

# U.S. DEPARTMENT OF EDUCATION



## Report to Congress

Title I, Part D: Prevention and Intervention Programs for  
Children and Youth Who Are Neglected, Delinquent, or At-risk

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# Introduction

On September 7, 2017, the Senate Appropriations Committee released a report ([S. Rept. 115-150](#)) to accompany the fiscal year (FY) 2018 Appropriations Bill ([S. 1771](#)). The Committee report noted that large numbers of young people are currently in the custody of the juvenile justice systems across the United States. In the report, the Committee indicated that the goals of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),<sup>1</sup> include making “progress in addressing the needs of neglected, delinquent, and at risk youth and ensuring greater access to educational services upon re-entry” (page 162 of the Committee report). To further the goal of improving the re-entry system for youth who encounter the juvenile justice system, the Committee indicated that “it is essential that the [U.S.] Department [of Education] monitor and ensure compliance with the re-entry activities required under ESSA” (page 163). To that end, the Committee instructed the Secretary of the U.S. Department of Education (Department) to submit to Congress a report describing how each State is meeting the re-entry requirements for youth served under the ESEA’s Title I, Part D, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-risk program.

The overall purpose of the Title D program is to (1) improve educational services for children and youth experiencing neglect and delinquency; (2) provide such children and youth with services needed to make a successful transition from institutionalization to further schooling or employment; and (3) prevent at-risk youth from dropping out of school, and to provide children, youth, and those who have left education returning from institutionalization with a support system to ensure their continued education and the involvement of their families and communities. (ESEA section 1401(a)). The Title I, Part D program includes two components: the Subpart 1 State Agency Program and the Subpart 2 Local Agency Program. Under Subpart 1, State educational agencies (SEAs) make subgrants to State agencies that are responsible for providing free public education to children and youth in institutions for children and youth experiencing neglect and delinquency, attending community day programs for children and youth experiencing neglect or delinquency, or in adult correctional institutions. (ESEA sections 1411 and 1412). Under Subpart 2, SEAs make subgrants to local educational agencies (LEAs) with high numbers of children and youth residing in locally operated correctional facilities, including community day programs. (ESEA section 1422). Subpart 2 is focused primarily on children and youth in such facilities; however, LEAs may also use Subpart 2 funds for programs in local schools for children and youth returning from correctional facilities and for at-risk children and youth. (ESEA section 1424). For school year 2020-2021, eligible entities have received \$46.4 million in Subpart 1 funds<sup>2</sup> and \$103.4 million in Subpart 2<sup>3</sup> funds to support neglected, delinquent, or at-risk youth.

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<sup>1</sup> All statutory citations in this report are to the ESEA, as amended by ESSA.

<sup>2</sup> In FY 2020, forty-nine States, Puerto Rico, and the District of Columbia received funds under Subpart 1. Only South Dakota did not receive Subpart 1 funds because it operates only local programs.

<sup>3</sup> In FY 2020, forty-seven States received Subpart 2 funds; three States (Delaware, Rhode Island, and Utah), the District of Columbia, and Puerto Rico received no Subpart 2 funds because they operate programs only at the State level.

To meet the Congressional requirement to describe how each State is meeting the transition<sup>4</sup> requirements for youth served under the Title I, Part D program, this report will focus primarily on two sources of information: the description of transition strategies that States were required to include in the consolidated State plans they submitted to the Department in 2017 as a condition for receiving funds under the ESEA, and data about transitions that States report to the Department through the *EDFacts* data system and in the annual Consolidated State Performance Report (CSPR).<sup>5</sup> This report focuses on the most recently available data, which is from the 2018-2019 school year. Data collection and service provision in the two subsequent years have both been significantly affected by the COVID-19 national pandemic; States have been challenged in the services they provide during this time. We also know that COVID-19 affected students' social, emotional, physical, and mental health, as well as their academic needs. Some students, including students served by Title I, Part D, were particularly affected by the pandemic, and for these students, the pandemic exacerbated pre-existing inequities. In addition, many of the residential facilities that serve children and youth experiencing neglect or delinquency and that benefit from Title I, Part D funding have released their residents as a means of lessening their exposure to the virus in congregate care settings. Given that releases often happened quickly, however, it is not clear whether students released from facilities received effective transition services to allow them to successfully continue their educations in local schools, especially when many local systems were operating on a virtual basis.

## **Transition Activities Required by Title I, Part D**

Before addressing how States described planned transition activities in their consolidated State plans or discussing the transition data that States currently submit to the Department, it is helpful to review the Title I, Part D requirements regarding transitioning students from State or local facilities for neglected or delinquent students to further schooling or employment.

As noted above, one of the purposes of the Title I, Part D program is to provide youth served by the program “with the services needed to make a successful transition from institutionalization to further schooling or employment.” (ESEA section 1401(a)(2)). Similarly, ESEA section 1421(2) specifies that one of the purposes of the Subpart 2 program is “to support the operation of [LEA] programs that involve collaboration with locally operated correctional facilities...to provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment.” Application requirements, and both the allowable and required uses of funds for both Subpart 1 and Subpart 2, further stress the importance of transition activities in implementing the Title I, Part D program. (See, e.g., ESEA sections 1414(c)(9), 1415(a)(1)(B), 1418, 1423(4), 1424(a)(1)).

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<sup>4</sup> While the Committee report uses the term “re-entry,” both the Title I, Part D statute and the ESSA consolidated State plan templates use the term “transition.” This report uses statutory rather than Committee report terminology.

<sup>5</sup> Monitoring of the Title I, Part D program has been limited. Prior to a January 2019 reorganization, the program was located in the Office for Safe and Healthy Students (OSHS). OSHS monitored four States in 2017 and 2018 but used a monitoring protocol that did not examine transition activities in a detailed way; none of the States monitored received findings about transition activities. Since the 2019 reorganization, the program has been housed in the Office of School Support and Accountability (SSA). SSA has not monitored Title I, Part D due to staffing limitations and the COVID-19 pandemic. Plans are being made for future monitoring.

Through Title I, Part D, Subpart 1, SEAs receive formula funding from the Department, which they allocate to State agencies that are responsible for providing free public education to children and youth experiencing neglect or delinquency who are in neglected or delinquent institutions, adult correctional facilities, or community day programs. (ESEA section 1411). A State agency that applies to an SEA for Subpart 1 funds must, as part of its application, describe how it “will encourage correctional facilities receiving funds under this subpart to coordinate with local educational agencies or alternative education programs attended by incarcerated children and youth prior to and after their incarceration to ensure that student assessments and appropriate academic records are shared jointly between the correctional facility and the local educational agency or alternative education program in order to facilitate the transition of such children and youth between the correctional facility and the local educational agency or alternative education program.” (ESEA section 1414(c)(9)). Each State agency application must also identify “an individual in each affected correctional facility or institution for neglected or delinquent children and youth to be responsible for issues relating to the transition of such children and youth between such facility or institution and locally operated programs.” (ESEA section 1414(c)(11)).

