (if held), are the sole responsibility of the applicant.

* + 1. Grant Application Forma*t*

Applicants are required to use the forms and follow the questions and format indicated in Section II – Application Forms and Questions. It is essential that each section clearly and concisely identify the items requested. Appendices may exceed this page limit, but reviewers will only be required to read those appendices requested by this grant application.

* + 1. Certificate of Assurances

Title I Part D is a federally funded program and the general Certifications and Assurances packet related to federal programs that was submitted for the current fiscal year by the district to the Alaska Department of Education & Early Development will apply to this program. This is a reminder that the school district must be fully aware of its obligations to adhere to all state and federal requirements in the event the grant application is approved. All other applicants must include the signed Certifications and Assurances with this application.

Copies of this Request for Application may be obtained from [DEED's Webpage](https://education.alaska.gov/). For information regarding the Title I Part D Part 2 programs and this application contact Cecilia Miller at 907-465-8703 or by email at [Cecilia.Miller@alaska.gov](mailto:Cecilia.Miller@alaska.gov).

* + 1. Assurance of Nondiscrimination

The Alaska Department of Education and Early Development is an equal opportunity employer and will not discriminate in the department employment, supervision, practices, services or educational programs on the basis of race, religion, color, national origin, age, sex, handicap, marital status, changes in marital status, pregnancy, parenthood, veteran’s status, veteran’s disability or political affiliation.

* + 1. Appeals Process

Chapter 40 of the Alaska Administrative Code governs the process of appeals. This information is available on the [Alaska Legislative website](http://w3.legis.state.ak.us/index.php).

1. Click on Publications and select the Alaska Administrative Code,
2. Type 4 AAC 40.010 in the search box
3. View *Chapter* *40* Review and Appeals of Actions and Decisions Regarding Funding. (4 AAC 40.010 - 4 AAC 40.050).
   * 1. Fiscal Procedures

All federal funds for Title I Part D Subpart 2 program grants must be assigned to individual accounts that can be readily identified and verified.

All payments will be made on a reimbursement basis for expenditures incurred by the grantee. Reimbursement requests must be submitted to the department at least quarterly and be listed on Form 165d (supplied by the department) or attaching a summary of expenditures to Form 165a. In addition, a detailed computerized report or a detailed Form 165b is required indicating the date of obligation, vendor name, accounting object code, and exact amount of the transaction. The final payment will not be made until after the grant activity has been concluded and the required end-of-year report has been submitted to the department. Expenditures in excess of approved budget amounts will be the responsibility of the grantee.

Eligible expenditures will be limited to those directly necessary and essential to the accomplishment of the proposed grant activity. These will customarily include personnel salaries, benefits, consultant fees, materials and supplies, travel, telephone and postage. The State Department of Education and Early Development shall determine the eligibility of any disputed item and the sponsoring school district or agency shall be responsible for any disputed expenditure. Changes in budgets for approved grant applications shall be conditional on written approval from the department.

The authorization to encumber grant monies will expire at the scheduled conclusion of the approved grant. The final financial statement should be submitted not later than 60 days after the grant expiration date.

School District grantees are responsible for ensuring that audit and accounting procedures are in compliance with OMB Circular A128 and 2 C.F.R. Part 200, Subpart F – Audit Requirements.

* + 1. Disallowable Costs

The following are costs not allowed under USDOE fiscal regulations and/or authorizing legislation: bad debts, contingencies, contributions and donations, entertainment costs, fines and penalties, interest and other financial costs, expenses of local governmental bodies such as school boards and city councils, undercover of costs under grant agreements, proposal preparation costs, and/or capital expenditures.

Items that may be considered to be educational incentives for students or staff are assumed to be extraneous to the conduct of a federally funded program.

* + 1. Subcontracts

The Department of Education & Early Development retains the right to establish the following procedures for sub-contracting within a project resulting from this RFA:

a. The grantee may sub-contract for services up to $5,000 without prior approval from the department.

b. Before sub-contracting for services of $5,000 or more the grantee must receive written approval from the Program Manager.

c. Sub-contracts of $5,000 or more must be in written form and a copy sent to the Program Manager for placement in the RFA/Grant file.

* + 1. Cancellation

The Department of Education reserves the right to cancel any grant awarded as a result of the RFA for any of the following reasons:

a. if the grantee demonstrates fiscal irresponsibility;

b. it the grantee fails to perform in accordance with the conditions of this RFA;

c. if the grantee fails to perform in accordance with the application and any negotiated modifications;

d. if the state no longer has funds available for the project resulting from this RFA; or,

e. if the grantee included misleading or faulty information in the application.

