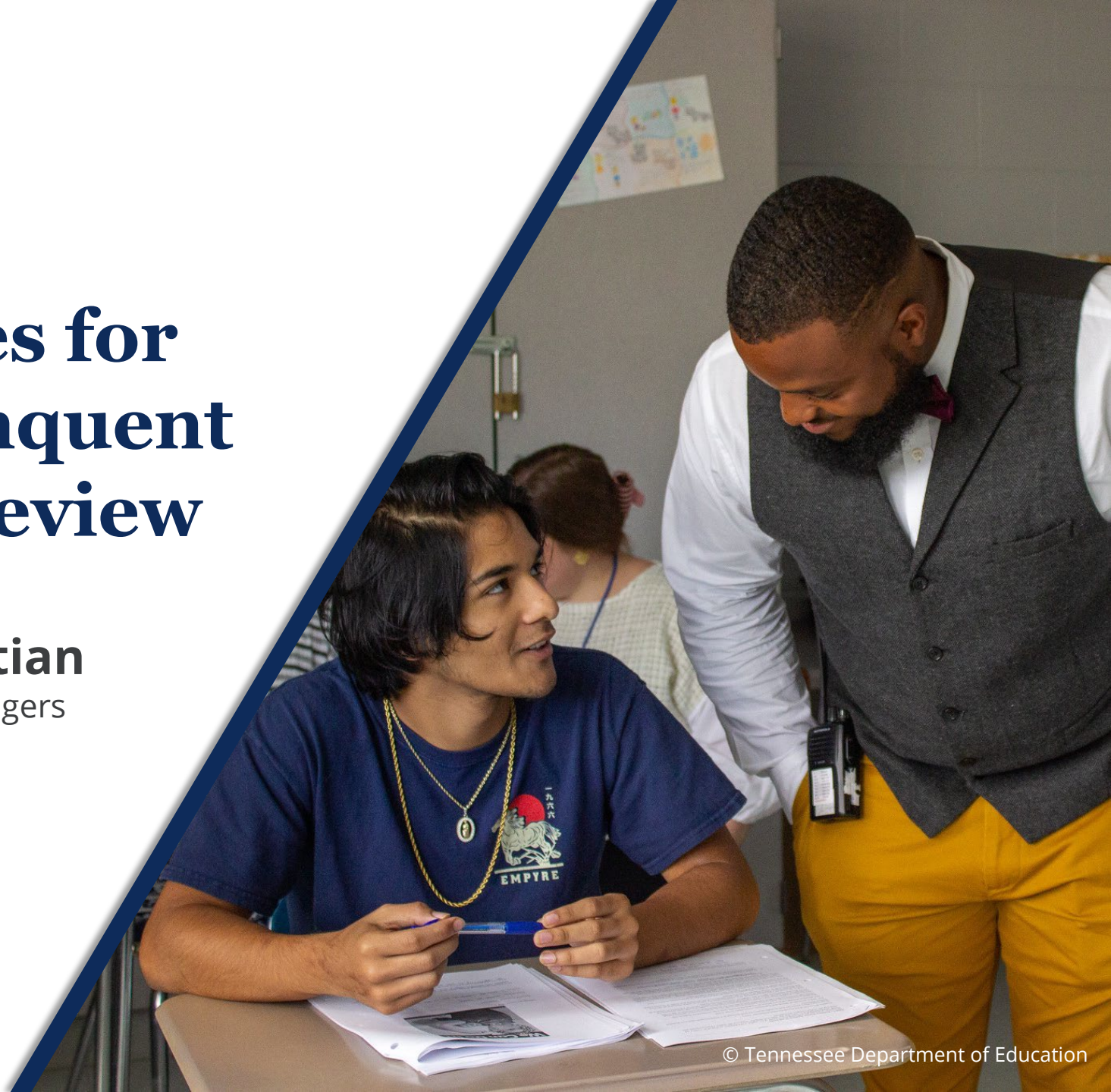




Educational Services for Neglected and Delinquent Students: Year in Review

Jackie Jacobson and Erin Christian
Non-Traditional Educational (NEP) Program Managers

