

ESEA Title I, Part D, LEA Update & Review

Arizona Department of Education
September 2015

Goals

- ▶ Title I, Part D, Subpart 2
 - LEA will be in compliance with ESEA requirements
 - LEA will examine best practices for N&D students
 - Continue to be advocates for at-risk students
 - Questions –

**Title I, Part D
Prevention and
Intervention Programs
for
Children and Youth
Who are
Neglected,
Delinquent, or At-Risk**

Definition of At-Risk

- ▶ Used with respect to a child, youth, or student, means a school aged individual 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.

Double Jeopardy

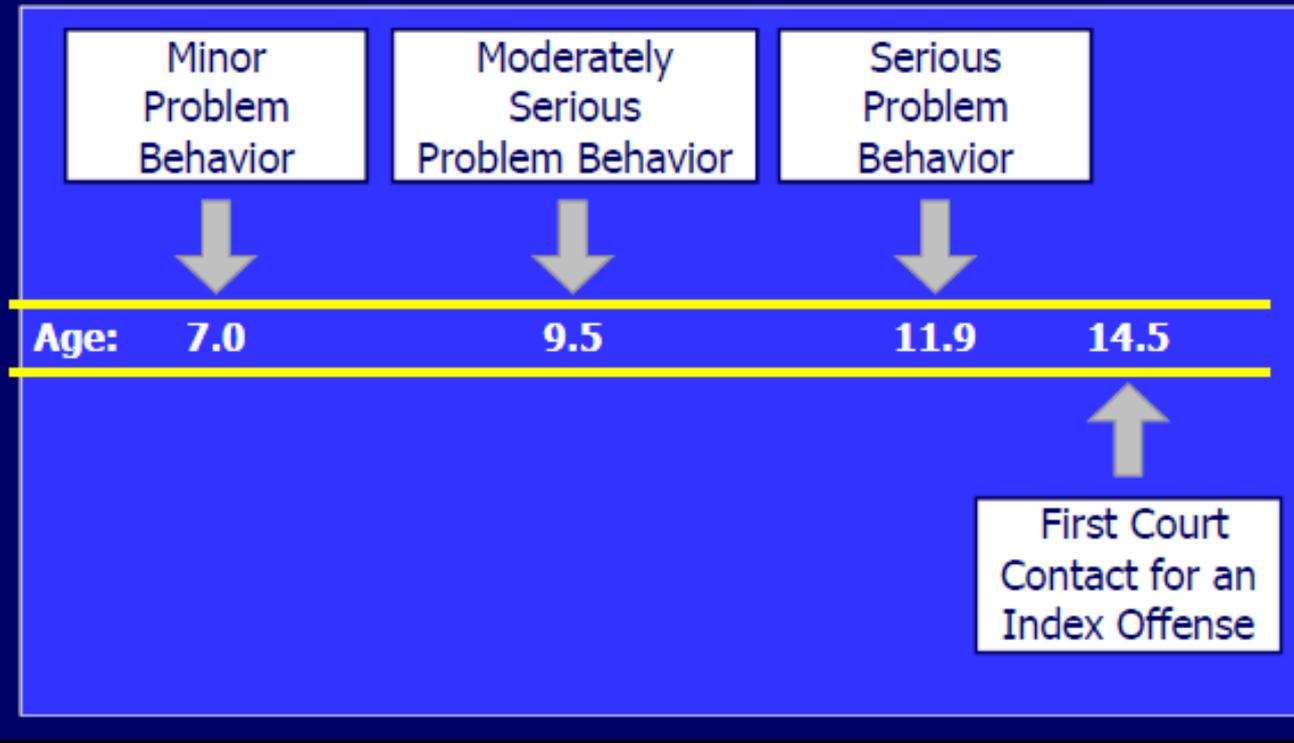
- ▶ One in six children who are not reading proficiently in third grade do not graduate from high school on time, a rate four times greater than that for proficient readers.
- ▶ Overall, 22 percent of children who have lived in poverty do not graduate from high school, compared to 6 percent of those who have never been poor.
- ▶ Graduation rates for Black and Hispanic students who were not proficient readers in third grade lagged far behind those for White students with the same reading skills.

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Annie E. Casey Foundation

At-Risk Sixth Graders

- ▶ A study conducted by Balfanz and Herzog (2005) in Philadelphia found that more than half of sixth graders with the following three criteria eventually left school:
 - less than 80 % attendance
 - received a poor final grade from their teachers in behavior,
 - were failing either Math or English.