* + 1. Indemnification

Any contractor shall indemnify, safe harmless and defend the state, its officers, agents and employees from all liability, including costs and expenses, for all actions or claims resulting from injuries or damages sustained by any person or property arising indirectly or indirectly as a result of any error, omission or negligent act of the contractor, subcontractor or anyone directly employed by them in the performance of this contract.

All actions or claims including costs and expenses resulting from injuries or damages sustained by any person or property arising directly or indirectly from the contractor’s performance of this contract which are caused by the joint negligence of the state and the contractor shall be apportioned on a comparative fault basis. Any such joint negligence on the part of the state must be a direct result of active involvement by the state.

* + 1. Insurance

During the life of this grant, any contractor shall purchase and maintain insurance with a carrier or carriers satisfactory to the Department of Administration, Division of Risk Management, covering injury to persons or property suffered by the State of Alaska or a third party, as a result of errors or omissions or operations which arise both out of and during the sub-contractor engaged in work under this grant. A thirty (30) days prior notice to the Contracting Officer is required before cancellation, non-renewal or breach and ground for termination of the contractor’s services.

**Alaska Department of Education & Early Development**

#### Title I, Part D, Subpart 2 Neglected & Delinquent Competitive Grant Application COVER PAGE

|  |  |
| --- | --- |
| **School District Name:** |  |
| **District Contact Person:** |  |
| **District Address:** |  |
| **District Phone Number:** |  |
| **District Fax Number:** |  |

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Signature of Superintendent or Authorized Designee |  | Date |

**DEED USE ONLY**

|  |  |  |  |
| --- | --- | --- | --- |
| **Project Number:** |  | **Date Received:** |  |
| **Project Approval:** |  | **Amount Awarded:** | **$** |

**Final application is physically/electronically due in the DEED office  
April 28, 2022 by 4:00 p.m.**

Mail to: Cecilia Miller, Title I-D Coordinator

Alaska Department of Education & Early Development

PO Box 110500

Juneau, Alaska 99811-0500

[Cecilia.Miller@alaska.gov](mailto:Cecilia.Miller@alaska.gov)

**Title I, Part D Neglected & Delinquent**

**Grant Application Questions**

**PLEASE NOTE THESE EXPECTATIONS OF THE APPLICATION:**

1. *Abstract (5 points maximum):* Provide a brief summary (no more than two double spaced pages) of the proposed project. A reader should be able to gain a clear picture of the project from reading the abstract. It should answer the question: What would a visitor see if he/she came to your project? A clear description should be provided of the population to be served including age range of children, an estimate of the number of participants to be served, the program/service approach, the program setting(s), schedules, and staffing.

|  |
| --- |
| **Project Abstract** |
|  |

1. *Size of Application:* The application narrative *(responses to questions A-F)* must total no more than 25 pages, double-spaced, excluding the cover page, program budget and narrative form, memorandum(s) of agreement or understanding, job descriptions and résumés. Appendices may exceed this page limit, but reviewers will only be required to read those appendices required by this grant application. Applicants are encouraged to format their work in ways that assist the reviewers to clearly understand the applicant’s intent, *e.g*. a font no smaller than 12 point, 1 to 1.5 inch margins, and section titles which are clearly labeled in bold type to sequentially follow application questions.

**Note to Applicant:** The required application questions are in BOLD type, followed by the scoring rubric for each question that will be used by members of the Application Review Panel during the application review process. Scores between 0 and the maximum identified points may be given. Funds will be awarded among the eligible local education agencies (LEAs) on a competitive basis based on the quality of planning and program evaluation described in the responses to these questions and the demonstration of need.

**Alaska Department of Education & Early Development**

##### **Title I, Part D, Subpart 2 Neglected & Delinquent Competitive Grant Application Scoring Rubric**

**Please answer questions A-F, below. The scoring rubric for each section has been included for your convenience.**

###### Population Description (10 points maximum)

Describe the approximate number and characteristics (learning difficulties, substance abuse problems, and other special needs) of the children and youth to be served by the program. Indicate those residing in local correctional facilities as well as those who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program. If this program services at-risk, non-institutionalized children and youth, include the comparative data used to determine which group to target for this project.

