Title I, Part D Program Development Under ESSA

FASFEPA 2017

What does ESSA mean for Title I, Part D Program Implementation

Alignment with State Challenging State Academic Standards

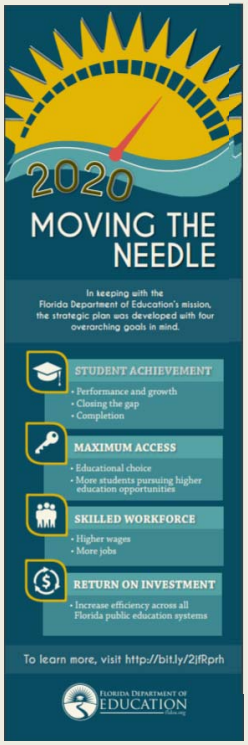
- **1401 (a)**
  - (1) to improve educational services for children and youth in local, tribal and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic standards that all children in the State are expected to meet;

ESSA Implementation of Title I, Part D in Florida

Alignment with State Challenging State Academic Standards

In August 2015, the State Board adopted the Strategic Plan Framework based on the four goals for our K-20 system that are outlined in Florida Statutes. The framework included metrics for each goal and eight strategies that encompass all goals and divisions at DOE.

In September 2016, the State Board adopted a target for each metric to be achieved by 2020.



Goal #1

Student Achievement on Florida Assessments

- Student Achievement on Florida Assessments
- Continued Growth on Florida Assessments
- Closing the Achievement Gap
- High School Graduation Rate
- High School Graduation Rate Plus (Acceleration)
- Reducing the Percent of Low-Performing Schools
- Postsecondary Completion Rate

Goal #2

Seamless Articulation and Maximum Access

- Postsecondary Continuation Rate
- Associate Degree Articulation Rate
- Access to High-Quality K-12 Educational Options

Goal #3

Skilled Workforce and Economic Development

- Postsecondary Employment Rate
- Initial Wages

Goal #4

Quality Efficient Services

- Return on Investment
- Agency Effectiveness

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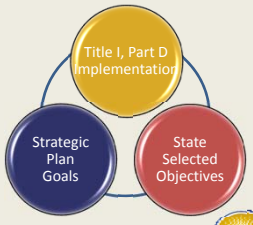
What does ESSA mean for Title I, Part D Program Implementation

Title I, Part D State Plan Contents

- **1414 (a)(2)**
  - Each such State plan shall —
    - (A) describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, vocational career, and technical skills of children in the program;



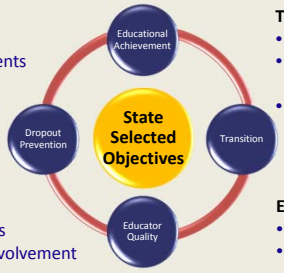
The goals of the Strategic Plan have guided the selection of specific objectives for the Title I, Part D program.

What does ESSA mean for Title I, Part D Program Implementation

Title I, Part D Program Implementation Objectives

Program Objectives have been identified to produce outcomes that are essential to the success of Neglected, Delinquent and At-Risk students including:

Educational Achievement
- Graduation
- Performance on Assessments
- High School Credits
- Post Secondary Education



Transition
- Academic Planning
- Collaboration between LEAs and Correctional Facilities
- Appropriate Placement for Returning Students

Dropout Prevention
- Access to Support Services
- Family and Community Involvement
- Employability
- Attendance
- Career and Technical Education

Educator Quality
- Certified Teachers
- High Quality Professional Development
- Highly Effective Instruction

What does ESSA mean for Title I, Part D Program Implementation?

Application Development and Program Implementation Under ESSA

NOTES

Formal Agreements

- **NCLB required LEAs to include the 11 elements of section 1425 in all agreements with correctional facilities.**
  1. where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under part B of the Individuals with Disabilities Education Act;
  2. if the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need;
  3. where feasible, provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;
  4. provide support programs that encourage children and youth who have dropped out of school to reenter school and attain a regular high school diploma once their term at the correctional facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a regular high school diploma a secondary school diploma or its recognized equivalent;
  5. work to ensure that the correctional facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth;
  6. ensure that educational programs in the correctional facility are related to assisting students to meet the challenging State academic standards high academic achievement standards;
  7. to the extent possible, use technology to assist in coordinating educational programs between the correctional facility and the community school;
  8. where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities;
  9. coordinate funds received under this subpart with other local, State, and Federal funds available to provide services to participating children and youth, such as funds made available under title I of Public Law 105-220, and career vocational and technical education funds;
  10. coordinate programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable;
  11. if appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth;

Formal Agreements

ESSA requires that two additional elements must be included in the Program Specific Assurances and in Formal Agreements between LEAs and Correctional Facilities