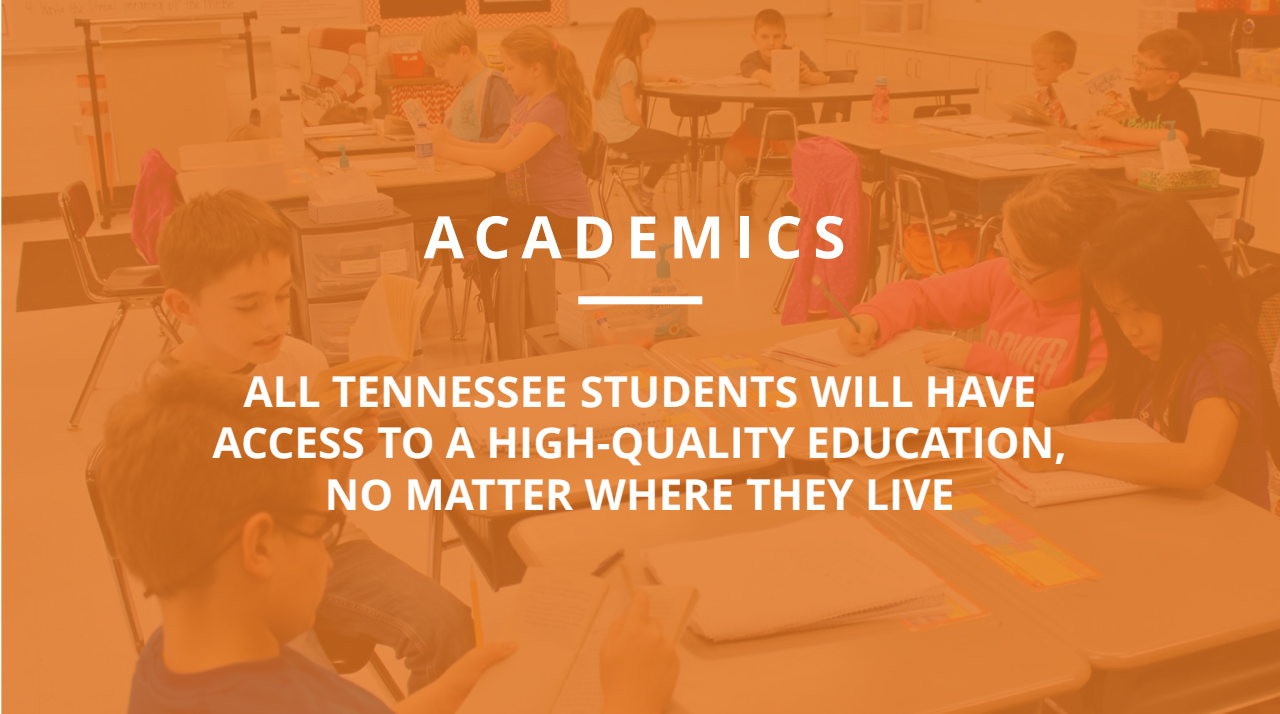
Division of Federal Programs and Oversight
Aug. 22-24, 2023





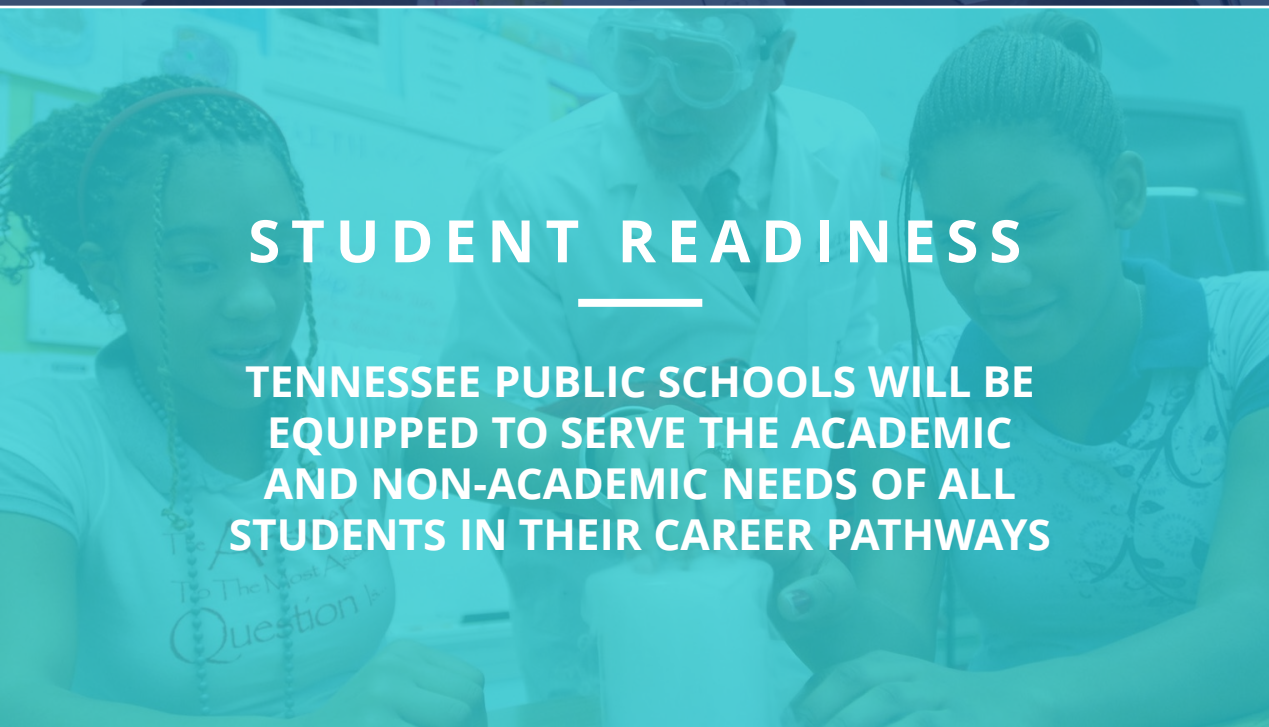
BEST FOR
ALL

We will set all students on a path to success.



