



THE
NATIONAL TECHNICAL
ASSISTANCE CENTER

FOR

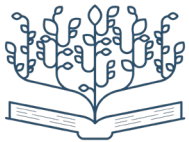
THE EDUCATION OF
NEGLECTED OR DELINQUENT
CHILDREN & YOUTH



Creating Successful Transitions for Students Served Under Title I, Part D-Subpart 1&2



Introductions



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▲ *Senior Technical Assistance Advisor, Longevity Consulting*



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detention centers receive an appropriate education. He has been a Principal and Executive Director of a psychiatric residential treatment facility working with neglected and delinquent youth and has served as the compliance coordinator for the Department of Exceptional Children for Charleston County Schools in SC.



Introductions

NDTAC is the National Evaluation and Technical Assistance Center for the Education of Neglected, Delinquent, and At-Risk Children and Youth.

NDTAC is funded by The United States Department of Education (Department) through Title I, Part D reservation for technical assistance.

U.S. Department of Education (ED) started NDTAC nearly 20 years ago.



NDTAC is...



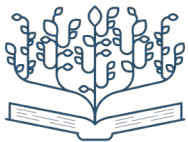
NDTAC & U.S. Department of Education

- NDTAC is a technical assistance center designed to support the Department and States with their implementation of Title I, Part D.
 - Although NDTAC is supported by the United States Department of Education, it does not speak on behalf of the Department.
- For official guidance and questions regarding TIPD, consult the Program Office at the Department.
 - Additional information and resources can be found at [Neglected, Delinquent, or At-Risk – Title I, Part D - Office of Elementary and Secondary Education.](#)
- For questions regarding NDTAC, write to ndtac@longevityconsulting.com and include your state and facility.



Key Acronyms

- TIPD-Title I, Part D
- NDTAC-Neglected and Delinquent Technical Assistance Center
- SEA-State Education Agency
- SA-State Agency (Ex. DOC or DOJ)
- LEA-Local Education Agency (school district)
- CSPR-Consolidated State Performance Report



AGENDA

- What is TIPD?
- Overview of Transition
- 4 Stages of Transition Process
- Challenges to Effective Transition
- 6 Effective Transition Practices
- Supporting Special Populations
- Resources and Questions

What is TIPD?



What is TIPD?

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



TIPD Subpart 1 & 2

- **TIPD is broken down into two parts**
 - **Subpart 1**
 - State agencies that are “responsible for providing free public education for children and youth—
 1. in institutions for neglected or delinquent children and youth;
 2. attending community day programs for neglected or delinquent children and youth; or
 3. in adult correctional institutions” [Sec. 1411]
 - **Subpart 2**
 - Local Education Agencies (LEA) with high numbers or percentages of children and youth in locally operated juvenile correctional facilities, including facilities involved in community day programs. [Sec. 1422 (a)]



Subpart 1 Statistics

I. Funding, Programs, and Students



Title I, Part D, Subpart 1 provides supplemental funds for education programs for youth who are neglected or delinquent. Subpart 1 funds are awarded directly to State educational agencies, which then award subgrants to state agencies.

Funding Allocation, Number of Programs, and Students Served

Program Information	2018-19	2019-20	2020-21
Subpart 1 Funding			
United States	\$47,614,000.00	\$47,614,000.00	\$47,614,000.00
Number of Programs			
United States	680	728	681
Number of Students Served			
United States	63,596	55,361	36,551

* Due to the CSPR not being used during the SY 2017-18 data collection process, data for the number for programs is unavailable.

Note: A school year is defined as July 1 through June 30. For example, school year 2018-19 includes July 1, 2018 through June 30, 2019.



Subpart 2 Statistics

I. Funding, Programs, and Students



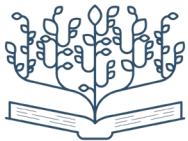
Title I, Part D, Subpart 2 provides funds for education programs for youth who are neglected, delinquent, or at-risk. Title I, Part D, Subpart 2 funds are awarded directly to State educational agencies, which then award subgrants to local educational agencies.

Funding Allocation, Number of Programs, and Students Served

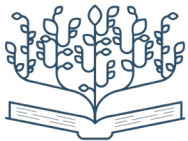
Program Information	2018-19	2019-20	2020-21
Subpart 2 Funding			
United States	\$107,168,539.10	\$104,265,281.00	\$103,377,689.00
Number of Programs			
United States	2,162	1,631	1,595
Number of Students Served			
United States	249,408	215,231	156,431

** Due to the CSPR not being used during the SY 2017-18 data collection process, data for the number for programs is unavailable.*

Note: A school year is defined as July 1 through June 30. For example, school year 2018-19 includes July 1, 2018 through June 30, 2019.



Overview of Transition



Activity

Think of a time when you had a major life transition (e.g., a new job, moving, new school)

- What were some of the challenges you faced?
- What were some of the supports that helped you to successfully navigate the transition?



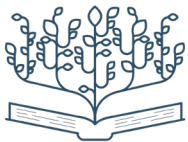
Overview of Transition

- “A coordinated set of activities for the youth, designed within an outcome-oriented process, which promotes successful movement from the community to a correctional program setting, and from a correctional program setting to post-incarceration activities” (Griller Clark et al., 2016, page 2).

