

Federal Program Compliance Division

Title I, Part D, Subpart 1 – Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

Program Guide

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Change History

I. Program Overview

Unless otherwise noted, the Section numbers cited in this guidance document refer to the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

Intent and Purpose

The purpose of Title I, Part D, Subpart 1 is:

- To improve educational services for children and youth in local and tribal State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic standards that all children in the State are expected to meet.
- To provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and
- To 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 to ensure their continued education and the involvement of their families and communities.

This program guide provides basic program information, along with direct links to related resources available on the Texas Education Agency website. This resource provides general program information and should not be perceived as an all-inclusive listing of all statutory requirements. Upon certification and submission of the ESSA Consolidated Federal Grant Application, State Agencies certify that they will comply with all requirements noted in statute.

All statutory requirements can be found in the Program-Specific Provisions and Assurances posted on the [TEA Grant Opportunities Page](#). For a link to the Program-Specific Provisions and Assurances, search by the grant application name and review the information located in the Application and Support Information section.

Additionally, please note that any sample language provided in sections of this guide are examples of what State Agencies (SAs) could use as a guide. It is not intended for State Agencies to copy and paste verbatim, as their policies and procedures may differ from the sample language provided.

State Plan

Each State that receives ESSA funds is required to submit a plan to the United States Department of Education (USDE). The Texas Education Agency (TEA) formally submitted the state's Every Student Succeeds Act (ESSA) consolidated plan to the U.S. Department of Education (USDE) on Sept. 25, 2017. The USDE approved the state's original 2017 ESSA plan on March 26, 2018. This final plan reflected the results of a series of public hearings, review by the Governor's Office, and review by the State Board of Education, in addition to input from a peer review process and feedback from the USDE. The Plan can be viewed through the following link: [ESSA State Plan](#).

Allocation of Funds to Local Education Agencies (LEAs)

Each calendar year, two state-defined special LEAs (Texas Juvenile Justice Department [TJJD], otherwise known as Lone Star ISD, and Windham School District) report enrollment numbers through the eGrants SC9010 – Survey of Children in State Agency Facilities for Neglected or Delinquent Children, Adult Correctional Facilities, or Community Day Programs for Neglected or Delinquent Children data collection. This data is subsequently sent to USDE and utilized by USDE when determining Title I, Part D, Subpart 1 formula-based allocations to states. A state-defined special LEA in this program refers to a State Agency that is eligible for this grant.

The process of determining allocations is detailed in [the ESSA Funding Formulas Reference Manual](#) that is available in the [Grant Allocations and Award Balances](#) section of TEA's website.

Entitlement amounts for the current school year for these and other grants are available on the Grants Administration Division web page. Entitlements can be found in the ESSA Consolidated Application entitlements section of the web page.

State Agency Plan and Application

State agencies may apply for funding through the ESSA Consolidated Federal Grant Application that is available in the eGrants system. Information on accessing the eGrants system is detailed on the [TEA Secure Applications web page](#). General information and a sample application are available at the [TEA Grant Opportunities web page](#). For detailed information, search by the grant application name.

The ESSA Consolidated Federal Grant Application incorporates the State Agency Plan required by Federal statute into the annual application for funding. The ESSA Consolidated Federal Grant Application serves as a Consolidated SA Plan and Application for the following Federal programs:

- ☐ Title I, Part C—Education of Migratory Children
- ☐ Title I, Part D—Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk of Dropping Out
- ☐ Title II, Part A—Supporting Effective Instruction
- ☐ Title III, Part A—English Language Acquisition, Language Enhancement, and Academic Achievement

Intended Program Beneficiaries

An SA is eligible for assistance under Title I, Part D, Subpart 1, if such SA is responsible for providing free public education for children and youth, in institutions for neglected or delinquent children and youth, attending community day programs for neglected or delinquent children and youth, or in adult correctional institutions.

An institution for neglected or delinquent children and youth is defined as:

- 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

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

An adult correctional institution is defined as:

- a facility in which persons (including persons under 21 years of age) are confined as a result of a conviction for a criminal offense.

