Title I, Part D

The Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent or At Risk

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Today's Learning Targets

▸ I can...

- complete my Child Count Survey with accuracy.

- identify the educational needs of my facility.

- develop and complete my Title I, Part D application/program plan accuracy (and support).

- analyze data and complete my Performance Report with accuracy.1

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What is Title I, Part D?
Neglected and Delinquent Students

▶ The term "neglected," when used with respect to a child, youth, or student, means an individual 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.

▶ The term "delinquent," when used with respect to a child, youth, or student, means an individual 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.

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What is Title I, Part D? At Risk Students

▶ 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

- has limited English proficiency

- is a gang member

- has dropped out of school in the past

- has a high absenteeism rate at school

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What are the Goals?

▶ **Improve educational services** for children

▶ Provide N and D youth a **successful transition** from institutionalization to further school or employment.

▶ **Prevent youth from dropping out** of school

▶ Provide youth who have dropped out and youth returning from correctional facilities with a **system** to ensure their education.

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Title I, Part D Subpart 1 Programs State Agencies

Adult Corrections –

Department of Corrections (DOC)

Ex: State Penitentiary or Correctional Complex

Juvenile Corrections –

Department of Juvenile Justice (DJJ)

Ex. Day Treatment Programs/Treatment Centers

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Title I, Part D Subpart 2 Programs Local Education Agencies

Neglected Programs

Ex. Children's Homes/Academies

Delinquent Programs

Ex. Youth Development Centers, Juvenile Justice Centers, Detention Centers & Group Homes

At-Risk Programs

Ex. Teen Pregnancy Programs

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What is the Annual Child Count?

▶ The Annual Count is an annual survey that collects an <u>estimate</u> of the number of students who are "eligible" for Title I, Part D funds in each state.

- Eligibility for counting and eligibility for serving are different!

Subpart 1: State Agency Eligibility

▶ A State agency is eligible for assistance under this subpart if such State agency 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.

Subpart 2: Local Educational Agency Eligibility

▶ For an LEA to be eligible and receive Title I, Part D, Subpart 2 funding, an LEA must meet at least one of the following criteria:

- Must serve student(s) who live in a residential facility for neglected or delinquent youth.

- Must have a residential facility for neglected or delinquent youth located within its boundaries.

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What is the Annual Child Count (continued)?

Subpart 1: Institution Eligibility

▶ Institutions that serve children and youth who are neglected or delinquent AND have an average length of stay of at least 30 days.

Subpart 1: Student Eligibility

▶ Students who are in a program for youth who are N or D (including juvenile and adult correctional facilities and community day programs), aged 20 years or younger, are enrolled in a regular program of instruction for at least 15 hours/week in an adult facility, or 20 hours/week in a juvenile facility or community day program are eligible to be counted.

Subpart 2: Institution Eligibility

▶ Locally operated institutions that meet the definition of an institution for neglected children, an institution for delinquent children and youth who serve children and youth who are neglected or delinquent.

Subpart 2: Student Eligibility

▶ Students who resided in the facility during the 30-day count period, aged 5 to 17 (upon entry to the facility) are eligible to be counted. Students must not be counted in the enrollment data submitted to ED for Subpart 1 State agency N or D program allocation purposes.

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What is the Count Window?

Subpart 1: State Agency

- Select a date
  - The SA selects any 1 day during the current calendar year.
  - Every institution uses the same date

- Institutions adjust the count to reflect the length of the school year of the specific agency or institution

(single day count)   ×   (length of school year in days)

180

Subpart 2: Local Educational Agency

- The State Educational Agency (SEA), KDE, selects the count period for all LEAs to use.

- This period is 30 consecutive days, at least one day must be in the month of October.

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What is a Regular Program of Instruction?

▸ An educational program (not beyond grade 12) in an institution or a community day program for children who are N or D that consists of classroom instruction in basic school subjects such as reading, mathematics, and vocationally oriented subjects, and that is supported by non-Federal funds. Neither the manufacture of goods within the institution nor activities related to institutional maintenance is considered classroom instruction.

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Who can be served?

Subpart 1: State Agency

▶ Students are eligible to be served who are in a program for youth who are N or D (including juvenile and adult correctional facilities and community day programs), aged 21 or younger, are enrolled in a regular program of instruction, are enrolled in a program that meets the length of stay requirements for a given program type (requirements may vary)

Subpart 2: Local Educational Agency

▶ Students are eligible to be served who are in a locally operated institution for youth who are N or D, aged 21 or younger

▶ Students identified as "At-Risk"

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What is the Performance Report?

▶ The purpose of the performance report is to collect program data that the U.S. Department of Education (ED) can use to demonstrate the effectiveness of the Part D program.

