

The Annual Count Toolkit: Determining Formula Counts for Title I, Part D Funding Allocations

2023 Edition

Revised October 2025

Prepared by the National Evaluation and Technical
Assistance Center for the Education of Children and
Youth who are Neglected, Delinquent, or At-Risk
(NDTAC)

www.Neglected-Delinquent.ed.gov



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

About the National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At-Risk

The mission of the National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At-risk (NDTAC) is to improve educational programming for youth who are neglected or delinquent. NDTAC's legislative mandates are to develop a uniform evaluation model for State Educational Agency (SEA) Title I, Part D, Subpart 1 programs; to provide technical assistance to states in order to increase their capacity for data collection and their ability to use those data to improve educational programming for youth who are neglected or delinquent; and to serve as a facilitator among different organizations, agencies, and interest groups that work with youth in neglect or delinquent facilities. For more information on NDTAC, visit the Center's website at <https://neglected-delinquent.ed.gov>.

Table of Contents

Overview	4
Determining Formula Counts for Title I, Part D Funding Allocations: The Annual Count Process	5
Introduction	5
Purpose of the Annual Count	6
The Annual Count Data Collection Process	6
Relationship Between Counting, Serving and Reporting Data for Title I, Part D.....	7
Determining Formula Counts for Title I, Part D Funding Allocations	Error! Bookmark not defined.
Annual Count Resource Index	11
Quick Links	11
SA Count Program Requirements and Resources per Count Activity	12
LEA Programs Index – Annual Count Requirements and Resources, by Annual Count Activity.....	14
ED and NDTAC Resource List	16
Tool 1: Annual Count Requirements Checklist	17
Purpose of this Tool	17
How to use this Tool	17
Annual Count Requirements Checklist for SAs	18
Annual Count Requirements Checklist for LEAs	19
Tool 2: Annual Count Process Checklist	20
Purpose of this Tool	20
How to use this Tool	20
Step 1 – Prepare for the Annual Count Process.	21
Step 2 – Provide Training and Technical Assistance.	22
Step 3 – Verify and Submit Counts to ED.	26
Tool 3: Annual Count Timeline Template	26
Purpose of this Tool	26
How to use this Tool	26
Appendix: Glossary	29

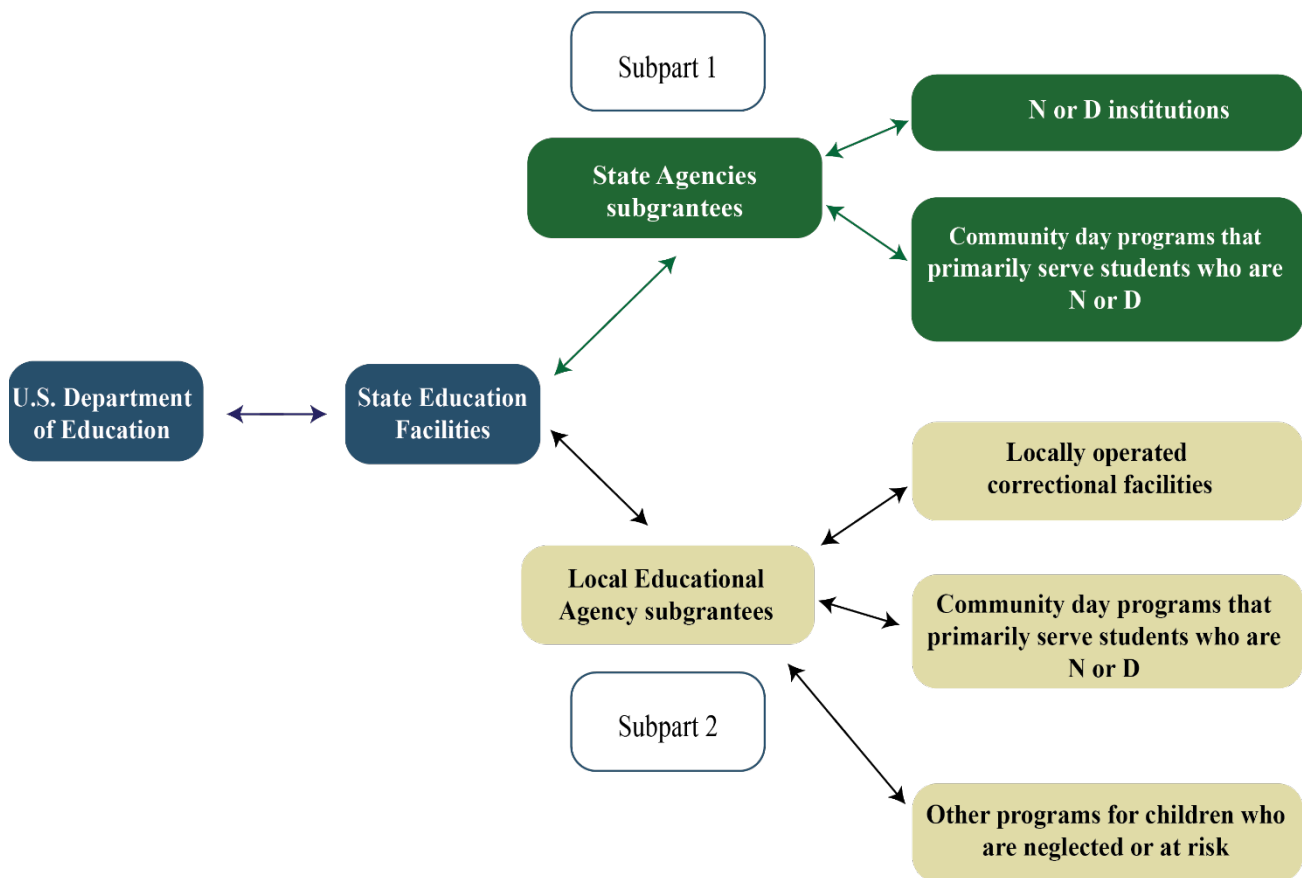
Overview

Title I, Part D of the Elementary and Secondary Education Act (ESEA) of 1965, as amended in 2001, authorizes two programs:

1. **Subpart 1** establishes the State Agency (SA) neglected or delinquent (N or D) program, through which the U.S. Department of Education (ED) provides funds to State Education Agencies (SEAs) that enable them to award subgrants to State Agencies (SAs) that operate educational programs for children and youth in institutions or community day programs for children who are neglected, delinquent, and at-risk, and for children and youth in adult correctional facilities.
2. **Subpart 2** authorizes SEAs to use ESEA Title I, Part A funds to award subgrants to local educational agencies (LEAs), to serve children and youth who are in locally operated correctional facilities or are attending community day programs for delinquent children and youth. In addition, Subpart 2 subgrants may aid children and youth who are neglected or at-risk for dropping out of school.

Exhibit 1: Title I, Part D Program Flowchart

The following chart shows how funds, information and data flow between ED and the institutions and programs that serve children and youth who are neglected, delinquent or at-risk.



State Part D coordinators and SA, LEA, and N or D facility administrators work on several annual tasks that involve planning and administering Title I, Part D funding – including submitting data via the Annual Count process so that ED can accurately allocate funds to states and, subsequently, states can make subgrants to eligible program recipients. Although there are several resources from ED and NDTAC that can assist with these tasks, finding all the applicable requirements and guidance on how to approach each of these tasks can be challenging.

This toolkit is the third in a series of resources NDTAC has developed to address Title I, Part D administrative challenges and focuses on conducting the Annual Count, including developing count surveys and verifying submitted counts.

- A Guide to Meeting Compliance Requirements for the Title I, Part D Program
- Title I, Part D Program Administration Planning Toolkit
- Title I, Part D Annual Count

The goals of this toolkit and products in this series are to describe the activities involved in the featured process, to bring together ED and NDTAC resources, and to provide hands-on tools to help Part D coordinators comply with Federal Title I, Part D requirements while implementing each task.