Once a State agency receives Subpart 1 funds from the SEA, it is required to use the funds for programs and projects that, among other things, “concentrate on providing participants with the knowledge and skills needed to make a successful transition to secondary school completion, career and technical education, further education, or employment.” (ESEA section 1415(a)(1)(B)). To carry out such activities, section 1418(a) of the ESEA requires each State agency that receives Subpart 1 funds to “reserve not less than 15 percent and not more than 30 percent” of its grant funds for projects that facilitate the transition of students between State-operated facilities and locally operated schools, or on projects that assist students age 20 or younger who have already earned a high school diploma or its recognized equivalent in transitioning to postsecondary education or to career and technical training programs. These activities can include programs that allow students to take college courses while incarcerated; partnership programs with public and private employers; and support services, such as career and academic counseling, college placement services, assistance in obtaining financial aid, counseling services, and job placement services.

Through Title I, Part D, Subpart 2, subgrants are awarded to LEAs “with high numbers or percentages of children and youth residing in locally operated (including county-operated) correctional facilities for children and youth (including facilities involved in community day programs).” (ESEA section 1422(a)). An LEA that receives Subpart 2 funds is to operate transitional and supportive programs that are “designed primarily to meet the transitional and academic needs of students returning to local educational agencies or alternative education programs from correctional facilities.” (ESEA section 1422(d)).

An LEA that applies to an SEA for Subpart 2 funds must, as part of its application, describe “the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.” (ESEA section 1423(4)). An LEA that receives Subpart 2 funds may use them for a variety of purposes, one of which is to fund “programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school

environment and help them remain in school in order to complete their education.” (ESEA section 1424(a)(1)).

An LEA that receives Subpart 2 funds may provide services directly, or it may enter into agreements with local correctional facilities that provide services to students. If the LEA makes an arrangement with a facility to provide Subpart 2 services, the facility must “where feasible, provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling.” (ESEA section 1425(3)). The facility must also “upon the child’s or youth’s entry into the correctional facility, work with the child’s or youth’s family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the correctional facility and local educational agency in order to facilitate the transition of such children and youth between the local educational agency and the correctional facility.” (ESEA section 1425(12)).

## **ESSA Consolidated State Plan Requirements**

To receive funds under an ESEA formula grant program, a State is generally required to submit an application for each program in which the State participates that addresses all application requirements specified in the program statute. Section 8303 of the ESEA, however, requires the Department to provide a State the option of submitting a single consolidated State plan for covered programs, including Title I, Part D, that simplifies application requirements and reduces burden on States. Under this authority, the Department may require only those descriptions, information, assurances, and other material that are absolutely necessary for consideration of the consolidated State plan.

In November 2016, the Department invited States to submit consolidated State plans that cover eight ESEA programs, including Title I, Part D. The Department provided States with a template they could use in submitting their consolidated State plans in February 2017. A State was not required to use the Department’s template, but each State was required to respond to the items listed for each program in the Department’s template. While States had the option of submitting separate plans for each program, all States, the District of Columbia, and Puerto Rico opted to submit a consolidated State plan, and all fifty-two State plans were approved by September 2018. Several States have amended their originally approved State plans, but to date, no State has made substantive changes to the Title I, Part D portion of its plan.<sup>6</sup>

Consistent with the consolidated State plan requirements in section 8302 of the ESEA, the Secretary required each State to address only two of the statutory plan requirements from section 1414(a) of the ESEA in its consolidated State plan:

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<sup>6</sup> States’ approved consolidated State plans, including amended plans, may be found at <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/>.

- First, the Department asked each State to submit a plan “for assisting in the transition of children and youth between correctional facilities and locally operated programs.” (ESEA section 1414(a)(1)(B)).
- Second, the Department required each State to “describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program.” (ESEA section 1414(a)(2)(A)).

This report provides an overview of the transition practices States discussed in their approved plans. Some States addressed transition activities only in their responses to the first of the two State plan requirements. Other States went beyond the specific State plan requirements, however, and discussed additional activities that supplement or complement transition activities.

## Transition Services Reported in ESEA Consolidated State Plans

In 2019, the Department’s Policy and Program Studies Service (PPSS) published an evaluation of the Title I, Part D program based on surveys of program participants, including SEA and LEA staff, State agency staff, and staff in facilities serving children and youth experiencing neglect or delinquency.<sup>7</sup> While the PPSS report does not concentrate exclusively on transition activities implemented by Title I, Part D grantees, it identifies a number of program grantees’ common concerns about transition. The report notes that respondents indicated that only 25 percent of students enter facilities for children and youth experiencing neglect or delinquency with a transition plan in place. Respondents also noted that while their organizations implement a variety of programs to assist students in making the transition from facilities to local schools, higher education, or employment, one of their greatest challenges is tracking student progress after they exit facilities. Respondents also noted difficulties in engaging parents and families in transition planning for students.

While varying from State to State, the transition activities and services described by States in their State plans in many ways mirror and attempt to address the challenges noted in the PPSS report. These similarities suggest that many States are acknowledging and attempting to address common problems associated with helping students make successful transfers from facilities for students experiencing neglect or delinquency to local schools, higher education, or employment.

In the consolidated State plans, nearly all States identified at least one program or service that the State was already implementing or planning to implement to facilitate students’ transitions from facilities that serve children and youth experiencing neglect or delinquency to local schools, higher education, or employment. The activities described, unsurprisingly, vary widely as States have very different juvenile justice and child welfare systems in place to serve the needs of children and youth experiencing neglect or delinquency. Despite these differences, the programs

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<sup>7</sup> U.S. Department of Education. PPSS, *Promoting Education and Transition Success for Neglected and Delinquent Youth: An Evaluation of the Title I, Part D Program*, March 2019.  
<https://www2.ed.gov/about/offices/list/oepd/ppss/reports.html#neglected>

described in the plans work toward a shared goal of enhancing the development of education, employment, and social skills of the children and youth being served.

