

Title I, Part D, Subpart 2 Program Requirements

Federal Program Compliance Division

A photograph of a school staircase with several students walking up and down. The students are wearing backpacks and casual clothing. The staircase has metal railings and is set against a large window that looks out onto a green landscape. The image is slightly faded to allow text to be overlaid.

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. Coordination 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.

Requirements (Cont'd)

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 Definitions

- **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.

Adjudicated



- What does adjudicated mean?
 - Adjudicated simply refers to the formal legal process by which a judge or arbiter reviews evidence (including legal reasoning offered by litigants or opposing parties) to come to a decision in a legal matter.
- Delinquent youth need to be 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.

At-Risk Student Criteria

- As per statute, section 1432: “The term "at-risk", when used with respect to a child, youth, or student, means a school aged individual who is at-risk of academic failure, dependency adjudication, or delinquency adjudication, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system or child welfare system in the past, is at least 1 year behind the expected grade level for the age of the individual, is an English learner, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.” Thus, “at-risk programs” are programs implemented by the LEA to assist such youth. It is not related to the state compensatory education program.

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.



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 Cont'd

- 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

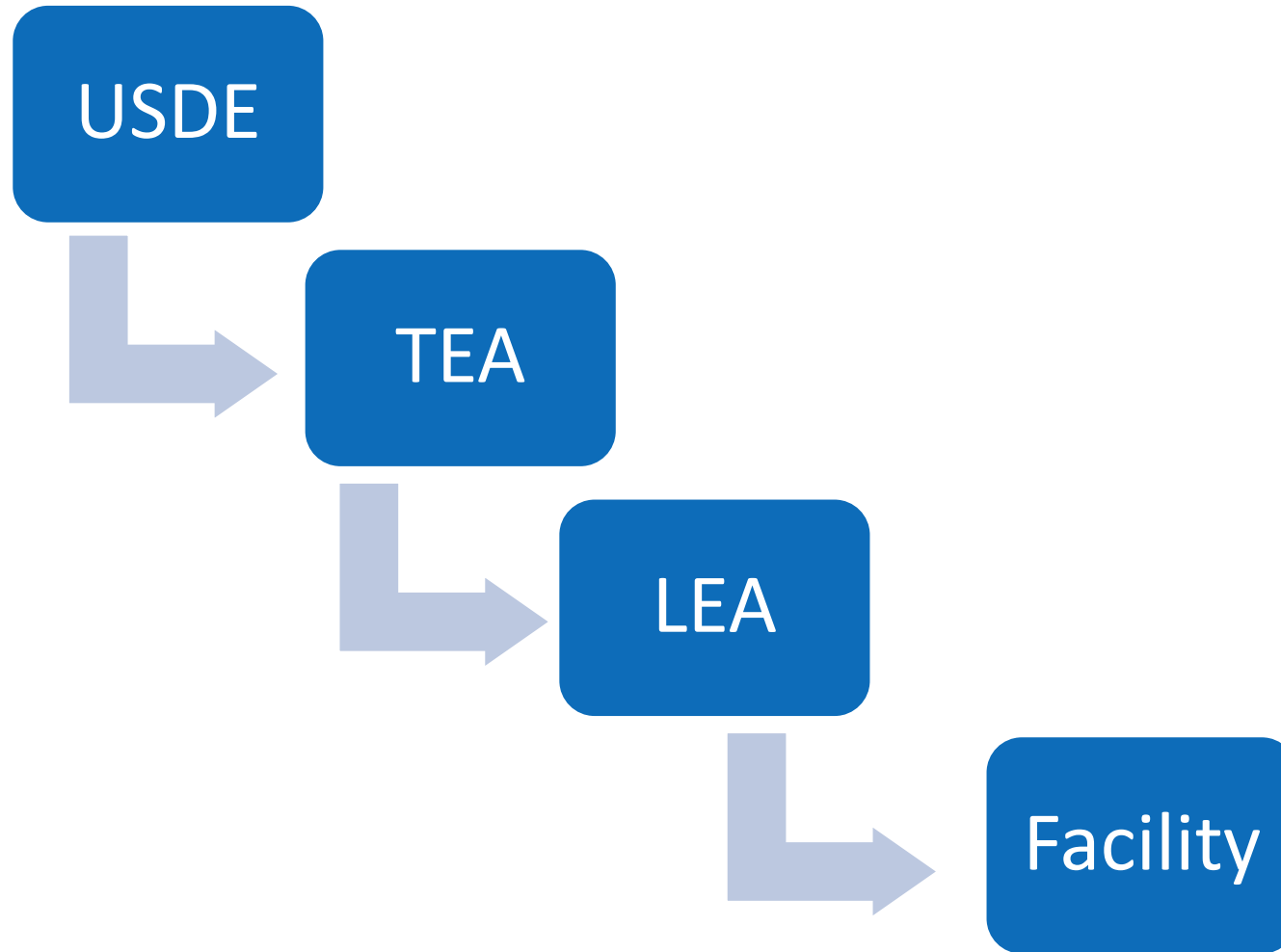
Title I, Part D, Subpart 3: Program Evaluation