Determining Formula Counts for Title I, Part D Funding Allocations: The Annual Count Process

Introduction

The statutory formulas used to allocate federal funds made available for Title I, Part D, Subpart 1 SAs and the Title I, Part D, Subpart 2 LEAs rely on data ED collects annually from the states through ED Form 4376, the Annual Report of Children in Institutions for Neglected or Delinquent Children, Adult Correctional Institutions, and Community Day Programs for Neglected or Delinquent Children.

In addition, ED uses data related to children and youth who live in locally operated institutions for neglected children and youth that states also report through ED Form 4376 in the formula to allocate Title I, Part A funds to LEAs. States must comply with several requirements that are unique to each program when collecting information from their SAs and LEAs. This toolkit describes all the ED requirements for the Annual Count found in Title I, Part D Federal Regulations, Statute and Nonregulatory Guidance. This toolkit also provides tools to use as references during the Annual Count process.

This toolkit includes:

An overview of the Annual Count:

- Purpose of the Annual Count
- The Annual Count data collection process
- Relationship between counting, serving, and reporting for Title I, Part D

A series of tools:

- Annual Count Resource Index
- Tool 1: Annual Count Requirements Checklist
- Tool 2: Annual Count Process Checklist
- Tool 3: Annual Count Timeline Template

Purpose of the Annual Count

ED uses the Annual Report of Children in Institutions for Neglected or Delinquent Children, Adult Correctional Institutions, and Community Day Programs, which is sometimes referred to as the Annual Count, the Annual Child Count Survey, or the October Count, to collect the following information:

- The number of children 20 years of age or younger enrolled in a regular program of instruction¹ in eligible state-funded institutions for children and youth who are N or D, adult correctional institutions, and community day programs for children who are N or D (SA count). ED determines state allocations for the Subpart 1 program based on this information.
- The number of children and youth 5 to 17 years of age residing in local institutions for delinquent children and youth or in local adult correctional facilities (LEA count). ED uses this information to determine the amount of funding allocated annually to states under the Title I, Part D, Subpart 2 program.
- Therefore, completing the Annual Count correctly is imperative because counts directly affect how Federal funding for children and youth who are neglected, delinquent, or at-risk are allocated. The count data must also be complete, accurate, and well documented, because it is subject to audit by ED. For example, ED staff check for significant changes in Annual Counts reported by LEAs and SAs between the past year and the current year. ED also reviews county-based foster care counts from the U.S. Department of Health and Human Services (HHS) against counts of children and youth who are neglected reported by LEAs, for possible counting errors.

The Annual Count Data Collection Process

- The Annual Count process begins with ED distributing the Annual Count documents, including an updated ED Form 4376, to SEAs in mid-October of each fall. SEAs then distribute surveys aligned with the ED documents to eligible SAs and LEAs for them to complete.
- Next, the SAs and LEAs distribute surveys to eligible facilities, compile submitted counts, and forward these to their SEA; SAs also adjust the count of children and youth using a formula that accounts for the relative length of the school year. Finally, in January, the SEA submits the counts to ED using ED Form.
- Throughout the Annual Count process – from preparing for the Annual Count to submitting the state’s counts to ED – State Part D coordinators can undertake a few steps to help ensure that the count is completed accurately.
 - Prepare for the SA and LEA Annual Count process, including revising the surveys for distribution once ED releases the official Annual Count documents.
 - Provide training and technical assistance (T/TA) to eligible SAs, LEAs, and facility administrators on count requirements, how to coordinate the count, and other intricacies.
 - Verify and submit an adjusted count of children and youth in SA-funded facilities and a count of children and youth in LEA-funded facilities, by type (i.e., neglect or delinquent), to ED in January of each year.

¹ For definitions of regular program of instruction and neglected and delinquent institutions, see [Section 200.90\(b\)](#) of the Title I, Part D Federal Regulations.

Note: These steps are parallel for the SA and LEA counts. However, activities within each step vary between the counts because of differences in Annual Count requirements and the way each state administers its Title I, Part D program.

Relationship Between Counting, Serving and Reporting Data for Title I, Part D

Since there are many program requirements, it is important to note the relationship between children and youth included in the Annual Count, children and youth who receive services under Title I, Part A or Part D, and children and youth who are reported as served in the Consolidated State Performance Report (CSPR).²

Counting Versus Serving

Exhibit 2 compares the Title I, Part D requirements for children who are counted as part of the Annual Count and children who are served once funds are allocated. The italicized text reflects differences in requirements.

Exhibit 2: Comparison of Title I, Part D Counting and Serving Requirements

Agency Type	Counting	Serving
SA	<p>Children and youth COUNTED must be:</p> <ul style="list-style-type: none"> • In a program for youth who are N or D, including juvenile and adult correctional facilities and community day programs^a • Enrolled in a state-funded regular program of instruction^a • Enrolled in a program that has an average length of stay of at least 30 days^b • 20 years of age or younger^a 	<p>Children and youth SERVED with Subpart 1 funds must be:</p> <ul style="list-style-type: none"> • In a program for youth who are N or D, including juvenile and adult correctional facilities and community day programs • Enrolled in a state-funded regular program of instruction • Enrolled in a program that meets the length of stay requirements for the given program type (requirements vary) • 21 years of age or younger

² Title I, Part D reporting involves entering data on students who benefitted from Title I, Part D via the CSPR and the *EDFacts* online reporting and data repository, the *EDFacts* Submission System (ESS). For more details on reporting, refer to the Instructional Guide to Reporting Title I, Part D, Data in the CSPR at <https://neglected-delinquent.ed.gov/federal-data-reporting-and-consolidated-state-performance-report-cspr>

Agency Type	Counting	Serving
LEA	<p>Children and youth COUNTED must be^d</p> <ul style="list-style-type: none"> • Living in local institutions for children and youth who are N or D or adult correctional institutions • Living in the institution for at least 1 day during the 30-day count period • 5 through 17 years of age 	<p>Children and youth SERVED with Subpart 2 funds must be^e</p> <ul style="list-style-type: none"> • Living in local institutions for children and youth who are delinquent or in adult correctional institutions; eligible for services under Title I, Parts A and C; or identified as at-risk (e.g., migrants, immigrants, gang members, pregnant or parenting youth) • 21 years of age or younger

^a 34 CFR §200.91 [SEA Counts of Eligible Children](#)

^b ED's [Instructions for Identifying Eligible Institutions and Counting Children](#)

^c Title I, Part D Nonregulatory Guidance State Agency Programs, [Section E-1](#)

^d Title I, Part D Nonregulatory Guidance, [Section K-2](#)

^e Title I, Part D Nonregulatory Guidance, [Section N-3](#)

Thus, the main focus of the Annual Count is to identify accurately the number of children and youth who are neglected or delinquent who are eligible to be counted for allocation purposes under Subpart 1, Subpart 2 and Title I, Part A. Once the SA or LEAs receive the funds, the focus turns to allocating funding to eligible programs and children and youth with the greatest need.

Consequently, the funds are not necessarily required to be allocated to the same programs that submitted formula counts for Title I, Part D.

See the [Title I, Part D Program Administration Toolkit](#) for more information on planning for and funding eligible Title I, Part D institutions and programs.

For example, children and youth in at-risk programs cannot be included in the Annual Count to determine formula counts for allocating Subpart 2 funds, but programs that serve at-risk students are eligible to receive Subpart 2 funds and serve children and youth even though the children and youth in those programs were not included in the count used to allocate funds.

Counting Versus Reporting

Annual Count Data Versus ED*Facts*/Consolidated State Performance Report Data

Given the transition of children and youth as they enter and exit neglected and delinquent facilities and programs, children and youth included in the Annual Count may be different children and youth from those who later benefit from the allocated funding and are reported to ED through ED*Facts*/CSPR for the Consolidated State Performance Report (CSPR) (see footnote 2, above) during the same data collection period as that of the count.

