

# NDTAC | Tip Sheet

## Federal Resources and Initiatives for Youth Who Are Neglected, Delinquent, or At Risk

### Introduction and Overview

Youth who are neglected, delinquent, or at-risk (N or D) are a population with wide-ranging needs and are often served in programs funded by a number of intersecting Federal agencies and systems. Gaining awareness of these Federal efforts—and the data sources contained within them—can help to promote collaboration, inform programming and policy changes, and strengthen coordination of services at the State and local levels.

The purpose of this tip sheet is to provide an overview of relevant Federal offices and program and data sources that can be used to support State- and local-level decision making and planning efforts. To accomplish this goal, **Part One** provides a snapshot of notable Federal agencies, offices, and collaborative initiatives with the mission of improving lives of diverse youth involved in, or at risk of, juvenile justice, child welfare, and/or related system involvement. This section also details easily accessible data sources that can create snapshots of youth who are N or D that can be used to illustrate the need for support and to leverage additional resources. **Part Two** offers key questions that program administrators and practitioners can use to dig deeper within Federal datasets and initiatives, highlighting ways to maximize the use of available information and collaborative models to better address State and local needs of youth who are N or D or at risk of disengaging from school.

### Part One: Key Federal Agencies and Offices and Data Collections

Although several Federal agencies fund or otherwise support programming that addresses the needs of youth who are N or D, the U.S. Department of Education (ED) and the U.S. Department of Justice (DOJ) provide important starting points to learn more about such efforts. This section details the mission and goals of a number of key offices within these agencies and also highlights useful data sources<sup>1</sup> that can be used to initiate additional levels of insight about the issues, needs, and services of N or D populations. This review is not meant to be exhaustive but rather to provide examples that can be used and built upon to improve coordination at the State and local levels.

### Department of Education

<b>Office of Safe and Healthy Students (OSHS)</b>	<a href="http://www2.ed.gov/about/offices/list/oese/oshs/index.html">http://www2.ed.gov/about/offices/list/oese/oshs/index.html</a>
<b>About:</b> OSHS administers, coordinates, and recommends policies for improving the quality of programs and activities that focus on the safety and health of all students. This office houses financial, research, interagency collaboration, policy, and programmatic assistance activities that are inclusive of drug and violence prevention; student well-being; school preparedness; health, citizenship, and civics education; and missing, exploited, and trafficked youth. The Title I, Part D program is administered at the Federal level by OSHS.	
<b>Key data source:</b> <b>The Consolidated State Performance Report (CSPR)</b> collects data related to all five goals of the Elementary and Secondary Education Act (ESEA): 1) All students will attain proficiency or better in reading/language arts and mathematics; 2) All students with limited English proficiency (LEP) will become proficient in English; 3) All students will be taught by highly qualified teachers; 4) All students will be educated in learning environments	

<sup>1</sup> Neither NDTAC nor the U.S. Department of Education can verify the quality of the data in the data sets mentioned in this tip sheet. Data collection and reporting vary widely from State to State. If readers have any questions about data from their or another State, they should contact the agency responsible for the data directly.

**Office of Safe and Healthy Students (OSHS)**

<http://www2.ed.gov/about/offices/list/oese/oshs/index.html>

that are safe, drug free, and conducive to learning; and 5) All students will graduate from high school. CSPR data can be used to examine State and National comparisons and to examine year-over-year trends. Reports are available online at <http://www2.ed.gov/admins/lead/account/consolidated/index.html> and more information on the CSPR is available from NDTAC at <http://www.neglected-delinquent.org/administering-title-i-part-d/reporting-and-evaluation#tabs-0-27127300-1437508959-2>.

