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Getting to Outcomes in Juvenile Justice Education Using Title 1 Part D Program Data

NDTAC Brief: Getting to Outcomes in Juvenile Justice Education Using Title 1 Part D Program Data

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Introduction

The primary purpose of Title 1, Part D programs is to improve the educational outcomes for youth who are categorized as *neglected* (n), *delinquent* (d), or at-risk under the statute. This includes: improving the quality of n and d educational services; providing services that help youth successfully transition from correctional or congregate care settings to further schooling or employment; preventing at-risk youth from dropping out; and providing youth who have dropped out of school and youth who are returning from n and d institutions with a support system to ensure their continued education.

A core requirement of Title 1, Part D programs is the expectation that State Coordinators collect data on youth who are supported through Title 1, Part D programs. Section 1431 “Program Evaluations” of the statute outlines that “...each State agency or local educational agency that conducts a program under Subpart 1 or 2 shall evaluate the program, disaggregating data on participation by gender, race, ethnicity, age, children with disabilities, and English learner students while protecting individual student privacy, not less than once every 3 years, to determine the program’s impact on the ability of participants.”ⁱ The U.S. Department of Education collects this data from States annually and the National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC) reviews this information. This data is particularly important because youth education programs that are driven by evidence are most effective in getting to specific outcomes. Therefore, one main function of these data collection efforts is to understand how various youth outcomes are associated with funded programs.

This brief is designed to help State Coordinators, grantees involved in data collection or analyses, and personnel involved in the design of funded programs learn how to access, assess, and use their program data to achieve the outcomes that they have set for youth within their State or locality. Specifically, this resource will:

- a) Introduce Title 1, Part D program data and how to access the data
- b) Illustrate how to use Title 1, Part D data to assess disparities in program outcomes, with a focus on juvenile justice education as an example, and
- c) Explain the importance of data driven decision making and discuss strategies to achieve youth outcomes.

Data and Youth Outcomes

State Coordinators, grantees involved in data collection or analyses, and personnel involved in the design of funded programs should incorporate this data to reach their expected program outcomes because youth education programs that are driven by evidence are most successful in getting to a set of



outcomes.^{1 2} Researchers support that using evidence (e.g., data) can help identify obstacles, as well as promising strategies for the academic, social, and emotional wellbeing of students.³ Focusing on outcomes that are aligned with the development of youth are particularly beneficial for gauging the impact of programs that target youth. By way of example, a positive youth development approach supports the understanding that programs and services targeted at youth should improve protective factors (e.g., education, employment, or access to a network of supportive adults) that help shape positive characteristics of youth.ⁱⁱ Among youth who were or are incarcerated, an emphasis is placed on the positive aspects of a youth's development. This would be inclusive of a youth's access to quality education or employment as opposed to only recidivism outcomes to understand whether a youth program is reaching a given outcome.ⁱⁱⁱ Taken together, evidence should be used to help examine whether Title 1, Part D programs are influencing a range of youth outcomes that go beyond recidivism. Knowing how to access and actively use Title 1, Part D program data can serve as a starting point for State Coordinators, grantees involved in data collection or analyses, and personnel involved in the design of funded programs in getting to youth outcomes.

Title 1, Part D Program Data

The US Department of Education through the partner support center collects various program data through the Consolidated State Performance Report. After collection, this data is reviewed and then posted for States to access and use to inform decisions about programming. For Title I, Part D program data, there are two ways to access the data: Fast Facts and Ed Data Express.

State Coordinators and grantees gain insight on educational outcomes from the data States and localities collect related to their Title 1, Part D programs. These outcomes include reading and math test scores, and academic or vocational outcomes (e.g., whether students earned high school course credits, obtained high school diploma, enrolled in GED program, or earned a GED). Some of these outcomes are reported with national, State, year, and program type as well as demographic (i.e., race or gender breakdowns) for participation.

See below for more detail on how the access points display and share data.

ED Data Express

[ED Data Express](#)^{iv} provides two ways to look at the data dashboard, and a data download tool.

Dashboards

The dashboard provides longitudinal data on funding, participation by program and race/ethnicity for a selected year, and academic performance in reading and math by program type for a selected year for each State for Subpart 1 and Subpart 2.

¹ Schildkamp, K. (2019). Data-based decision-making for school improvement: Research insights and gaps. *Educational research*, 61(3), 257-273.