ED*Facts* is the system that collects the majority of information for the CSPR, but there are still several items collected only through CSPR (number of programs, number of facilities, and average length of stay).

This table provides an overview of major distinctions between the annual count and ED*Facts*/CSPR reporting. ED provides reporting instructions when it sends SEAs the annual count documents and in the applicable ED*Facts* file specifications that show the differences in more detail. These are two distinct data sets used for two unique purposes.

Exhibit 3

To mitigate potential misunderstandings, the following table summarizes key differences between the two collections – the annual count used for allocations, and CSPR/ED*Facts* for Program reporting.

	Annual Count for allocations	CSPR/ED<i>Facts</i> for program reporting
Purpose of data collection	<p>The ESEA requires ED to collect data on the number of children in:</p> <ul style="list-style-type: none"> • State-operated or supported institutions (SAs) for neglected or delinquent children to compute allocations for the Title I, Part D, Subpart 1 program • Local institutions for neglected children as one of the categories of children the ESEA requires ED to use to compute a LEA’s Title I, Part A allocation • Local institutions for delinquent children that the ESEA requires ED to use to compute the portion of a SEA’s Title I, Part A award allocated for the Title I, Part D, Subpart 2 program 	<p>To report to ED the student demographic and outcome data for children and youth who were served through Title I, Part D funded programs.</p> <p>This data is reported to Congress annually and is used by ED program staff and NDTAC to inform technical assistance and guidance that may be offered to SEAs and LEAs implementing programs.</p>
Students included See exhibit 2 for full list of criteria	Students residing in the facility during the annual count window	Students that participated in programs funded through TIPD during the previous SY
Data collection period	<p>State Agency (SA)</p> <p>Caseload count of individuals under age 21 enrolled in a regular program of instruction on a single school day that the SA selects during the calendar year specified by ED in the reporting instructions provided to SEAs.</p>	<p>The data collection window is from July 1st to June 30th as students enter and exit programs.</p> <p>Data is aggregated at the end of the school year after the June 30th end date.</p>

	<p>Local neglected or delinquent institution</p> <p>Caseload count of children ages 5 to 17 who resided in the facility during any point of a 30 consecutive-day count period, of which at least one day must be in October, as specified by ED in the reporting instructions provided to SEAs.</p>	
Timing of data reports	Generally due on January 15 or the first business day after January 15, if January 15 is not a business day. (ED provides the due date in its reporting instructions.)	During the CSPR II data collection period of the following school year

Given the transition of children and youth in and out of neglected and delinquent facilities and programs, children and youth included in the Annual Count are often different children and youth from (1) those who later benefit from the allocated funding and (2) those reported in the CSPR (see footnote 2, above) during the same data collection period as that of the count. The Annual Counts are based on caseload data that are months old when the funds are released and are used to administer programs. Exhibit 2 illustrates this point by demonstrating the relationship between those who are counted and those who are later reported as part of the CSPR data collection.

Exhibit 4: Title I, Part D – From Determining Formula Counts via the Annual Count to Reporting via the CSPR

January	Report Annual Count of Students from Fall to ED. For example, in January of 2024 you will report the annual count from the collection in the Fall of 2023.
June/July	Receive FY funds from ED and administer upcoming years program. For example, in June/July of 2023 you will receive FY24 funds to administer the 2023-24 SY.
January	Report on students served in the previous school years program via CSPR to ED. For example, in January 2024 you will report on students served during the 2022-23 SY.



In this Toolkit

The tools provided in this toolkit are designed to support State Part D coordinators and SA and LEA administrators in determining formula counts for Title I, Part D funding allocations. Each tool provides information and resources to make the Annual Count process easier to understand, more accurate and more efficient.

Tool 1: [Annual Count Requirements Checklist](#)

Tool 2: [Annual Count Process Checklist](#)

Tool 3: [Annual Count Timeline Template](#)

Annual Count Resource Index

This section provides a comprehensive index of resources from the U.S. Department of Education (ED) and the National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At-risk (NDTAC) related to requirements and guidance on conducting the Annual Count. Since no single resource from ED or NDTAC includes all the requirements for and guidance on the Annual Count, this index can serve as a resource for anyone involved in the Annual Count process to quickly locate information to help ensure that all count requirements are being met.

The index is divided into two parts. One part focuses on the State Agency (SA) count of N or D children and youth that is used to allocate Title I, Part D, Subpart 1 funds. The other part focuses on the Local Educational Agency (LEA) count of local delinquent children and youth, which is used to determine Title I, Part D, Subpart 2 allocations, and the count of local neglected children used in the allocation of Title I, Part A funds. Each part is organized by common Annual Count activities.

For quick reference, click on the links below to jump to a specific area of interest. See the resources section for more links.

Quick Links

SA Programs

- Ensuring Eligibility to Count
 - SA Eligibility for the SA Count
 - Facility Eligibility for the SA Count
 - Eligibility of Children and Youth for the SA Annual Count
- Selecting the SA Count Period
- Conducting the SA Count
- Verifying the SA Counts

- Submitting the SA Counts to ED

LEA Programs

- Ensuring Eligibility to Count
 - LEA Eligibility for the LEA Count
 - Facility Eligibility for the LEA Count
 - Eligibility of Children and Youth for the LEA Annual Count
- Selecting the LEA Count Period
- Conducting the LEA Count
- Verifying the LEA Counts
- Submitting the LEA Counts to ED
- ED and NDTAC Resource List

SA Count Program Requirements and Resources per Count Activity

Ensuring Eligibility for the SA Count

- **Basic SA Eligibility Requirements**
 - Title I, Part D Statute, [Section 1411](#)
 - ED [Sample Worksheet Instructions](#), Part II
 - ED's [Annual Child Count Reporting Form](#), Part II, number 2
 - NDTAC [Annual Count Webinar](#)
- **Regular Program of Instruction Definitions**
 - Title I, Part D Federal Regulation, [Section 200.90\(b\)](#)
 - Title I, Part D Nonregulatory Guidance, [Section B-6](#)
 - ED [Sample Worksheet Instructions](#), Part II: Basis for Eligibility
 - ED [Annual Child Count Reporting Form](#), Instructions, Number 3
 - The Annual Count Toolkit: Determining Formula Counts for Title I, Part D Funding Allocations, [Tool 2: Annual Count Process Checklist](#)
 - NDTAC [Annual Count Webinar](#)
- **Instructional Time Requirements**
 - Title I, Part D Federal Regulations [Section 200.91\(a\)](#)
 - ED [Sample Worksheet Instructions](#), Part III: Enrollment
 - ED Instructions for Identifying Eligible Institutions and Counting Children, [Part II, Number 2](#)
 - ED [Annual Child Count Reporting Form](#) Instructions, Number 3
- **Funding sources of regular program of instruction**
 - Title I, Part D Nonregulatory Guidance, [Section B-6](#)

Facility Eligibility

- **Basic facility eligibility requirements**
 - ED Instructions for Identifying Eligible Institutions and Counting Children, [Part II, Number 1](#)
 - ED [Annual Child Count Reporting Form](#)
 - ED [Sample Worksheet Instructions](#), Part III: Enrollment

- NDTAC [Annual Count Webinar](#)
- **List of and definitions for eligible facilities**
 - Title I, Part D Federal Regulations, [Section 200.90\(b\)](#)
 - Title I, Part D Statute, [Section 1432](#)
 - ED [Sample Worksheet Instructions](#)

Child and Youth Eligibility for Subpart 1 Annual Count

- **Basic requirements**
 - Title I, Part D Nonregulatory Guidance, [Sections B-1 and B-11](#)
 - ED [Instructions for Identifying Eligible Institutions and Child Count](#), Part II
 - ED [Annual Child Count Reporting Form](#), Part II
 - ED [Sample Worksheet Instructions](#), Part III: Enrollment
 - NDTAC [Annual Count Webinar](#)
 - The Annual Count Toolkit: Determining Formula Counts for Title I, Part D Funding Allocations, [Tool 2: Annual Count Process Checklist](#)