*Examples of reports and reference materials:*

- *Title I, Part D Annual Performance Overview for SY 2012–13*  
<http://www.neglected-delinquent.org/resource/title-i-part-d-annual-performance-overview-sy-2012-13>
- *Reconnecting Youth (Dropout Prevention)*  
<http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=633>
- *Using Student Achievement Data to Support Instructional Design*  
<http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12>

**Office of Civil Rights (OCR)**

<http://www2.ed.gov/about/offices/list/ocr/index.html>

**About:** The mission of OCR is to ensure equal access to education and to promote educational excellence throughout the Nation through vigorous enforcement of civil rights. This office serves student populations facing discrimination and the advocates and institutions promoting systemic solutions to civil rights problems. An important responsibility is resolving complaints of discrimination.

**Key data source:**

The ***Civil Rights Data Collection (CRDC)*** collects data on key education and civil rights issues in public schools for use by OCR, other ED offices, and other policymakers and researchers. This data collection provides information about students in public elementary and secondary schools on a variety of indicators, including enrollment, access to education programs or services, and academic proficiency results. The information is disaggregated, by factors including race, ethnicity, sex, and disability. Data included in this packet highlight measures related to discipline and arrests. Complete OCR data are available online at <http://ocrdata.ed.gov/>.

*Examples of reports and reference materials:*

- *2009–10 and 2011–12 District or School Reports*  
<http://ocrdata.ed.gov/flex/Reports.aspx?type=school>
- *Detailed Data Tables*  
<http://ocrdata.ed.gov/flex/Reports.aspx?type=school>
- *State and National Estimations*  
<http://ocrdata.ed.gov/StateNationalEstimations>

<b>Office of Special Education Programs (OSEP)</b>	<a href="http://www2.ed.gov/about/offices/list/osers/osep/index.html">http://www2.ed.gov/about/offices/list/osers/osep/index.html</a>
<p><b>About:</b> The Office of Special Education Programs (OSEP) is dedicated to improving results for infants, toddlers, children, and youth with disabilities ages birth through 21 by providing leadership and financial support to assist States and local districts.</p>	
<p><b>Key data source:</b></p> <p>The OSEP data collection is maintained by the <b>Data Accountability Center (DAC)</b>. Federal data for each State are collected annually by State in relation to the Individuals with Disabilities Education Act (IDEA), Parts B and C. Areas of data collection include educational environments, discipline, student assessment, dispute resolution, and students' exiting programs. These data are collected by disability category, race/ethnicity, gender, and limited English proficiency (LEP) status at the State education agency, local education agency, and school levels. The profiles in this packet are aggregate National-level data, so every State team has the same dataset. <a href="http://www.ideadata.org/">http://www.ideadata.org/</a></p> <p><i>Examples of reports and reference materials:</i></p> <ul style="list-style-type: none"> <li>• <i>OSERS Blog: Including Young Children with Disabilities in High Quality Early Childhood Programs</i> <a href="https://www.ed.gov/edblogs/osers/2015/05/including-young-children-with-disabilities-in-high-quality-early-childhood-programs/">https://www.ed.gov/edblogs/osers/2015/05/including-young-children-with-disabilities-in-high-quality-early-childhood-programs/</a></li> <li>• <i>Early literacy tools and resources</i> <a href="http://www2.ed.gov/about/inits/ed/earlyliteracy/index.html">http://www2.ed.gov/about/inits/ed/earlyliteracy/index.html</a></li> </ul>	

