

A collection of white 3D puzzle pieces scattered across a light gray background. Some pieces are connected in a line, while others are isolated. The pieces have a slight shadow, giving them a three-dimensional appearance.

# BUILDING BRIDGES

---

CREATING PARTNERSHIPS FOR STUDENT SUCCESS



# PRESENTERS



Jacinda Goodwin

Education Consultant  
Weaving Pathways Consulting



Heather Denny

Program Officer  
US Department of Education

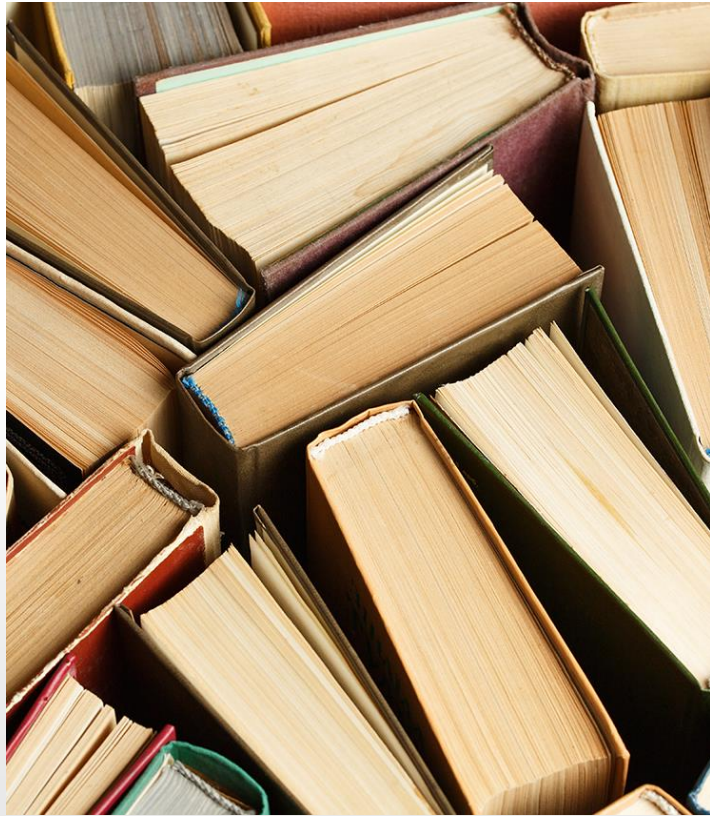


# OUTLINE

---

- Laying the foundation
  - A look at the law
- Who are our students?
- Identifying partners
- Programming and strategies





# TITLE I, PART D SUBPART 1 & SUBPART 2

---

# SUBPART I: LAW AND GUIDANCE

---

- **I-2 Transition Services**

- Transition services focus on helping children and youth who are neglected or delinquent, to successfully reenter their local school, postsecondary education, career and technical training programs, or to find employment after they leave the institution and return to the local community.
- Transition services are services that support:
  - The transition of children and youth between State-operated institutions, or institutions in the State operated by the Secretary of the Interior, and schools served by LEAs or schools operated or funded by the Bureau of Indian Education

ESEA SEC. 1418 & NON-REGULATORY GUIDANCE

# SUBPART I: LAW AND GUIDANCE

---

- **I-3 Re-enrollment**

- An SEA must have procedures to ensure the timely re-enrollment of each student who has been placed in the juvenile justice system in secondary school or in a re-entry program that meets the needs of the student, including the transfer of credits that such student earned during the placement. (ESEA section 1414(a)(2)(E)).
- In developing these procedures, the Department encourages SEAs to consult with SAs and LEAs to identify and quickly address barriers to reenrollment and the transfer of credits.