Child delinquents: Onset of delinquency and first felony court contact (Pittsburgh Youth Study)



No Place for Kids



Purpose – Title I, Part D, Subpart 2

- ▶ “(1) to carry out **high quality education programs** to prepare children and youth for secondary school completion, training, employment, or further education;
- ▶ “(2) to provide activities to **facilitate the transition** of such children and youth from the correctional program to further education or employment; and
- ▶ “(3) to operate programs in local schools for children and youth returning from correctional facilities, and **programs which may serve at-risk children and youth.**

Local Subgrants, Title I Part D

- ▶ ... State educational agency shall award sub grants to **local educational agencies** with **high numbers** or percentages of children and youth residing in locally operated (including county operated) correctional facilities for children

Use of Funds

- ▶ (1) programs that serve children and youth returning to local schools from correctional facilities, to assist in **the transition** of such children and youth to the school environment
- ▶ (2) **dropout prevention programs** which serve at-risk children and youth, including pregnant and parenting teens, children and youth who have **come in contact with the juvenile justice system,**

Use of Funds

- ▶ “(3) the coordination of **health and social services** for such individuals if there is a likelihood that the provision of such services, including day care, **drug and alcohol counseling**, and **mental health services**, **will improve the likelihood such individuals** will complete their education;
- ▶ “(4) special programs to meet the **unique academic needs** of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education; and
- ▶ “(5) programs **providing mentoring and peer mediation.**

IES Strategy Guide Recommendations

Diagnostic

- Utilize data systems that identify individual students at high risk of dropping out

Targeted Interventions

- Assign adult advocates to students at risk
- Provide academic support and enrichment
- Implement programs to improve students' classroom behavior

Schoolwide Interventions

- Personalize the learning environment
- Provide rigorous and relevant instruction

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The National Evaluation and Technical Assistance Center for the
Education of Children and Youth Who Are Neglected, Delinquent or At-Risk (NDTAC)



www.neglected-delinquent.org

Screening and Progress Monitoring

High Yield Indicators

Engagement

- Attendance/absenteeism

Course Performance

- Course grades
- Number of credits earned

CCSR End-of-Year Indicator

- Core course performance and accumulated credits

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Evaluation – Are We Successful

- ▶ “(1) to maintain and improve educational achievement;
- ▶ “(2) to accrue school credits that meet State requirements for grade promotion and secondary school graduation;
- ▶ “(3) to make the transition to a regular program or other education program operated by a local educational agency;
- ▶ “(4) to complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and
- ▶ “(5) as appropriate, to participate in postsecondary education and job training programs.

CSPR Data Collection

- ▶ 1. Reading – gains – your students
- ▶ 2. Math – gains – your students
- ▶ 3. Demographics – race/age/sex
- ▶ 4. IDEA/ESL
- ▶ 5. Set up LEA/CSPR internal matching data system
- ▶ 6. Review and analyze your data
 - Tracking how you spent your FY 2015 funds during 2014–15 school year.

Student Outcomes Achieved Within 90 Days After Exit (CSPR Table 2.4.1.3.2/2.4.2.3.2)

- Enrolled in local district school
- Earned a GED
- Obtained a high school diploma
- Earned high school course credits
- Enrolled in a GED program
- Accepted and/or enrolled into post-secondary education
- Enrolled in job training courses/programs
- Obtained employment

Student Counts Match

first table, provide the unduplicated number of students served by each program. In the subsequent tables provide race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex and by age will be auto

Students Served

# of Students Served	At-Risk programs	Neglected Programs
Total Unduplicated Students Served	* <input type="text" value="25"/>	* <input type="text" value="0"/>
Total Long Term Students Served	* <input type="text" value="0"/>	* <input type="text" value="0"/>

Student Subgroups	At-Risk programs	Neglected Programs
Students with disabilities (IDEA)	* <input type="text" value="5"/>	* <input type="text" value="0"/>
LEP Students	* <input type="text" value="20"/>	* <input type="text" value="0"/>