A community day program is defined as:

- a regular program of instruction provided by a State Agency at a community day school operated specifically for neglected or delinquent children and youth.

To participate in the Title I, Part D, Subpart 1, program, the child or youth must be 21 years of age or younger, entitled to free public education not above Grade 12, and enrolled in a regular program of instruction at either an eligible neglected or delinquent institution, adult correctional institution, or community day program for the required length of time (20 hours per week if in an institution or community day program for neglected or delinquent youth; 15 hours per week if in an adult correctional institution).

An SA that receives Title I, Part D, Subpart 1, funds must assess, on the basis of educationally objective criteria, the educational needs of all eligible children and youth in eligible institutions and community day programs. The needs assessment enables the SA to identify the unique educational needs of these children and youth and the general instructional areas on which the program will focus. Using the assessment data, an SA can select those most in need of special assistance and determine the specific needs of participating children and youth to ensure that the services provided will be of sufficient size, scope, and quality to enable the participants to make significant progress toward meeting state performance standards. If available funds are insufficient to meet the needs of all eligible youth, those most in need should be served first.

A student aged 21 or younger who is otherwise eligible to receive services under Title I, Part D, Subpart 1, and who has earned a certificate of high school equivalency but takes courses that lead to a high school diploma is eligible to receive Title I, Part D, Subpart 1, services. Earning a high school diploma would fall within the definition of “regular program instruction” found in 34 CFR 200.90(b) of the Title I, Part D, Subpart 1, regulations, which is limited to an educational program not beyond Grade 12. Title I, Part D, Subpart 1, funds also may be used for dual-enrollment courses in which a student concurrently earns high school and college credit, but may not be used for courses that award college credits only. Additionally, Title I, Part D, Subpart 1, funds may be used for placement services designed to place the youth in a university, college, or junior college program, such as SAT and ACT preparation courses, as well as for fees associated with college applications.

NOTE: TEA may request a description of services and use of funds documentation through a compliance report or other TEA reports. The SA must keep documentation of allowable activities and expenditures locally and make it available upon request by TEA and/or an auditor.

Web Resources

[ESSA State Plan](#)

[ESSA Funding Formulas Reference Manual](#)

[Entitlements](#)

[eGrants Access](#)

[TEA Grant Opportunities Page](#)

I. Program Description

This section provides program-specific requirements and information related to the TitleI, Part D, Subpart 1 program.

General Program Requirements

An SA is eligible for assistance [ESSA, Section 1411] if it is responsible for providing free public education for eligible children and youth who are in an institution for neglected or delinquent children and youth, are attending community day programs for neglected or delinquent children and youth, or are in adult correctional institutions.

The SA should refer to the Provisions and Assurances for a list of documentation that must be kept locally and available upon request by TEA and/or an auditor.

Transition Services [Section 1418]

An SA shall reserve between 15-30% of the total allocation for transition services to support the following:

- Facilitating transition of children and youth between State-operated or Secretary of the Interior institutions and schools served by LEAs or Bureau of Indian Education; or
- Successful reentry of youth offenders who are age 20 or younger and have received a regular high school diploma or high school equivalency certificate into postsecondary education or career and technical training programs such as –
 - Preplacement programs that allow youth to audit or attend college courses (via campus-based or institutional settings);
 - Worksite schools – institutes of higher education and private/public employers' partner to create programs to assist successful transition to postsecondary education and employment; and

- Essential support services such as
- Personal, career, and technical, and academic counseling;
- Placement services in a university, college, or junior college program;
- Student financial aid information and assistance;
- Counseling services; and
- Job placement services.

II. Parent and Family Engagement

Family Engagement

The SA is required to assure that it will work with parents to secure their assistance in improving the educational achievement of their children and youth and preventing their children's and youth's further involvement in delinquent activities. [ESSA, Section 1414 (c)(14)]

Web Resources

[The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth: Family and Community Engagement](#)

III. Program Monitoring

Upon certification and submission of the ESSA Consolidated Federal Grant Application, SAs certify that they will comply with all requirements noted in statute. All requirements can be found in the Program-Specific Provisions and Assurances posted on the TEA Grant Opportunities Page. For a link to the Program-Specific Provisions and Assurances, search by the grant application name and review the information located in the Application and Support Information section.