- upon the child's or youth's entry into the juvenile justice facility, work with the child's or youth's family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that any relevant and appropriate academic records and plans not provided to probation staff during the commitment staffing process regarding the continuation of educational services for such child or youth are shared jointly between the juvenile justice facility and local educational agency in order to facilitate the transition of such children and youth between the local educational agency and the juvenile justice facility; and

- upon discharge from a juvenile justice facility, ensure consultation occurs between the local educational agency and the juvenile justice facility for a period jointly determined necessary to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

Formal Agreements must be amended by October 1, 2017

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2017-18 Title I, Part D Application

Activity Development and Budget Alignment

Assess Needs

Previously

(Activities were developed separately from the Budget)

2017-18

(The Budget will be developed with each Activity)

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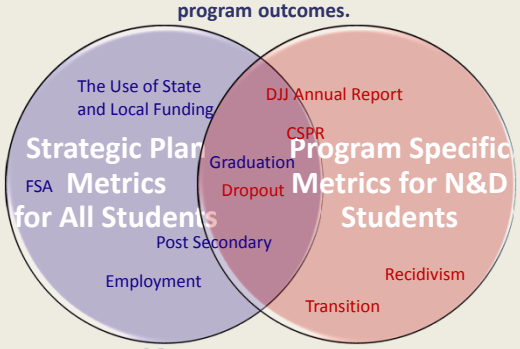
2017-18 Title I, Part D Application

Assessing Needs

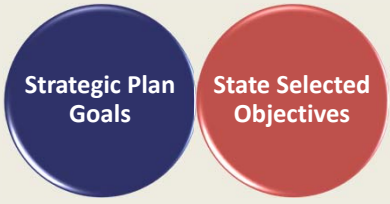
Applicants must use available data/information to continue activities from previous years or develop new activities in order to make progress towards expected program outcomes.



What does ESSA mean for Title I, Part D Program Implementation?

Program Metrics

The state Title I, Part D Office has identified Program Metrics for each of the **Selected Objectives** that are consistent with the goals of the **Florida Department of Education's Strategic Plan**.



What does ESSA mean for Title I, Part D Program Implementation?

Program Metrics

Educational Achievement

- Increase the proportion of 12th graders who graduate from high school with a high school diploma or GED by 10% while in Department of Juvenile Justice (DJJ) Facilities as measured by data reported on the DJJ Annual Report
- Increase the proportion of neglected and at-risk students over the age of 16 who graduate by 30% as measured by data reported in the Florida Department of Education's Student Information System
- Increase student learning gains as measured by student performance on state-adopted assessments, and selected diagnostic assessments
- Increase the number of students who earn high school credits or middle school course completion as measured by data reported in the Florida Department of Education's Student Information System
- Increase the number of students who are accepted or enrolled in postsecondary educational programs as measured by data reported in the Florida Department of Education's Student Information System

2017-18 Title I, Part D Application

Using Title I, Part D Funds to Address an Objective

Available Educational Achievement Data/Information

What does ESSA mean for Title I, Part D Program Implementation?

Program Metrics

Transition

- Increase the efficient development of individualized academic programming for students who have entered into a neglected, delinquent or at-risk program as measured by completed DJJ Electronic Educational Enhancement Plans (EEEPs), or similar transition tracking tools
- Increase documented collaboration between academic staff at the neglected, delinquent or at-risk program, and academic staff in the LEA to which the student is returning as measured by participation in DJJ Community Re-entry Team meetings, completed DJJ EEEPS, or similar transition tracking tools
- Increase the number of students who transition to traditional, adult, career and technical, or postsecondary educational programs upon release from a neglected, delinquent or at-risk program, as measured by LEA Academic Placement Reports

2017-18 Title I, Part D Application

Using Title I, Part D Funds to Address an Objective

Available Transition Data/Information

- Recently, the DJJ education department did a study on students that had returned to each county from DJJ programs.
- Each transition contact was tasked with providing placement information for the last 20 students that returned.
- For those LEAs that did not have methods for tracking the placement of returning DJJ students:
  - the DJJ education office reached out to the DJJ Circuit Office to identify returning students, and
  - provided transition contacts with a list of students to determine the current placement

2017-18 Title I, Part D Application

Using Title I, Part D Funds to Address an Objective

Available Transition Data/Information

Students Returning to the School District from DJJ

LEA	Tracking Yes/No	Total	Traditional HS/MS	ESE	Alternative Education	Charter/Private/FLVS	Adult Ed/GED	Earned GED/Diploma	????	%	Percentage Located Students that were Placed in Alternative Education
ACME	NO	20	0	0	10	0	0	0	10	50	50