## Department of Justice

<b>Office of Juvenile Justice and Delinquency Prevention (OJJDP)</b>	<a href="http://www.ojjdp.gov/">http://www.ojjdp.gov/</a>
<p><b>About:</b> OJJDP, a component of the Office of Justice Programs, U.S. Department of Justice, accomplishes its mission by supporting States, local communities, and tribal jurisdictions in their efforts to develop and implement effective programs for juveniles. The Office strives to strengthen the juvenile justice system's efforts to protect public safety, hold offenders accountable, and provide services that address the needs of youth and their families.</p>	
<p><b>Key data sources:</b></p> <p><b>Easy Access to the Census of Juveniles in Residential Placement (EXACJRP)</b> contains information on the characteristics of youth in residential placement facilities. These data include youths' age, race/ethnicity, placement status, length of stay, and most serious offence. Data can be organized for National and State comparisons. <a href="http://www.ojjdp.gov/ojstatbb/ezacjrp/">http://www.ojjdp.gov/ojstatbb/ezacjrp/</a></p> <p><b>Disproportionate Minority Contact Databook</b> "offers an understanding of the Relative Rate Index (RRI) and an assessment of disproportionate minority contact at various states of juvenile justice system processing at the national level." As of June 2015, new features include searchable combinations for gender and race. <a href="http://www.ojjdp.gov/ojstatbb/dmcbd/index.html">http://www.ojjdp.gov/ojstatbb/dmcbd/index.html</a></p> <p><i>Example of reports and reference materials:</i></p> <ul style="list-style-type: none"> <li>• <i>Bulletins:</i> OJJDP bulletins describe statistics, research, training, technical assistance, and programs funded through OJJDP grants and contracts and profile model programs of particular interest to the juvenile justice field. Topics include Beyond Detention Series, Child Delinquency Series, Juvenile Justice Practice Series, Justice Research Series, Survey of Youth in Residential Placement Series, Youth Development Series, Youth Out of the Education Mainstream Series, and others. <a href="http://www.ojjdp.gov/publications/typesofpublications.html#survey">http://www.ojjdp.gov/publications/typesofpublications.html#survey</a></li> </ul>	

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**Office for Civil Rights (OCR) at the Office of Justice Programs (OJP)**

<http://ojp.gov/about/offices/ocr.htm>

**About:** OJP's OCR ensures that recipients of financial assistance from OJP comply with Federal laws that prohibit discrimination in both employment and the delivery of services or benefits based on race, color, country of origin, sex, religion, and disability. In addition, Federal law prohibits recipients of Federal financial assistance from discriminating on the basis of age in the delivery of services or benefits. OJP's OCR protects, among other rights, the rights of students with disabilities to appropriate special education and related services and supports.

**Key data sources:**

**Educational Opportunities Cases** contain links to education-related case summaries and important complaints, briefs, settlement agreements, consent decrees, orders, and press releases. Disability, National origin, race, religion, and sex are detailed. <http://www.justice.gov/crt/about/edu/documents/classlist.php>

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## Initiatives and Collaborations

There are numerous cross-agency initiatives and collaborations at the Federal level working to address the needs of youth who are N or D. This section provides an overview of several such initiatives, previewing how agencies are working together to break down barriers and silos of operation and strengthen services for this population.

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### Correctional Education Guidance Package

The Correctional Education Guidance Package was jointly developed by ED and DOJ and contains: 1) The Guiding Principles for Providing High-Quality Education in Juvenile Justice Secure Care Settings (Guiding Principles); 2) A Dear Colleague Letter on the Individuals with Disabilities Education Act for Students with Disabilities in Correctional Facilities; 3) A Dear Colleague Letter on the Civil Rights of Students in Juvenile Justice Residential Facilities; and 4) A Dear Colleague Letter on Access to Federal Pell Grants for Students in Juvenile Justice Facilities. <http://www2.ed.gov/policy/gen/guid/correctional-education/index.html>

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### Federal Reentry Council

*The Federal Interagency Reentry Council* represents 20 Federal agencies working toward a mission to make communities safer by reducing recidivism and victimization, assisting those who return from prison and jail in becoming productive citizens, and saving taxpayer dollars by lowering the direct and collateral costs of incarceration. <http://csgjusticecenter.org/nrrc/projects/firc/>

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### My Brother's Keeper (MBK)

*The MBK initiative* seeks to address opportunity gaps for young men of color. The initiative partners the Obama Administration with cities and towns, businesses, and foundations to connect young people to mentoring, support networks, and skills. MBK is focused on six milestones: 1) getting a healthy start and entering school ready to learn; 2) reading at grade level by third grade; 3) graduating high school ready for college and career; 4) completing postsecondary education or training; 5) successfully entering the workforce; and 6) staying on track and getting second chances. <https://www.whitehouse.gov/my-brothers-keeper#section-about-my-brothers-keeper>

