Title I, Part D: *Neglected, Delinquent and At-Risk*

FASFEPA, September 12, 2022

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Objectives

- Program Overview
- Annual Count and Grant Application
- Collecting and Using Student Data
- Monitoring, Evaluation and Accountability

Program Overview

Title I, Part D, Subpart 2

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Title I, Part D

A federal fund that supports students who are neglected (N), delinquent (D) or at risk.

Definition - 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.

The National Technical Assistance Center for the Education of Neglected or Delinquent Children & Youth (NDTAC)

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Definition - Delinquent

A child, youth or student who resides in a public or private residential facility that is operated primarily for the care of children (up to the age of 21) who have been adjudicated as delinquent or in need of supervision.

Definition - Delinquent, cont.

In Florida, individuals reported as delinquent are served in the following institutions:

- County or municipal detention facilities [Section (s.) 951.23, Florida Statutes (F.S.)]
- Community day programs (Department of Juvenile Justice (DJJ) day treatment and prevention programs)
- Secure juvenile detention centers
- Residential/commitment facilities

Definition – At-risk

A school-aged child, youth or student who:

- Is at risk of academic failure;
- Has a drug or alcohol problem;
- Is pregnant or is a parent;
- Has come into contact with the juvenile justice 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; or
- Has a high absenteeism rate at school.

Purpose of Title I, Part D, Subpart 2

- To carry out **high quality education** programs to prepare children and youth for secondary school completion, training, employment or further education;
- To provide activities to facilitate the **transition** of such children and youth from the correctional program **to further education or employment**;
- To operate programs in local schools for children and **youth returning** from correctional facilities; and

Elementary and Secondary Education Act (ESEA) Section (Sec.) 1421

Purpose of Title I, Part D, Subpart 2, cont.

- To operate programs which may serve children and youth who are **at risk of dropping out of school**.
  - Must be reported in a dropout prevention program in Survey 5.
  - Local Educational Agencies (LEAs) must ensure students in delinquent schools/facilities transitioning back to community schools are served before serving children and youth who are at risk of dropping out of school [ESEA Sec. 1422(a) and (d)].

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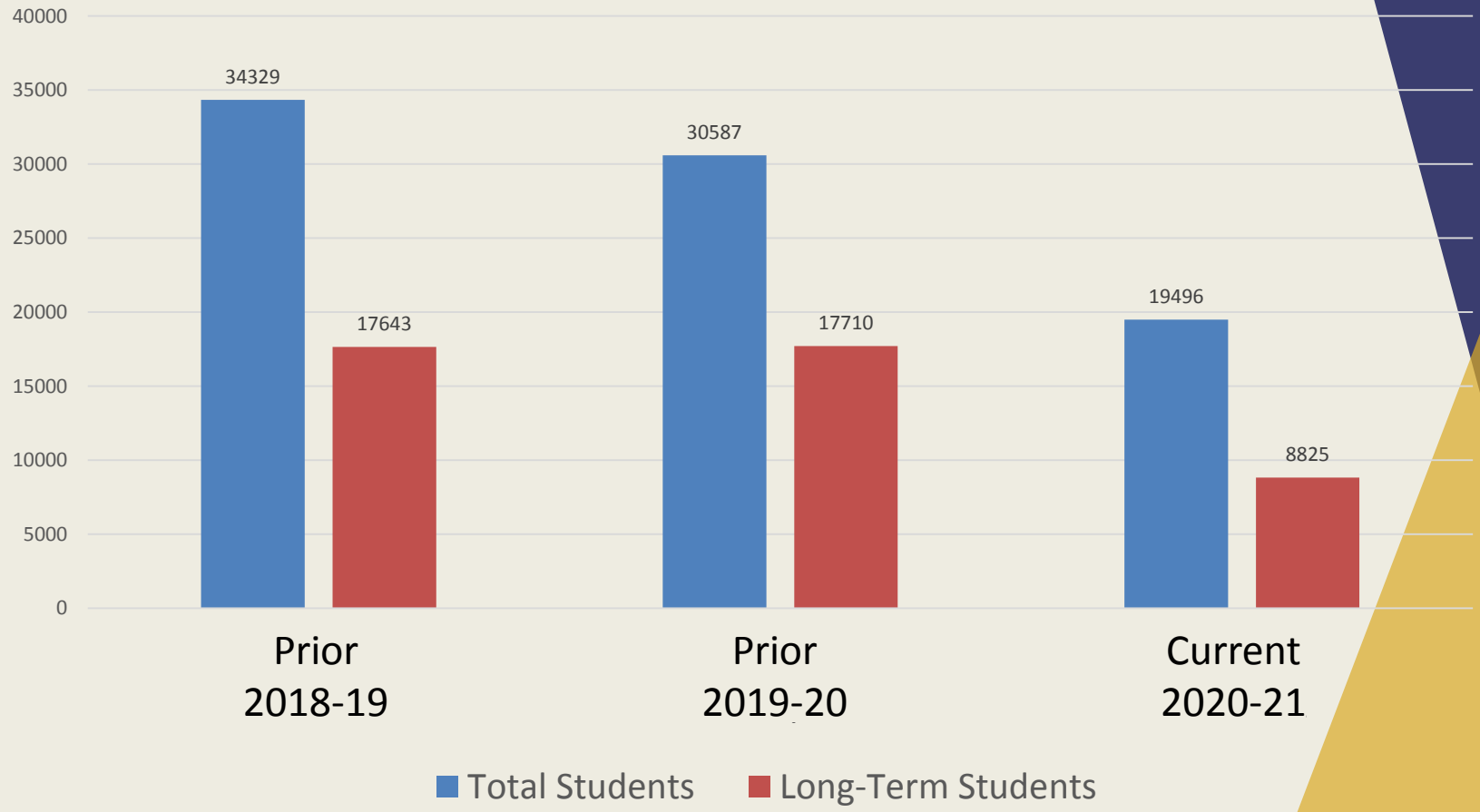
ESEA Sec. 1401