What does ESSA mean for Title I, Part D Program Implementation

Program Metrics

Dropout Prevention

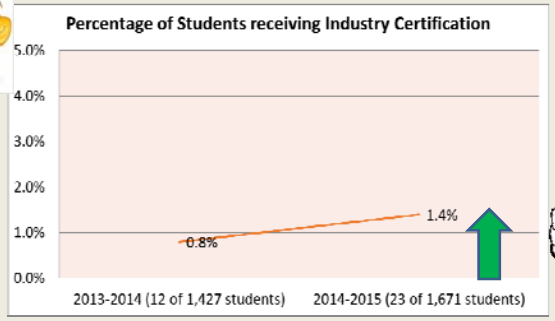
- Increase the number of students returning from a neglected, delinquent or at-risk program that have access to mental health counseling, exceptional student education support, social work services, behavioral support, and career counseling as measured by participation in LEA funded initiatives
- Increase the involvement of the family members of neglected, delinquent or at-risk students as measured by their participation LEA funded activities
- Increase the number of neglected, delinquent or at-risk students who enroll in job-training programs or obtain employment as measured by data reported in the Florida Department of Education's Student Information System
- Reduce the number of neglected, delinquent or at-risk students that have disciplinary issues as reported by school district discipline data
- Increase the attendance rate of neglected, delinquent or at-risk students
- Increase the number of students who obtain industry certification as measured by data reported in the Florida Department of Education's Student Information System

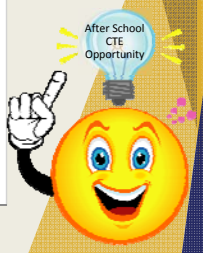
2017-18 Title I, Part D Application

Using Title I, Part D Funds to Address an Objective

Available Dropout Prevention Data/Information

Industry Certification Data in DJJ





What does ESSA mean for Title I, Part D Program Implementation

Program Metrics

Educator Quality

- Increase the number of in-field teachers in neglected delinquent and at-risk facilities as measured by Teacher Certification Review reports;
- Increase the proportion of teachers in neglected, delinquent, and at-risk programs that participate in LEA offered professional development as measured by participation reports; and
- Decrease the number of teachers in neglected, delinquent, and at-risk programs deemed, in need of improvement, or unsatisfactory as measured by LEA evaluations

2017-18 Title I, Part D Application

Using Title I, Part D Funds to Address an Objective

Available Educator Quality Data/Information

- The Title I, Part D Office partnered with TNTP to review the quality of instruction provided in PACE and AMI programs in Leon, Alachua and Duval Counties
- TNTP conducted classroom walkthroughs and stakeholder interviews that focused on what is happening in the classrooms within these programs.
- TNTP also developed opinions about the impact of teachers in these programs, and their ability to disrupt a path that is tracking toward negative outcomes, and support students to build the personal and academic readiness to progress on a more productive path.

2017-18 Title I, Part D Application

Using Title I, Part D Funds to Address an Objective

Available Educator Quality Data/Information

TNTP Findings

1. In classrooms, a focus on relationships, supportive environments and positive reinforcement is creating strong classroom culture.
2. Students are not experiencing appropriately rigorous standards-aligned instruction.
3. Program staff view the academic and social emotional support as distinct components, rather than synergistic.
4. Program staff are not well-versed in the demands of standards-aligned instruction, and are not given adequate opportunities and support to build their knowledge.
5. State level support, monitoring and reporting mechanisms do not communicate a clear coordinated vision of an integrated model that includes high expectations for academic programming and academic success.

2017-18 Title I, Part D Application

Budget Development

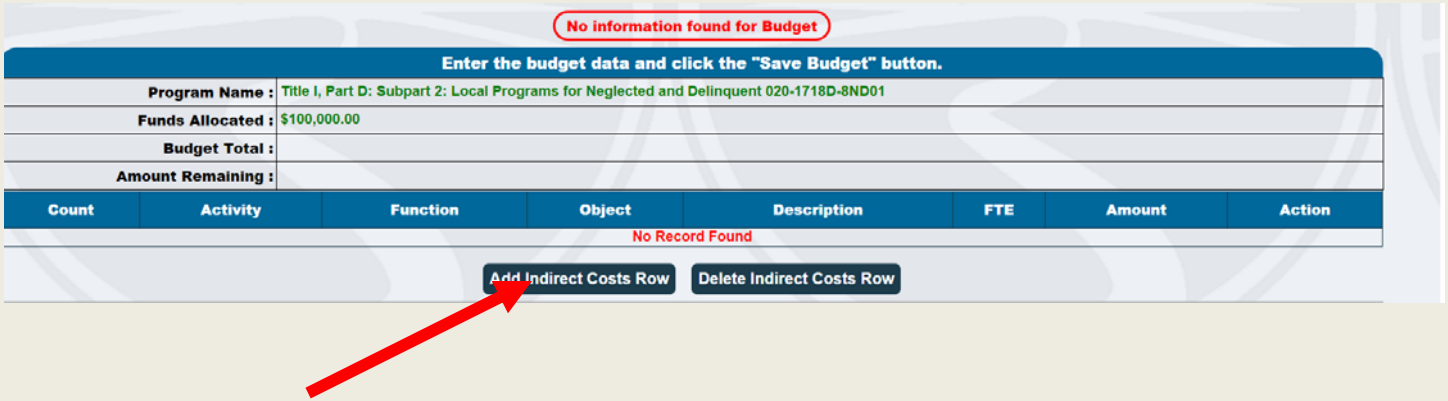
Budget Items will be Created in the Activity Section