- 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 Cont'd



Compliance Monitoring Cont'd



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

TEA

Facility Programs

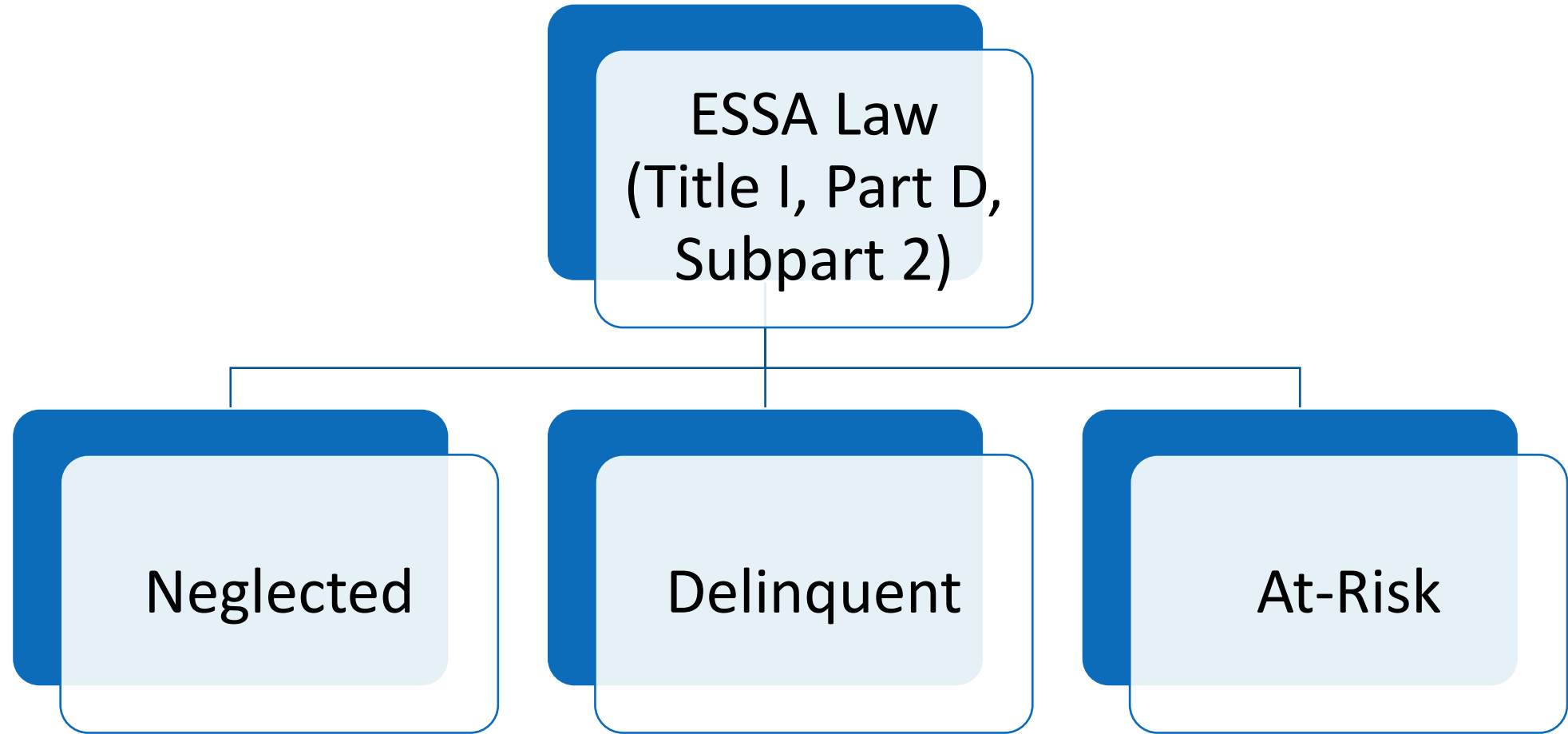


Facility Programs

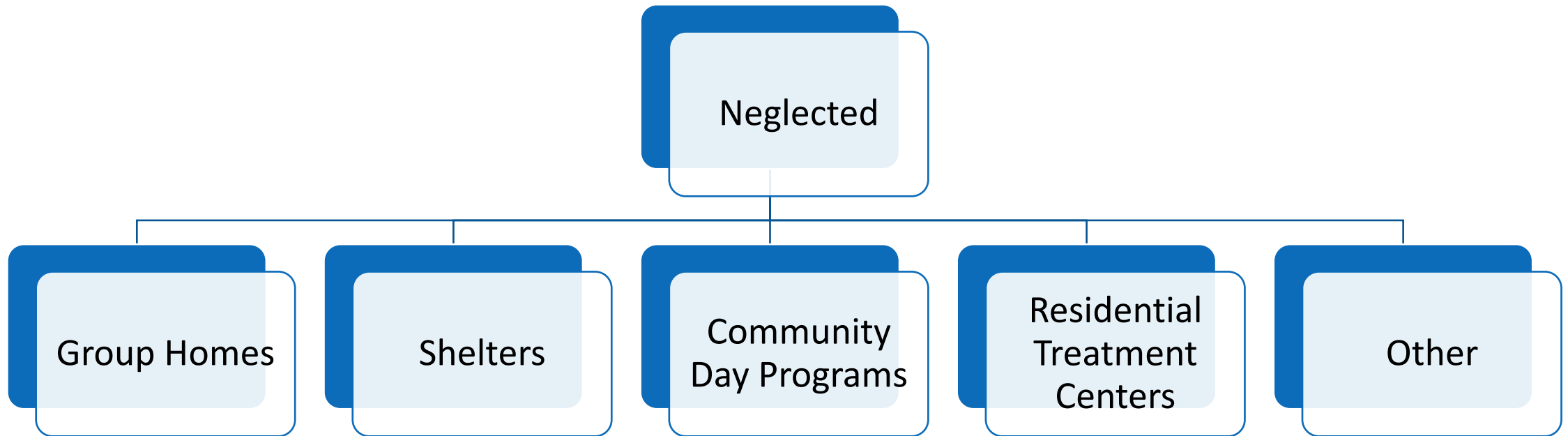
NEW!!!!

- The U.S. Department of Education alongside the Office of Management and Budget have worked on a packet for data collection covering years 22-23, 23-24 and 24-25.
