Every Student Succeeds Act (ESSA): Title I, Part D, Subpart 2 Program Requirements and Random Validations

Association for Compensatory Educators of Texas (ACET)  
Austin, TX  
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Title I, Part D Programs  
Texas Education Agency  
Federal Program Compliance Division

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Agenda

- Overview of State Data
- Program Purpose
- Eligibility
- LEA Application Requirements
- Allowable Use of Funds
- Transition
- Accountability & Program Evaluation
- Random Validations, 2018-2019
- Looking Ahead, 2019-2020
- Roundtable Discussions
### Overview of State Title I, Part D Data 2017-2018

<table>
<thead>
<tr>
<th>Total LEAs serving Title I, Part D, Subpart 1 Programs (Windham School District and TX Juvenile Justice Department)</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total LEAs serving Title I, Part D, Subpart 2 Programs</td>
<td>127</td>
</tr>
</tbody>
</table>

### Overview of State Title I, Part D Data 2017-2018 (continued)

<table>
<thead>
<tr>
<th>At Risk</th>
<th>Neglected</th>
<th>Juvenile Detention</th>
<th>Juvenile Corrections</th>
<th>Adult Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>#Students Served (unduplicated)</td>
<td>2,067</td>
<td>5,316</td>
<td>14.768</td>
<td>2,555</td>
</tr>
<tr>
<td>Earned High School Equivalency (in facility)</td>
<td>18</td>
<td>2</td>
<td>16</td>
<td>403</td>
</tr>
<tr>
<td>Earned High School Diploma (in facility)</td>
<td>65</td>
<td>34</td>
<td>28</td>
<td>113</td>
</tr>
</tbody>
</table>
## Overview of State Title I, Part D Data 2017-2018 (continued)

<table>
<thead>
<tr>
<th>At Risk</th>
<th>Neglected</th>
<th>Juvenile Detention</th>
<th>Juvenile Corrections</th>
<th>Adult Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earned High School Credits (in facility)</td>
<td>610</td>
<td>1,566</td>
<td>2,480</td>
<td>3,287</td>
</tr>
<tr>
<td>Accepted/Enrolled in postsecondary education (in facility)</td>
<td>25</td>
<td>8</td>
<td>0</td>
<td>86</td>
</tr>
<tr>
<td>Enrolled in Job Training Programs (in facility)</td>
<td>86</td>
<td>0</td>
<td>860</td>
<td>2,176</td>
</tr>
</tbody>
</table>

### Program Purpose
Purpose

• To carry out high quality education programs to prepare youth for secondary school completion, training, employment, or further education
• To provide activities to facilitate youth transition from the correctional program to further education or employment
• To operate programs in local schools, including Bureau of Indian Education, for youth returning from correctional facilities and at-risk programs

Neglected vs. Delinquent Youth

**Neglected:** A child, youth, or student who has been committed to an institution (other than a foster home) or voluntarily placed under applicable State law due to abandonment, neglect, or death of his or her parents or guardians.

**Delinquent:** A child, youth, or student who resides in a public or private residential facility (other than a foster home) that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision.
Title I, Part D: Definition of At-Risk Youth

A school-aged youth who is at risk of:

- Academic failure
- Dependency or delinquency adjudication
- Drug/Alcohol problem
- Pregnant or Parent
- Juvenile Justice System or Child Welfare System history
- At least 1 year behind grade level
- English learner
- Gang member
- Drop out
- High absenteeism rate

At Risk Programs

- Do not generate funding
- Should not take priority over neglected & delinquent programs

- Examples
  - After school tutoring
  - Split-funded supplemental educational programs
  - Dropout prevention programs
  - Dual LEA campus/Facility programs
At-Risk Programs – Feedback

Facility Types

**Adult Correctional Institution** – A facility in which persons under the age of 21 are confined as a result of a criminal offense conviction.