Some of the programs described provide services for students while they reside in facilities. Such services include providing tutors to help students master challenging academic subjects, providing college admissions test preparation classes, and building partnerships with businesses to provide workforce training. Other programs encourage or require detention and correctional facilities to begin transition planning for children and youth as soon as they enter the facility and to continue planning during their residency. Many States also require facilities to assign designated staff to the task of facilitating student transition.

Other States describe programs that provide services to students after they leave facilities and return to local schools or alternative education programs in the community. Such efforts include using student-level data to tailor academic programs to the returning students' needs; providing trauma-informed care, suicide prevention, bullying prevention, and other appropriate training for LEA teachers, administrators, and staff who work with returning students; providing dropout prevention and school re-entry programs to support educational attainment; and making mentorship programs available to support children and youth who are neglected, delinquent, or at-risk.

While States described a wide variety of transition-focused programs and activities in their State plans, some types of programs were common to multiple State plans. Strategies to enhance the transfer of students' academic records, to assign designated facility staff to work on transition, and to enhance family engagement in the transition process were particularly common. Programs to assist students experiencing neglect or delinquency access postsecondary education and career and technical education were also common to many State plans, as were programs to provide essential support services. Exhibit 1 provides a State-by-State summary of which States addressed common types of programs and activities in their plans. Appendix 2 provides a more detailed overview of strategies described in each State's approved plan.

### **Exhibit 1: Transition Services Reported in ESEA Consolidated State Plans, by State**

State	Transfer of Records	Designated Transition Staff	Family Engagement	Postsecondary Education Programs	Career and Technical Education Programs	Essential Support Services
Alabama						
Alaska	x			x	x	x
Arizona	x					
Arkansas		x	x			x
California						
Colorado	x	x		x	x	
Connecticut						
Delaware	x			x	x	
District of Columbia	x					



State	Transfer of Records	Designated Transition Staff	Family Engagement	Postsecondary Education Programs	Career and Technical Education Programs	Essential Support Services
Florida						
Georgia					x	x
Hawaii	x	x				x
Idaho	x					
Illinois	x	x		x	x	x
Indiana						
Iowa	x					
Kansas	x	x				
Kentucky	x	x				
Louisiana	x					
Maine	x					
Maryland	x			x	x	x
Massachusetts						
Michigan	x	x		x	x	
Minnesota	x			x	x	
Mississippi		x	x			
Missouri	x			x	x	x
Montana	x	x		x	x	
Nebraska	x	x	x	x	x	
Nevada			x	x	x	x
New Hampshire	x	x				
New Jersey	x	x				
New Mexico	x			x	x	x
New York		x				
North Carolina		x				
North Dakota						
Ohio	x	x		x	x	
Oklahoma	x			x	x	
Oregon		x	x	x	x	
Pennsylvania	x					
Puerto Rico	x	x	x	x	x	x
Rhode Island	x					
South Carolina	x			x	x	x
South Dakota						
Tennessee	x					
Texas	x	x	x			x
Utah	x		x	x	x	
Vermont	x					x
Virginia						

State	Transfer of Records	Designated Transition Staff	Family Engagement	Postsecondary Education Programs	Career and Technical Education Programs	Essential Support Services
Washington	x	x				
West Virginia	x		x	x	x	x
Wisconsin					x	
Wyoming		x				
<b>Total</b>	34	20	9	19	21	14

## Transfer of Records

Transfer of accurate and complete student records between local school districts and facilities that serve children and youth experiencing neglect or delinquency has been a consistent problem. When complete and accurate records are not transferred, both facilities and school districts have a more difficult time identifying and meeting students' educational needs. In their consolidated State plans, 34 States described initiatives to encourage coordination between State agencies, LEAs, and alternative education programs to ensure that student assessment and academic records transfer smoothly. State plans include efforts such as requiring timely transfer of records between State agencies, facilities, and LEAs; using digital records and databases to enhance ease of record transfer; employing designated transition staff in LEAs to handle record transfer; and making changes to State laws and regulations to improve record transfer.

## Designated Transition Staff

Several State plans address the importance of designating specific staff members in facilities that serve children and youth experiencing neglect or delinquency to coordinate transition activities. Twenty States indicated that they require facilities to give responsibility for coordinating transition to one or more staff members to ensure that successful transition occurs. In States with small facilities, a single transition specialist may support students' re-entry to the community; in larger facilities, a transition team may support transition. Facilities use designated transition staff to provide services and guidance students in facilities for children and youth experiencing neglect and delinquency need in order to successfully transition from the facility to the larger community.

## Family Engagement

When children and youth experiencing neglect and delinquency have the support of parents or other family members, evidence suggests that they are more likely to make a successful transition from a facility to local schools, higher education, or employment.<sup>8</sup> Nine States describe in their consolidated State plan strategies for including parents and family in transition planning in order to improve educational opportunity and prevent future delinquent behavior. State Plans describe different approaches to incorporating family into transition programs and practices for children and youth. Approaches include family outreach programs; family counseling and education support; and family visitation during a child's or youth's facility residency.

<sup>8</sup> U.S. Department of Justice, OJJDP, *Family Engagement in Juvenile Justice*, February 2018. <https://ojjdp.ojp.gov/sites/g/files/xyckuh176/files/media/document/family-engagement-in-juvenile-justice.pdf>

## **Postsecondary Education**

Nineteen States described implementing programs designed to support the transition of children and youth experiencing neglect or delinquency from facilities to postsecondary education programs. These programs employ practices such as providing tutoring for college admissions tests and paying college application fees.

## **Career and Technical Education**

Twenty-one States discuss efforts to support the transition of children and youth experiencing neglect or delinquency from facilities to employment by providing career and technical education (CTE). These States describe programs such as career and technical training partnerships between facilities and nonprofit and for-profit organizations, business and industry partnerships, and industry certification programs.

## **Essential Support Services**

Fourteen State plans discuss efforts to facilitate the transition of children and youth experiencing neglect or delinquency by providing them with essential support services such as programs for substance abuse recovery, housing assistance, mental health, and independent living skills.

While the strategies discussed above vary from State to State, the transition activities and services described by States in their consolidated State plans, especially those strategies that multiple States indicated they planned to implement, show that States are aware of the types of problems the students they serve face in transitioning from facilities to the community. What is less clear is how well States are managing to carry out the transition strategies they described in their plans. Program staff at the Department are planning monitoring activities that will help answer this question.

## **State Data on Transition**

The Department collects Title I, Part D program data from States through the Department's *EDFacts* data system and through the annual CSPR, including data on the characteristics of Subpart 1 and Subpart 2 programs in the State. States must report on students' success in achieving positive transition outcomes by reporting the number of students who are able, within ninety days of exit, to enroll in their local district school, earn a GED or high school diploma, earn high school course credits, enroll in a GED program, be accepted or enrolled in postsecondary education, enroll in job training courses or programs, and obtain employment.