- In this packet we see the inclusion of different facility programs:
 - Adult Correctional Institutions
 - Community Day Programs
 - Juvenile Detention Centers
 - Shelters
 - Group Homes
 - Ranch/wilderness Camps
 - Residential Treatment Centers
 - Long-Term Secure Juvenile Facilities
 - Other

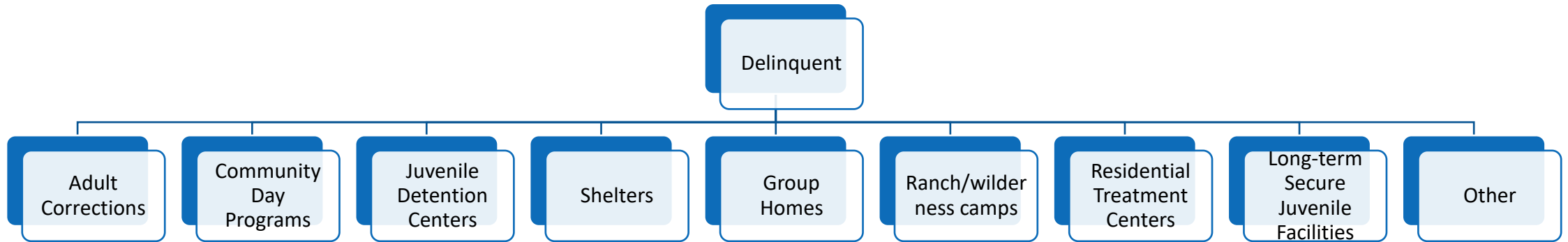
Breaking it down



Neglected (Subpart 1 only)



Delinquent (Subpart 1 and Subpart 2)



Please note!