**Neglected Institution** – A public or private residential facility (other than a foster home) that is operated for the care of children who have been committed or placed by State law due to abandonment, neglected, or death of parents/guardians.

**Delinquent Institution** – A public or private residential facility (other than a foster home) for the care of children who have been adjudicated to be delinquent or in need of supervision.
Juvenile Detention vs. Juvenile Corrections

**Juvenile Detention:** Detention facilities are short-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.

**Juvenile Corrections:** Correctional facilities are normally longer-term institutions that provide care to youth who are pending or already adjudicated.

Eligibility
LEA Eligibility

LEA must meet at least one criteria:

- Must serve student(s) who live in a residential facility for neglected or delinquent
- Must have a residential facility for the neglected or delinquent located within its boundaries
- Must be an open-enrollment charter school that either operates a residential facility for the neglected/delinquent or provides educational services to students who live in such a facility

Student Eligibility

**SC9000 Annual Survey of Children in Local Residential Facilities for the Neglected/Delinquent** *(Due December 2019)*

Students must meet the following criteria:

- Resided in the facility for at least one day during the month of October
- Ages 5 to 17, inclusive (upon entry to the facility)
- *Exclude* children under the conservatorship of the Texas Department of Family and Protective Services
- Exclude foster care children

For questions concerning the SC9000, contact the Federal Fiscal Compliance and Reporting Division at compliance@tea.texas.gov
Review of LEA Application Requirements

Program Guidelines

Title I, Part D, Subpart 2

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

Program Guidelines

Intent and Purpose (ESSA Sec. 1421)
The purpose of the Title I, Part D, Subpart 2, is to do the following:

- To carry out high quality education programs to prepare children and youth for secondary school completion, training, employment, or further education;
- Provide children and youth with the services needed to make a successful transition from institutionalization to further education or employment; and
- To operate programs in local schools, including schools operated or funded by the Bureau of Indian Education for children and youth returning from correctional facilities and programs which may serve at-risk children and youth.
LEA Application Requirements

[Sec. 1423]

- Program description
- Formal education agreement between –
  - LEA, Correctional facility, Alternative schools
  - Including Secretary of the Interior & Indian Tribes
- How coordination of facility youth ensures comparable education
- Successful student transition
- Student characteristics and coordination of existing programs

LEA Application Requirements continued [Sec. 1423]

- Coordination with existing social, health, & other services
- Partnerships with institutions of higher education and local businesses
- Parent & family involvement
- Coordination with other federal, state, & local programs
LEA Application Requirements continued [Sec. 1423]

- Coordination with Juvenile Justice & Delinquency Prevention Act
- Coordination with probation officers
- Efforts to ensure awareness of existing individualized education program (IEP)
- Plan to find alternative educational placements

LEA Documentation Requirements

- All ESSA LEA requirements must be written and on file [ESSA, Sec. 1423]
- Documentation kept locally
  - LEA is fiscal agent
  - LEA ensures neglected/delinquent facility meets all requirements
Allowable Use of Funds

Best Practices for Using Title I, Part D Subpart 2 Funds

The purpose of Title I, Part D, Subpart 2, is to do the following (ESSA Sec. 1421):

- To carry out high quality education programs to prepare children and youth for secondary school completion, training, employment, or further education;
- Provide children and youth with the services needed to make a successful transition from institutionalization to further education or employment; and
- To operate programs in local schools, including schools operated or funded by the Bureau of Indian Education for children and youth returning from correctional facilities and programs which may serve at-risk children and youth.
Allowable Use of Funds

• Transition programs
• Dropout prevention programs
• Coordination of health/social services
• Special programs
• Mentoring/Peer mediation
• At-Risk programs for Indian children/youth
• Pay-For-Success initiatives

Pay-for-Success Initiative

What is a pay-for-success initiative?

A performance-based grant, contract, or cooperative agreement awarded by a public entity in which a commitment is made to pay for improved outcomes that result in social benefit and direct cost savings or cost avoidance to the public sector.

