

Welcome!

Choose a photo from the table that appeals to you or represents you in some way.

Write the answers to the following questions on the notecard and be prepared to introduce yourself.

1. What is your name and State?
2. What other role(s) do you play at your SEA?
3. What are you hoping to gain from this year's conference?
4. Describe in one or two sentences why the photo appeals to you or represents you.



New Coordinators Meeting

NDTAC Conference

June 13, 2017



The National Technical
Assistance Center
for the Education of
Neglected or Delinquent
Children (NDTAC)



www.neglected-delinquent.org

Introductions

Agenda

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- Introductions
- What Is Title I, Part D (TIPD)?
- What Is NDTAC?
- Getting Started as a TIPD Coordinator
 - Fundamental responsibilities
 - Areas for coordination and collaboration
 - Strategies for getting started
 - Tips from seasoned coordinators
- Overview of the Conference

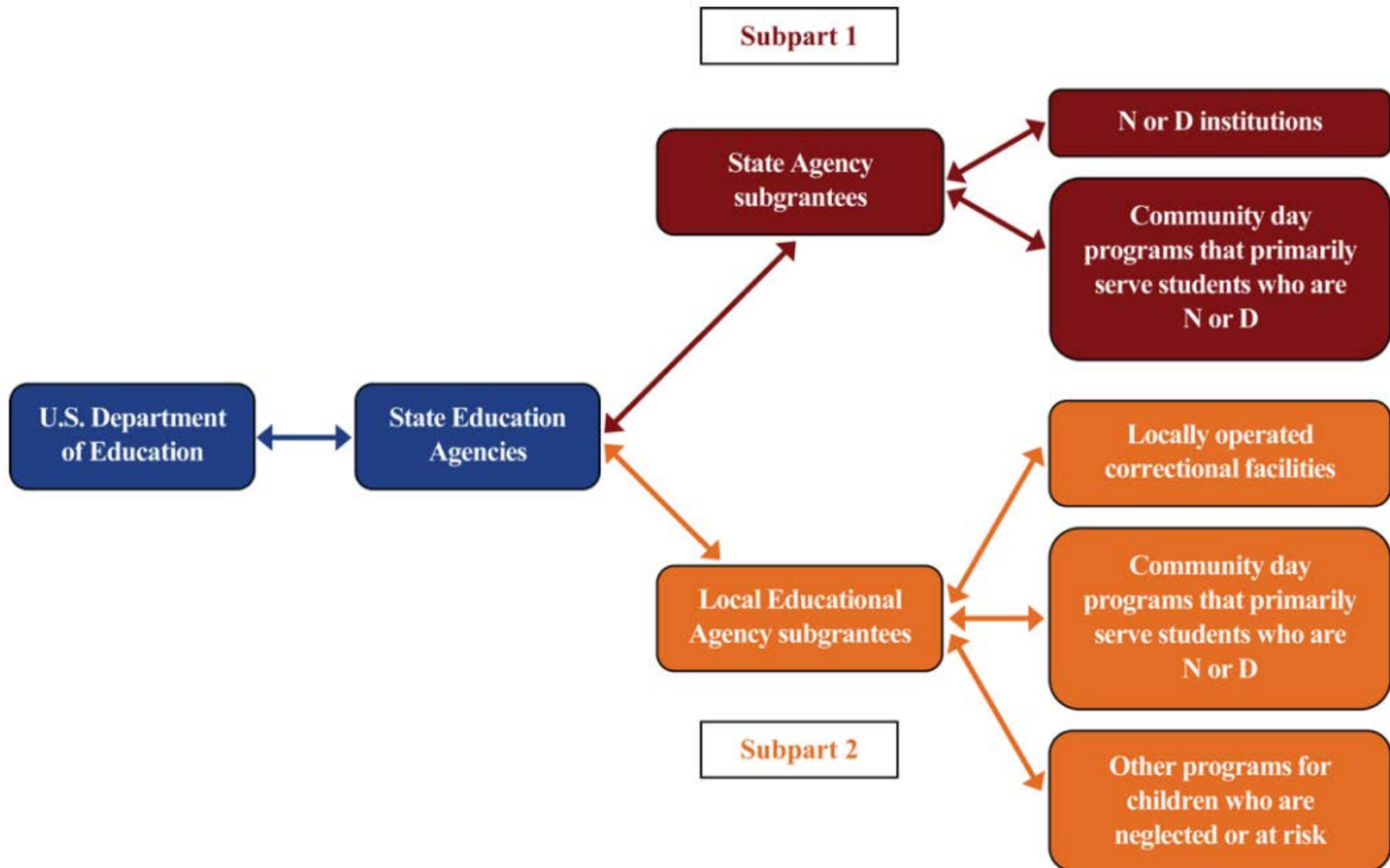
Relevant section and page numbers from the “New Coordinator’s Handbook” will be listed here

What Is TIPD?