Student Outcomes

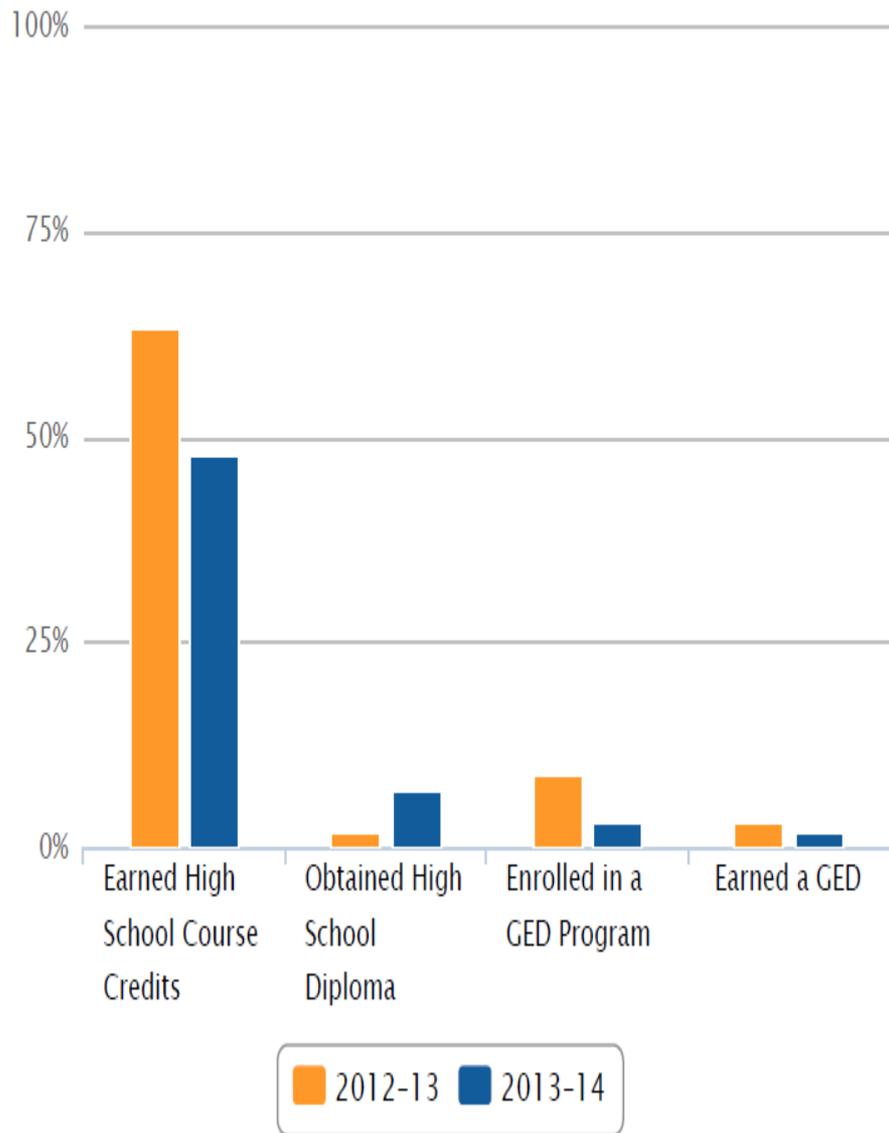
Outcomes	At-Risk programs	At-Risk programs	
# of Students Who	In fac	90 days after exit	
Enrolled in their local district school		* <input type="text" value="0"/>	
Earned high school course credits	* <input type="text" value="0"/>	* <input type="text" value="20"/>	*
Enrolled in a GED program	* <input type="text" value="0"/>	* <input type="text" value="0"/>	*
Earned a GED	* <input type="text" value="0"/>	* <input type="text" value="0"/>	*