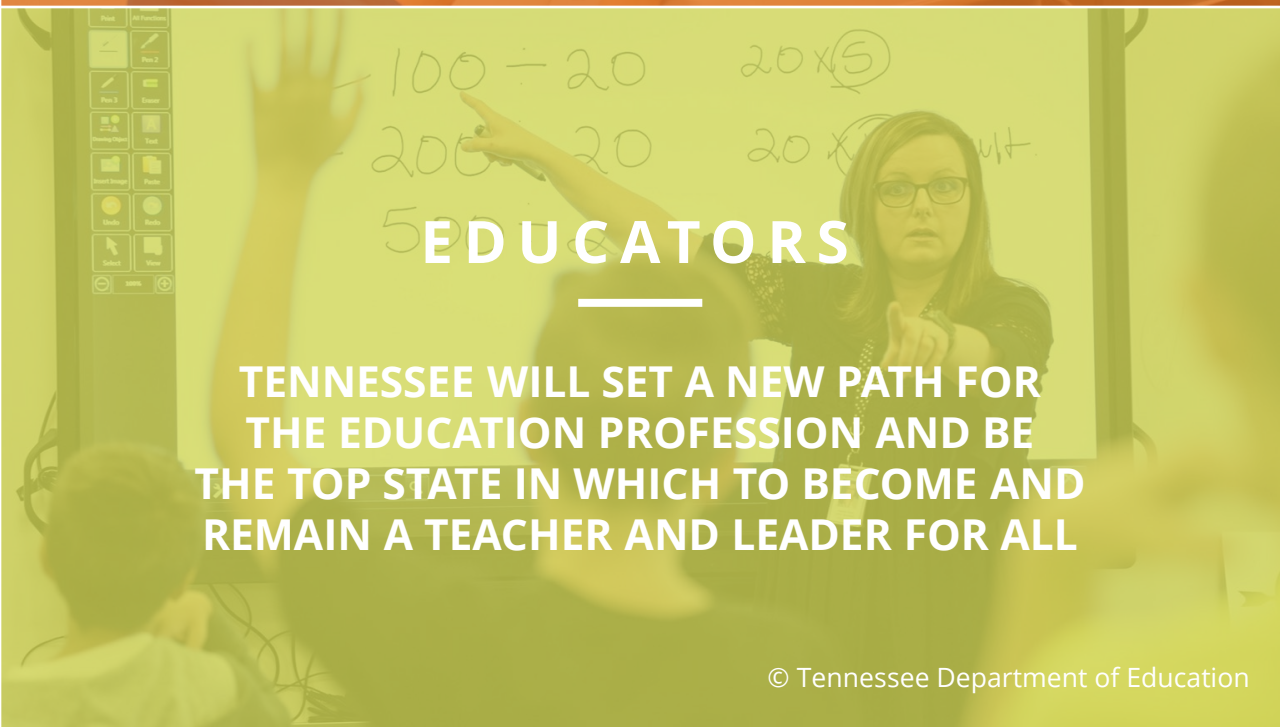
ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE



STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS



EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL



Agenda

- Neglected and Delinquent (N&D) Programs
- 2021-22 Consolidated State Performance Report (CSPR)
- 2022-23 Monitoring Trends
- Use of Funds
- Juvenile Justice (JJ)
- The Intersection of the Department of Children's Services (DCS)



Neglected and Delinquent Programs



Neglected Programs

- **Institution for neglected children:**

A public or private residential facility, other than a foster home, that is operated primarily for the care of children and youth who have been committed to the institution or voluntarily places there due to abandonment, neglect, or death of their parents or guardians.