- Improve educational services for children and youth who are neglected or delinquent (N or D).
- Provide services so that youth who are N or D can successfully transition from out-of-home placement to further education or employment.
- Prevent N or D youth from dropping out of school.

Structure of TIPD

I-2



What Is NDTAC?

About NDTAC

- Contract between the U.S. Department of Education (ED) and American Institutes for Research (AIR)
- Mission
 - Provide technical assistance (TA)
 - Program evaluation and data reporting
 - Facilitate information sharing

NDTAC Assistance to State Coordinators

- Direct TA
 - Through State liaisons
 - Through data team (related to the Consolidated State Performance Report [CSPR])
- Peer-to-peer interactions via ND communities
 - Community calls
 - Topical calls
- Products and resources
- Webinars
- Listserv
- Web sites
 - <http://www.neglected-delinquent.org/>
 - <http://www.ndcommunities.org/>

Overview of State Coordinators' Fundamental Responsibilities

Reporting and Evaluation: CSPR

Planning and Funding: Annual Count

CSPR

- Data collection instrument
- Administered annually by ED
- Required measures for TIPD (section 2.4):
 - Number and types of programs
 - Demographic data of students
 - Data on provision of transition services
 - Student academic/vocational achievement data
 - Student reading and math performance data

EDFacts

- ED initiative to collect, analyze, report, and promote the use of high-quality performance data
- Most TIPD data now reported through *EDFacts*
- All CSPR data to eventually be reported through the *EDFacts'* online Education Data Exchange Network Submission System

Reporting and Evaluation: Coordinator Responsibilities

III-12-14

Understanding the requirements related to data and reporting

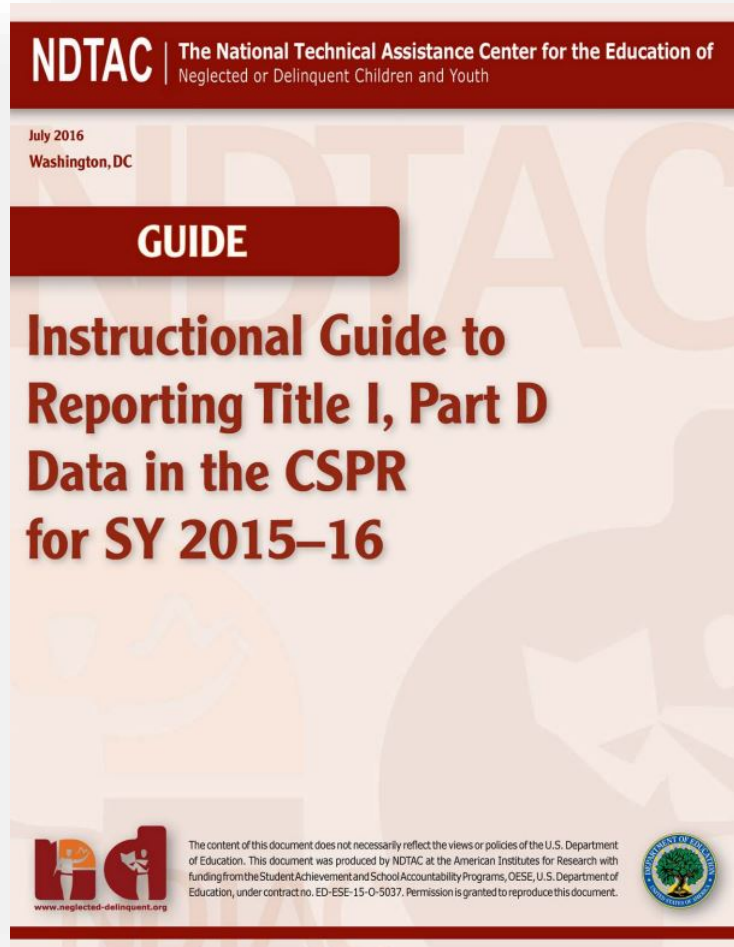
- Be familiar with the CSPR measures
- Know your State's reporting requirements
- Understand the Federal reporting cycle

Facilitating the data reporting processes and focus on data quality

- Identify the programs receiving funds
- Develop relationships with the data contacts in your State
- Establish reporting timelines
- Review the data you receive, and assess the quality
- Provide training

Using the data you collect

- Analyze data for program quality improvement



- Latest updates for the CSPR data collection
- Review of data collection process
- Details about the CSPR and the *EDFacts* initiatives
- Comprehensive reporting instructions

http://www.neglected-delinquent.org/sites/default/files/NDTAC_CSPRguide_2015-16.pdf

Areas for Coordination and Collaboration

- Which State and local agencies assist with CSPR?
- Who has been your go-to-person for reporting and evaluation?
- How have you worked with NDTAC to prepare and submit CSPR?