|  |  |
| --- | --- |
| **Points: 8-10** | The number and characteristics of the children and youth to be served by this program are clearly identified. Transition services for children and youth who will be returning from correctional facilities and drop-out prevention for at-risk students are the focus of the program. Comparative data is provided to document the process used to determine which at-risk, non-institutionalized children and youths to target for this program. |
| **Points: 4-7** | Some of the characteristics and numbers of the children and youth to be served by this program are identified. Transition services for children and youth who will be returning from correctional facilities or drop-out prevention programs for at-risk students seem to be the focus of the program. Some relevant data is provided. |
| **Points: 0-3** | The characteristics and numbers of the children and youth to be served by this program are not identified. Transition services for children and youth who will be returning from correctional facilities or drop-out prevention programs for at-risk students are not the focus of the program. Very little or no relevant data is provided. |

###### Educational Programs (25 points maximum)

**B1** Describe how the participating schools, collaborating correctional facilities and alternative schools will prepare children and youth for secondary school completion, training, employment, or further education.

Explain how the school will coordinate existing educational programs to meet the unique educational needs of current or formerly institutionalized and at-risk children and youth. Describe coordination with other district funds available to serve this population. Include a description of the use of state foundation, state Youth in Detention, Title I Part A, Title I Part C, and Title I Part D Subpart 1 (non-competitive) funds to explain how the proposed program is supplemental to services currently provided.

Describe how this program will be coordinated with other federal, state, and local programs, such as programs under Title I of Public Law 105-220 (Workforce Investment Act) and career and technical education programs serving at-risk children and youth.

As appropriate, include the following information:

* How participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an educational program comparable to one operating in the local school such youth would attend.
* Descriptions of partnerships with Institutions of higher learning or local business 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 services.
* Descriptions of 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.

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| **Points: 14-20** | The collaborating agencies provide high quality educational programs that prepare children and youth to meet the high academic standards set by the State under ESSA. The proposed program will clearly support the collaborating agencies’ efforts to prepare children and youth for secondary school completion, training, employment or further education. The activities supported by this program are coordinated with other federal, state and local programs including vocational and technical education programs. The program is clearly supplemental to services currently provided by other funding sources. |
| **Points: 7-13** | The proposed program offers some support to the collaborating agencies’ efforts to prepare children and youth for secondary school completion, training, employment or further education. The activities supported by this program are somewhat coordinated with other federal, state and local programs including vocational and technical education programs. |
| **Points: 0-6** | The proposed program offers little to no support to the collaborating agencies’ efforts to prepare children and youth for secondary school completion, training, employment or further education. The activities supported by this program are not coordinated with other federal, state or local programs including vocational and technical education programs. |

**B2.** Describe the efforts of participating schools to ensure correctional facilities and alternative programs working with children and youth are aware of a child’s or youth’s existing individualized education plan (IEP). Also, explain the referral process used by the correctional facilities and alternative programs when a child or youth in their care needs special education services.

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| **Points: 4-5** | The collaborating agencies have a clear procedure to communicate information about individual children’s IEPs. Correctional facilities and alternative educational programs have a referral process in place that notifies the local school of the child or youth in need. |
| **Points: 2-3** | The procedure to communicate information about individual children’s IEPs between collaborating agencies is unclear. The referral process used by correctional facilities and alternate educational programs to notify the local school of the child or youth in need is unclear. |
| **Points: 0-1** | A procedure to communicate information about individual children’s IEP between collaborating agencies is not defined. A referral process to be used by the correctional facilities and alternate educational programs has not been established. |

###### Transition and Support Services (25 points maximum)

Describe transition and support activities provided by this program that will facilitate the transition of children and youth from the correctional program to further education or employment.

As appropriate, include the following information:

* Describe 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.
* Describe how this program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs.
* Describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.
* Describe how schools will coordinate with existing social, health, or other services to meet the needs of students returning from correctional facilities and other at-risk children and youth, including prenatal health care and nutrition services related to the health of the parent and the child and youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.
* Describe the type of support services that participating schools will provide other at-risk children and youth.