The Federal Program Compliance Division monitors the program requirements through program monitoring and compliance reporting. The Federal Fiscal Monitoring Division monitors the fiscal requirements as noted.

As previously stated, the Federal Program Compliance Division at the Texas Education Agency conducts program monitoring to ensure that SAs are in compliance with the requirements associated with Title I, Part D, Subpart 1 program requirements. This process takes place once every three years under the authorizing statute, Sec. 1431. TEA reviews documentation to determine if the subgrantee met the statutory requirements as noted in the monitoring guidance documents.

To demonstrate evidence of compliance with such requirements, the table below refers to the strongest documentation recommended that the SA should maintain locally and have readily available upon request by TEA and/or an auditor.

For all the items below, the SA may have other documentation that potentially might show compliance. In the event of an audit, TEA and/or audit staff would make the final

determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Program Requirement	Strongest Suggested Documentation
1. Program Description	A document that provides program details, implementation, delivery, and evaluation. Such a document should address program instruction, available services, intake, out-take, transition, curriculum, assessments, etc.
2. Assurance for services to youth about to complete their term in 2 years	A document that assures the SA prioritizes services to the youth who are likely to complete incarceration within a 2-year period. This may be part of the District Improvement Plan. Documentation related to the selection of program participants, including an explanation of how priority is given to children and youth who are likely to complete incarceration within a 2-year period.
3. Program Budget Description	A document that provides a breakdown of the Title I, Part D, Subpart 1 funds, how they are used, and the historical planned uses of funds.
4. Alignment with the State Plan	A document that assures that the SA is aligned with the intent and purpose of the State ESSA Plan.
5. Consultation with Experts	A document that describes how the SA is consulting with experts and provides the training necessary for appropriate staff to ensure planning and implementation of institution-wide projects (if applicable)
6. Evaluation	A description of how the SA uses the results from the evaluation as intended under Sec. 8601 and how it will use such results to improve the program.
7. Fiscal Effort	Have data that shows how the SA has maintained the fiscal effort required of the LEA in accordance with Sec 8521
8. Coordination	A description of how the SA coordinates with other State and Federal programs, including CTE, State and local dropout prevention programs, and special education programs.
9. Records Management	A description of how the SA encourages correctional facilities receiving Title I, Part D, Subpart 1 funds in coordinating with local education agencies (LEAs) prior to and after incarceration of the children and youth in the sharing of academic records between the correctional facility and the LEA or alternative education program to facilitate transition between the parties involved.
10. Professional Development	A description of the professional development provided is appropriate and is provided to teachers and staff, and such professional development is aligned with the definition as found in Sec. 8101(42)

Program Requirement	Strongest Suggested Documentation
11. Transition Staff	An assurance that in each participating correctional facility or N/D institution, there is an individual designated to be responsible for issues related to the transition of children and youth between the facility or institution and locally operated programs.
12. Community Coordination	A description of how the SA demonstrates coordination with businesses for training and mentoring for participating children and youth.
13. Locating Alternative Programs	A description of an assurance of how the SA will help the children and youth locate alternative programs where they may continue their education if the students are not returning to school after leaving the correctional facility or N/D institution.
14. Family Involvement	An assurance of how the SA works with parents to secure their assistance in improving the education of their children and youth, and preventing their involvement in further delinquent activities.
15. IEP	An assurance that the SA will work with children and youth with disabilities in order to meet their individualized education program (IEP) and how the SA will notify the child'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 N/D institution and intends to return to the local school.
16. Post Dropout Assistance	An assurance on how the SA will work with children and youth who dropped out of school before entering the correctional facility or N/D institution and encourage them to reenter school and attain a regular high school diploma once the term of the incarceration is completed or provide the children and youth with the skills necessary to gain employment, continue their education, or achieve a secondary school diploma or its recognized equivalent if they do not intend to return to school.
17. Licensed Staff	An assurance that the 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.
18. Additional Services	A description of the SA will provide any additional services to these children and youth, such as career counseling, distance learning, and assistance in securing student loans and grants.
19. Coordination	An assurance that the program will coordinate with any programs operated under the Juvenile Justice and