Serving Requirements

- Children and youth must be 21 years of age or younger to be served with Title I, Part D funds.

Title I, Part D Nonregulatory Guidance: Local Programs For At-Risk Youth

Student Participation in Title I, Part D School Year 2020-21



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CSPR Data Report

Annual Count and Application

Title I, Part D, Subpart 2

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Reporting – Annual Child Count

- Counts collected in Survey 9 are submitted by January 15th to the United States Department of Education (USED).
- Counts are used to generate Florida's Title I, Part D allocation.
- Schools/facilities are eligible if they meet the definition of N or D and are classified as such on the Master Student Identification (MSID) file.

Counting Requirements

Children and youth COUNTED must be:

- Living in local institutions for children and youth who are N or D or adult correctional institutions;
- Living in the institution for at least 1 day during the 30-day count period (with at least 1 day in October); and
- 5 through 17 years of age.

Title I, Part D Nonregulatory Guidance: Local Programs For At-Risk Youth

October 2021 Count

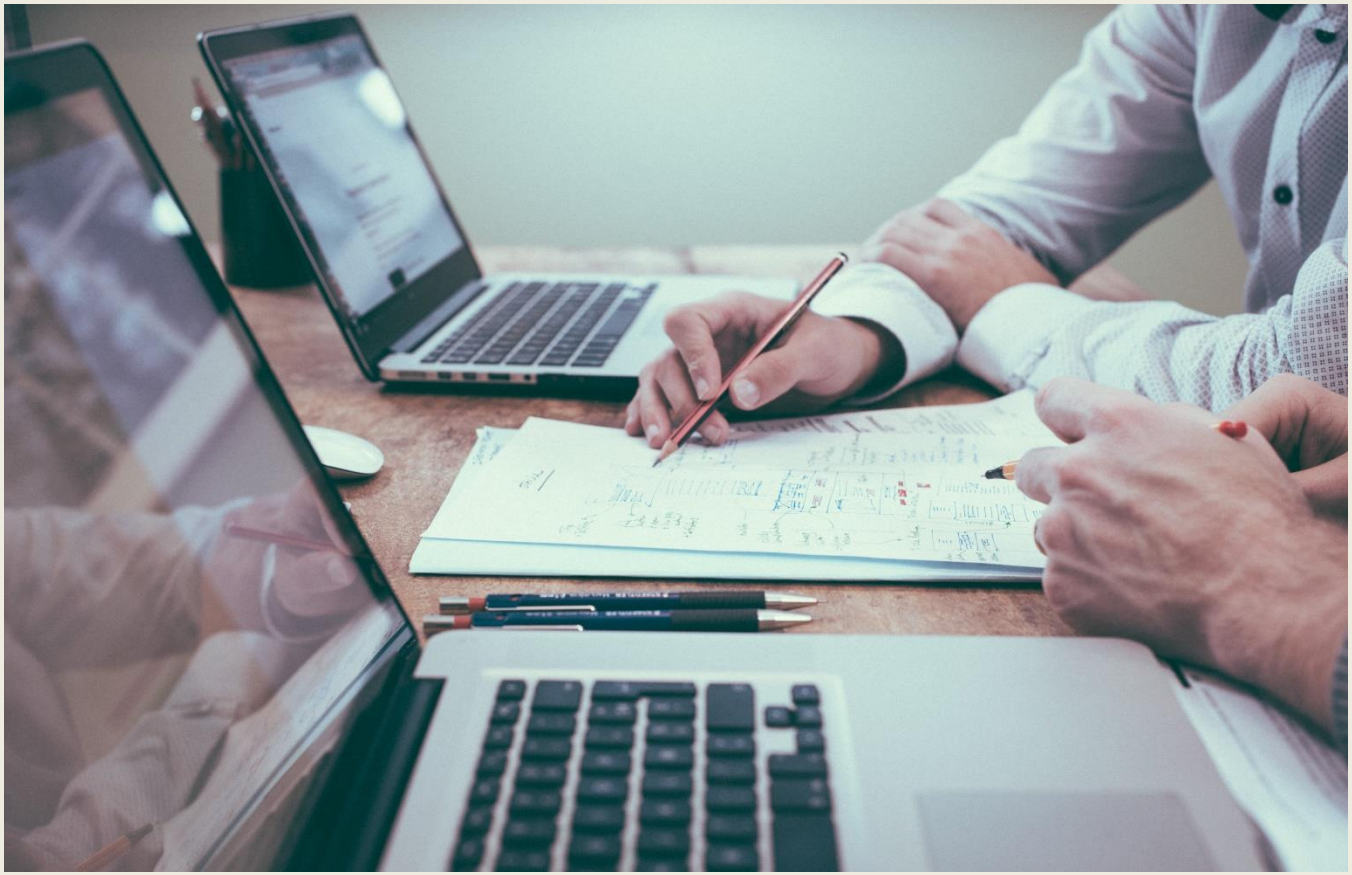
- 32 LEAs reported a total of 3,113 eligible students.
- Generated $6,357,469 for LEA subgrant allocation distribution for the 2022-23 school year.