Delinquent Programs

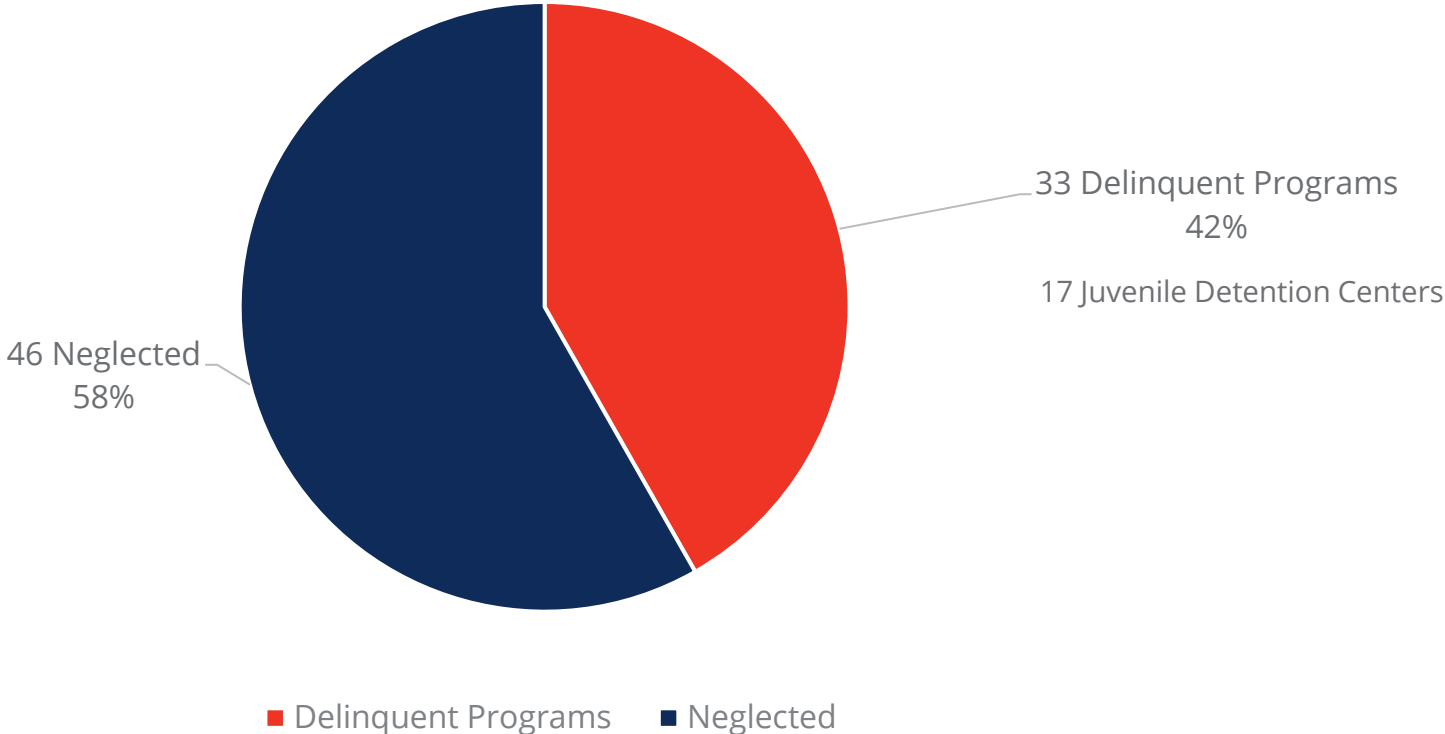
- **Title I, Part D subpart 1** consists of state agencies:
 - The Department of Corrections (DOC)
 - The Department of Children's Services (DCS)
 - The point of contact is Erin Yarbro Christian.

- **Title I, Part D subpart 2** consists of community-based programs:
 - Juvenile Detention Centers (JDCs)
 - Other delinquent facilities
 - The point of contact is Jackie Jacobson.