- [ESEA](#) & [NON-REGULATORY GUIDANCE](#)



## SUBPART 2: LAW AND GUIDANCE

---

- **ESEA Section 1423 and M-I (Non-Regulatory Guidance) LEA Applications**
  3. As appropriate, a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend (i.e., an education program of similar quality and scope);
  4. A description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the 32 types of services that such schools will provide such children and youth and other at-risk children and youth;

# SUBPART 2: LAW AND GUIDANCE

---

- **ESEA Section 1423 and M-I (Non-Regulatory Guidance) LEA Applications**
  6. As appropriate, a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility;
  8. As appropriate, a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children or youth, assist in dropout prevention activities, and prevent the involvement of their children or youth in delinquent activities



# SUBPART 2: LAW AND GUIDANCE

---

- **N-4 – Using funds to serve at-risk youth**
  - An LEA may target Subpart 2 funds to meet the needs of one or more categories of children and youth who are at-risk without documenting that such a category or categories have greater needs than other categories. However, depending on SEA application requirements, an LEA might be required to explain its rationale for choosing to serve a particular category of children or youth who are at-risk.

# SUBPART 2: LAW AND GUIDANCE

---

- **O-I Use of funds**

- 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;
- Dropout prevention programs which serve at-risk children and youth;
- The coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including childcare, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education;
- 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;
- Programs providing mentoring and peer mediation.

# SUBPART 2: LAW AND GUIDANCE

---

- **O-2 Transitional and Supportive Programs**

- Transitional and supportive programs operated in LEAs receiving Subpart 2 funds must be designed primarily to meet the transitional and academic needs of students returning to LEAs or alternative education programs from correctional facilities, and services to students at-risk of dropping out of school must not have a negative impact on meeting such transitional and academic needs of the students returning from correctional facilities. (ESEA section 1422(d)).
- LEAs may use their Subpart 2 funds to support a point of contact to assist eligible youth and their families with timely re-enrollment, transfer of records, coordination of services, academic support, monitoring progress, and planning for postsecondary education and employment.



# SUBPART 2: LAW AND GUIDANCE

---

- **O-6 Dropout Prevention Programs**

- LEAs may use Subpart 2 funds to support dropout prevention and intervention programs for at-risk youth if doing so does not have a negative impact on meeting the transitional and academic needs of students returning to LEAs from correctional facilities. (ESEA section 1422(d)).
- LEAs should consider programs that offer students multiple evidence-based pathways to success that are personalized to their unique needs and circumstances.
- Programs may include, but are not limited to, the ability to earn a diploma through accelerated learning, dual enrollment or early college programs; career and technical education; and summer learning and enrichment.
- LEAs should also offer the opportunity to earn a GED or recognized equivalent when earning a regular high diploma is not the best choice, specifically those who are significantly overaged and under-credited.
- Resources on dropout prevention and intervention may be found at the [What Works Clearinghouse](#).

# SUBPART 2: LAW AND GUIDANCE

---

- **O-I I Supporting Alternative Programs**

- Although the statute makes no specific provisions for selecting schools in which an LEA uses Subpart 2 funds to serve children and youth who are at-risk, an SEA that awards Subpart 2 funds on a competitive basis may prioritize subgrants to LEAs that allocate funds based on need, which could reflect concentration of poverty, dropout rates, or some other reasonable objective indicator of educational need.
- The SEA could also prioritize subgrants to LEAs that require participating schools to use evidence-based interventions to address the needs of at-risk students served with Subpart 2 funds.



# WHO ARE YOUR STUDENTS?

---

Juvenile Justice (Title I, Part D)

Foster Care (Title I, Part A)

Homeless (McKinney-Vento)

Special Education (IDEA)

English Learners (Title III)



# WHAT DO THESE STUDENTS HAVE IN COMMON?

---

Family, parent,  
caregiver

Anger

Depression

Anxiety

Fear

Isolation

Helplessness

Emotional

Support

Personal/Social  
Skills

Negative  
Attitudes  
(self/others)

Self-Esteem

Lack of past  
success (in/out)  
of school

# RESILIENCY BUILDING

---

- Connection
- Security
- Achievement
- Autonomy
- Fulfillment





An aerial photograph of a suburban neighborhood. The image shows a grid of streets with several houses, many of which have red-tiled roofs. Some houses have solar panels installed on their roofs. There are green lawns, trees, and a few cars parked on the streets. A central intersection is visible, with a red car driving through it. The overall scene is a typical suburban residential area.

