

A background image showing a group of students walking on a wide, modern staircase with metal railings. The students are wearing backpacks and casual clothing. Large windows in the background let in bright, natural light, creating a bright and airy atmosphere. The overall scene is a typical school hallway or outdoor walkway.

# Title I, Part D

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

Gerardo Ramirez, Federal Program Compliance Division

# Title I, Part D

- Title I, Part D, Subparts 1 and 2 establish the Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk.
- This law provides supplemental funding to state and local education agencies as part of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).
- Title I, Part D, Subpart 3 establishes Program Evaluations that must be conducted for any programs under Subpart 1 and Subpart 2.

# Title I, Part D Formula Grants

- Title I, Part D Subpart 1.
  - State agencies.
    - Windham School District.
    - Texas Juvenile Justice Department.
- Title I, Part D, Subpart 2.
  - Local Education Agencies (LEAs).

A photograph of a school staircase with large windows in the background. Several students with backpacks are walking up and down the stairs. The image is slightly faded to allow text to be overlaid.

# **Title I, Part D, Subpart 2**

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

# Purposes of Title I, Part D, Subpart 2

- Prepare students for secondary school completion, training, employment, or further education;
- Facilitate transition of students from correctional programs; and
- Operate programs in local schools and schools operated or funded by the Bureau of Indian Education returning from correctional facilities.

# Requirements

1. Program description.
2. Formal education agreement.
3. Coordinator with facility education services.
4. Facilitation of successful transition services.
5. Coordination of existing programs to meet unique educational needs of students.
6. Coordination with existing social, health and other services.
7. Partnerships with institutions of higher Education or local business.
8. Involvement of parent and family engagement.
9. Coordination of other Federal, State, and local programs.
10. Coordination with Juvenile Justice and Delinquency Prevention.
11. Coordination and collaboration with probation officers.
12. Coordination with existing individualized education program.
13. Provision of LEA steps to support alternative education programs.

# 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.



# 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.

# 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.

# Student Eligibility

- Students must meet the following criteria:
  - Resided in the facility for at least one day during the month of October.
  - Ages 5 to 17 (upon entry to the facility).
  - Exclude children under the conservatorship of the Texas Department of Family and Protective Services.
  - Exclude foster care children.

# Allocation of Title I, Part D, Subpart 2 Funds

- Title I, Part D, Subpart 2 funds are allocated to District and Charter LEAs serving neglected and delinquent populations.
- Reporting of counts through the eGrants SC9000- October Caseload Counts of Neglected and Delinquent Residential Facilities data collection.
- Title I, Part D, Subpart 2 funds are calculated for those LEAs and Charters serving 10 or more students in facilities for neglected and/or delinquent children.
  - See the ESSA Funding Formulas Reference Manual.



# SC9000 Annual Survey Data Collection

## Federal Fiscal and Compliance Reporting Division (FFCR)

- TEA's SC9000 Annual Survey of Children in Local Residential Facilities for the Neglected/Delinquent (data collection form)
  - TEA data requested in October and due in December
- To remove a closed facility, add a new facility, or any SC9000 related questions, please email:



[compliance@tea.texas.gov](mailto:compliance@tea.texas.gov)

# Allocation of Title I, Part D, Subpart 2 Funds

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## Entitlements

The following links list entitlement amounts for TEA's largest active formula-grant programs.

### CARES Act ESSER Formula Grants to LEAs

[2020-2021 CARES Act ESSER Final Amounts by LEA](#)  
[2020-2021 CARES Act ESSER Final Amounts by ESC](#)

### Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

[2020-2021 Perkins Final With Reallocation by LEA](#)  
[2020-2021 Perkins Final With Reallocation by ESC](#)

### Carl D. Perkins Career and Technical Education Act of 2006

[2019-2020 Perkins Final With Reallocation by LEA](#)  
[2019-2020 Perkins Final With Reallocation by ESC](#)

[2018-2019 Perkins Final With Reallocation by LEA](#)  
[2018-2019 Perkins Final With Reallocation by ESC](#)

### Special Education Consolidated Application (Federal)

[2020-2021 Special Education Consolidated \(Federal\) Final Amounts by LEA](#)  
[2020-2021 Special Education Consolidated \(Federal\) Final Amounts by ESC](#)

#### Related Content

- [Amending an Application](#)
- [Budgeting Costs Guidance Handbook](#)
- [Competitive Grant Dates](#)
- [Entitlements](#)
- [Expenditure Reporting](#)
- [Forms for Prior Approval, Disclosure, and Justification](#)
- [Grants Awarded Data](#)
- [Guidelines, Provisions, and Assurances](#)
- [TEA Grant Opportunities](#)

#### Contact Information

##### Federal Fiscal Compliance and Reporting Division

Phone: (512) 463-9127  
Email: [Entitlements@tea.texas.gov](mailto:Entitlements@tea.texas.gov)

##### Grants Administration Division

[Division Contacts](#)  
Phone: (512) 463-8525  
Email: [Grants@tea.texas.gov](mailto:Grants@tea.texas.gov)



# Parent and Family Engagement

The LEA is required to describe how the Title I, Part D, Subpart 2 program will involve parents and family members to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities, when feasible.

