

Christina Endres, NDTAC

So, for this session, as,

As was mentioned by Christine, we are going to have some information for you, both from OBOMA and the State Coordinators Panel. So, whether you're new to Title I, Part D, or you're looking to strengthen your foundational knowledge.

This session offers a comprehensive refresher on the essentials of the program, including how Title I, Part D funding is generated.

Who it serves, what it can be used for, and how the yearly cycle all comes together.

This session then shifts into a dynamic panel conversation with both new and seasoned state coordinators, exploring real, experiences that they've had come up navigating their role.

And that includes everything from identifying programmatic priorities and building collaborations, to documenting processes for continuity and finding the purpose in your work, which is so important.

Attendees will hopefully leave with a clear command of program fundamentals.

And practical wisdom from colleagues who have been in their shoes.

And with that.

I will turn the floor over to my colleague Obioma, who I hear also has some pretty wonderful shoes.

Obioma Okogbue, NDTAC

00:01:48

Thank you so much, Christina. Hi, everyone. Good morning, good afternoon. A lot of you know me, but I will introduce myself.

My name is Obioma, I am... and we have an introduction slide, but I am a technical assistance provider with IndyTac, and also the co-director for IndyTac. I've met a lot of you in person, I've met a lot of you virtually frequently.

So, thank you so much for taking the time to actually,

Join us for the annual meeting. We know it's virtual, it's very different from how it's been in the past years, but we still appreciate you for taking the time to engage and be here today. As Christina said, I'm going to be doing, a basics 101. I will present for around 20 to 30 minutes, just basics of the program. A lot of people here

Know the program well, but it's always good to have a refresher,

And then, once I'm done with my presentation, I'm gonna queue up, a panel of great state coordinators who have decided, who agreed to talk to us today about how they do the job day to day.

And, the different ways in which they're able to implement a lot of the parts and pieces and puzzles of the Title I, Part D program. As usual, if you have questions, feel free to unmute yourself and ask, put it in the chat. I'm gonna be looking at the chat, I think.

everyone can see my slides, and you're just seeing, like, the slideshow? Awesome. Alright, so let's go ahead and begin. So, as we said, it's, you know, we're presenting basic information, but the hope is that it's going to provide you a nice reminder for some of the roles and activities, for Title I, Part D.

So, I have done my introduction, and I will move us on.

All right, so this is our agenda for our time together today. So in each of the sections that we have here, we're going to start with what is Title I, Part D, how is Title I, Part D funding generated, who is eligible to be served by this program, what the funds can be used for.

Data, then we're gonna finish up with a sacred natal glance at the cycle, and then

move on into the panel. For a lot of people who have, done a new coordinator orientation, a lot of this,

Presentation is gonna be familiar to you, but some parts of it are also gonna be new to you, and so we hope that you're able to enjoy it.

So for each of the sections that we have for the agenda, each of our agenda items, we actually incorporated something new that we just called, what are the responsibilities, your responsibilities as a state coordinator for that particular,

For that particular, role, or that particular,

section, so when you think about data collection, right, like, what are your responsibilities, things like that. We also have resources for each of the sections, and this, if I'm not mistaken, this slide deck is also already available on the website, so feel free to, download it and follow along, click through links. I know, I have

a facilitator who's going to be putting some links in the chat as well. So yeah, if you have questions, let me know if, you know, you want us to put a link in the chat to something I said, just let us know and we'll put it in the chat.

All right, just some acronyms. I know a lot of people know what these are, what these acronyms mean, but in case we have people with us who are not very familiar with the acronyms, or very familiar with the program, I

think it's nice to just have a nice grounding for what each of these acronyms mean.

So TIPD means Title I, Part D. NDAC stands for the TA Center, so the Neglected and Delinquent Technical Assistance Center.

SEA stands for State Educational Agency, SA, State Agency, LEA, Local Educational Agency, and then CSBR, which is the Consolidated State Performance Report.

So, for our session, for our time together today, we're hoping that by the end, you all will understand what Title I PACD is, why it exists, including the students that it serves, and how it's currently structured.

You will also recognize how Tide 1-party funding is generated, how we are located, from the annual account process all the way down to subgrantee awards. We also hope that you're able to identify allowable uses of funds, and how to support grantees in making those sound spending decisions.

And then to describe what the state coordinator role is in managing data, ensuring compliance, and guiding subgrants throughout that yearly cycle of Title I, Part D.

All right, so, as always, grounding. What is Title I, Part D? Why are we here? What does it stand for? So Title I, Part D is also called, the Prevention and Intervention Program.

for children and youth who are neglected, delinquent, or at risk. So that program was most recently reauthorized in 2015, under the Elementary and Secondary Education Act.

And the goals of the program, I know Dr. Avis, talked a little bit about the goals of Title IPACT, but our goal, our purpose is usually threefold. The first one is to improve educational services for children and youth who are in,

NLD facilities, so who are in neglected or delinquent facilities, so that they have the opportunity to achieve at the same standard as, you know, other students in the state who are in their home school districts. The second goal is to ensure that our students who are coming out, transitioning out of NLD institutions,

Have the tools, the resources, the knowledge, whatever it is they need to successfully transition from institutionalization back into their home school districts, back into employment, back into further education, back into the communities.

And then the third piece is to prevent youth who are at risk from dropping out, to prevent them from dropping out, so youth who are at risk, to prevent them from dropping out. And in the chance that they do drop out,

we want to make sure that they have the resources available to re-enroll into school, because as a lot of us know, right,

Education is one way that we can interrupt that, you know, justice involvement cycle.

So, Title I, Part D, as we all know, a lot of us know, it is broken down into two subparts, grants under Subpart 1 and Subpart 2.

So supplement grants go to state-operated programs, so this... when we say state-operated programs, we're really talking about state agencies that are responsible for providing free public education for children and youth-wide institutions.

For neglected or delinquent children and youth, attending community programs for neglected or delinquent children and youth, and in adult correctional institutions.

