

# Coordinating Council on Juvenile Justice and Delinquency Prevention Meeting

U.S. Department of Justice  
Office of Justice Programs  
810 Seventh Street, NW.  
Washington, DC 20531

Thursday, September 12, 2019  
10–11:25 a.m. ET

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## SUMMARY

The Coordinating Council on Juvenile Justice and Delinquency Prevention (“Coordinating Council” or “Council”) held a meeting on September 14, 2019. The meeting was hosted by the U.S. Department of Justice (DOJ) Office of Justice Programs (OJP) Office of Juvenile Justice and Delinquency Prevention (OJJDP). Council members participated in person and via phone, and members of the public observed.

The topic for this meeting was federal partnerships supporting delinquency prevention and intervention programs for youth.

**Elizabeth Wolfe**, *OJJDP Training and Outreach Coordinator, and Designated Federal Official of the Coordinating Council*, along with other staff members, provided staff support for the meeting.

**Caren Harp**, *OJJDP Administrator and Vice-Chair of the Coordinating Council*, led and moderated the meeting.

**Faatimah Muhammad**, *Supervisory Education Program Specialist, Office of Elementary and Secondary Education (OESE), Office for School Support and Accountability (OSSA), Teachers, Leaders and Special Populations Programs (TLSP), U.S. Department of Education*; **Jasmine Akinsipe**, *Program Officer, OESE, OSSA, TLSP*; and **Elizabeth Witt**, *Program Officer, OESE, OSSA, TLSP*, highlighted opportunities for federal partnerships to support delinquency prevention and intervention programs for youth.

In the Youth Spotlight, **Clyde Van Dyke** shared his experience as a 4-H youth in “Developing Leaders Through the 4-H National Mentoring Program.”

## WELCOME, OPENING REMARKS, INTRODUCTIONS

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**Elizabeth Wolfe** opened the Coordinating Council meeting. Council members participated in person and via phone, and members of the public observed.

### **Remarks by OJJDP Administrator Harp**

**Administrator Harp** welcomed the meeting presenters and participants. She requested that participants respond to Ms. Wolfe’s emails requesting information about their existing partnerships with other federal agencies, noting that OJJDP plans to build on that information and provide a list of partnerships in time for the next Coordinating Council meeting. Administrator Harp’s opening remarks noted that the topic for this meeting was federal partnerships supporting delinquency prevention and intervention programs for youth.

## **PRESENTATION: HIGHLIGHTING OPPORTUNITIES FOR FEDERAL PARTNERSHIPS TO SUPPORT DELINQUENCY PREVENTION AND INTERVENTION PROGRAMS FOR YOUTH**

Administrator Harp welcomed and introduced Group Lead Faatimah Muhammad (moderator), and Program Officers Jasmine Akinsipe and Elizabeth Witt (panel members), all with OESE, OSSA, TLSP; U.S. Department of Education (DoE).

### **Title I, Part D**

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, as amended in 2015.

OSSA administers the program, which focuses on teachers, leaders, and special populations.

The program goals are to:

- Improve educational services for children and youth in local, tribal, and state institutions for neglected or delinquent children and youth so they have the opportunity to meet challenging state academic standards;
- Provide these children and youth with services to successfully transition from institutionalization to further schooling or employment; and
- Prevent at-risk youth from dropping out of school, and provide those who do drop out—and children and youth returning from correctional facilities—with a support system to ensure their continued education.

### Title I, Part D, Subpart 1

Subpart 1 is a state agency program that provides funding to state educational agencies (SEAs) in 50 states; Washington, DC; and Puerto Rico as formula grants.

- Fiscal Year (FY) 2019 funding was \$47.6 million, with \$46.4 awarded to SEAs and the remainder funding the National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC).
- As of February 2019, 49 of the 50 states, DC, and Puerto Rico had received funding through Subpart 1. The remaining state does not administer funding at the state level.
- SEAs make subgrants to state agencies (SAs) that operate educational programs for children and youth in:

- Institutions or community day programs for children who are neglected or delinquent; and
  - “Neglected institutions” is the old statutory definition; most states have tried to move youth to foster care situations.
- Adult correctional facilities.
- The number of SAs varies from state to state.
- In school year 2016–17, the program funded 682 institutions that in turn served 67,353 students.