WHO ARE THE PEOPLE IN YOUR  
NEIGHBORHOOD?



# COLLABORATING PARTNERS

## SEA

---

Title I, Part A

---

Foster Care

---

Special Education (IDEA)

---

Homeless Education (McKinney-Vento)

---

School Wellness (nurses, counselors)

---

English Learners

---

21<sup>st</sup> Century/Afterschool Programming

---

Career and Technical Education (CTE)

---

## LEA

Title I Coordinator

Foster care point of contact

Special Education

Homeless Liaison

Clinical, evidence-based mental health

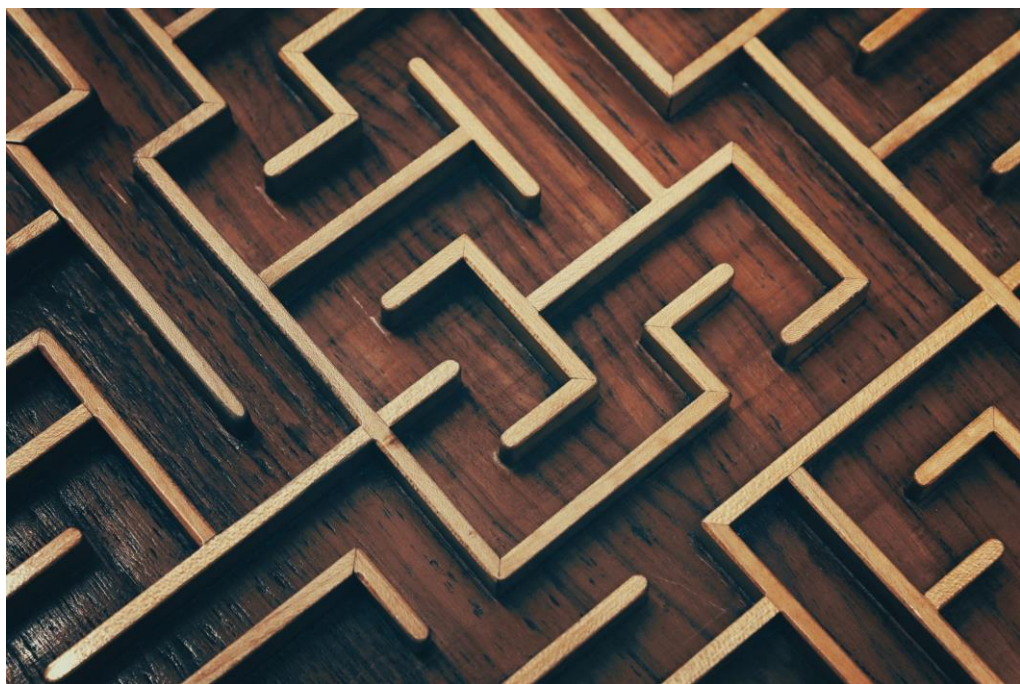
After school Programming

Community Based Organizations (CBOs)

Alternative Educators

- Housing
- Health
- Food





WHY DOES  
THIS  
MATTER?

