

2024-2025 State Agency (SA) Programs for Neglected and Delinquent Children and Youth Application

The State Agency (SA) Programs for Neglected and Delinquent Children and Youth provides formula grants to state agencies to provide supplementary educational services to children and youth in state-run institutions for juveniles and adult correctional institutions. The goal is to assist these children and youth in making successful transitions to school or employment once they are released.

The purpose of the South Carolina Department of Education (SCDE) SA Programs for Neglected and Delinquent Children and Youth is to

1. improve educational services for children and youth in local, tribal, and state institutions for neglected or delinquent children and youth so that they have the opportunity to meet the same challenging state academic standards that all children and youth in the state are expected to meet;
2. provide services that will enable them to transition successfully from institutionalization to further schooling or employment; and
3. prevent at-risk youth from dropping out of school as well as provide dropouts and children and youth returning from correctional facilities or institutions with a support system to ensure their continued education and the involvement of their families and communities.

Eligible applicants must complete an application and submit it online. See the Application Instructions for guidance on preparing and submitting the application below.

If you have any questions or require assistance, contact me at 803-734-3454 or Msumpter@ed.sc.gov

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**State Agency (SA) Programs for
Neglected and Delinquent Children and Youth Application Instructions**

Funding Authorization

The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk is authorized by the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015, Title I, Part D; Sections 1401–1432; 20 U.S.C. 6421–6472.

Program Purpose

The purpose of the SA Programs for Neglected and Delinquent (N&D) Children and Youth is to support state agencies that are responsible for providing free public education for children and youth who are residing in local correctional facilities, adult correctional institutions, or attending community day programs to

1. improve educational services for children and youth in local, tribal, and state institutions for neglected or delinquent children and youth so that they have the opportunity to meet the same challenging state academic standards that all children and youth in the state are expected to meet;
2. provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and
3. prevent at-risk youth from dropping out of school as well as 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 state agency may (1) propose to provide targeted assistance to eligible children and youth identified as failing or most at risk of failing to meet the state’s challenging academic standards, or (2) propose an institution-wide project.

Eligibility

Eligible applicants are state agencies that are responsible for providing free public education for children and youth

1. in institutions for neglected and delinquent children and youth;
2. attending community day programs for neglected or delinquent children and youth; or
3. in adult correctional institutions.

To receive funding, the eligible state agency must submit a complete application to the SCDE as instructed below. Once the application is approved, the state agency is required to comply with all applicable statutory and regulatory requirements as outlined in the Statutory Requirements section below.

2024-2025 Statutory Requirements

All subgrantees must comply with Title I, Part D of the ESEA, and all applicable federal regulations and application requirements outlined below.

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Applicable Federal Regulations

Applicants should review the following federal regulations, accessible at the electronic [Code of Federal Regulations \(CFR\)](#) website. Applicants are reminded that, if funded, their programs must comply with these regulations

- 2 CFR Part 25—Universal Identifier and System for Award Management;
- 2 CFR Part 180—Office of Management and Budget (OMB) Guidelines to Agencies on Government Debarment and Suspension (Nonprocurement) as adopted at 2 CFR Part 3485;
- 2 CFR Part 200—Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (*Note: 2 CFR Part 200.210(a)(1) requires that a grant recipient's name match their registered name associated with its unique entity identifier as defined at 2 CFR Part 25.315*);
- Education Department General Administrative Regulations (EDGAR) 34 CFR Parts 76 (except for 76.662 (Participation of Students Enrolled in Private Schools)), 77, 81, and 82;
- 34 CFR Part 200—Helping Disadvantaged Children Meet High Standards; and
- 34 CFR Part 200.90, Subpart D—Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk of Dropping Out.

