

**South Dakota Department of Education  
2014-2015  
Title I Part D, Subpart 1: Delinquent Application  
No Child Left Behind Act of 2001 (P.L. 107-110)**

SOUTH DAKOTA  
DEPARTMENT OF EDUCATION  
OFFICE OF THE COORDINATOR FOR TITLE I PART D  
800 GOVERNORS DRIVE  
PIERRE, SD 57501

Application Deadline: July 1, 2014

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**Contact Information Page**

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**State Agency Authorized Representative:**

Name

Legal Name of Agency

Address

City

State

Zip

**State Agency Application Contact:**

Name

Phone

Fax Number

E-Mail Address

## **SD Department of Education Goals**

In 2012, the South Dakota Department of Education requested and was granted a Flexibility Waiver from the ESEA requirements under the No Child Left Behind Act of 2001. Under this new Flexibility Waiver, all components rotate around the priority of the student success upon completion of a K-12 education.

The Department adopted the Common Core Content Standards developed by the State Governors and Chief State School Officers and is now implementing and aligning assessments to the new standards. The new standards will advance essential skills that promote critical thinking, problem solving, and the application of knowledge.

The Department is strengthening foundational supports of a successful education through implementation of measures in several areas; high quality standards and instruction, effective teachers and leaders, environments conducive to learning, and engagement of families in their child's education.

### *SD DOE Aspirations:*

*All students will be college, career, and life ready*

- Students entering 4<sup>th</sup> grade will be proficient or advanced in reading*
- Students entering 9<sup>th</sup> grade will be proficient or advanced in math*
- Eliminate the achievement gap for Native American students*
- High school graduates are post-secondary or workforce ready*

# SD DOE State Plan/Goals for Title I Part D Subpart 1 and Subpart 2

## Funded Programs

<b>Goal #1 – Improve education services for children and youth so that children and youth have the opportunity to meet the same challenging State academic content standards and student achievement standards that all children in the State are expected to meet.</b>
<b>Objective 1</b> – Programs demonstrate that students are improving academic or vocational skills and educational attainment.
<b>Objective 2</b> - Programs will continue to improve program goals and effectiveness.
<b>Goal #2 – Provide children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment.</b>
<b>Objective 1</b> – An increasing number of students will transition to a regular program or other education program upon release.
<b>Objective 2</b> -Programs will maintain effective transition programs.
<b>Goal #3 – 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 ensuring their continued education.</b>
<b>Objective 1</b> – Programs will demonstrate support for students at-risk of leaving school and for students who have had contact with the justice system.
<b>Objective 2</b> – Programs will demonstrate support for the parents/families of at risk students and students who have had contact with the justice system.

## 2014-2015 State Agency Application Title I Part D, Subpart 1: Delinquent

Under the authorizing statute, an SA must use Subpart 1 funds to support educational services that (1) except for institution-wide projects (see section 1415(a)(2)(B)(i)), are provided to children and youth identified by the SA as failing, or most at-risk of failing, to meet the State's challenging academic content and student academic achievement standards; and (2) supplement and improve the quality of educational services provided to these children and youth by the SA. The statute further provides that Subpart 1 funds may be used to acquire equipment that will be used to help the children and youth the SA serves to meet challenging State academic content and student academic achievement standards, and to cover the costs of meeting the evaluation requirements of Section 9601 of ESEA.

State Agencies applying for funding under Title I Part D, Subpart 1 – Delinquent are required to provide information for each question. Answer each question separately. Sign the assurances and send application and assurances to the DOE.

**List the programs/facilities for which you are applying.**

### Checklist

Confirm by checking that the agency is compliant with the following requirements.

- The State Agency operates a regular program of instruction in each facility for which it is requesting funding. A “regular program of instruction” means an education program (not beyond grade 12) in an institution for 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. [Section 200.90(b) of the Title I, Part D regulations]
- The State Agency operates a program for children and youth who are enrolled in a regular program of instruction for **at least 20 hours per week**. [Section 1412]

and/or

- The State Agency operates adult correctional facilities and enrolls youth in a regular program of instruction for **at least 15 hours per week**. [Section 1412]

## **Student Assessment and Achievement**

The State Agency is required to assess student progress. [Section 1431, Section 1416]

What procedures will be used to assess the educational needs of the children and youth to be served? [Section 1416 (1)(2)] [Include DOE required assessments.](#)

List the pre-and post test used to assess student progress.

