TITLE I, PART D HANDBOOK
PROGRAMS FOR NEGLECTED OR DELINQUENT CHILDREN

OKLAHOMA Education
Updates Tracking Sheet

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INTRODUCTION: Purpose of the Program

The purpose of the Neglected and Delinquent Program is to improve the 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.

Furthermore, it is the purpose of this program to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment.

Finally, it is the goal of this program 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]
CHAPTER 1: Definitions

1.1 Neglected

_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. In Oklahoma such children and youths are generally in the custody of the Department of Human Services (DHS) and reside in one of several facilities contracted by DHS. Local Educational Agencies (LEAs) in Oklahoma operate 42 programs that serve more than 3,000 students classified as neglected.

1.2 Delinquent

_Delinquent_ children and youths are those aged 21 or younger who have either been pre-adjudicated or adjudicated to be placed in a facility. In the state of Oklahoma these youths are generally in the custody of the Department of Corrections (DOC) or the Office of Juvenile Affairs (OJA) and reside in correctional facilities, detention centers or in similar facilities contracted with OJA. These children and youths attend on-site schools rather than public schools. Roughly 3,000 youths are served each year at such sites by LEAs, the Department of Corrections, and the Office of Juvenile Affairs.

1.3 At-Risk

_At-Risk_ children are defined as those who are most susceptible to academic failure due to one of more of the following factors:

- drug or alcohol problems;
- pregnancy or parenthood;
- contact with the juvenile justice system;
- falling one or more years behind academically;
- membership in or affiliation with a gang; or
- previously having dropped out of school.

There are currently seventeen programs in Oklahoma serving over 1,000 at-risk youths.
CHAPTER 2: Title Programs

2.1 Title I, Part A – Neglected

Title I, Part A – Neglected funds are set aside from the state Title I, Part A allocation and reserved for LEAs that serve students who reside in eligible institutions for neglected children within the LEAs boundaries. The LEAs, then, that receive a Title I, Part A – Neglected allocation (project 518) do so because the LEA indicated in the previous year’s Annual Neglected and Delinquent Survey (October Count) that they have children or youths enrolled in their school district who reside in a locally-operated facility for neglected youth.

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.

2.2 Title I, Part D, subpart 1

Title I, Part D funds are broken down into two subparts and these funds can be used for a broader range of programs. Title I, Part D, 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. In Oklahoma there are two such State Agencies, the Department of Corrections (DOC) and the Office of Juvenile Affairs (OJA).

State Agencies (DOC and OJA) are eligible to receive subpart 1 funds, which they then distribute to eligible institutions. These institutions can be either public or private facilities operating for the care of children and youth who are neglected or delinquent. They provide free public education and a regular program of instruction. In each case, the average length of stay must be at least thirty (30) days.

There are four types of institutions that qualify to receive Title I, Part D, subpart 1 funding:

1) An adult correctional institution, that is, a facility in which persons, including persons under the age of 21, are confined as a result of conviction for a criminal offense.

2) An institution for delinquent children and youth, a public or private residential facility, other than a foster home, operated for the care of children and youth who have been adjudicated delinquent or in need of supervision.

3) An institution for neglected children and youth, a public or private residential facility, other than a foster home, that is operated for the care of children and youths who have been committed to the institution or voluntarily placed in the institution under applicable State law due to 1) abandonment; 2) neglect; or 3) death of their parents or guardians.
4) A **community day program**, a regular program of instruction provided at a community day school operated specifically for neglected or delinquent children or youths.

In each of these institutions, the children served must be:

- 21 or younger;
- entitled to free public education through grade 12;
- enrolled in a *regular program of instruction* for the required length of time (15 hours per week in an adult correctional facility, or 20 hours per week in an institution or community day program for neglected or delinquent youth.)

The key term here is “regular program of instruction.” This is defined as an education program consisting of classroom instruction in basic school subjects such as reading, mathematics, and vocationally oriented subjects supported by state funds. It does not include activities such as the manufacture of goods within the institution, nor activities related to facility maintenance.

