Understanding Title I, A Neglected and Title I, D

February 7, 2018
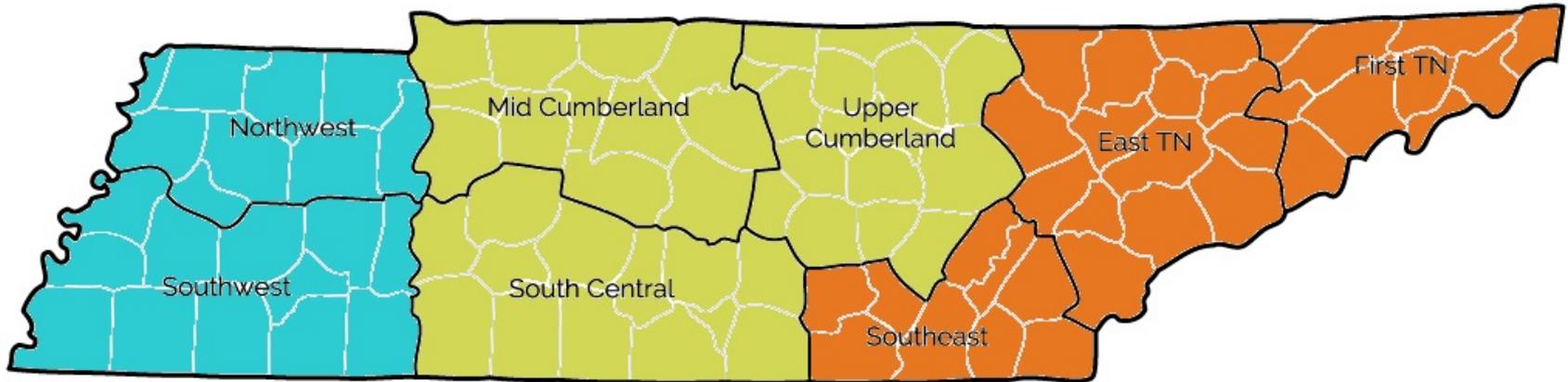
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Consultants by Region

Erin Christian: Northwest and Southwest,
Mid Cumberland and South Central (Interim)
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Agenda

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- Purpose
- Structure and Basic Requirements
- Planning
- Funding
- Monitoring
- Reporting and Evaluating
- Year at a Glance

Purpose

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- Improve educational services for children and youth who are neglected or delinquent so that they have the opportunity to meet challenging state academic content and achievement standards;

- Provide children and youth who are neglected or delinquent with services so that they can successfully transition from institutionalization to further education or employment; and

- Prevent youth from dropping out of school and provide youth who have dropped out and youth returning from correctional facilities with a support system to ensure their continued education.

Purpose

Students in and returning from the juvenile justice system are some of the most educationally disadvantaged.

- Chronically behind in school
- Significant gaps in their education
- At increased risk for dropping out of school (approximately 67 percent do)
- More likely to have learning problems

Southern Education Foundation, Just Learning: The Imperative to Transform Juvenile Justice Systems into Effective Educational Systems—A Study of Juvenile Justice Schools in the South and Nation (2014)

Purpose

"Although youth in confinement are often the students in the greatest need of academic, emotional, and behavioral supports, the data reported by justice facilities to the CRDC regarding the 2013-14 school year indicate that these students often receive less support than their peers who are not in confinement."

U.S. Department of Education | Office for Civil Rights | December 2, 2016

Structure and Basic Requirements

Structure

- **Title I, A-Neglected**
  - Set-aside from Title I, A
  - Based upon the number of children and youth reported in neglected facilities
- **Title I, D State Agency Programs (Subpart 1)**
  - Provided to state agencies (SAs) based on the number of children and youth in state-operated facilities
  - Includes Department of Children's Services and Department of Corrections
- **Title I, D Local Agency Programs (Subpart 2)**
  - Provided to LEAs based on the number of children and youth living in local facilities for delinquent children and adult correctional facilities.

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Basic Requirements

Planning → Funding → Monitoring → Reporting → Evaluating → Planning

Planning

Planning: Why is planning crucial?

