

Neglected and Delinquent

ESEA Title I, Part D

Program funds are allocated by formula to States. Of the total appropriation, the Education Department (ED) may reserve **up to 2.5 percent** for national activities, including technical assistance to help build the capacity of State agency programs.



State Allocations



the number of neglected or delinquent children and youth in State-run institutions, attending community day programs, and in adult correctional facilities who are enrolled for at least 15 hours per week in education programs in adult correctional institutions; and, are enrolled for at least 20 hours per week in education programs in institutions for neglected or delinquent children and youth, or in community day programs for neglected or delinquent children and youth of the adjusted State APPE average per pupil expenditure (APPE)

40 percent of the average perpupil expenditure (APPE) in the State, except that the amount determined must not be less than 32 percent, nor more than 48 percent, of the average per-pupil expenditure in the United States



STATE FORMULA-ALLOCATED

GRANT PROGRAM



Transition Services

ED

States are required to reserve **between 15 and 30 percent** of their allocations for projects to help neglected and delinquent participants make the transition from State institutions to locally operated programs, or to support the successful entry of youth offenders into postsecondary and career and technical education programs.



\$47.6 million FY 2018



program changes under ESSA: emphasizing the attainment of regular high school diplomas as the preferred program outcome; improving transitions for youth between correctional facilities and local education programs and schools, particularly to provide for educational continuity, to ensure credit accrual, and to support the successful completion of high school and pathways into postsecondary education and the workforce; expanding the programs to better include students served by the Bureau of Indian Education or tribal schools; focusing on the unique needs of children who have interacted with both the child welfare system and the justice system; and allowing local programs to use funds for pay-for-success initiatives.

Education Policy & Practice Department CENTER FOR GREAT PUBLIC SCHOOLS