2022-23 Application Priorities

1. Serving students in delinquent programs.
2. Addressing student achievement, transition, dropout prevention and support services, and coordination and collaboration.

Use of Funds - Examples

- After school tutoring;
- Liaison/coordinator;
- Paraprofessionals;
- Health & social services;
- Classroom supplies and technology;
- Counseling/mentoring;
- Dropout prevention programs; and
- Vocational/technical/life skills education.



Collecting and Using Student Outcomes Data

Title I, Part D, Subpart 2

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Collecting and Using Data

- Data is collected in Survey 5.
- Ensuring accurate data collection, data reporting, and data use for program evaluation purposes are important and essential components of Title I, Part D programs.

Collecting and Using Data

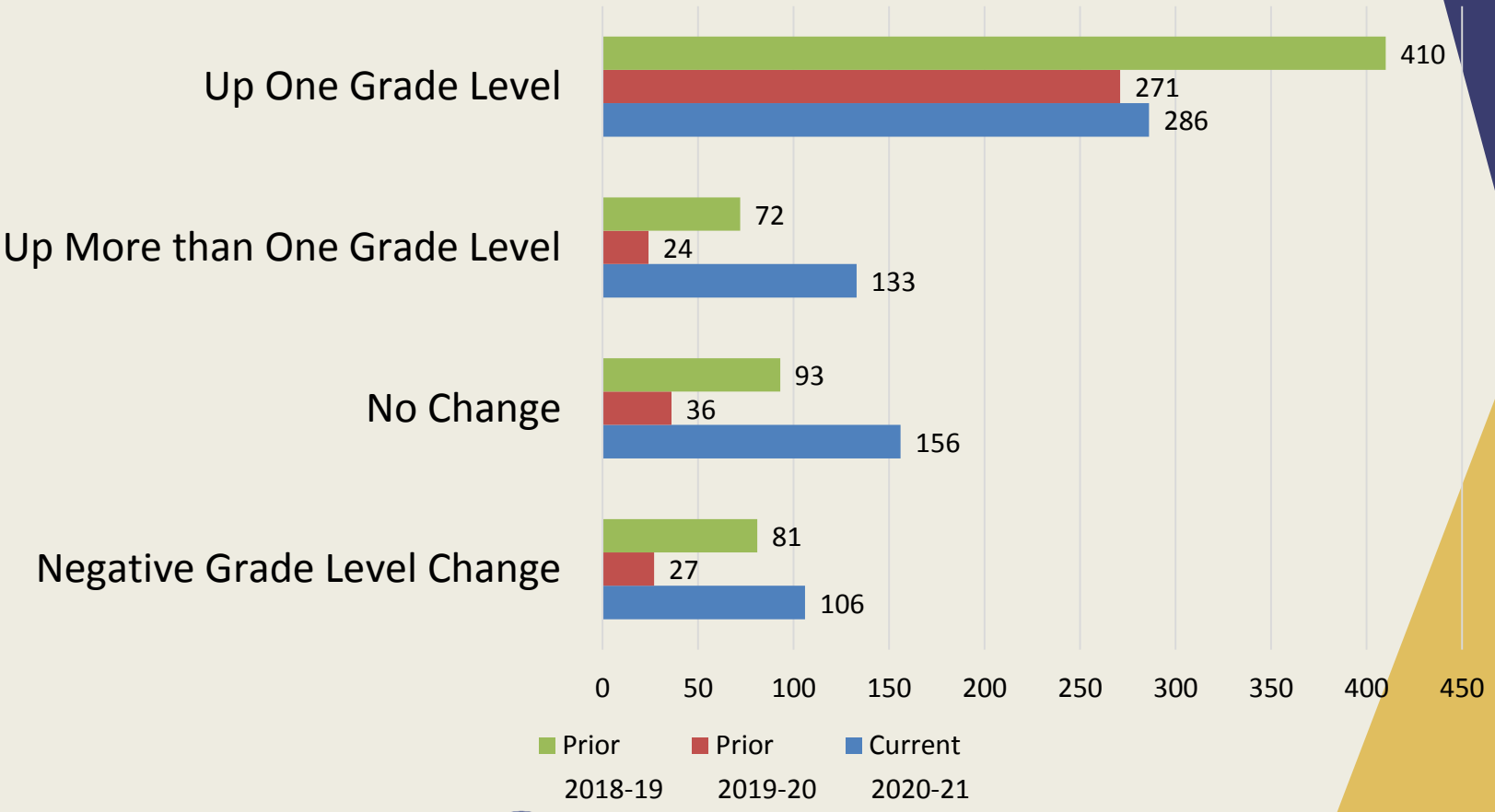
- Data on academic and vocational outcomes provide information that the USED and the Title I, Part D office needs to:
  - Assess student progress;
  - Demonstrate whether programs are meeting requirements; and
  - Identify needs so resources can be targeted appropriately.