So, some of the common agencies that receive SOPAC-1 funding are usually, like, Departments of Corrections, Department of Children and Family Services, state-held agencies,

depending on, you know, how things are structured in different states, you know, a separate agency might be handling juvenile corrections, then adult corrections. A separate agency might be handling, you know, the neglected institutions, so a state can have as much as three state agencies or more, depending on how things are,

how things are arranged in your state. In some cases, too, we actually have states, where, the SEA, the State Educational Agency, is both

the, you know, the pass-through agency as the state educational agency and the, state agency. So we have cases where the SEA is the Subpart 1, subgrantee.

And for those kinds of states, we actually NSAC specifically created a resource, to help states that are structured in that way, where the SEA also acts as the state agency. So, it's available on the website if one of my colleagues,

for Mendita could put that in the chat, that would be great, but Dan did a great job just outlining, you know, the things to think about, because it can be a very peculiar situation.

Yes, thank you, Sam. Sam said Oregon is a state where the SEA is also the state agency for Subpart 1. If other folks want to chime in, if that's the... if that's how their state runs, please feel free to do that. But yes, there are separate considerations that they have that other states might not have to think about.

Alright, on to subpart 2.

Oh, thank you. All right, so moving on to Subpart 2. So Subpart 2 is for locally operated programs, and so these grants for LEAs, these are grants for LEAs who have high numbers or high percentages of children and youth in locally operated correctional, facilities.

And these could also include community day programs, as long as they are community day programs for delinquent children and youth, specifically for delinquent children and youth. And so one of the great things, actually, about Title I, Part D is that flexibility. At least under Sub Part 2. One of the great things is the flexibility for the,

SEA to actually determine the threshold for what constitutes high number or high percentage of children and youth.

In your state, right? So this is actually... this is one of the things that allows states that discretion to allocate funds, either through a formula or through a discretionary process. Again, specifically, this is under Subpart 2.

So in states where, you know, you decide to, you know, do a discretionary process or develop a threshold, right, for what you

Determined as high number, high percentage.

We would, you know, I would recommend that you document that process or that formula, just in case, you know, if you're ever monitored, audited, or, you know, for succession planning, so whoever comes after you kind of knows how to apply that formula and that, determination. But as I said, this is specifically for

So, part two. So, part 1 is by formula,

It's by formula only, so if a state agency generated account, and they submit an appropriate application, they receive their funds unless, for some reason, they decline funding. Now, if you're having state agencies who are declining funding.

Please come talk to us, come talk to Endita, come talk to Ed, so we can try to see if there's a way to troubleshoot.

To try to, you know, get our state agencies to accept funds, because in the end, them declining those funds represents services that students are not getting. So if you're ever having issues where eligible

facilities, either Subpart 1 or sub-part two, eligible stage, subgrantees are declining funding, we would like you to, you know, come talk to us. It's possible that, you know, we might

put our heads together and brainstorm and brainstorm, and they still refuse to accept the funding. That's fine. It's just, important that we try, because as I said, for every, eligible, agency, or every, yeah, every eligible subgrantee that did not... that...

refuses to accept funding. Those are services that are not being provided to our kids.

All right, moving on to how Title I, Part D is, funding is generated. And this really involves talking about the annual count and how funds are allocated, so how they pass through all the way down.

So, the annual count... the goal for the annual count is this is how we generate funds for the program. The goal is to identify children and youth who are neglected or delinquent, and

neglected or delinquent is defined by ESE. We all know the definition. And as the name implies, it's usually done every year. It's done annually,

So the annual account process drives funding for the following school year. Usually, the Title I Part A office sends out,

And Marisa, I'm gonna get... I'm gonna get to that as I'm talking about the annual count now.

So, usually the Department of Ed sends out the forms, the annual count forms and instructions in September. Usually the first, second week of September, they send it out. Around that time as well, NDTAC does, and, and office hours, where we come, we answer questions about annual count. We have people from the Title IPAD office come and talk a little bit about the annual account. We have a space for you to ask questions.

I'm hoping that it helps prepare you to prepare your subgrants for the count process. Usually, the count is due in January of every year. It's usually the middle of January, January 15, 16. It's actually in the... I think, if I'm not mistaken, it's in the law that, you know, the annual count is supposed to be submitted in January by the end of January, so...

The annual count is usually due

the middle of, January, so around January 15th, January 16th, and so that... those counts that you submit, they actually generate funding for the next school year. So, for example, the counts that we submitted, that we collected, last year in 2025, right, in fall of last year, submitted

January of 2026 this year actually drives funding, for the 2026-2027 school year, so that July 1, 2026 to June 30, 2027, it drives funding for that. So as I said, it sends out that, those,

Ed sends out those forms in September, and the numbers are due to them in January.

All right, for state-operated, programs, it...

First of all, the annual count is conducted differently for state-operated programs and for locally operated programs. So for state-operated programs, those counts are actually used to generate Subpart 1 funding.

And for... in order to conduct a count, the state agency picks one school day in the preceding calendar year to count the number of students in state-operated NOD facilities, or in state-operated community day programs.

So the important thing to remember is for students to be counted, they need to be under 21 years of age, and they need to be enrolled in a regular program of instruction that is provided by the state agency.

And there are actually our stipulation for the state agency to provide education. So if in an institution for neglected or delinquent children, so a juvenile institution, it needs to be, 20 hours a week. And if it is an adult correctional institution, it needs to be 15 hours a week.

And it just... yes, it needs to be 15 hours a week.

For locally operated programs, LEAs select any 30-day

So for locally operated programs, first of all, the purpose is to determine the Title I, Part A funding for individual LEAs, so that's under the neglected count. This is the neglected reservation. So the neglected count determines a state's Title I, Part A

neglected, determines the Title I, Part A, goes into the Title calculation of the Title I, Part A funds, and then the Title I, Part D, Sub Part 2 funding actually comes from the locally operated delinquent counts.

And so for this count, LEAs select any 30 consecutive days, one of which must fall in October, for students who are age 5 through 17, and the students need to be living in a locally operated

facility, that is either Institution for Neglected Children, Institution for Delinquent children, or a locally operated correctional facility. Now, Marisa, to your question, students who are at risk, do not generate funding, because at-risk programs are not residential programs. They don't generate funding on that subpart 2.