- 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 to maximize resources and services
  - Effectively administer Title I, D, along with other responsibilities

Planning: Components

- Annual Count
- Facility Eligibility
- **Needs Assessment**
- Consolidated Funding Application (CFA)

Planning: Annual Count

- Conducted in October

- Determines funding provided to the state for Title I, A Neglected and Title I, D

- Is a duplicated count during a specified window (Oct. 20 to Nov. 18)

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Planning: Facility Eligibility

- Review the requirements to be classified as a neglected or delinquent program
- Eligibility to receive services is different from eligibility to generate funds—children and youth in the facility can be 21 years of age or younger and fall into one of the following categories:
  - living in local institutions for children and youth who are delinquent or adult correctional institutions;
  - eligible for services under Title I, A and C; *or*
  - identified as "at risk" (e.g., migrants, immigrants, gang members, pregnant or parenting youth, other).

Planning: Needs Assessment

- Guides the development of programming
- Establishes benchmarks for evaluating a program
- Helps ensure funding is utilized to meet the unique needs of neglected and delinquent youth
- Shifts focus from allowable expenses to program needs

Planning: Needs Assessment

- A needs assessment should address:
  - Educational offerings within facilities and programs
  - Additional available services and supports
  - Students' demographics and their unique needs
  - Academic and vocational outcomes
  - Transitional or post-release outcomes
  - Professional development offerings and needs
  - Relationships and their effectiveness

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

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Planning: CFA

- Is the application process for LEAs
- Should demonstrate how the programs will meet the needs of the populations served
- Should identify program outcomes
- Should include a comprehensive program plan based upon the needs assessment

Funding

Funding: Components

- Allocations
- Formal agreements
- Expense approval

Funding: Allocations

- Allocation to LEAs based upon the annual count
- Allocation to facilities determined by LEA
  - Can be formulaic, competitive, or discretionary
  - Hybrid funding models can be used
  - Generating does not mean receiving

Funding: Formal Agreements

- Contract between funder and provider
- Required between LEAs and facilities
- Keeps expectations clear
- Creates lines of accountability for services

Funding: Formal Agreements

- Should specify important requirements and expectations such as:
  - Staff requirements
  - Reporting and evaluation requirements
  - Fiscal control (including purchases, inventory control, etc.)
  - Expected services (including frequency)
  - Oversight processes

Funding: Expense Approval

- Must be allowable, appropriate, and supplemental
  - Cannot use funds to pay for meeting basic or core education program (or other) requirements
  - Must be specifically designed to:
    - increase the academic achievement of eligible students as measured by the state's assessment system;
    - enable children to attain proficiency in meeting the state academic achievement standards; and
    - be high quality and evidence-based.

Funding: Expense Approval

- Cannot supplant
  - Cannot replace funds normally required to be paid from local or state sources
  - Ask the following:
    - How was it paid for in the past?
    - How would it be paid for in the absence of Title I funds?
- Must be reasonable and necessary
  - Does it justify the cost?
  - Is it a good use of the funds?
  - Is it for services or items addressed in the needs assessment?

Allowable Expenses Scenario 1

- Harrisburg Academy is a program that serves youth from the department of children services and those funded through insurance. They have an intense therapeutic focus centered around trauma informed care. They are interested in furthering the development of their staff by having them attend a training on trauma informed care and best therapeutic practice put on by a psychology professor at Vanderbilt University. The team will travel to Nashville for the conference, spend two nights at a hotel at the state rate and attend the training. Participants will be required to present back to other team members at the next staff training day. Three therapists will be attending the training and two unit leaders that help to oversee behavior in the school. Title I funds will be used for conference registration, hotel costs, travel costs, meals and incidentals and to pay the hourly rate of the two unit supervisors for the two days of the training.

Allowable Expenses Scenario 2

- Allentown Academy is a program for boys ages 12-17 with behavioral and social/emotional needs. They are interested in sending two regular education teachers (out of Title I, D funds) and their school administrator (paid for by facility) to the Partners for Education Training in Nashville. Title I funds will be used to pay for travel, rooms, conference registration and meals and incidentals. In addition the group plans to purchase books/materials that the key note speaker has made available.

Allowable Expenses Scenario 3

- Blairstown Academy is a staff secure residential facility for adjudicated youth. Recently, they have had significant issues with students attempting to elope from the premises during school hours.   In addition to the safety risk this presents, students are missing much instruction as the staff focus their attention on stopping elopements and ensuring safety. The program would like to use Title I funds to purchase time released locks for the doors to the school, alarms for the windows of the school, and security cameras. In addition they would like to fund an additional staff member to provide security to the perimeter of the campus. By securing the school and discouraging elopement attempts the program is hopeful that they can focus attention back on academics, thereby increasing the academic performance of students.