Selecting the SA Count Period

- **Basic requirements**
 - Title I, Part D Federal Regulations, [Section 200.91\(a\)\(ii\)\(2\)](#)
 - Title I, Part D Nonregulatory Guidance, [Section B-1](#)
 - ED [Sample Worksheet Instructions](#), Part III: Enrollment
 - ED [Annual Child Count Reporting Form](#), Part II, Number 2
- **Selecting optimal count dates**
 - NDTAC [Annual Count Webinar](#)
 - The Annual Count Toolkit: Determining Formula Counts for Title I, Part D Funding Allocations, [Tool 2: Annual Count Process Checklist](#)

Conducting the SA Count

- **Basic instructions**
 - ED [Sample Worksheet Instructions](#)
 - [NDTAC Annual Count Webinar](#)
- **Basic requirements for adjustments**
 - Title I, Part D Federal Regulations, [Section 200.91\(b\)](#)
 - Title I, Part D Nonregulatory Guidance, [Sections B-1 and B-10](#)
 - ED [Instructions for Identifying Eligible Institutions and Counting Children](#), Part II, Number 2
 - ED [Sample Worksheet Instructions](#), Part IV
 - ED [Annual Child Count Reporting Form](#), Part II, Number 3
 - NDTAC [Annual Count Webinar](#)
 - The Annual Count Toolkit: Determining Formula Counts for Title I, Part D Funding Allocations, [Tool 2: Annual Count Process Checklist](#)

Verifying SA Counts

- **Basics on verifying count data (e.g., fluctuation in counts)**
 - ED [Instructions for Identifying Eligible Institutions and Child Count](#), Part II, Number 4
 - The Annual Count Toolkit: Determining Formula Counts for Title I, Part D Funding Allocations
 - Tool 1: Annual Count Requirements Checklist
 - Tool 2: Annual Count Process Checklist

Submitting SA Counts to ED

- **Basics on submitting count data**
 - Title I, Part D Federal Regulations, [Section 200.91\(c\)](#)
 - Title I, Part D Nonregulatory Guidance, [Sections B-1 and B-10](#)
 - ED [Instructions for Identifying Eligible Institutions and Counting Children](#), Part II
 - ED [Sample Worksheet Instructions](#), Part V
 - The Annual Count Toolkit: Determining Formula Counts for Title I, Part D Funding Allocations, [Tool 2: Annual Count Process Checklist](#)

LEA Programs Index – Annual Count Requirements and Resources, by Annual Count Activity

Ensuring LEA Eligibility to Count

Basic LEA eligibility requirements

- Title I, Part D, [Section 1422](#)
- NDTAC [Annual Count Webinar](#)

Facility Eligibility for the LEA Count

Basic facility eligibility requirements

- Title I, Part D Nonregulatory Guidance, [Sections K-1 and K-2](#)
- ED [Instructions for Identifying Eligible Institutions and Counting Children](#), Part I, Number 1
- ED [Annual Child Count Reporting Form](#) (Part I, Number 2)
- NDTAC [Annual Count Webinar](#)

List of eligible facilities and definitions

- Title I, Part D Federal Regulations, [Section 200.90\(b\)\(1\)](#)
- Title I, Part D Statute, [Section 1432](#)

Child and Youth Eligibility for the LEA Count

Basic child and youth eligibility requirements

- Title I, Part D Statute, [Section 1402](#)
- Title I, Part A Statute, [Sections 1124\(a\)\(1\)\(B\) and 1124\(c\)\(4\)\(B\)](#)
- Title I, Part D Nonregulatory Guidance, [Sections K-1 and K-2](#)
- ED [Instructions for Identifying Eligible Institutions and Counting Children](#), Part I, Number 2
- ED [Annual Child Count Reporting Form](#), Part I, Number 2

- NDTAC [Annual Count Webinar](#)
- The Annual Count Toolkit: Determining Formula Counts for Title I, Part D Funding Allocations ([Tool 2: Annual Count Process Checklist](#))

Eligibility of children and youth from out of State in LEA facilities

- Title I, Part D Nonregulatory Guidance, [Section K-3](#)
- The Annual Count Toolkit: Determining Formula Counts for Title I, Part D Funding Allocations ([Tool 2: Annual Count Process Checklist](#))

Selecting the LEA Count Period

Basic LEA requirements for selecting a count window

- Title I, Part D Nonregulatory Guidance, [Sections K-1 and K-2](#)
- ED [Instructions for Identifying Eligible Institutions and Counting Children \(Part I, Number 1 \(Eligible Institutions and Child Count\)\)](#)
- ED [Annual Child Count Reporting Form](#), Part I, Number 2
- NDTAC [Annual Count Webinar](#)

Conducting the LEA Count

Basic instructions for conducting the LEA count

- ED [Annual Child Count Reporting Form](#), Part II, Number 3
- NDTAC [Annual Count Webinar](#)

Facility designation requirements and guidance

- Title I, Part D Nonregulatory Guidance, [Section K-1](#)
- ED [Instructions for Identifying Eligible Institutions and Counting Children](#), Part 1, Number 3
- NDTAC [Annual Count Webinar](#)

Double-counting prevention

- Title I, Part D Nonregulatory Guidance [Section K-2](#)
- ED [Instructions for Identifying Eligible Institutions and Counting Children](#), Part 1, Number 3
- NDTAC [Annual Count Webinar](#)

Handling LEAs and facilities resistant to counting

- The Annual Count Toolkit: Determining Formula Counts for Title I, Part D Funding Allocations, [Tool 2: Annual Count Process Checklist](#)

Verifying the LEA Counts

Basics on verifying LEA count data (e.g., fluctuation in counts)

- ED [Instructions for Identifying Eligible Institutions and Counting Children](#), Part I, Number 5
- The Annual Count Toolkit: Determining Formula Counts for Title I, Part D Funding Allocations
 - [Tool 1: Annual Count Requirements Checklist](#)
 - [Tool 2: Annual Count Process Checklist](#)

Submitting the LEA Counts to ED

Basics on submitting count data

- ED [Annual Child Count Reporting Form](#), Section A, Part I, Number 2
- NDTAC [Annual Count Webinar](#)

ED and NDTAC Resource List

This list links to all the resources referenced in this toolkit. The resources are all designed to support the process and walk through the steps of preparing, providing training and technical assistance, and verification and submission to ED.

- [Title I, Part D Federal Regulations](#)
- [Title I, Part D Statute](#)
- [Title I, Part D Nonregulatory Guidance](#)
- [Eligible Institutions and Child Count](#)
- [Sample Worksheet Instructions](#)
- [Annual Child Count Reporting Form](#)
- [NDTAC Annual Count Webinar](#)
- NDTAC's The Annual Count Toolkit: Determining Formula Counts for Title I, Part D Funding Allocations:
 - [Tool 1: Annual Count Requirements Checklist](#)
 - [Tool 2: Annual Count Process Checklist](#)
 - [Tool 3: Annual Count Timeline Template](#)

Additional Count-Related Resources

- [Charter Schools Program Legislation, Regulations, and Guidance](#): Provides information about counting children and youth who attend charter schools.
- [Title I, Part A Legislation, Regulations, and Guidance](#): See Section 1124(c)(4)(B) for requirements for counting children and youth who are neglected.
- [McKinney-Vento Legislation, Regulations, and Guidance](#): McKinney-Vento Statute and Nonregulatory Guidance provide information about determining funding allocations for children and youth who are homeless.

Tool 1: Annual Count Requirements Checklist

Purpose of this Tool

This tool pulls all Annual Count requirements into one location in a quick reference checklist and a template that can help both State Part D coordinators and subgrantee and facility administrators ensure that all eligible children and youth are accurately counted on an annual basis.