However, they can be served, and we're going to get to that. They can be served, but they do not generate funding. We do not count them to generate funding, unless for some reason they're in, you know, a residential program. They're in an institution for neglected children, or delinquent children, or locally operated

correctional facilities. So because they're not in residential facilities, we do not count them, they do not generate funds, but we can serve them.

I hope that answers your question.

And let me just look in the chat to see. Alright, so what roles do at-risk students play in funding?

I say, okay, Shannon put about serving as the state agency.

Oh, and Heather answered, at-risk students are not counted and do not generate funding. At-risk students alone cannot be the basis for a subgrant. An LEA must have an eligible delinquent facility or an eligible community day program. However, you can use

at-risk student counts as you determine the funding amount to give an eligible facility. Thank you for that, Heather.

Alright.

Any more questions before I move on?

Alright.

Okay

So I'm just gonna take a few minutes to explain the flow of funds for Title I, Part D, and so after accounts are submitted and calculated, they're usually allocated, and so when Ed receives the award, the total allocation for Title I, Part D, becomes available, HSC is, of course, notified of how much they've received. Again, these are based off of the counts that you submitted.

SEAs can then notify their subgrantees, which are usually the state agencies under Subpart 1, the LEAs under Subpart 2,

Under Subpart 1, once state agencies... once state agencies receive their award notifications and, you know, they've been approved, through the applications, services can then... they can then begin to provide services, right?

to, their facilities, so it could be, you know, neglected or delinquent institutions, adult correctional institutions, community day programs.

And then, on that subpart 2, once LEAs receive their awards, services can then be provided to eligible facilities within their boundaries. So these facilities could be, you know, institutions, for delinquent students, adult correctional institutions, or community day programs,

community programs for delinquent students, and then you can also run an at-risk program. So this is where the difference is. At-risk students... students who are at risk cannot be counted, but they can be served by Subpart II funds.

Alright.

And just a little bit about how, you know, facilities, or rather, how school districts, how LEAs can decide to run, an at-risk program. So, for example, if an LEA gets an allocation of \$60,000,

You know, as a result of a locally operated correctional facility within their boundaries. But then, you know, they talk with the facility, and the

facility says, hey, these are all of the things that we need. You cost it out, you find out that, you know, it's only going to cost \$40,000, and you have about \$20,000 left.

the LEA is allowed to have a conversation with the

correctional facility to say, hey, you know, based off of your needs and our conversations, these are all of the things that you said you need,

And, you know, we're able to meet all of these needs, and we still have a little bit of money left over. We would like to use these funds to run an at-risk program in one of our local schools to meet... to ensure that, you know, students who are at risk don't end up in correctional facilities, and, you know, you can have that conversation, and then they agree, and then you can go ahead and

use those funds. The important thing to remember

is... excuse me, the important thing to remember is that,

Funds to students who are at risk, or services to students who are at risk.

Cannot, cannot impede services to students who are in correctional facilities, or students who are returning from correctional facilities.

So that's an important thing. It should not have a negative impact on those programs. And so, if at any point you're interested in helping any of your LEAs, develop an at-risk program, please feel free to reach out to us. We're happy to help you think through what that could look like.

All right, I'm going to move a little bit faster. So, these are just the outline of the roles as a state coordinator, thinking about annual count and allocation, so supporting state agencies and LEAs with, you know, identifying eligible institutions, providing training and technical assistance on how to do the count.

working with them to pick a count day or window, collecting and reviewing that data, submitting that data, responding to Ed about questions, when they send you questions about the annual count.

include annual count compliance as part of your monitoring, and ensure funds are allocated appropriately.

And these are just some resources.

Alright, talking about eligibility to be served..

So for Subpart 1, as we stated earlier, only state agencies are eligible to receive subgrants. So a state agency is a government agency that is responsible for caring for and educating the students, and so in order for them to receive a Title I, part of Subpart 1, subgrant, the state agency must

Operate, must run, a state.

neglected and delinquent institution, or community day program, or adult correctional institution. We said, you know, examples at Department of Corrections, Department of Health and Human Services, depending on how your state

Is set up.

So, on NASA Part 1, these are the requirements for a student to be eligible to receive services. So they need to be 21 years of age or younger, they're entitled to education up to grade 12, and they are enrolled in a regular program of instruction. If you remember.

When we're talking about annual count, we had that requirement for 15 hours in an adult correctional facility, 20 hours in institution for neglected or delinquent children and youth. So that shows up here. Again, students need to be enrolled in a regular program of instruction.

I do want to just note here that a child can be served, even if they were not included in the annual count. And also, not all children

Who are counted,

most receive Title IPD services, depending on what needs arise. You know, if your state agency conducts a needs assessment and says, hey, we have more needs in these two facilities versus these other two facilities, they can then decide, reach out to you, make a justification, and decide to direct all of their funds to the facilities with the greatest need.

All right, for Subpart II, eligibility, for an LEA to be eligible to receive SPAR 2 funds, they must have an eligible locally operated correctional facility within their boundaries, and it could also be a community day program, that is,

for the primary purpose of delinquent, serve delinquent children and youth within its boundaries. So, when an LEA receives a Subpart II subgrant, then, at that point, depending on how things happen, they can then decide to run an at-risk program. So the only,

LEAs that can run at-risk programs are LEAs that are already eligible to receive a Subpart II subgrant.

And I'm just gonna note here that,

When we say Subpart 2, we are specifically... Subpart 2 specifically serves delinquent facilities, locally... serves locally operated delinquent facilities. Locally operated neglected facilities are served through a Tit 1, Part A, neglected reservation.

So, students are eligible to receive services under Subpart 2. They have to be 21 years of age or younger, and they reside in locally operated,

correctional facilities, children and youth who are returning from correctional facilities, and children and youth who are at risk.

So, the roles as a state coordinator, is, you know, as usual, we're always encouraging you to conduct an eligibility review, if you can, yearly, annually, because we know things change, and, you know, these are some possible documentations that might make those eligibility reviews easier. Charter, mission statement licenses.

Ensuring compliance with federal requirements, providing training, and including eligibility checks as part of your monitoring system.

And these are just some resources around this.

