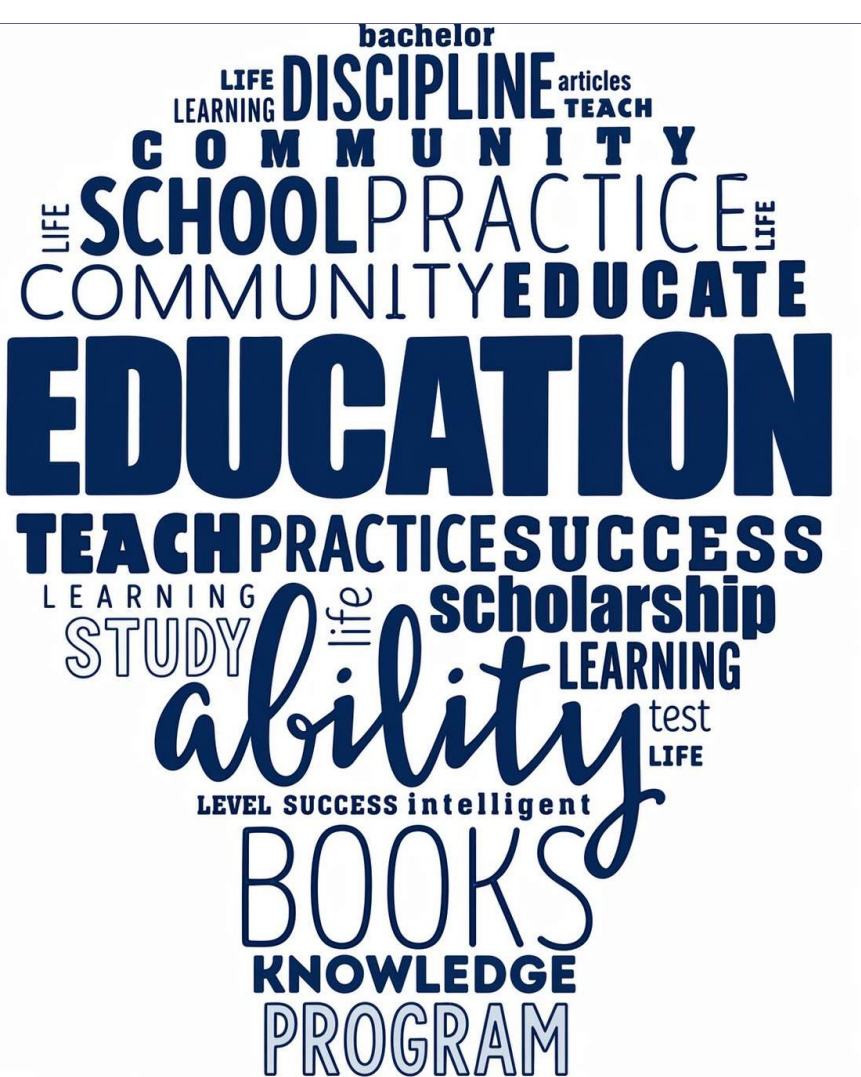




Bridge the Gap:

Unlock Title I, Part D for Youth Transition Services

August 4, 2026

Presenters:

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Obioma Okogbue, MEd



THE
NATIONAL TECHNICAL
ASSISTANCE CENTER
FOR
THE EDUCATION OF
NEGLECTED OR DELINQUENT
CHILDREN & YOUTH



neglected-delinquent.ed.gov

Team Introductions



Kristine Chan, *Research Scientist, Child Trends*

Kristine Chan, Ph.D., M.S.W., is a research scientist at Child Trends who serves as the Research and Annual Meeting Lead for NDTAC, with expertise in improving outcomes for youth with dual involvement in child welfare and juvenile justice. She serves as a subject matter expert on this population, bringing firsthand experience from her prior work as a clinical probation officer at a secure facility. Her work supports system-level reforms by centering youth and family experiences, enhancing cross-agency coordination, and promoting data-informed decision-making.



Obioma Okogbue, *Technical Assistance Specialist, Child Trends*

Obioma Okogbue, M.Ed; M.A., is a technical assistance specialist for NDTAC where she provides direct consultation to program State coordinators and the Department of Education Program Office. Obioma has served as a classroom teacher and administrative officer. She has provided training and technical assistance to staff in state health and education agencies. Currently, she leads the NDTAC helpdesk, group technical assistance activities, and supports the development of TA activities and products.