### Title I, Part D, Subpart 2

Subpart 2 is a local agency program with significantly more funding than Subpart 1.

- In FY 2019, this program awarded a total of \$104.3 million among 46 states.
  - The remaining states are mostly very small states that serve all students at the state level.
- Subpart 2 funding is awarded to SEAs as part of their Title I, Part A grants and serves all at-risk students.
- SEAs award subgrants as either formula or competitive programs to school districts to provide programs to serve children and youth:
  - In locally operated correctional facilities; or
  - Attending community day programs for delinquent children and youth.
- Programs may provide assistance to children and youth who are neglected or at risk of dropping out of school.

### Subpart 1 Grant Awards to States

DoE awards grants to states on an annual basis.

- In FY 2019, awards to SAs ranged from \$86,000 to \$2.6 million.
- Subpart 1 funds are awarded to states based on this statutory formula: The state’s annual count of neglected or delinquent (N or D) students multiplied by 40 percent of the state’s per-pupil expenditure.
- Included in the annual count is every N or D child age 20 or younger:
  - In a state-operated adult correctional facility and enrolled in a regular program of instruction for at least 15 hours per week; or
  - In a state N or D institution or community day program and enrolled in a regular program of instruction for at least 20 hours per week.
    - This count uses the statutory definition of a **regular program of instruction**: “An educational program (not beyond grade 12) in an institution or a community day program for N or D children that consists of classroom instruction in basic school subjects such as reading, mathematics, and career-oriented subjects. To be counted as a regular program of instruction, the program must be supported by non-Federal funds.”

### Subpart 1 Subgrants to State Agencies

- SEAs make subgrants to each eligible SA on the basis of the SA’s proportionate share of the state’s enrollment count of children and youth who are N or D.

- To be eligible to receive funds, each SA must be responsible for providing free public education for children and youth who:
  - Are in educational programs in N or D institutions;
  - Attend community day programs for N or D children; or
  - Are in adult correctional facilities.
- The SA must submit an application to the SEA that includes a description of how the SA assessed the needs of students served by Subpart 1.
- Although the SA must be responsible for providing free public education, it need not be the direct provider of the education services.
- The types of entities that typically act as SAs vary depending on state context, but could include:
  - State Departments of Corrections
  - State Departments of Youth Services (which may or may not serve both N or D children)
- In some cases, the SEA itself may qualify to be a SA, in which case it makes an application to and subgrants funds to itself.
- An SA distributes funds to eligible institutions under its jurisdiction in accordance with the needs assessments included in its application for Subpart 1 funds.
  - An SA's needs assessment may or may not be strictly based on annual count.
- A single SA may allocate its Subpart 1 funds to multiple facilities.
- Federal education funds must supplement state (and local in Part D) expenditures.

#### Provision of Subpart 1 Services by State Agencies

SAs serve four types of eligible institutions:

1. Adult correctional institutions that provide persons under 21 with a regular program of instruction using state funds;
2. Institutions for delinquent children and youth (public or private residential facilities with an average length of stay of at least 30 days operated for the care of children and youth who have been adjudicated delinquent or in need of supervision)\*;
3. Institutions for neglected children and youth (public or private residential facilities with an average length of stay of at least 30 days operated for the care of children and youth committed to the institution or voluntarily placed due to abandonment, neglect, or death of parent/guardian)\*; and
4. Community day programs (a regular program of instruction provided by an SA or a community day school operated specifically for N or D children and youth).

\*By statute, foster homes do not qualify.

The structure for use of funds varies by state. Confining institutions in Georgia and Wyoming, as a minimum, are accredited by educational institutions.

A discussion around the 30-day length of stay expressed concerns that funding and resources be provided to ensure the continued education of confined youth. The Federal Advisory Committee on Juvenile Justice can provide recommendations to ensure this occurs.

