



Texas Education Agency
Title I Capacity Building Initiative
Every Student Succeeds Act Sec. 1421-1432



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

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 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 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 likelihood of youth completing 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 mediation programs
- At-risk Indian children and youth in correctional facilities in LEA's served area operated by the Secretary of the Interior or Indian tribes
- Pay for success initiatives

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For more information, please contact your Regional ESC Title I, Part D Contact
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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
- Buy supplemental instructional materials for at-risk students focused on math and literacy, to include 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
- Offer scheduled, uninterrupted, common planning time/PLCs, specific to math and literacy initiatives
- Offer effective instructional materials to target needs of students with disabilities
- Buy 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
- Advanced Placement/International Baccalaureate exam reimbursement for low-income students
- College readiness programs supporting first-generation college goers, including materials and teacher training

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- Buy 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

- Replicate effective school models
- School improvement partnerships
- Buy effective supplemental instructional materials
- Supporting 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

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