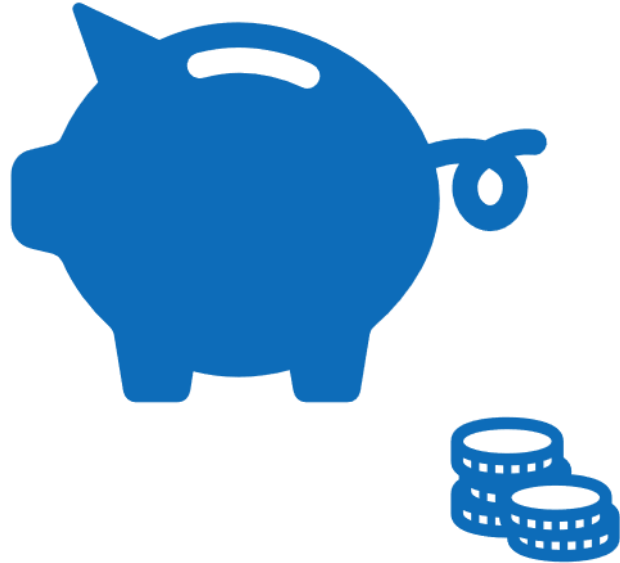


# Fiscal Requirements





# Supplement Not Supplant



- While Title I, Part D, Subpart 2 does not include a specific “supplement, not supplant” requirement, The U.S. Department of Education strongly encourages the supplemental use of Subpart 2 funds.



# Use of Funds

# Determining Allowable Use of Funds

- ✓ Reasonable and necessary
- ✓ Comprehensive needs assessment
- ✓ Evaluation on student achievement

- ✓ EDGAR Requirements
- ✓ District policies and procedures

# Title I, Part D, Subpart 2 – Recommended Uses (selected)

- Transition services.
- Dropout prevention programs.
- Coordination of health and social services for youth.
- Special programs (i.e. 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.

# Transition Services

- Transition services focus on helping children who are Neglected or Delinquent reenter school successfully or to find employment after they leave the institution and return to the local community.



# Transition Services

- Pupil services, including counseling, psychological and social work services designated to meet the needs of children and youth who are Neglected or Delinquent.
- Tutoring and mentoring
- Reentry orientation programs, including transition centers and reentry centers in high schools.



# Pay-for-Success Initiative

- What is 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.



# Program Evaluation



# Title I, Part D, Subpart 3: Program Evaluation

- LEAs must evaluate Title I, Part D Programs
  - Annual data reported on the TEA compliance Report
  - Includes demographic and educational data
- Results must be used to plan and improve future programs



# Compliance Monitoring

# Compliance Monitoring



- ESSA Consolidated Federal Grant Application
- Program-Specific Provisions and Assurances
- Federal Program Compliance Random Validations
- Federal Fiscal Monitoring Compliance
- ESSA Consolidated Compliance Report



# Resources

# TEA Resources



TITLE I, PART D, SUBPART 2—  
PREVENTION AND INTERVENTION  
PROGRAMS FOR CHILDREN AND  
YOUTH WHO ARE NEGLECTED,  
DELINQUENT, OR AT-RISK

PROGRAM GUIDE

Federal Program Compliance Division  
Department of Grant Compliance and Administration  
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Version 1.0 (05/2020)

- ✓ Available at TEA's Title I, Part D Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk web page.



# TEA Resources Cont'd

- Frequently Asked Questions about Title I, Part D, Subpart 2.
- Also available at TEA's Title I, Part D web page.



Federal Program Compliance Division

[ESSASupport@tea.texas.gov](mailto:ESSASupport@tea.texas.gov)

## Title I, Part D Subpart 2 - Frequently Asked Questions

This document provides the answers to Title I, Part D, Subpart 2 -related questions received by the Division during the month(s) noted below. You can also navigate through the document using the Bookmarks in your PDF viewer.

[October 2020](#) | [November-December 2020/January 2021](#) | [February 2021](#) | [March 2021](#) | [April 2021](#)

For questions or additional information, please contact us at [ESSASupport@tea.texas.gov](mailto:ESSASupport@tea.texas.gov).

### October 2020

Questions and responses are organized by the following topic areas for October 2020:

- [Definitions](#)
- [Formal Agreements](#)
- [Funding](#)
- [PS3102](#)
- [SC9000](#)

#### Definitions

**Q1: What does "Pay for success initiatives" mean? Is this a particular initiative or could it be activities the district is implementing to promote student success?**

**A1:** The definition of Pay for success initiative can be found in Section 8101 (40) which reads: (40) PAY FOR SUCCESS INITIATIVE.—The term "pay for success initiative" means 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. Such an initiative shall include—

- a feasibility study on the initiative describing how the proposed intervention is based on evidence of effectiveness;
- a rigorous, third-party evaluation that uses experimental or quasi-experimental design or other research methodologies that allow for the strongest possible causal inferences to determine whether the initiative has met its proposed outcomes;
- an annual, publicly available report on the progress of the initiative; and
- a requirement that payments are made to the recipient of a grant, contract, or cooperative agreement only when agreed upon outcomes are achieved, except that the entity may make payments to the third party conducting the evaluation described in subparagraph (B).

# Federal Program Compliance Division



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