



engageok | **FEDERAL PROGRAMS
SUMMIT**

Being a Part of the Solution for Neglected and Delinquent Students

engageok

Topics

- The Purpose of this Program
- Definitions
- Title Programs
- Who Qualifies for These Funds?
- Uses of Federal Funds
- Serving At-Risk Youth
- Transitioning from Correctional Facilities
- Sources/Resources

Purpose:

- 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;
- To provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment;

Purpose (cont.)

- 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.

ESEA Sec. 1401[20 U.S.C. 6421]

Definitions: Who Are These Children?

- ***Neglected*** children are defined as those students enrolled in school who are placed in facilities due to abandonment, neglect or death of parents or guardians. LEAs in Oklahoma operate 41 programs that serve more than 3,000 students classified as neglected.

Who Are These Children?

- ***Delinquent*** children are those aged 21 or younger, pre-adjudicated or adjudicated to be placed in a facility. These children attend on-site school rather than public school. There are roughly 3,000 children served at 48 sites operated by LEAs, the Office of Juvenile Affairs, and the Department of Corrections.

Who Are These Children?

- ***At-risk*** children are defined as those who are susceptible to academic failure due to:
 - drug or alcohol problems;
 - pregnancy or parenthood;
 - contact with the juvenile justice system;
 - falling behind one year academically;
 - membership in or affiliation with a gang; or
 - previously having dropped out of school.
- There are currently 17 programs in Oklahoma serving over 1,000 at-risk youths.

Title Programs

- Title I, Part A - Neglected
- Title I, Part D, Subpart 1
- Title I, Part D, Subpart 2

Who Qualifies for These Funds?

- Title I, Part A: Neglected
 - LEAs who receive a Title I, Part A, Neglected allocation (project 518) do so because they indicated in the previous years' October Count that they have children or youths enrolled in their school district who reside in a locally-operated neglected facility.
 - These LEAs are required to use their Neglected funds to provide services to neglected children and youths comparable to the services provided in Title I schools.

Title I, Part D: Neglected and Delinquent

Title I, Part D funds are broken down into two subparts. These can be used for a broader range of programs.

- Subpart 1 funds are available to State Agencies (SAs) that operate educational programs for children and youths who are neglected, delinquent, or at-risk, and for children and youths in adult correctional facilities (Dept. of Corrections, Office of Juvenile Affairs).
- Subpart 2 funds are available to LEAs that provide programs serving children and youths housed in locally operated detention facilities, or children and youths who are neglected, or at-risk.

Serving Delinquent Facilities

- The LEA must ensure that children and youth in the local detention centers and correctional facilities are participating in an education program comparable to the one the LEA operates in the school that such children and youth would otherwise attend.

How Can These Funds Be Used?

Required Programs:

- State Agencies (DOC, OJA) receiving **Subpart 1** funds are required to spend between 15% and 30% of funds on transition services.
- LEAs receiving **Subpart 2** funds are required to carry out high-quality education programs for the completion of high school, entering training or employment programs, or further education.
- LEAs are required to provide activities facilitating transition from correctional facilities.
- LEAs are required to operate dropout prevention programs for at-risk youth or youth returning from correctional facilities.

How Can These Funds Be Used?

Allowable uses of funds:

- after school tutoring;
- liaison/coordinator;
- paraprofessionals;
- health & social services;
- supplemental classroom supplies and technology;
- supplemental counseling/mentoring;
- dropout prevention programs;
- vocational/technical/life skills education.

Non-allowable uses:

- teacher salaries for core instruction;
- supplies and materials for core content areas;
- any item normally supplied in a regular classroom setting;
- items to be used by students not considered neglected, delinquent, or at-risk;
- anything not directly related to education or transition.

At-Risk Youth

If a school receiving Subpart 2 funds is not a Title I, Part A school, the LEA may identify **at-risk** youth enrolled in the school from such categories as:

- Youth adjudicated in the juvenile justice system, but returned to a school operated by the LEA;
- Gang members;
- Pregnant or parenting youth;
- Children at risk of failure, or who have failed before;
- Children who have dropped out of school in the past.

Transition Services

- Under ESSA, State Agencies (Title I, Part D, subpart 1) are required to spend from 15% to 30% of funds on transition services.
- While there is no specific percentage requirement under Subpart 2, LEAs are required to facilitate transition.

Transitional Stages

- Entry into the juvenile justice system
- Residency
- Exit from secure care
- Aftercare

Components of Transitional Stages

- **Facility-Centered Activities**

- Request records
- Intake assessment
- Assemble transition team
- Monitor and track progress

- **Youth-Centered Activities**

- Facility orientation
- Participate in transition planning
- Seek external mentors and/or peer support

Transitional Stages (cont.)

- **Family-Centered Activities**

- Orient the family to the facility
- Include family input in the transition plan
- Make support systems available to families

- **Community/Systems-Centered Activities**

- Increase interagency awareness
- Include community stakeholder input in transition plan
- Coordinate opportunities for engaging the youth in the community

Questions?

In Closing

If you have any questions, please feel free to contact me at:

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