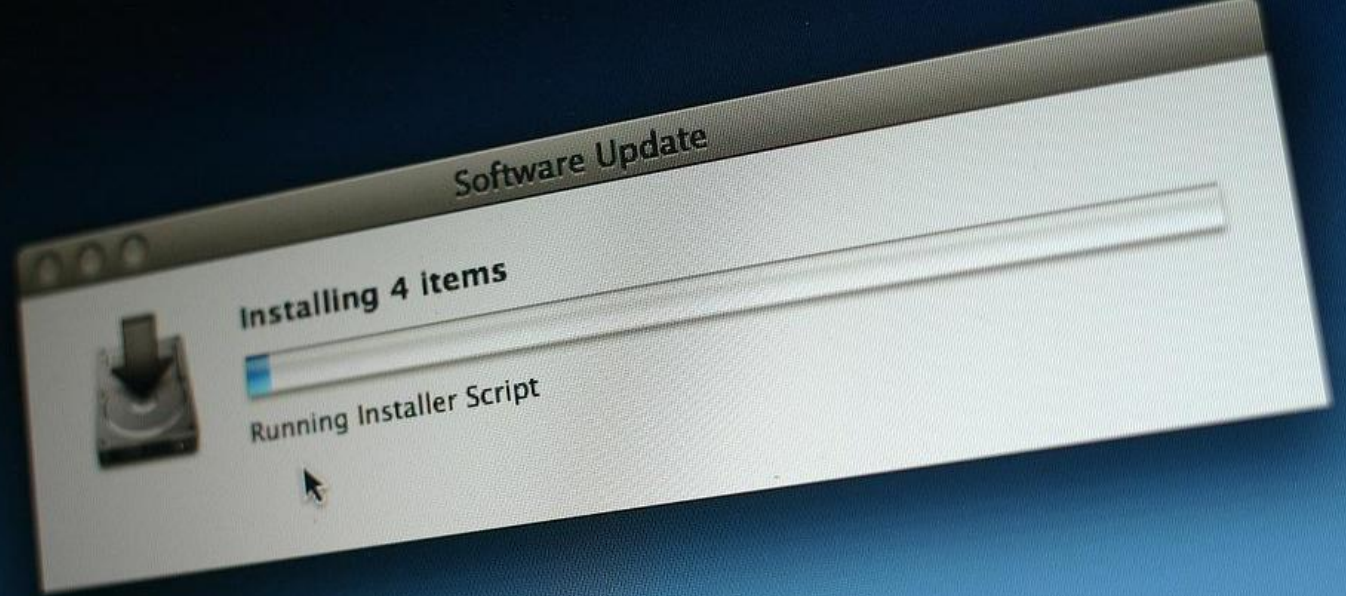




THE
NATIONAL TECHNICAL
ASSISTANCE CENTER

FOR

THE EDUCATION OF
NEGLECTED OR DELINQUENT
CHILDREN & YOUTH



Federal Panel: Program Updates

May 18, 2026



Federal Program Updates

Agenda

General Updates

Monitoring Updates

Data Overview



Meet The Title I, Part D Team



Heather Denny
Program Officer
Title I Part D



Jeff Buehler
Program Officer
Title I Part D



Meet the TIPD Supervisory Team



Patrick Rooney



Patrick Carr



Carlette Keyser-Pegram



Federal Program Updates

Agenda

General Updates

Monitoring Updates

Data Overview



Your State's ED Program Officer

Heather: AL, AR, FL, HI, ID, IL, IA, KS, MA, MI, MD, MI, MN, MO, NE, NH, NJ, NM, NY, NC, ND, OH, OK, PA, SC, TX, WY

❖ Heather also serves as the TIPD data steward.

Jeff: AK, AZ, CA, CO, CT, DC, DE, GA, IN, KY, LA, ME, MS, MT, NV, OR, PR, SD, TN, UT, VT, VA, WA, WI, WV

Please direct all communications about your Title I, Part D grant to TitleI-D@ed.gov. This ensures your email will be reviewed promptly. Feel free to copy your State's program officer on the email.