Obtained high school diploma	* <input type="text" value="0"/>	* <input type="text" value="4"/>	*
Accepted and/or enrolled into post-secondary education	* <input type="text" value="0"/>	* <input type="text" value="1"/>	*
Enrolled in job training courses/programs	* <input type="text" value="0"/>	* <input type="text" value="0"/>	*
Obtained employment	* <input type="text" value="0"/>	* <input type="text" value="0"/>	*

Academic Performance

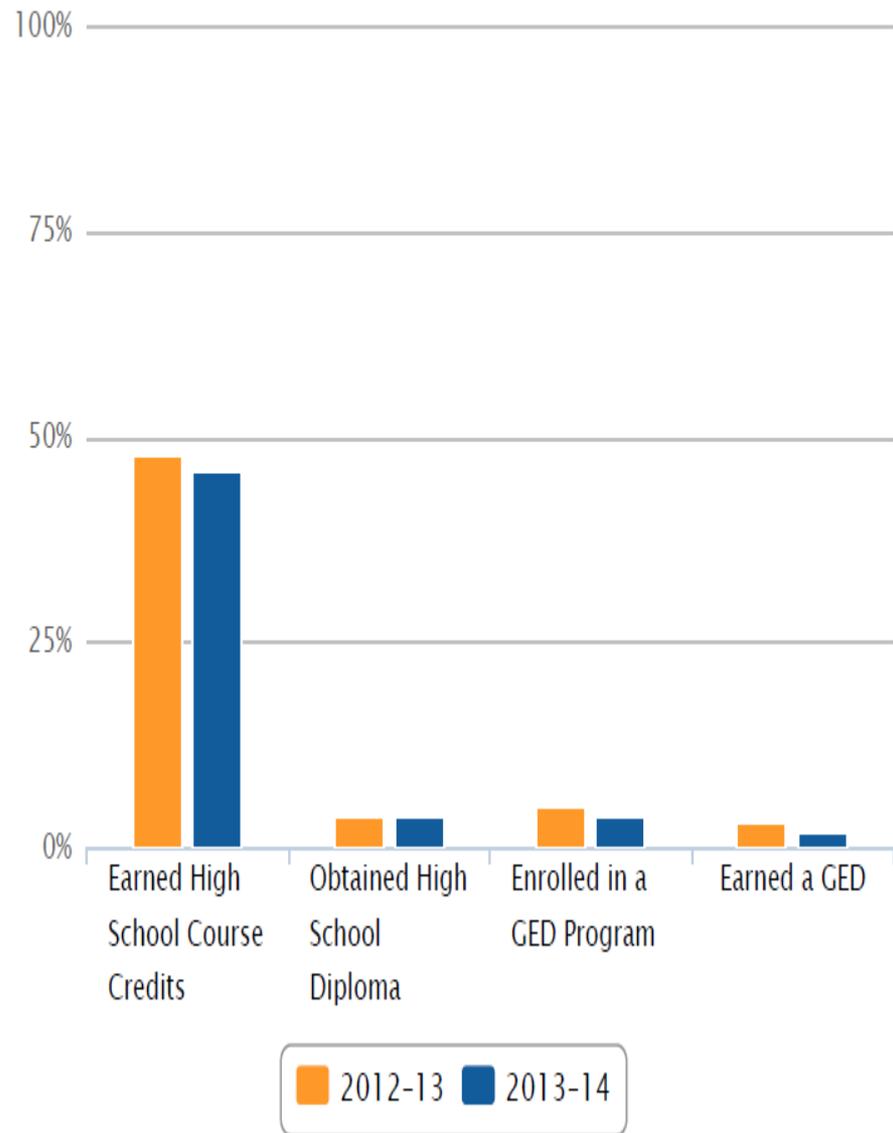
The following questions collect data on the academic perform