### 2.3 Title I, Part D, subpart 2

As is the case with the allocation of Title I, Part D, subpart 1 funds to State Agencies, LEAs are allocated Title I, Part D, subpart 2 funds based on the number of students reported in the Annual Neglected and Delinquent Survey (October Count). Qualifying students:

- are aged five through seventeen;
- live in a locally operated facility and are not counted under subpart 1;
- live in an institution for at least one day during a thirty-day period.

Children are categorized as either neglected or delinquent based on the *original purpose* of the facility. For example, if a facility was originally used as a shelter for children removed from abusive homes, but at a later date contracts with the Office of Juvenile Affairs to house adjudicated youth, the facility would still be classified as a “neglected” facility in keeping with its original purpose. In that case, the adjudicated youths would also be counted as “neglected” on the Annual Neglected and Delinquent Survey in keeping with the classification of the facility in which they are housed.

The LEA must ensure that children and youth in local correctional facilities or detention centers participate in an education program comparable to the one the LEA operates in the school that those children and youth would otherwise attend.

Even if a school receiving Title I, Part D, subpart 2 funds is not a Title I, Part A school, the LEA may identify and serve at-risk youth enrolled in the school from the categories identified in Chapter 2, section 2.3 above.
CHAPTER 3: Funds

3.1 Eligibility and Allocation of Funds

Eligibility for Title I, Part A – Neglected and Title I, Part D funds is based on the Annual Neglected and Delinquent Survey, or October Count, carried out each year in October and reported in November (see Chapter 8). LEAs serving neglected or delinquent facilities and reporting a population of students served are eligible to receive funds. Title I, Part A – Neglected funds are set aside from the more general Title I, Part A funding stream and allocations are therefore the result of a complex formula weighing facility population against broader statewide data concerning population distribution and poverty rates. As a result, Title I, Part A – Neglected allocations can fluctuate from year to year due to many factors beyond simply the number of children served by a particular LEA.

Title I, Part D funding, on the other hand, is calculated based on the number of students served by a given district as reported on the Annual Neglected and Delinquent Survey, or October Count.

3.2 Local Uses of Funds

Required uses of Funds:

State Agencies (Department of Corrections, Office of Juvenile Affairs) receiving Title I, Part D, subpart 1 funds are required to spend from 15% to 30% of allocated funds on transition services.

Local Education Agencies receiving Title I, Part D, 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. Such programs are to be comparable to the educational services the children would receive if they were not in a detention or correctional facility.

Furthermore, LEAs are required to provide activities facilitating transition from correction facilities.

Lastly, LEAs are required to operate dropout prevention programs for at-risk youth or youth returning from correctional facilities.
**Allowable and Non-allowable Uses of Funds:**

In general, the guiding principle of “Supplement not Supplant” determines whether expenditures are allowable or not. Since State Agencies and LEAs alike are required to provide a regular program of instruction, the expenses of core instruction cannot be paid for with Title I, Part D funds. Title funds are reserved for supplemental services. Some examples of allowable and non-allowable funds are given below. Note: these lists are not exhaustive.

**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.

### 3.3 Administrative Costs

Based on the Average Daily Attendance (ADA) of the Local Education Agency, the LEA can use either 5%, 7%, or 8% of their Title I, Part D, subpart 2 funds for administrative costs.

<table>
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<th>ADA of 1500 or above</th>
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<td>ADA between 500 and 1499</td>
<td>7%</td>
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<td>ADA less than 500</td>
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CHAPTER 4: Contracts and Obligations

4.1 General

Any State Agency seeking educational services from an outside entity, that is any entity other than the state agency itself, is required to have a contract with the service provider regulating the terms of service.
All LEAs are required to have a contract with each facility in which they provide instructional services.
The State Agency or LEA exercises administrative control and assumes responsibility for monitoring the contract to ensure compliance with applicable statutory and regulatory requirements.