ED and NDTAC: Send us your questions!

How can we improve this?

Questions to send to ED

- Annual Count
- Data Collection
- Facility Eligibility
- State Plan Amendments
- Statutory Definitions
- Use of Funds

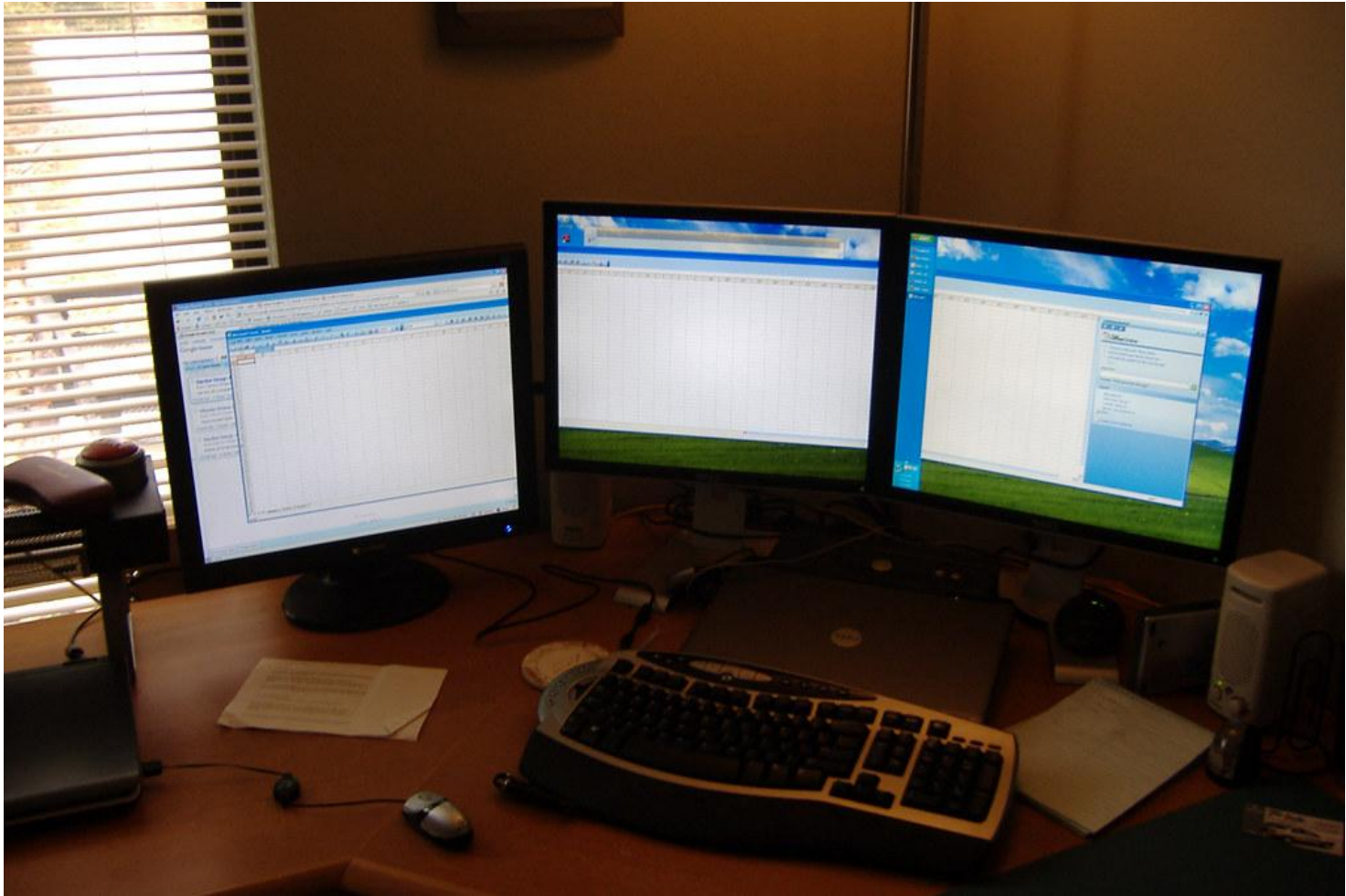
Questions and/or Requests to send to NDTAC

- Program Implementation
- Resource Requests
- Research & Promising Practices
- Data Analysis
- Collaboration
- Presentations at Conferences

Are we doing this in accordance with the statute?