Program Requirement	Strongest Suggested Documentation
	Delinquency Prevention Act of 1947 or other comparable programs.
20. Welfare and Juvenile Justice Contact	A description of how the SA will note when a youth has come into contact with both the child welfare and juvenile justice systems and deliver services and interventions designated to keep such youth in school that are evidence-based.

Referenced Sections and Laws

Below are links to different sections of the law that are referenced in previous parts. Please keep in mind that these webpages are kept by USDE, and TEA has no say on the upkeep of such pages. [Every Student Succeeds Act LAW](#)

Section 1111 – State Plans

Section 1401 – Purpose and Program Authorization

Section 1416 – Institution-Wide Projects

Section 8521 – Maintenance of Effort

Section 1431 – Program Evaluations

[Juvenile Justice and Delinquency Prevention Act](#)

Program Compliance Reporting

The ESSA Consolidated Compliance Report is completed by SAs annually to document that SAs complied with the program-specific provisions and assurances in the preceding application year. SAs are responsible for indicating the sources of documentation used to establish compliance. The documentation is to remain on file at the SA. However, it must be readily available upon request from the Texas Education Agency for audit and/or validation monitoring purposes. The ESSA Consolidation Compliance Report will assess specific statutory requirements.

Additionally, the PR2000 – Title I, Part D Compliance Report, will gather data on the program implementation, Priorities, and Program Outcomes. The Compliance Report will also document progress through the collection of SA data on student outcomes.

General Samples of Compliance Reports, instructions for completing the Compliance Reports, and the Guide to the Program Implementation Questions are available at the [TEA Grant Opportunities web page](#). For detailed information, search by the grant application name and review the information located in the Application and Support Information section.

Federal Fiscal Compliance Monitoring

The Federal Fiscal Monitoring Division is responsible for monitoring the expenditures of federal grant subrecipients to ensure federal funds are used for authorized purposes in compliance with federal statutes, regulations, and the terms and conditions of federal awards.

For additional information on the federal fiscal monitoring processes and procedures, see the TEA webpage on [Federal Fiscal Monitoring](#).

Web Resources

[Federal Program Compliance Program Monitoring](#)
[TEA Grant Opportunities Page](#)
[Federal Fiscal Monitoring](#)

IV. Fiscal Requirements

Supplement, Not Supplant

For supplement, not supplant guidance, see the *Supplement, Not Supplant Handbook* at the [Training and Other Resources](#) page under the Handbooks and Other Guidance section.

An SA that implements a Title I, Part D, Subpart 1 program shall supplement the number of hours of instruction students receive from State and local sources and shall be considered to comply with the supplement, not supplant, requirement of section 1118 (as applied to this part) without regard to areas in which instruction is given during those hours.

Accountability

The TEA may:

- Reduce or terminate funding for projects under this subpart if an SA does not show progress in the number of children and youth attaining a regular high school diploma or high school equivalency certificate; and
- Require correctional facilities or institutions for neglected or delinquent children and youth to demonstrate, after receiving assistance for 3 years, that there has been an increase in the number of children and youth returning to school, attaining a regular high school diploma or high school equivalency certificate, or attaining employment after such children and youth are released.