How to use this Tool

- **State Part D coordinators** can use this checklist to cross-check whether their Annual Count surveys, training and technical assistance (T/TA) materials, and count verification process address all count requirements.
- **SA, LEA, and facility administrators** can use this tool as a template to develop their own surveys, if necessary, and ensure that their count process will provide accurate counts, once collected.
- **Coordinators and administrators** may want to expand this checklist by including additional information, such as State requirements. In addition, items that are not applicable can be deleted from the checklist (i.e., LEA administrators can delete the SA information).
- **All can use the checklist to:**
 - Verify that all elements of the Annual Count surveys, T/TA materials, and/or count verification processes are included or confirmed
 - Flag issues, such as significant changes since the previous year's count
- **Update status and include notes.**

Annual Count Requirements Checklist for SAs

Included or confirmed?	Element	Notes
SA Eligibility		
<input type="checkbox"/>	SA is responsible for providing free public education to children and youth who are in N or D institutions, community day programs, or adult correctional institutions.	
Facility Eligibility		
<input type="checkbox"/>	Facilities or community day programs that are participating in the count serve children and youth who are N or D.	
<input type="checkbox"/>	Facilities or community day programs have an average length of stay of at least 30 days.	
Count Window		
<input type="checkbox"/>	Children and youth are counted on the appropriate day – one day during the calendar year other than a weekend or holiday.	
<input type="checkbox"/>	Facilities under an SA count children and youth on the same selected date.	
Child or Youth Eligibility		
<input type="checkbox"/>	Children and youth are 20 years of age or younger on the day of the count.	
<input type="checkbox"/>	Children and youth are enrolled in state-funded regular program of instruction for at least (a) 15 hours per week in an adult facility or (b) 20 hours per week in a delinquent institution or community day program on the day of the count.	
<input type="checkbox"/>	Enter other requirements here, if needed.	

Annual Count Requirements Checklist for LEAs

Included or confirmed?	Element	Notes
LEA Eligibility		
<input type="checkbox"/>	LEA serves children and youth in locally operated N or D facilities (i.e., not funded by the state), including public or private institutions.	
Facility Eligibility		
<input type="checkbox"/>	Locally operated facilities meet the definition of an institution for children who are neglected, an institution for children who are delinquent, or an adult correctional institution. Note: Facilities need not have a 30-day average length of stay.	
<input type="checkbox"/>	Facilities are designated properly as either a neglect or delinquent institution.	
<input type="checkbox"/>	Facilities counted properly according to their designation (i.e., delinquent institution counted all children who are neglected or delinquent as delinquent).	
Count Window		
<input type="checkbox"/>	Children and youth are residents of a live in institution or facility for at least one day within the 30-day count window (one day of which must be in October).	
<input type="checkbox"/>	Include other requirements here as needed.	
Child or Youth Eligibility		
<input type="checkbox"/>	Children and youth are 5 to 17 years of age during the count window.	
<input type="checkbox"/>	Children and youth are not also counted in the SA Annual Count or other Title I funding stream count.	
<input type="checkbox"/>	Each unique case is counted. (If a child or youth is enrolled at the beginning of the count window, is released, and is reenrolled later in the count window, he or she should be counted twice.)	

<input type="checkbox"/>	Include other requirements here as needed.	
--------------------------	--	--

Tool 2: Annual Count Process Checklist

This tool provides a checklist of practical tips State Part D coordinators (and their teams) can use to approach the Annual Count process efficiently and effectively, and meet the counting requirements for the Title I, Part D program. These tips were generated by NDTAC on the basis of technical assistance communications with states and through questions and issues that have been raised regularly during NDTAC events (i.e., conference calls, webinars, conferences).

NDTAC welcomes additional tips from the field. E-mail us at ndtac@longevityconsulting.com.

Purpose of this Tool

Throughout the count process **State Part D coordinators and SA and LEA administrators** may have questions about how to ensure that the count is “complete and accurate,” as required by Section B of the U.S. Department of Education [Annual Count Reporting Form 4376](#). For example, State Part D coordinators may have questions about how to appropriately collect counts from subgrantees, and SA and LEA administrators may have questions about the importance of the count and why they should submit counts of children and youth in their programs. States can prepare for the Annual Count and address these questions by understanding the Title I, Part D, Annual Count requirements and process and by having information about the issues that states typically face in conducting the count.

How to use this Tool

This tool includes various tips that are organized by the three steps coordinators take to ensure accurate and complete counts (see figure below).

Step 1	Prepare for the Annual Count Process.
Step 2	Provide training and technical assistance.
Step 3	Verify and submit counts to ED.

The checklist is designed for Part D coordinators but can also be used by SA, LEA, and N or D facility administrators involved with the Annual Count process. The tool is formatted as a checklist so that it can be used as coordinators undergo the Annual Count process. It can also be copied, adapted, and/or shared during the Annual Count process.

Step 1 – Prepare for the Annual Count Process.

SEAs should prepare for the Annual Count process before or soon after ED releases the Annual Count documents. Since historically, child counts have been due to ED at the beginning of the calendar year (typically mid January), states can plan ahead and start the Annual Count data collection process early to ensure that accurate counts are collected efficiently and submitted on time.

1A. Understand the Purpose of the Annual Count and its Process

- Review and familiarize yourself with all ED instructions and guidance on the Annual Count. The most up-to-date instructions and guidance are available on the Annual Count topic page of NDTAC’s website ([NDTAC Annual Count Topic Page](#)). You can also refer to the resources included in the [Annual Count Resource Index](#) of the Annual Count Toolkit.
- If you are new to the Annual Count process, review your state’s previous count materials (i.e., surveys, counts) and reach out to colleagues in your state, in other states, and to NDTAC with any questions you have and for guidance.

1B. Plan for the Annual Count Process

- Since the Annual Count is due to ED each January and the process rarely changes, develop a timeline that includes important dates for each step of the Annual Count process (see Tool 3: Annual Count Timeline Template for a customizable template).
- Ensure that your timeline includes time to review submitted counts and to follow up with subgrantees if any questions or issues arise.
- If possible and appropriate, decide which SEA staff will be engaged in this year’s count process and hold meetings to discuss how your team will conduct the count.
- Update your list of subgrantees and facilities, including contact information (e.g., e-mail addresses if collecting counts electronically).
- Inform SAs and LEAs that you will be requesting counts from them.

1C. Prepare the Annual Count Surveys and Collateral Materials

- Update your state’s count guidance documents, data collection forms, and instructions from the previous year and distribute them to subgrantees.
- If possible, upload updated count documents to your SEAs website so that they are readily available to subgrantees and facilities.
- Ensure surveys include all requirements. Refer to [Tool 1: Annual Count Requirements Checklist](#) for a list of requirements and the Annual Count Resource Index for direct links to the related statute, regulations, and guidance as needed.
- Specify additional count window parameters if appropriate and desired.
 - For the SA count, if you think it would be beneficial for all SAs and their facilities to choose the same counting date, discuss this possibility with your SAs. SAs are not required to count on the same day; thus, each SA can choose a different date on which all its respective facilities and programs will conduct their count.
 - For the LEA count, the statute, regulations, and guidance do not indicate whether the 30-day count window must be the same for all facilities across the state. For example, as the SEA, you may:
 - Allow each facility to select its own count window.

- Establish that the window for reporting caseload counts be consistent for all facilities within an LEA. In this case, the 30-day window could then vary from LEA to LEA.
 - Allow a parent organization that operates several local N or D facilities in different LEAs across the state to use a uniform 30-day period for the facilities it operates. This means that other N or D facilities in the state or even in the same LEA could use a different 30-day window for reporting their caseload counts.
- Request resources or additional information to help verify submitted counts later, including potentially:
- Facility charters to check designation.
 - Descriptions of facility services and population, to check the designation if the charter is unavailable or to cross-check alignment with the facility charter.
 - Child and youth information (e.g., date of birth, entry and exit dates) that excludes identifying information (e.g., only initials or identification numbers) to cross-check counts.