² Kennedy, B. L., & Datnow, A. (2011). Student involvement and data-driven decision making: Developing a new typology. *Youth & Society*, 43(4), 1246-1271.

³ Jimerson, J. B. (2016). How are we approaching data-informed practice? Development of the Survey of Data Use and Professional Learning. *Educational assessment, evaluation, and accountability*, 28(1), 61-87.



Data Download

The data download tool provides the user the ability to customize information and generate a spreadsheet of data for Title I, Part D, across years, by demographics, and program outcomes all for Subpart 1 and 2.

Fast Facts

[Fast Facts](#)^v provides the most recent three years of data on children in neglected and delinquent programs regarding:

- a) funding, programs, and students
- b) program types, and
- c) student served for each State for Subpart 1 and Subpart 2.

An Illustration of Using Department of Education Data on Title I, Part D Programs

State Coordinators and their grantees can use data on Title I, Part D programs to understand how academic and vocational outcomes differ across programs by looking at how outcomes vary between multiple programs (i.e., between group differences). When users compare an outcome between programs, they can determine which programs are achieving the desired outcomes and in which programs student outcomes are not being achieved. Users can also look at how outcomes vary within a program (i.e., within group differences) to understand which outcomes students are achieving in the program and which outcomes are lagging.

To analyze this information, users will need to access data by using the performance data from Ed Data Express and participation data from Fast Facts. The performance file will include information on the number of students in a particular program who achieved each outcome, and the participation data will include information on the number of students participating in each of the programs. With these data, user can calculate the percentage of students who achieved a particular outcome for each program and then compare programs to determine relative strengths and areas in need of improvement. The following example demonstrates how to use [Ed Data Express](#)^{vi} and [Fast Facts](#)^{vii} to examine differences in outcomes by program.

Performance Data

1. In [ED Data Express](#)^{viii}, to start, select the download option on the landing page.



2. Then hit the “RESET FILTERS” button, as the download page will be populated with filters that do not apply to Title I, Part D programs.

RESET FILTERS



NDTAC BRIEF

Getting to Outcomes in Juvenile Justice Education Using Title 1 Part D Program Data

3. Next, make the following selection in the Program, State, Level, School Year, and Data Topic boxes in the left-hand column:

- a. In the Program box, select Title I, Part D

Program

- Deselect all
- McKinney-Vento Act
- Title I, Part A
- Title I, Part C
- Title I, Part D
- Title III

- b. In the State box, select a State to view. We selected Alabama given the large number of students served within juvenile correction facilities.

State

- Deselect all
- ALABAMA
- ALASKA
- ARIZONA
- ARKANSAS
- CALIFORNIA

4. In the Level box, select either Local Education Agency (LEA) or State Education Agency (SEA). LEA contains information for Subpart 2, while SEA contains information for Subpart 1.

Level

- Deselect all
- Local Education Agency
- State Education Agency

5. In the School Year box, select a school year to view.

School Year

- Deselect all
- 2018-2019
- 2017-2018
- 2016-2017
- 2015-2016

6. In the Data Topic box, select Performance. This selection contains the outcome data.



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Getting to Outcomes in Juvenile Justice Education Using Title 1 Part D Program Data

Data Topic

- Deselect all
- Participation
- Performance

7. After selecting Data Topic, a new box titled Data Description will appear. Your selection in the Data Description box will depend on the selection in the Level box.
 - a. If State Education Agency is selected for Level, then select Academic and Vocational Outcomes of Students Served by Title I, Part D, Subpart 1 **in Program** in the Data Description box.
 - i. **Note.** There is a similar selection entitled Academic and Vocational Outcomes of Students Served by Title I, Part D, Subpart 1 **After Exit**. Users should use the selection ending **in Program**.

Data Description

- Academic and Vocational Outcomes of Students Served by Title I, Part D, Subpart 1 in Program
- Performance on Pre- and Post-Tests

- b. If LEA is selected for Level, then select Academic and Vocational Outcomes of Students Served by Title I, Part D, Subpart 2 **in Program**.
 - i. **Note.** There is a similar selection entitled Academic and Vocational Outcomes of Students Served by Title I, Part D, Subpart 2 **After Exit**. Users should select the option ending in **in Program**.