Program Introductions

- NDTAC is the National Evaluation and Technical Assistance Center for the Education of Neglected, Delinquent, and At-Risk Children and Youth.
- U.S. Department of Education (ED) started NDTAC nearly 20 years ago, funded through Title I, Part D reservation for technical assistance.
 - NDTAC does not speak on behalf of ED but supports ED and states with their implementation of Title I, Part D.
 - For official guidance regarding Title I, Part D, contact the ED Program Office.
- ED and NDTAC contact information is listed on the last slide.
- For additional information and resources, visit the [Title I, Part D - Office of Elementary and Secondary Education website](#).



Presentation Agenda



Why Transition Matters



What is Title I, Part D (TIPD)?



Transition Services Under TIPD



Transition Activities in Practice



What Would You Need to Make Transition Work?



Learning Objectives

- ✓ Understand how Title I, Part D (TIPD) funding is generated, granted, and how services are provided to juvenile detention centers and adult correctional facilities.
- ✓ Understand the requirement to use a portion of TIPD funds to support transition services, including reentry planning, interagency coordination, and workforce readiness.
- ✓ Discover how to connect with your state TIPD coordinator and NDTAC to access ongoing support for transition programming.
- ✓ Hear from attendees about their most pressing transition service gaps.



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 (school district)



Why Transition Matters



Common Transition Pathways

Public school to a correctional facility

Correctional facility to public school

Correctional facility to workforce

Correctional facility to residential program

Correctional facility to postsecondary education/training



Importance of Transition

Based on TIPD SY 24-25 Data

- Number of students served: 200,892
 - 3,190 were neglected students
 - 25,657 were served by at-risk programs
 - 11,526 were English learners
 - 58,834 had individualized learning programs (IEPs)
- Enrolled in local school district
 - 7,875 students after exiting Subpart 1 programs
 - 47,879 students after exiting Subpart 2 programs
- Employed after program exit
 - 1,846 students after exiting Subpart 1 programs
 - 2,266 students after exiting Subpart 2 programs



The Transition Gap

Recidivism Rates

depend on specific state and population

School Enrollment

can be challenging

Graduation Rates

1 in 5 earn a diploma or GED within four years

- Research points to a well-supported protective factor: Youth who reconnect with school (who feel academically engaged and build trusted relationships with educators) are significantly less likely to reoffend.
- **Education is one of the strongest reentry tools we have.**



Share with Us

What are some of the most common barriers you have observed for students transitioning into or out of a correctional facility back into school or the workplace?



Systemic Barriers



**Limited communication
between agencies**



**Inadequate transition
planning**



**Lack of coordinated
support services**



Educational Challenges



Lost or delayed records



Enrollment delays and disruptions



Credit transfer issues



Negative perceptions

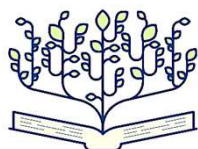


The Transition Opportunity

School connection significantly reduces recidivism

THE OPPORTUNITY

Title I, Part D (TIPD) requires subgrantees to reserve 15–30% of Subpart 1 funds for transition services. In many facilities, these dollars are underleveraged or misaligned with transition goals.