4.2 Less Common Situations

The ordinary provision of educational series to neglected and/or delinquent facilities foreseen by the law is that the LEA within whose boundaries a facility is physically located provides such services. For a number of historical reasons, however, there are a handful of situations around the state where services are provided to a facility located outside the boundaries of the LEA providing services. In such situations the LEA providing services must obtain a written waiver from the LEA within whose boundaries the facility is located. Such a waiver must be obtained no later than May 1 of the fiscal year prior to the fiscal year in which services are to be rendered. A copy of the waiver must then be sent to the state Title I, Part D coordinator at the Oklahoma State Department of Education by May 31 of that same year.

Title 70 of Oklahoma state law also allows neglected and/or delinquent facilities to contract for “remote Internet-based courses” with an LEA other than the one within whose boundaries the facility is located. In this case a waiver from the LEA where the facility is located is not necessary. The facility, however, shall inform the local LEA of its intention to contract with another LEA for internet-based services no later than May 1 of the fiscal year prior to that in which such services are to be rendered. A copy of this letter of intent shall also be provided to the state Title I, Part D coordinator at the Oklahoma State Department of Education by May 31 of that same year.

Clarification: What constitutes a “remote Internet-based” course?
A remote, internet-based course does not preclude the presence of a face-to-face teacher, although the presence of a face-to-face teacher is not necessary. The defining characteristics of an internet-based program are individualized program are:
individualized course content delivered via the internet, in which credits are earned through the completion of assignments and tests via an online platform.

Since LEAs are required to provide services to neglected and/or delinquent students that are comparable to those the students would receive if they were not in a facility, LEAs providing an internet-based program are still required to serve IEPs, to screen for ELs, and to develop and serve ELAPs.
CHAPTER 5: Transition Services

5.1 Requirements for State Agencies

State Agencies receiving Title I, Part D, subpart 1 funds are required to spend between 15% and 30% of funds on transition services.

5.2 Requirements for Local Education Agencies

LEAs receiving Title I, Part D, 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. Furthermore, LEAs are required to provide activities facilitating transition from correctional facilities back into a traditional school setting, into post-secondary education, employment programs or further education, and back into the community.

LEAs are also required to operate dropout prevention programs for at-risk youths or youths returning from correctional facilities.

5.3 Transitional Stages

There are four distinct transitional stages, and four separate sets of activities that should accompany each transition stage. The transitional stages are:

1. entry into the juvenile justice system;
2. residency in the juvenile justice system;
3. exit from secure care;
4. aftercare.

Each of the four following sets of activities should accompany each of the transitional stages mentioned above:

1. Facility-centered activities
   • Request records.
   • Carry out an intake assessment.
   • Assemble a transition team.
   • Monitor and track progress.

2. Youth-centered activities
   • Facility orientation.
   • Participate in transition planning
   • Seek external mentors and/or peer support

3. Family-centered activities
   • Orient the family to the facility.
• Include family input in the transition plan.
• Make support systems available to families.

4. Community/systems-centered activities
• Increase interagency awareness.
• Include community stakeholder input in the transition plan.
• Coordinate opportunities for engaging the youth in the community.
CHAPTER 6: Monitoring

6.1 Evaluating Programs

State Agencies and LEAs operating programs that receive Title I, Part D funds are required to evaluate their programs at least once every three years. Such an evaluation should involve an examination of student performance data disaggregated by gender, race, ethnicity, and age, while maintaining individual student privacy. This evaluation is aimed at determining program effectiveness and determining the program’s impact on the performance and ability of its participants. Furthermore, the results of such an evaluation should be utilized in revising programs in order to enhance student performance.

6.2 Consolidated Monitoring

While the Oklahoma State Department of Education can make arranged and/or unannounced visits to facilities served with Title I, Part A – Neglected and Title I, Part D funds, for the most part monitoring of such programs is confined to the Federal Programs Consolidated Monitoring process. During this process State Agencies and LEAs are monitored for compliance with the regulations governing all federal title programs. All LEAs in the state are monitored at least once every three years and monitoring of Neglected and Delinquent programs forms one section of the Consolidated Monitoring tool.