All right, moving on to what Title I Part D funds can be used for. So Title I Part D is actually quite flexible. It can be used, flexibly across

It's quite flexible across both subparts. So it can be used to hire additional supplemental teachers or staff for the Title I, Part D program, it can be used for PD, it can be used to purchase supplemental educational materials, it can definitely also be used for transition services. So these are the separate things that it... things that it can be used for Subpart 1 and Subpart 2.

For Subpart 1, just a thing to always remember, there is a supplement, not supplement requirement, and there is also a requirement, a transition reservation requirement.

So you need to reserve, state agencies need to reserve between 15% and 30% of their total allocation to go towards transition services and activities.

On that subpart, so there is no specific supplement not supplant, but as usual, we encourage, we always encourage supplemental use of, Title I, Part D funds.

So these are just some examples of transition services, that we've seen. CTE education,

Tutoring and monitoring jobs, shadowing parental involvement activities, reentry programs. These are just a few examples, and I'm sure you have more. Feel free to put in the chat if you know of, you know, some great, nice, innovative,

transition services and activities that you see with your subgrantees and your facilities, I'm sure we would all like to get, you know, new ideas, so if there's anything you want to share in the chat, please go ahead and put it in the chat.

All right, one question that I'm sure a lot of you get, and then we also get it at IndyTalk and END, is a question of, is this allowable? Can I spend my funds on this? The most important thing to remember is that, you

know, it should be allowable, but it should also meet the federal cost principles of reasonable, necessary, and allocable

And these are just some questions that you can ask when you're evaluating, use of funds request. So, does it align with the purpose of the statute? Is it allowable? Is it reasonable? Is it necessary? And can we allocate it to Title I, Part D funds?

Again, thinking about role as a state coordinator, so is supporting your state agencies and your LEAs to identify allowable uses of funds, reviewing and approving, the applications and the budgets, ensuring expenditures are

Reasonable, allocable, necessary, providing training and technical assistance, as always, conducting

fiscal monitoring and checking expenditures for compliance and program quality. I do want to take a quick moment to note here, I know a lot of people know this, but just so it can be said,

I should have said this when we were talking about allocability. So, Subpart 1 funds cannot be transferred to Subpart 2, and Subpart 2 funds cannot be transferred to Subpart 1. I know sometimes, in the past, we got a few questions about people saying, hey, you know.

most of my... my subpart 1 agencies are not using their funding, can we move it to Subpart 2? So...

they are separate funding streams, so they cannot be moved. Subpart 1 is for Subpart 1, subpart 2 is for Subpart 2. If you do have situations where either of your subgrantees are not spending down funds, and you want to talk about reallocation within

the subpart, so maybe one state agency is not spending, and you want to think about reallocating to a different state agency, please feel free to reach out to us. We're happy to talk you through that process and what that could look like.

And I think we actually have a resource around fiscal management on the website, if I'm not mistaken.

All right, these are just some resources to help out with, kind of, what we just talked about on use of funds.

All right, what about data? So, data collection, review, and news is a very important part of Title I, Part D. I'm not going to address it extensively, because we're going to be spending a lot of time... I'm actually not going to address it at all. We're going to be spending a lot of time talking about it extensively on Wednesday, and I'm looking forward to that session.

So, just some core systems for administering Title I-party systems that kind of make the work easier, to data collection systems, eligibility review systems, subgrant application and fiscal management systems, monitoring protocols.

communication structures with subgrantees. If you find that you, you know, you do an assessment of your systems and you find that you're lacking any of these, please reach out to your taxier liaison. We're happy to talk to you, to

provide individualized technical assistance to help you, you know, understand how to build out some of these things and what that could look like. We're happy to reach out to other states to get you samples of what they are doing, just so that you don't have to start building from scratch.

And these are just some resources around that.

And in June, we're gonna be actually also, in addition to this session in June, we're gonna be having a session on, data, yeah. In June, we're gonna be having a webinar, actually, on data that Kristina is going to be leading, and I'm sure you all are gonna enjoy it. All right.

I'm going to move on to talking about the state coordinator annual cycle at a glance. So these, again, these are just suggested timelines. Your state might adopt a different schedule based off of what works for you. That's fine. If you don't

specifically match up and align to this, that is totally fine. It is not a problem.

So, this is just... you can see the, the legends on the side. So, green is for coordinated action, blue is for ED action, gray is for subgrantee action. And so, in May, we have ED preparing their funding tables based off of the annual count.

And for the state coordinators, they are releasing their Title I, Part D applications,

I just want to note... I'm going to note a few key things here. In June, this is when, the... actually, the Title I part, the data cycle ends. So the data cycle is

July 1 to June 30. So this is when the data, the annual data cycle ends in June. And so by the time the data cycle ends, you should already have plans in place.

to collect, review, that data to follow up about incorrect data. We're hoping that you're doing that, you know, in the periods of July and August. At the same time, you're also preparing for the annual count, because we know that those forms get sent out to states in September.

And then around that time, too, you're also providing...

Around that time, you're also providing,

You're also providing training and technical assistance on how to submit the data, on how to submit the annual count, how to collect it, hopefully also using that opportunity to do eligibility reviews as the case presents itself.

And then in January, you're submitting the annual counts to Ed. I'm spending time verifying that the data that was submitted via CSPR and EDFACS that are correct, so that data that was submitted for that is correct, and then you're reporting that data

to ED in February data for EDFACTS and CSBR. In March, you're updating and preparing your Title I, Part D applications, and then in April, we have ED announcing the preliminary awards based off of the annual count.

So, Barbara asks, when typically are the file specs updated? Heather... Heather can put a... Heather, if you have a response to put in the chat, please go ahead.

All right, and this is just a worksheet. We created this worksheet for you just to kind of provide a visual map. You can find this document in our annual meeting webpage under the basics one-on-one session. So to use this worksheet, you just need to identify the months when your own Title I-party activities take place.

So you just mark those months by either filling a cell with a background color or typing an X.

And so you can do this for every activity that you have, right? You have data collection, reporting, applications, monitoring. Additionally, on the worksheet, you can use... there's a second page you can use to map tasks that are associated with each month. And again, what we have on the slide, this is just suggested timeline.

things can change for you based off of how things work in your state. Some of these dates might change based off of if, you know.

The federal button timeline changes for some reason.

All right, so this is just... if you have any questions, please feel free to stay in touch. Email us. Go ahead.