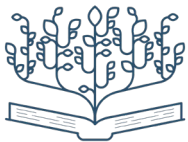


Transition and TIPD

- Transition is a key component of TIPD.
- TIPD Subpart 1: requires 15-30% of funds be allocated specifically for transition services. [Sec. 1418(a)]
- TIPD Subpart 2: allowed to use funds for transition purposes, as well as to operate dropout prevention programs for students returning from locally operated correctional facilities.



Four Stages of the Transition Process



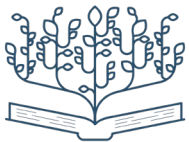
Stage 1: Entry into the Juvenile Justice System

- Entry refers to a youth's initial contact with the juvenile justice system.
- Planning for exit and aftercare begins at entry into the system, not just entry into the facility.
- Processes included in this stage:
 - Arrest
 - Intake
 - Detainment
 - Arraignment
 - Possibly adjudication and disposition



Stage 2: Residency

- Residency refers to the time the student spends in the facility.
- Typically, the longest stage of the process.
- All activities during the residency stage in a juvenile justice facility should focus on ensuring a youth is prepared for success after release.



Stage 3: Exit from Secure Care

- Historically the stage where most transition activities take place.
- Students may experience increased anxiety the closer they get to their discharge date.
- Youth may need an array of support services ranging from counseling to medical services, as well as additional tutoring or other academic supports to successfully reintegrate back into their home, community, school, and work environment.

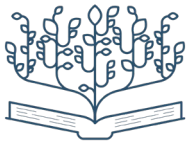


Stage 4: Aftercare

- Aftercare refers to the support and follow up provided after the student has left the facility.
- These supports should be outlined in the students transition plan.
- Engagement (being enrolled in school, employment, meeting terms of release) is a critical indicator of success.
- Engagement is critical in the first 30 days of release.
- Engaged youth = less recidivism.



Challenges to Effective Transition



Coordination and Collaborating

State coordinators noted how collaboration of multi-systems and agencies can be difficult to coordinate. Some common, but significant challenges that occur during these efforts include:

- Information sharing
- Interagency collaboration
- Relationship building
- Strategies and best practices for mental health
- Policy and legislation



Youth, Family, and Community Engagement

Several challenges to engagement across these three key groups include:

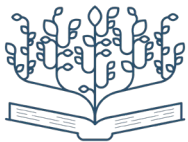
- Involvement of family
- Youth perspective/youth empowerment
- Early transition planning
- Length of transition
- Community services



Safe and Supportive Learning Environments

Key challenges in ensuring safe and supportive learning environments include:

- Career training opportunities
- “Warm hand off” between programs
- Special education needs and services



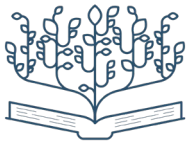
Comprehensive Teaching and Learning

To build a high-quality education program designed to promote positive outcomes, staff training and professional development must be provided. There were several significant challenges within this category. These include:

- Staff professional development and staff transition role
- LEA training
- Communicating credits
- Rights of neglected and delinquent youth
- Using performance and outcome data
- Compliance monitoring

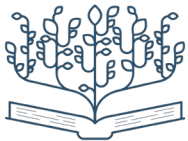


Six Effective Transition Practices



Practice 1: Transition Team

- Ensure the right people are at the table. Interagency/intersystem collaboration must be present for successful transition. Cross-program collaboration within the school district is also needed to support transition.
- Establish formal agreements among agencies clarifying roles.
- Establish regular communication with youth and family so they can understand their progress towards transition.
- Establish strong linkages with public school districts and other stakeholders.



Practice 2: Efficient Records Transfer

- Ensure accurate, complete, useful, timely, and confidential records and records transfer.
- Identify and comply with pertinent Federal, State, and local laws that pertain to records transfer.
- Collaborate and communicate with all involved individuals and agencies.
- Develop and use an electronic data system.



Practice 3: Transition Plan

- Should begin on or before a student enters the facility.
- Create or revise an existing transition plan based on current information.
- Involve the youth and his or her family member or guardian.
- Use the plan to guide educational placement and programming.
- Encourage ongoing communication.
- Monitor and revise plan on an ongoing basis.



Practice 4: Research-based Programming

- Students in the juvenile justice system need research-based programming. Programming should include:
 - Academic
 - Career and technical instruction
 - Social-emotional development
 - Behavior management
 - Mental health treatment
 - Specialized areas (e.g., anger management, sexualized behaviors)



Practice 5: Regular Monitoring and Tracking

- Transition process and outcomes should be monitored on a regular basis to ensure they are meeting the needs of students and families.
- Data should be collected on an:
 - Individual level
 - System level
 - Community level



Practice 6: Adequate Funding

- Funds must be allocated for transition services if we want to have successful transition programs.
- TIPD funds can be used to support transition. Some examples include:
 - Hiring transition coordinator
 - Counseling
 - Psychological and social work services
 - In-school advocates
 - Tutoring and mentoring
 - Re-entry orientation programs
 - Instruction and training at alternative schools and learning centers
 - Family engagement activities and family counseling (Nonregulatory guidance K-2)