#### How Subpart 1 Funds Are Used

##### *Required Use of Funds*

SAs must use Subpart 1 funds in the following ways:

- Each SA must reserve at least 15% but not more than 30% of Subpart 1 funds for transition services.
- SAs must use funds to support educational services to children and youth identified as failing, or most at-risk of failing, to meet the state's challenging academic standards.
- SAs must use funds to supplement the number of hours of instruction students receive from state and local sources.

### *Common Uses of Funds*

SAs commonly use Subpart 1 funds to:

- Hire additional staff (i.e., teachers, aides, educational counselors) to provide supplemental instruction in areas of greater need;
- Provide professional development for teachers and staff who deliver Title I services to N or D children and youth; and/or
- Procure educational materials and equipment for Title I instruction, including books, computers, audiovisual equipment, and classroom materials for career and technical education.

### *Students Who Receive Subpart 1 Services*

Children and youth eligible for participation in N or D services are:

- Age 21 or younger;
- Entitled to a free public education up to grade 12 (e.g., aging out, expulsion); and
- Enrolled in a regular program of instruction for the required period of time.

Under certain circumstances, the statute permits SAs to serve all students in a youth institution or community day program in institution-wide projects.

### Opportunities for Federal Partnerships

#### *Collaboration within DoE*

Numerous DoE offices collaborate. Their names and areas of focus are:

- Office of Elementary and Secondary Education (OESE)
  - Title I, Part A
  - Title I, Part D
- The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC)
- Office of Special Education and Rehabilitative Services (OSEP and OSERS)\*\*
  - IDEA
  - Free Appropriate Public Education
  - Research to Practice
- Office of Civil Rights (OCR)
- Office of Career, Technical and Adult Education (OCTAE)
  - Workforce Innovation and Opportunity Act
  - Perkins V

\*\*OSEP and OSERS works with DOJ.

Collaborative opportunities include training, webinars, attending events, and reaching out directly to the specific office.

### *National-, Regional-, and Local-Level Collaboration*

#### National Level

- U.S. Department of Education (OESE/OSERS/OSEP/OCTAE/ED-OCR)
- U.S. Department of Justice (DOJ)
- Office of Juvenile Justice and Delinquency Prevention (OJJDP)
- Correctional Education Association (CEA)
- American Institutes for Research (AIR)

#### State Level

- State Chief Executive Officer
- State Department of Education, Special Education Director
- State Department of Education, State Title I Part D Director
- State Department of Education, Correctional Education Director
- State Special Education Advisory Panel
- State Correctional Education Association and/or Organization
- Juvenile Justice Facilities Superintendents
- State Juvenile Court System Organization (Judges)
- State Police Organization
- Department of Corrections and/or Department of Youth Services
- Parent Technical Assistance Center
- OSEP-Funded Technical Assistance Centers
- Department of Social Services (Social Workers)

#### Regional and Local Levels

- Local Education Agencies – School Districts/(SPED Director); Department of Corrections; Juvenile Justice Facilities such as LEAs, Group Homes, etc.
- Non-Education Public Agencies – Contracted and Private
- Local Juvenile Court Systems – to include Probation Officers and Counselors
- Local Police and Sheriff (City and/or County)
- Parent Technical Assistance Center

#### *Upcoming Events*

Upcoming events include:

- NDTAC Webinars
  - Hosted at least three times per year.
  - Focus on recurring themes or special topics.
  - Provide topical, up-to-date information in support of N or D youth and families.
- 2020 Title I, Part D (TIPD) Coordinators National Conference
  - This 3-day conference will take place in May 2020.
  - It is an opportunity for TIPD Coordinators to connect with each other, and with federal and national agency representatives to discuss policy and practices to reach youth.

- Administrator Harp attended the 2019 conference, and she and Joe Vignati are invited to the upcoming conference.

### Resources

- Title I, Part D Program Website: <https://www2.ed.gov/programs/titleipartd/index.html>
- Title I, Part D Legislation, Regulation and Nonregulatory Guidance: <https://www2.ed.gov/programs/titleipartd/legislation.html#guidance>
- Other DoE Offices: <https://www2.ed.gov/about/offices/list/index.html?src=ft>

OSSA is excited to partner with members of the Council. One of its partners is the [U.S. Interagency Council on Homelessness](#), which also looks forward to collaborating with the Council.