While all States are required to report the above outcome data in the CSPR, many of them are not currently doing so. For school year 2018-2019, the most recent year for which CSPR data are available, many States either reported no data at all on transition outcomes or reported that no students achieved the outcome within ninety days of exit (a zero count). In most cases where States reported no data at all, the State indicated that State law or regulation prohibits or limits facilities from collecting information about students after they exit. The Department is currently in the process of revising its *EDFacts* data collection. As part of this process, Title I, Part D program staff have proposed changes to data collection for the program; these changes, if

approved, should alleviate some of the current data reporting problems. Changes to the data reporting system are scheduled to go into effect for the collection of data from in school year 2022-2023.

In cases where States have reported that no students achieved a particular transition outcome within ninety days of exit, caveats are also needed. First, States have indicated that collecting data on students after they exit can be very difficult even when no State law prohibits it, and most facilities and States have limited resources with which to keep track of students and collect data on their progress. In these cases, a zero count may mean simply that the State was unable to *verify* that any students achieved the outcome within ninety days rather than that no students actually did so. In addition, some of the desired outcomes on which States are asked to report in the CSPR are ones that many students are unlikely to be able to achieve within ninety days of exit, even under the best of reporting circumstances. For example, it is unlikely that a sixteen-year-old exiting a facility will be able to graduate from high school, enroll in college, or find employment in ninety days. In short, while the Department asks States to report on transition outcomes through the CSPR, many cannot do so; as a result, the data derived from the CSPR does not present an accurate picture of the success, or lack thereof, of States' transition efforts.

Exhibit 2 shows the Subpart 1 and Subpart 2 transition outcome data that States reported for the 2018-2019 school year. Exhibit 2 also shows how many States either did not report at all or reported a zero count for each measure.

## Exhibit 2: Title I, Part D Program Outcome Data, SY 2018-2019

<b>Subpart 1</b>				
<b>Outcomes</b>	<b>Total Number of Students Achieving Outcome within 90 Days</b>	<b>Total Unduplicated Count</b>	<b>States/Localities with 0 or Missing Counts</b>	<b>Percent of Students Achieving Outcome</b>
Earned GED	130	50,082 (16-21 years old)	25 out of 51*	<b>0.26%</b>
Obtained High School Diploma	274	50,082 (16-21 years old)	27 out of 51	<b>0.55%</b>
Enrolled in Local District School	9,315	63,596 (3-21 years old)	22 out of 51	<b>14.6%</b>
Obtained Employment or was Accepted to/Enrolled in Post-Secondary Education	1,856	50,082 (16-21 years old)	17 out of 51	<b>3.71%</b>
Earned High School Course Credits	3,391	42,011 (13-21 years old, excluding those in adult correctional facilities)	27 out of 51	<b>8.07%</b>
* South Dakota did not receive Subpart 1 funds for the 2018-2019 school year, so the reporting universe is forty-nine States, Puerto Rico, and the District of Columbia.				
<b>Subpart 2</b>				
<b>Outcomes</b>	<b>Total Number of Students Achieving Outcome within 90 Days</b>	<b>Total Unduplicated Count</b>	<b>States/Localities with 0 or Missing Counts</b>	<b>Percent of Students Achieving Outcome</b>
Earned GED	635	144,326 (16-21 years old)	10 out of 46*	<b>0.44%</b>
Obtained High School Diploma	2,925	144,326 (16-21 years old)	8 out of 46	<b>2.03%</b>
Enrolled in Local District School	67,364	249,300 (3-21 years old)	7 out of 46	<b>27.0%</b>

Obtained Employment or was Accepted to/Enrolled in Post-Secondary Education	9,056	144,326 (16-21 years old)	7 out of 46	<b>6.27%</b>
Earned High School Course Credits	42,378	229,689 (13-21 years old)	5 out of 46	<b>18.5%</b>
* Four States, Puerto Rico, and the District of Columbia did not receive Subpart 2 funds for the 2018-2019 school year.				

Note: This table is based on data from SY 2018-2019, which is the last complete year unaffected by the COVID-19 pandemic. The Department expects that when the final analysis of SY 2019-2020 data is complete, the number of students served will be lower than in SY 2018-2019, and the data may be less reliable due to the fact that services from many facilities were adversely affected by COVID-19. Additionally, the Department notes that some of the desired outcomes on which States are asked to report in the CSPR are ones that many students are unlikely to be able to achieve within ninety days of exit, particularly students at lower ages (e.g., a 16-year-old is unlikely to obtain a high school diploma within this timeframe).

After-exit data about students exiting State agency programs and facilities funded under Subpart 1 is incomplete at the national level. States indicated that only 0.26 percent of 50,082 exiting students aged sixteen to twenty-one earned a GED, and only 0.55 percent earned a high school diploma within ninety days of exit; twenty-six States either failed to report on this outcome or reported that no students achieved it. Only 3.71 percent of exiting students ages sixteen to twenty-one obtained employment or were accepted to enrolled in a postsecondary school within ninety days; twenty-two States did not report on this outcome or reported that no students achieved it. Only 8.07 percent of 42,011 students aged thirteen to twenty-one who exited all programs and facilities, excluding adult correctional facilities, earned high school course credits within ninety days of exit; seventeen States failed to report on this outcome or reported that no students achieved it. Only 14.6 percent of 63,596 students in all age groups were reported as enrolled in a local district school; twenty-seven States either failed to report on this outcome or reported that no students achieved it.

Post-exit data reported for Subpart 2 programs is more complete, but still insufficient to offer an accurate sense of the success of transition efforts at the national level. States indicated that only 0.44 percent of 144,395 students aged sixteen to twenty-one earned a GED, and only 2.03 percent earned a high school diploma within ninety days of exit; twelve States either failed to report on this outcome or reported that no students achieved it. Only 6.27 percent of students ages sixteen to twenty-one obtained employment or were accepted to enrolled in a post-secondary school within ninety days; seven States did not report on this outcome or reported that no students achieved it. Only 18.5 percent of 229,761 students aged thirteen to twenty-one who exited all programs and facilities earned high school course credits within ninety days of exit; seven States failed to report on this outcome or reported that no students achieved it. Only 27 percent of 229,761 students in all age groups were reported as enrolled in a local district school; five States either failed to report on this outcome or reported that no students achieved it.