What is Title I, Part D (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

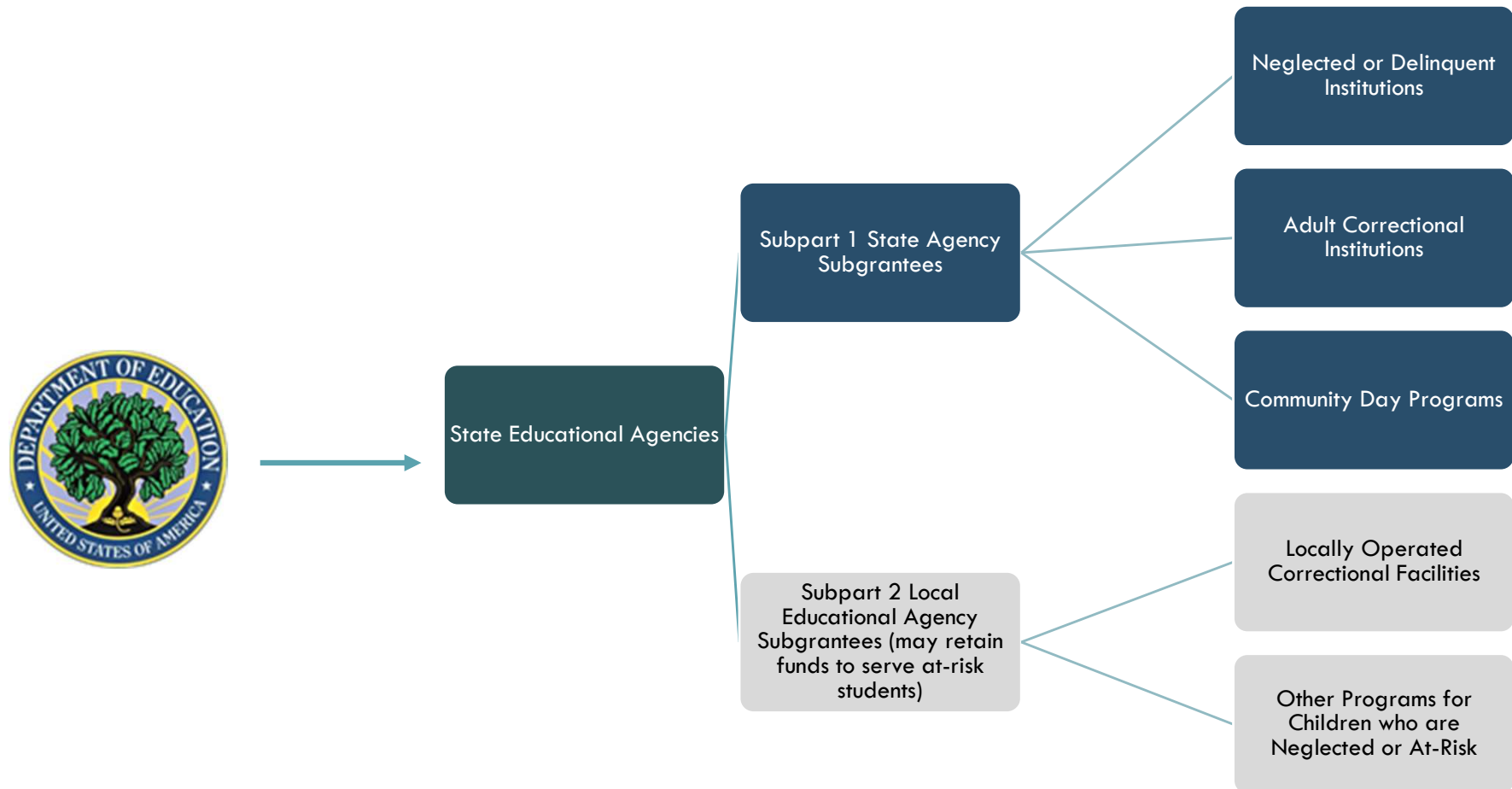
(Locally Operated Programs)

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)]



Allocations – Flow of TIPD Funds



Accessing TIPD Funds: Your State Coordinator

Reminder: Funds don't flow directly to facilities

- TIPD dollars move through a state-managed process.
- Your State Agency (SA) receives a subgrant from your State Educational Agency (SEA) and then provides the services to the facility.
- Your state TIPD coordinator is the person who administers that relationship.