Academic Outcomes Achieved While in Facility

Arizona

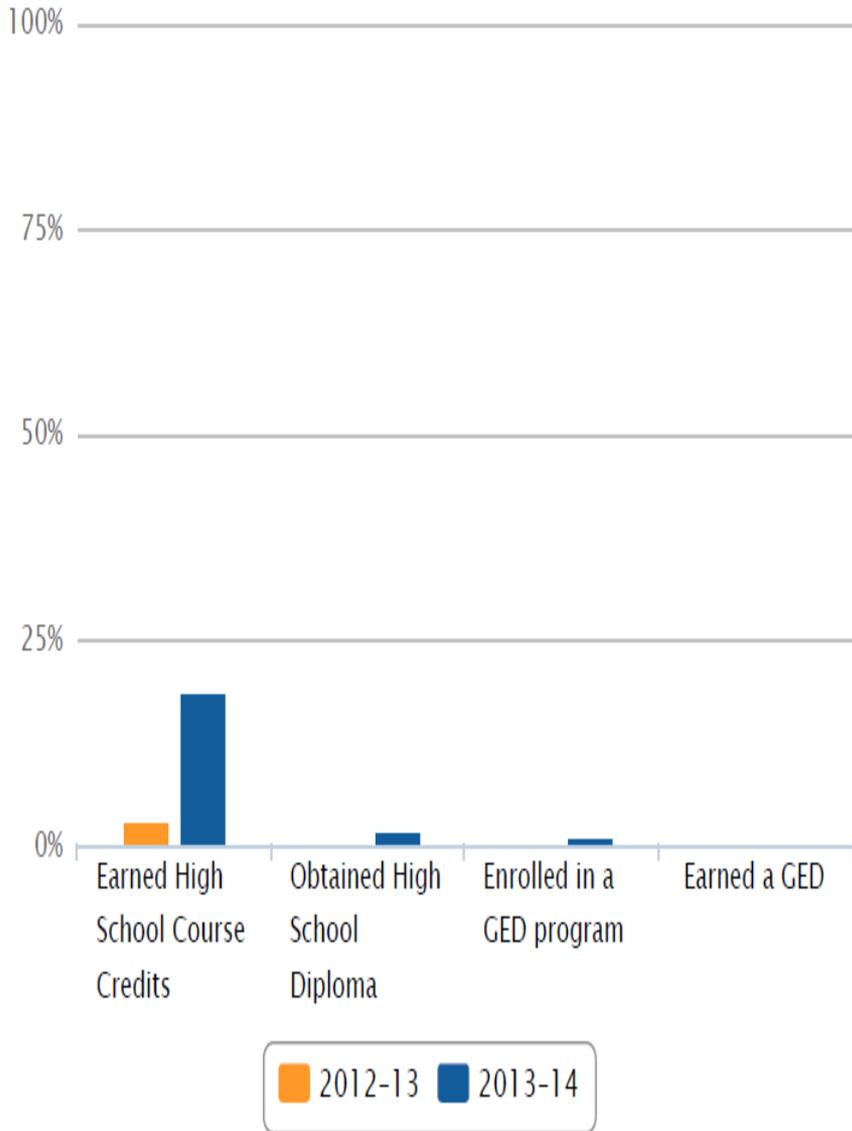


United States

