



SECTION 01

Basics 101: Leveraging Title I, Part D Funding to Improve Educational Outcomes

Day 1: Monday, May 18, 2026





Introductions

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Obioma Okogbue

Obioma Okogbue serves as the co-director and a technical assistance specialist for NDTAC where she provides direct consultation to State coordinators and the Department of Education Program Office. Obioma has served as a classroom teacher and administrative officer. She has collaborated with officials from state health and education agencies to strengthen their programs aimed at improving the lives of children and youth. Currently, she leads the NDTAC helpdesk, group technical assistance activities, and the development of TA activities and products.



Agenda

- What is Title I, Part D (TIPD)?
- How is TIPD funding generated?
- Who is eligible to be served by TIPD?
- What can TIPD be used for?
- What about data?
- State coordinator annual cycle at-a-glance
- Conversation with State coordinators



Key Acronyms

TIPD	Title I, Part D
NDTAC	Neglected and Delinquent Technical Assistance Center
SEA	State Educational Agency
SA	State Agency
LEA	Local Educational Agency
CSPR	Consolidated State Performance Report



Learning Objectives

At the end of this session, participants will:

- Understand what TIPD is and why it exists, including who it serves and how it is structured.
- Recognize how TIPD funding is generated and allocated, from the annual count process through to subgrant awards.
- Identify allowable uses of TIPD funds and how to support subgrantees in making sound spending decisions.
- Describe the State Coordinator's role in managing data, ensuring compliance, and guiding subgrantees throughout the yearly cycle.



What is TIPD?





What is TIPD?

- The TIPD program (also called *The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At Risk*) was most recently reauthorized under the Elementary and Secondary Education Act (ESEA), as amended in 2015.
- The goals of TIPD, are to:
 - ✓ Improve educational services for these children so they have the opportunity to meet challenging State academic content and achievement standards;
 - ✓ Provide them with services to successfully transition from institutionalization to further schooling or employment; and
 - ✓ Prevent youth who are at-risk from dropping out of school, and to provide dropouts and children and youth returning from correctional facilities with a support system to ensure their continued education. [Sec. 1401 (a)]



Program Structure

TIPD is broken down into two parts. Grants under each Subpart may be awarded to:

Subpart 1 **(State Operated Programs)**

State agencies that are “responsible for providing free public education for children and youth—

- in institutions for neglected or delinquent children and youth;
- attending community day programs for neglected or delinquent children and youth; or
- in adult correctional institutions”

[Sec. 1411]

Subpart 2 **(Locally Operated Programs)**

Local educational agencies (LEA) with high numbers or percentages of children and youth in locally operated juvenile correctional facilities, including facilities involved in community day programs.

[Sec. 1422(a)]



How is TIPD Funding Generated?

Allocations — Flow of TIPD Funds



State Educational Agencies

Subpart 1 State Agency Subgrantees

Neglected or Delinquent Institutions

Adult Correctional Institutions

Community Day Programs

Subpart 2 Local Educational Agency Subgrantees (may retain funds to serve at-risk students)

Locally Operated Correctional Facilities

Other Programs for Children who are Neglected or At-Risk



Annual Count

The goal is to identify children and youth who are neglected or delinquent (N or D) as defined by the ESEA.

- Each year States must conduct the Annual Report of Children in Institutions for Neglected or Delinquent Children, Adult Correctional Institutions, and Community Day Programs (Annual Child Count).
- States collect the total number of youths residing in a neglected or delinquent facility for both State agency (SA) and local education agency (LEA) programs.



Annual Count – Subpart 1

- For **State operated programs**:
 - The SA picks one school day in the preceding calendar year to count the number of students *in State-operated N or D facilities* (adult or juvenile), or in State-operated *community day programs*.
 - Counted students must
 - Be enrolled in a regular program of instruction provided by the State agency for at least--
 - 20 hours per week if in an institution for N or D children or a community day program for N or D children;
 - Or 15 hours per week if in an adult correctional institution.
 - Be under 21 years of age at the time of the count. [34 CFR 200.91]



Annual Count – Subpart 2

- For **locally operated programs**:
 - LEAs select any 30 consecutive days, with one of those days occurring in October to count the number of students age 5 through 17 living in a locally operated facility that is a/an:
 - Institution for neglected children
 - Institution for delinquent children
 - Locally operated correctional facility

Your Role as a State Coordinator

- ✓ Support SAs and LEAs with identifying eligible institutions
- ✓ Provide training and assistance on how to conduct the count
- ✓ Work with SAs and LEAs to pick a count day/window
- ✓ Collect, review, and submit Annual Count data to ED
- ✓ Respond to ED questions about data
- ✓ Include Annual Count compliance as part of on-desk and on-site monitoring



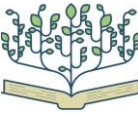


Resources

- [Annual Count Toolkit](#)
- [Annual Count-Subpart 1 Self-paced Learning Guide](#)
- [Annual Count Subpart 2 Self-paced Learning Guide](#)
- [Identifying Neglected and Delinquent Institutions with Eligible Children to be Included in the Annual Count](#)
- [October 2022 NDTAC Webinar: Annual Count](#)



Who is Eligible to be Served by TIPD?