Neglected and Delinquent Programs

Neglected and Delinquent Programs
2022-2023



33 Delinquent Programs
42%
17 Juvenile Detention Centers

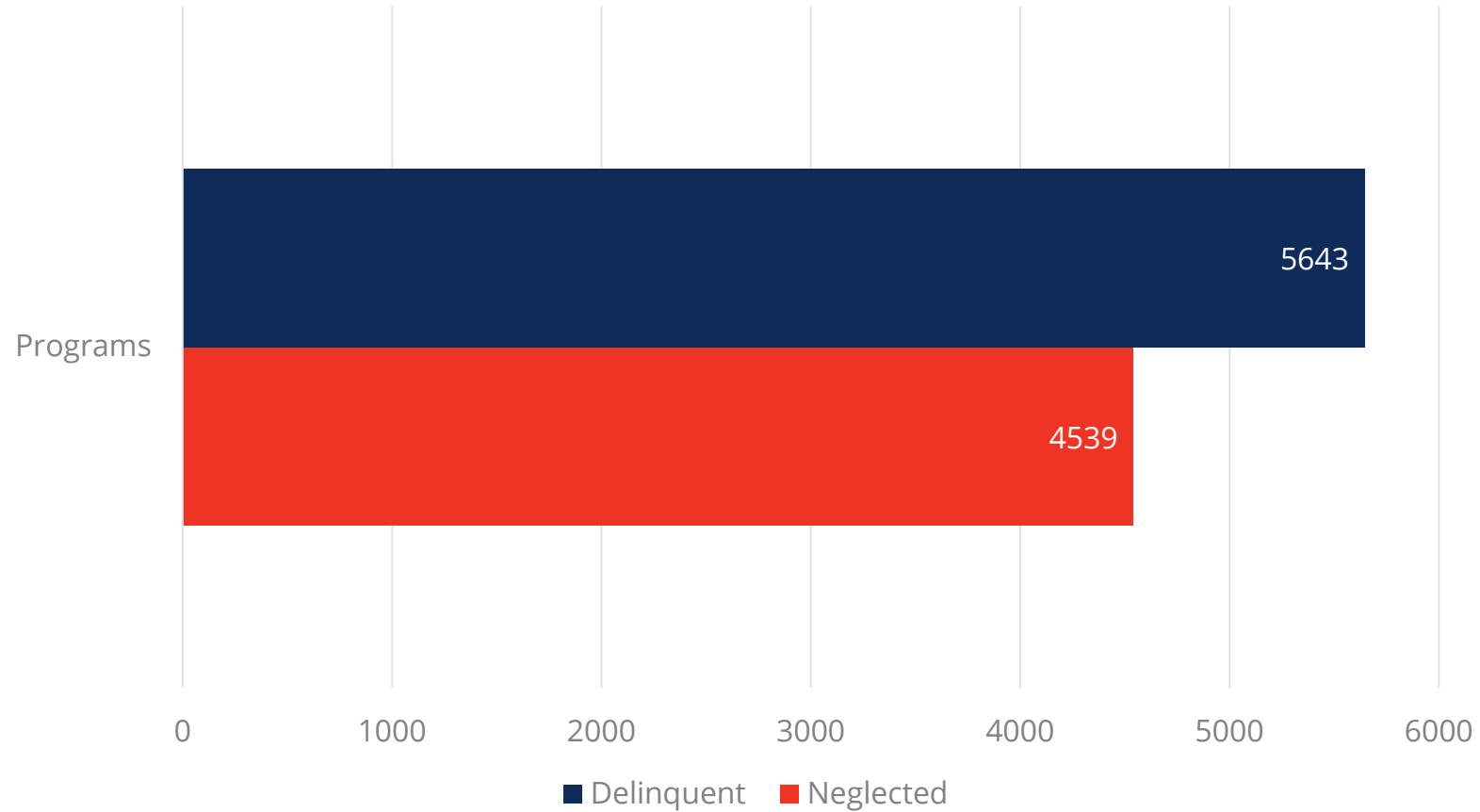
46 Neglected
58%

■ Delinquent Programs ■ Neglected

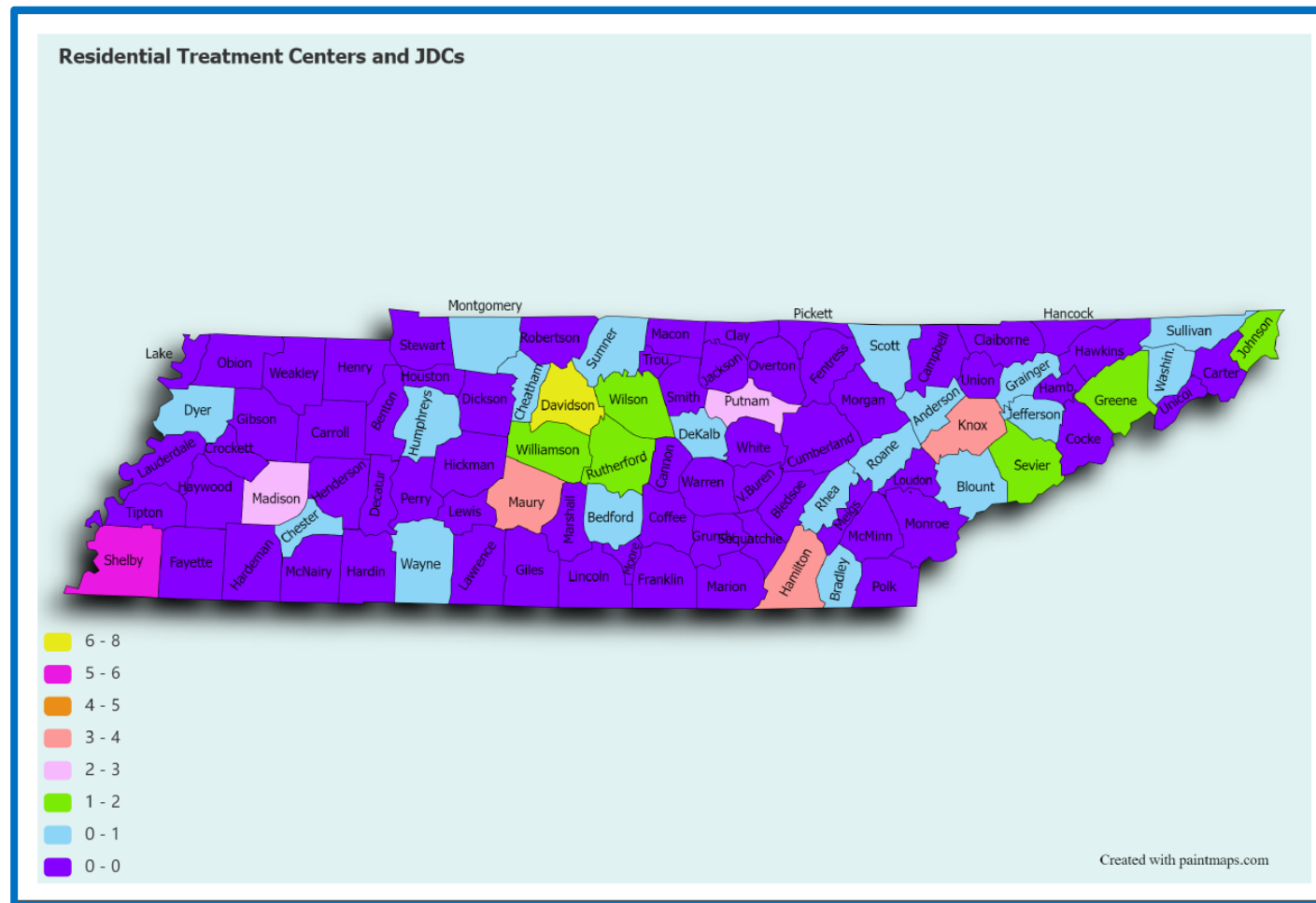


Youth Served in All Programs (2021-22)

Total Students Served = 10,182



Neglected and Delinquent Programs



Let's Share!