- Subpart 1 and Subpart 2 programs collect data for the same indicators, focusing on four main areas:
  - Student and facility counts
  - Demographics (race/ethnicity, age, gender, etc.)
  - Academic and vocational outcomes
  - Academic performance in reading and mathematics

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What is the Performance Report (continued)?

▸ The performance report requests data for the previous school year, which is typically defined as July 1–June 30.

- For example, the data are entered in the CSPR in January and February for the school year that ended the previous summer.

- Part D data can be used by administrators, teachers, and others in a number of ways, including
  - to review and improve the quality of the data itself;
  - to conduct needs assessments and program evaluations;
  - and to share and disseminate information with students, parents, and other shareholders.

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What is the Performance Report- Data Review?

- Data reviews during monitoring visits help determine if growth is occurring within the education program.

- Data-based decision-making can only occur when the data are <u>of high quality</u> and <u>reliable</u>.

- The data is used to calculate funding, drive decision-making and is shared publically; **<u>it is important that it is accurate</u>**.

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Why plan my funding?

To be more effective:

- Foster better outcomes for youth

- Meet Federal, State, and local requirements

- Meet program, agency, and facility goals and mandates

- Ensure future Federal program funding

To be more efficient:

- Do more with less in times of financial struggle

- Effectively administer Part D along with other responsibilities

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Where do I start? Focus on Needs

Needs assessments:

- Can be conducted at the State and facility/program levels
- Can focus on a single interest area or a whole system or program
- Can be completed by:
    - Defining the purpose and scope
    - Establishing a planning team
    - Identifying desired data, availability, usability, and collection methods
    - Analyzing data, identifying needs, and setting priorities

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Where do I start? Focus on Needs (continued)

- How are you identifying the needs of neglected, delinquent and at-risk students?

- What data factors are you using to identify the needs?

- How often are those needs assessments re-evaluated? (Ex: before, during, and end of the school year)

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What does a Needs Assessment tell me?
Focus on Needs

- Students' demographics and their unique needs
- What additional supportive services are needed
- Academic and vocational outcomes
- Transitional/post release outcomes
- Professional development needs
- Relationships and their quality

Where are we now? Where do we need/want to be?
How can we get there?

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What does a Needs Assessment tell me? Focus on Needs (continued)

Current Outcomes: How things are…	Desired Outcomes: How things should be…	Needs or Gaps: What is the source of the problem?	Priority Ranking: How important is this need compared with others?	Solutions/ Action Steps: What are we going to do about it?	Evaluation Items: How do we know we've succeeded?
Example: Upon release, only 25% of students are awarded the academic credits that they earned while in placement.	Upon release, 100% of students will have their academic credits transferred.	1. Some classes are not meeting State time and curriculum requirements. Consequently credits are not transferrable. 2. Student records are not up to date upon transfer, and information is lost or inconsistently transferred.	3 (of 6)	1. Update curricula so that all courses meet State mandates or requirements and credits are transferrable. Conduct awareness meetings with local schools to ensure transferability. 2. Adopt policies that require all teachers to update the academic records of students twice per week.	1. Regularly or routinely review course curricula to determine whether they are meeting State standards. 2. Continue to track student transfer data and review quarterly for improvement.
[Insert info here; add rows as needed]					

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What is the Application/Program Plan?

A plan:

- For meeting the educational needs of children

- For assisting in the transition of children and youth from correctional facilities to locally operated programs; and

- That is integrated with other programs under this Act or other Acts, as appropriate.

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What is the Application/Program Plan (continued)?

Each plan should:

- Describe the program goals,

- Measurable objectives,

- performance measures established by the facility that will be used to assess the effectiveness of the program in improving the academic, vocational, and technical skills of children in the program;

- Children will have the same opportunities to achieve as if they were in their local/community schools

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How can funds be used?

Allowable

- Tutoring
- Liaison/Coordinator
- Classroom Assistant
- Supplemental classroom supplies and technology
- Supplemental Professional Development
- Counseling/Mentoring Services
- Dropout Prevention
- Vocational/Technical/Life Skills Education

NOT Allowable

- Items that would be used by students that are not considered neglected, delinquent, or at-risk.

- Anything that would not be directly related to education or transition.

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What is Transition?
Support Services to Ensure Success of Youth

Examples:

▸ Personal, vocational/technical and academic counseling

▸ Placement services designed to place the youth in a university, college, or junior college program

▸ Information concerning, and assistance in obtaining, available student financial aid;

▸ Job placement

▸ Student transition folder with exiting information of Transcript, Career Scope, individual state testing results, etc.

▸ Guest speakers will also be used to introduce students to possible career paths.

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What Resources are available?

- Neglected Delinquent Technical Assistance (NDTAC)

- KY Department of Education TIPD

Performance Report in GMAP

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What is the Performance Report Data?

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What is the Performance Report- Data Review Continued?

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WHAT I KNOW FOR SURE...