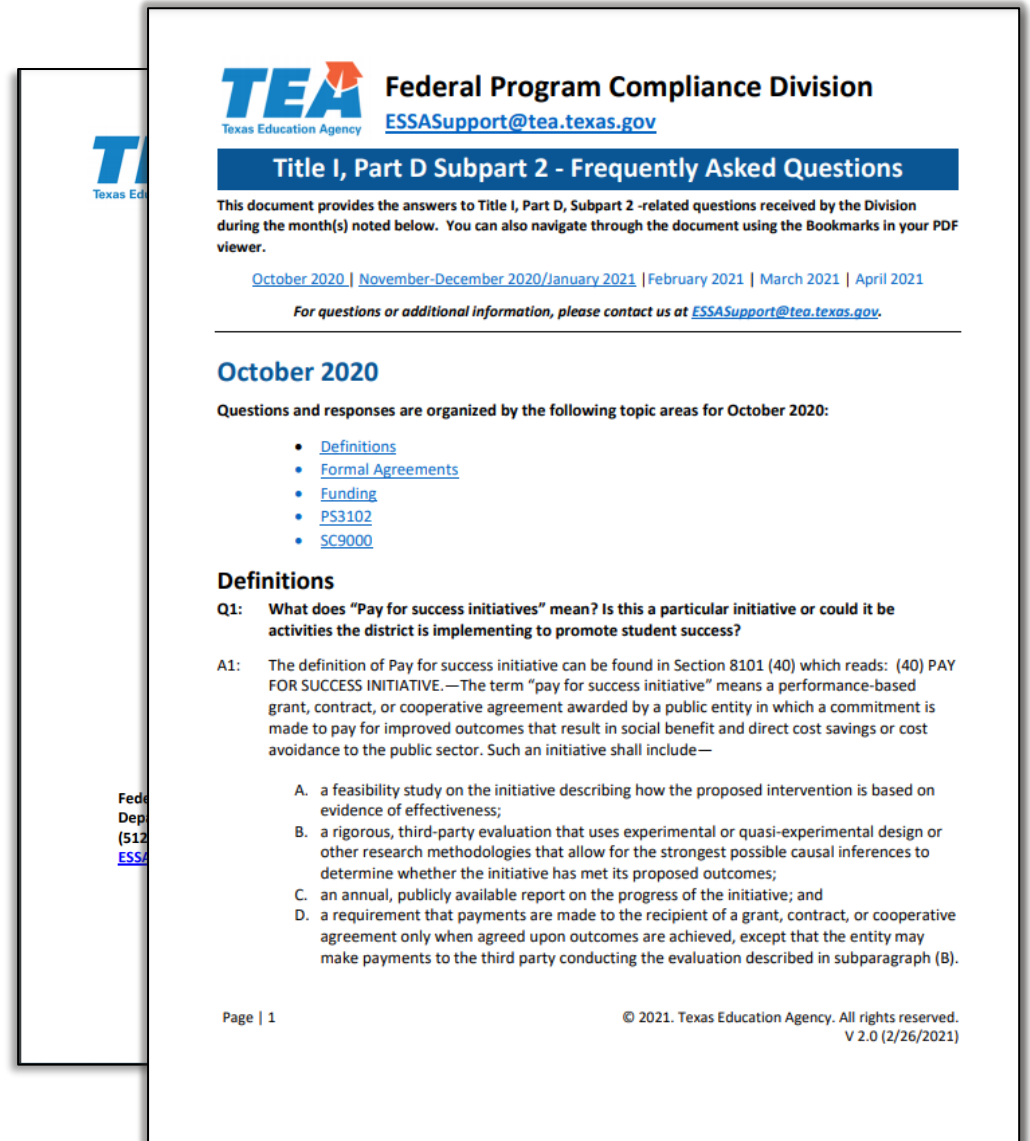
- The law has not changed.
- Under the Title I, Part D, Subpart 2 program, you still need to meet the definition of Neglected or Delinquent.
- What is new is Facility programs data as is reported on the PR2000.
- Please check the Definitions two pager resource available.



Resources

TEA Resources

- Title I, Part D, Program Guide
- Frequently Asked Questions about Title I, Part D, Subpart 2.
- Available at TEA's Title I, Part D web page.



The screenshot shows a webpage from the Texas Education Agency (TEA) Federal Program Compliance Division. The page is titled "Title I, Part D Subpart 2 - Frequently Asked Questions". It provides information about the document's purpose, navigation options, and a list of frequently asked questions for October 2020. The page includes a header with the TEA logo and contact information, a navigation bar with a title, a main content area with a list of questions and answers, and a footer with page and copyright information.

TEA Federal Program Compliance Division
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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.

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).

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