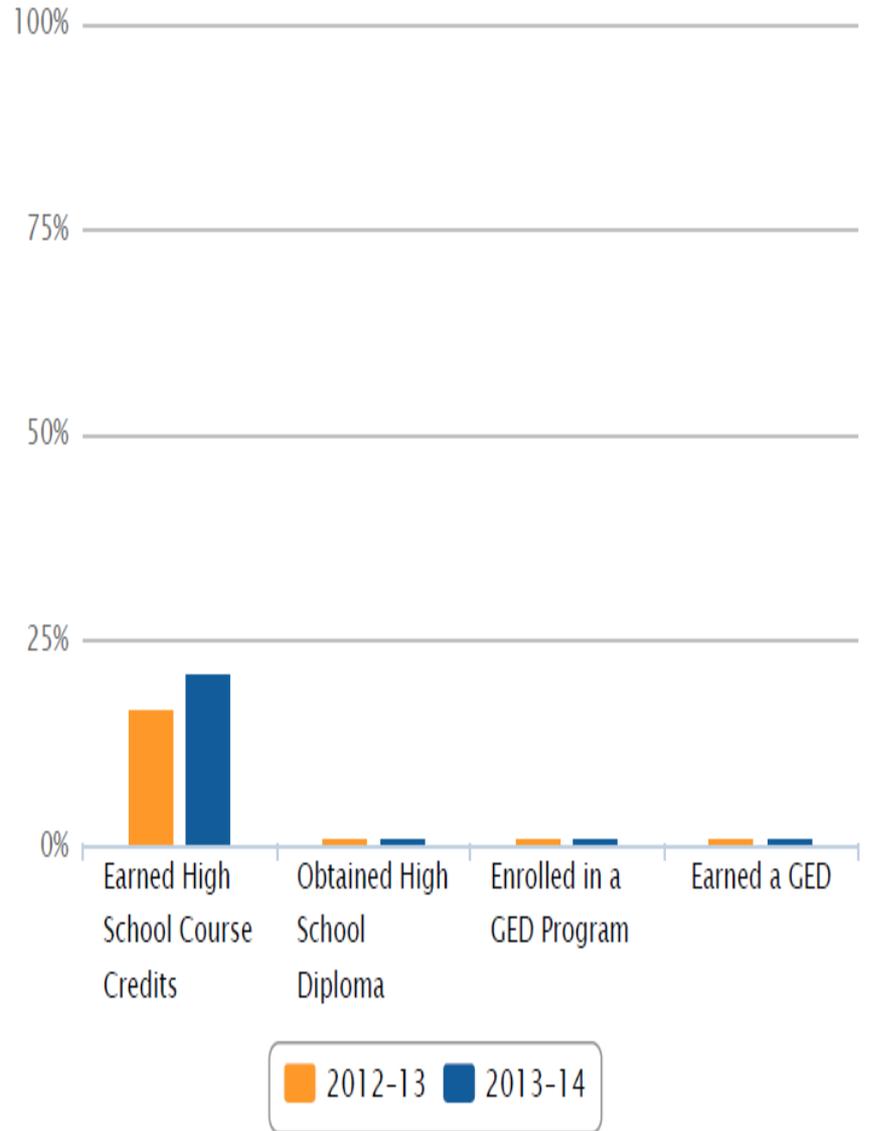


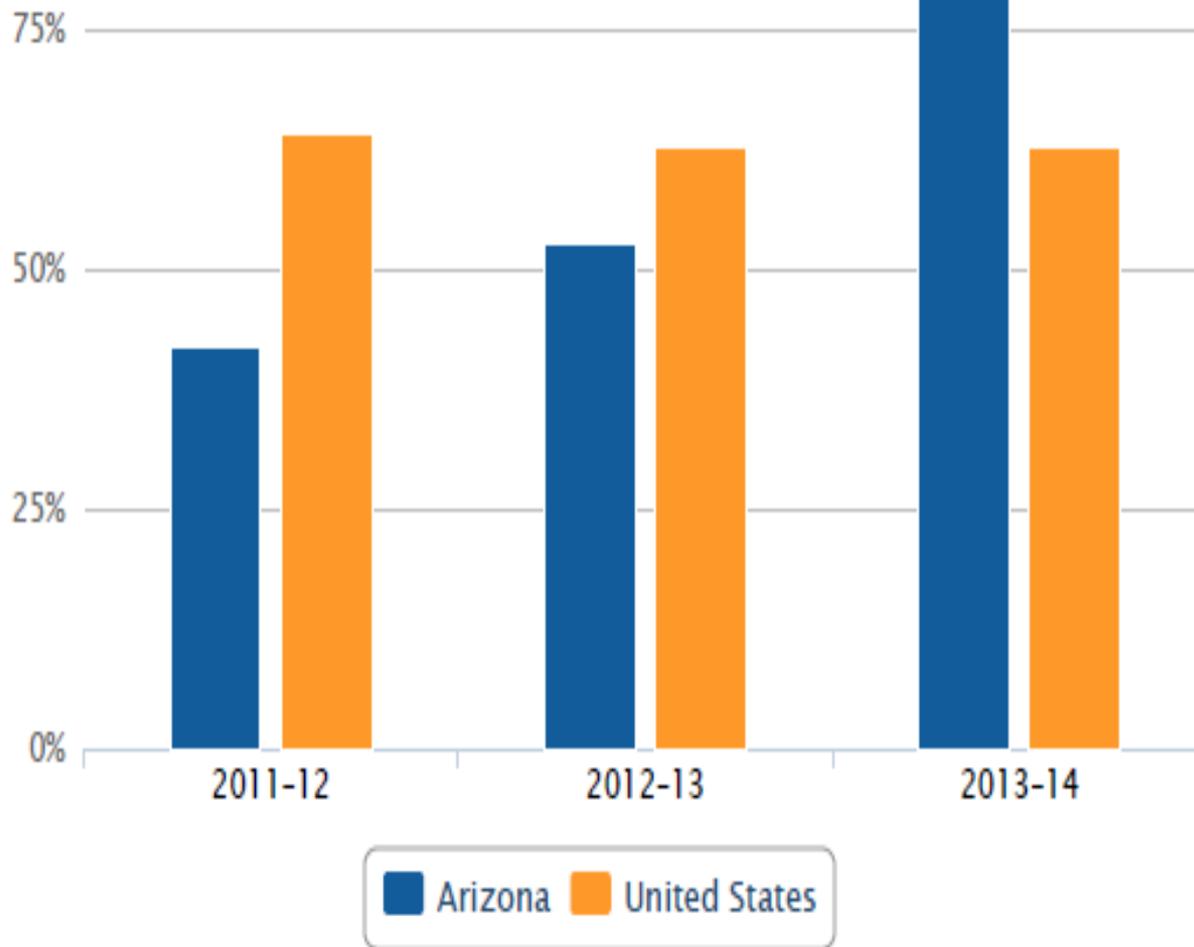
Academic Outcomes Achieved within 90 Days after Exit

