



SECTION 01

The TIPD Escape Rooms

Day 4: Thursday, May 21



Common Challenges



① Eligibility

Determining which facilities and students qualify for TIPD services

② Use of Funds

Determine how well you can identify what is and is not an allowable and appropriate use of TIPD funds

③ Cross Program Collaboration

Navigate partnerships, share resources, and coordinate across systems to better support youth

Directions

20 minutes at each escape room

In each breakout room, work with your group to:

- Analyze the situation
- Identify the key questions to ask
- Map a path forward
- Use the resources, tools, and expertise in the room. Your peers are part of the solution!
- A facilitator will help guide the discussion and keep things on track.
- After 20 minutes, a new facilitator will enter your escape room with a new challenge.

Eligibility Escape Room



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Eligibility

RY Youth Services Campus is a multi-facility residential complex serving youth ages 8–18. The campus is operated by a nonprofit organization under contracts with multiple State agencies. The campus includes four residential programs located on a shared property, each operating with separate admissions criteria, residential staff, treatment models, and funding structures. All youth residing on the campus receive educational services through classrooms operated by the LEA. While educational programming is provided by the same educational entity across the campus, students attend separate educational complexes aligned to their specific residential placements and treatment needs. Each facility maintains distinct residential operations, referral pathways, oversight structures, and program purposes.

For each of the facilities presented, determine if they qualify as an institution for neglected or delinquent children under Title I, Part D and their Subpart.

If so, which students are eligible to be served — and does the fact they are private change their eligibility?



Facility 1: Harbor House

Harbor House is a secure residential mental health treatment center serving youth who are survivors of child sexual exploitation and trafficking. The program operates under a formal contract with the State Department of Children and Family Services (DCFS), who is responsible for the education and care of the youth. Youth are placed into the facility through:

- child welfare referrals,
- protective custody placements,
- and referrals from law enforcement agencies and child advocacy centers.

The average length of stay is 4–9 months.

The facility provides:

- trauma-informed mental health treatment,
- crisis stabilization,
- educational services,
- and intensive case management.

Most youth have not been adjudicated delinquent, although some may have prior juvenile justice involvement related to survival behaviors such as truancy, running away, or substance use.

The facility administration states that its primary purpose is the care, treatment, and protection of exploited youth.



Facility 2: Pathways Independent Living Center

Pathways is a shelter and transitional independent living complex serving youth involved in the foster care system. The program operates under agreements with the State Department of Youth and Family Services (DYFS), which places youth into the facility due to:

- abuse or neglect,
- disrupted foster placements,
- or transition planning for youth aging out of care.

The campus includes:

- short-term emergency shelter beds,
- transitional apartments,
- and supervised independent living units.

Youth may remain from several weeks to 18 months depending on placement goals. The average length of stay is 3 months.

The facility focuses on:

- life skills development,
- educational continuity,
- employment readiness,
- and transition planning.

Some youth have prior contact with juvenile justice systems, although delinquency adjudication is not a condition of placement. All youth here are in custody of DYFS and as such, are considered wards of the State which makes the State responsible for educating them.



Facility 3: Summit Behavioral Accountability Program

Summit is a privately operated secure residential treatment program for youth exhibiting sexually harmful or sexually deviant behaviors. The facility is governed by a private nonprofit board and does not operate under a contract with the State juvenile justice agency or child welfare system. All youth admitted to Summit have been arrested or formally charged with offenses at some point prior to placement.

Approximately 75% of youth placed there are adjudicated delinquent, ordered into residential treatment by juvenile courts, and placed at Summit as part of a court disposition requiring treatment and supervision.

For the remaining youth, charges were filed and court proceedings were initiated, but parents discussed with the prosecutors and voluntarily agreed to placement at Summit before adjudication occurred, after which judges dismissed the pending cases.

Families are financially responsible for a portion of placement costs for some youth. The program includes:

- behavioral treatment,
- offense-specific therapy,
- structured supervision,
- educational services,
- and reentry planning.

Facility leadership describes the program as therapeutic rehabilitation rather than juvenile detention.



Facility 4: Evergreen Therapeutic Academy

Evergreen is a privately operated residential therapeutic school serving youth with complex intellectual disabilities, developmental disabilities, autism spectrum disorders, and significant behavioral support needs. Youth are referred through:

- special education teams,
- private school districts,
- disability service agencies,
- mental health providers,
- and family placements.

The facility does not operate under a State contract for child welfare or juvenile justice placements.

The program provides:

- special education instruction,
- occupational and speech therapy,
- behavioral supports,
- mental health treatment,
- and residential care.

Some youth demonstrate aggressive or self-injurious behaviors requiring intensive supervision and therapeutic intervention. Youth are not placed due to delinquency adjudications or dependency findings. The facility describes itself as a therapeutic educational environment designed to support students with significant disabilities and behavioral needs.



Eligibility - Notes

- What other information would you need to determine eligibility?
- What strategies did State coordinators share to determine eligibility?