Universal Identifier and System for Award Management—2 CFR Part 25

In compliance with 2 CFR Part 25, an applicant must be registered in the federal System for Award Management (SAM) prior to submitting an application, maintain an active registration during the application process and throughout an active federal award, and include a valid UEI number in their application. Applicants should include their 10 digit ZIP code (ZIP + 4) when registering. Details on SAM registration and requesting a DUNS number can be found at the [System for Award Management](#) website. Applicants should contact their finance office if they need assistance with this item. Allow for ample time in preparing and submitting a registration to SAM as this process can take several weeks to receive approval.

Applicants and all signatories should review the Assurances, Terms, and Conditions for Federal Subawards (Pages 16-19) and the Program-Specific Assurances (Page 20) to ensure that, if awarded a subgrant, they are capable of full compliance, especially with all the referenced federal regulations and state laws, in order to enter into an agreement with the SCDE for this program. For example, in compliance with 2 CFR Part 200.112, applicants must disclose in writing any potential conflict of interest to the SCDE in accordance with the conflict of interest policy of the applicable U.S. Department of Education.

The electronic submission of this application by the district's superintendent certifies that he/she has read and agreed to the Assurances and Terms and Conditions for Federal Subawards, and the Neglected and Delinquent program-specific assurances. The superintendent also understands that the electronic submission of this application *legally binds* the applicant to the agency's assurance and terms and conditions. In addition, the submission of this application also indicates the superintendent's approval of the N&D plan and the plan for each applicable facility receiving an N&D allocation.

Further, the LEA must sign and return a Grant Award Notification (GAN). The GAN is also a legally binding document that includes all applicable federal and state statutory and regulatory requirements for receiving federal funds. The GAN is also inclusive of the total amount allocated to an LEA; applicable federal and state assurances and terms, and conditions for how the allocated funds must be utilized and by when.

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Application Requirements/Program Details (Section 1414)

All applicants must meet the application requirements outlined below. The state agency must submit an application for programs that address the following requirements:

1. describe the procedures to be used, consistent with the state plan under Section 1111, to assess the educational needs of the children to be served under this subpart and, to the extent practicable, provide for such assessment upon entry into a correctional facility; [Needs Assessment]
2. describe how services are made available to children and youth/juveniles in adult correctional institutions, priority will be given to such children and youth (20 and under), who are likely to complete incarceration within a two-year period;
3. describe the steps the state agency has taken or will take, to provide all children and youth under age 21 with the opportunity to meet challenging state academic standards in order to improve the likelihood that the children and youth will attain a regular high school diploma or its recognized equivalent, or find employment after leaving the institution;
4. describe how the state agency will consult with experts and provide the necessary training and professional development appropriate teachers and other staff to ensure that the planning and operation of institution-wide projects under Section 1416 are of high quality;
5. describes how the state agency will use the results of the most recent evaluation under Section 8601 to plan and improve the program;
6. describe how the programs will be coordinated with other appropriate state and federal programs, such as programs under Title I of the Workforce Innovation and Opportunity Act, career and technical education programs, state and local dropout prevention programs, and special education programs;
7. describe (*as applicable*) how the state agency will encourage correctional facilities receiving funds under this subpart to coordinate with LEA or alternative education programs attended by incarcerated children and youth before and after their incarceration to ensure that student assessments and appropriate academic records are shared jointly between the correctional facility and the LEA or alternative education program to facilitate the transition of such children and youth between the correctional facility and the LEA or alternative education program;
8. describe how the state agency will endeavor to coordinate with businesses for training (internships, apprenticeships, shadowing, etc.) and mentoring for participating children and youth;
9. describe how 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 neglected or delinquent children and youth;
10. describe (*as applicable*) how 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;