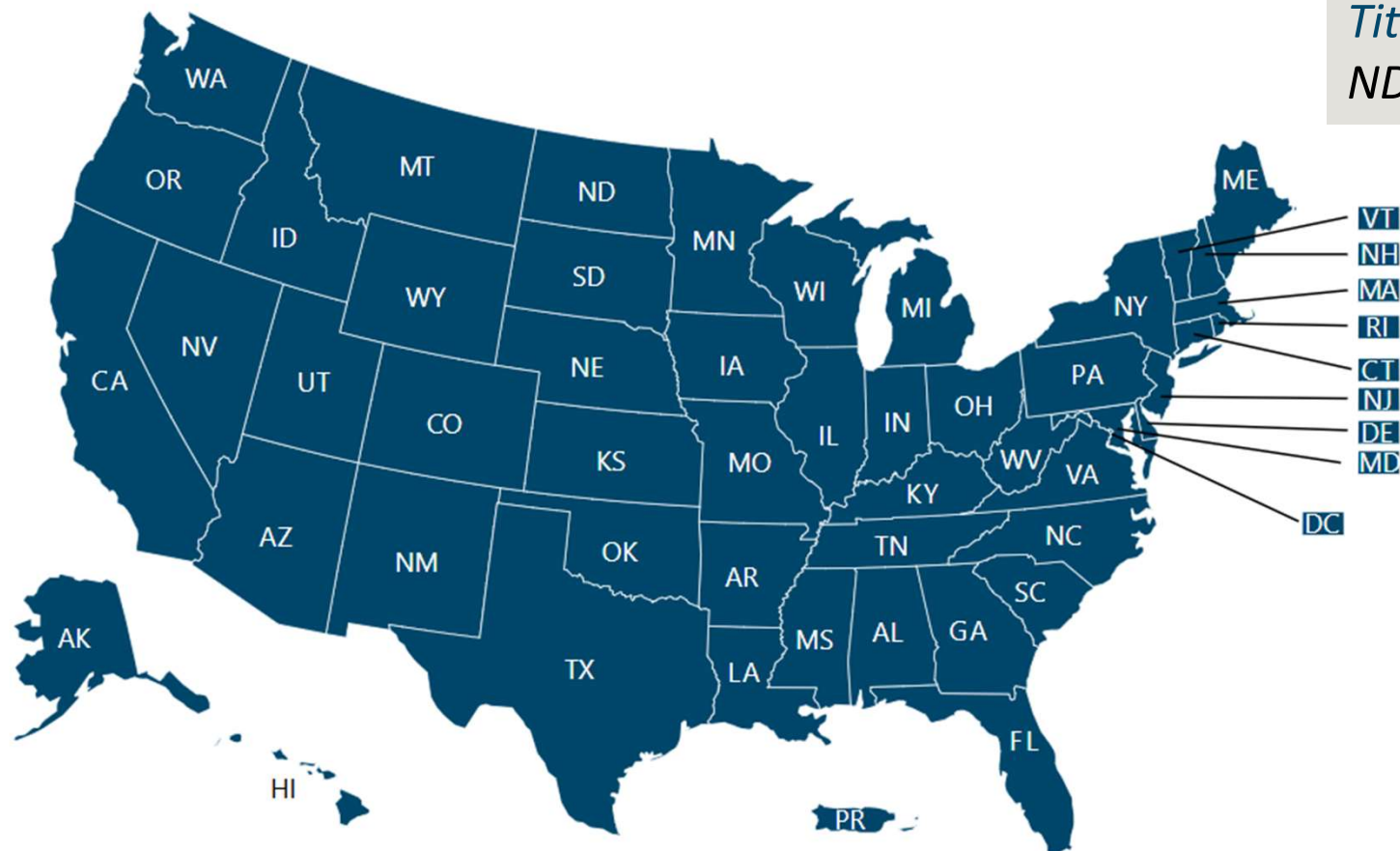
Your coordinator is your point of entry for:

- Reviewing and approving subgrant applications and budgets
- Ensuring your transition set-aside is budgeted and documented correctly
- Aligning planned expenditures with allowable uses under TIPD
- Getting support when you're building or expanding transition programming



Find Your State Coordinator

Every state has a designated Title I, Part D coordinator: [State Information](#)



Transition Services Under TIPD



What are Transition Services?

Transition services help students reenter local schools, postsecondary education, or career and technical training, or find employment after leaving an institution.

[\[Non-regulatory Guidance I-2\]](#)



Transition Services Focus

These services support:

1. Projects easing youth transitions between State-operated (or Secretary of the Interior) institutions and schools served by LEAs or the Bureau of Indian Education; or
2. The successful reentry of youth offenders age 20 or younger with a high school diploma (or equivalent) into postsecondary education or career and technical training, through strategies that prepare them for those programs.



Transition and Title I, Part D



Transition is a key component of TIPD.



TIPD Subpart 1: requires 15-30% of funds be allocated specifically for transition services. [Sec. 1418(a)]



TIPD Subpart 2: allowed to use funds for transition purposes, as well as to operate dropout prevention programs for students returning from locally operated correctional facilities.



Non-Regulatory Guidance

- Key practices highlighted in the non-regulatory guidance.

Timely Re-enrollment

Collaboration

Pre-release
Activities

Post-release
Activities

Post-secondary
Education Courses and
Placement Services



Timely 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))



Collaboration

- Guidance calls for collaboration among the SEA, SA, and local educational agencies (LEAs).
- SAs should share curriculum, program offerings, and standards alignment so receiving schools can accept credits and place students correctly.
- SA students should be included in State assessment and accountability systems, ensuring equal programming and shared accountability for success.



Pre-release Activities

- Non-regulatory guidance encourages both pre-release and post-release activities by the SA to support transitioning youth.
- Examples of pre-release activities could include:
 - preplacement programs that allow youth to audit or attend postsecondary education courses,
 - postsecondary education and job placement services and counseling.



Post-release Activities

- Examples of post-release activities could include:
 - job-based or postsecondary education counseling and support services,
 - as well as the support of a transition team.