During the monitoring process LEAs will be asked to produce evidence of compliance with federal regulations including, but not limited to:

- Coordination with social, health and other services to meet the needs of students returning from correctional facilities;
- Steps taken to find alternative placements for children unable to participate in a regular education program;
- Appropriate pre- and post-testing;
- Program evaluation;
- Transition services;
- Evidence that the needs of children with an existing Individualized Education Program (IEP) are met.
CHAPTER 7: Reporting

Title I, Part A – Neglected and Title I, Part D require two annual reports, the first, the Annual Neglected and Delinquent Survey to be completed by all LEAs and interested SAs, the second, , to be completed only by those SAs and LEAs receiving Title I, Part D funds.

7.1 The Annual Neglected and Delinquent Survey

All LEAs and SAs (Department of Corrections and Office of Juvenile Affairs) are required to report October caseload counts of children or youth for whom the LEA or SA provides an education and who reside in eligible local institutions. If an LEA has no such institutions within its boundaries, or if it serves no such institutions, a caseload of zero will be reported.

Counts are conducted beginning on October 1 and ending October 30. Institutions keep a daily record of the number of overnight residents. The count for the day with the greatest number of overnight residents, the high-water mark, is reported.

There are two distinct forms for reporting the October Count (see Appendices A and B): one for reporting the caseload of children and youths residing in facilities operated by an SA (receiving Subpart 1 funds), and one for those residing in a locally operated facility (receiving Subpart 2 funds).

7.2 The Title I, Part D, Subparts 1 and 2 Reports on Single Sign-On

There is an annual report on Single Sign-On to be completed by all SAs and LEAs that receive Title I, Part D funding. Note: LEAs that receive Title I, Part A – Neglected funds are not required to complete this report. There are two distinct applications on Single Sign-On, one for SAs and one for LEAs.

This report gathers data on the type of facilities served, the demographic breakdown of the student population, academic and vocational outcomes, as well as math and reading performance information.
CHAPTER 8: FAQs

8.1 Q: Must the 15 or 20 hours of instruction that a State Agency is required to provide to qualify for Subpart 1 funds be entirely from State funding, or could the instruction time include education programs funded by other Federal agencies?
A: The State’s regular program of instruction must be State funded and must meet the required number of hours. The instructional program cannot include additional instructional time provided with Title I or other Federal Funds.

8.2 Q: In order to receive a subgrant under Subpart 1, must the State Agency directly operate schools for children and youth who are neglected or delinquent?
A: No. The SA may provide educational services directly in State-operated schools, through contracts or other arrangements with another SA, an LEA, a junior or community college, a private provider, or a university. Whether or not services are provided directly by the SA, the SA is responsible for ensuring that the program operates in accordance with all applicable statutory and regulatory requirements.

8.3 Q: What are some examples of transition services?
A: Transition services focus on helping children and youth who are neglected or delinquent reenter school successfully or to find employment after they leave the institution and return to the local community. Allowable activities include but are not limited to:

- Pupil services, including counseling, psychological, and social work services designed to meet the needs of children and youth who are Neglected or Delinquent;
- Services of in-school advocates to act on behalf of individual children and youth who are Neglected or Delinquent;
- Tutoring and mentoring;
- Reentry orientation programs, including transition centers and reentry centers in high schools;
- Instruction and training at alternative schools and learning centers;
- Parental involvement activities and parent counseling.
8.4 Q: Can an LEA include out-of-state children in the Annual Neglected and Delinquent Survey?

A: Yes. The count is based on the October caseload count of any children who reside in the facility regardless of the child’s or youth’s state of origin.

8.5 Q: Is an LEA that received Subpart 2 funds in the previous year entitled to receive a “hold harmless” allocation?

A: No. The hold-harmless provisions of Title I, Part A do not apply to subgrants received by LEAs under Subpart 2.