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| **Points: 17-25** | Plans for transitional and support services between the various programs to further education or employment for formally institutionalized children and youth are appropriate and clearly described. Other community resources and services are fully utilized to increase the children’s and youths’ chances of success. Information has been clearly provided to indicate that these services will assist targeted students to achieve a secondary school diploma or gain employment. Transitional and supportive programs operated by the local educational agency are designed primarily to meet the transitional and academic needs of students returning to local educational agencies or alternative education programs from correctional facilities. Support services to students at risk of dropping out of school do not have a negative impact on meeting the transitional and academic needs of the students returning from correctional facilities. |
| **Points: 9-16** | Plans for transitional and support services offered by the various programs to further education or employment may not be appropriate and/or are not clearly described. Additional community resources and services are somewhat utilized. It is unclear that these services will assist returning students to achieve a secondary school diploma or gain employment. The services provided in the local educational agency are not clearly designed to meet the needs of students returning to the local educational agency or alternative education programs from the correctional facilities. Support services to students at-risk of dropping out of school may have a negative impact on meeting the transitional and academic needs of the students returning from the correctional facilities. |
| **Points: 0-8** | Plans for transitional services from the correctional facility to further education or employment are not reasonable and/or not described. Plans are not appropriate and/or are not described for both the correctional setting and the receiving schools in the district. Types of transitional services offered by local schools are not described. Other available community resources have not been utilized. Little to no information has been provided to indicate that these services will prevent returning students from dropping out. Support services to students at risk of dropping are detrimental to meeting the transitional and academic needs of the students returning from the correctional facilities. |

###### D. Formal Agreements (5 points maximum)

Provide the formal agreement between the local educational agency, the correctional facility and alternative school programs serving youth involved with the juvenile justice system including such facilities operated by the Secretary of the Interior and Indian tribes. If no agreement is available, provide a detailed description of how the district and the facility have coordinated efforts to provide services/programs to delinquent students. Attach the Memorandums of Understanding/Agreement to the application narrative; they will not be counted as part of the 25-page limit.

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| **Points: 4-5** | The formal agreements or description clearly defines the roles and responsibilities of the local educational agency, the correctional facilities and alternative school programs. |
| **Points: 2-3** | The formal agreements or description is unclear. The roles and responsibilities of the local educational agency, the correctional facility and alternative school are not clear. |
| **Points: 0-1** | The formal agreements or description is unclear. The roles and responsibilities of the local educational agency, the correctional facility and alternative school are not clear. |

###### E. Program Evaluation (20 points maximum)

Provide an evaluation plan to measure the students’ progress and determine the program’s impact on the ability of the participants to:

* 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,
* accrue school credits that meet state requirements for grade promotion and high school graduation;
* make the transition to a regular program or other educational program operated by a local educational agency or school operated or funded by the Bureau of Indian Education;
* complete high school (or high school equivalency requirements) and obtain employment after leaving the institution; and,
* participate in postsecondary education and job training programs.

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| **Points: 14-20** | The program evaluation plan will clearly measure student progress and determine the program’s impact on the participant using the criteria listed above. Pre-tests and post-tests to be used are specified. |
| **Points: 7-13** | The program evaluation plan is unclear. Measures of student progress are not clearly established. The criteria used to measure the program’s impact on participants are not consistent with the above list. |
| **Points: 0-6** | The program evaluation does not measure student progress and is unable to substantiate the program’s impact on the ability of the participants on any of the above criteria. |

###### F. Budget (10 points maximum)

Describe the budget for this proposed project for this section. Applicants should complete and submit an DEED Project Budget and Budget Narrative [(form # 05-07-071](http://www.eed.state.ak.us/forms/Grants/05-07-071.xlsx)) which can be downloaded from the [Department of Education’s Forms and Grants website](https://education.alaska.gov/forms/)  for each year of the 3 years of the grant, SY 2022-2023, 2023-2024, and 2024-2025.

(**Note:** These pages will not be included in your 25-page narrative limit.)

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| **Points: 8-10** | Budget is very detailed, is applicable to the program, and appears to adequately cover program expenses. |
| **Points: 4-7** | It is unclear if the budget adequately covers program expenses, is applicable, or expenditures are unclear. |
| **Points: 0-3** | Budget does not appear to cover all of the program expenses, is not applicable, or is not realistic. |

**Alaska Department of Education & Early Development**

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Neglected & Delinquent Competitive Grant Application  
for School Years** **2022-2023, 2023-2024, and 2024-2025**

#### Grant Application Assurances [§1425]

Districts receiving these funds shall meet applicable state and federal requirements, including:

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 and attain a regular high school diploma 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 regular high 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 the challenging State academic 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 105-220, and career 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; and~~.~~
12. upon the child’s or youth’s entry into the correctional facility, work with the child’s or youth’s family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the correctional facility and local educational agency in order to facilitate the transition of such children and youth between the local educational agency and the correctional facility;
13. consult with the local educational agency for a period jointly determined necessary by the correctional facility and local educational agency upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child’s or youth’s achievement.