Christina Endres, NDTAC

00:34:09

Obioma, I'm so sorry. There was a question that came in that I wanted, you were in your flow. I was not going to interrupt your flow. And so, we had a question that came in that says, our state defines delinquent youth as 12 to 18 years old.

Can we serve, can we still serve youth under Subpart 1 in adult correctional facilities up to 21 years old?

Obioma Okogbue, NDTAC

00:34:34

Yes.

Nick, yeah, sorry, let me just find that question.

I... I cannot say the question. But yeah, so the question is, so youth in adult correctional facilities, and they're under 21, can they still be served by Title I, Part D funds?

Christina Endres, NDTAC

00:34:52

Correct, yeah, and Darren actually just copied and pasted it over to the chat for us, too.

Obioma Okogbue, NDTAC

00:34:56

Thank you.

Christina Endres, NDTAC

00:34:57

So you can see it.

Obioma Okogbue, NDTAC

00:34:58

Yes, yes, our state defines delinquent youth as 12 to 18. Can we still serve youth under subpart 1 in adult... yes, yes, you can. Yes, you can serve them up to 21, in adult correctional facilities.

Alright.

So, if you have questions, please feel free to reach out to us, any tech at Longevity Consulting, always ceases the Title IMP at the inbox, and, all of you know your state liaisons. If you don't know your state liaisons, just

put it in the chat, and your state liaison will tell you, I am your state liaison. But most of you should know your state liaison, and you should have their email address, so feel free to reach out to them. We're always happy to answer questions, and always happy to meet.

And I will stop talking and pass it on to Dave for the next part of our session. Thank you all so much.

Kristine Chan, NDTAC

00:35:46

Thanks, Obioma. I'm gonna slowly pin our panelists on the screen.

And Obioma, you'll just remain there for one second for us.

Okay.

Take it away, Dave.

Dave Coffey (NYSED)

00:36:11

All right, well, thank you, everybody.

For the purpose of sort of giving some

personal experience and information about a lot of the things that Obioma just shared with us, we decided that, you know, a panel discussion

would be... would be helpful for everyone. So, I am going to start introducing myself, and then our panel will go around, they will introduce themselves, and, and then we're going to start with some questions, and share some experiences, etc. So.

My name is David Coffey. I'm with the New York State Education Department. I've been with the department for about 7 or 8 years. Before that, I taught high school English for about a decade, a little bit more than a decade. I've been in my role as the Title I, Part D State Coordinator for 2 years now.

And, you know, one of the things that we're all going to share when we introduce ourselves is...

one of our proudest accomplishments that we feel we've had in... as a state coordinator, and I would have to say that one of my proudest accomplishments was

actually answering some questions and helping out other state coordinators with information that they needed, or they were asking, because when I took over, and so many people shared this experience, I feel, with Title I, Part D, because there's very little... there's very little that's really like it. So when you take over this position, as a state coordinator.

you're kind of in new ground, right? And you're kind of figuring everything out yourself, and there aren't that many people around you who, you know, in my experience, as well as others who I've spoken with, there

aren't that many people who know it that well around you, and all of a sudden.

you know, you're the state expert in it, and and it's very daunting, it's scary, and you think to yourself, am I ever going to understand this? And when it came to the point where I was actually able to help out some other, less experienced, newer court state coordinators, that made me feel like, oh my goodness, I actually kind of understand some of this.

Not close to being an expert, but

But I'm... I've grown a lot from where I started. So, I'm just gonna go around clockwise as I see it on my screen, so I'm gonna ask Emily to introduce herself.

Emily Kesler

00:38:43

Hello, everyone. My name is Emily Kessler. I'm the State Coordinator for the Idaho Department of Education. So, I support Title I-D, as well as the McKinney-Vento program, so the Education for Homeless Children and Youth.

I've been in this position for a little over 3 years now.

So I still feel like I'm still very new and learning every day.

Dave Coffey (NYSED)

00:39:13

Thank you. Tina?

Tina LaChelle

00:39:17

I'm sure. Hi, good afternoon, everyone. My name is Tina Lachelle, and I serve as the Title I, Part D State Coordinator at the Maryland State Department of Education. In addition to supporting Title I, Part D, I am the Title I... I am a Title I, Part A point of contact.

I've been at the agency since June of 2023,

And prior to this, I've served in education for over 25 years as a classroom teacher, department chair, assistant principal, and have moved on to the state level.

Dave Coffey (NYSED)

00:39:48

Tina, do you have a greatest accomplishment as a Title I, Part T State Coordinator?

Tina LaChelle

00:39:55

I do.

Dave Coffey (NYSED)

00:39:56

I'm putting you on the spot here, I know. I didn't do it to Emily, but she's so new that I, you know..

Tina LaChelle

00:40:00

Sure. I'm still learning, still evolving, but one of my greatest accomplishments, I've worked with our state agencies, and over the past few years, we've been able to.. I've been able to provide them technical assistance, and the state agencies have spent down their funds for FY23,

And they're tracking for FY24 within the next couple of months to complete spend down. That was a major accomplishment, because when I started the role, the role was vacant for a while, and so some of their invoicing was delayed on their part, and so it took quite a bit of relationship building.

and intentional planning, technical assistance, but I'm very proud that these state agencies have gotten on board and have spent down these funds, and so that would be something I would consider as a great accomplishment.

Dave Coffey (NYSED)

00:40:48

Thank you, that is an accomplishment.

Nathan.

Nathan Hickman (CO)

00:40:55

Hey everyone, my name is Nathan Hickman. I'm the Title I, Part D State Coordinator for Colorado. I also work on our Title IV program within our federal programs and supports unit, and then I'm also on our monitoring team, where we monitor,

for all Title Program funds through our consolidated application.

Yep. In terms of, I'll also just give real quick, my biggest accomplishment, was, really revamping our eligibility processes and how we gather data, for those. It's not perfect by any means yet, but we've added

now multiple touchpoints to where we're evaluating, the eligibilities of our facility.

And... and able to see that kind of at multiple points throughout the year, instead of just at one time, like, through CSPR or in the application.

Individually.

Dave Coffey (NYSED)

00:41:46

Wonderful, thank you. And Daniela?