Consolidated State Performance Report (CSPR)

Data collection focus areas:

1. Student and facility counts;
2. Demographics (race/ethnicity, age and gender);
3. Academic and vocational outcomes; and
4. Academic performance in reading and mathematics.

Academic Achievement Mathematics



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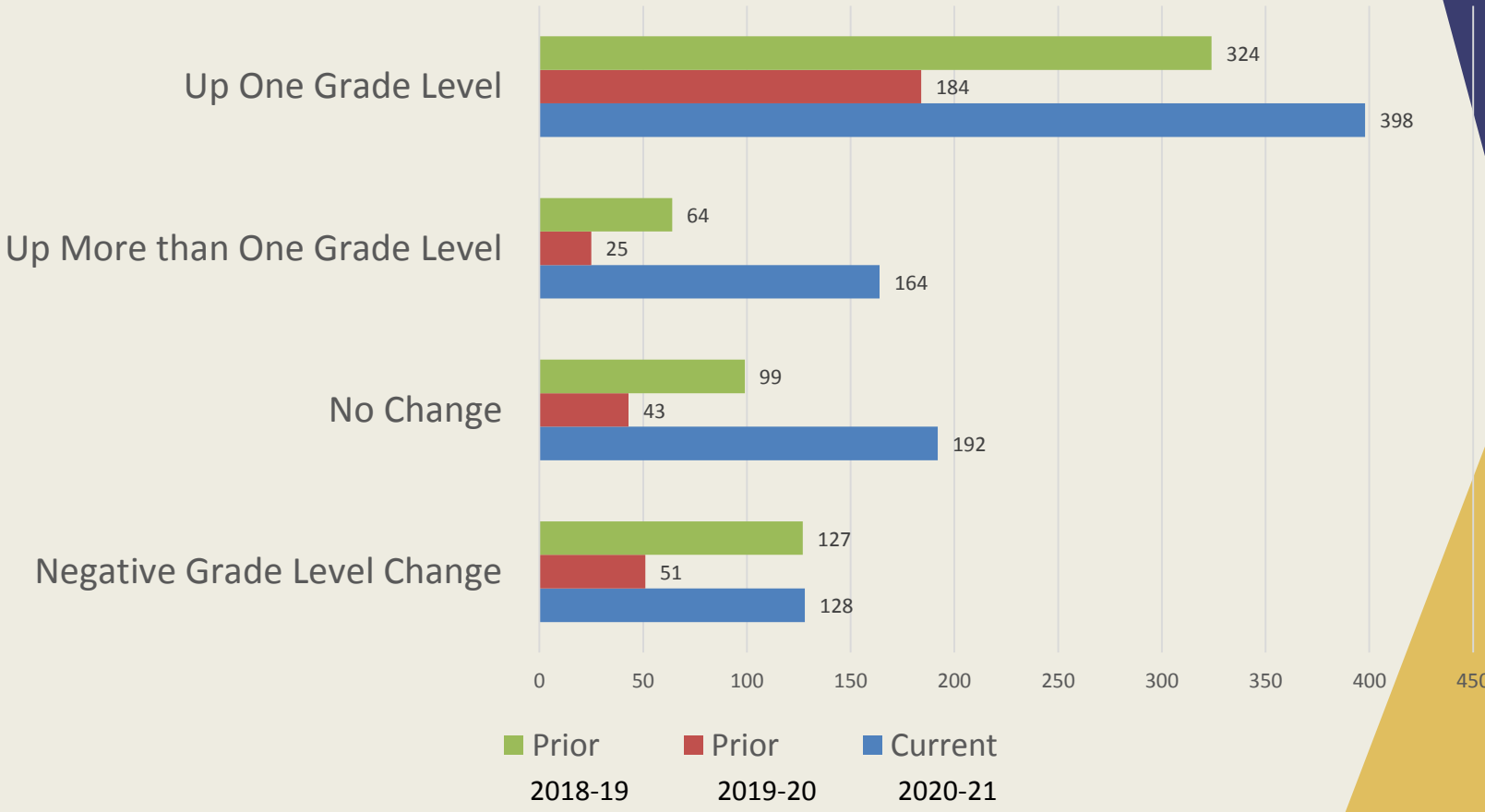
CSPR Data Report