## **COUNCIL DISCUSSION**

Administrator Harp opened the floor for questions from Council members and others.

### **Brenda Destro, HHS: Does Title I, Part D include funding for evaluation?**

OSSA: Evaluation is an element of the program at the grantee level. Grantees must balance between using limited funds on program and evaluation, knowing the importance of evaluation.

### **Judge David Tapp, KY, Practitioner Member: Please share an example of someone who has implemented funds in a way that has excited you, that has shown effective use and significant change on the local level.**

OSSA: NDTAC hosted a webinar of family engagement techniques; a correctional facility had used funds to pay transportation costs to help families to come more often. That practice was found to be highly effective at keeping students engaged in an educational program. When the family is engaged, the child is more likely to stay in school after transition.

### **Judge Tapp: Are most funds allocated in rural areas, or urban areas?**

OSSA: It very much depends on the nature of each state. More funds are being administered locally. Each district is unique as to how it uses its funds. A district may consist of 100 K–12 students overall. Programming and distribution depend on how a state has set up its structure for N or D students.

Some states are very creative with funding sources to serve children and youth who may be homeless. In one example, Illinois has several hundred school districts, but about 60 percent of the students in the state are in 1 district. Some very small districts in the state likely do not have the capacity to run local N or D programs. One state has been using funds to train teachers to the point that, in some cases, students now are outperforming on testing; those districts are providing extra-curricular programs.

Brenda Destro, HHS: HHS has an interagency working group on youth programs, and I believe DoE is a member. The group covers 22 federal agencies and departments, and does a lot of work

across systems to make everyone aware of the various programs. If OSSA is not linked into that, please participate so that we are sharing this information across federal departments.

**Maura Corrigan, MI, Practitioner Member: The Families First Prevention Act will affect states' ability to draw down funds to help children. Is there any awareness and outreach to HHS to work through issues and definitions?**

Ms. Destro: Within the Administration for Children and Families, staff are working hard on the implementing of this legislation. It is very complicated, and it is taking an enormous amount of time to work through the complex issues. HHS is aware this is affecting other agencies and departments, and more information should be coming soon.

**Larke Huang, SAMHSA: These children and youth likely are dealing with mental health and socio-emotional issues, which impact education outcomes. Can this funding be spent on counseling?**

OSSA: Title I, Part D focuses on services enhancing educational attainment. To the extent that services are about achieve educational standards, funds can be used; organizations would need to contact their SEA.

**Administrator Harp: Does DoE have someone knowledgeable on all these issues? We are looking for direct links for State Advisory Committee (SAG) membership in each state. SAG activity varies by state, and it is very important that SAGs understand opportunities for education funding.**

OSSA: Each state has a TIPD director, who has other jobs as well (many are also Title 2, Title, 4, and/or Homelessness Directors). Capacity is a major issue for federal and state DoEs and could affect SAG participation. OSSA can follow up when NDTAC meets with its state coordinators.

Administrator Harp: OJJDP recently started training correctional facility superintendents; now that we know these funds are available, we will incorporate the information in our training.

**Member of the Public (Attorney): Can you talk about agencies that have directed funds toward issues caused by father absenteeism?**

OSSA: We have not heard of any state that has specifically addressed this. Washington, DC Public Schools (DCPS) has a community support program. Title 4 funds might be used for this.

Maria-Lana Queen, HUD: HUD has addressed this issue by expanding the Strong Families Initiative that focuses on fathers, mothers, and caring adults.

## **YOUTH SPOTLIGHT: DEVELOPING LEADERS THROUGH THE 4-H NATIONAL MENTORING PROGRAM**

Administrator Harp welcomed and introduced Claude Van Dyke. Facing many challenges, Mr. Van Dyke joined 4-H Tech Wizards, an after-school mentoring program for underserved youth

in grades 4–12 that sparks interest in the fields of science, technology, engineering, and math (STEM). Tech Wizards is part of the 4-H National Mentoring Program funded through OJJDP.