The data deficiencies reported above are a major concern for Department staff. While the reported numbers indicate that far fewer students are able to successfully transition from facilities to the community than is desirable, the incompleteness of the data makes it difficult for both SEAs and the Department to make program decisions in a data-based fashion. Department staff, along with the Department's technical assistance contractors, are working with States to improve data collection so that the data are of sufficient quality for SEAs, State agencies, and LEAs to use their data for program improvement purposes.

## CONCLUSION

The Title I, Part D program makes funds available to States to improve educational services for children and youth experiencing neglect and delinquency. The program places particular emphasis on ensuring that participating children and youth may successfully transition from facilities serving students experiencing neglect and delinquency to local schools, employment, and higher education.

In their ESEA consolidated State plans, States described programs and practices that they intended to implement to provide children and youth with educational and other services as they transition between and among State agencies, school districts, and facilities. While State plans differ widely as they attempt to address the unique needs of the children and youth residing in each State as well as State's varied juvenile justice and child welfare systems, the plans indicate that most States are making some effort to use evidence-driven programs and practices to support children and youth during transition. Due to limited staffing to support this program in recent years, the Department's monitoring activities have been limited. Based on the information available, it is not clear how well States are doing in carrying out what they proposed in their plans. Deficiencies in State-reported data on transition outcomes similarly impede the Department's ability to gauge the success of the program in ensuring that successful transitions occur.

# Appendix 1 – Definitions

**Adult Correctional Institution** (ESEA section 1432(1)): A facility in which persons (including persons under 21 years of age) are confined as a result of a conviction for a criminal offense.

**At-Risk** (ESEA section 1432(2)): When used with respect to a child, youth, or student, a school aged individual who is:

- At-risk of academic failure, dependency adjudication, or delinquency adjudication;
- Has a drug or alcohol problem;
- Is pregnant or is a parent;
- Has come into contact with the juvenile justice system or child welfare system in the past;
- Is at least one year behind the expected grade level for the age of the individual;
- Is an English learner [as defined in ESEA section 8101(20); see below];
- Is a gang member;
- Has dropped out of school in the past; or
- Has a high absenteeism rate at school.

**Children and youth** (34 C.F.R. § 200.90(a) and § 200.103(a)): Persons who are 21 or younger who are entitled to a free public education through grade 12. The term also includes preschool children below the age and grade level at which a free public education is provided.

**Community day program** (ESEA section 1432(3)): A regular program of instruction provided by a State agency at a community day school operated specifically for neglected or delinquent children and youth.

**Institution for Delinquent Children and Youth** (ESEA section 1432(4)(B)): A public or private residential facility that is operated for the care of children and youth who have been adjudicated to be delinquent or in need of supervision.

**Institution for Neglected Children and Youth** (ESEA section 1432(4)(A)): A public or private residential facility, other than a foster home, that is operated for the care of children who have been committed to the institution or voluntarily placed in the institution under applicable State law, due to abandonment, neglect, or death of their parents or guardians.

**Locally Operated Correctional Facility** (34 C.F.R. § 200.90(c)): A facility in which persons are confined as a result of a conviction for a criminal offense, including persons under 21 years of age. The term also includes a local public or private institution and community day program or school not operated by the State that serves delinquent children and youth.

**State Agency** (ESEA section 1411): An agency in a State that is responsible for providing free public education for children and youth—

- in institutions for neglected or delinquent children and youth;
- attending community day programs for neglected or delinquent children and youth; or
- in adult correctional institutions.

## **Appendix 2 – Overview of State Transition Activities Described in Approved Consolidated State Plans**

### **Alabama –**

- A guidebook was created to assist in the transition into adjudicated facilities and back to regular education and job situations, as well as develop procedures for transition.
- All LEAs will be required to have written procedures, or a transitioning guidebook, for students transitioning back into local programs.

### **Alaska –**

- All districts receiving Title I, Part D funds are required to designate a single point of contact responsible for issues relating to the transition of children and youth between the State-operated correctional facility and schools, alternative educational opportunities, and other locally operated programs.
- District applications must provide a description of placement services, available student financial aid, and counseling services.
- Periodically monitors districts on the required components to assure they are implementing correct programming to include transition activities, academic, and career and technical skills with the funds.

### **Arizona –**

- Coordinates efforts among SAs and LEAs to ensure timely transfer of academic records.
- Consults four times a year with the juvenile detention community regarding Title I, Part D planning, operation, and evaluation.
- Coordinates services for youth who have contact with child welfare and juvenile justice.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors youth academic achievement, graduation rates, and industry certification attainment.

### **Arkansas –**

- Requires every facility to have a transition services liaison to provide transition services in the facility and develop transition plans for re-entry.
- Provides access to coursework and licensed teachers through Virtual Arkansas, a secure online system.
- Works with facilities to encourage family engagement.
- Requires LEAs and SEA to consult with probation and parole officers and other experts to provide training and ensure staff meet the needs of transitioning youth.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors youth academic achievement and career and technical education.



**California –**

- Provides SAs with professional development training for transitional planning for youth; relationship building with workforce and post-secondary institutions; and data management, program evaluation, and implementing evidence-based and outcome driven strategies that are aligned to college and career readiness standards.
- Coordinates with the State Community Colleges Chancellor’s Office, California Workforce Investment Board, and California Department of Corrections and Rehabilitation for local planning and coordination.
- Supports coordination of essential support services such as dropout prevention programs; health and social services; mentoring and peer mediation groups; student financial aid assistance; and other services based on individual youth needs.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement, graduation rates, post-secondary education enrollment, job training, and employment.

**Colorado –**

- Provides a transition specialist and transition team to collaborate in supporting youth during transition between LEAs and facilities to minimize barriers and ensure consistency of coursework and course credits.
- Shares academic records through Infinite Campus, a system to align coursework with state course codes and access grades and transcripts.
- Offers transition technical assistance for facilities and LEAs and resources and training.
- Uses a transition compliance checklist with the State Department of Human Services, the Department of Youth Services, and facilities.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement, graduation rates, GED preparation course enrollment, post-secondary education enrollment, and employment.

**Connecticut –**

- Assists facilities and LEAs with ongoing technical assistance on transition requirements.
- Conducts program application reviews to ensure the inclusion of transition components.
- Engages in a yearly monitoring process that includes self-assessments, desk audits, and on-site monitoring visits.
- Requires SAs and LEAs to submit end-of-the-year evaluation reports on Title I, Part D programs.
- Monitors academic achievement, graduation rates and GED attainment, post-secondary education enrollment, and employment.

