

The background of the slide features dark blue silhouettes of several individuals, likely students, sitting and reading books. The silhouettes are layered, with some in the foreground and others behind, creating a sense of depth. The overall color scheme is a gradient of dark blues.

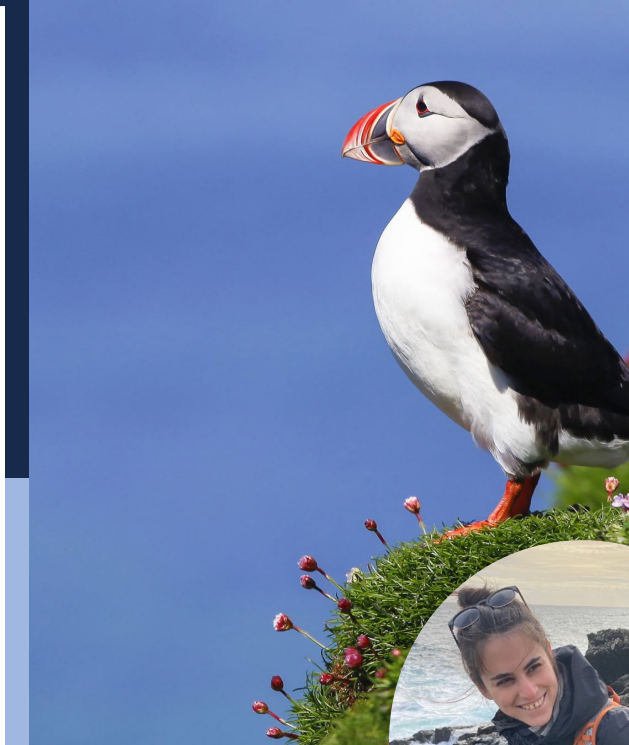
MAINE DEPARTMENT  
OF EDUCATION

# Title I, Part D Subpart 2

## Training & Updates

**Presented by: Rita Pello, Title I Part D State Coordinator**





**Start with quick introductions:**

**Name  
LEA/Facility  
Years in role  
&  
1 thing you enjoy doing  
outside of work**

The background of the slide features dark blue silhouettes of several individuals, likely students or educators, engaged in reading or study. The silhouettes are layered, with some in the foreground and others behind, creating a sense of depth. The overall color scheme is a gradient of dark blues.

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# Title I, Part D Subpart 2 Training & Updates

**Presented by: Rita Pello, Title I Part D State Coordinator**



# Today's Agenda

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- **Title I Part D Subpart 2**
  - Overview & Purpose
  - Allocations
  - Allowable activities/funds
  - Monitoring requirements
- **How-To:**
  - FY25 ESEA Application Process
  - FY24 Performance Report
    - New Data requirement
    - Struggling spenders/nonresponsive
- **Time for Q & A** and Technical Assistance
- **Resources** and contact information



# Title I Part D, Subpart 2

General Overview



Maine has three LEAs that work with NFI North Satellite facilities to provide services for approximately 24 students per year.

## Purpose of Title I, Part D

- Provides financial assistance to support LEA programs working with locally operated residential facilities for neglected or delinquent children and youth:
  - To carry out high quality education programs that prepare youth to meet state standards
  - Provide children and youth with services that facilitate transition to further ed/employment
  - Operate dropout prevention programs in local schools to prevent at-risk from dropping out of school



# Subpart 2 Allocations

- How does Subpart 2 funding get allocated?
  - Annual student count that facilities submit
  - Submitted to USDOE by January (October counts from previous FY)
- State has discretion to allocate by formula or other discretionary grant process
- Maine has historically used per-pupil amounts (formula)
- FY25 = 3 facilities, 8 students reside in each facility so equal 'per-pupil' amounts dispersed to each

# Title I Part D: Allowable Activities

- Programs that serve children and youth returning to local schools from correctional facilities (assist in **transition**)
- **Dropout prevention** programs serving at-risk children and youth
- Coordination of **health and social services** for youth to improve likelihood of youth completing education
- **Special programs** to meet unique academic needs, including career and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and financial aid assistance for postsecondary education
- **Mentoring and peer mediation** programs



# Title I Part D: Allowable Use of Funds

Must be able to respond appropriately:

- How is it **reasonable** and **necessary** to carry out the intent and purpose of the program?
- What need, as identified in the **Comprehensive Needs Assessment (CNA)**, does it address?
- How will the expenditure be evaluated to measure a **positive impact** on student achievement?
- How is the expenditure **supplemental** to other non-federal programs?