Let's introduce ourselves!



2021-22 Consolidated State Performance Report (CSPR)



2021-22 Data Trends: Title I, Part D, Subpart 1

- DCS provided Title I, Part D, Subpart 1 funded juvenile corrections programs at one facility: John Wilder Youth Development Center.
- DOC also provided Title I, Part D funded educational services at one adult correctional facility: Northwest Correctional Complex.
- Reversing a four-year trend, the number of students served in juvenile corrections programs operated by DCS increased slightly by 4%.
- By contrast, participation in Title I, Part D, subpart 1 funded programs at DOC decreased by 17%.
- Average stay plummeted at DCS by 25% and declined modestly at DOC by 4%, averaging 152 days at DCS and 258 days at DOC.





2021-22 Data Trends: Title I, Part D, Subpart 1

- According to data provided by DCS, all participants received transitional services in 2021-22.
- At DOC, the percentage of participants receiving transitional serves decreased from 25% to 21% in 2021-22.
- Within program outcomes shrank 19% at DCS primarily due to lower participation in job training.
- Post-exit outcomes at DCS fell 31% due to reductions in job training and enrollment in GED programs.
- At DOC, the number of GEDs earned doubled (from 2 to 4). As in recent years, DOC reported no post-exits outcomes.



2021-22 Data Trends: Title I, Part D, Subpart 1



Title I, Part D, Subpart 1: Participation, Average Stay, Transition Services and Program Outcomes						
	JUVCORR (DCS)			ADULTCORR (DOC)		
	2021-22	2020-21	% Change	2021-22	2020-21	% Change
Participation	128	123	+4%	43	52	-17%
Average Stay (Days)	152	203	-25%	258	270	-4%
Transition Services	128	0		9	14	-36%
Within Program Outcomes	185	229	-19%	53	54	-2%
Post-Exit Outcomes	34	78	-56%	0	0	0%





2021-22 Data Trends: Title I, Part D, Subpart 1

Test results were mixed at DCS and DOC in 2021-22.

- At DCS, all long-term served took both pre- and post-tests in reading and math, but only 6% of the tested achieved grade gains in reading, and 15% achieve gains in math.
- At DOC, nearly 90% of long-term served were pre-post tested in reading and math but the percentage achieving grade gains declined to 34% in math while increasing to 59% in reading.



2021-22 Data Trends: Title I, Part D, Subpart 1

Subpart I: Pre-Post Test Results by Grade Level (%)

	Reading				Math			
	JUVCORR		ADLTCORR		JUVCORR		ADLTCORR	
Grade Level Change	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21
Negative	21%	6%	41%	49%	33%	25%	59%	49%
None	73%	0%	0%	0%	52%	0%	7%	6%
Up to one	5%	77%	7%	20%	9%	75%	3%	17%
More than one	1%	16%	52%	31%	6%	0%	31%	29%
Total	100%	100%	100%	100%	100%	100%	100%	100%





2021-22 Data Trends: Title I, Part D, Subpart 1

Summary

– In 2021-22, Subpart I Title I, Part D, Subpart 1 programs experienced varying results.

- At DCS, participation rose modestly but within program and especially post-exit outcomes fell sharply. In addition, the number pre-post test results rebounded from pandemic levels but few of those tested achieved grade gains.
- At DOC, participation, transition services, pre-post test results, and within program outcomes decreased.





2021-22 Data Trends: Title I, Part D, Subpart 2

- Twenty-three LEAs and 32 facilities participated in Title I, Part D, Subpart 2 juvenile detention programs in 2021-22.
- Participation increased by 20%.
- The proportion of long-term participants was nearly the same as in 2020-21, but the average stay surged from 39 days to 57 days.
- Students with disabilities increased by 27% and comprised 23% of participants in 2021-22.
- English learners decreased by 12% and constituted 1% of participants.





2021-22 Data Trends: Title I, Part D, Subpart 2

- The percentage of Black (51%) and multiracial (4%) participants rose while the percentage of White participants (40%) fell and the share of Hispanic (5%) participants remained stable.
- Males and females comprised 84% and 16% of participants, respectively.
- Participation remained highly concentrated among youth aged 15-17 years old.
- The percentage of participants (42%) that received transitional services in 2021-22 was comparable to last year's submission.





2021-22 Data Trends: Title I, Part D, Subpart 2

- Course credits accounted for 79% of within program outcomes and enrollment in local school districts accounted for 74% of post-exit outcomes.
- The number of long-term students with pre- and post-test results increased in reading (8%) and math (12%) but at substantially lower rates than the number of long-term served (26%).