Data Description

- Academic and Vocational Outcomes of Students Served by Title I, Part D, Subpart 2 in Program
- Performance on Pre- and Post-Tests

8. Review the columns in the table. There may be irrelevant columns to remove to produce a cleaner spreadsheet. To remove a column, click on the blue box with an “X” next to the variable name. Below are the names of the columns to keep. In general, if a column is blank, it is acceptable to remove it from the selection.
 - a. For Subpart 1, keep the following columns: School Year, State, Data Group ID, Data Description, Value, Category, and Title I, Part D Program Type.
 - b. For Subpart 2, keep the following columns: School Year, State, NCES LEA ID, Local Education Agency (School District) Name, Data Group ID, Data Description, Value, Category, and Title I, Part D Program Type.
9. Click download data and select CSV to download a file of the State’s program outcome data. This will produce a message “Export complete. Download the file **here**.” Click on **here** to



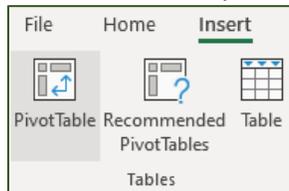
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Getting to Outcomes in Juvenile Justice Education Using Title 1 Part D Program Data

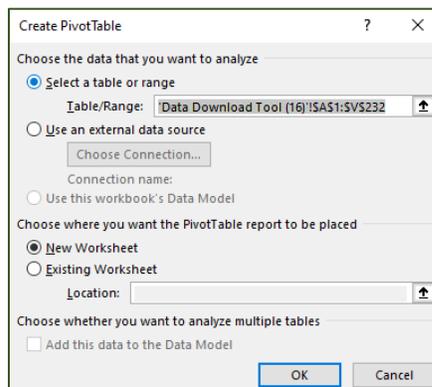
download the file. This datafile will contain data on the number of students who achieved a particular outcome by program and outcome type. This will contain only performance data. Please note, in the spreadsheet, cells that have missing data will contain an "S".

Export complete. Download the file [here](#).

10. For Subpart 2 only, since the data is at the LEA level, the user needs to sum the data to the State level for program and outcome. The user can use a pivot table or sum function to aggregate the data to State level.
 - a. In the spreadsheet, select all cells with data
 - b. At the top tool bar, click on insert and then select pivot table



- c. This will cause a window to pop up that will confirm the range selected and provide the option for the pivot table to output in a new sheet or the current sheet. Click OK when ready.



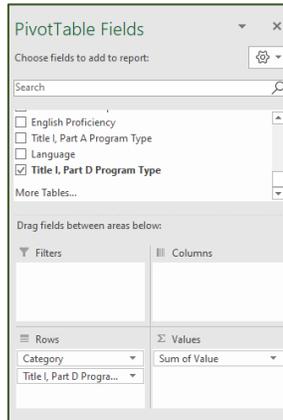
- d. This will cause a pivot table to appear in a new sheet. Use the PivotTable Field window on the right-hand side to populate the table. Drag Title I, Part D Program Type to the Rows box, drag Category to the rows box as well, and drag values to the values box.



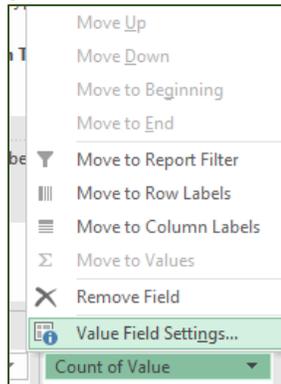
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NDTAC BRIEF

Getting to Outcomes in Juvenile Justice Education Using Title 1 Part D Program Data



- e. Be sure that the values option is set to sum. Click on the arrow next to count of value and select Value Field Settings. Then select Sum and click OK.



- f. This will create a table that aggregates the number of programs to the State level for Subpart 2.

Row Labels	Sum of Value
Earned a GED	90
At risk programs	39
Juvenile correction	32
Juvenile detention	9
Neglected Programs	10
Other programs	0
Earned high school course credits	2404
At risk programs	564
Juvenile correction	264
Juvenile detention	1464
Neglected Programs	112
Other programs	0
Enrolled in a GED program	298
At risk programs	99
Juvenile correction	134
Juvenile detention	53
Neglected Programs	12
Other programs	0



NDTAC BRIEF

Getting to Outcomes in Juvenile Justice Education Using Title 1 Part D Program Data

Participation Data

Next, use the following steps to access participation data from [Fast Facts](#)

1. In the upper-righthand corner, use the dropdown to select a State
2. Then, click the buttons underneath for Subpart 1 or Subpart 2 to view the Subpart of interest

Select a State then a Subpart:

▼

View Subpart 1View Subpart 2

3. Click on the rectangle box entitled “II. Program Types” to view data by program type

II. Program Types ▼

4. Scroll to the table entitled “Student Participation by Program Type” to view the number of students in each program. The table will display data for the three most recent years available. This table will contain participation data, reflecting the total number of students in programs, for the selected State and the United States.