MONITORING UPDATE



ED's Monitoring Objectives

The U.S. Department of Education aims to:

- Gather evidence from State educational agencies to assess the effectiveness and impact of State policy on local practice
- Review State support of its subgrantees, including guidance and technical assistance
- Evaluate the effectiveness of State monitoring of programs
- Deepen understanding of State issues regarding program implementation
- Identify and share successes and best practices observed



SEA Monitoring Protocol for Subparts 1 & 2

The SEA monitoring protocol includes:

- Annual student count
- Application requirements and review process
- Subgrantee eligibility and use of funds
- State plan requirements
- State administration funds
- Transition services
- Subrecipient monitoring
- Performance reporting and data quality



Data-Driven Monitoring

- “Lighter touch” monitoring
 - No subgrantee interviews
 - Limited submission of documents
- Focused on the most common data issues
 - Eligibility to be counted and/or served
 - Missing program data (assessments and outcomes)
 - Collection and submission of data (procedures)
- Also includes
 - Review of applications
 - Use of Funds (including transition services)



Monitoring Schedule

- FY23: 4 states reviewed
- FY24: 3 states reviewed
- FY25: 6 states reviewed
- FY26:
 - May-August: 10 data-driven monitoring reviews
 - September-June: 6 targeted/full program reviews
- FY27: To be determined
- All completed reports are available at:
<https://www.ed.gov/about/ed-offices/oese/key-documents>



Monitoring Roles and Responsibilities

ED

- Review documentation
- Select subgrantees for interviews
- Conduct interviews
- Finalize and distribute monitoring report

NDTAC

- Support interview process and review of documentation
- Note-taking during interviews

SEA

- Develop agenda based on availability of SEA staff
- Provide documentation for review in advance of monitoring
- Advise in the selection of subgrantees and coordinate interviews



2022-26 Monitoring Takeaways

Biggest lessons

- Facilities' missions evolve
- State coordinator turnover
- Data quality = program quality

Common areas for corrective actions

- Counting and serving youth
- Eligibility of facilities and students
- Subgrantee fiscal challenges



Challenges to Counting and Serving Youth

- Programs change over time
- Understanding the link between counting & serving
- Subpart 1
 - Misunderstanding what it means to be a State Agency
 - Misapplying the definition of neglected or delinquent to ineligible facilities
 - Missing facilities for some age groups or genders
 - Not understanding how the count is conducted
- Subpart 2
 - Misapplying the definition of neglected or delinquent to ineligible facilities
 - Not understanding how the count is conducted
 - Counting beds instead of children



Which Facilities May Receive Services?

Subpart 1—Funds are awarded to State agencies (SAs) based on their proportion of the submitted State count, but there is some flexibility in regard to which students the SA will serve.

- A State Agency operates a residential program or community day program that offers an education program with a minimum of 15 hours per week in an adult correctional institution; or 20 hours per week in an institution for neglected or delinquent children and youth or in a community day program for neglected or delinquent children and youth. (34 C.F.R. § 200.91(a)(1)).
- Neglected: Have been committed to the institution or voluntarily placed in the institution **under applicable State law**, due to abandonment, neglect, or death of their parents or guardians (34 C.F.R. § 200.90(b))
- Delinquent: Have been **adjudicated** to be delinquent or in need of supervision (34 C.F.R. § 200.90(b))



Which Students May Receive Services?

Subpart 1—An SA that receives Subpart 1 funds must assess the educational needs of all eligible children and youth in eligible institutions and community day programs. Using assessment data, an SA can **select those most in need of special assistance**. If available funds are insufficient to meet the needs of all eligible youth, those most in need should be served first.

- Ages through 21
- Do not have a high school diploma or equivalent
- Can provide **transition services** to students who have graduated or received an equivalent diploma



Which LEAs May Receive Subgrants?