2021-22 Data Trends: Title I, Part D, Subpart 2

Title I, Part D, Subpart 2: Participation, Average Stay, Transition Services, Program Outcomes, and Pre-Post Test Results

	2021-22	2020-21	
	JUVDDET (LEAs)		% Change
Total Students Served	5,469	4,561	+20%
Facilities	32	30	+7%
LEAs	23	21	+10%
Ave. Stay	57	39	+46%
Transition Services	2,304	1,673	+38%
Long-term	1,358	1,079	+26%
Pre-Post Test Results - Reading	872	809	+8%
Pre-Post Test Results - Math	866	775	+12%
Within Program Outcomes	1,702	1,291	+32%
Post-Exit Outcomes	2,497	1,907	+31%





2021-22 Data Trends: Title I, Part D, Subpart 2

Summary

- In 2021-22, the number participants in Title I, Part D, Subpart 2 programs increased substantially as did the duration of services and within program and post-exit outcomes. Pre-post test results also rose but by a lower rate than the growth in long-term participants.



2021-22 Data Trends: Neglected Programs

- The number of LEAs providing Title I, Part A-Neglected services increased to 27, but the number of facilities declined to 41.
- Participation in Title I, Part A-Neglected programs decreased by 7% as the total number of participants fell to 4,534.
- Duration of program participation fell to an average of 107 days, but the percentage of long-term participants climbed to 46%.



2021-22 Data Trends: Neglected Programs

Title I, Part A-Neglected: Participants, Facilities, LEAs, and Average Stay

	2021-22	2020-21	% Change
Participants	4,534	4,895	-7%
Facilities	41	43	-5%
LEAs	27	26	+4%
Ave. Stay (days)	107	117	-9%



2021-22 Data Trends: Neglected Programs

- Students with disabilities (SWD) comprised 33% of participants.
- English learners (61) tripled, attaining a 1% share of program participants for the first time.
- Participation rates by race-ethnicity were unchanged.
- Upending trends from recent years, females (52%) comprised a higher share of participants than males (48%).
- The percentage of participants who received transitional services jumped to 76%.



2021-22 Data Trends: Neglected Programs

Title I, Part A Neglected: Participation and Demographics		
	2021-22	
	Number	% of Enrollment
Total	4,534	100%
High School (Grades 9-12)	2,678	59%
Long-term	2,099	46%
With Disabilities	1,482	33%
Limited English Proficiency (LEP)	61	1%
American Indian or Alaska Native (AM7)	10	0%
Asian (AS7)	13	0%
Black or African American (BL7)	1,193	26%
Hispanic or Latino (HI7)	166	4%
Native Hawaiian or other Pacific Islander (PI7)	7	0%
White (WH7)	2,930	65%
Multi-Racial (MU7)	215	5%
Male	2,192	48%
Female	2,342	52%

2021-22 Data Trends: Neglected Programs

- While within program decreased by 3%, post-exit outcomes increased by 84%.
 - Earning course credits accounted for 80% of within-program outcomes and 27% of post-exit outcomes.
- While long-term participation decreased by 3%, pre- and post-test results in reading and math fell by 4% and 6%, respectively.
- With respect to the distribution of results, 49% percent of tested achieved gains in reading and math in 2021-22.



2021-22 Data Trends: Neglected Programs



Title IA Neglected: Transition Services, Outcomes and Pre-Post Tests			
	2021-22	2020-21	% Change
Transition Services	3,462	3,221	+7%
Within Program Outcomes	1,962	2,030	-3%
Post-Exit Outcomes	4,125	2,237	+84%
Reading: Pre and Post Tested	1,580	1,645	-4%
Math: Pre and Post Tested	1,562	1,668	-6%





2021-22 Data Trends: Neglected Programs

Summary

- In 2021-22, for the third consecutive year, Title I, Part A Neglected programs experienced modest declines in participation and within-program outcomes but substantial increases in post-exit outcomes. Among participants, participation rates rose for females and English learners but were slightly lower for students with disabilities and high school students. One additional LEA and two fewer facilities provided services.



Let's Share!

1. What challenges have you encountered with the data collection?
2. What are some of the most surprising trends you have identified?
3. How do you use the data?



2022-23 Monitoring Trends



Neglected and Delinquent Monitoring

- Number of local education agencies (LEAs) monitored: **18**
- Number of facilities monitored: **28**



Trends: Title I, Part A-Neglected and Title I, Part D, Subpart 2

- Supplanting was identified in several facilities
 - Primarily utilizing support staff as primary instructors
- Lack of evidence to support robust processes to collect 90-day post-discharge outcomes
- Many examples of effective transition and a continuum of services after discharge





Trends: Juvenile Detention Centers

Level 3

- Lack of written special education processes and procedures was identified in several JDCs
- Lack of training on special education enrollment, procedures, and timelines
- Nearly all JDCs are beginning educational services by day 3

Level 2

- Lack of written special education processes and procedures was identified in several JDCs





Monitoring 2023-24

- All 17 juvenile detention centers will be monitored onsite this year (annually, per state statute).
- Johnson County, Washington County, Greene County, Jefferson County, Grainger County, Anderson County, Putnam County, Shelby County
- If the LEA is involved in results-based monitoring, the non-traditional programs team will coordinate dates with the larger team.



Let's Share!

What advice would you give to an LEA prior to NEP monitoring?