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11. describe how the state agency will work with children and youth with disabilities to meet an existing individualized education program (*IEP*) and an assurance that the agency will notify the child's or youth's local school if the child or youth [*Special Education Services as required by the Individuals with Disabilities Education Act*]
 - a. 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
 - b. intends to return to the local school;
12. describe how the state agency will work with children and youth who dropped out of school before entering the juvenile/correctional facility or institution for neglected or delinquent children and youth to encourage the children and youth to reenter school and attain a regular high school diploma 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 attain a regular high school diploma or its recognized equivalent if the child or youth does not intend to return to school;
13. describe how certified or licensed 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 students; [*Special Education Services as required by the Individuals with Disabilities Education Act*]
14. describe any additional services to be provided to children and youth, such as career counseling, distance learning, and assistance in securing student loans and grants;
15. describe (as applicable) how the program under this subpart will be coordinated with any programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 (42 *U.S.C.* 5601 *et seq.*) or other comparable programs, if applicable; and
16. describes (*as applicable*) how the state agency will
 - a. note when a youth has come into contact with both the child welfare and juvenile justice systems; and
 - b. deliver services and interventions designed to keep such youth in school that are evidence-based (to the extent such evidence is reasonably available).
17. Describes the program, including a budget for the first year of the program, with annual updates to be provided to the SEA;
18. Includes data showing that the SA has maintained the fiscal effort required of an LEA, in accordance with ESEA section 8521;
19. Designates an individual in each affected correctional facility or institution for neglected or delinquent children and youth to be responsible for issues relating to the transition of such children and youth between such facility or institution and locally operated programs.
20. Describes how the program will meet the goals and objectives of the State plan

Funding Period

The subgrant period is from July 1, 2024 through September 30, 2026. Funds will not be carried forward from the previous subgrant period. If a program cannot be implemented as planned, contact Jennifer Rhodes to assess the issue and provide options.

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Use of Funds (Section 1415)

Subpart 1, Section 1415(a)(1) states that a state agency shall use funds received under this subpart only for programs and projects that

- A. are consistent with the state plan under Section 1414(a); and
- B. concentrate on providing participants with the knowledge and skills needed to make a successful transition to secondary school completion, career, and technical education, further education, or employment.

Section 1415(a)(2)(A) details that programs and projects may use funds for

- 1. acquiring equipment;
- 2. pay-for-success initiatives; or
- 3. providing targeted services for youth who have contact with both the child welfare system and the juvenile justice system.

Section 1415(a)(2)(B) states that programs and projects may be designed to support educational services that

- 1. except for institution-wide projects under Section 1416, are provided to children and youth identified by the state agency as failing, or most at-risk of failing, to meet the state's challenging academic standards; and
- 2. respond to the educational needs of such children and youth, including by supplementing and improving the quality of educational services provided to such children and youth by the state agency; and
- 3. allow such children and youth to meet challenging state academic standards.

Programs and services must be administered in a manner consistent with Section 1118 and part F (as applied to programs and projects under this grant).

The state agency's program must use funds to **supplement** the number of hours of instruction students receives from state and local sources regardless of the subject areas in which the instruction is given during those hours.

State agency N&D program subgrant funds must **supplement, not supplant**, existing services and may not be used to supplant federal, state, local, or other non-federal funds. Projects may not use subgrant funds to pay for existing levels of services funded from any other sources or for any services mandated by state, federal, or local law.

Targeted Assistance Plan (Section 1414/N&D Non-regulatory Guidance)

Targeted assistance programs may *only* be operated in an institution for neglected or delinquent children and youth for (1) children not older than 21 who are entitled to free public education through grade 12, and, (2) children who are not yet at the appropriate grade level for free public education. The SCDE must approve a comprehensive targeted assistance plan for that institution.

Note: An adult correctional institution **cannot** use its funds for an institution-wide project. Only Adult correctional institutions will complete a Targeted Assistance Plan.

Funds received through this application must be used to provide

- services to eligible children and youth identified as failing or most at risk of failing to meet the challenging state academic standards;

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- respond to the educational needs of such children and youth, by supplementing and improving the quality of the educational services provided to such children and youth by the state agency; and
- allow such children and youth to meet challenging state academic standards.