Arizona



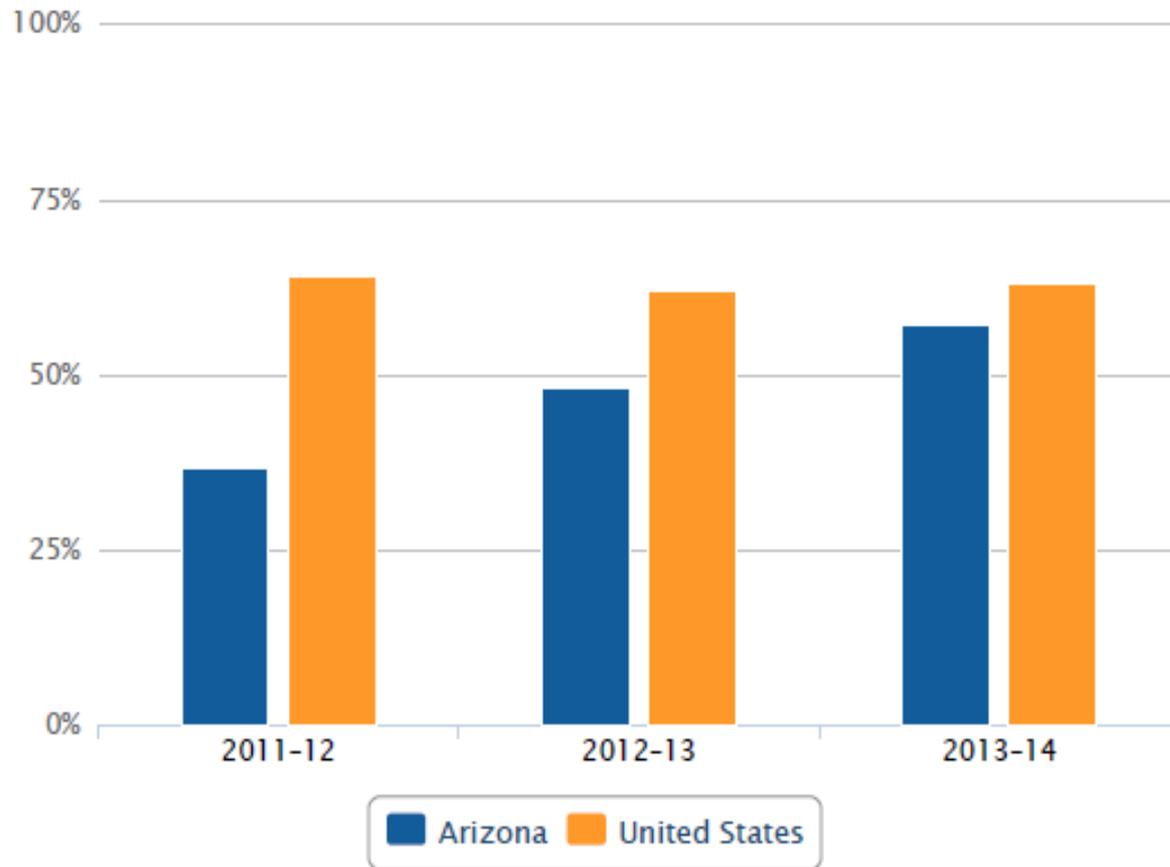
United States





Performance of Long-Term Students in Reading on Pre- and Posttests

Long-Term Students Who Showed Improvement in Mathematics on Pre- and Posttests



Data Analysis

- ▶ 1. Which data showed improvement?
- ▶ 2. Which data showed a decline?
- ▶ 3. What does your trend data show?

AZ State Goals

- ▶ 1. Improve reading achievement by 3% as measured by district approved assessments.
- ▶ 2. Improve math achievement by 3% as measured by district approved assessments.
- ▶ 3. Increase accrual of credits for each student as measured by transcript review.

Scope of Evaluation

- ▶ —Each State agency or local educational agency that conducts a program under subpart 1 or 2 shall evaluate the program, **disaggregating** data on participation by gender, race, ethnicity, and age, not less than once every 3 years, to determine the **program's impact** on the ability of participants—

Accountability

- ▶ “The State educational agency may—
- ▶ “(1) reduce or terminate funding for projects under this subpart if a local educational agency does not show progress in reducing dropout rates for male students and for female students over a 3-year period; and
- ▶ “(2) require correctional facilities or institutions for neglected or delinquent children and youth to demonstrate, after receiving assistance under this subpart for 3 years, that there has been an increase in the number of children and youth returning to school, obtaining a secondary school diploma or its recognized equivalent, or obtaining employment after such children and youth are released.

Title I D Annual Counts /Funding

All Title I D FY funds are generated by annual child count.

- ▶ Delinquent = Title I, Part D, Subpart 2
 - Affirmation of Consultation with private facility -
 - phased in this year
 - Could impact FY 17 funding for LEAs

Application components

- ▶ FY 2016 & FY 15 carryover
 - Title I, Part D, Subpart 2
 - Grant now available as part of GME system
 - ESEA consolidated application –
 - Other required documents within GME

Plans for Success

- ▶ Forms within GME system – Title I, Part D
- ▶ AdvancED – NCA
- ▶ Educational Career Action Plans – ECAP's – Transition
- ▶ College and Career Ready Standards
- ▶ Assessments – district assessments – measure and track outcomes

Professional Development

- ▶ Mega Conference – Nov. Tucson 17–19
- ▶ AJDEAC
- ▶ JDAI
- ▶ MCEA – MYTAC
- ▶ School Justice Partnership Inaugural Program
Georgetown/Maricopa Co./Creighton/PUHSD
- ▶ NDTAC/AIR
- ▶ LEA
- ▶ Other

Improving Educational Outcomes

- ▶ 1. MOU to share information.
- ▶ 2. “No Wrong Door” Approach – Consolidated Case Management
- 3. Align Relevant Policies and Practices
 - Share resources and expertise
 - Co-Location of Staff
 - Share Databases
- 4. Engage youth and family in decision making

Youth in the Juvenile Justice System

- ▶ Youth in the justice system are not so different from other youth that many foundations already serve.
- ▶ If your foundation supports youth development, education and after school programs, foster care, workforce development, or public health—
- ▶ Then you will recognize many of the same youth entangled in the juvenile justice system.

School Connectiveness

Students do better when they ...

- ▶ Have a sense of belonging/being part of
- ▶ Like school
- ▶ Perceive that teachers are supportive/caring
- ▶ Have friends within the school
- ▶ Are engaged in academic progress
- ▶ Believe that discipline is fair and effective
- ▶ Participate in extracurricular activities