8.6 Q: If a detention center closes and the LEA that was providing Subpart 2 services to the center has a dropout-prevention program, may the LEA use the supplies and equipment for its dropout program or does the inventory have to go to another facility served by the LEA?

A: The supplies may be shifted to a program that meets the requirements of Subpart 2, such as the LEA’s dropout-prevention program.
GLOSSARY

**Adult Correctional Institution**: a facility in which persons, including persons under the age of 21, are confined as a result of conviction for a criminal offense.

**At-Risk**: “At-Risk” children are defined as those who are most susceptible to academic failure.

**Community Day Program**: a regular program of instruction provided at a community day school operated specifically for neglected or delinquent children or youths.

**Delinquent**: children or youths aged 21 or younger who have either been pre-adjudicated or adjudicated to be placed in a facility.

**Institution/Facility for Delinquent Children and Youth**: a public or private residential facility, other than a foster home, operated for the care of children and youth who have been adjudicated delinquent or in need of supervision.

**Institution/Facility for Neglected Children and Youth**: a public or private residential facility, other than a foster home, that is operated for the care of children and youth who have been committed to the institution or voluntarily placed in the institution under applicable State law due to 1) abandonment; 2) neglect; or 3) death of their parents or guardians.

**LEA**: Local Educational Agency (the local school district).

**Neglected**: children who are placed in facilities due to abandonment, neglect or death of parents or guardians.

**October Count**: The Annual Neglected and Delinquent Survey – an annual “census” of facilities neglected and delinquent facilities served by SAs and LEAs. Each facility reports the attendance on the day of highest attendance during the period Oct. 1 – Oct. 30 each year. SAs and LEAs then report those figures to the Oklahoma State Department of Education.

**Regular Program of Instruction**: an education program consisting of classroom instruction in basic school subjects such as reading, mathematics, and vocationally oriented subjects supported by state funds.
SA: State Agency (in Oklahoma: the Department of Corrections and the Office of Juvenile Affairs).

Transition Services: services focusing on helping children and youth who are neglected or delinquent to reenter school successfully or to find employment after they leave the institution and return to the local community.
RESOURCES

General overview of legislation, guidance and policy:
https://neglected-delinquent.ed.gov/what-title-i-part-d

Administration of Title I, Part D:

Coordination and collaboration:
https://neglected-delinquent.ed.gov/topic-areas/coordination-and-collaboration

Family and community engagement (prevention, entry and residence, exit and reentry, advocacy):

Safe and supportive learning environments (behavior management, dropout and delinquency prevention, safety, discipline, student support):
https://safesupportivelearning.ed.gov/scirp/about

Teaching and learning (special needs, academic support, teaching and learning, recruitment/retention and training):
https://neglected-delinquent.ed.gov/topic-areas/teaching-and-learning

Transition:
https://neglected-delinquent.ed.gov/topic-areas/transition
https://www.air.org/resource/education-connection-helping-ex-offenders-return-their-communities

Mentoring At-Risk High School Students:
https://www.air.org/resource/mentoring-risk-high-school-students-findings-study-check-connect
https://www.air.org/resource/effective-strategies-mentoring-african-american-boys
https://www.air.org/resource/how-research-can-offer-solutions-school-prison-pipeline
APPENDICES

APPENDIX A: Title I, Part D, Subpart 1 Annual Neglected and Delinquent Survey (State Agencies) (FY20)

Office of Federal Programs
ANNUAL NEGLECTED AND DELINQUENT SURVEY
(October Count)

Title I, Part D, Subpart 1: State Agencies
Annual Report of Children in Institutions for Neglected or Delinquent Children, Adult Correctional Institutions, and Community Day Programs for Neglected or Delinquent Children

PURPOSE: The purpose of this annual report is to provide the United States Department of Education with data required by Title I, Parts A and D, of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), for use in the computation of grants to local educational agencies (LEAs) and State agencies (SAs) responsible for providing free public education for children in institutions or community day programs for neglected or delinquent children.