Eligibility – Alternative 2

We have a private, for profit, juvenile detention center in our school district. They work with local courts throughout the state and serve students who have been placed by the court into the facility. Students are typically placed in the program awaiting trial or awaiting placement after their trial. At times, the facility has students who are from out of state who have been arrested in our state.

Does this facility qualify as an institution for neglected or delinquent children under Title I, Part D?

If so, which students are eligible to be served — and does the fact they are for profit change their eligibility.



Eligibility - Alternative 3

We have a residential substance abuse program in one of our districts. The average length of stay is 4-6 months. They are not served by our Department of Juvenile Justice, but they have a formal agreement with the district, and the district provides educational services. About half of the youth in the program are court-ordered as a condition/or last resort before the judge adjudicates them. The other half are referred by their parents (voluntarily). Does this program meet the latter part of the delinquent definition as “in need of supervision” and could the facility be classified as a delinquent, residential facility? Would we be able to report all the students (including the voluntary students) since they, too, are in need of supervision, or only the students who are court-ordered?

Does this facility qualify as an institution for neglected or delinquent children under Title I, Part D?

If so, which students are eligible to be served — and does the fact they are for profit change their eligibility.

Use of Funds Escape Room



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Use of Funds 1

You receive a call from a subgrantee who works with students transitioning out of delinquent facilities. The subgrantee wants to set students up for success as they reenter their communities and is asking whether TIPD funds can be used to provide personal hygiene products and new clothing as part of their transition support.

A follow-up question comes in from another subgrantee serving at-risk youth under Subpart 2 with the same request.

Are these allowable uses of funds?

Does it matter which subpart the students are served under?



Use of Funds 2

A subpart 1 program is having an extremely difficult time hiring and retaining qualified teachers. Can the program use TIPD funding to provide hiring bonuses and/or retention bonuses? Can TIPD funds be used for incentive pay?

Are these allowable uses of funds?





Use of Funds 3

Would life-skills type expenses such as rent for a building lease where life skills lessons will be taught, supplies to learn to cook, or math skills related to personal finance such as banking be allowable as part of a comprehensive drop-out prevention program for at-risk youth?





Use of Funds - Notes

- What other information would you need to determine eligible use of funds?
- What strategies did State coordinators share for effective use of funds?



Cross Program Collaboration Escape Room



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Cross Program Collaboration 1

A subgrantee reaches out to you with an emerging challenge. A young person has just been released from a juvenile detention facility and has no stable housing to return to — their family is no longer in the picture, and they have been identified as homeless under McKinney-Vento. The subgrantee wants to continue supporting this student but is unsure how to coordinate with the local homeless liaison or the juvenile justice system to ensure the student stays enrolled in school and receives the wraparound services they need. To make things more complicated, the student is also currently an open case with the state's foster care system.

Discussion questions: Does the TIPD subgrantee have a responsibility to assist this student? How should the subgrantee navigate these overlapping systems, and what part do you play in facilitating that collaboration?

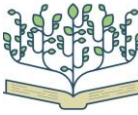


Cross Program Collaboration 2

A subgrantee reaches out with a straightforward but surprisingly hard question: they've been running their Title I, Part D program in relative isolation and want to change that. They serve youth across a juvenile facility and a reentry program, and they know other federal dollars are flowing to similar populations in their area — WIOA youth workforce funds, McKinney-Vento, Perkins CTE, Second Chance Act grants — but they have no idea who administers those programs locally, whether those agencies even know TIPD exists, or how to start a conversation without it going nowhere. They're asking you: where do we begin?

Discussion questions: Which federal programs most commonly serve overlapping populations with TIPD? What's your role as the State coordinator in facilitating those connections — and what's the subgrantee's role in building them independently?

What does a productive first conversation with a partner agency actually look like, and what structures (MOUs, interagency teams, braided funding agreements) might make the relationship stick over time? What resources or tools can you point this subgrantee to right now?



Cross Program Collaboration 3

A 16-year-old has just been released from a State-operated juvenile facility after a 9-month stay and re-enrolled in his home district. During his time at the facility — which received Title I, Part D, Subpart 1 funds — staff suspected an unmet learning disability and initiated a special education evaluation referral. The evaluation was never completed before his release, and no documentation of the referral made it to the receiving LEA.

The student is now in a general education classroom with no IEP, no evaluation on file, and no one who knows his history. His teachers are reporting behavioral challenges, and he's already missing days. The district's special education coordinator is treating this as a brand-new referral — a process that will take months. Meanwhile, the State agency says its obligation ended at release, and the LEA says it must start from scratch. Nobody owns the handoff.

Discussion questions: What obligations did the State agency have under ESEA Section 1414 and IDEA to notify the LEA and transfer records before this student's release? What role do you play in setting transition planning expectations — and how can those be built into subgrant requirements or monitoring? What can be done right now to keep this student enrolled while the systems catch up?



Cross Program Collaboration - Notes

- What other information would you need to decide on next steps for collaboration?
- What strategies did State coordinators share to increase cross collaboration?



Thank You!



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