Subpart 2 -

- An SEA can award Subpart 2 funds to eligible LEAs **with high numbers or percentages** of children and youth residing in locally operated correctional facilities, or community day programs for delinquent children and youth not operated by the State. (ESEA section 1422(a)).
- LEAs are potentially eligible by virtue of having a locally operated correctional facility, including community day programs that serve delinquent children and youth, within their boundaries.
- Allocation amounts are based on the same local delinquent count that it submitted to ED or **based on other data and LEA eligibility criteria** that the SEA chooses to use. Funds may also be awarded competitively.
- An LEA that receives Subpart 2 funds can award a subgrant or contract to a local facility or provide services itself to eligible students enrolled in the LEA or residing in facilities.



Which Students May Receive Services?

Subpart 2 -

- Residing in an eligible facility or attending an eligible community day program
 - Including local adult correctional facilities
- Ages through 21
- Does not have high school diploma or equivalent



What Other Students May Receive Services?

Under Subpart 2, LEAs may elect to serve “**at-risk**” students who do not meet the statutory definition of delinquent and were not included in the counts.

- Definition of at-risk youth in Section 1432(2) and question [N-2 of the Non-Regulatory Guidance](#).
- At-risk programs are located within LEA buildings.
- May serve youth who qualify for services under other programs such as EHCY and migrant education.



Common Subgrantee Fiscal Challenges

- Struggles using all the funds
 - Drawing down funds once or twice a year
 - Always has carry over funds
 - Funding programs that are difficult to implement
 - Funds positions knowing that it is difficult to hire staff
- Struggles using funds correctly
 - Using funds in a manner that serves ineligible students in an adult correctional facility
 - Supplanting (Subpart 1 only)
 - Providing supports that are not allowable
 - Providing supports that are not reasonable or necessary
 - Operating programs that are not supported by student data