Applicants must include in their application a description of the following:

1. The selection process and the method of assessment;
2. The Title I program instruction that is provided by highly qualified staff, the instructional delivery system, and the strategies designed to improve student achievement;
3. The professional development available to education program staff;
4. How Title I resources will be used to supplement rather than supplant services provided to participating children and youth; and
5. The process of evaluation of the targeted assistance plan to include an assessment of instructional delivery relative to achievement.

Institution-wide Plans (Section 1416)

A state agency that provides a free public education for children and youth in an institution for neglected or delinquent children and youth (other than an adult correctional institution) or attending a community day program for such children and youth may use funds to serve all children and youth in, and upgrade the entire educational effort of, that institution if the state agency has developed, and the SCDE has approved, a comprehensive plan for that institution. The program must

1. provide for a comprehensive assessment of the educational needs of all children and youth in the institution or program serving juveniles;
2. provide for a comprehensive assessment of the educational needs of children and youth aged 20 and younger in adult facilities who are expected to complete incarceration within a two-year period;
3. describe the steps the state agency has taken or will take, to provide all children and youth under age 21 with the opportunity to meet challenging state academic standards in order to improve the likelihood that the children and youth will attain a regular high school diploma or its recognized equivalent, or find employment after leaving the institution;
4. describe the instructional program, specialized instructional support services, and procedures that will be used to meet the needs described in number 1 above, and how relevant and appropriate academic records and plans regarding the continuation of educational services for such children or youth are shared jointly between the state agency operating the institutions or program and LEA to facilitate the transition of such children and youth between the LEA and the state agency including, to the extent feasible, the provision of mentors for the children and youth described in number 1 above;
5. specifically describe how such funds will be used;
6. describe the measures and procedures that will be used to assess and improve student achievement;
7. describe how the state agency has planned and will implement and evaluate, the institution-wide or program-wide project in consultation with personnel providing direct instructional services and support services in institutions or community day programs for neglected or delinquent children and youth, and with personnel from the SCDE; and
8. include an assurance that the state agency has provided for appropriate training for teachers and other instructional and administrative personnel to enable such teachers and personnel to carry out the project effectively.

Transition Services (Section 1418)

Each state agency must reserve not less than 15 percent and not more than 30 percent of the amount the agency receives for any fiscal year to support

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1. projects that facilitate the transition of children and youth between state-operated institutions, or institutions in the state-operated by the Secretary of the Interior, and schools served by LEAs or schools operated or funded by the Bureau of Indian Education;
2. successful reentry of youth offenders, who are age 20 or younger and have received a regular high school diploma or its recognized equivalent, into postsecondary education, or career and technical training programs, through strategies designed to expose the youth to, and prepare the youth for, postsecondary education or career and technical training programs, such as
 - a. pre-placement programs that allow adjudicated or incarcerated youth to audit or attend courses on college, university, or community college campuses, or through programs provided in institutional settings;
 - b. worksite schools, in which institutions of higher education and private or public employers partner to create programs to help students make a successful transition to postsecondary education and employment; and
 - c. essential support services to ensure the success of the youth, such as
 - i. personal, vocational and technical, and academic counseling;
 - ii. placement services designed to place the youth in a university, college, or junior college program;
 - iii. information concerning, and assistance in obtaining available student financial aid;
 - iv. counseling services; and
 - v. job placement services.

Program Evaluation (Section 1431)

As required by Subpart 3, each participating state agency will evaluate their program no less than once every three years. Data will be disaggregated on participation by gender, race, ethnicity, and age, while protecting individual student privacy, to determine the program's impact on the ability of participants to

1. maintain and improve educational achievement and to graduate from high school in the number of years established by the state under either the four-year adjusted cohort graduation rate or the extended-year adjusted cohort graduation rate, if applicable;
2. accrue school credits that meet state requirements for grade promotion and high school graduation;
3. make the transition to a regular program or other education program operated by an LEA or school operated or funded by the Bureau of Indian Education;
4. 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. participate in postsecondary education and job training programs (as appropriate).