V. Institution-Wide Projects

An SA that provides 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 received under this subpart to serve all children in, and upgrade the entire educational effort of, that institution or program if the SA has developed, and TEA has approved, a comprehensive plan for the institution or program that will do the following:

1. Provides for a comprehensive assessment of the educational needs of all children and youth in the institution or program serving juveniles;

2. Provides for a comprehensive assessment of the educational needs of youth aged 20 or younger in adult facilities who are expected to complete incarceration within a 2-year period;
3. Describes the steps the SA 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. Describes the instructional program, specialized instructional support services, and procedures that will be used to meet the needs describes in paragraph 1 above, including, to the extent feasible, the provision of mentors for children and youth described before, and how relevant and appropriate academic records and plans regarding the continuation of educational services for such children and youth are shared jointly between the SA operating the institution or program and LEA in order to facilitate the transition of such children and youth between the LEA and the SA;
5. Specifically describes how such funds will be used;
6. Describes the measures and procedures that will be used to assess and improve student achievement;
7. Describes how the SA 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 TEA;

Includes an assurance that the SA has provided appropriate training for teachers and other instructional and administrative personnel to enable such teachers and personnel to carry out the project effectively.

VI. Use of Funds

This section provides information related to the Use of Funds associated with the Title I, Part D, Subpart 1 program. See the [Allowable Cost and Budgeting Guidance](#) section of the Administering a Grant page for general guidance on allowable activities and use of funds.

Allowable Activities and Use of Funds [ESSA Section 1415(a)]

TEA may request a description of services and use of funds documentation later through a compliance report or other TEA reports. SA must keep documentation of allowable activities and expenditures locally and make it available upon TEA request. Under the authorizing statute, the Texas Juvenile Justice Department [Lone Star ISD] and Windham School District must use Subpart 1 funds to support educational services that do the following:

- Are consistent with the TEA State plan, once submitted
- Provide children and youth with the knowledge and skills needed to make a successful transition to secondary school completion, career and technical education, further education, or employment

Programs and projects

- May include-
 - The acquisition of equipment
 - Pay-for-success initiatives; or
 - Providing targeted services for youth who have come in contact with both the child welfare system and the juvenile justice system
- Shall be designed to support educational services that-
 - Except for institution-wide projects under section 1416, are provided to children and youth identified as failing, or most at-risk of failing, to meet the challenging State academic standards;
 - Respond to the educational needs of children and youth, by supplementing and improving the quality of the educational services provided to such children and youth; and
 - Afford such children and youth an opportunity to meet challenging State academic standards.
- Shall be carried out in a manner consistent with fiscal requirements (Section 1118 and part F) (as applicable).

Projects may use Subpart 1 funds to pay the necessary and reasonable costs that provide a variety of services, such as:

- Providing reading, mathematics, and language arts programs that include academic classroom instruction, as long as these are supplementary services and materials
- Providing pay-for-success initiatives, career and technical training programs, personal and academic counseling, job placement services, and college preparatory and placement services
- Hiring additional teachers, aides, educational counselors, and other staff members to provide supplemental instruction in the areas of greatest need
- Training and providing professional development opportunities for teachers, aides, and other staff members who are actively involved in providing Title I, Part D, Subpart 1 services
- Procuring supplemental educational materials and equipment for Title I, Part D, Subpart 1 instruction, including books, computers, audiovisual equipment and supplies, and classroom materials for academic, career, and technical skill programs
- Hiring transition coordinators or purchasing new equipment to assist students' transitions (for example, purchasing scanners to scan individualized education program (IEP) documents)
- Increasing the total number of hours of instruction in any subject area that students receive with state or local funds

Out-of-State Travel

Out-of-state travel costs are allowable. Out-of-state travel costs should be minimal, reasonable, and meet the intent and purposes of the program. Grantees must retain documentation that the participation of an individual in the conference is necessary for the project. Travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the grantee and follow the grantee's regular business operations and written travel policy.

If you plan on using grant funds for out-of-state travel, you will be required to complete the appropriate [TEA justification form\(s\)](#) and retain the documentation at the local level. You must keep and maintain this form so that it may be provided to your independent auditor or to TEA monitors if your SA is selected for a review.

See the Allowable Cost and Budgeting Guidance section of the [Training and Other Resources](#) page for general guidance on allowable activities and use of funds.

Educational Field Trips

Educational field trips may be funded under the grant program. Specific field trip costs must have a documented programmatic purpose. Field trips will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Educational Field Trips form, refer to the [Forms for Prior Approval, Disclosure, and Justification](#) page.