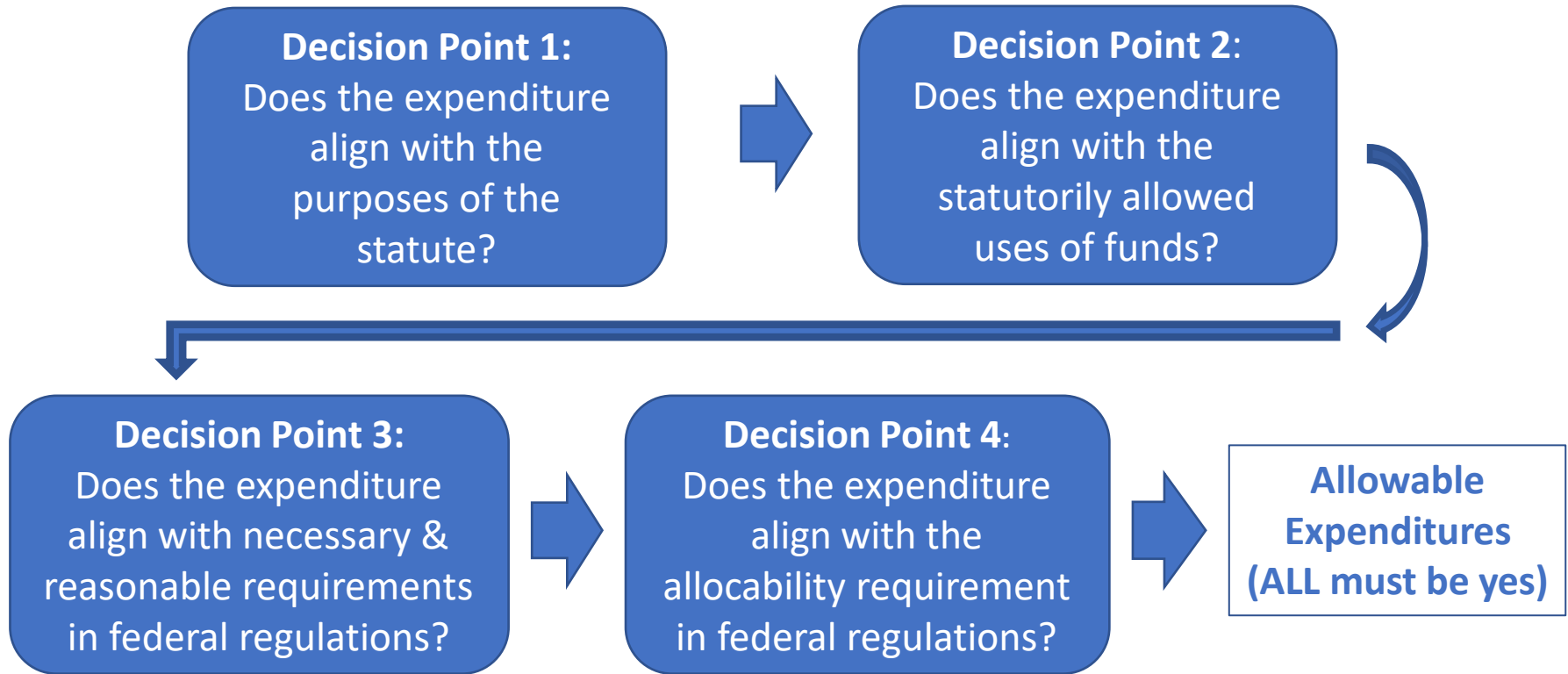


Title I, Part D Funding Periods

- ❖ Funds are awarded July 1 each year (example: FY26 funds are awarded July 1, 2026).
- ❖ Funds are available for obligation 27 months (through September 30 two years after award) (example: FY26 funds are available until September 30, 2028).
- ❖ Liquidation period runs through January of the following year (example: FY26 funds have a liquidation period through January 30, 2029).



How can you determine if an expenditure is allowable?



NDTAC Use of Funds Tipsheet: <https://neglected-delinquent.ed.gov/resources/ndtac-tip-sheet-use-title-i-part-d-funds-decision-process>



Monitoring Resources

OESE protocols and monitoring reports

<https://www.ed.gov/about/ed-offices/oese/key-documents-school-support-and-accountability>

Program website

- <https://www.ed.gov/grants-and-programs/formula-grants/formula-grants-special-populations/neglected-delinquent-or-risk-title-i-part-d>

NDTAC resources

- <https://neglected-delinquent.ed.gov/administering-title-1/monitoring-and-compliance>



Program Data: An overview



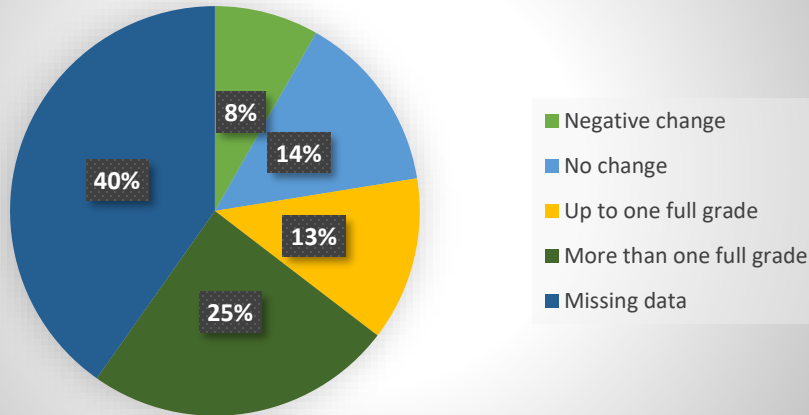
The Impact of TIPD Subpart 1

- In the 24-25 school year the Subpart 1 program served:
 - Nearly 44,000 of the most academically at-risk children and youth across 49 states
 - 51% of students were long term
 - 32% of those students had an IEP
 - 4% were identified as English learners