- The only budget item that will created in the budget section is Indirect Cost
- FTE and budget item amounts can be adjustable in the budget section

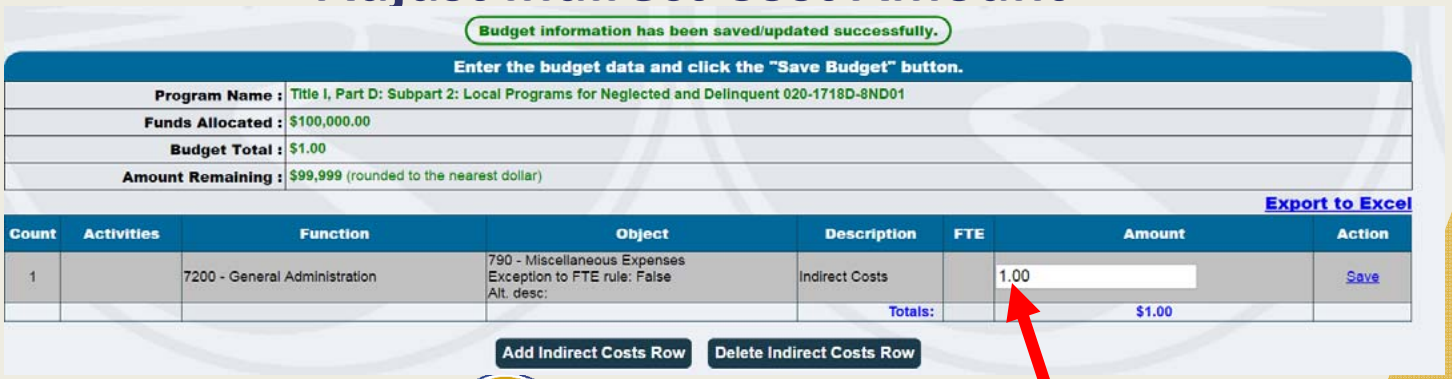
NOTES

2017-18 Title I, Part D Application

Add Indirect Cost



Adjust Indirect Cost Amount



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2017-18 Title I, Part D Application

Address All Required Title I, Part D Objectives

- **Required Objectives**
  - Educational Achievement
  - Transition
  - Dropout Prevention
  - Educator Quality
- **If the applicant will be using Title I, Part D funds to address the objective:**
  - At least one "Activity" module must be created.
- **If the applicant will *not* be using Title I, Part D funds to address the objective:**
  - The applicant must include Narrative including how the Objective will be addressed using state, local, or other federal dollars, and
  - measurable, expected outcomes related to the goals established for the objective.

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NOTES

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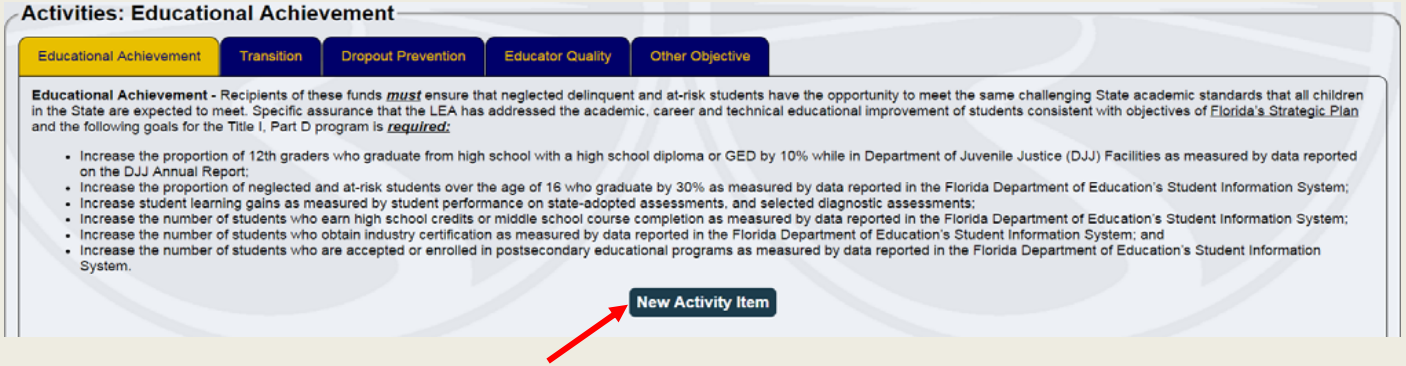
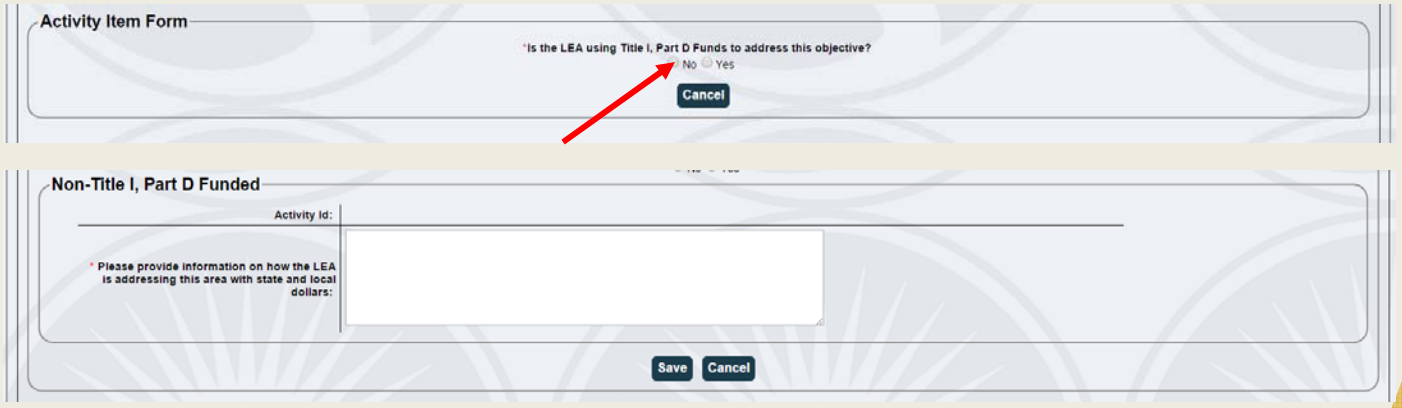
2017-18 Title I, Part D Application