Daniela Romero

00:41:50

Hello everyone, my name is Daniela Romero. I work for the New Mexico Department of Public Education. I've been in this role now for a little over 9 months, but I've been with my state agency for 4 and a half years.

I'm a former educator, I've taught high school, elementary level, kindergarten level, and then I came to the state. I also helped to oversee Title I, Part A on the Equitable Services Ombudsman.

work with Title I, Part D, and also, Title V, Part B, so Part 2, rural low-income schools. And just about my biggest accomplishment, I kind of came on as a state director, and we had a bunch of

federal findings that we had to address, and that was kind of how I jumped into this program, and we were able to successfully clear all of our findings, so that would be my biggest success.

Dave Coffey (NYSED)

00:42:44

Well done, that's great. Alright, Emily, I didn't want to rob you of the opportunity to share your biggest accomplishment, but if you don't...

One to that spot.

Emily Kesler

00:42:57

Sure, so... I don't know if it's really big, it sounds really basic, but it's really...

I think, just in the last year or so, just really having a firmer understanding, around the relationship between evaluating data goals, planning, and budgeting, and then be able to develop guidance to help our subgrantees.

So that they can be more intentional about their efforts and make meaningful impact.

Dave Coffey (NYSED)

00:43:31

Excellent, thank you very much. So, I think what we heard is a large range of accomplishments that would be familiar to a lot of people who are working in this program. Spending down funds is

That's big. And I always, you know, I get those emails from Heather every once in a while, saying, hey, you haven't spent on these funds.

You know, and you feel bad, right? Exactly.

Developing multiple points throughout the year to determine eligibility is big, and Danielle coming in the middle of a review.

And being responsible for what people before you have done, that's tough. So, everyone, thank you very much for sharing that. I'm going to start with one of our first questions.

For the panel, and that question is, what was the biggest challenge for you as a new state coordinator, and how did you overcome it?

So that's open to anyone on the panel.

Daniela Romero

00:44:36

I can go ahead and start.

I can say, and I'll be completely honest here, that for a while there, like, it was really hard for me to wrap my head around Subpart 1, subpart 2, just the basics, just to jump into it. I think that was one of my biggest challenges in really separating the requirements of how we present that here at the state level.

And like I said, when I had all of those... we had all of those findings really just going, you know, feet first, figuring out everything, all of the requirements, and that was the biggest thing, to just

figure out what is the definition between the difference of these two different programs, how do I approach it, how do I make sure that we're meeting the requirements for each?

Dave Coffey (NYSED)

00:45:20

Yeah, they're two very different programs, and when you're first learning about this program as a whole, from my experience, I would kind of cheat

and just, you know, try to understand it from as general a perspective as I could, which... which...

could trip you up with understanding the differences between the two. Were there any tricks or anything that you did to better understand those two, or was it just an experience taught you the differences?

Daniela Romero

00:45:49

Honestly, I use a graphic organizer, where I just had subpart 1 and one column subpart 2, and I put, you know, schools and, you know, state agencies, just... and kind of putting little bullet points of what are the main differences. That just gave me a good starting point, because when I was addressing all those findings, where does this fit with subpart 1? Where does this fit for subpart 2? And for me, I'm just a little bit more of a visual learner, so to have that definition of just showing

me, the literal light in the middle. Here's the difference between the two that really helped me.

Dave Coffey (NYSED)

00:46:20

Absolutely. Absolutely. I love it when we as educators and teachers practice what we preach, right? We know how we learn, we know how we understand things. Graphic organizers are great. Anyone else about the biggest challenges that you faced?

Tina LaChelle

00:46:35

Sure, I can jump in.

One of the biggest challenges I faced as a new state coordinator was getting into the schools and the facilities for on-site visits. There were just ongoing scheduling barriers on both sides. It was difficult coordinating just those multiple agencies, and it was just actually difficult to get my feet and get them to allow me to get into the buildings. So, I believe much of that came with building relationships.

I have to go back to that. That started with building relationships, transparency, having those courageous conversations, but over time, I noted that once I began planning out months in advance to visit the facilities, being very intentional, blocking that time on my calendar, giving them opportunities to go in and schedule when they were just a shared calendar, where they were available as well.

giving several dates in advance, right? Because things can come up, so they would give me several dates as well. So what I did, I aligned their

monitoring visit with a school visit, and so in essence, I would go out, I still do this now, go out, I visit the school, so I do a school visit with the principal, walk through, look through classrooms.

look at the implementation of Title I, Part D. You know, it's very different when you see on-site versus just lifting it off paper. And so I was very clear, though, the on-site school visit was not part of monitoring, it was just me having an opportunity to see the programs being implemented in the Title I, Part D use of funds. I gave the principals an opportunity to share their feedback, and so I gave them a survey in advance of

the visit, where they just answer some general questions. And again, just in a non... not in a monitoring way, but allowing them opportunity to speak to their program. The afternoon monitoring visit was then, of course, with the grant manager, and then giving feedback about the monitoring. So, the biggest challenge was definitely getting into the building, but the relationship building, planning out, giving them multiple dates and opportunities.

I think became something that I'm still using, and it gives opportunities to really get into those school buildings and see Title I, Part D funds put to use.

Yeah.

Dave Coffey (NYSED)

00:48:44

That's wonderful, and I notice... I've always found when I do monitoring, I need to set up... I need to schedule meetings with both LEAs and facilities and different representatives, and everyone's as busy as everyone else, and that's so hard.

I'm tending... I'm noticing there's a theme with you, Tina, and that is building relationships. And it sounds like...

Have you found that building relationships in one area helps you with others?

Tina LaChelle

00:49:15

Absolutely. I think that's like that in any area of life. It's very difficult to push forward any form of lifting a program or with anything without building those interpersonal relationships, and that takes time, but also with that has been ongoing technical assistance. So the relationship building has come with me saying, hey, let's brainstorm. I see that you're really struggling with use of funds here. How about we jump on a call? I have some ideas, let's talk through it.

And so it was those informal technical assistance, but they're formalized. But in a way that says, let's unpack this.

Let's talk through it, right? Let's course correct, right? Let's... why don't you consider amending this here? But providing them resources and follow-up. I think through those intentional conversations, the relationship building started.