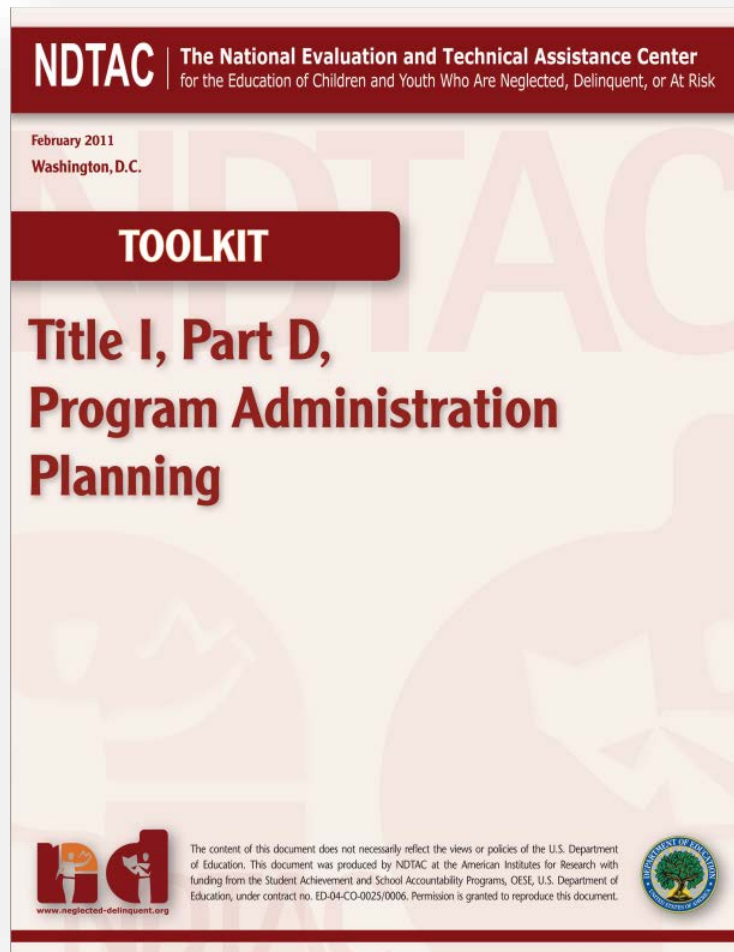
Strategies for Getting Started

- What are your go-to resources?
- What kind of support have you received from NDTAC?

Planning: Overview

Planning involves the following:

- Implementation of your State's overall TIPD program
- Guidance to your subgrantees in their planning to ensure alignment with State and Federal requirements



Provides overview of and resources/tools for:

- Conducting needs assessments
- Developing and reviewing applications
- Creating formal agreements between agencies

<http://www.neglected-delinquent.org/sites/default/files/docs/programAdminPlanningToolkit.pdf>

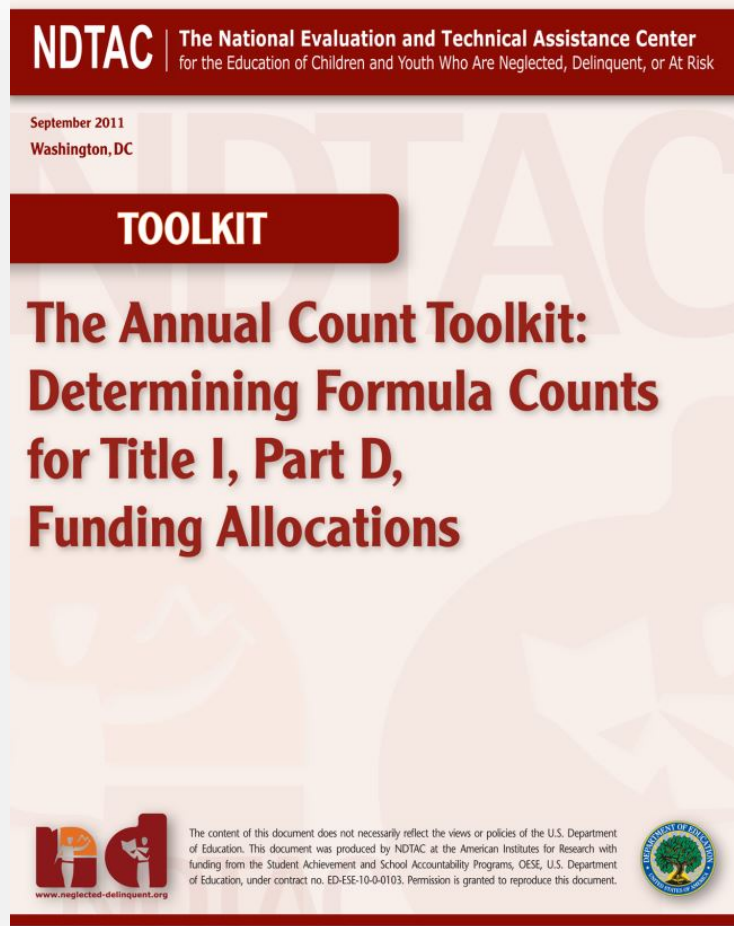
ED determines the amount of a State's allocations based on the number of students submitted to ED in the Annual Child Count.