Addressing and Objective in the Activities Section



Using State, Local and Other Federal Funds to Address an Objective



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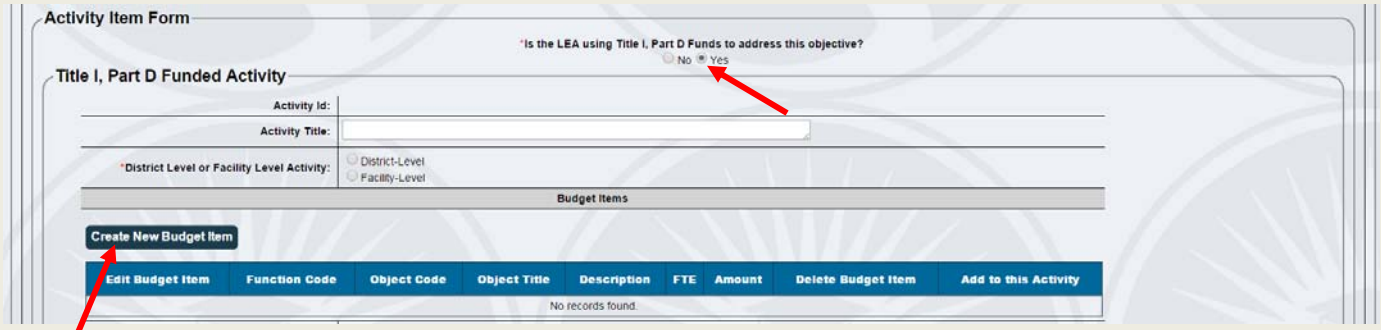
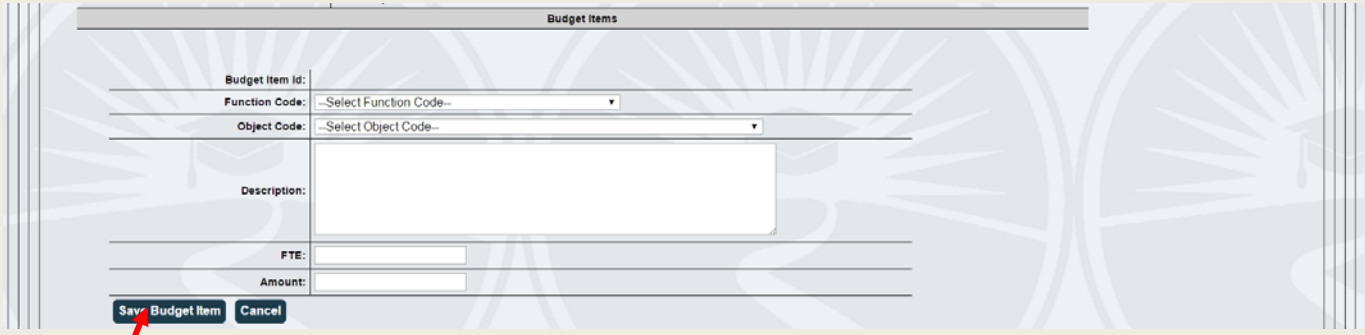
Using Title I, Part D Funds to Address an Objective