Program Types	Alabama						United States					
	2016-17		2017-18		2018-19		2016-17		2017-18		2018-19	
Neglected Programs	0	0%	7	1%	132	8%	3,903	6%	4,911	8%	5,096	8%
Juvenile Detention	0	0%	0	0%	788	51%	15,108	22%	14,459	22%	17,832	28%
Juvenile Corrections	332	60%	340	60%	435	28%	26,931	40%	24,925	38%	20,192	32%
Adult Corrections	220	40%	219	39%	198	13%	19,032	28%	19,006	28%	18,571	28%
Other Programs	0	0%	0	0%	0	0%	2,379	4%	1,838	3%	1,905	3%

- a. When using the performance datafile and participation data table, the user should check that the year and Subpart (LEA or SEA) is the same to ensure accurate calculations. Users can use the participation and performance data to calculate the percent of students achieving outcomes by program type. When interpreting trends consider the following questions:
 - Looking within an outcome, is there a program that has a lower percentage of students achieving the outcome? Is there a program that is consistently lower?
 - Looking within an outcome, is there a program that has a higher percentage of students achieving the outcome? Is there a program that is consistently higher?
 - Within a program, is there an outcome that is lower?
 - Within a program is there an outcome that is higher?

Analyzing Youth Academic and Vocational Outcomes

Analyzing program data allows users to identify differences between programs based on the outcomes and identify differences in outcomes based on the programs. The table below shows how to calculate percentage of students who achieved a particular outcome by program.



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NDTAC BRIEF

Getting to Outcomes in Juvenile Justice Education Using Title 1 Part D Program Data

Enter the values from the performance datafile associated with each outcome and Title I, Part D Program Type in the table below. **Note.** If data are unavailable in the datafile for a particular program or outcomes, the file denotes the missing value with an “S”.

To analyze program data, users need the following information from the performance data that was downloaded from ED Data Express:

- a) the outcomes of interest (e.g., *Earned High School Course Credits*)
- b) the associated value (i.e., the number that is located in the cell)
- c) and the Title I, Part D Program Type (e.g., *At-Risk Programs*)

In the participation data that was retrieved via Fast Facts, users additionally will need the following information: the number of students; the program type; and the school year.

Enter in the values from the Fast Facts participation data that are associated with each Title 1, Part D Program Type in the table below. There is no outcome associated with the participation data accessed through Fast Facts so the number of students participating will be the same in each outcome for a given program.

Using the values entered in the performance and participation columns, divide performance by participation. This will show the percent of students in the program who achieved an outcome. Additionally, Subpart 1 does not fund At Risk Programs and not all States provide all types of programs so these cells may be blank depending on the State selected and the subpart examined.

The template table on the following page uses data from Alabama to reflect outcomes for programs funded through Subpart 1 in 2018-19.



NDTAC BRIEF

Getting to Outcomes in Juvenile Justice Education Using Title 1 Part D Program Data

Outcome	Title 1, Part D Program	Performance	Participation	% Students Achieving Outcome
Earned High School Course Credits	At-Risk Programs	N/A	N/A	N/A
	Neglected Programs	73	132	55%
	Juvenile Detention	254	788	32%
	Juvenile Corrections	378	435	87%
	Adult corrections	79	198	40%
Obtained High School Diploma	At-Risk Programs	N/A	N/A	N/A
	Neglected Programs	7	132	5%
	Juvenile Detention	S	788	n/a
	Juvenile Corrections	4	435	1%
	Adult corrections	13	198	7%
Enrolled in a GED Program	At-Risk Programs	N/A	N/A	N/A
	Neglected Programs	S	132	N/A
	Juvenile Detention	27	788	3%
	Juvenile Corrections	53	435	12%
	Adult Corrections	73	198	37%
Earned a GED	At-Risk Programs	N/A	N/A	N/A
	Neglected Programs	S	132	N/A
	Juvenile Detention	4	788	1%
	Juvenile Corrections	26	435	6%
	Adult Corrections	17	198	9%

***Note.** *Performance* reflects the number of students who were documented to meet a given outcomes and *participation* reflect the number of students who were enrolled in a program. At-Risk programs are not included in Subpart 1 and are filled in with N/A here. Missing data is denoted with an “S”.

