

## 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;
- To 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.

### Program Requirements

Complete program requirements may be found in ESSA, Sec. 1421-1432.

### Allowable Activities and Use of Funds (ESSA, Sec. 1424)

TEA may request a description of services and use of funds documentation at a later date through a compliance report or other TEA reports. LEA must keep documentation of allowable activities and expenditures locally and make the documentation available upon TEA request.

- Programs that serve children and youth returning to local schools from correctional facilities and assist in the transition
- Dropout prevention programs serving at-risk children and youth
- Coordination of health and social services for youth to improve the likelihood of youth completing their education
- Special programs to meet unique academic needs, including career and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and financial aid assistance for postsecondary education
- Mentoring and peer meditation programs
- At-risk Indian children and youth in correctional facilities in LEA's served area operated by the Secretary of the interior of Indian tribes
- Pay for success initiatives

## Specific funding requirements:

- Specific program requirements must be met for eligible teacher, student and/or parent participation, the instructional focus of funded activities, and supplemental uses of funds. LEAs and school-level activities must be aligned and should be appropriately scaled to meet LEA or campus needs.
- ALL staff means certified teachers; tutors during the school day, before and after school, evenings, and weekends; specialized instruction support staff; principals; other school leaders.

# TEA Strategic Priorities

## TEA Strategic Priority #1 – Recruit, Support, and Retain Teachers and Principals

- Instructional leadership development focused on the observation/feedback cycle
- Principal support and supervision
- Strategic compensation
- Teacher mentoring and coaching
- Induction programs for new teachers
- Instructional coaching for teachers and principals, to include teacher mentoring, for serving students with disabilities

## TEA Strategic Priority #2 – Build a Foundation in Reading and Math

- Math blended learning initiatives
- Supplemental instructional materials for at-risk students focused on math and literacy, to Audio, large-print, or braille formats for eligible students
- Tiered math and reading interventions for students at-risk of not meeting state achievement goals, to include audio, large print, or braille formats for eligible students
- Stipends/release time for teacher-mentors for targeted mentoring to improve math and literacy outcomes
- Scheduled, uninterrupted, common planning time/Professional Learning Committees (PLCs), specific to math and literacy initiatives
- Effective instructional materials to target needs of students with disabilities
- Education technology (blended learning) for differentiated instruction, math, and literacy interventions, to include assistive technology for eligible students

## TEA Strategic Priority #3 – Connect High School to Career and College

- Early College High School
- Texas Science, Technology, Engineering, and Math Academy (T-STEM)

- Industry Cluster Innovative Academy
- Advancement Placement/International Baccalaureate exam reimbursement for low-income students
- College readiness programs supporting first-generation college goers, including materials and teacher training
- Effective instructional materials to improve postsecondary outcomes, including resources used for career awareness, exploration, and career planning, specifically for students at-risk or students with disabilities
- Job-embedded instructional coaching for teachers, specific to increased access to advanced coursework, career-tech education (integrating challenging academics and technical knowledge and skills) and strategies to address student postsecondary readiness outcomes
- Professional development, including teacher mentoring and coaching, for serving students with disabilities, focused on postsecondary outcomes
- Education technology (blended learning) to increase student outcomes, expand access and successful completion of advanced coursework

## TEA Strategic Priority #4 – Improving Low-Performing Schools

- Effective school models
- School improvement partnerships
- Effective supplemental instructional materials
- Data analysis and data-driven instruction
- Teacher mentoring and coaching programs and activities
- Job-embedded instructional coaching for teachers, to include effective instructional practices, classroom management skills, culturally competent instruction, etc.
- Principal academies and/or coaching specific to instructional leadership skills  
Education technology to offer personalized instruction, academic interventions, and to expand access to and successful completion of advanced coursework

If you have questions, please contact us at [ESSAsupport@tea.texas.gov](mailto:ESSAsupport@tea.texas.gov), or TEA, Department of Grant Compliance and Administration, Federal Program Compliance Division, Gerardo Ramirez, [gerardo.ramirez@tea.texas.gov](mailto:gerardo.ramirez@tea.texas.gov) or 512-463-9499.