Adding Budget Items



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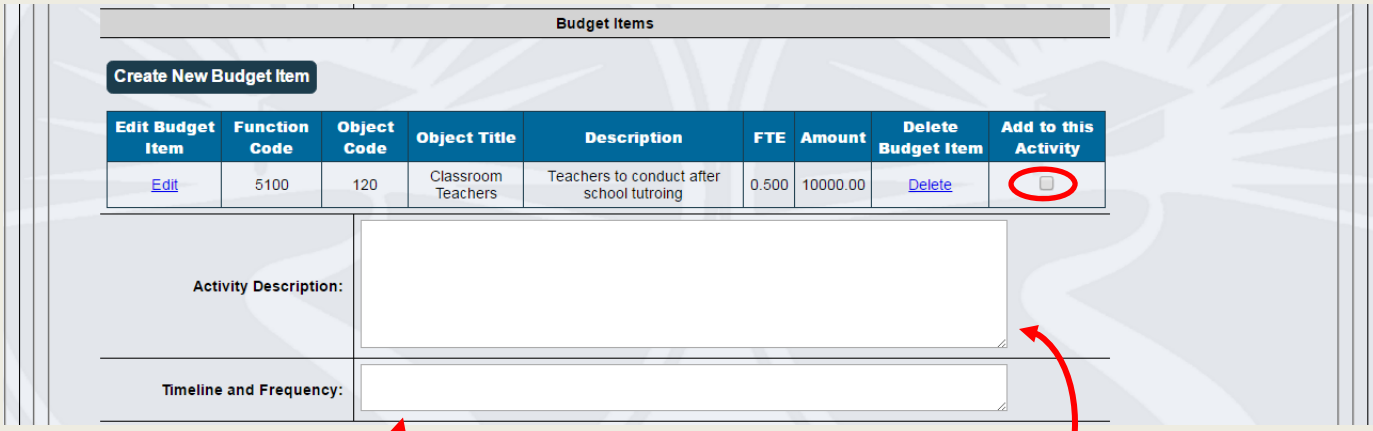
Using Title I, Part D Funds to Address an Objective

Once Budget Items are Created Add the Budget Item to the Current Activity



Budget Items

Create New Budget Item

Edit Budget Item	Function Code	Object Code	Object Title	Description	FTE	Amount	Delete Budget Item	Add to this Activity
Edit	5100	120	Classroom Teachers	Teachers to conduct after school tutroing	0.500	10000.00	Delete	☐

Activity Description:

Timeline and Frequency:

Complete the Activity Description and Timeline and Frequency sections

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2017-18 Title I, Part D Application

Using Title I, Part D Funds to Address an Objective

Indicating How Activities will be Measured

Select a Expected Outcome Statement

How will the effectiveness of this activity be measured?

Please select the CSPR data reporting areas and indicate the percentage to which measurable outcomes for Neglected, Delinquent, and At-Risk students will be improved.

☐ Successfully Transition:	
☐ Earn Diploma and/or GED:	
☐ High School Credits and/or Middle School Course Completion:	
☐ Enrolled in GED and/or Job Training Program:	
☐ Accepted / Enrolled into Post-Secondary Education:	
☐ Obtain Employment:	
☐ Academic Performance:	

Expected Outcome Statements must be Aligned with the Outcome Statements Developed by the State Title I, Part D Office

Educational Achievement - Recipients of these funds ***must*** ensure that neglected delinquent and at-risk students have the opportunity to meet the same challenging State academic standards that all children in the State are expected to meet. Specific assurance that the LEA has addressed the academic, career and technical educational improvement of students consistent with objectives of Florida's Strategic Plan and the following goals for the Title I, Part D program is ***required:***

- Increase the proportion of 12th graders who graduate from high school with a high school diploma or GED by 10% while in Department of Juvenile Justice (DJJ) Facilities as measured by data reported on the DJJ Annual Report;
- Increase the proportion of neglected and at-risk students over the age of 16 who graduate by 30% as measured by data reported in the Florida Department of Education's Student Information System;
- Increase student learning gains as measured by student performance on state-adopted assessments, and selected diagnostic assessments;
- Increase the number of students who earn high school credits or middle school course completion as measured by data reported in the Florida Department of Education's Student Information System;
- Increase the number of students who obtain industry certification as measured by data reported in the Florida Department of Education's Student Information System; and
- Increase the number of students who are accepted or enrolled in postsecondary educational programs as measured by data reported in the Florida Department of Education's Student Information System.

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2017-18 Title I, Part D Application

Using Title I, Part D Funds to Address an Objective

Applicants must measure their progress towards expected outcomes throughout the year.