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### Supportive School Discipline Initiative

*The Supportive School Discipline Initiative* was developed by ED and DOJ to support the use of school discipline practices that foster safe, supportive, and productive learning environments while keeping students in school. This initiative holds five key goals: 1) building consensus for National action; 2) investing in research and data collection; 3) issuing policy and legal guidance; 4) building awareness, capacity, and leadership; and 5) integrating into Federal grant making. <http://www2.ed.gov/policy/gen/guid/school-discipline/appendix-3-overview.pdf> (PDF)

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### Youth Opportunity AmeriCorps

In July 2014, the Corporation for National and Community Service (CNCS) joined with OJJDP to launch *Youth Opportunity AmeriCorps*. This program enrolls at-risk and formerly incarcerated youth in National service projects that seek to build safe, healthier communities. <http://www.nationalservice.gov/special-initiatives/task-force-expanding-national-service/youth-opportunity-ameri-corps>

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## Part Two: Asking the Right Questions to Understand Trends and Strengthen State and Local Planning

The above offices, initiatives, and data sets contain information that can be independently analyzed to improve State- and local-level coordination. This section offers a preview of the types of questions that can be asked when working with data sets or when exploring how to replicate or learn from Federal-level collaborations.

### Data Sources

Federal-level data contain a tremendous amount of information that can sometimes be difficult to navigate and fully understand. Asking strategic questions to break down these data can be helpful toward being able to use the data. The following questions offer opportunities to examine subsets, trends, and build comparisons:

- Are special education populations identified in data sources? Are these youth receiving needed services?
- Does disproportionality exist in the administration of discipline? Are youth with disabilities disproportionality represented at higher rates than their nondisabled peers for out-of-school suspensions or expulsions? If so, what are additional indicators that need to be collected to identify potential causes?
- Are youth with LEP youth identified in data sources? Are these youth receiving needed services?
- Is the gender distribution changing? Is there an increase in the number of girls within data sets?
- What is known about youth in transition? What percentages of students attend school or transition to a career?
- Are there disproportionate minority contact pertaining to arrests and juvenile justice involvement trends?

Answering these types of questions can yield important insight about State and local strengths and identify opportunities to address unmet service needs. Awareness of subset trends can also offer opportunities to benchmark changes and to identify where to allocate or seek additional resources.

### Learned Lessons from Federal Collaborations

In addition to strategically digging deeper into Federal-level data sets, a number of learned lessons and insights can also be gained by asking questions of cross-agency Federal collaborations covered previously. The following are examples of questions that can be asked to understand State and local opportunities that may be created from these initiatives:

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- Can these efforts be replicated at a State or local level? If so, who are the key stakeholders that must be involved? What resources are needed? What would be the benefits of scaling this to meet State or local needs?
  - How are data shared at the Federal level within these initiatives? Are there ways to replicate this type of sharing at the State and local levels?
  - In what ways are State and local coordination efforts now more possible due to National support for these efforts? How can these opportunities be maximized to better meet the needs of youth served?
  - How are collaborative activities within these initiatives breaking down silos at State and local levels? What opportunities exist now?
  - Is there greater exploration of blending or braiding of Federal, State, and local funds due to these efforts? What type of impact and opportunities does this create?
  - What barriers have these collaborations faced and how have they been able to break the barriers down to facilitate sustainability of efforts over time?

There may be ripple effects from the creation of cross-agency Federal initiatives that can resonate at the State and local levels. Asking strategic questions about these initiatives can yield important opportunities to learn more about newly available resources, identify potential ways to replicate promising practices, and respond to shifting priority areas in a more effective and efficient way.

## **Conclusion**

This tip sheet has offered a high-level overview of key offices, data sources, Federal-level initiatives, and suggestions to dig deeper with available information. Using resources and examples contained here, a more solid understanding of Statewide trends, strengths, and opportunities to improve coordination of efforts may be gained. Ultimately, this investment in information will benefit diverse populations of youth who are N or D.

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## **Disclaimer**

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