

Overview of Title I, Part D

South Carolina Department of Education

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Who am I?

- 30+ years of experience in education
- 18 years as a classroom teacher in Oakland, California.
- Director Title I and School Support Team, Wisconsin DPI, 8 years, including TI-A, TI-C, and TI-D
- Wisconsin DPI ESEA Coordinator, 8 years
- Led COVID relief package administration (\$2.5B)
- National Association of ESEA State Program Administrators member and leader (President 2020)



Who are you?

- How many years with Title I, Part D?



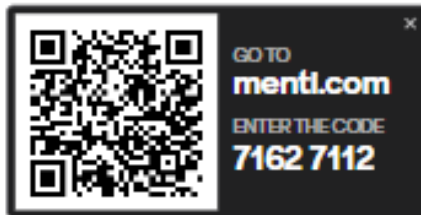
Who are you?

Join at menti.com use code 7162 7112

 Mentimeter

What is your purpose for working in a Title I, Part D program?

Waiting for responses ...



Objectives

This training will provide a foundational understanding of Title I, Part D:

- Statutes, regulations, and guidance;
- Fiscal rules and responsibilities; and
- Programming, including purpose and intent.

Agenda – Day 1

Time	Subpart 1	Subpart 2
8:30 - 9:00	Registration	
9:00 - 10:00	Overview of Title I, Part D	
10:00 - 11:00	Needs Assessment activity	Overview of TI-D, Subpart 2
11:00 - 12:00	Overview of TI-D, Subpart 1	Needs Assessment Activity
12:00 - 1:30	Lunch	
1:30 - 2:15	Transition services & Family Engagement	
2:15 - 3:00	Subpart 1 transition and family engagement requirements	Transition and Family Engagement breakout activity
3:00 - 3:45	Transition and Family Engagement breakout activity	Subpart 2 Formal Agreements
3:45 - 4:00	Wrap Up Day 1	

Agenda – Day 2

Time	Subpart 1	Subpart 2
9:00 – 9:45	Overview of ESEA fiscal rules & Allowable Costs	
9:45 – 10:30	Supplement, not Supplant & Maintenance of Effort	
10:30 – 11:30	Activity: Allowable Costs	
11:30 - 1:00	Lunch	
1:00 – 2:45	Program Planning Workshop	Program Planning Workshop
2:45 - 3:00	Wrap Up Day 2	

Conference Materials

Presentation Slides

Key Resources Document - has a variety of useful links

Title I, Part D Purpose

History of the Elementary and Secondary Education Act



April 11, 1965: President Lyndon B. Johnson, seated with his childhood schoolteacher, Kate Deadrich Loney, delivers remarks after signing the Elementary and Secondary Education Act at the former Junction Elementary School near Stonewall, Texas; .Frank Wolfe/The Lyndon Baines Johnson Library-File

History of the ESEA

- U.S. Constitution - Per 10th Amendment, education is a responsibility delegated to the states
- 1965 – Initial enactment of the Elementary and Secondary Act
- Prior to 1965, federal government had no comprehensive role in education

TENTH AMENDMENT

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

REFID9

History of the ESEA

- With enactment of ESEA, federal government provided funding to states
- In exchange for funding, states (and LEAs) need to agree to certain conditions
- No state has ever rejected the funding
 - This could happen; neither states nor LEAs are required to participate

Title I, Part D

- The Subpart 1 State agency program was first authorized with Public Law 89-750, the Elementary and Secondary Amendments of 1966.
- The Subpart 2 local educational agency program was created in its present form with the Improving America's Schools Act of 1994.

Title I, Part D - Definitions

- **Delinquent** - The term 'delinquent,' when used with respect to a child, youth, or student means 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.
- **Neglected** - The term 'neglected,' when used with respect to a child, youth, or student, means 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.

From [NDTAC Glossary of Terms](#)

Purpose of Title I, Part D

It is essential to start with the **purpose**.

- The law is written to achieve the purpose.