Step 2 – Provide Training and Technical Assistance.

Since the Annual Count process includes many details and SAs, LEAs, and N or D facilities sometimes experience a high turnover of staff, it is helpful for SEAs to provide training and technical assistance (T/TA) to eligible SAs, LEAs, and their facilities on count requirements and how to coordinate the count.

NDTAC encourages states to revise any of the Center’s Annual Count Materials (i.e., webinars and toolkits) and adapt them to use compliment your other training materials.

2A. Plan how you will provide T/TA to your SAs, LEAs, and N or D facilities.

- Determine if and when you will conduct face-to-face workshops, web-based seminars (webinars), or conference calls, and/or provide direct assistance via e-mail and phone.

2B. Make needed process improvements.

- Refer to evaluation results and other feedback based on previous T/TA, if available, to make improvements to upcoming T/TA.

2C. Address Annual Count issues that may arise.

- Maintain a working list of the common issues and questions subgrantees have had during the count process and the responses your state has provided in the past.
- Determine which facilities have had issues/concerns in the past to proactively address them when providing them with TA.
- Provide T/TA on the following issues, as necessary and appropriate.

1. The relationship between counting and serving.

- Refer to the section on this relationship, on page 4 of the The Annual Count Toolkit: Determining Formula Counts for Title I, Part D Funding Allocations.
- Clarify that for a facility to be eligible for inclusion in the SA count, it does not matter whether an SA has subcontracted with another entity to provide education services at a facility or if the facility itself provides direct services to children and youth.
- Clarify that to have an accurate local educational agency count, states ideally want to report (although not required) the number of eligible children in locally operated delinquent institutions

for all LEAs within the state even if the LEA ultimately does not receive funds under Title I, Part D, Subpart 2. States will then award subgrants to LEAs with high numbers or percentages of children who are delinquent, in accordance with [Title I, Part D, Statute Section 1422](#).

- Explain that, although the LEA count involves counting students who are both neglected and delinquent, counting students who are delinquent will not affect their Title I, Part A count or funding.
- Explain that LEAs that submit a count for a facility do not necessarily have to serve that facility, depending on how the SEA awards funds and on the LEA's application (see [section N](#) and [section O](#) of ED's Nonregulatory Guidance).

2. Identifying and counting all students in all eligible facilities.

- **Recommend that SEAs identify and count all students in all eligible facilities. This can be challenging if facilities close, open, or reorganize without notice. Some suggestions for identifying eligible facilities are to:**
 - **Review and verify the current list of eligible facilities.** SEAs should keep a list of the most recent count-eligible and funded facilities from the previous year. Using the list, monitor openings, closings, or other changes at those facilities.
 - **Investigate other potential facilities to count.** Even if SEAs have kept their lists of eligible facilities current, there is still a possibility that not all eligible facilities are identified. Consider contacting state licensing boards for information about other facilities that meet the eligibility criteria and local community agencies and foundations that serve children and youth who are neglected, delinquent, or at-risk. If it is difficult to get lists of institutions with licenses from other state agencies, SEAs can confirm the current list with subgrantees to ensure that subgrantees work with all eligible facilities to submit their counts.

3. Confirming the count eligibility of different facility types.

- Explain that, although [Title I, Part D Statute Section 1432](#) of the ESEA statute lists **overarching eligible facility types**, some facilities do not fall neatly within the types of facilities defined or they use different terminology. To confirm facility eligibility for counting for a facility type that is not identified in the statute, consider requesting that subgrantees and facilities submit (to the SEA) relevant facility information with the Annual Count survey. For example, request the (1) charter or mission statement, (2) information about the type of children and youth typically served, (3) the category under which the facility was counted in previous year(s), and (4) whether the facility's regular program of instruction is funded with state, local, or private funding.
- Clarify that, if a **group home** fits the definition of an eligible institution – per [Title I, Part D, Statute Section 1432](#), then eligible students who reside there can be counted. Please note that children and youth who reside in neglect institutions cannot be counted under the delinquent count (for Part D, Subpart 2). If students and the facility meet the criteria for being reported under the neglect count (for Part A funding purposes), then the students can be counted there.
- Explain that students in **religiously affiliated local facilities** can be counted under the Subpart 2 delinquent count if the facility is designated as a delinquent institution. Private facilities are eligible under the definition of “delinquent institution,” as defined in Section 1432 of [Title I, Part D Statute Section 1432](#). No exceptions are made for faith-based institutions.
- Explain that, for the LEA count, a **county jail** may be considered a juvenile detention center (JDC) and is eligible to submit a count through the LEA in which it is located. In some states, however, the SA has direct oversight of all JDCs, in which case, the count would go through the SA (under Subpart 1) instead.

- Explain that, for the LEA count, a facility should be counted by the LEA in which the facility’s **attendance zone** lies. For instance, if a regional facility is in the attendance zone of the county LEA, the county LEA should count the eligible students who reside in this facility.

4. Communicating the purpose and importance of the count with reluctant LEAs and facilities.

- Explain that, while LEAs are not required to count, accurate counts help ensure that the state and LEA receive resources that are sufficient to serve students who are neglected, delinquent, or at-risk.
- Explain that submitting a count does not mean that a program is required to apply for or receive Part D funding. However, any LEA/SEA submitting a neglect count must ensure that children and youth who are neglected receive comparable services through a Title I, Part A reservation.
- Request that LEAs include annual count requirements as a condition for receiving the funds in their formal agreements.³

5. Designating LEA facilities as either neglect or delinquent

- Inform SAs, LEAs, and facilities that the way a facility is categorized should be consistent from year to year. Changing a facility’s category from year to year may affect the Title I, Part D, Subpart 2 allocations and the allocations and LEA eligibility under the Title I, Part A formulas. For accuracy and consistency, ED strongly recommends that a facility not change its N or D designation unless there has been an official change in its charter (purpose for operating).⁴ ED expects that changing the status of local institutions is rare. Changes in the classification of institutions as either neglect or delinquent institution will significantly affect the Title I, Part A allocations to LEAs and the amount made available for Title I, Subpart 2 purposes. Thus, ED recommends keeping funding streams consistent.
- Explain that if a facility has not previously participated in the count and does not have a charter available (or it is unclear how to designate it on the basis of its license), then the designation should reflect the majority of children and youth served (see [Nonregulatory Guidance, Section K-2](#)). For example, a facility should designate itself as delinquent if a greater percentage of students residing in that facility during the past year were delinquent; the same would hold true for a “neglect” designation.
- Acknowledge that there are several valid reasons for a change to the child count from one year to the next. Examples include the opening or closing of eligible facilities or a clarification of the count procedure. However, individual facilities should not be reclassified (from neglect to delinquent or vice versa) from one year to the next without a valid reason.

³ Every locally operated correctional facility is required to have a formal agreement with its LEA, but other types of facilities (e.g., neglect facilities) are not required to have formal agreements. It is good practice for subgrantees to have formal agreements with all their facilities. For more information see Tool 4: Formal Agreement Resources ([Title I, Part D Program Administration Planning Toolkit](#))

⁴ ED compares count data from current and previous years. If there is a large increase or decrease in the student count from the previous year, then the SEA should indicate the reason when it submits the survey. It is not necessary to provide additional documentation with the submission. However, ED may contact States for more information during the verification process; so it is important to understand the reason for the change and to have related records available. Also, see “Guidance for Identifying Eligible Institutions and Counting Children” ([Eligible Institutions and Child Count](#)).

6. Understanding how to identify which eligible students to count in eligible facilities.

- Explain that, even if a child or youth is released from a facility soon after the intake process and even if he or she hasn't resided in the facility for a full night because of early release, as long as the intake process was completed, a child or youth may be counted on the basis of his or her intake completion, since there was an intention to admit or enroll the child.