Allowable Expenses Scenario 4

- Newton Academy is a program for female students who have been placed through the Department of Children Services. The program would like to increase its access to technology by bringing internet to the campus. The program would like to use Title I funds to pay for monthly internet access, wifi routers throughout the school and several student laptops. Currently the school has no internet access or computers.

Allowable Expenses Scenario 5

- Hanover Academy has a robust reading program that they have built up for years. Students entering their program tend to do very well on RLA assessments and on the reading pre- and posttest assessments that are administered for CSPR. Math scores, on the other hand, are the worst they have ever been with only 5% of students making adequate progress on pre- and posttests. Below is their proposed budget
- Total $30,000
- Teaching assistant to focus on reading intervention $20,000
- Reading software for computers-$5,000
- Family engagement-$5,000

Allowable Expenses Scenario 6

- Hardwick Academy states in its literature that classroom sizes will not exceed 10 pupils per class. They currently have a census of 30 students and employ two full time teachers. They would like to use title one funds to support a third teacher to achieve their desired ratio. Their research shows a strong correlation between smaller classroom sizes and students' academic performance.

Allowable Expenses Scenario 7

- Brunswick Academy is a residential program for students with drug and alcohol issues ages 12-17. They currently have forty students in their program and employ four full time teachers. They would like to use title one funds to pay for the salary of a fifth teacher, lowering their teacher, student ratio.

Allowable Expenses Scenario 8

- Summerville Academy is a residential program for children and adolescents with behavioral and emotional difficulties. They serve children ages 5-17 and have a census of 75 students. It is challenging for them to get their teachers off campus to attend professional development opportunities that are not in their county. As a result, they would like to use Title I funds to bring in a renowned speaker and trainer who specializes in classroom management and behavior strategies and serving delinquent youth. The presentation will occur on a Saturday from 10am to 2pm. Although the entire teaching staff will be in attendance, the program will also invite the clinical and group living department to attend as well and expect that they will have good turnout. The speaker charges a flat fee regardless of how many staff attend.

Allowable Expenses Scenario 9

- Trenton Academy is a residential program for children with severe intellectual disabilities and behavioral disorders. They serve students ages 10-17 and have a capacity of 20 beds. Their needs assessment identified reading as a major area of concern for their students. They have decided to fund a teaching assistant that will focus on reading. When you meet to go over the MOU with the program and meet the teacher assistant she also explains that she will be assisting with other duties such as behavior management, lunch duty, driving a van on the afternoon route and will be responsible for answering phones at the front desk every Wednesday (this duty is expected of all assistant positions in the facility). The position will be funded 100% by Title 1.

Allowable Expenses Scenario 10

- Seaside Academy is hosting a family day for parents. In order to help increase parental participation they are offering gift cards to the families that attend. In addition, they are catering a lunch from the local fine dining steak house in town at a cost of $60 a plate. Finally, they have hired a local musician to play music for the families at an outdoor concert on the grounds. Teachers will be present at the family day in the event that parents have questions about their child's academic progress. Title I funds will be used to purchase gift cards, meals and pay for the musician.

Monitoring

Monitoring

- LEAs monitored via on-site or desktop at least once every three years
- LEAs responsible for monitoring each facility that receives funds (at least once every three years)
- **Facility monitoring tools and protocols**

Reporting and Evaluating

Reporting

- Two reports are required to be submitted by LEAs:
  - Annual Count
  - Consolidated State Performance Report (CSPR)

Reporting: Annual Count

- To accurately identify the number of eligible children and youth who are neglected and delinquent
- To allocate funding to eligible programs and eligible children and youth with the greatest need
- Occurs Oct. 18 to Nov. 20 each year

Reporting: CSPR

- Mandatory for all LEA programs
- Measures effectiveness of facilities and programs
- Funding contingent on demonstration of progress in outcomes:
  - Academic
  - Vocational
  - Transition
- Reporting year: July 1 through June 30
- Regional trainings will be held February 13th, 14th, and 15th.