And we just build upon that, touching base with them, checking in with you, bringing in some office hours, just drop in if you have any questions. It definitely takes time, but yes, without a doubt, Dave, those relationship building, intentional skills come in handy, because we're gonna need to monitor, we're gonna need to come out, we're gonna have to talk about these use of funds, so the relationship

It matters. It matters when this works.

Dave Coffey (NYSED)

00:50:23

Such a good point, because you're going to have to have difficult conversations, and it helps when you've built a relationship before you do that. That's wonderful.

Great, let's go on to, to another question. The next question we have is, what resources or tools did you find most helpful in learning your role as a new state coordinator?

Nathan Hickman (CO)

00:50:49

Jump in here.

I think the biggest ones are some of those that Indack provides us, so I use, like, the shopping list constantly. I refer to the eligibility checklists, for actually for both Title I, Part D and Title I neglected in terms of having facilities see that in front of them and see, hey, here's what we're asked at the state level.

can you show me evidence of how you meet these definitions at your local level? So that they're seeing those things, kind of like I talked about in some of the accomplishments for Colorado, too.

embedding that within the CSPR and within the annual account form, and within the consolidated application, so that they're seeing that multiple times a year, and just have a handle on what those resources are.

We've also gone through the monitoring protocol provided by USDE to kind of shore up Colorado's monitoring processes. We, again, we're a consolidated application in Colorado, and so we monitor LEAs for all of

their title funds, including Title I, Part D, and so it's been a little bit of work to, you know, how do you integrate Title I, Part D monitoring, you know, that long list of protocols.

into something that's usable for an LEA when they're going through the monitoring process that's not,

you know, over-ambitious or too demanding on them, but that gets to what we also need to know at the same time. And so some of those resources that have been put out have just been really helpful in us getting a handle on that.

Dave Coffey (NYSED)

00:52:16

I find it interesting that you said that you share some of those resources, with the...

organizations in your state that you're working with, so that they... they themselves can see. Is that... did I understand that correctly?

Nathan Hickman (CO)

00:52:29

Yeah, absolutely. I mean, because we don't, you know, we don't want to be withholding of anything, we want everything to be transparent and above board, and so when we can provide resources, you know, that we're receiving for our own monitoring.

and share, like, how does this apply to you at the LEA level, then we're kind of all in alignment, and can see the reasoning for why we're asking what we're asking, instead of just being some, you know, overbearing state agent bureaucrat.

Dave Coffey (NYSED)

00:52:55

You know, and that's such a good point, and it goes back to something Tina had alluded to, that there will be time for difficult conversations, and sometimes when you are monitoring or doing things like this.

it does help to say, it's not me, it's USDOE, you know? Throw them under the bus. They always said that they're willing to let us do that. So, but really, that's, that sort of transparency, and open relationships is wonderful.

Anyone else? Any other, resources or tools that you have used or are using that really helped you when you began?

I'm gonna jump in and just say that... hang on, I'm sorry, Emily, I'll get you one second. The very center of my web browser and my bookmarks is the Title I, Part D statute. Front and center, I go to that. I've read it a thousand times.

I still open it up and look at it every single day. Sorry, go ahead, Emily.

Emily Kesler

00:54:02

I was just gonna second just those must-read resources on NDTAC.

for new coordinators, I still go to those, and that's bookmarked on my... on the top of my, browser, and so it's just handy just to have that. And then, and then just printing some of those resources and the guidance.

that's there, and having a Title I-D binder, especially for those who support more than one program, it's really nice to have all that information consolidated and separated, for each program, just to help organize.

Another, thing that was really helpful for me when I first started, because there wasn't anyone at the department that understood Title I-D or was familiar with that at all, so all of that institutional knowledge left with the previous person, and so I really leaned heavily on NDTAC,

Our program officers as well. And then also, I was matched with a mentor, a more experienced state coordinator, and that was really helpful, because then they could kind of talk through, you know, just some of the daily questions that come across our desk.

Dave Coffey (NYSED)

00:55:18

Yeah, the IndyTac is great, and it's... it's really wonderful working with everybody. You know, I know... I think one of my first goals when I first went down to Washington, you know, hopefully someday we'll be able to do this in person.

was I said, I hope one day I can be as confident in this as David Salami is. Is it... did I say it right?

he just struck me as, like, man, that guy knows what he's doing, he's got all the confidence in the world. But so many other, relationships that I've made over the time, you know, with the people here, it's really... it's... it's... it's special.

And it's... it's helpful as well. Again, there's that word, relationships. Wes, as well, in Kentucky, great. Someone I've leaned heavily on. Okay, one... one more... I shouldn't say one more. Next question.

If you could go back and give yourself one piece of advice as a new state coordinator, what might it be?

One piece of.

Nathan Hickman (CO)

00:56:22

I would just say getting as much of that historical documentation as you can, like, when you start, I think..

one of the things that was so overwhelming when I started was just understanding internal processes, within Colorado, because, you know, as we all know, like, each state has their own nuances, their own laws, and so it just took me a while

to get a handle on that, and I think I probably could have maybe pushed my own internal department for a little bit of more support in that area. But, you know, you're being pulled in all directions at all the time, so you don't know what you don't know.

But just asking for that documentation and just really taking more time and putting off other things that maybe aren't as important to get a handle on, how your state does things. And then getting a process document ready for everything you're doing, and correct it as you go, was something I think I would have done.

Dave Coffey (NYSED)

00:57:16

Great advice, that there's... There's only so much

that our fellow state coordinators can help us out with, right? Because then, every single state

has its own program and its own organizations, and there are lots of square pegs, round holes, when it comes to facilitating a Title I, Part D program. When I say that, theoretically, you know, from the statute as it was written, it was written with this concept of

you know, almost a singular way of these programs existing throughout the country, and it's not that way at all, so... And there will be challenges. Emily mentioned that she had very little... all the institutional knowledge was gone, so I think that's, you know, that's a great example of

Tapping into whatever you can get, whatever information you can. Who else?