SA Count

- State that students in facilities run by an SA (under Subpart 1) may not be counted if they have earned their **high school diplomas**, even if they meet the age criterion, because they have already passed Grade 12 and would no longer be enrolled in a regular program of instruction (see ED's Instructions for Identifying Eligible Institutions and Counting Children).
- Explain that students who have already earned their **GEDs** who are in facilities run by an SA (under Subpart 1) may be counted if they meet the criteria for eligible students, including being under 21 years of age and enrolled in a regular program of instruction; in some states students who have received GEDs can still work toward obtaining their high school diploma and thus still be enrolled in a regular program of instruction.
- Clarify that all students, including those who are not N or D, can be counted if they are enrolled in a **community day program** at a state-run facility. Section 1432 ([Title I, Part D Statute Section 1432](#)) of the ESEA defines community day program as a regular program of instruction provided by an SA at a community day school operated specifically for children and youth who are N or D. If the community day school is specifically established to serve children and youth who are N or D, for example, as documented by its charter, then the children and youth in this program or school may and should be included, provided they are enrolled for the required hours per week in a regular program of instruction.
- Explain that students enrolled in a **community day program** at an SA-run facility who do not reside in this *facility* may be counted as long as the average length of stay (i.e., enrollment) for the community day program is at least 30 days and the other eligibility criteria are met; students need not reside in the community day program to be counted.

LEA Count

- Explain that students with a **high school diploma** can be counted under Subpart 2 if the student is 5 to 17 years old (inclusive) and meets the eligibility criteria outlined in ED's instructions (see also [Nonregulatory Guidance, Section K](#)). The regular program of instruction requirements do not apply in Subpart 2.
- Explain that students who have already obtained their GEDs can be counted under Subpart 2 if these students are 5 to 17 (inclusive) years of age and meet the eligibility criteria outlined in ED's instructions (see also [Nonregulatory Guidance, Section K](#)).
- Clarify that, **although students who are homeless** should be identified or eligible for services through Title VII, Subtitle B, of the McKinney-Vento Homeless Assistance Act, they are not eligible to be counted under Subpart 2 as students must live in a locally operated facility that meets the definition of an institution for delinquent children and youth or an adult correctional institution as provided in Section 1432(1) or (4)(B) ([Title I, Part D Statute, Section 1432](#)) of the ESEA.
- Ensure that students who attend but do not reside at **community day schools** are not included in the local educational agency count. The count only includes youth who reside in local institutions. However, once funding is determined, community day school students can be served by the LEA with a Subpart 2 grant.

- Clarify that an SEA can include in the count **children and youth who are from out-of-state** and reside in locally operated institutions, since the count is based on the October caseload count of any children and youth who reside in the facility, regardless of their state of origin.
- Explain that the caseload count refers to unique committals and not to each physical entry of the youth. For example, if a child or youth is enrolled in an eligible institution during the 30-day count window but runs away and then returns on the same committal, the LEA cannot count the student again. For a youth to be counted twice, he or she would have to have gone through a formal exit process, followed by a subsequent formal entry process.

Step 3 – Verify and Submit Counts to ED.

SEAs should verify the completeness and accuracy of counts and submit counts and related calculations to ED in January of each year. SEAs can submit counts to ED before the submission deadline, if available.

3A. Review submitted counts.

- Compare counts submitted by the SAs and LEAs with counts received the previous year. Since ED uses a 25 percent change when cross-checking current data against the previous year’s data, SEAs can determine the percent of change from the previous year’s data before submitting counts to ED. If the change is greater than 25 percent, states should identify the fluctuation and, if need be, contact subgrantees or facilities to get more information about the discrepancies in their counts.
- Ensure that facilities are designated appropriately by checking facility charters or program descriptions.
- Verify that students were counted appropriately by checking their ages and entry and exit dates.
- Confirm that all eligible facilities submitted counts, as possible. Are new facilities included? Were students of closed facilities captured in counts from other facilities?

3B. Submit counts to ED.

- Complete ED Form 4376 ([Annual Count Reporting Form 4376](#)). Note: For the SA count, counts can be entered as fractions (e.g., 122.2), or rounded to the nearest whole number. If an SEA chooses to round the value, it should follow the usual rules for rounding (e.g., up from 0.5).
- Prepare an explanation if any counts are significantly different from the previous year.
- Send a signed original of the certification page of ED Form 4376 ([Annual Count Reporting Form 4376](#)), any explanations for notable changes/issues, and other requested information to ED.

Tool 3: Annual Count Timeline Template

Purpose of this Tool

This tool offers a checklist and timeline template for states to use to ensure that the Annual Count data is submitted on or before the submission deadline established by the U.S. Department of Education (ED).

How to use this Tool

This table can serve as a template to cut or expand, as appropriate, to ensure that all count processes are completed in an efficient manner and to ensure that counts are submitted to ED on time.

- Insert deadlines and date ranges for each step in the timeline column.
- Including detailed status notes to track the progress of each step.

Steps	Timeline	Status Notes
<p>SEAs begin planning for the Annual Count.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Decide which SEA staff will be engaged in this year’s count process. <input type="checkbox"/> Verify that you have an updated list of subgrantees and facilities and contact information. <input type="checkbox"/> Begin communicating with subgrantees to let them know that you will be requesting counts from them in the upcoming months. 	<p>Summer</p> <p>[insert deadline]</p>	
<p>Prepare documents.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Last year’s state count guidance documents, data collection forms, instructions <input type="checkbox"/> Confirm all requirements are included. <input type="checkbox"/> Set count-window parameters, as appropriate. 	<p>Summer/early fall</p> <p>[insert deadline]</p>	
<p>SAs select a count date and LEAs/local facilities select a count window.</p> <ul style="list-style-type: none"> <input type="checkbox"/> SA count: select any one day (excluding weekends or holidays) during the calendar year <input type="checkbox"/> LEA count: select any 30 consecutive days; at least one of these days must be in October 	<p>SAs (Add deadline.)</p> <p>[insert deadline]</p> <p>LEAs</p> <p>September–November</p> <p>[insert year]</p>	

Steps	Timeline	Status Notes
<input type="checkbox"/> ED distributes Annual Count Forms to SEAs.	Mid-October [insert deadline]	
<input type="checkbox"/> SEAs distribute forms to subgrantees that are eligible to participate in the count.	Mid-to-late October [insert deadline]	
SEAs provide training and technical assistance (T/TA) to subgrantees and facilities. <ul style="list-style-type: none"> <input type="checkbox"/> Proactive (schedule webinars, conferences, and conference calls; develop/adapt tools) <input type="checkbox"/> Responsive (respond to questions) 	Ongoing/as soon as data collection begins [insert deadline]	
Facilities submit counts to subgrantees, and SAs and LEAs submit counts to the SEA. <ul style="list-style-type: none"> <input type="checkbox"/> SA count: Facilities submit to their SA, and later the SA submits to its SEA, an adjusted count of children and youth, using a formula that accounts for the relative length of the school year. <input type="checkbox"/> LEA count: Facilities submit to their LEA, and later the LEA submits to its SEA, a count of children and youth in N and D facilities (separately). 	Fall [insert deadline]	
SEAs review counts. <ul style="list-style-type: none"> <input type="checkbox"/> If needed: Request clarification or additional information from subgrantees or facilities if questions or issues arise while reviewing counts. <input type="checkbox"/> Final review 	Ongoing as data received/fall–winter [insert deadline]	
SEAs run a final data check. <ul style="list-style-type: none"> <input type="checkbox"/> All counts are verified and certified for completion and accuracy. 	Late fall to early winter [insert deadline]	

Steps	Timeline	Status Notes
<p>SEAs submit an adjusted count of children and youth.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counts are adjusted for both SA-supported facilities and in LEA-supported facilities, by type (i.e., N or D). 	<p>January</p> <p>[insert deadline]</p>	