INSTRUCTIONS

Part I – Institution and State Agency
Enter the names of the institution and State agency. A separate form must be completed for each institution.

Part II – Basis for Eligibility
Respond “yes” or “no” to each of the three questions. If the answer is no to any one of these questions, the institution or community day program does not qualify.

- In question 1 a “regular program of instruction” means an education program (not beyond grade 12) in an institution or a community day program for neglected or delinquent children that consists of classroom instruction in basic school subjects such as reading, mathematics, and vocationally oriented subjects, and that is supported by non-Federal funds. Neither the manufacture of goods within the institution nor activities related to institutional maintenance are considered classroom instruction.

- In question 2 a “State agency” means an agency of State government responsible for providing free public education for children in institutions for neglected or delinquent children, community day programs for neglected or delinquent children, and adult correctional institutions.

- In question 3, which applies only to institutions for neglected children and institutions for delinquent children, an “average length of stay” is calculated by determining the length of time each child entering the institution stays and dividing that number by the total number of children passing through that institution during a given year. The average length of stay for all children in the institution must equal at least 30 days. An individual child in an institution, however, would not necessarily have to stay for 30 days.
Part III – Type of Institution and Enrollment

Category
Check the category that fits the definition of the institution. Do not report institutions that do not meet any of the four definitions.

Enrollment
For the category of institution checked, furnish the number of children under 21 (i.e., through age 20) enrolled in a State-funded regular program of instruction on a date in calendar year 2019 specified by the State agency. The date specified by the State agency must be consistent for all institutions or community day programs operated by the State agency, and the date must represent a school day within calendar year 2019.

In order to be counted as enrolled, a child must be enrolled in a State-funded regular program of instruction for at least:

- 20 hours per week if in an institution for neglected or delinquent children or a community day program for neglected or delinquent children; or
- 15 hours per week if in an adult correctional institution.

Part IV – Adjusted Enrollment to Reflect the Relative Length of the State Agency’s Annual Program

Multiply the enrollment determined in Part III by the number of days in the year that the educational program operates. Divide that number by 180 to determine the adjusted enrollment.

Part V - Certification

The appropriate institution and State agency official should sign certifying that the information provided meets the requirements of Title I, Part D, Subpart 1, and is complete and accurate. (Note, because these data will generate Federal funds, they are subject to audit and must be supportable from documented records.)
Office of Federal Programs:
ANNUAL NEGLECTED AND DELINQUENT SURVEY
(October Count)

Title I, Part D, Subpart 1: State Agencies

PART I - INSTITUTION AND STATE AGENCY

| 1. Name and address of neglected or delinquent institution, community day program, or adult correctional institution | 2. Name and address of State agency |

PART II - BASIS FOR ELIGIBILITY (CHECK YES OR NO)

1. Is a regular program of instruction provided for the children in the neglected or delinquent institution, community day program, or adult correctional institution?
   - Yes
   - No

2. Is the State agency responsible for providing free public education in the neglected or delinquent institution, community day program, or adult correctional institution?
   - Yes
   - No

3. In the case of a neglected or delinquent institution, is the average length of stay at least 30 days? (Please note that this question does not apply to community day programs or adult correctional facilities.)
   - Yes
   - No

FOR A NEGLECTED OR DELINQUENT INSTITUTION, IF THE ANSWER TO THE THREE QUESTIONS IS YES, GO TO PART III.