Academic Achievement Reading



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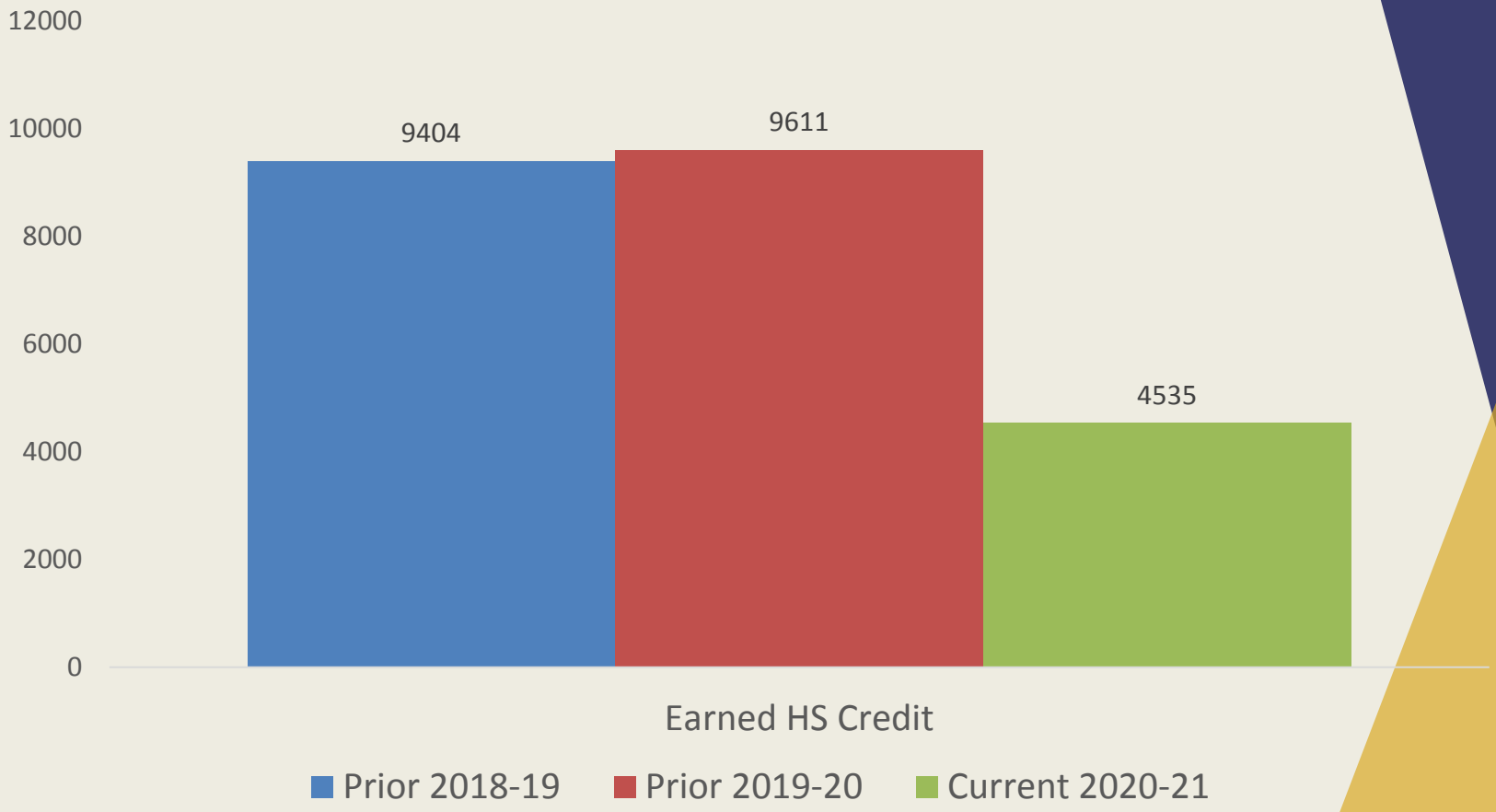
CSPR Data Report