Appendix: Glossary

Adult Correctional Facility or Institution	A facility in which persons, including youth younger than 21 years of age, are confined because of a conviction for a criminal offense.
Annual Count	The official title of the Annual Count is “Annual Report of Children in Institutions for Neglected or Delinquent Children, Adult Correctional Institutions, and Community Day Programs for Neglected or Delinquent Children.” Also sometimes referred to as the Child Count or October Count, it is a survey administered by the U.S. Department of Education’s (ED’s) Office of Elementary and Secondary Education (OESE) on an annual basis. States respond to the survey with a count of the number of children and youth living in state or local institutions for youth who are neglected or delinquent (N or D) and enrolled in state-run community day programs. ED uses this data to determine funding for Title I, Part A and Title I, Part D, Subparts 1 and 2.
At-risk	When used with respect to a child or youth, designates a school-aged individual who risks academic failure, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system in the past, is at least one year behind the expected grade level for his or her age, has limited English proficiency, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.
At-risk programs	At-risk programs (operated through LEAs) target children and youth who risk academic failure, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice system in the past, are at least one year behind the expected grade level for their age, have limited English proficiency, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.
Children and Youth	(1) Persons 21 years of age or younger who are entitled to a free public education through Grade 12 and (2) preschool children below the age and grade level at which a state provides free public education.
Community Day Program	A community day program is a regular program of instruction provided by an SA at a community day school operated specifically for children and youth who are neglected or delinquent.

Consolidated State Performance Report (CSPR)	A data collection instrument administered by the U.S. Department of Education’s (ED’s) Office of Elementary and Secondary Education (OESE) on an annual basis. All states that received funding on the basis of the Consolidated State Application for the applicable school year must respond to the reporting requirements in the CSPR. The CSPR collects student and facility counts, demographic information (race/ethnicity, age, and gender), and academic and vocational outcomes, including performance in reading and mathematics.
Delinquent	When used with respect to a child, youth, refers to an individual who resides in a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision.
Delinquent Facility/Institution	See definition of a juvenile correctional facility/institution.
Detention Facilities	See definition for juvenile detention facility.
Elementary and Secondary Education Act (ESEA)	ESEA, first enacted in 1965, is the principal Federal law affecting K–12 education. The No Child Left Behind Act (NCLB) of 2001 is the most recent reauthorization of the ESEA.
Eligibility	Whether a SA or LEA facility, or child is allowed to participate in the Annual Count to allocate funds for the Title I, Part D program or receive Part D, funds.
Foster Home	While each state may define a foster home differently, foster homes are typically residences staffed by caregivers who provide 24-hour- substitute care for children placed away from their parents or guardians.
Formal Agreement	A formal agreement is a contract that ensures that facilities will provide services that align with the Federal program requirements. Formal agreements are required between LEAs and their locally operated correctional facilities (Section 1423 of the Title I, Part D, Statute [Title I, Part D Statute Section 1423]).
Group Home	While each state may define a group home differently, these homes are typically residences staffed by caregivers who provide 24-hour substitute care for children placed away from their parents or guardians and for whom the state has placement and care responsibility. Group homes may provide classroom instruction; arrange for work-study programs, parent consultation, and counseling; and act as a liaison to the local school system.
Individualized Education Program (IEP)	A written statement for each individual with a disability; the IEP is developed, reviewed, and revised in accordance with Individualized Education Program Statute and Regulations, Section 614(d) of Individuals with Disabilities Education Act regulations.
Institution-wide Project (IWP)	Authorized by Title I, Part D Statute Section 1416 of Title I, Part D, a program that serves all children in, and upgrades the entire educational effort of, an institution or program eligible for Part D, Subpart 1, funds. The purpose of the institution-wide approach is similar to that of schoolwide programs operated under Title I, Part A. Note: Adult correctional institutions cannot operate IWPs.

Juvenile Correctional Facility/ Institution	A public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or need supervision.
Juvenile Detention Facility	Shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or that provide care to children after commitment.
Juvenile Justice and Delinquency Prevention Act (JJDP)	Congress enacted the Juvenile Justice and Delinquency Prevention (JJDP) (P. L. No. 93415, 42 U.S.C. § 5601 et seq.) in 1974 and reauthorized the majority of its provisions in 2018 with the Juvenile Justice and Delinquency Prevention Act . The JJDP mandates that states comply with four core protections to participate in the JJDP's Formula Grants program. This landmark legislation established the Office of Juvenile Justice and Delinquency Prevention (OJJDP) to support local and state efforts to prevent delinquency and improve the juvenile justice system.
Local Education Agency (LEA)	As defined by the No Child Left Behind Act (NCLB), a LEA is any public institution or agency having administrative control and direction of a public elementary school or secondary school.
Locally-operated Correctional Facility	A facility in which persons, including persons under 21 years of age, are confined because of a conviction for a criminal offense. The term also includes a local public or private institution and community day program or school not operated by the state that serves children and youth who are delinquent.
Needs Assessment	A needs assessment is a process by which programs identify and address the needs, or gaps between current conditions and desired conditions. A needs assessment should guide the development of a comprehensive program plan and help establish benchmarks for evaluating a program.
Neglected	When used with respect to a child, youth, refers to an individual who has been committed to an institution (other than a foster home) or voluntarily placed under applicable state law due to abandonment, neglect, or death of his or her parents or guardians.
Neglected Facility/ Institution	An institution for children and youth who are neglected. A public or private residential facility, other than a foster home, that is operated primarily for the care of children and youth who have been committed to the institution or voluntarily placed there under applicable state law due to (1) abandonment, (2) neglect, or (3) death of parents or guardians.
No Child Left Behind Act (NCLB)	The 2002 reauthorization of the Elementary and Secondary Education Act (ESEA). NCLB aims to help schools improve by focusing on accountability for results, freedom for states and communities, proven education methods, and choices for parents.
Privately Operated N or D Facility	A private residential facility, other than a foster home, that is operated primarily for the care of children and youth who have been (a) adjudicated delinquent or need supervision or (b) committed to the institution or voluntarily placed there under applicable state law due to abandonment, neglect, or death of their parents or guardians.

Regular Program of Instruction	An educational program (not beyond Grade 12) in an institution or a community day program for children who are neglected or delinquent. This program consists of classroom instruction in basic school subjects, such as reading, mathematics, and vocationally oriented subjects, and is supported by non-Federal funds. Neither the manufacture of goods within the institution nor activity related to institutional maintenance is considered classroom instruction.
State Agency (SA)	An agency of state government responsible for providing free public education to children in institutions for children who are neglected or delinquent, in community day programs for children who are neglected or delinquent, and in adult correctional institutions.
State Education Agency (SEA)	The state board of education or other agency or officer primarily responsible for the state supervision of public elementary schools and secondary schools or, if there is no such officer or agency, an officer or agency designated by the governor or by state law.
Title I	Reauthorized with the No Child Left Behind Act of 2001, Title I is the largest federal program supporting elementary and secondary education. The purpose of this program is to help ensure that all children have the opportunity to obtain a high-quality education and reach proficiency in challenging state standards and assessments.
Title I, Part A	Also called Improving Basic Programs Operated by LEAs. Provides financial assistance through SEAs to LEAs and schools with high numbers or high percentages of poor children, to help ensure that all children meet challenging state academic standards.
Title I, Part D	Also called The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-risk, Title I, Part D provides financial assistance to educational programs for youth in state--operated institutions or community day programs. The Title I, Part D program also provides financial assistance to support school districts' programs involving collaboration with locally operated correctional facilities.
Training/Technical Assistance (T/TA)	The process of collaborating with and communicating with stakeholders (i.e., subgrantees and facilities) to provide support, guidance, and assistance. T/TA can come in many forms including webinars, onsite conferences, one-on-one phone calls, and e-mails.

The content of this document does not necessarily reflect the views or policies of the U.S. Department of Education. This document was produced by NDTAC at Longevity Consulting with funding from the Student Achievement and School Accountability Programs, OESE, U.S. Department of Education, under Contract Number ED-04-CO-0025/0006. Permission is granted to reproduce this document.