Hosting or Sponsoring Conferences

Conferences may not be hosted or sponsored under the grant program.

Travel Costs for Officials such as Executive Director, Superintendent, or Board Members

Travel costs for officials such as the executive director, superintendent, or board members may not be funded under the grant program.

Web resources

[TEA Budgeting Costs Guidance Handbook](#)

VII. Private School Equitable Services

Title I, Part D, Subpart 1, programs may not be operated in private schools.

Shared Services Arrangements

See the [General and Fiscal Guidelines](#), Shared Services Arrangements.

Shared Services Arrangements (SSAs) are not allowed as part of the grant program.

Equitable Access and Participation

Title I, Part D, Subpart 1 programs may not be operated in private schools.

VIII. Program Evaluation, Title I, Part D, Subpart 3

Each SA that conducts a program under Title I, Part D, Subpart 1 shall evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age while protecting individual student privacy, not less than once every 3 years, to determine the program's impact on the ability of participants.

1. To maintain and improve educational achievement and to graduate from high school in the number of years established by the TEA;
2. To accrue school credits that meet State requirements for grade promotion and high school graduation;
3. To 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. To 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. To participate in postsecondary education and job training programs.

Program Evaluation Exception

The disaggregation required under section 1431(a) shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information.

Evaluation Measures and Results

In conducting each evaluation under section 1431(a), an SA shall use multiple and appropriate measures of student progress. Each SA shall:

- Submit evaluation results to the TEA

- Use the results of evaluations to plan and improve subsequent programs for participating children and youth

IX. Definitions

Adult Correctional Institution – A Facility in which persons (including persons under 21 years of age) are confined as a result of a conviction of a criminal offense.

Community Day Program — 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

- 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 State law, due to abandonment, neglect, or death of parents or guardians; or
- a public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision.

X. Carryover of Funds

As per ESSA, Title I, Part D, Subpart 1, funds remaining at the end of a grant period are made available to grant recipients through a carryover process. This allows grant recipients to use unobligated balances from the prior fiscal year in the current grant year. TEA grant staff calculate carryover amounts after the grant has closed and made the funds available to eligible grant recipients through their current approved applications. Although there is no percentage threshold for carryover for Title I, Part D, Subpart 1 funds noted in the authorizing statute, it is recommended that the SA carryover no more than 25% of their funds within a given grant year. Carrying over an excessive amount is considered an internal control deficiency.

XI. Ed-Flex

By taking advantage of Ed-Flex, SAs can design and implement programs in ways that best meet the needs of their students and communities. Texas has been approved as an Ed-Flex State under the Every Student Succeeds Act of 2015 (ESSA). The state's Ed-Flex authority has been renewed through the 2028-2029 school year.

There are three types of Ed-Flex waivers as described below.

Statewide Administrative Waivers

Statewide administrative Ed-Flex waivers address regulations governing applications for funds and certain record-keeping provisions. These administrative waivers are automatically granted to SAs applying for federal funds covered by Ed-Flex.

Statewide Programmatic Waivers

Statewide programmatic waivers address the design and delivery of federal programs covered under Ed-Flex. Statewide programmatic waivers must be applied for through the Local Education Agency's original ESSA Consolidated Application for Federal Funds. The two statewide programmatic waivers are:

- Waiver of Title I, Part A 15% Roll Forward Limitation

Individual Programmatic Waivers

Individual programmatic waivers may be requested by an SA for the district as a whole or for an individual campus. The application forms and information concerning deadlines and start dates are posted annually on [TEA's Ed-Flex web page](#).

Web Resource

[TEA's Ed-Flex web page](#)

XII. Web Resources

This section provides web resources that are specific to the Title I, Part D, Subpart 2 program.

[TEA Title I, Part D Program](#)

[Texas Juvenile Justice Department](#)

[USDE Webpage Title I, Part D Program](#)

[USDE Legislation, Regulations, and Guidance](#)

[The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth \(NDTAC\)](#)