In-Program Student Outcomes



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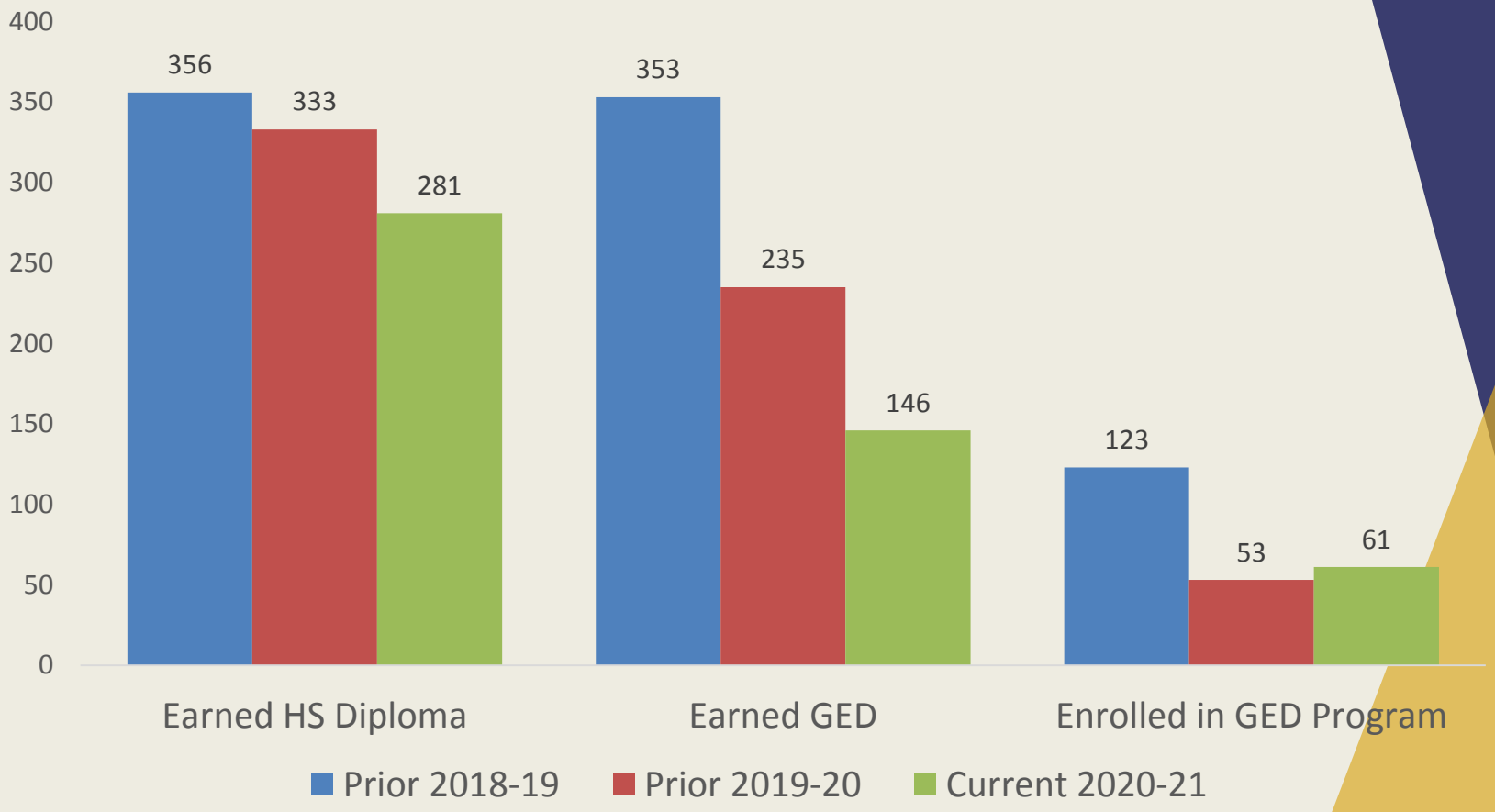
In-Program Student Outcomes



