



# Arizona's ESSA Plan Revision

## Round II: Title I-D



# Arizona's ESSA Plan...

- Is the state's response to the Every Student Succeeds Act (ESSA), the federal law that allows the U.S. Government to support both national and local education goals with grants and other resources
- Describes how Arizona identifies schools for support and improvement
- Outlines Arizona's system to make sure every student leaves twelfth grade ready for college or career
- Reflects input from a variety of Arizona's education stakeholders
- Was developed in 2016-2017 and received full federal approval in September 2017
- Was amended to revise accountability components in 2019; those modifications were approved January 2020



# Why Revise the Plan?

- Superintendent Hoffman has laid out a vision of equity for all students to achieve their full potential
- ADE has made key changes that are reflected in the revised plan
  - Renewed focus on equity
  - Established an educator recruitment and retention team
  - Identified current initiatives supported through these federal programs
- It has been four years since Arizona began implementing the initial ESSA plan



# Process for Revision — Completed Work (1)

- Program areas provided inventories of current work
- Program areas reviewed current ESSA plan
  - Revised where necessary
  - Included new work currently engaged in
  - Deleted incorrect or no longer applicable information
  - Modified language for clarity
  - Reflected to ensure equity work was evident in all sections
  - Justified and provided rationale for all edits, additions, and deletions



# Process for Revision — Completed Work (2)

- Title I-D and Title IV-A piloted a process for stakeholder feedback and input with the federal programs Committee of Practitioners
- Leadership conducted an internal feedback session for ADE specialists
- In April, ADE Teams conducted webinars to gain feedback and input on the revisions to each section of the plan
- Throughout the process, ADE collaborated with the Region 15 Comprehensive Center at WestEd



# Today's Overview

- Overview of Title I-D
- Title I-D Survey data from Round I will be shared
- Equity work within ESSA and Title I-D will be highlighted

The plan remains in **DRAFT** form—feedback and input is needed



# Title I, Part D Program:

- The purposes of Title I, Part D are to:
  - (1) improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that **they have the opportunity to meet the same challenging State academic content and State student achievement standards that all children in the State** are expected to meet;
  - (2) provide these children with services to enable them to **transition successfully** from institutionalization to further schooling or employment; and
  - (3) **prevent at-risk youth from dropping out of school** as well as to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, **with a support system to ensure their continued education.**



# Title I-D Neglected and Delinquent

- **Subpart 1** provides education continuity for children and youth in **State-run institutions** for juveniles and in adult correctional institutions, so that these **youth can make successful transitions to school or employment** once they are released from State institutions.
- FY21 Title I, Part D State Agency
  - Arizona Department of Corrections
  - AZ Dept of Juvenile Corrections

- **Subpart 2 Local Education Agency Program** requires each SEA to reserve from its Title I, Part A, allocation, funds generated by the number of children in locally operated institutions for delinquent youths. Funds are awarded to LEAs with **high proportions of youths in local correctional facilities to support dropout prevention programs for at-risk youths.**
- FY21 Title I-D, Subpart 2
  - 20 LEAs Awarded





# Title I-D, Subpart 1 – State Agency

## Programmatic Supports



- Hire additional teachers, aides, educational counselors, and other staff members to provide **additional instruction in areas of greatest need;**

- **Train** teachers, aides, and other staff members **who are actively involved in providing Title I services;**



- **Hire transition coordinators** or buy new equipment to assist students' transitions (e.g., purchasing scanners to scan individualized education program (IEP) documents).

- **Procure needed educational materials and equipment** for Title I instruction, including books, computers, audiovisual equipment and supplies, and classroom materials for industrial arts and vocational training;



# Title I-D, Subpart 2 - LEAs

An LEA receiving Subpart 2 funds may use the funds to **operate programs that involve collaboration with locally operated facilities** with which the LEA has established formal agreements regarding the services to be provided:

- To carry out **high-quality education programs** that prepare children and youth to complete high school, enter training or employment programs, or further their education;
- To provide activities that **facilitate the transition of such children and youth** from the correctional program in an institution to further education or employment; and
- To operate **dropout prevention programs** in local schools for children and youth who are at-risk of dropping out or youth returning from correctional facilities.