TIPD Subpart 1 Data - Assessment

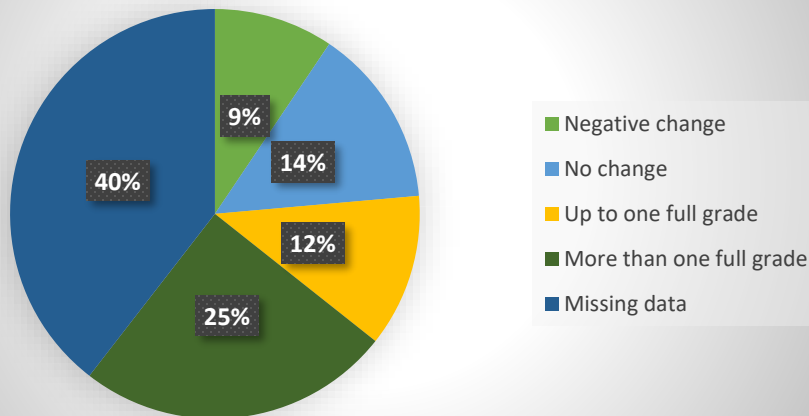
Math Outcomes All LT Students



38% of long-term students made progress in math

40% of long-term students were not given both math assessments

RLA Outcomes All LT Students



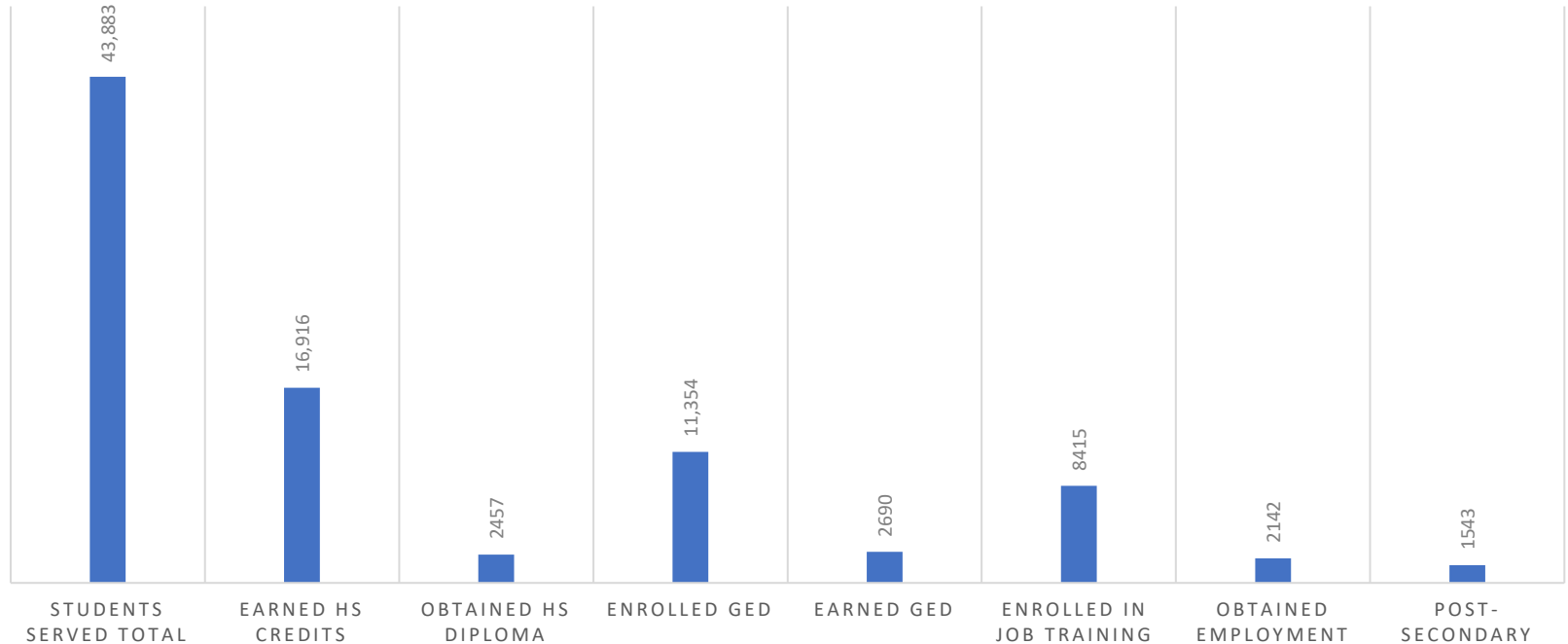
37% of long-term students made progress in reading/language arts (RLA)

