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

NAEHCY: Promising Practices for Practitioners Series

Wednesday, September 30, 2026

National Evaluation and Technical Assistance Center for the Education of Neglected, Delinquent, or At-risk Children and Youth (NDTAC)

Introductions

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- *Senior Technical Assistance Advisor, Longevity Consulting*



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NDTAC

- 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 a 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 on Title I, Part D, visit: Neglected, Delinquent, or At-Risk – Title I, Part D - Office of Elementary and Secondary Education

Agenda

- What is Title I, Part D (TIPD)?
- How is TIPD funding generated?
- Who is eligible to be served by TIPD?
- What can TIPD be used for?
- What about data?

Key Acronyms

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

Learning Objectives

At the end of this session, participants will:

- Understand what TIPD is and why it exists, including who it serves and how it is structured.
- Recognize how TIPD funding is generated and allocated, from the annual count process through to subgrant awards.
- Identify allowable uses of TIPD funds and how to support subgrantees in making sound spending decisions.

What is TIPD?

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

Program Structure

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

Subpart 1
(State Operated Programs)

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

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

[Sec. 1411]

Subpart 2
(Locally Operated Programs)

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

[Sec. 1422(a)]

How is TIPD Funding Generated?

Annual Count

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

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

Annual Count – State Operated Programs

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

Annual Count – Locally Operated Programs

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

Allocations — Flow of TIPD Funds



State Educational Agencies

- Subpart 1 State Agency Subgrantees
  - Neglected or Delinquent Institutions
  - Adult Correctional Institutions
  - Community Day Programs
- Subpart 2 Local Educational Agency Subgrantees (may retain funds to serve at-risk students)
  - Locally Operated Correctional Facilities
  - Other Programs for Children who are Neglected or At-Risk

Resources

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

Who is Eligible to be Served by TIPD?

Subpart 1 Subgrant Eligibility

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

Examples of potentially eligible subgrantees under TIPD, Subpart 1.

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

Students Eligible to Receive Services

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

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

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

Subpart 2 Subgrant Eligibility

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

Examples of potentially eligible subgrantees under TIPD, Subpart 2.

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

Students Eligible to Receive Services

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

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

Resources

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

What Can TIPD Be Used For?

Use of Funds

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

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

Use of Funds

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

Examples of Transition Services

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

Is this Allowable?

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

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

When evaluating use of funds, ask:

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

Resources

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

What About Data?

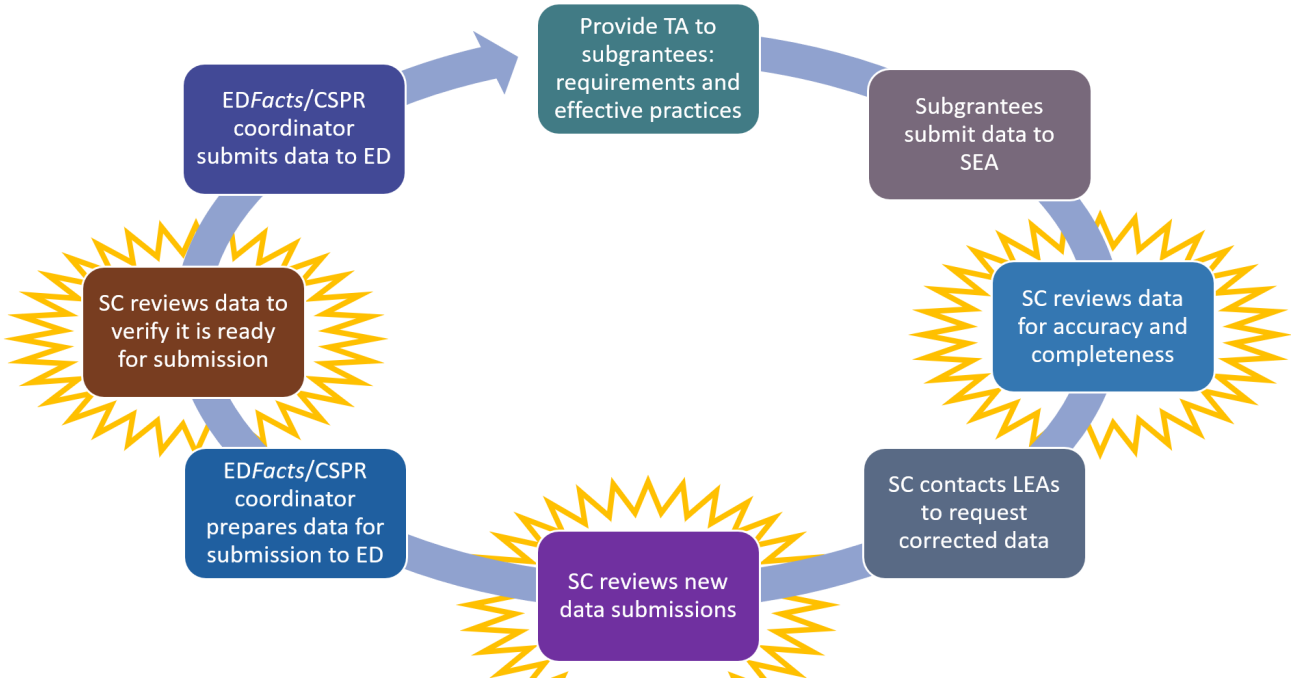
Data are Critical

- For determining allocations
- For ensuring program compliance
  - Including risk-based monitoring
- For identifying training and technical assistance needs
- For ensuring student and programmatic growth

Neglected and Delinquent Data Collections

- Three primary ways that ED collects data
  - Annual Count
    - Collected every January via ED Form 4376
    - Informs funding allocations
  - ED*Facts*
    - Collected via EDPass; next due date February 3, 2027
    - Populates the CSPR, used for the Government Performance and Results Act (GPRA) report
  - CSPR
    - Includes manual entry items via Qualtrics
    - Serves as a report to Congress

Ensuring High Quality Data



Resources

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

Stay in Touch

N D T A C

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