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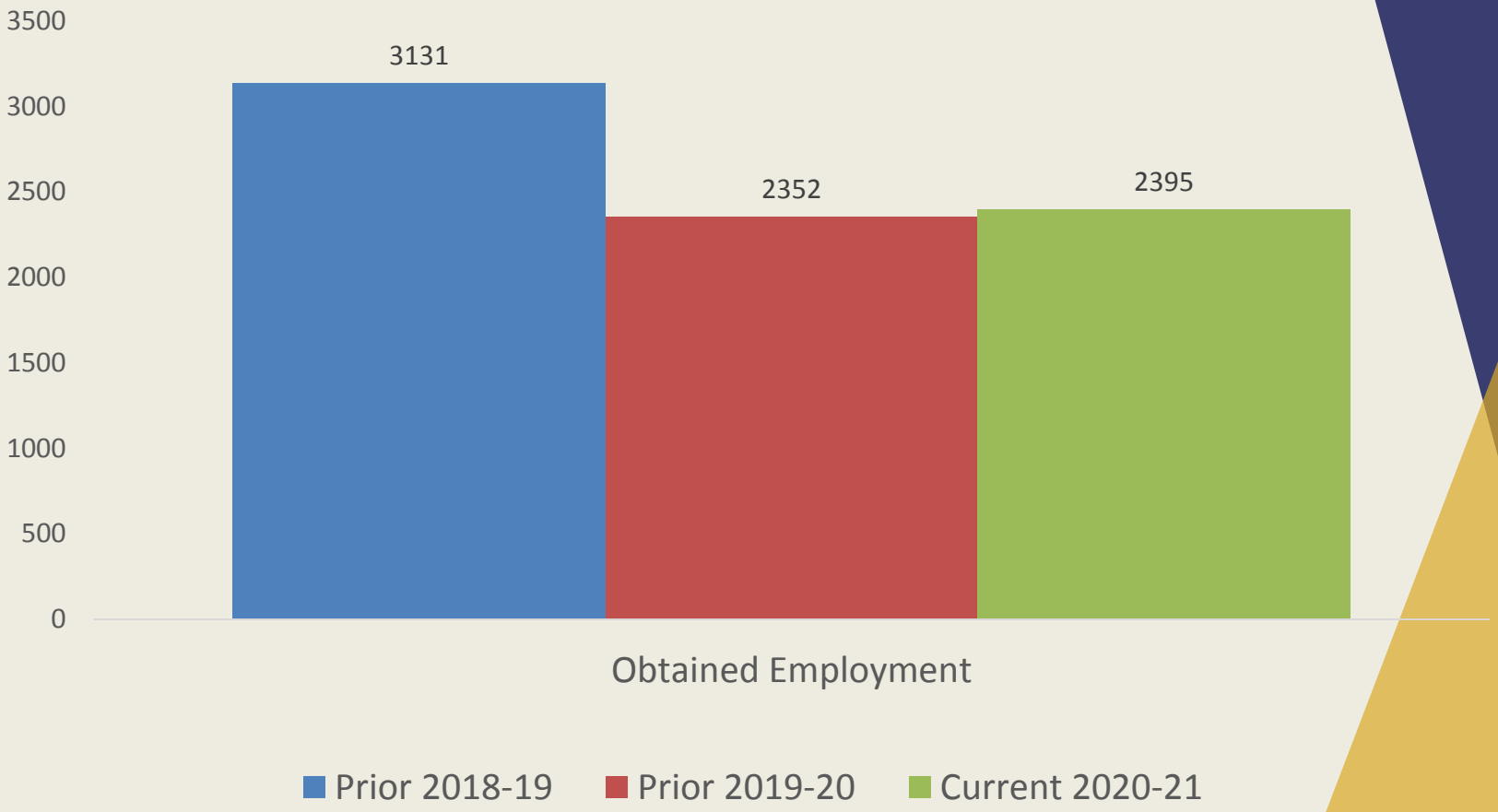
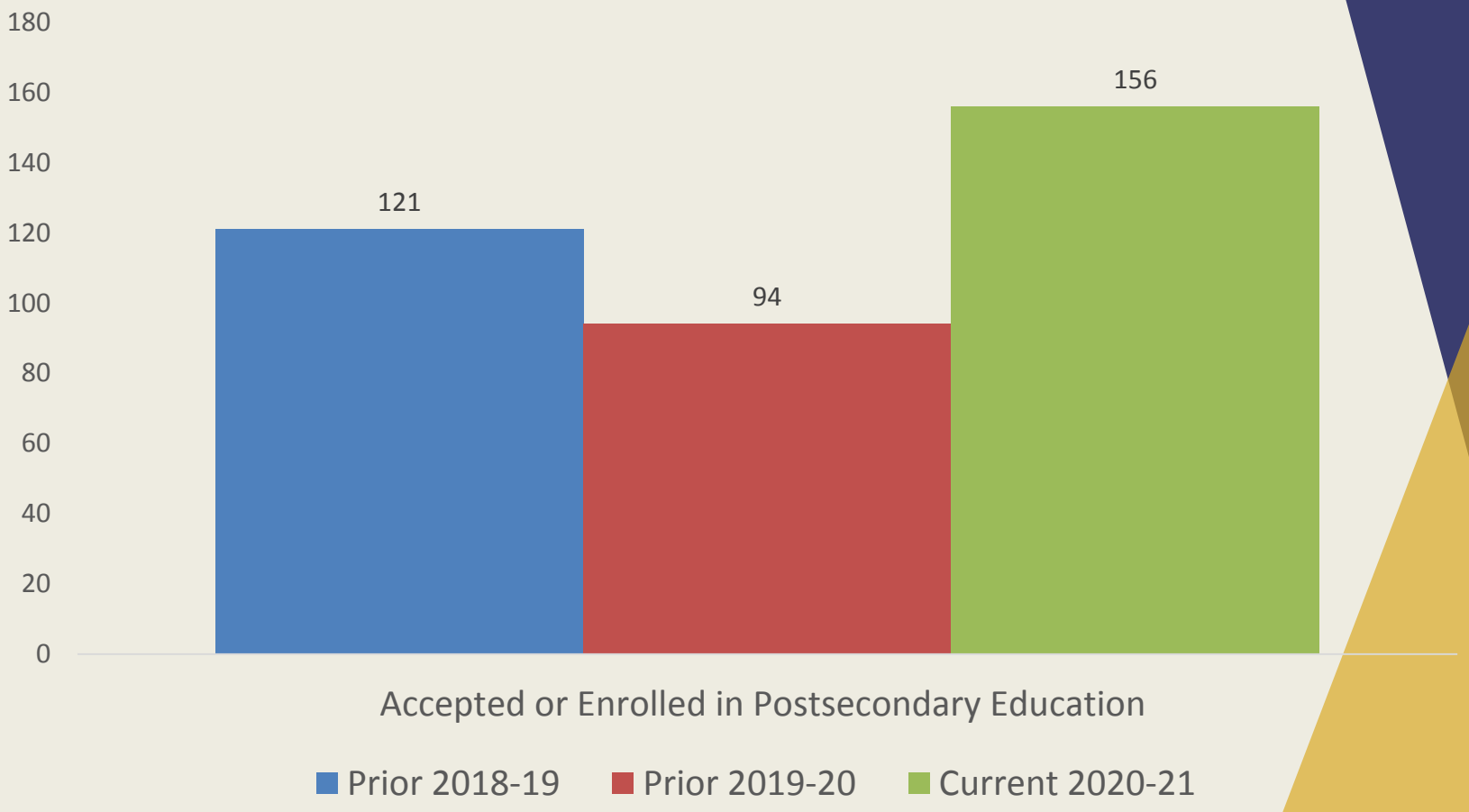
In-Program Student Outcomes