40% of long-term students were not given both RLA assessments



TIPD Subpart 1 Data – Outcomes

ACADEMIC/CAREER AND TECHNICAL OUTCOMES



- 19% of students were enrolled in Job training/CTE
- 64% of students earned high school course credits or enrolled in GED



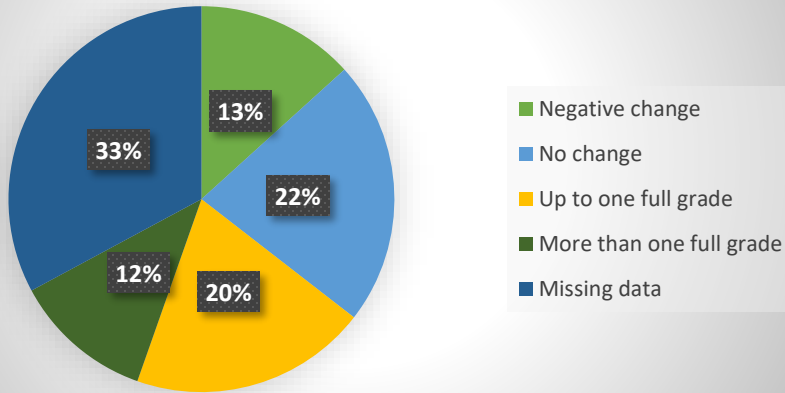
The Impact of TIPD Subpart 2

- In the 2024-25 school year the Subpart 2 program served:
 - Nearly 158,000 of the most academically at-risk children and youth in 674 LEAs across 45 states
 - 26% of students were long-term
 - 29% of those students had an IEP
 - 5% were identified as English learners