PRACTICE IN USE

Pasco County's DJJ Database

NOTES

2017-18 Title I, Part D Application

Using Title I, Part D Funds to Address an Objective

Pasco County's DJJ Database

Real-time reporting of Program Progress and Data from the Facility-Level

- Microsoft OneDrive to allow facility staff to enter data into the database.
  - School Enrollment
  - Performance
  - Credit Retrieval
  - Course Recovery
  - Academic Outcomes
  - Career Exploration
  - Parental Involvement
  - ESE
  - Transition

PASCO COUNTY SCHOOLS
STUDENT SUPPORT PROGRAMS & SERVICES
GRADUATION ENHANCEMENT PROGRAM
N&D/AT RISK STUDENT ACHIEVEMENT 2016-2017

Achieve Center Pasco (ACP) Semester 1 Master

N&D/At-Risk Student Achievement 2016-2017	Q1	Q2	TOTALS	PERCENTAGE	Q3	Q4	TOTALS	PERCENTAGE
COMPLIANCE AREAS								
TOTAL SCHOOL ENROLLMENT	29	31	30	100.0%	30	0	30	100.0%
6th	0	0	0	0%	0		0	0%
7th	2	2	2	7%	2		2	7%
8th	11	11	11	37%	12		12	40%
9th	3	4	4	12%	4		4	13%
10th	4	4	4	13%	6		6	20%
11th	7	8	8	25%	6		6	20%
12th	2	2	2	7%	0		0	0%
READING PERFORMANCE DATA (Based on STAR pre/post-test data)								
Negative grade level change	N/a	5	5	50%	6		6	50%
No grade level change	N/a	3	3	30%	4		4	33%
Improvement up to 1 full grade level	N/a	2	2	20%	2		2	17%
Improvement of more than 1 grade level	N/a	0	0	0%			0	0%

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2017-18 Title I, Part D Application

Using Title I, Part D Funds to Address an Objective

Pasco County's DJJ Database

Periodic Facility Level and District-Wide Evaluations

- Program evaluations, can be conducted using the individual facility database pages or the overall Master page which allows the district program office to see outcomes as they are achieved.

PASCO COUNTY SCHOOLS
STUDENT SUPPORT PROGRAMS & SERVICES
GRADUATION ENHANCEMENT PROGRAM
N&D/AT RISK STUDENT ACHIEVEMENT 2016-2017

All Sites Master

N&D/At-Risk Student Achievement 2016-	Q1			Q2			Semester 1			TOTALS	PERCENTA	Q3			Q4			Semester 2			TOTALS	PERCENTAGE		
COMPLIANCE AREAS	JD	JC	At-Risk	JD	JC	At-Risk	JD	JC	At-Risk	At-Risk		JD	JC	At-Risk	JD	JC	At-Risk	JD	JC	At-Risk	At-Risk		OVERALL	
TOTAL SCHOOL ENROLLMENT	146	85	376	90	74	0	236	159	376	257	100.0%	110	72	216	0	0	0	110	72	216	398	100.0%	328	100%
6th	5	0	1	3	1	0	8	1	1	3	1%	4	0	6	0	0	0	4	0	6	10	3%	7	2%
7th	13	2	13	4	2	0	17	4	13	11	4%	3	3	13	0	0	0	3	3	13	19	5%	15	5%
8th	52	22	182	31	12	0	83	34	182	100	39%	44	11	68	0	0	0	44	11	68	123	31%	111	34%
9th	28	14	12	20	16	0	48	30	12	30	12%	20	17	38	0	0	0	20	17	38	75	19%	53	16%
10th	21	25	51	19	23	0	40	48	51	46	18%	21	22	29	0	0	0	21	22	29	72	18%	59	18%
11th	25	18	85	9	17	0	34	35	85	51	20%	15	16	38	0	0	0	15	16	38	69	17%	60	18%
12th	2	4	32	4	3	0	6	7	32	15	6%	3	3	24	0	0	0	3	3	24	30	8%	23	7%
READING PERFORMANCE DATA (Based on STAR pre/post-test data)																								
Negative grade level change	N/a	N/a	N/a	0	23	46	0	23	46	69	41%	0	15	26	0	0	0	0	15	26	41	25%	110	
No grade level change	N/a	N/a	N/a	0	12	9	0	12	9	21	13%	0	28	20	0	0	0	0	28	20	48	29%	69	
Improvement up to 1 full grade level	N/a	N/a	N/a	0	20	24	0	20	24	44	26%	0	13	17	0	0	0	0	13	17	30	18%	74	
Improvement of more than 1 grade level	N/a	N/a	N/a	0	10	24	0	10	24	34	20%	0	19	26	0	0	0	0	19	26	45	27%	79	
MATH PERFORMANCE DATA (Based on STAR pre/post-test data)																								
Negative grade level change	N/a	N/a	N/a	0	33	28	0	33	28	61	40%	0	15	24	0	0	0	0	15	24	39	23%	100	
No grade level change	N/a	N/a	N/a	0	5	4	0	5	4	9	6%	0	24	23	0	0	0	0	24	23	47	27%	56	
Improvement up to 1 full grade level	N/a	N/a	N/a	0	13	19	0	13	19	32	21%	0	11	16	0	0	0	0	11	16	27	16%	59	
Improvement of more than 1 grade level	N/a	N/a	N/a	0	16	33	0	16	33	49	32%	0	25	34	0	0	0	0	25	34	59	34%	108	
SCIENCE PERFORMANCE DATA (Based on student grades)																								
Total enrollment in Science Courses/Credits	0	76	281	0	50	277	0	126	558	634	100%	0	75	149	0	0	0	0	38	75	112		373	
Students earning a grade of "F", or "D"	0	18	77	0	6	141	0	24	218	242	38%	0	13	52	0	0	0	0	7	26	33	29%	137	
Students earning a grade of "A", "B", or "C"	0	58	154	0	44	136	0	102	290	392	62%	0	62	83	0	0	0	0	31	42	73	65%	232	
HIGH SCHOOL CREDIT RETRIEVAL (Recovery)																								
Enrolled in credit retrieval	0	22	59	0	26	80	0	48	139	187		0	23	74	0	0	0	0	23	74	97		284	
Completed credit retrieval	0	2	20	0	6	36	0	8	56	64	34%	0	2	25	0	0	0	0	2	25	27	28%	91	32%
MIDDLE SCHOOL COURSE RECOVERY																								