For Title I, Part D, need to consider:

- Purpose of Title I
- Purpose of Title I, Part D
- Purpose of Title I, Part D, Subpart 2 (covered in breakout session)

Purpose of Title I - ESEA Section 1001

The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

Purpose of Title I, Part D - [ESEA Section 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;
- (2) to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and
- (3) to prevent at-risk youth from dropping out of school, and 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 and the involvement of their families and communities

Purpose of Title I, Part D – Table Discussion

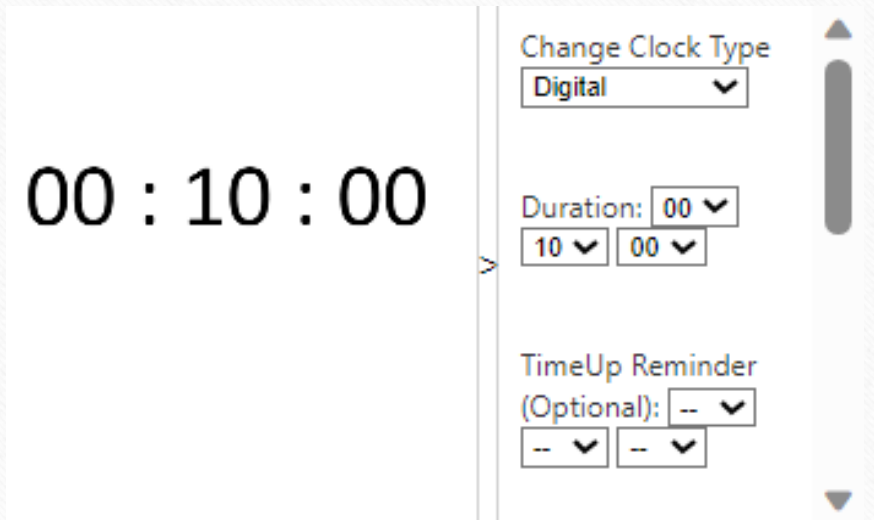
What resonates with you?

Do you see any misalignment with your program?

Think/Write – 2 mins

Pair – 3 mins

Table – 5 mins



Questions/Discussion



South Carolina State Plan

ESSA required states to develop plans to meet the purposes and intent of the law.

South Carolina developed goals and objectives “that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the [Title I, Part D] program. (page 112)

South Carolina State Plan

Title I, Part D Goals

- **Goal 1:** To ensure opportunities that improve and increase the academic, vocational, and technical skills of children and youth identified as neglected, delinquent, or at risk (N&D) so that they will become life-long learners and productive members of society.
- **Goal 2:** Assess the effectiveness of the N&D programs in improving educational outcomes based on pre-assessment and post-assessment results.

(page 112 - 113)

South Carolina State Plan

Title I, Part D Goal #1

- **Goal 1:** To ensure opportunities that improve and increase the academic, vocational, and technical skills of children and youth identified as neglected, delinquent, or at risk (N&D) so that they will become life-long learners and productive members of society. (page 112)

South Carolina State Plan

Title I, Part D Goal #1

- Objective 1: Increase annually, at least by one percent, the number of N&D students who accrue course credits that meet state requirements for grade promotion, secondary school graduation, and or GED attainment;
- Objective 2: Increase annually, at least by one percent, the number of N&D students who make a successful transition to a regular education program or other educational program operated by an LEA as appropriate;
- Objective 3: Increase annually, at least by one percent, the number of N&D students who complete secondary school or equivalency requirements; and
- Objective 4: Increase annually, at least by one percent, the number of N&D served students who participate in post-secondary education, career and technical education, or employment.

(page 113)

South Carolina State Plan

Title I, Part D Goal #2

- **Goal 2:** Assess the effectiveness of the N&D programs in improving educational outcomes based on pre-assessment and post-assessment results.
(page 113)

South Carolina State Plan

Title I, Part D Goal #2

- Objective 1: Ensure that correctional facility and locally operated programs design formative and summative assessments to ensure individual student outcomes that inform the following indicators:
 - the number of students accruing credits for grade promotion;
 - the number of students participating in CATE programs • the number of students transitioning back into an LEA program;
 - the number of students graduating from high school or obtaining a GED; and
 - the number of students employed or entering post-secondary education after receiving a diploma or GED.
- Objective 2: Use the results of formative and summative assessments from all of the above to assess the effectiveness of the Title I, Part D programs in improving students' achievement in academic, vocational, and technical skills.
- Objective 3: Use the assessment results and outcomes to provide technical assistance and PD that inform goal attainment and areas of program improvement.

(page 113)

Title I, Part D Program Evaluation

ESEA Section 1431

Evaluations are required at least once every three years

- Can be more often

Questions/Discussion



Needs Assessment - Activity

- The first step in the South Carolina Title I, Part D application is completing a Needs Assessment.
- Keeping in mind the Purpose of Title I, Part D:
- Use the NDTAC [Needs Assessment tool](#)
- Go through the tool as best you can and begin to complete the sections.

Agenda

Time	Subpart 1	Subpart 2
10:00 - 11:00	Needs Assessment activity	Overview of TI-D, Subpart 2
11:00 - 12:00	Overview of TI-D, Subpart 1	Needs Assessment Activity

Contact Information

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