Subpart 1 Subgrant Eligibility

- Only a State Agency (SA) is eligible to receive a subgrant under Subpart 1.
- Subpart 1 funded State Agencies must operate State-run neglected and delinquent institutions, community day programs, and adult correctional institutions where they are responsible for caring for and educating the students.

Examples of potentially eligible subgrantees under TIPD, Subpart 1.

- State-run juvenile detention centers
- State-run youth development centers
- State prisons serving juveniles
- State prisons serving adults under the age of 21
- State-run residential programs for abandoned or neglected youth



Students Eligible to Receive Services

- To participate in the SA's N or D program, a child or youth must be—
 - 21 years of age or younger;
 - Entitled to free public education up to grade 12; and
 - Enrolled in a regular program of instruction at either an eligible institution or community day program for the required length of time (20 hours per week if in an institution or community day program for youth who are N or D; 15 hours per week if in an adult correctional institution).

[See ESEA section 1412(a)(1)(A); 34 C.F.R. §§ 200.90(a)-(b), 200.103(b)(1)]

- A child may be served, even if they were not included in the Annual Count and not all children who are counted must receive TIPD services.



Subpart 2 Subgrant Eligibility

- For an LEA to be eligible to receive Subpart 2 funds, the LEA must have an eligible locally operated correctional facility, including community day programs that serve delinquent children and youth, within its boundaries.

Examples of potentially eligible subgrantees under TIPD, Subpart 2.

- Locally operated juvenile detention centers
- Locally operated jails and youth development centers
- Locally operated prisons serving adults under the age of 21
- Locally operated community day programs for delinquent youth



Students Eligible to Receive Services

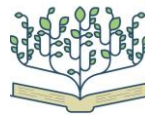
- All children and youth ages 21 and younger who reside in locally operated correctional facilities, including children and youth who attend locally operated community day programs.
- Children and youth returning from correctional facilities to a school in the LEA.
- Other at-risk children and youth in local schools.

(ESEA sections 1421 and 1424; 34 C.F.R. § 200.90(a))

Your Role as a State Coordinator

- ✓ Conduct eligibility reviews and make determinations on eligibility. Possible documentation to assist in making determination:
 - Charter
 - Mission Statement
 - Licenses
 - Other documentation that speaks to the purpose of the program
- ✓ Ensure compliance with federal requirements
- ✓ Provide training for subgrantees on continuing eligibility
- ✓ Include eligibility checks as part of on-desk and on-site monitoring





Resources

- [Identifying Eligible Institutions and Children to be Served under Title I, Part D of the Elementary and Secondary Education Act of 1965](#)
- [August 2024 NDTAC Webinar: A Closer Look at Eligibility Requirements under Title I, Part D of the Elementary and Secondary Education Act of 1965 \(ESEA\)](#)



What Can TIPD Be Used For?





Use of Funds

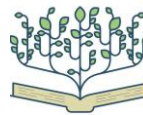
TIPD funds are flexible in its uses. Across both subparts, TIPD can be used for:

- Hiring additional supplemental teachers, aides, educational counselors, and other staff members to provide additional instruction in the areas of greatest need.
- Training teachers, aides, and other staff members who are actively involved in providing TIPD services.
- Procuring needed supplemental educational materials and equipment for instruction, including books, computers, audiovisual equipment and supplies, and classroom materials for industrial arts and vocational training.
- Hiring transition coordinators or buy new equipment to assist students' who are transitioning out of facilities.



Use of Funds

- For **Subpart 1**, use of funds is guided by the “supplement, not supplant” rule. Subpart 1 funds should supplement state or district funding sources that are already being used to provide free public education to children and youth within facilities. [Sec 1415(b)]
- While **Subpart 2** does not include a specific “supplement not supplant” requirement, the U.S. Department of Education strongly encourages the supplemental use of Subpart 2 funds.
- Section 1418 of ESEA requires that each SA reserve not less than 15 percent or more than 30 percent of the amount received in any year under Subpart 1 to support “transition services.”



Examples of Transition Services

- Career and technical education programs and industry certifications;
- Services of in-school advocates to act on behalf of individual children and youth who are N or D;
- Tutoring and mentoring;
- Reentry orientation programs, including transition centers and reentry centers in high schools;
- Job shadowing; and
- Parental involvement activities and parent counseling.



Is This Allowable?

Federal Cost Principles state that use of funds need to be:

- Reasonable [2 CFR 200.404]
- Necessary [2 CFR 200.403]
- Allocable [2 CFR 200.405]

When evaluating use of funds, ask:

- Does the cost align with the purpose of the TIPD statute?
- Is the proposed use of funds allowable under TIPD?
- Is the proposed cost reasonable and necessary?
- Does the proposed cost align with the allocability requirements in the federal regulation?

