Communities
Connecting States in the ND Field

2014-15 ND COMMUNITIES TOPICAL CALL SERIES

CALL RECAP

NDTAC RESOURCES TO MEET TECHNICAL ASSISTANCE NEEDS
AUGUST 26, 2015

- **CALL SLIDES** (PPTX)
- **CALL RECORDING** (ADOBE CONNECT)

NDTAC has developed many resources to support the technical assistance (TA) needs of Title I, Part D (TIPD) coordinators, State agencies (SAs), and local education agencies (LEAs). This series of topical calls features a selection of these resources, describing their purpose, content, and relevance for TA needs and featuring examples from states that have put them to use. The series is designed to help participants become more familiar with how to access and apply relevant NDTAC resources for their work throughout the year.

The second call in this series focused on the annual child count (i.e. Annual Report of Children in Institutions for Neglected or Delinquent Children, Adult Correctional Institutions, and Community Day Programs). During this call, NDTAC reviewed the purpose, content, and TA use of two resources related to the: (1) NDTAC's Annual Count Module (The Annual Count: Understanding the Process and Its Implications), and (2) NDTAC's Annual Count Toolkit (The Annual Count Toolkit: Determining Formula Counts for Title I, Part D Funding Allocations). These resources describe the count's purpose and process (e.g. eligibility requirements) and provide practical tools for TIPD coordinators and administrators to use when preparing for and conducting the count. The call included a discussion of TA needs related to the count, how to use NDTAC's tools to meet those needs, and how Virginia's TIPD Coordinator has used these tools.

TOOLS, TIPS, AND TAKE-AWAYS

How the Resources Can Be Used
- **Annual Count Module** – Describes the purpose and process of the count; how the count relates to other TIPD reporting requirements; differences between Subpart 1 and Subpart 2 eligibility, policies, and procedures; and other related resources
  - *Helpful for those in need of a quick overview to or refresher of the annual count*
  - *Addresses such TA issues as: eligibility for the count vs eligibility for services; eligibility of specific types of students (e.g. those with a diploma or GED; those enrolled with but not residing in community day programs); and LEA resistance to the count*
- **Annual Count Toolkit** – Describes the purpose and process of the count; the relationship between counting, serving, and reporting data for TIPD; and three tools (with a resource index) to help you comply with Federal requirements while completing tasks: (1) *requirements checklist* (helps *TIPD coordinators* check whether surveys, materials, and process address requirements and *SA/LEA/facility administrators* develop surveys and ensure accuracy of counts, (2) *process checklist* (helps ensure completeness and accuracy of count), and (3) *timeline template* (helps ensure timeliness of count
  - *Provides more details than the module and includes practical tools for the annual count*
  - *Addresses such TA issues as: counting vs serving vs reporting; steps in the annual count process; SA/LEA/facility/student eligibility; count date/window; and providing TA on the annual count*

ADDITIONAL RESOURCES

- **From http://www.neglected-delinquent.org/administering-title-i-part-d/planning-and-funding:**
  - US Department of Education's annual count reporting form, guidance for identifying eligible institutions and counting children, and sample worksheet instructions (updated in the Fall)
  - TIPD State Coordinator's Orientation Handbook (PDF) (information about the annual child count begins on page III-3)
  - Strategies for Developing Efficient and Effective Annual Count Processes (conference presentation)