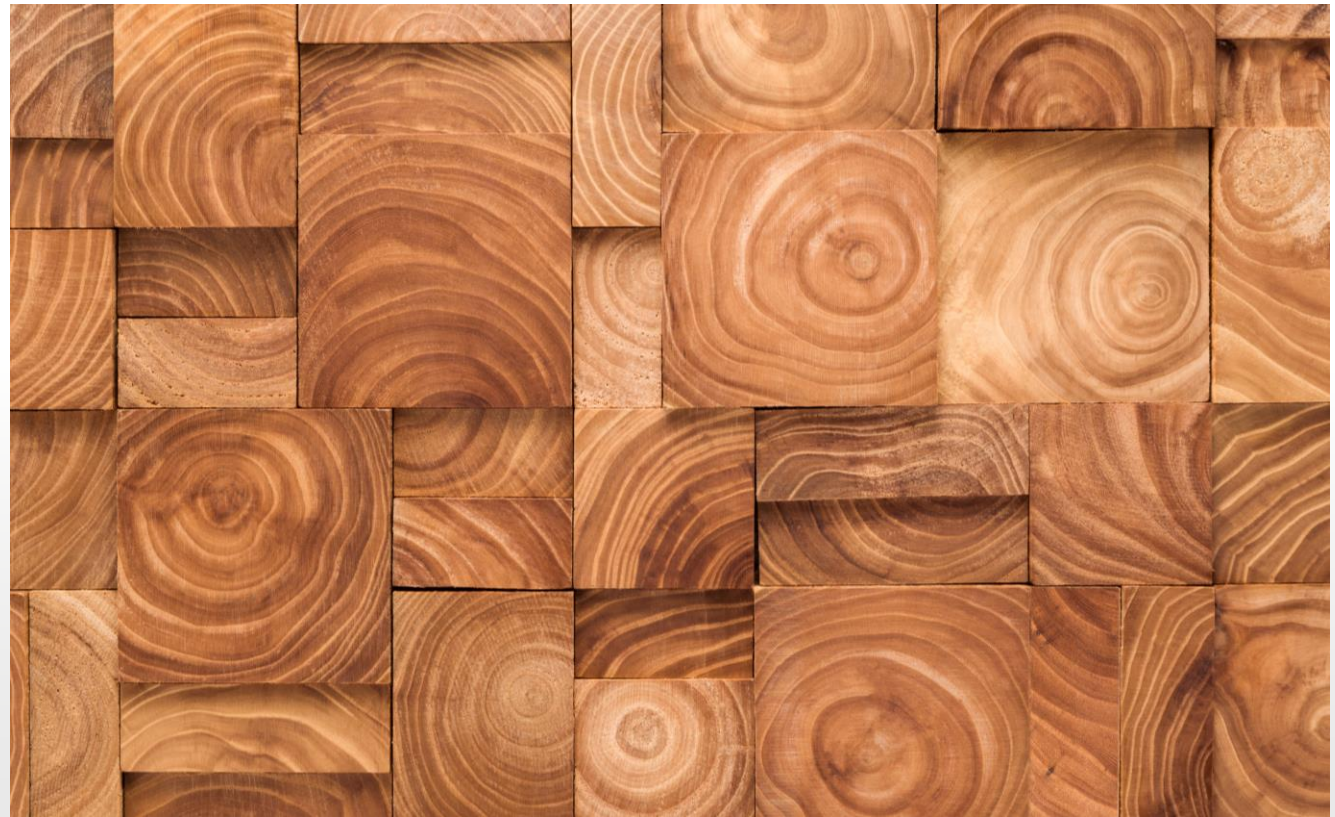
---



# BUILDING PROGRAMS, INCORPORATING PRACTICES

---


CONSIDERATIONS FOR  
BUILDING IMPACTFUL  
SUPPORTS FOR STUDENTS





# BASIC FOUNDATIONAL STRATEGIES

---



Systemic  
Approach

School-  
Community  
Collaboration

Safe Learning  
Environment

# ADDITIONAL STRATEGIES

---



Early  
Interventions

Basic Core  
Strategies

Managing and  
Improving  
Instruction

# RESOURCES

---

- [ESEA](#)
- [TITLE I, PART D - NON-REGULATORY GUIDANCE](#)
- [What Works Clearinghouse](#)
- [Trauma-Skilled Schools Resources - National Dropout Prevention Center](#)
- [Costs Per State](#)
- [State Advisory Group Members | CJJ](#)
- [Juvenile Justice and Delinquency Prevention Act \(JJDP\)](#)
- [Overview - National Dropout Prevention Center](#)



# CONTACT INFORMATION

---

## JACINDA GOODWIN

- Weaving Pathways Consulting
- [jgoodwinwpc@gmail.com](mailto:jgoodwinwpc@gmail.com)

## HEATHER DENNY

- [Heather.denny@ed.gov](mailto:Heather.denny@ed.gov)