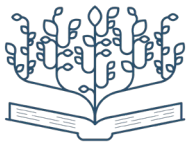


Practice 6: Adequate Funding

- Additional services for youth under Subpart 2:
 - Coordination of health and social services
 - Special programs that meet the unique academic needs of children and youth who are at-risk
 - Mentoring and peer mediation
- [Nonregulatory Guidance O-1]

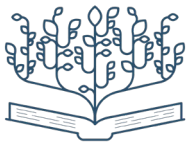
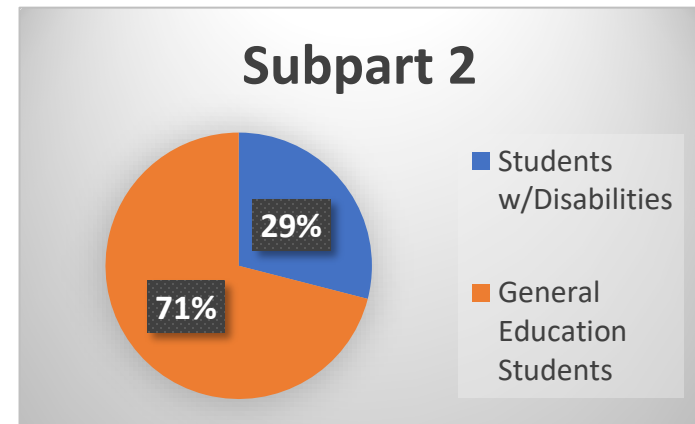
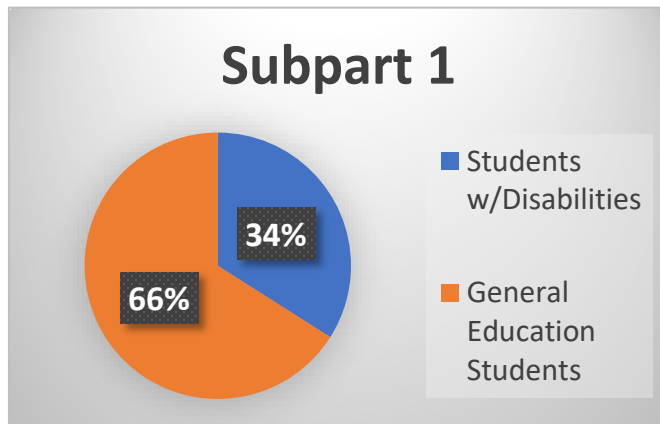


Supporting Special Populations



Youth with Disabilities

- Estimated 30-60% of incarcerated youth have a disability, with some estimates as high as 85%([OSER](#)).
- 2020-21 TIPD data:



Youth With Disabilities

- Common findings from Department of Justice (DOJ)
- For more information please see the joint presentation by NDTAC/DOJ/OSEP linked [HERE](#)
 - Child Find concerns (Failure to identify and evaluate students suspected of having a disability)
 - Failure to promptly obtain records
 - Reduction in special education and related services
 - Failure to provide services. This failure was particularly common when youth were in isolation
 - Over-reliance on computer-based/packet-based instruction
 - Concerns regarding behavioral supports and response
 - Failure to develop adequate transition plans



Youth Experiencing Homelessness

- Youth involved in the criminal justice system disproportionately experience homelessness.
- 46% of youth who have experienced homelessness have been held in juvenile detention centers ([CCAS](#))
- Coping mechanisms and survival strategies that some students experiencing homelessness may engage in will increase their odds for encountering the criminal justice system (e.g., substance misuse, prostitution, theft, drug dealing).
- Upon release these youth experience an elevated risk of homelessness due to challenges in securing employment, housing, and other critical resources.
- For more information, see this NDTAC [Research Brief](#).



EL Students

- There is a need to ensure English learner (EL) students are identified and served in correctional settings.
- Nationally about 10% ([NCES](#)) of students are identified as EL, but only 3-6% are identified in annual TIPD reports.

Subpart 1	2018-19	2019-20	2020-21
EL Students	1,654 (3%)	1,360 (2%)	930 (3%)

Subpart 2	2018-19	2019-20	2020-21
EL Students	13,786 (6%)	12,685 (6%)	8,519 (5%)



Questions



Resources

- U.S. Department of Education-Neglected, Delinquent, or At-Risk-Title I, Part D: [Neglected, Delinquent, or At-Risk – Title I, Part D - Office of Elementary and Secondary Education](#)
- NDTAC Website: [Home | NDTAC: Technical Assistance Center for the Education of Youth Who Are Neglected, Delinquent, or At-Risk](#)
- [NDTAC Research Brief – Supporting Students Experiencing Homelessness Involved in the Criminal Justice System](#)
- [NDTAC Transition Toolkit – Meeting the Educational Needs of Youth Exposed to the Juvenile Justice System](#)
- [Voices from the Field – NDTAC Transition Toolkit Supplement \(ed.gov\)](#)



Stay in Touch

Ways to get questions answered



Call us: (800) 319-9302



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