# Subrecipient Monitoring

- A3 – Transition Strategies
- A4 – Evaluation of Progress
- A7 – Curricular Alignment
- B2 – Parent & Family Involvement

- [FY24 ESEA Federal Programs Monitoring Guidance](#)
- [Monitoring Status Guidance Handout](#)
- [Monitoring Feedback Levels Definitions](#)
- [Monitoring Instrument Training](#) (video)
- [Monitoring Instrument FAQ](#)



The resources can be found on our website:

<https://www.maine.gov/doe/learning/esea/monitoring>



Monitoring Process



Monitoring Fact Sheets - Winter



Monitoring Fact Sheets - Fall



Monitoring Fact Sheets - Spring

# Federal Monitoring

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- The Feds will monitor the SEA and LEAs with program implementation, fiscal compliance, data reporting, and the consolidated application.
- May be required to visit and/or be interviewed by USDOE
- As State Coordinator, I will be sure to communicate with Subpart 2 subrecipients well in advance of required documentation and/or procedures



# FY25 ESEA Application

Reminders and Updates

# ESEA Application Requirements

- District project “Title I, Part D Neglected/Delinquent Facility”
  - Description of project
  - Justification for proposed project as outlined by school/district goals
  - Comprehensive Needs Assessment to be updated with new goals/needs for Title I Part D Subpart 2 funds.
- Budget to align with project description
- ESEA Consultation/Participation Form uploaded under “Non-Public Consultation” for local residential facility
  - New [form](#) is available and online

# ESEA Participation Form for Title I, Part D Subpart 2 Subrecipients

Elementary and Secondary Education Act  
**LOCAL RESIDENTIAL FACILITY  
PARTICIPATION FORM**

Title I, Part D Subpart 2

### Local Residential Facility Information

School Name

School Address

School Phone

### Local Residential Facility Official Information

Full Name  Phone

Position/Title  Email

### Affirmation of Consultation

I agree that this school has been consulted IN A TIMELY AND MEANINGFUL MANNER in the planning of equitable services and the ESEA Consolidated Application. *If no, see your right to file a complaint below. The State Ombudsman will also follow-up with the LEA.*  Yes  No

Method of Consultation  Date of Consultation

### Participation Certification

The local residential facility wishes to participate in the following ESEA programs:

Title I, Part D - Neglected and Delinquent  Yes  No

### Agreement on Consultation

If participating in any of the ESEA programs noted above, answer the following questions for the State Ombudsman:

This facility has been consulted and is satisfied with the program design and educational services to be offered within each ESEA program it will participate in. *If no, see your right to file a complaint below.*

Yes  No  N/A

If there was disagreement between the LEA and the local residential facility, did the LEA provide the reason(s) it disagreed, in writing, to the residential facility? *If no, the non-public school should request this written explanation. The State Ombudsman will also follow-up with the LEA.*

Yes  No  N/A

### Right to File A Complaint

A non-public school official shall have the right to file a complaint with the State Education Agency (SEA) asserting that the local educational agency did not engage in consultation that was meaningful and timely, did not give due consideration to the views of the non-public school official, or did not make a decision that treats the non-public school students equitably as required under law. *The Non-Public School Complaint Procedure is located [here](#).*

### Certification by Non-Public School Official

The undersigned hereby assures that all information provided in this document is true and accurate.

Non-Public School Official Signature Date

# **FY24 (& beyond) ESEA Performance Reports**

New Reporting Requirements and Reminders

# The ESEA Performance Report

½ way checkpoint for 27-month grant

- Where LEAS report out on
  - Goals/outcomes
  - Student-level data for USDOE (EdFacts)
  - Expenditures through 9/30 (first 15 months of the grant)
- Title I Part D Subpart 2 subrecipients must report out on the same things:
  - Goals/Outcomes for program
  - Student-level data for USDOE (EDFacts)
  - Expenditures through 9/30



# Reporting Requirements for USDOE (same as previous FYs)

- Student count (Unduplicated, Long-term)
- Students by Race/Ethnicity
- Students by Gender, Age
- # of students with disabilities (IDEA), limited English proficiency (LEP)
- Transition services
- Academic and Vocational Outcomes
- Academic Performance in Reading & Math (pre-post test data)

# FY24 Performance Report

## Reporting Average Length of Stay

### 2.4.2.1 PROGRAMS AND FACILITIES

In the table below, provide the number of State agency Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students. Report only programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. Make sure to identify the number of multipurpose facilities that were included in the facility/program count in the second table. The total number of programs/facilities will be automatically calculated.