Reporting: CSPR

- LEAs collect data for the following indicators:
  - Student and facility counts
  - Demographics [racial and ethnic categories, age, gender, disability, and limited English proficiency (LEP) status]
  - Transition services
  - Academic and vocational outcomes (in facility and within 90 calendar days after exit)
  - Academic achievement (performance) in reading and mathematics

Evaluating

- Use data from CSPR for program quality
  - Identifying data quality problems, which can be used to improve data collection
  - Identifying particularly effective initiatives
  - Identifying struggling initiatives

Year at a Glance

Year At A Glance

Fall
- Annual Count
- Monitoring

Winter
- CSPR Training

Spring
- CFA Training
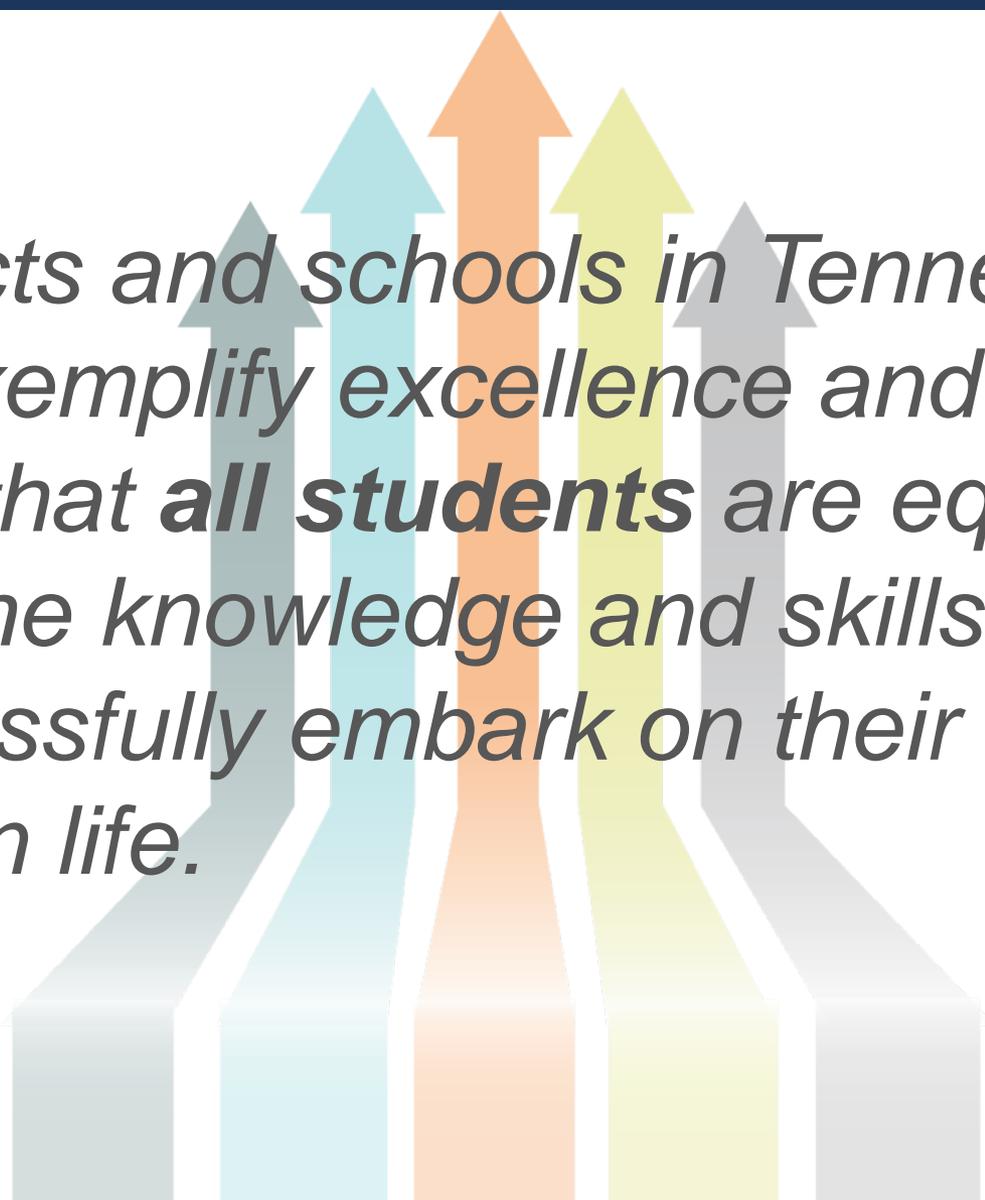- Conduct needs assessment with facilities

Summer
- CSPR data due to the department
- Allocate funds for programs
- CFAs reviewed and approved

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Questions

Our Vision

*Districts and schools in Tennessee will exemplify excellence and equity such that **all students** are equipped with the knowledge and skills to successfully embark on their chosen path in life.*

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1-800-232-5454

Notifications can also be submitted electronically at:

http://www.comptroller.tn.gov/hotline