**Delaware –**

- Shares a MOU with relevant entities to determine a youth’s education pathway; ensure continuation of education during residency in secure facilities and after re-entry to locally operated programs; and define transition responsibilities and expectations.
- Requires development of a transition plan 30 to 45 days prior to youth’s release.
- Conducts professional learning sessions with representatives from LEAs and the Department of Services for Children, Youth, and Their Families (DSCYF).

- Serves as a liaison between the secure-care transition coordinators and LEA representatives helping to facilitate dialogue between both entities through coordinated monthly meetings in which secure-care student needs and transition processes are discussed and evaluated.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors youth progress during and after transition at six- and 12-month intervals to compile relevant data on academic achievement, school attendance, graduation rates, discipline, post-secondary education, and employment.

**District of Columbia –**

- Employs a Memorandum of Agreement (MOA) with the District of Columbia Department of Youth Rehabilitation Services (DYRS) and District of Columbia Public Schools (DCPS) to delineate responsibilities among agencies for child and youth transition. The MOA includes a detailed transition process, including steps for re-enrollment, agency oversight responsibility, record-sharing timelines, required team meetings, and required documentation.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement; academic and vocational program enrollment; and graduation rates and GED attainment.

**Florida –**

- Develops a transition plan upon a youth's entry into the Florida Department of Juvenile Justice (DJJ) program.
- Coordinates the academic, career and technical, secondary, and post-secondary services to assist youth make successful transitions after release from DJJ programs.
- Involves key personnel in plan development and implementation.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement, graduation rates, and industry certification attainment.

**Georgia –**

- Assists LEAs, Department of Corrections (GDC), and Department of Juvenile Justice with transition for youth through collaborative planning, program guidance and monitoring, annual workshops and meetings, on-site technical assistance, and telephone consultation.
- Conducts planning interviews with youth at intake and exit through facility case managers, community case managers, school counselors or site administrators, and, if appropriate, family members.
- Develops individualized plans for youth for successful transition to family, school, community, post-secondary education, vocational and technical training programs, employment, or military enlistment.
- Monitors agency compliance with Title I, Part D transition requirements.

**Hawaii –**

- Designates staff at the Department of Education (DOE), Department of Public Safety (DPS), and Department of Human Services (DHS) to facilitate the transition of youth between incarceration and school or careers.
- Provides transfer of academic credits from Title I, Part D programs to schools as well as academic support and essential services such as GED or high school equivalency opportunities; academic, vocational, or career counseling; assistance in enrolling in school; life skills training; and case management.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement, graduation rates, post-secondary education enrollment, industry certification attainment, employment, and other indicators.

**Idaho –**

- Provides tools and professional development for staff at facilities to implement support systems to ensure continued education and family and community involvement.
- Encourages coordination among facilities, LEAs, and families to share records and plans when youth enter and exit facilities to reduce disruption to education.
- Requires coordination among the single Neglected, Delinquent, or At-Risk facility, LEAs, and family members to share academic records and plans when youth first enter the facility.
- Requires coordination between the single Neglected, Delinquent, or At-Risk facility and LEAs after discharge from the facility.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement, graduation rates, and employment.

**Illinois –**

- Assigns facility transition coordinators to work with youth and their families to reduce disruption to education during entry and exit and increase access to support services.
- Supports programs for youth to attend courses on community college, four-year college, and university campuses or through programs in institutional settings.
- Supports partnerships with public and private employers and higher education institutes to create work-site schools to facilitate transition to post-secondary education and employment.
- Supports coordination of essential support services such as orientation programs; counseling, psychological, and social work services; tutoring and mentoring programs; instruction and training at alternate schools and learning centers; in-school advocates; student financial aid information; and job placement services.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement, attendance rates, graduation rates, and facility population reduction.

**Indiana –**

- Requires LEAs to conduct comprehensive needs assessments of youth to determine their needs, program characteristics, and duration of services.
- Provides technical assistance.

- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement and vocational outcomes.

#### **Iowa –**

- Collaborates with Department of Human Services (DHS), Department of Corrections (DOC), and LEAs to provide programming for facility entry, residence, exit, and aftercare.
- Encourages facilities to designate a transition coordinator.
- Engages multiple partners to provide essential services to support youth re-entry.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement and graduation rates.

#### **Kansas –**

- Shares records and plans when youth enter and exit facilities to reduce disruption to education.
- Conducts student progress meetings as needed between facilities with social workers, counselors, transition mentors, and caseworkers to evaluate student progress using academic records, assessment data, and observations of social/emotional skills.
- Encourages the adoption of Individual Plans of Study (IPS) to set educational and career goals.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement, post-secondary education participation, job training program enrollment, and employment.

#### **Kentucky –**

- Designates transition staff at facilities with LEAs coordinating the transition of services.
- Requires transition and aftercare plans for youth to support their academic progress, transition to LEAs, and post-secondary goals.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement, post-secondary education participation, job training program enrollment, and employment.

#### **Louisiana –**

- Requires Office of Juvenile Justice (OJJ) to maintain and transmit academic records to reduce disruption to education.
- Conducts interviews with youth entering OJJ schools to develop individual learning plans to ensure students are assigned to appropriate educational programs.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement and career and technical certificate attainment.

#### **Maine –**

- Facilitates records transfer when youth transition between LEAs and facilities to reduce disruption to education.
- Encourages partnerships with adult education programs and post-secondary institutions.
- Monitors agency compliance with Title I, Part D transition requirements.

- Monitors academic achievement, school attendance, and employment.

#### **Maryland –**

- Encourages collaboration among LEAs and juvenile justice system agencies to eliminate education gaps and ensure appropriate education program placement.
- Facilitates records transfer when youth transition between LEAs and facilities to reduce disruption to education.
- Supports programs for youth to attend courses on community college, four-year college, and university campuses or through programs in institutional settings.
- Supports coordination of essential support services such as orientation programs; counseling, psychological, and social work services; tutoring and mentoring programs; instruction and training at alternate schools and learning centers; in-school advocates; student financial aid information; and job placement services.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement, post-secondary education participation, job training program enrollment, and employment.

#### **Massachusetts –**

- Provides funding through Title I, Part D to support instruction, professional development, and transition services.
- Meets with correctional and LEA staff to provide technical assistance, develop collaborations, foster professional development, and coordinate transition between LEAs and facilities.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors recidivism, school attendance, academic achievement, post-secondary education participation, job training program enrollment, and employment.