Explain all of the following that apply.

- How school credit is accrued.
  
  
  
  
  
  
  
  
  
  
- How grade promotion is addressed.
  
  
  
  
  
  
  
  
  
  
- How graduation is addressed.
  
  
  
  
  
  
  
  
  
  
- How GED is addressed.

Describe how the State Agency program(s) will meet the goals and objectives of the SD DOE State Plan as listed above. [Section 1414(c)(4)]

## **State Agency Comprehensive Needs Assessment**

Describe the process used to complete the agency's comprehensive needs assessment and establishing 2014-2015 goals [Section 1414(c)(1)(4)(6), Section 1416]. [Who was involved in completing this assessment? What valid and reliable measures of student achievement and other educational outcomes were used as data sources? Who was involved with the analysis of the data? Who was involved in setting goals?](#)

List the Agency's strengths and weaknesses and prioritize.

Description	Type (Strength or Weakness)	Number the Prioritized Need

### 2014-2015 Goals

List the Agency's Goals and reference the agency's prioritized need(s). Indicate which SD DOE goals are being addressed. You must address all SD DOE goals.

Goal	Prioritized Need(s) (see column 3 above)	SD DOE Goal(s) addressed
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

## Transition

Reservation of Funds: Each state agency shall reserve **not less than 15 percent and not more than 30 percent** of the agency's current-year Title I, Part D, Subpart 1 entitlement to support transition activities.

Enter the estimated percent of the Title I, Part D, Subpart 1 2014-2015 funds that will be reserved for transition activities. [Section 1418]

Identify the individual in each facility who is responsible for issues relating to the transition of children and youth from the State agency program to locally operated programs. (name, address, phone, email) [Section 1414(c)(11)]

Describe how the State agency will ensure the student assessments and appropriate academic records are shared jointly between the correctional facility/treatment facility and the LEA or alternative education program. [This may include the communication channels that exist between the correctional facility and LEAs or alternative education programs.](#) [Section 1414(c)(9)]

List the Transition Activities. [Include a description of both pre and post release activities.](#) [Also, list any parent involvement activities.](#) [Section 1418, Section 1414(c)(9)]

## Evaluation of the Program

The State Agency will carry out the program evaluation requirements of Section 9601 of ESEA to determine continuous progress of the program by improving the quality, timeliness, efficiency, and use of information relating to performance. The State Agency will use the results of the most recent evaluation to plan and improve the program. [Section 1414 (c)(6)]

Describe how the State Agency will evaluate the overall program.

Describe how the State Agency will use this evaluation in program implementation.

Describe how the State Agency maintains control of the federal funds.

Your answer must include how the agency must maintain effective control over and accountability for all funds, property, and other assets. (Recipients shall adequately safeguard all assets and assure they are used solely for authorized purposes.) The following documents provide information on the use of federal funds.

- EDGAR: Part 80, Subpart C (Post Award Requirements)80.22: Allowable Costs, 80.31: Real Property, 80.32: Equipment, and 80.33: Supplies
- OMB Circular A 21: Principles for Determining Costs Applicable to Grants, Contracts, and Other Agreements with Educational Institutions
- OMB Circular A–87 Cost Principles for State, Local, and Tribal Governments General Principles for Determining Allowable Costs
- OMB Circular A–133: Audits of States, Local Governments, and Non Profits

[Type text]

## **Program Specific Plan**

State Agencies should complete this section for each program.

### **Targeted Assistance Program (Women’s Prison) Institutionwide Program (STAR Academy)**

Explain the services. Explain how students are assessed to determine progress.