SEAs allocate:

- S1 funds to SAs based on formula funding
- S2 funds to LEAs based on formula funding and/or discretionary grants



- Conduct the Annual Count; submit to ED.
- Reserve funds for SEA administration, evaluation, and TA, if necessary.
- Determine SA and LEA eligibility.
- Create SA and LEA subgrantee applications.
- Review SA and LEA subgrantee applications.
- Award allocations to eligible subgrantees.



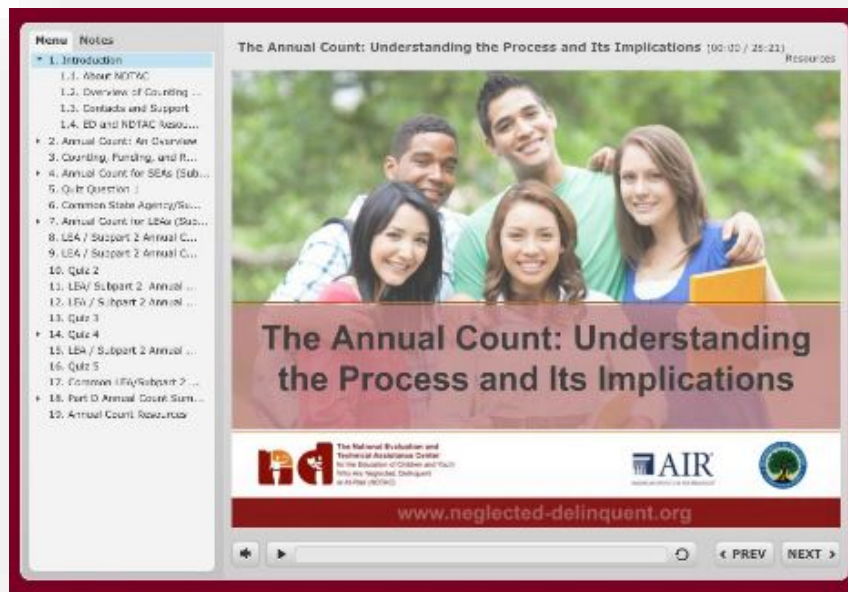
Annual Count Toolkit

- Annual Count overview
- Tools and resources to help coordinators comply with federal requirements

http://www.neglected-delinquent.org/sites/default/files/docs/AnnualCountToolkit_DeterminingFormulaCounts.pdf

Annual Count Module

- Annual Count purpose and facility/program eligibility requirements
- Relation to other ED reporting requirements
- SA versus LEA count



<http://www.neglected-delinquent.org/resource/annual-count-understanding-process-and-its-implications>

Areas for Coordination and Collaboration

- Which State and local agencies assist with annual count?
- Who has been your go-to-person for planning and funding?
- What are the differences in the process between SAs (Subpart 1) and LEAs (Subpart 2)?

Strategies for Getting Started

- What are your go-to resources?
- What kind of support have you received from NDTAC?

Questions and Answers

Questions

&

Answers

Section IV of the “Handbook” covers these important topics, and NDTAC’s Web site has more information to assist you with each of these areas:

- Family involvement
- Interagency collaboration
- Safe and supportive learning environments
- Students with disabilities
- Transition

- Learn the law and guidance.
- Communicate with your NDTAC State liaison.
- Network with peers and participate in the community.
- Train and support your subgrantees.

The “New Coordinator’s Handbook” has more information about each of these strategies.

Resources To Get Started

Top five resources to have on hand:

1. [New Coordinator's Handbook](#)
2. [Title I, Part D, Program Administration Planning Toolkit](#)
3. [The Annual Count Toolkit: Determining Formula Counts for Title I, Part D, Funding Allocations](#)
4. [Office of Safe and Healthy Students Monitoring Plan for Homeless and Neglected or Delinquent Education Programs](#)
5. [Instructional Guide to Reporting Title I, Part D, Data in the CSPR for Current School Year](#)

Resources Needed To Get Started (cont.)

Top three Web pages to bookmark:

1. Statute: <http://www.neglected-delinquent.org/title-i-part-d-statute>
2. Nonregulatory guidance: <http://www.neglected-delinquent.org/title-i-part-d-nonregulatory-guidance-introduction>
3. ND communities: <http://www.ndcommunities.org/>

Overview of the Conference