Daniela Romero

00:58:12

Following up on what Nathan said is, I think, a big thing was.

making sure our internal processes here at the state match what the federal guidelines were. I think part of the issue was

So, for so many years, the state was doing it this way, this way, and yes, it's been done for quite a few years, doesn't mean that it was done correctly, or that it met what we should have been doing. So, I think just really looking back and making sure that everything matched up was really important.

Dave Coffey (NYSED)

00:58:43

Very good.

Tina LaChelle

00:58:45

I think if I can go back and give myself a piece of advice, I would say to plan for change, and what I mean by that is there was... there has been quite a bit of turnover at the state agencies with the people that manage my grants.

What I would have told myself was, hey, record those technical assistant calls, because you're going to do those again. You're going to do them again and again, and create a database or resource for them so they can go in. So now I find myself redoing those technical assistant calls because of the turnover. So now I'm documenting, I'm recording, and when we get the new folks in, because that's part of life, like, change is a part of life.

Then I have this resource library of information that I've already disseminated, and not saying I'm not going to give live technical assistance, but it gives them, like, a resource bank crash course of information that I've already given, and so I definitely would have done that, and so now I know better, I do better, and so I'm recording the sessions now.

Dave Coffey (NYSED)

00:59:43

That you know better, you do better.

circle. Taking that little extra time after you finish the job to...

document it, or codify, or anything is going... you know, 5 extra minutes now will save you an hour tomorrow. You know, it's a lesson no matter how many times I learn, it's... you know, I still need to learn it a little bit more.

But that's great, thank you. Alright, next question. How would you describe the Title I, Part D program in your state when you started

Versus now.

Daniela Romero

01:00:26

I think, for me, our program was a little, you know.

hate to use the pun, but it also neglected itself, the program, it just...

the effort, the time wasn't being put into it, it was staffing issues, there was a lot of... a lot of things that surrounded it, but...

I think just looking at that now, it was that... it was a little bit disorganized because we didn't really have the staff, and the staff that we did have here, all of that institutional knowledge, like other people had mentioned, just went away, and it was...

just kind of all over the place, so really, it was just trying to organize it to what it is now. Just really...

looking at the NDTAC resources, making our internal calendars, making sure, looking 3-4 months ahead of time, even starting now, on what we need, just to make sure that we're meeting those compliance.

Dave Coffey (NYSED)

01:01:17

So, that's great. So, you have seen a lot of, I guess, growth within your office in terms of it's more organized, it's more scheduled. Have you seen that translate in the field?

With the... with the facilities.

Daniela Romero

01:01:36

I think so. There's definitely been more communication. I mean, actually, monitoring visits hadn't been done in a really long time, so we actually got to go out, and it was, like, was mentioned earlier, it was really informal.

I'm overseeing this program, but I've never seen it actually in person, and what does that look like? So, I think there's been a lot more communication, a lot more openness, especially, like, with our LEAs.

just to kind of see what they're doing. They're able to reach out more and ask questions and know that we're here available to provide technical

assistance, so I have seen a change, definitely. It's that relationships, again, that you mentioned earlier that we're really trying to rebuild.

Dave Coffey (NYSED)

01:02:18

So, you said something here that really stuck out to me, kind of, like, you know, resonated with me. You said.

Essentially, you'd go on monitoring visits.

And...

Did you feel sort of insecure on those as a new coordinator? Because I know I personally would have to go into these monitoring visits, and the idea is I'm monitoring a facility. I don't feel like I know it as well as they do.

Daniela Romero

01:02:47

Definitely, for sure. There was a little apprehension, you know, on mine and my coworkers' partners. We had no idea. It's one thing to see it on paper, it's another thing to see it actually in person and seeing it go through, so I was a little apprehension about it, I think, but after, like, the first or second visit, we're like, oh.

now I know what to expect. Now I know what to look for, now I know a little bit more of the questions that I should ask. I... I know what kind of paperwork I should bring to... to help them with, hey, here are your basics, kind of a thing. So it was,

it was a learning curve. I'm not gonna say that, you know, our program is perfect, but we're definitely a lot... in a lot better place than when we were, and just those visits really helped me get an overall sense of what our students need in these type of facilities.

Dave Coffey (NYSED)

01:03:34

And keeping a student-centered is so important, I'm glad you said that. So, for the state coordinators, new ones who are listening, you're going to feel apprehensive, you're going to feel anxiety, we've all been there. You go through it, and it is challenging. But you'll... you'll persevere, because, you know, I had a similar experience

those monitoring visits made me... that's where I learned the most.

And I would say if any piece of advice I'd give to anyone in that similar situation is.

Don't be afraid to say, I don't know. You don't want to say, I don't know, but never be afraid to say, I don't know. Please allow me some time to get an answer for you. That's... I think that's an empowering, statement, really. So, who else can tell us about how the Title I, Part D program has changed?

in your state.

Emily Kesler

01:04:33

For... in the beginning, I was just...

focusing really on just the nuts and bolts and the basics, because that's what you... that's your foundation, right? But now, you know, in...

You know, after forming some relationships, just the collaboration has expanded a bit, and so not just working with our subgrantees, but also with,

with our Juvenile Justice Commission, and then also with our,

Department of Juvenile Corrections Education Director, so we are all three of us are collaborating on creating guidance around, educational best practices in the secure facility, because for us, that's been a little bit tricky, so it's kind of morphed into some nuts and bolts and basics to now really getting into greater collaboration and finding... fine-tuning ways to improve

the educational programming.

Dave Coffey (NYSED)

01:05:31

So, it sounds like you... did you kind of... when you started, you sort of took a survey of the land and said, here's what we need to work on first.

Emily Kesler

01:05:43

Yeah, well, it was really, for my benefit, just understanding the program basics, and, you know, what is this program about, and, seeing where our subgrantees are with their program.

Dave Coffey (NYSED)

01:05:57

Gotcha. I imagine if there are any, and I don't coach any sports, I coached soccer for my kid when he was 6 years old, I think. But for anyone

who's a coach out there, might have a similar, you know, experience, that when you're taking over a team.

You have to start somewhere, and you can't... you can't fix everything at once.

Right? And that solid foundation, you know, getting everyone on the same board, sharing a vision, is really key, very important. So, and once you... it sounds like, Emily, once you establish that footing, then you're able to start really making some impactful change.