ESSA, Title VIII, Part A, Section 8101(40)
Transition
Transition Strategies

• Communication
• Develop Transition Plan
• Evidence Based Programming
• Regular Monitoring & Tracking
• Adequate Funding

Transition Activities - Feedback
Accountability & Program Evaluation

Accountability  [SEC. 1426]

TEA may:

- Reduce or terminate Title I, Part D funding
- Require academic improvement
  - After 3 years of funding, data should show
    - Youth returning to school
    - High school diplomas/high school equivalency certificate
    - Employment
Title I Part D Subpart 3 – Program Evaluations*

TEA evaluates program impact on ability of students to:
• Maintain & improve education achievement and high school diploma
• Accrue school credits
• Transition to regular school or Bureau of Indian Education program
• Complete high school diploma/equivalency & employment
• Participate in postsecondary education & job training

*Data collection through the PR2000 Title I, Part D Compliance Report

Random Validations

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Randomly selected LEAs notified</td>
<td>April 15</td>
</tr>
<tr>
<td>LEA documentation due</td>
<td>May 3 (extended from April 29)</td>
</tr>
<tr>
<td>LEA notification of results</td>
<td>July 8</td>
</tr>
</tbody>
</table>

Selected submission requirements for 2018-2019:

1. Program description
2. Formal education agreement
3. Facilitation of transition services
4. Parent and family involvement
5. Process for retrieving student academic records
Random Validations - Feedback

Looking Ahead…2019-2020
Looking Ahead….PS3102 Draft Schedule:
Title I, Part D, Subpart 2 Application Requirements (2019-2020)

Part 2: Planned Expenditures

A. Planned Expenditures

1. Programs that assist children and youth returning to local schools from correctional facilities
2. Dropout prevention programs serving at-risk children and youth
3. Coordination of health and social services for youth to improve the likelihood of education completion
4. Coordination with probation officers for youth returning from correctional facilities
5. Alternative placements for youth interested in continuing education outside of traditional public school
6. Special programs to meet unique academic needs, including career/technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and financial aid assistance for postsecondary education
7. Mentoring and peer mediation programs
8. At-risk Indian children and youth in correctional facilities in LEA’s served area operated by the Secretary of the Interior or Indian tribes
9. Pay for success initiatives
10. Transition services
11. Partnerships with institutions of higher education/local businesses to facilitate postsecondary and workforce success for youth exiting correctional facilities
12. Parent and family involvement
13. Other

Roundtable Discussions

- Innovative education strategies
- Use of technology and labs in the classroom
- Professional development opportunities
- Collaboration between LEA and other agencies (i.e., mental health, social services, probation officers, etc.)
- LEA and facility training/technical assistance needs from TEA
- Strengths and Challenges
Resources

• U.S. Department of Education: [http://tinyurl.com/ED-Title_I_Part_D](http://tinyurl.com/ED-Title_I_Part_D)

• TEA Title I Part D: [https://tea.texas.gov/Finance_and_Grants/Grants/Title_I,_Part_D_%E2%80%93_Prevention_and_Intervention_Programs_for_Children_and_Youth_Who_Are_Neglected,_Delinquent,_or_At-Risk](https://tea.texas.gov/Finance_and_Grants/Grants/Title_I,_Part_D_%E2%80%93_Prevention_and_Intervention_Programs_for_Children_and_Youth_Who_Are_Neglected,_Delinquent,_or_At-Risk)


• National Evaluation and Technical Assistance Center for the Education of Children and Youth who are Neglected, Delinquent, or At-Risk (NDTAC): [https://neglected-delinquent.ed.gov](https://neglected-delinquent.ed.gov)
Resources

• Office of Juvenile Justice & Delinquency Prevention
  https://www.ojjdp.gov

• Coalition for Juvenile Justice
  http://www.juvjustice.org

Questions
TEA Program Contact

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Federal Program Compliance Division
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Phone: 512-463-6939

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