**The 2022-23 ESSA Assurances & Certifications packet also applies to this grant.**

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|  |  |  |
| Signature of Superintendent or Authorized Designee |  | Date |

**Alaska Department of Education & Early Development**

**Title I, Part D, Subpart 2  
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for School Years 2022-2023, 2023-2024, and 2024-2025**

#### APPENDIX A: Application Scoring Form

|  |  |
| --- | --- |
| **School District:** |  |

**DEED USE ONLY**

|  |  |  |  |
| --- | --- | --- | --- |
| **Application Number:** |  | **Reviewer #:** |  |

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| --- | --- | --- | --- |
| **1.** | **Abstract (5 points max)** | **=** |  |
| **A.** | **Population Description (10 points max)** | **=** |  |
| **B.** | **Educational Program (25 points max)** | **=** |  |

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|  |  | **B1:** |  | **+ B2:** |  | **=** |  |

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| --- | --- | --- | --- |
| **C.** | **Transitional and Support Services (25 points max)** | **=** |  |
| **D.** | **Formal Agreements (5 points max)** | **=** |  |
| **E.** | **Evaluation (20 points max)** | **=** |  |
| **F.** | **Budget (10 points max)** | **=** |  |
|  | **Total Application Points (100 points max)** | **=** |  |

**Directions:**

The total scores will determine the order by which applications will be considered for funding. All grants will be read and scored independently by a team of reviewers and then discussed to clarify accuracy of reviewers’ understanding. Each reviewer will assign a rating to each of the criteria, using the scoring criteria provided. The entire range of scores may be used by the reviewer for each section even though only descriptions of the high, middle and low scores are provided. The scoring criteria and possible points for each are shown with the application*.*

**NOTE:** To get a calculated total, enter data into the white boxes above, select the green-shaded total cell, right click and select UPDATE FIELD.

**Alaska Department of Education & Early Development**

**Title I, Part D, Subpart 2  
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for School Years 2022-2023, 2023-2024, and 2024-2025**

#### APPENDIX B: Resources for Applicants

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| --- |
| Where Can You Find Additional Information? |
| [Title I, Part D Federal Legislation, Regulations & Guidance](http://www2.ed.gov/programs/titleipartd/index.html) |
| [National Drop Out Prevention Center/Network](http://www.dropoutprevention.org/) |
| [National Center on Education, Disability and Juvenile Justice](http://www.edjj.org/) |
| [National Center on Secondary Education and Transition](http://www.ncset.org/) |
| [Center for Parent Information and Resources](http://www.parentcenterhub.org/) |
| [State of Alaska Department of Labor, Job Training Opportunities](http://jobs.alaska.gov/training.htm) |
| [Workforce Investment Act (WIA) Youth Program in Alaska](http://labor.alaska.gov/wioa/) |
| [Title I, Part D Glossary](https://neglected-delinquent.ed.gov/title-i-part-d-glossary) |

**Alaska Department of Education & Early Development**

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#### APPENDIX C: Definitions

[§1432]

1. ADULT CORRECTIONAL INSTITUTION—The term 'adult correctional institution' means a facility in which persons (including persons under 21 years of age) are confined as a result of a conviction for a criminal offense.
2. AT-RISK—The term 'at-risk,' when used with respect to a child, youth, or student, means a school aged individual who is at-risk of academic failure, dependency adjudication, or delinquency adjudication, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system in the past, is at least 1 year behind the expected grade level for the age of the individual, is an English learner, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.
3. COMMUNITY DAY PROGRAM—The term 'community day program' means a regular program of instruction provided by a State agency at a community day school operated specifically for neglected or delinquent children and youth.
4. INSTITUTION FOR NEGLECTED OR DELINQUENT CHILDREN AND YOUTH—The term 'institution for neglected or delinquent children and youth' means—
   1. a public or private residential facility, other than a foster home, that is operated for the care of children who have been committed to the institution or voluntarily placed in the institution under applicable State law, due to abandonment, neglect, or death of their parents or guardians; or
   2. a public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision.

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#### APPENDIX D: Pre-Submission Check List

Before you submit your application check the following items:

You are an eligible applicant.

The pages below have each been signed:

Application Cover Page (Section II, page 10)

Grant Application Assurances (Section II, page 17)

Program Budget Forms for **all three years** of the grant ([form #05-07-071](http://www.eed.state.ak.us/forms/Grants/05-07-071.xlsx))

The Project Abstract is included (Section II, page 11).

The application questions A-F have all been answered (Section II, pages 12-6).

If you are mailing your application, you have submitted one original and three (3) copies (Section K, page 6).

The application is no more than 25 pages, double-spaced, excluding the cover page, project budget and narrative forms, memorandums of agreement/understanding, job descriptions and resumes.