#### **Michigan –**

- Employs a transition specialist at the Department of Health and Human Services (DHHS) and Department of Corrections (DOC) to create employment documents; communicate with parole and probation; coordinate intake and release; and build relationships with LEAs, post-secondary institutions, apprenticeship training, and local and state agencies as well as nonprofit organizations.
- Requires LEAs to develop Education Development Plan (EDP) for youth entering facilities in consultation with the youth, family members, and professionals familiar with the youth's educational, behavioral, social/emotional, and health needs to identify appropriate instructional and non-instructional support services.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement, post-secondary education participation, job training program enrollment, and employment.

#### **Minnesota –**

- Requires facilities to assist youth develop a Personal Education Plan (PEP) to chart education and career goals.

- Provides a mentor matching program for youth prior to and during re-entry. Mentors and mentees focus on school attendance, academic persistence, academic credit accrual, school completion as well as truancy, tardiness, behavioral referrals, and dropouts.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement, post-secondary education participation, job training program enrollment, and employment.

**Mississippi –**

- Requires a transition team comprised of a certified teacher provided by the local sponsoring school district (or a private provider agreed upon by the youth court judge and sponsoring school district), the appropriate official from the local home school district, the school attendance officer assigned to the local home school district, and the youth court counselor or representative. A parent or guardian shall participate unless excused from doing so by the youth court judge.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement, career readiness, graduation rates, and GED attainment.

**Missouri –**

- Provides technical assistance and in-service training to the Department of Corrections (DOC), Division of Youth Services (DYS), other Title I, Part D recipients, and LEAs concerning transition services that will enable youth to successfully enter an institution, successfully re-enter school, and find employment after leaving the institution and returning to the local community.
- Supports programs for youth to attend courses on community college, four-year college, and university campuses or through programs in institutional settings.
- Supports partnerships with public and private employers and higher education institutes to create work-site schools to facilitate transition to post-secondary education and employment.
- Supports coordination of essential support services such as orientation programs; counseling, psychological, and social work services; tutoring and mentoring programs; instruction and training at alternate schools and learning centers; in-school advocates; student financial aid information; and job placement services.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement, vocational certification, and college and career readiness.

**Montana –**

- Requires a transition team or point of contact responsible for transitioning youth in and out of the LEA or facility.
- Employs an online tool to facilitate records and information transmittal between facilities and LEAs.
- Provides a transition protocol with information necessary to expedite youth placement in appropriate courses, implement effective interventions, and support caregivers to assist youth transition between facilities and LEAs.
- Monitors agency compliance with Title I, Part D transition requirements.

- Monitors academic achievement, job training program enrollment, and recidivism.

#### **Nebraska –**

- Uses a liaison cadre to support youth re-enrollment in LEAs after release from facilities.
- Provides a liaison for system-involved youth to coordinate and collaborate with SAs, LEAs, and probation offices to support youth transition.
- Supports electronic records transfer and virtual meetings between LEAs and facilities.
- Requires facilities to create transition plans for youth 60 days before they exit a facility.
- Coordinates support services among SAs, LEAs, facilities, and other stakeholders during youth transition.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement, post-secondary education participation, job training program enrollment, and employment.

#### **Nevada –**

- Requires facilities to create a transition plan with youth, family, program personnel, and other stakeholder participation within 30 days of the youth entering a facility.
- Requires facilities to create a revised transition plan with youth, family, program personnel, and other stakeholder participation 30 to 60 days prior to the youth exiting a facility.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement, post-secondary education participation, job training program enrollment, and employment.

#### **New Hampshire –**

- Requires the Department of Health and Human Services (DHHS), Department of Corrections (DOC), and local facilities to provide a transition staff for youth transitioning between LEAs and facilities.
- Facilitates electronic records transfer between LEAs and facilities.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement, post-secondary education participation, job training program enrollment, and employment.

#### **New Jersey –**

- Requires facilities to develop within 30 days of facility entry an individualized program plan (IPP) in consultation with the youth's parent, school district of residence, and professionals with knowledge of the youth's educational, behavioral, emotional, social, and health needs.
- Supports designation of a transition coordinator at facilities.
- Encourages timely records transfer between LEAs and facilities.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement, post-secondary education participation, job training program enrollment, and employment.

### **New Mexico –**

- Employs a transition specialist to assist the transition of youth between facilities and the transition of youth with disabilities.
- Requires timely records transfer among SAs, LEAs, and facilities.
- Supports coordination of essential support services such as orientation programs; counseling, psychological, and social work services; tutoring and mentoring programs; instruction and training at alternate schools and learning centers; in-school advocates; student financial aid information; and job placement services.
- Supports collaboration among LEAs, facilities, and community-based programs to facilitate transition.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement and job training program enrollment.

### **New York –**

- Supports development of a formal transition plan procedure for youth transitions between SAs, LEAs, and facilities.
- Provides training resources and guidance for Title I, Part D facilities via webinars and online resources.
- Requires LEAs to identify a transition liaison to support youth upon entry into facilities, during residence in facilities, and after exiting facilities.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement, job training program enrollment, and graduation rates.

### **North Carolina –**

- Encourages development of collaborative relationships among LEA guidance counselors, behavior specialists, and local social services to provide a support system for youth transitioning from facilities.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors attendance, academic achievement, post-secondary education participation, job training program enrollment, graduation rates, and employment.

### **North Dakota –**

- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement, graduation rates, post-secondary education participation, job training program enrollment, and employment.

### **Ohio –**

- Requires all LEAs to identify a single point of contact to assist with youth transition by communicating with facilities regarding student placement; assisting in the transfer of student records and credits; serving as liaison between the LEA and local juvenile court; developing transition plans for students returning from the juvenile justice system; attending training on practices for youth transition; and coordinating with local SAs and other LEAs on the education needs of youth.
- Requires all LEAs to have a plan describing processes and procedures the LEA will implement to assist with youth transitioning from facilities.



- Requires all LEAs to develop individualized transition plans for youth to assist with re-entry.
- Assigns a correctional education consultant to identify and distribute resources and research related to meeting the educational needs of youth develop best practices for LEAs and schools.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement, graduation rates, and job training program enrollment.

**Oklahoma –**

- Requires timely records transfer among SAs, LEAs, and facilities.
- Provides training to SAs and LEAs on how to prepare youth for post-secondary education or career and technical training programs.
- Collaborates with community organizations as resource providers for SAs and LEAs to help youth transition to post-secondary education or employment.
- Facilitates collaboration among SAs, LEAs, and tribal education agencies to build awareness of programs to help youth re-enter the workforce, acquire a post-secondary education, or attend career and technical training programs.
- Encourages SAs and LEAs to pursue pay-for-success models for youth through private sector and philanthropic organizations when and where appropriate.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement, graduation rates, post-secondary education participation, job training program enrollment, and employment.