The disaggregation requirement may not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

In conducting each evaluation, the state agency will use multiple and appropriate measures of student progress.

The annual evaluation must use facility/site data for all components of the evaluation. The annual evaluation results will be compiled into the third-year evaluation and will be used to plan and improve subsequent programs for participating children and youth.

Each state agency will

- (a) submit an end-of-year evaluation by (TBD), to the SCDE, and

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- (b) use the results of the evaluations to plan and improve subsequent programs for participating children and youth.

The SCDE will review the state agency's evaluation results and make recommendations for subsequent improvements.

Specific information regarding the N&D evaluation process is located in the *Title I, Part D Neglected and Delinquent Education Programs Handbook of Basic Guiding Principles for Effective Program Implementation*.

Definitions (Section 1432)

[Subpart 3, Section 1432](#) provides a list of definitions related to programs for Neglected and Delinquent Children and Youth:

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.

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, 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, has limited English proficiency, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.

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.

Institution for Neglected or Delinquent Children and Youth—The term institution for neglected or delinquent children and youth' means—

- (A) 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
- (B) a public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision.

How to Apply and Submission Instructions

Eligible applicants must submit a complete application on-line. Eligible applicants must also have a current registration in the federal [System for Award Management](#) (SAM) and maintain an active SAM registration during the award. Applicants must include their UEI number in their application and confirm their current registration in SAM.

Applicants must use GEMS to complete the following information that includes:

1. N&D Program Administrative Activities as applicable
2. State Agency Application/Program Details
3. Program Activity Summaries for Reading/English Language Arts, Math, and Transition Services

Application Requirements

1. Maintenance of Effort (MOE) is a federal mandate that requires grant recipients and/or sub-recipients to maintain a certain level of state/local fiscal effort to be eligible for full participation in federal grant funding. Enter the MOE for the years indicated below.

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2. Facility Overview

Complete the following information for each proposed facility/site. The total section (below) auto-populates based on the data entered. Please ensure accuracy before proceeding.

- Facility/Site Name, Designation (Detention, Corrections, etc.)
- Student Population
- Who provides the primary education program
- Where the students receive their primary education program
- Whether or not students are being served are listed in PowerSchool
- Student participation for Reading and Math

3. Delinquent Programs (as applicable)

Complete the Dropout Program Calculation

4. Prepare Program Activity Summary for Education and Support Programs via GEMS

Complete the appropriate Program Activity for each component (ELA/Reading, Math, and Transition Services) for **each** facility/site served. The activities should consist of high-quality education programs and or resources that prepare children and youth for secondary school completion, training, employment, or further education.

Components

- Reading/English Language Arts Activities should consist of resources to help participating children meet the state's challenging academic content standards and challenging state student academic achievement standards that all children in the state are expected to meet for reading. List any additional resources coordinated within this activity funded from other sources.
- Math Activities should consist of resources to help participating children meet the state's challenging academic content standards and challenging state student academic achievement standards that all children in the state are expected to meet for math. List any additional resources coordinated within this activity funded from other sources.
- Transition Services should consist of program resources to provide activities that facilitate the transition of such children and youth from the facility/site program to further education or employment.

Grants Accounting Processing System

Subgrantees must submit an initial budget and all expenditure reports through the [Grants Accounting Processing System \(GAPS\)](#). Submission of expenditure reports will be accepted monthly but is required *at least* quarterly throughout the grant award period.

5. Assurances, Terms, and Conditions

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Applicants should retain a copy of the SCDE's Assurances, Terms, and Conditions for Federal Subawards and the program-specific for their records.

If you need assistance or have questions regarding the application process, please contact the SCDE's Neglected and Delinquent Education State Coordinator, Makesia Sumpter @ Msumpter@ed.sc.gov or at 803-734-3454