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What does ESSA mean for Title I, Part D Program Implementation?

Application Development Practice

2017-18 Title I, Part D Application

Program Development Scenario Instructions

Step 1
Program Evaluation

Step 2
Needs Assessment

Step 3
Activity Development

Step 4
Application Completion

2017-18 Title I, Part D Application

Scenario Groupings

Red Districts $50,000	Blue Districts $180,000	Green Districts $600,000
LAKE	CITRUS	VOLUSIA
OSCEOLA	LEON	BREVARD
UNION	OKEECHOBEE	PALM BEACH
MARTIN	SEMINOLE	POLK
DESOTO	BAY	DUVAL
JACKSON	LIBERTY	DADE
WALTON	ALACHUA	PINELLAS
MADISON	OKALOOSA	BROWARD
	PASCO	HILLSBOROUGH
	ST. JOHNS	ORANGE
	LEE	DOC
	COLLIER	
	ESCAMBIA	
	MARION	
	MANATEE	
	ST. LUCIE	
	OYDC	

2017-18 Title I, Part D Application

Program Development Scenario Instructions

Step 1

Program Evaluation

- Review the **District Profile Sheet**
  - Identify the types of neglected, delinquent and at-risk programs in the district.
    - ***What programs were served in the previous year?***
    - ***What additional programs can be served through this implementation?***

2017-18 Title I, Part D Application

Program Development Scenario Instructions

Step 1

Program Evaluation

- Review the **N&D Data Sheet** from the previous year.
  - ***What Worked?***
  - ***What Did Not Work?***

2017-18 Title I, Part D Application

Program Development Scenario Instructions

Step 2

Needs Assessment

- Use the analysis of the **N&D Data Sheet and DJJ Annual Report Data** to prioritize the needs of the neglected, delinquent, and at-risk students in the district.
  - ***What are the areas of improvement needed for neglected, delinquent, and at- risk students?***
  - ***How can the district improve services in the areas of Educational Achievement, Transition, Dropout Prevention, and Educator Quality for neglected, delinquent, and at-risk students?***

2017-18 Title I, Part D Application

Program Development Scenario Instructions

Step 3

Activity Development

- Use the **District Profile Sheet, and the N&D Data Sheet and DJJ Annual Report Data** to determine which needs will be addressed by Title I, Part D.
  - ***What activities will Title I, Part D fund in the upcoming year?***
  - ***How is the district using district using local, state and other federal funds to address the objectives not being supported by Title I, Part D dollars?***

2017-18 Title I, Part D Application

Program Development Scenario Instructions

Step 4

Application Completion

- Complete the Activity and Budget sections of the application based on the **Scenario Requirements** at the bottom of the **District Profile Sheet**
  - ***Activities supported by Title I, Part D***
    - » ***Activity Title***
    - » ***Measurement – How will the Activity be measured for effectiveness?***
    - » ***Evidence – What evidence does the district have that supports the implementation of this activity?***
      - ***Repeated Activities – What were the results from the previous year?***
      - ***New Activities – What evidence did the district discover to support the funding of this activity ?***

2017-18 Title I, Part D Application

Program Development Scenario Instructions

Step 4

Application Completion

- Complete the Activity and Budget sections of the application based on the **Scenario Requirements** at the bottom of the **District Profile Sheet**
  - ***Activities not supported by Title I, Part D***
    - » ***Narrative – How did the district address this objective using state, local and other federal funding?***
  - ***Budget***
    - » ***Budget Item***
      - ***(Do not include Benefits and Indirect Cost for this Exercise)***
    - » ***Amount***

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