**Oregon –**

- Requires all LEAs and facilities to identify a single point of contact to work with the youth's parole officer, family, and local agencies to assist with transition.
- Requires Education Plan and Profiles (EPP) and Career-Related Learning Experiences (CRLEs) to plan post-secondary goals and develop career interests.
- Provides guidance and professional development for school and facility staff on family and community engagement.
- Provides programs and opportunities for youth to earn college credits and develop career skills to prepare for post-secondary transition.
- Monitors agency compliance with Title I, Part D transition requirements.

**Pennsylvania –**

- Requires records transfer to LEAs when or before re-entry occurs.
- Partners with residential, community-based, and post-placement providers to ensure youth receive appropriate academic and career and technical training opportunities.
- Monitors agency compliance with Title I, Part D transition requirements.

**Puerto Rico –**

- Requires timely records transfer between LEAs and facilities.
- Offers youth services from a team of educators, social workers, counselors, psychologists, and other professional personnel to develop individual transition plans;

send report cards home to parents, guardians, or legal tutors; maintain current transcripts; and support families.

- Conducts entrance interviews with youth to assess their academic, behavioral, emotional, social, and health needs.
- Provides career and college fairs with guidance, counseling, and social work support for youth to explore post-secondary education and employment opportunities.
- Incorporates families and communities into activities to support youth transition.
- Prepares exit plans with youth, counselors, teachers, and social workers for youth transitioning back to communities.
- Provides transition resources and opportunities for technical assistance to facilities.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors school re-entry, academic achievement, and graduation rates.

#### **Rhode Island –**

- Requires timely records transfer between LEAs and facilities.
- Conducts review of Individual Learning Plan (ILP) with Rhode Island Training School staff and school counselors from the youth's school of origin.
- Places youth in community General Equivalency Diploma programs when youth are released from the adult correctional facility.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement, graduation rates, and vocational outcomes.

#### **South Carolina –**

- Provides training and technical assistance on transition requirements to LEAs and facilities.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement, graduation rates, post-secondary education participation, job training program enrollment, and employment.

#### **South Dakota –**

- Encourages the development of entry and exit transition plans for youth.
- Encourages support for parents and families.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement, graduation rates, post-secondary education participation, job training program enrollment, and employment.

#### **Tennessee –**

- Requires timely records transfer between LEAs and facilities.
- Provides support and technical assistance to SAs, LEAs, facilities, and institutions to assist in matching students with opportunities and programs that promote access and remove barriers to post-secondary transition.
- Collaborates with LEAs and facilities to develop procedures to ensure that LEAs will be notified when a youth has been remanded to a correctional facility.

- Collaborates with LEAs and facilities to develop procedures to facilitate transition team meetings with relevant stakeholders to ensure youth exiting facilities transition to appropriate placements.
- Collaborates with LEAs and facilities to develop procedures to describe how districts coordinate with existing social, health, and other essential services to meet the needs of youth returning from correctional facilities.
- Monitors agency compliance with Title I, Part D transition requirements.

**Texas –**

- Requires SAs to assign a transition coordinator to collaborate with youth and locally operated programs during transition from correctional programs.
- Requires timely records transfer between SAs and locally operated programs during transition.
- Encourages parent participation through letters home while in the SA and during transition to a locally operated program.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement, graduation rates, post-secondary education participation, job training program enrollment, and employment.

**Utah –**

- Provides timely records transfer among Youth in Custody (YIC) and Title I, Part D funded schools and public schools through online records management system.
- Promotes Education Transition and Career Advocates, hired through contracts with LEAs, to serve eligible youth and their families.
- Supports youth transition through Division of Juvenile Justice Services (DJJS) staff transition services specialists, case managers, clinicians, and other personnel.
- Requires LEAs to report on individual transition outcomes such as school enrollment within two weeks of release date and academic credits and skilled/employability certificates earned as well as employment related to skill certificates earned while in state care or custody 90 and 180 days after release date.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement, graduation rates, post-secondary education participation, job training program enrollment, and employment.

**Vermont –**

- Uses academic records to evaluate educational needs during intake.
- Provides transition counseling on topics such as successful transition to home high school, post-secondary education, appropriate vocational programs, job training, other educational programs, and employment.
- Requires individual education plans for each youth for education, career and technical skills, employment skills, and other needs.

**Virginia –**

- Provides technical assistance to SAs and LEAs.

- Monitors academic achievement, graduation rates, post-secondary education participation, job training program enrollment, and employment.

**Washington –**

- Provides transition specialists and Education Advocates to support youth during transition between facilities and LEAs to help assess career needs; create employment readiness documents; communicate with parole and probation; and coordinate intake and release of students.
- Ensures each youth has a transition plan developed with the youth, parents, and professionals.
- Supports development of guidance for creation of local plans to assist youth transitioning between facilities and LEAs.
- Collaborates with colleges, universities, and K-12 public school skill centers to increase their presence in facility schools to enroll youth in career and technical training programs and continue enrollment following their re-entry.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement, graduation rates, post-secondary education participation, job training program enrollment, and employment.

**West Virginia –**

- Provides regional transition specialists to support youth during transition between facilities and LEAs to serve as advocates and build close relationships with youth, their families, and facility staff to ensure timely records transfer; coordination of educational staff; post-secondary education preparation and student loan application guidance; advocacy during court proceedings and education-related meetings; and coordination of essential services and data tracking for one year following youth re-entry.
- Provides career counseling and distance learning opportunities in facilities.
- Assists youth who will not be returning to school following re-entry in locating and transitioning to alternative education programs.
- Provides technical assistance to LEAs and facilities.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement, school attendance, disciplinary outcomes, graduation rates, post-secondary education participation, job training program enrollment, and employment.

**Wisconsin –**

- Provides technical assistance to locally operated programs and facilities.
- Supports career and technical education through work-based learning programs, relevant academic skills training, and employability skills and workforce behavior development.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors school re-entry, graduation rates, and employment.

**Wyoming –**

- Requires transition coordinator to ensure youth successfully transition to their home communities.

- Assists LEAs with case management support for youth in out-of-home placements, including correctional facilities.
- Monitors agency compliance with Title I, Part D transition requirements.
- Monitors academic achievement and graduation rates.