Postsecondary Education Courses and Placement Services

- **Preplacement transition programs** for adjudicated or incarcerated youth (age 20 or younger) who have earned a high school diploma or equivalent.
- **Support *access* to postsecondary coursework** through college, university, community college, or institution-based programs.
- **Provide transition support services**, including counseling and college placement assistance.
- **College readiness activities**, such as SAT/ACT preparation.
- **Assist with financial aid access**, including FAFSA completion and information about available student aid.



Transition Activities in Practice



Effective Transition Practices

Includes:

Transition Team

Transition Plan

Regular Monitoring and
Tracking

Efficient Records
Transfer

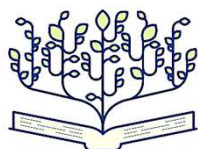
Research-based
Programming

Adequate Funding



Three Ways to Think About Transition Funds

- Start with **time**.
 - Transition isn't a single moment – it's a continuum.
 - TIPD funds can support youth before they leave a facility, as they arrive at a receiving school, and as they plan for their future.
- Then think about **who**.
 - Different people in your facility touch different parts of the continuum. What roles and activities make each stage work?
- And think about what **gaps** you're closing.
 - Access gaps. Support gaps. Opportunity gaps.
 - TIPD is flexible enough to address all of them



Three T = Transitions

Transition <i>In</i> Reentry	Transition <i>Through</i> Support	Transition <i>Beyond</i> Future Planning
• Hiring a transition specialist • Re-enrollment at public school • Transfer of records • Placement and services advocacy • School tour coordination • Communication with receiving school	• College and Career counseling services • Career and Technical Education (CTE) courses and programs • Tutoring and credit recovery • Accelerated learning • Mentoring programs • Academic assessments	• College and university enrollment support • FAFSA assistance • Job placement services • Career exploration • Job readiness skills



What's Your Most Pressing Need?



- Reentry planning and coordination
 - dedicated staff or coordinator managing transition planning pre- and post-release
- School reconnection supports
 - academic records transfer, enrollment assistance, and post-release school linkages
- Workforce and career readiness
 - CTE linkages, job placement support, and youth entrepreneurship programming
- Interagency coordination
 - structured partnerships with probation, child welfare, mental health, and local schools
- Family and community engagement
 - family involvement programming and post-release community-based follow-up, including local agencies and faith-based organizations
- Other, you share: _____



What Would You Need to Make Transition Work?



Share Your Insights & Expertise



- **On a post-it note, write your response to:**
 - *The (single) biggest gap in transition support at your facility: what would make the biggest difference for youth leaving your doors?*
- **Place it on the wall under the category that fits best.**
 - Reentry planning and coordination
 - School reconnection supports
 - Workforce and career readiness
 - Interagency coordination
 - Family and community engagement
 - Other



From This Room to the Field

For coordinators and administrators:

- Your state TIPD coordinator and NDTAC are your partners in building toward what's on that wall.

For teachers and program staff:

- Take this with you. What you wrote down is a starting point for a conversation with your supervisor, a grant application someone else writes, or simply knowing what to advocate for next.



**Bring home
the ideas.**



From This Room to the Field

**What you shared here matters
beyond this session.**

We'll share what we heard today with state TIPD coordinators so the gaps you named can inform how funds get used on the ground.



Closing and Questions



Resources

- [U.S. Department of Education-Neglected, Delinquent, or At-Risk-Title I, Part D](#)
- [NDTAC: Technical Assistance Center for the Education of Youth Who Are Neglected, Delinquent, or At-Risk](#)
- [NDTAC Transition Toolkit – Meeting the Educational Needs of Youth Exposed to the Juvenile Justice System](#)
- [NDTAC Voices from the Field – Transition Toolkit Supplement](#)



References

- Development Services Group, Inc. (2017). Juvenile reentry [Literature review]. Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention.
- Development Services Group, Inc. (2019). Education for youth under formal supervision of the juvenile justice system [Literature review]. Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention.
- Kubek, J. B., Tindall-Biggins, C., Reed, K., Carr, L. E., & Fenning, P. A. (2020). A systematic literature review of school reentry practices among youth impacted by juvenile justice. *Children and Youth Services Review*, 110, 104773.
- Miklósi, M., & Kovács, K. E. (2025). Factors influencing school bonding among juvenile offenders—The experience of a systematic review. *International Journal of Educational Research Open*, 8, 100441.



Ways to Reach NDTAC for TA



The National Technical Assistance Center for the Education of Neglected or Delinquent Children & Youth (NDTAC)

Email us: NDTAC@longevityconsulting.com

CC: TitleI-D@ed.gov