Crossover Youth

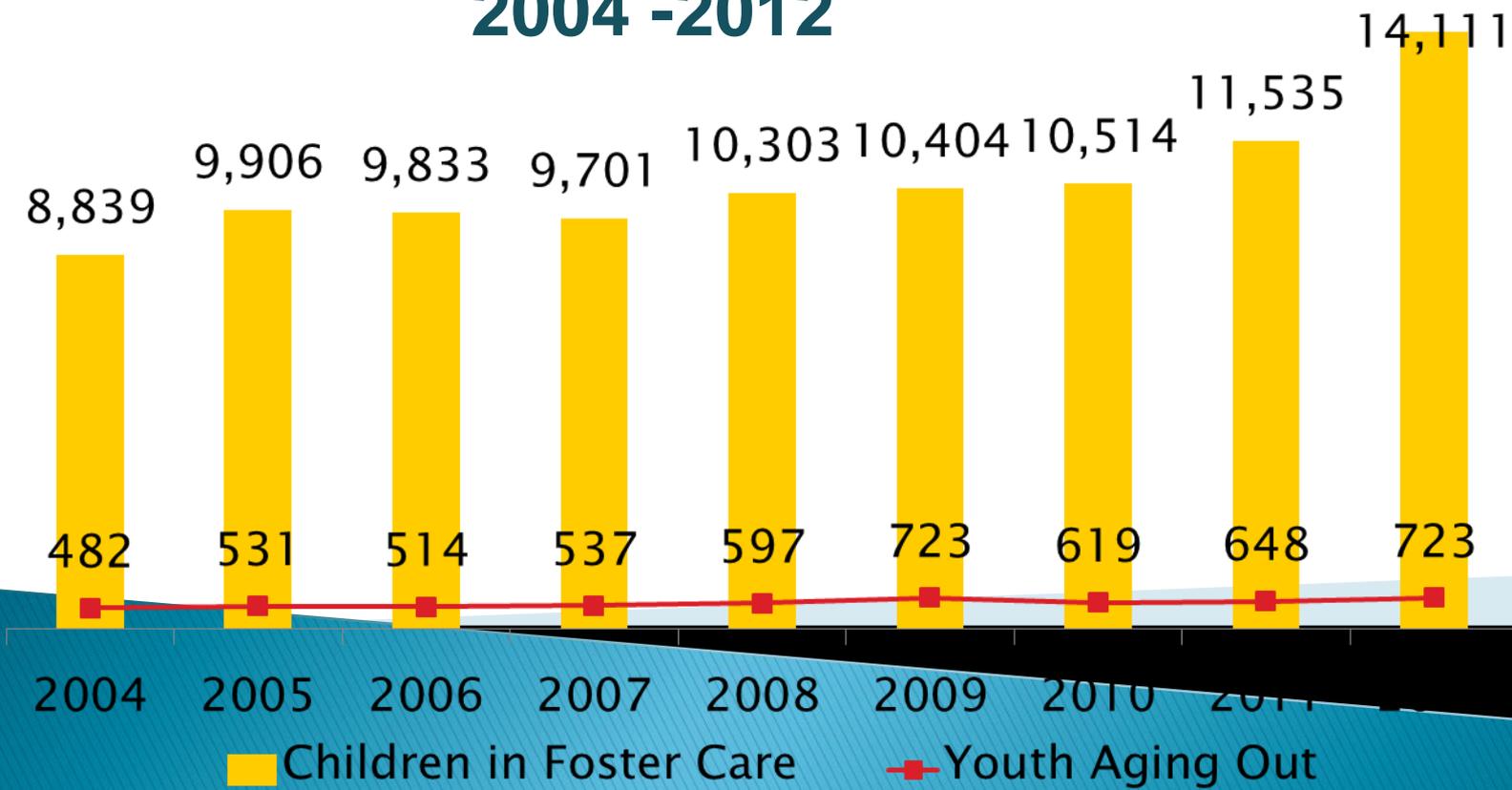


Crossover Youth

- ▶ For **crossover youth**—
- ▶ those involved with both child welfare and juvenile justice—
- ▶ family engagement is complicated.
- ▶ The two agencies have different mandates and often send conflicting directives to youths and their families.



Arizona Children in Foster Care 2004 -2012



Arizona Department of Economic Security (ADES-DCYF) Child Welfare Reporting Requirements Semi-Annual Reports (2003-2012) compiled by the Children's Action Alliance.

Annual Child Count

- ▶ 1. Updated form will be on website – new system
- ▶ 2. Local contacts – website link
- ▶ 3. Relationships

Annual Count: An Overview

USED uses annual count data to calculate funding allocations;

Survey = LEA Section

- Count of students who are **delinquent** (generates Title I, Part D funds)
- Count of students who are **neglected** (generates Title I, Part A funds)

LEA – Subpart 2 Program: Students Counted vs. Students served

▶ Students Counted (Annual Count)

- Youth living in local institutions for delinquent children and adult correctional institutions
- Youth that live in the institution for at least one day during the 30 day count
- Youth ages 5 through 17

▶ Students Served

- Youth living in local institutions for delinquent children and adult correctional facilities
- Youth identified as “at-risk”

FY 16 Title I D Monitoring – Spring

- ▶ Nogales USD
 - ▶ Prescott USD
 - ▶ Scottsdale USD
 - ▶ San Carlos USD
- Monitoring will be linked to LEA within ALEAT

Next Steps

- ▶ 1. Completion Report – FY 15 data
- ▶ 2. Apply for FY 16 funding – FY 15 carryover
- ▶ 3. Update MOU – if needed
- ▶ 4. Affirmation – Phased in – FY 17
- ▶ 5. Annual N&D Child Count – new system
- ▶ 6. Start to collect data on FY 16 students
- ▶ 7. Follow-up communication

Thanks!

Contact Information

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