TIPD Subpart 2 Data - Assessment

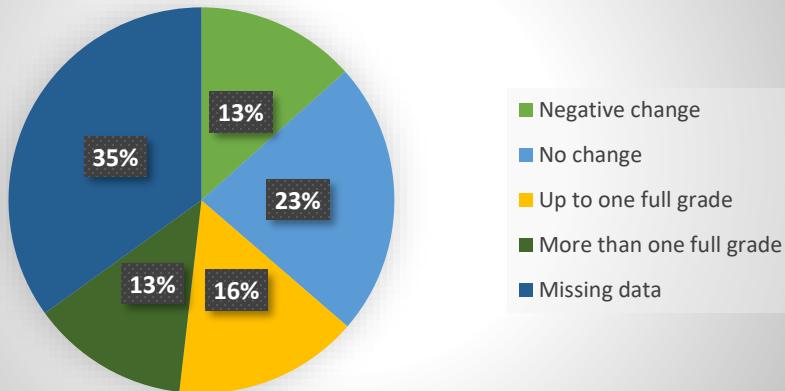
Math Outcomes All LT Students



32% of long-term students made progress in math

33% of long-term students were not given both math assessments

RLA Outcomes All LT Students



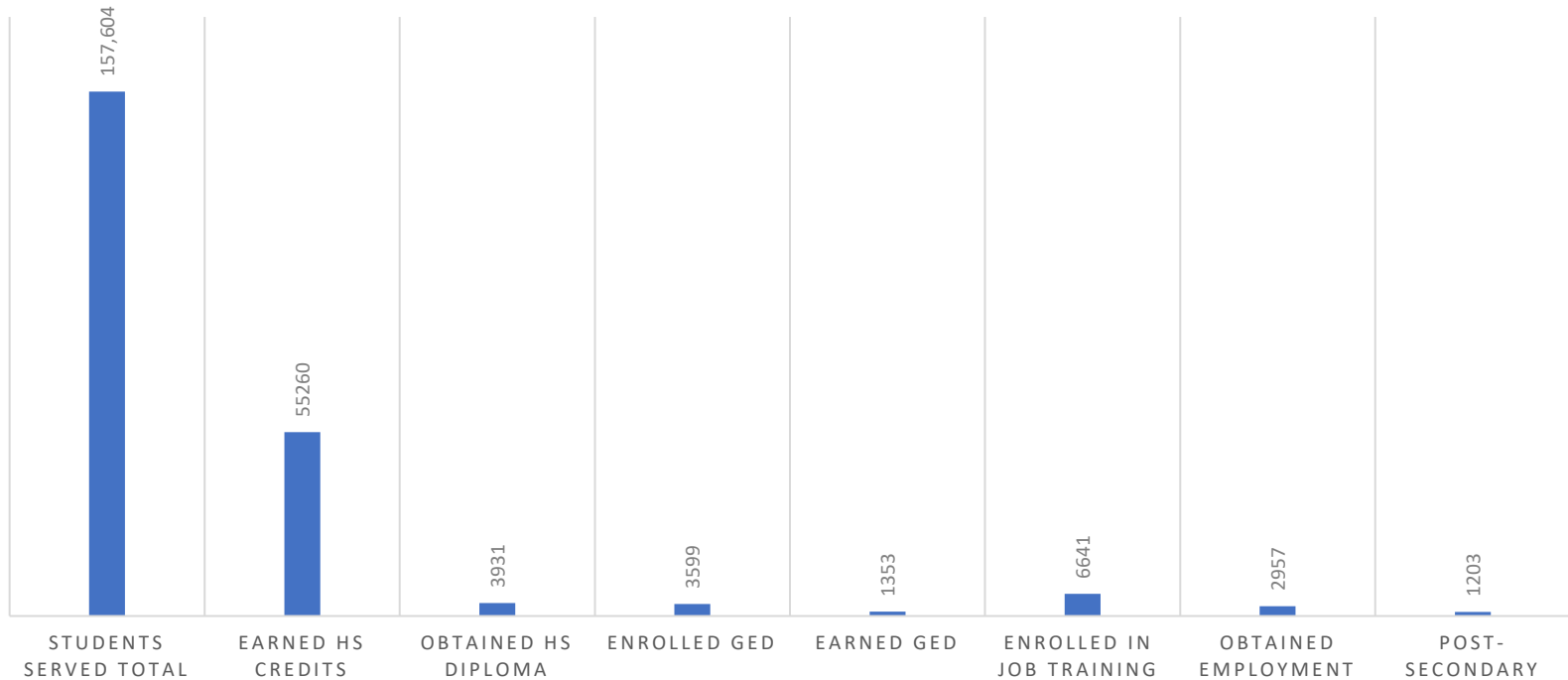
39% of long-term students made progress in RLA

35% of long-term students were not given both RLA assessments



TIPD Subpart 2 Data – Outcomes

ACADEMIC/CAREER AND TECHNICAL OUTCOMES



- 4% of students were enrolled in Job Training/CTE
- 37% of students earned high school course credits or enrolled in GED



SY 2024-25 CSPR Status Update

- CSPR (manual entry questions) closed on May 15th
- Program Office will review by May 29th
- States will have less than two weeks to submit corrected data in June
 - Not all states will need to submit corrected data
 - Important to watch for notices and work with your CSPR coordinator during this time



Proposed changes to the CSPR

- The CSPR is currently up for renewal.
- The TIPD program has evaluated all manual entry questions and is proposing to streamline the process to remove redundant data collections or data that is not specifically mentioned in statute.
- Will be posted to the federal register soon.
- There will be a 60-day comment period, followed by a 30-day comment period.



Correction Opportunity Requests

- A new correction opportunity for *EdFacts* will open from June 17- July 29.
- A correction opportunity for the CSPR will open some time in early June and close June 15th.
- The correction opportunity request template can be found in the [EDFacts Workbook](#) on the [EDFacts Initiatives Site](#).
- Additional information on correction opportunities can be found in the [CSPR user guide](#).





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For more information or any questions,

please e-mail:

TitleI-D@ed.gov

ndtac@longevityconsulting.com