LEA Program/Facility Type	Average Length of Stay
Juvenile Corrections	242.00

**How to calculate average length of stay.** The average length of stay should be weighted by number of students and should include the number of days, per visit, for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

# NEW Reporting Requirement: Average # of Title I-D Days

LEA Program/Facility Type	# of Program Facilities	Average Length of Stay	Average # of Title I-D Instructional Days
1. Neglected Programs	0	0.00	0.00
2. Juvenile Detentions	1	44.19	26.19
3. Juvenile Corrections	1	182.50	130.50

**Average number of Title I-D Instructional Days.** This is the average number of days that each student receives Title I, Part D services and instruction. This figure is calculated by taking the total number of Title I, Part D instructional days for all students and dividing it by the total number of students who were provided Title I, Part D services and instruction throughout the year. Please note that this number should never exceed average length of stay.

# Carryover Reconciliation Form

Elementary and Secondary Education Act  
Non-Public School Carryover Reconciliation Form

Non-Public School Information	
School Name	<input type="text"/>
School Address	<input type="text"/>
School Phone	<input type="text"/>

Non-Public School Official Information			
Full Name	<input type="text"/>	Phone	<input type="text"/>
Position/Title	<input type="text"/>	Email	<input type="text"/>

Non-Public School Statutory Carryover						
This table must be completed for each non-public school that has an unspent equitable service balance within any of the following ESEA programs after September 30 <sup>th</sup> each year:						
		Title I, Part A	Title I, Part D	Title II, Part A	Title III, Part A	Title IV, Part A
Row A	Non-Public School Project Balance as of September 30 <sup>th</sup>	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
Row B	Non-Public School Project fund obligations made prior to September 30 <sup>th</sup> but NOT yet paid out	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
Row C	Non-Public School Project Carryover Balance as of September 30 <sup>th</sup> (Row A – Row B = Row C)	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>

- Going to continue using this [form](#) to gather data for future adjustments to the program and allocations
- NFI/LEA must indicate funding remaining as of 9/30
- Explain circumstances and confirm plan to spend remaining funds

# Struggling Subpart 2 Spenders...

- Reach out to Title I Part D Subpart 2 Coordinator
- Options exist for unspent funds:
  - Create a spending plan
  - Review needs assessment for areas funds could support
  - One-on-one consultation with LEAs
  - Collaborate to overcome admin barriers to spending
- Extenuating circumstances happen, but trends will be reviewed to ensure sustained funding to support students who need it most

# Non-responsiveness

- When an LEA (Fiscal Agent) reaches out to NFI North for Performance Report, we have a state procedure for facilities (non-publics) that do not respond
- If LEA cannot reach facility by 2 different types of communication over the course of 4 weeks, the LEA can retain the unspent funds
- Can only be used for Title I Part D Allowable Programs if LEA takes back funds; they are still Title I Part D funds
- Otherwise, unspent Title I Part D funds are return to the Federal Govt

# Q & A

What additional questions remain about Title I, Part D Subpart 2 programming, and/or reporting requirements?


# Q & A

What should I know about your programs? What would you like to share about successes/initiatives that others on this call could benefit from knowing?




[https://www.maine.gov/  
doe/learning/esea](https://www.maine.gov/doe/learning/esea)

# Continued PD (w/ certificates!)



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SITE SEARCH  

- About Us >
- What is Title I, Part D? >
- Administering Title I, Part D >
- New State Coordinator Resources Hub
- Topic Areas >
- Events >



Resource

## Title I, Part D 101 - Learn the Basics or Become a Title I, Part D Expert

Self-paced Learning Guides designed to provide detailed information on fundamental components of Title I, Part D administration, including knowledge checks, and an opportunity to receive a completion certificate.



State Coordinator Training Module



Applications Self-paced Learning Guide

**Administering Title I**  
New State Coordinator Resources Hub

**Resource Type**  
New State Coordinator Resources

**Resource Date**  
March 20, 2024





For Title I, Part D Subpart 2 questions,  
please reach out to me:

Rita Pello

[Rita.Pello@maine.gov](mailto:Rita.Pello@maine.gov)



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