Use of Funds

Let's Share!

What are some of the best and most innovative uses of funds?



Juvenile Justice (JJ)



Proposed changes to JJ State Board Rules

Major highlights from the proposed changes:

- Board rules will include students with disabilities
- One timeline for services that apply to both general and special education students
- Provides clarity around the enrollment of special education students into the receiving LEA



Timeline for Implementation

Milestone	Timeline
Proposal to the State Board	July 2023
First Read	Fall 2023
Public Comment Period	Fall-Winter 2023
Second Read	Spring 2024
Implementation	August 2024



Technical Assistance

Training and technical assistance will be given by the NEP team throughout the process for a successful implementation in Fall 2024.





JDC Survey Results

- In March, the department emailed a survey to all 17 LEAs with a JDC in the jurisdictional boundaries, asking for technical assistance needs pertaining to the delivery of special education services.
- Top areas of reported needs include:
 - Implementation of IEP services, including behavior intervention plans
 - Disciplinary requirements under the IDEA, including Manifestation Determination Reviews
 - Accommodations and modifications
- Response: Cross-divisional collaboration between Federal Programs and Oversight and Special Education and Intervention Programming to ensure professional development opportunities for LEA staff.

Note: Absent a specific exception, **all protections listed in the Individuals with Disabilities Education Act (IDEA) and state special education law apply to students with disabilities in JDCs.**



The Intersection of the Department of Children's Services (DCS)

Lots of Moving Parts

- Multiple contracted agencies
- Multiple teams: treatment, education, and case management



How Does DCS Intersect with N&D?

- Facilities host in-house schools.
- Schools are non-public, Category 1 Special Purpose.
- Non-public team grants school approval.
- DCS has 35 affiliated schools with contracted providers.
- Not all facilities have DCS-affiliated schools.
- Not all beds within a facility are DCS beds.
- DCS placement team makes decisions.
- Regional education specialists monitor the schools.
- DCS licensing monitors the facility.
- The NEP team monitors the use of funds.





Thank You!

Jackie Jacobson | Non-Traditional Educational Program Manager
Jackie.Jacobson@tn.gov

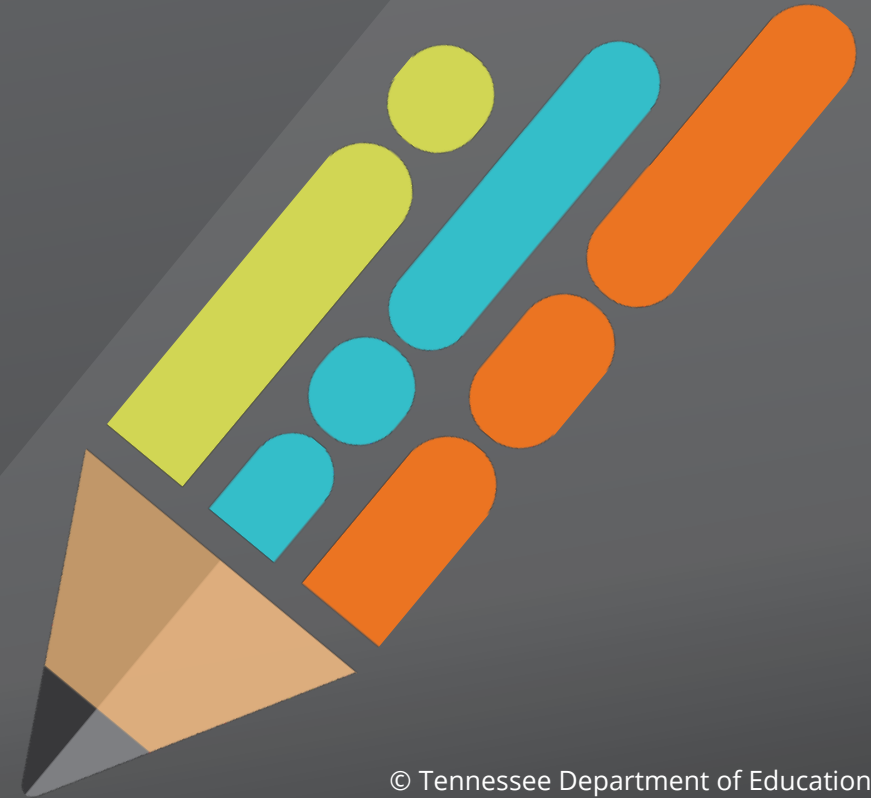
Erin Christian | Non-Traditional Educational Program Manager
Erin.Christian@tn.gov

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Tuesday-Thursday Please Share Your Feedback:

You may access the PD by navigating here:

https://stateoftennessee.formstack.com/forms/2023fpi_pd_survey



Fraud, Waste or Abuse

Citizens and agencies are encouraged to report fraud, waste, or abuse in State and Local government.

NOTICE: This agency is a recipient of taxpayer funding. If you observe an agency director or employee engaging in any activity which you consider to be illegal, improper or wasteful, please call the state Comptroller's toll-free Hotline:

1-800-232-5454

Notifications can also be submitted electronically at:

<http://www.comptroller.tn.gov/hotline>