Mr. Van Dyke is winner of the 2019 National 4-H Youth in Action Award and the HughesNet-sponsored Youth in Action Pillar award for Science, Technology, Engineering, and Math (STEM). He explained that 4-H changed his life after he was told by his sixth grade guidance counselor that people like him do not graduate high school and he gave up on schoolwork.

A friend invited him to 4-H Tech Wizards, which gave him a chance to learn about opportunities in the STEM field. For the first time, he had a caring adult mentor in his life. His mentors, including Kelly Adams, told him they believed in him and wanted to see him thrive. He participated in and led activities, and he learned life skills and character attributes doing simple activities. He saw how the skills could be powerful when it came to school, and it changed his perspective on school and education. Equipped with a new perspective and the support of adults, he had a new mindset and determination to do well in school.

Inspired by Rev. Dr. Martin Luther King, Jr.'s "I Have a Dream" speech, Mr. Van Dyke wanted to change the world for the better. His 4-H mentors helped him build the confidence and the skills he needed to do just that. He recently graduated from Johnson City High School and is starting his freshman year at the State University of New York at Delhi, majoring in computer information systems and digital forensics, a path he never would have discovered without 4-H.

Because of 4-H, Mr. Van Dyke reported that he is resilient and independent, has adults on whom he can count, works hard and goes for his dreams, and believes he can make a difference. He now mentors other kids, and is creating geospatial maps to help community members to be aware of issues. He wants to empower others to make a difference, potentially by mapping drug overdose deaths in the continental U.S., getting a community interested in rural entrepreneurship, teaching others how to live healthier lives, providing food for the homeless, or simply being a caring voice to someone in need.

Mr. Van Dyke is grateful to OJJDP, because without the grant that funded the program that supports 4-H, he would not be where he is today. 4-H'ers are inspired to be their best selves, to become powerful and to be change-makers. He is thankful that his 4-H mentors invested in him.

## **COUNCIL DISCUSSION**

Council members discussed Mr. Van Dyke's experience and asked him questions. Discussion points were:

- Mr. Van Dyke participated in the 4-H public presentation program; this is his fifth year doing public presentations.
- OJJDP's general mentoring funding stream goes to larger grants leading to series of subgrants, including those that support 4-H.
- Ms. Adams (Mr. Van Dyke's mentor) has worked with Tech Wizards in multiple sites for 7 years.

- Mr. Van Dyke was asked to describe how the Tech Wizards program made a difference so that his experience could be translated to programming and scaled up.
  - Mr. Van Dyke would pick a STEM category; he would study a curriculum and explore in other ways, including field trips exploring careers in STEM. Seeing these opportunities (i.e., visiting a lab) changed his life. He could ask a mentor how to explore that field and be on top of his game to get there. Adults helped him find his passion and build on it.
- A challenge to think through is that mentoring programs work, but there is a gap – thousands of mentoring programs are looking for funding, and we need to understand how to attract, train, and incentivize mentors.
  - A staff member gave the example of the Alexandria, VA, mayor encouraging city staff to become involved in the community by having staff dedicate an hour of community service time once every week or two. This led to thousands of educated, positive adults working with children.
  - At one point, OJJDP offered community service paid leave; we may want to think of a policy that incentivizes people to be more generous with their time.
- HUD administers SOURCE, which provides students with navigators to complete the Free Application for Federal Student Aid (FAFSA) form, because research shows this is necessary. Mr. Van Dyke’s school district provides this assistance, and he did submit his FAFSA form. He saw his friend struggle with access and resources to complete it. Between federal assistance and National 4-H awards, Mr. Van Dyke’s received a total of \$10,000.
- Internship opportunities exist throughout the federal government, and DoE looks to take on students. OSSA staff planned to share their contact information with Ms. Adams so she can know about these opportunities.

## **WRAP-UP AND ADJOURNMENT**

The Council will meet next on Tuesday, December 10, 1–3 p.m.

Public comments may be sent to Elizabeth Wolfe, OJJDP Training and Outreach Coordinator, and Designated Federal Official of the Coordinating Council, at [Elizabeth.Wolfe@usdoj.gov](mailto:Elizabeth.Wolfe@usdoj.gov).

The meeting was adjourned at 11:25 a.m.