Describe how the program selects and targets the lowest achieving students for services. (Women’s Prison only)

### **Questions for All Programs**

Describe the current program including how items in the assurance statements are addressed. [What are the program specific goals for the future year?](#)  
[Section 1414]

Describe how the program will be coordinated with other appropriate State and Federal programs. [Coordinated programs may be under Title I of Public Law 105-](#)

220 (Workforce Investment Act of 1998), vocational and technical education programs, State and local dropout prevention programs, Title I, and special education programs. [Section 1414(c)(8)]

Describe how the program will coordinate with businesses for training and mentoring for participating children and youth. [Section 1414(c)(12)]

What professional development activities will be provided to teachers and other staff at the facilities? [Section 1414(c)(5)(10), Section 1416(8)]

Are there any additional services to be provided to children and youth, such as career counseling, distance learning, and assistance in securing student loans and grants? [Section 1414(c)(18)]

Describe how the program will involve parents. [Section 1414(c)(14)]

How are the funds used to supplement the regular education program? [Section 1414(c)(3)(7), Section 1415]

Describe how your program plan provides for a comprehensive assessment of the educational needs of all children and youth in the institution.

Describe the steps the agency has taken to provide all children and youth under age 21 with the opportunity to meet the challenging State academic content standards and student academic achievement standards.

Describe how your instructional program, pupil services, and procedures will be used to meet the education needs of children and youth (including any mentoring programs).

Describe how your Title I staff and other educational staff are involved in the planning, implementation and evaluation of the program with the state agency personnel (DOC).

Explain how students, whose first language is not English, will be identified and assisted with English language acquisition.

Describe the length of the school day and the weekly hours of instruction at this program.

Describe exactly what the funds will be used for at this program. How many people will be paid with these funds? How much time does each person work on Title I activities (approximate FTE)? What supplies and materials will be purchased?

## Elementary and Secondary Education Act

### **General Assurances:**

The State agency hereby assures the South Dakota Department of Education that:

1. The program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The control of funds provided under the program and title to property acquired with program funds will be in the applicant.
3. The applicant will administer the funds and property to the extent required by the authorizing statutes.
4. The applicant will adopt and use proper methods of administering each such program, including —
  - the enforcement of any obligations imposed by law on agencies responsible for carrying out each program; and
  - the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials.
6. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The applicant will —
  - submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
  - maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. Funds will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of federal funds, be made available, and in no case supplant such State, local, and other non-Federal funds.

(assurances continued next page)

Title I Part D - ASSURANCES

- I hereby assure in making services available to children and youth in adult correctional institutions, priority will be given to such children and youth who are likely to complete incarceration within a 2-year period.
- I hereby assure that the State agency will assist in locating alternative programs through which students can continue their education if the students are not returning to school after leaving the correctional facility or institution for delinquent children and youth.
- I hereby assure that the State agency will work with parents to secure parents' assistance in improving the educational achievement of their children and youth, and preventing their children's and youth's further involvement in delinquent activities.
- I hereby assure that the State agency will work with children and youth with disabilities in order to meet an existing IEP.
- I hereby assure that the State agency will notify the child's or youth's local school if the child or youth is identified as in need of special education services while the child or youth is in the correctional facility or institution for neglected or delinquent children and youth, and intends to return to the local school.
- I hereby assure that the State agency will work with children and youth who dropped out of school before entering the correctional facility or institution for delinquent children and youth to encourage the children and youth to reenter school once the term of the incarceration is completed or provide the child or youth with the skills necessary to gain employment, continue the education of the child or youth, or achieve a secondary school diploma or its recognized equivalent if the child or youth does not intend to return to school.
- I hereby assure that teachers and other qualified staff are trained to work with children and youth with disabilities and other students with special needs taking into consideration the unique needs of such children.
- I hereby assure that the program under this subpart will be coordinated with any programs operated under the Juvenile and Delinquency Prevention Act of 2002 (42 U.S.C. 5601 et seq.) or other comparable programs, if applicable.

Name of Authorized Representative (Type or Print)

Title of Authorized Representative (Type or Print)

\_\_\_\_\_  
Original Signature of Authorized Representative

\_\_\_\_\_  
Date

**For DOE Use Only:**

Approval of this plan/amendment is granted under the provisions of Public Law 107-110, provided the funds as allotted are expended only in accordance with the rules and regulations of the Department of Education and that should an audit disclose that such funds have not been so expended and restitution of such funds is required by the Department of Education, such restitution shall be made by the State agency.

\_\_\_\_\_  
STATE EDUCATION AGENCY Authorizing Individual

\_\_\_\_\_  
Date

**Budget Justification and Spreadsheet  
available upon request.**