



New Jersey Department of Education

Title I, Part D, Subpart 2 (TIPD), Local Educational Agency (LEA) Program Guidelines

A. Purpose

The purpose of this federal funding is to support the operation of LEA programs that involve collaboration with locally operated correctional facilities —

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.

B. Definitions

For the purposes of this program, the following definitions apply:

Applicant LEA: the school district that files the application for TIPD funding in collaboration with the service provider LEA. The applicant LEA is the school district where the juvenile detention facility is physically located.

Service provider LEA: a school district which has been authorized by the applicant LEA under a formal agreement to apply for and provide services at the juvenile detention facility. May also be the applicant LEA.

Locally-run correctional facility: the county-run juvenile or youth detention center.

C. Effective Date

This guidance became effective January 1, 2009. It was updated in June 2018

D. Eligibility

Federal TIPD legislation limits eligibility for these funds to LEA's with high numbers or percentages of youths residing in locally-run correctional facilities.

The applicant LEA or a service provider LEA, duly authorized by the applicant LEA through a formal agreement, is eligible to apply for these funds, which must be used to support educational programs in cooperation with the JDC. A copy of the formal agreement must be on file with the NJ TIPD coordinator before the application is submitted.

E. Mandated Formal Agreements

1. The applicant LEA is responsible for submitting a completed formal agreement between the LEA and the JDC annually to the TIPD coordinator by June 15. Failure to submit the completed agreement may result in withholding of funds.
2. Required Components
 - a. *Applicant LEA* name, address, contact information (telephone and email)
 - b. *Juvenile Detention Center (JDC)* name, address, contact information (telephone and email)
 - c. *Service provider* name, address, contact information including telephone and email (if different from applicant LEA)
 - d. *List of staff* who will be funded under TIPD (e.g., teacher, teaching assistant), including the days/hours of work and duties.
 - e. *Educational or Support Programs*—activities to be funded in cooperation with the facility. How the services will supplement and not supplant regularly funded educational activities. The program description should coincide with the applicant LEA's TIPD program plan in their ESSA application.
 - f. *Entry criteria*—how students will be chosen to receive TIPD services, percentage of total to be served, targeted learning difficulties, substance abuse problems, and other special needs, if any.
 - g. *Percentage* of funding that will be subgranted to the JDC.
 - h. *Authorized signatures* of applicant LEA, JDC Supervisor of Education, and service provider LEA (if applicable).
3. Program components included in the formal agreement should be reflected in the TIPD program plan filed with the grant application.

F. Program Requirements

The applicant LEA must do the following:

1. Maintain a valid formal agreement with the juvenile detention center.
2. Maintain administrative oversight of the TIPD program in the juvenile detention center.
3. Implement a district dropout prevention program for students returning to the district from the JDC and other eligible students, as appropriate. *Note:* However, under *ESSA* sec. 1422(6), an LEA is not required to operate a program of support for youth returning from the correctional facility if more than 30 percent of the youth attending the educational program at the correctional facility will reside outside the boundaries served by the local educational agency after leaving such facility.
4. Evaluate the program, not less than once every three years, disaggregating data on participation by gender, race, ethnicity, and age, while protecting individual student privacy, in the annual submission of the Consolidated State Performance Report, to determine the program's impact on the ability of participants —
 - a. to maintain and improve educational achievement and graduate from high school in the number of years established by the state under either the four-year adjusted cohort graduation rate or the extended-year adjusted cohort graduation rate, if applicable;
 - b. to accrue school credits that meet state requirements for grade promotion and secondary school graduation;
 - c. to make the transition to a regular program or other education program operated by a local educational agency;
 - d. to complete secondary school (or equivalency requirements) and obtain employment after leaving the correctional facility; and
 - e. as appropriate, to participate in postsecondary education and job training programs.

G. Allowable Uses of Funds

All proposed program activities and components must be fully described in the *ESSA* application and approved by the NJDOE prior to implementation.