# Title I-D, Subpart 2 LEAs

- **Dropout prevention programs** that serve at-risk children and youth. An at-risk child or youth 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 previously meet the juvenile justice system, is at least 1 year behind the expected grade level for the age of the individual, is a migrant or an immigrant, has limited English proficiency, is a gang member, has previously dropped out of school, or has a high absenteeism rate at school.
- **Coordination of health and social services for children and youth** who are at-risk (e.g., day care, drug and/or alcohol abuse counseling and mental health services) if there is a likelihood that providing such services will help these children complete their education.
- **Special programs** that meet the unique academic needs of children and youth who are at-risk, including vocational and technical education, special education, career counseling, curriculum-based entrepreneurship education and assistance in securing of student loans or grants for postsecondary education.
- Programs providing mentoring and **peer mediation.**



# Academic Achievement Reports

**Neglected Children** - When used with respect to a child, youth, refers to 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.**

**Delinquent Children** - When used with respect to a child, youth, refers to 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.**

**SHOW US THE DATA**



## TWO PROPOSED ADDITIONS



- A Liaison Cadre will be formed to have stakeholder representation from state agencies, LEAs, brick and mortar and/or virtual schools, facilities, and treatment centers. The purpose of the Cadre is to assist in the connection among these stakeholders to ensure Title I, Part D programmatic services, compliance, monitoring, transition procedures, etc..... are reviewed and when necessary, make plan adjustments.
- Works with state agencies and LEAs, **brick and mortar and/or virtual schools, facilities and treatment centers** to ensure the timely record transfer of pertinent school records, including health information of eligible served children, assists LEAs if a request for records is made and works with school staff to locate historical and current records from program eligible students transferring to their LEA or from the LEA to a correctional facility. **This promotes successful transition to the enrollment into a school, credit recovery, another care facility, postsecondary education, career technical education, or employment;**



# FEEDBACK RECEIVED: 17 RESPONSES

## Proposal Makes Sense:

- 8 Strongly Agree
- 8 Agree
- 1 Disagreed with no comment



## Support of Changes and Adjustments

- 8 Strongly Agree
- 8 Agree
- 1 Disagreed with no comment

## Improve Educational Outcomes for Students

- 6 Strongly Agree
- 10 Agree
- 1 Disagreed with no comment



# TITLE I-D ~ EQUITY FOR ALL STUDENTS



1

- A Liaison Cadre will be formed to have stakeholder representation from state agencies, LEAs, public schools, facilities, and treatment centers. The purpose of the Cadre is to assist in the connection among these stakeholders to ensure Title I, Part D programmatic services, compliance, monitoring, transition procedures, etc..... are reviewed and, when necessary, make plan adjustments.

- Works with state agencies and LEAs, public schools, facilities and treatment centers to ensure the timely record transfer of pertinent school records, including health information of eligible served children, assists LEAs if a request for records is made and works with school staff to locate historical and current records from program eligible students transferring to their LEA or from the LEA to a correctional facility. This promotes a successful transition to enrollment into a public school, another care facility, postsecondary education, career technical education, or employment.



2



# Upcoming Timeline

- Stakeholder Engagement Round 1
  - March/April
- Time for revisions
  - May/June
- Stakeholder Engagement Round 2
  - July/Aug
- Process finalization and submission to US Department of Education
  - September





# ESSA SURVEY REQUEST

Title I-D, Subpart 1 and Subpart 2, Neglected & Delinquent

[Title I, Part D \(Children Who Are Neglected, Delinquent, or At-Risk\)](#)

[https://docs.google.com/forms/d/1NI53QXaaaxdNvOa23yBykFAVfb11msGEhR4IHb1QK8/viewform?edit\\_requested=true](https://docs.google.com/forms/d/1NI53QXaaaxdNvOa23yBykFAVfb11msGEhR4IHb1QK8/viewform?edit_requested=true)



Any questions, please reach out to [ESSAInbox@azed.gov](mailto:ESSAInbox@azed.gov)



# WE ARE HERE TO HELP!

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**Ask your**  
[Program Specialists](#)