In-Program Student Outcomes



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CSPR Data Report

Monitoring, Evaluation and Accountability

Title I, Part D, Subpart 2

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Title I, Part D Monitoring Tier 1 School Year 2022-23

October	• Educational Services
November	• Professional Development
February	• Transition Supports
March	• Evaluation

Evaluation Components

- The **program evaluation** process and reports shall:
  - Assess academic and non-academic services; and
  - Be conducted at least once every three years.
- The **student evaluation** process shall:
  - Include pre- and post-test results;
  - Be continuous and ongoing; and
  - Include procedures, schedule, instruments, measures and evaluation tools.

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Evaluation

The program evaluation requirements should verify Title I, Part D impact on the ability of eligible program participants to:

- Maintain and improve educational achievement;
- Accrue school credits that meet State requirements for grade promotion and secondary school graduation;

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ESEA Sec. 1431

Evaluation, cont.

- Make the transition to a regular program or other education program operated by an LEA;
- Obtain a high school diploma or its equivalent;
- Obtain employment after leaving the facility and, as appropriate, participate in postsecondary education or job training.

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ESEA Sec. 1431

Evaluation, cont.

- There should be evidence that the LEA uses the results of evaluations to plan and improve subsequent supplemental instructional programs and services.

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ESEA Sec. 1431

Accountability

- FDOE may reduce or terminate funding if a LEA does not show progress in the number of children and youth attaining a standard high school diploma or its recognized equivalent; and

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ESEA Sec. 1426

Accountability, cont.

- Require correctional facilities to demonstrate, after receiving assistance for 3 years, that there is an increase in:
  - Youth returning to school;
  - Attainment of high school diplomas/high school equivalency; and
  - Obtaining employment.

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ESEA Sec. 1426

Important Dates

Title I, Part D, Subpart 2

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Title I, Part D Important Dates

Survey 5:

- Final Update/Amendment Date: October 31, 2022

Survey 9:

- Due Date: December 2, 2022
- State Processing: November 22, 2022 – January 6, 2023

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Questions?

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