FOR A COMMUNITY DAY PROGRAM OR ADULT CORRECTIONAL INSTITUTION, IF THE ANSWER TO THE FIRST TWO QUESTIONS IS YES, GO TO PART III.
PART III – TYPE OF INSTITUTION AND ENROLLMENT

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<th>Type of Institution</th>
<th>20 hours per week</th>
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<td>Institution for neglected children: 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.</td>
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<td>Institution for delinquent children: a public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision.</td>
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<tr>
<td>Community day program: a regular program of instruction provided by a State agency at a community day school operated specifically for neglected or delinquent children and youth.</td>
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<td></td>
</tr>
<tr>
<td>Adult correctional institution: facility in which persons (including persons under 21 years of age) are confined as a result of a conviction for a criminal offense.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PART IV – ADJUSTED ENROLLMENT TO REFLECT THE RELATIVE LENGTH OF THE STATE AGENCY’S ANNUAL PROGRAM

Enrollment (from Part III):

Multiplied by the number of days per year that program operates:

Divided by:

180 days

Equals the adjustment enrollment:


PART V – CERTIFICATION

I certify that the State agency has implemented a system of internal controls and taken the steps necessary to ensure that the data provided meet the requirements of Title I, Part D, Subpart I of the ESEA and are, to the best of my knowledge, valid and reliable. I understand that any knowingly and willingly submitted false statement provided herein that I have made is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.

(Typed name of institution official) (Signature and date)
APPENDIX B: Title I, Part D, Subpart 2 Annual Neglected and Delinquent Survey (Local Education Agencies) (FY20)
Local institutions for delinquent children. The definition in Section 432(4)(B) of the Title I statute states:

The term institution for delinquent children and youth is a public or private residential facility for the care of children who have been adjudicated to be delinquent.

Each eligible institution must identify itself as either an institution for neglected children or an institution for delinquent children, even if it serves both. The count of children in an institution for neglected children may include delinquent children. Likewise, the count of children in an institution for delinquent children may include neglected children.

The category of an institution should not change from year to year unless there has been an official change in the purpose for which the institution is operated, such as a new organizational owner serving a different population that still meets the eligibility requirements.

CHILDREN THAT ARE NOT ELIGIBLE TO BE COUNTED IN THIS SURVEY

Do not count children living in an individual foster home (a person’s home) or children attending a community day program where the child goes home at night. Though a Title I Part D delinquent community day program can receive funds, it cannot generate funds.

COUNTING ELIGIBLE CHILDREN

In order for a child to be eligible to be counted in this survey, a child must meet these three conditions:

1. The child must be age 5 through 17 when the survey was taken;

2. The child must live in a locally operated facility that meets the definition of an institution for neglected children or an institution for delinquent children, in Sections 432(1), (4), of the Title I statute. See the definitions on page two.

3. The child must live in either a public or private institution for at least one day during the 30 day consecutive window count, which is from October 1, 2019 to October 30, 2019. The facility will submit a count to the local school district of children residing in the facility for each of the 30 days. At the end of the 30-day count, the district will enter the highest resident count for any single day during the count. This number represents the facility caseload and is to be entered on the form.

SURVEY ASSISTANCE

For assistance in completing the Annual Neglected and Delinquent Survey, please contact Thomas Kirk at the Office of Federal Programs, at 405-521-4878 or by email at Thomas.Kirk@osde.ok.gov.

E-MAIL THE COMPLETED AND SIGNED SURVEY TO:

North Dakota Count

SURVEY DEADLINE

Friday, November 15, 2019, is the deadline for the State Dept. of Education to receive the e-mailed Annual Neglected and Delinquent Survey.
<table>
<thead>
<tr>
<th>County-District Code &amp; Name of Local Educational Agency (LEA) / County</th>
<th>Facility Name</th>
<th>Neglected Count October 1-30, 2019</th>
<th>Delinquent Count October 1-30, 2019</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OKLAHOMA STATE DEPARTMENT OF EDUCATION
Office of Federal Programs
Please provide an explanation below, if the district has a significant difference in the number of neglected and delinquent children compared to the number reported in the previous year.

An example of this would be plus or minus 25 children and a 25% difference or an LEA for which a count was reported last year but not this year or vice-versa.

I certify that the local educational agency has determined that the data provided meet the requirements of Title I, ESEA. The information provided in this report is, to the best of my knowledge, complete and accurate.

Superintendent’s Signature

Certification Date

Superintendent’s Typed or Printed Name

Must be completed and returned by Friday, November 15, 2019, to:

N&Doctobercount