Your Role as a State Coordinator

- ✓ Support SAs and LEAs in identifying allowable uses of funds
- ✓ Review and approve subgrant applications and budgets
- ✓ Ensure expenditures are reasonable, necessary, and allocable
- ✓ Provide training and TA to strengthen spending decisions
- ✓ Conduct fiscal monitoring and check expenditures for compliance and program quality





Resources

- [NDTAC Tip Sheet – The Use of Title 1, Part D Funds – Decision Process – 2023 \(ed.gov\)](#)
- [Tip Sheet: Use of Funds Decision Process](#)
- [Transition Toolkit 3.0: Meeting the Educational Needs of Youth Exposed to the Juvenile Justice System](#)
- [Voices from the Field: NDTAC Transition Toolkit Supplement](#)



What About Data?



Core Systems For Administration of TIPD

- Data collection systems
- Eligibility review systems
- Subgrant application and fiscal management systems
- Monitoring protocols
- Communication structures with subgrantees



Resources

- [Title I, Part D Data Toolkit: A Guide to Collecting, Reporting, Analyzing, and Using Federal Title I, Part D Data](#)
- [Title I, Part D Data Collection Shopping List - 2023 \(ed.gov\)](#)
- [NDTAC Tip Sheet – Ensuring Data Quality in Title I, Part D Data Collection and Reporting \(ed.gov\)](#)
- [NDTAC Reporting Tool – Calculating Average Number of Days Served](#)
- [Monitoring tipsheet](#)



State Coordinator Annual Cycle at-a-Glance



Sample Tasks & Timelines: May-August

NOTE: These are guidelines and suggested timeframes. Federal reporting dates vary from year to year. States adopt different schedules according to their specific circumstances and preferences.

May		ED		ED prepares funding tables based on Annual Count and funds available late spring
	CA			Release Title I, Part D applications to eligible SAs and LEAs
	CA			Monitor subgrantees (May-Sept)
June	CA	ED	S/L	The Title I, Part D program annual data collection cycle ends June 30. The new data cycle begins July 1.
	CA		S/L	Provide training/technical assistance as appropriate to subgrantees on the ED <i>Facts</i> and CS <i>PR</i> data collections (June-July)
July		ED		ED releases Title I, Part D funds to the States
	CA		S/L	Make Title I, Part D awards to subgrantees (allocate Title I, Part D funds received from ED)
	CA		S/L	Prepare for the ED <i>Facts</i> and CS <i>PR</i> manual entry data collection (reporting period of July 1 – June 30)
August	CA		S/L	Prepare for the Annual Count
	CA		S/L	Collect and verify program data for ED <i>Facts</i> and CS <i>PR</i>
	CA			Prepare for subgrantee monitoring, including setting schedules, updating monitoring protocols, and preparing other related materials

Coordinator Action (CA)

CA

ED Action (ED)

ED

SA/LEA Action (S/L)

S/L



Sample Tasks & Timelines: Sept-April

NOTE: These are guidelines and suggested timeframes. Federal reporting dates vary from year to year. States adopt different schedules according to their specific circumstances and preferences.

September		ED	ED distributes Annual Count Survey and Guidance
October	CA		Distribute Annual Count surveys to SAs and LEAs (October-December)
		S/L	SAs and LEAs count eligible students within selected count windows
December	CA	S/L	Collect and verify Annual Count data from subgrantees
January	CA		Submit Annual Count of students to ED
	CA		Verify and submit data on students served (unduplicated count) via CSPR and ED <i>Facts</i> to ED
February	CA		ED <i>Facts</i> data are reported to ED
March	CA		Prepare /Update Title I, Part D SA and LEA applications
April		ED	ED announces preliminary awards (April/May)
	CA		Manual entry CSPR data are reported to ED

Coordinator Action (**CA**)

CA

ED Action (**ED**)

ED

SA/LEA Action (**S/L**)

S/L

A Year in the Life of a Coordinator Worksheet



	1	2	3	4	5	6	7	8	9	10	11	12
Data Collection Train, collect, and verify subgrantee data												
Data Reporting Prepare for the annual count, verify data, and submit to ED												
Applications Develop and release approved application to eligible recipients												
Monitoring Build monitoring protocols, monitor compliance and data quality												

Stay in Touch



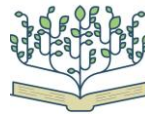
NDTAC

The National Technical Assistance
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Neglected or Delinquent
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SECTION 02

Conversation with State Coordinators

Facilitator: David Coffey, New York Part D Coordinator

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Emily Kesler, Idaho Part D Coordinator

Nathan Hickman, Colorado Part D Coordinator

Tina Lachelle, Maryland Part D Coordinator

