

**Texas Education Agency
Title I, Part D, Subpart 2
(Neglected & Delinquent Programs)
*Random Validation Guidance Document
2018 -2019**

Title I, Part D, Subpart 2 program purpose: To support district programs that involve collaboration with locally operated correctional facilities and: (1) to prepare youth for secondary school completion, training, and/or employment, (2) to provide activities to facilitate transition from correctional program to further education or employment, and (3) to operate programs in local schools for youth returning from correctional facilities and programs which may serve at-risk youth.

For complete Title I, Part D, Subpart 2 requirements, see the ESEA as amended by ESSA, Sections 1421-1432.

*Random Validation Guidance document for 2018-2019 only includes *selected* Title I, Part D, Subpart 2 ESSA requirements. The LEA must ensure it has written documentation to meet all requirements of ESSA Sections 1421-1432 on file in the district.

Column A Selected LEA Title I, Part D Requirements	Column B Acceptable <i>Sample</i> LEA Documentation	Column C LEA Written Response and/or Documentation Required <i>IF</i> TEA Follow-Up is Requested (Corrective Action Phase)
<p>Written program description and formal education agreements</p> <p>Sec. 1423(1)(2)</p> <ol style="list-style-type: none"> 1. LEA must provide a description of the program to be assisted. [Section 1423(1)] 2. LEA must provide description of formal agreements between the LEA and correctional facilities (and alternative school programs, if applicable) [Section 1423(2)] 	<ul style="list-style-type: none"> • Documentation of how funds are used to support the Title I, Part D program purposes. <ul style="list-style-type: none"> ○ Written summaries may include descriptions of: FTE staffing and duties, description of Title I, Part D paid staff and duties (i.e., counselors, transition counselor, social worker, parent liaison, etc.), staff professional development opportunities, supplemental educational materials, transition plans, Title I Part D at-risk programs, education/career counseling, job training, etc. • Documentation of formal agreements between the LEA and applicable facilities to provide education services and support 	<ul style="list-style-type: none"> • Provide documentation of correspondence, staff meeting agendas, and collaboration to plan for use of program funds in the following year • Provide summary/overview of data reviewed to provide program plans for the following year • After evaluating the LEA’s past year’s Title I, Part D program, describe what improvements will be made for the following year • Dated meeting agendas and/or correspondence indicating decision(s) of formal agreements for LEA to provide education services to students • Written plan for annually reviewing formal education agreements

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<p>Facilitation of successful transition from correctional facilities</p> <p>Sec. 1423(4)</p> <p>3. Description of the Title I, Part D program to facilitate the successful transition of youth returning from correctional facilities, and as appropriate, the types of services that schools will provide youth and other at-risk youth [Section 1423(4)]</p>	<ul style="list-style-type: none"> • Documentation of staff (transition coordinator, counselor, social worker, etc) job responsibilities tied to coordinating successful transition plan(s) for youth • Documentation of sample written transition program plans for youth leaving correctional facilities • Documentation of coordination with community/other programs and resources assisting in the successful transition of youth • Documentation of at-risk program designed specifically for Title I, Part D students within or transitioning from correctional facilities 	<ul style="list-style-type: none"> • Documentation of meeting agendas and planning team(s) for creating successful transition plans for youth • Documentation of coordination with LEA, businesses, community organizations, and other agencies to implement successful transition plans for youth

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<p>Parent and Family Involvement</p> <p>Sec. 1423(8)</p> <p>4. A description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities [Section 1423(8)]</p>	<ul style="list-style-type: none"> • Documentation that LEA has involved parents and/or family in the education of their youth • Documentation of a sample letter/correspondence with youths' former school district requesting and/or sending academic records • Documentation of dropout prevention program and activities • Documentation of written parental resources (i.e., parent letters, student progress reports-without identifying student information to TEA, community resources/referrals, etc.) shared with family members of Title I, Part D students 	<ul style="list-style-type: none"> • Provide written process for informing parents and/or family in their child's progress, education plans, and transition (where applicable) (i.e., timeline, process for parent/family communication, information to be shared with parents/family, etc.) • After evaluating the LEA's past year's parent and family involvement, describe what improvements will be made for the next year

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<p>Student academic records while in a correctional facility (if applicable)</p> <p>Sect. 1425(12)</p> <p>5. Upon the youth’s entry into the correctional facility, work with the child’s family members and the LEA that most recently provided services to the youth to ensure that the relevant and appropriate academic records and plans regarding the continuation of educational services for youth are shared jointly between the correctional facility and LEA to facilitate the transition</p>	<ul style="list-style-type: none"> • Documentation that LEA has a process for contacting former school districts for academic records and plans regarding continuation of educational services • Documentation that LEA has a process for contacting parents/family members concerning their child’s former education and academic records 	<ul style="list-style-type: none"> • Provide documentation of process and coordination that ensures academic records and educational plans are being requested of the youth’s former schools/districts • Provide documentation of process for working with family members to receive information of child’s academic records and any special education/disability needs to support transition