Funds provided to LEAs and, through them, as applicable, to juvenile detention centers may be used, as appropriate, for the following:

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 and help them remain in school in order to complete their education;
2. Dropout prevention programs which serve at-risk children and youth;
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 career and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education;
5. Programs providing mentoring and peer mediation;
6. Pay for success initiatives. These initiatives are defined as a performance-based grant, contract, or cooperative agreement awarded by a public entity in which a commitment is made to pay for improved outcomes that result in social benefit and direct cost savings or cost avoidance to the public sector. Such an initiative shall include the following:
 - a. a feasibility study on the initiative describing how the proposed intervention is based on evidence of effectiveness;
 - b. a rigorous, third-party evaluation that uses experimental or quasi-experimental design or other research methodologies that allow for the strongest possible causal inferences to determine whether the initiative has met its proposed outcomes;
 - c. an annual, publicly available report on the progress of the initiative; and
 - d. a requirement that payments be made to the recipient of a grant, contract, or cooperative agreement only when agreed-upon outcomes are achieved, except that the entity may make payments to the third party conducting the evaluation described in subparagraph (B).

H. LEA Administrative Costs and In-District Programs

The applicant LEA may retain a maximum of 5 percent for administrative costs. A formal agreement with the JDC and service provider, if any, duly filed with the New Jersey Department of Education (NJDOE) TIPD coordinator annually by June 15, is a prerequisite for eligibility to apply for and retain administrative funds.

I. Requirements for Participating Correctional Facility

Each correctional facility entering into an agreement with an LEA under *ESSA* sec. 1423(2) to provide services to children and youth under this subpart shall:

1. where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the *Individuals with Disabilities Education Act*;
2. if the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need;
3. where feasible, provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;
4. provide support programs that encourage children and youth who have dropped out of school to reenter school and attain a regular high school diploma once their term at the correctional facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a secondary school diploma or its recognized equivalent;
5. work to ensure that the correctional facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth;
6. ensure that educational programs in the correctional facility are related to assisting students to meet high academic achievement standards;
7. to the extent possible, use technology to assist in coordinating educational programs between the correctional facility and the community school;
8. where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities;
9. coordinate funds received under this subpart with other local, state, and federal funds available to provide services to participating children and youth, such as funds made available under Title I of the *Workforce Innovation and Opportunity Act*, and career and technical education funds;
10. coordinate programs operated under this subpart with activities funded under the *Juvenile Justice and Delinquency Prevention Act of 1974* and other comparable programs, if applicable;
11. if appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth;

12. upon the child's or youth's entry into the correctional facility, work with the child's or youth's family members and the LEA that most recently provided services to the child or youth, if applicable, to ensure that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the correctional facility and LEA in order to facilitate the transition of such children and youth between the LEA and the correctional facility; and
13. consult with the LEA for a period jointly determined necessary by the correctional facility and LEA upon discharge from that facility to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

J. Oversight and Monitoring

Monitoring of this program by the NJDOE's Office of Student Support Services or County Office of Education or Office of Fiscal Accountability and Compliance staff may take the following forms:

- *Desk monitoring* of fiscal and programmatic documentation of selected LEA's annually that may include telephone interview(s).
- *On-site monitoring*: An in-depth review of documentation and materials that provide specific information on the LEA/subgrantee's programmatic and fiscal programs, services, and activities as documented in the approved *ESSA* application. District staff are interviewed and/or observed to verify that programs, services, and activities are in compliance with the approved *ESSA* application, as well as other federal and state policies, regulations, and procedures. Documentation may include, but is not limited to, demographic data, needs assessments, program plans, classroom rosters, professional development plans, school improvement status, school attendance records, time and activity reports signed by supervisor, bills, quotes, invoices and purchase orders, notification letters, meeting agendas, and sign-in sheets.

Resources

[Federal Legislation](#)

[Non-Regulatory Guidance](#)

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

NJDOE TIPD Coordinator: TIPD@doe.nj.gov