Based on the data in this example, the user can look at each outcome and identify differences by program.



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CHILDREN & YOUTH

NDTAC BRIEF

Getting to Outcomes in Juvenile Justice Education Using Title 1 Part D Program Data

- Looking at the percent of students who earned high school course credits, juvenile corrections programs is the highest at 87% of participants earning high school course credits, whereas juvenile detentions programs has the lower percentage of participants earning high school course credits with 32% of participants doing so. In between those values, 40% of students participating in adult corrections programs and 55% of students participating in neglected programs earned high school course credits.
- For the outcome obtained high school diploma, the results show that 5% of students participating in neglected programs, 1 % of students participating in juvenile corrections programs, and 7% of students participating in adult corrections programs obtained a high school diploma. There is not sufficient data in juvenile detention programs to identify the percentage of students who obtained a high school diploma.
- Of participating students, 3% in juvenile detentions, 12% in juvenile corrections, and 37% in adult corrections programs enrolled in a GED program, while there is insufficient data for neglected programs.
- For the outcome of students earning a GED, 1% of participating students in juvenile detention, 6% in juvenile corrections, and 9% in adult corrections programs earned a GED.

Across outcomes, the user can identify patterns by program.

- For example, juvenile detention programs have the lowest percentage of students who earned a GED, enrolled in a GED program, and earned high school course credits.
- Adult corrections programs have the highest percentage of students among the other programs for students who earned a GED, enrolled in a GED program, and obtained a high school diploma. However, the outcome for earning high school course credits is lower for those in adult corrections programs compared to students in neglected or juvenile corrections programs.

The example table on the following page uses data from Alabama to reflect outcomes for programs funded through Subpart 2 in 2018-19.



NDTAC BRIEF

Getting to Outcomes in Juvenile Justice Education Using Title 1 Part D Program Data

Outcome	Title 1, Part D Program	Performance	Participation	% Students Achieving Outcome
Earned High School Course Credits	At-Risk Programs	564	1523	37%
	Neglected Programs	112	214	52%
	Juvenile Detention	1464	2748	53%
	Juvenile Corrections	264	1606	16%
	Adult Corrections	N/A	N/A	N/A
Obtained High School Diploma	At-Risk Programs	126	1523	8%
	Neglected Programs	14	214	-7%
	Juvenile Detention	5	2748	0%
	Juvenile Corrections	16	1606	1%
	Adult Corrections	N/A	N/A	N/A
Enrolled in a GED Program	At-Risk Programs	99	1523	7%
	Neglected Programs	12	214	6%
	Juvenile Detention	53	2748	2%
	Juvenile Corrections	134	1606	8%
	Adult Corrections	N/A	N/A	N/A
Earned a GED	At-Risk Programs	39	1523	3%
	Neglected Programs	10	214	5%
	Juvenile Detention	9	2748	0%
	Juvenile Corrections	32	1606	2%
	Adult Corrections	N/A	N/A	N/A

***Note.** *Performance* reflects the number of students who were documented to meet a given outcomes and *participation* reflect the number of students who were enrolled in a program. Adult Corrections is not part of Subpart 2 and is filled in with N/A here.

Like the Subpart 1 programs, States and localities may take a closer look at the data to decide whether the differences in outcomes by program warrants attention. To be clear, outcomes may vary across programs for various reasons such as the length of stay for youth held within a given institution.



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NDTAC BRIEF

Getting to Outcomes in Juvenile Justice Education Using Title 1 Part D Program Data

Data Driven Decision Making

Collectively, this is a starting point for users to identify which programs may need assistance to improve outcomes using data. If the students in a particular program are, for example, enrolling in high school course credits at a lower percent than other programs, persons may want to focus on improving that program or consider how resources or assistance can improve a program or outcome. Similarly, one can identify program exemplars. For instance, lessons may be learned from programs enrolling students in high school course credits at a higher percentage.

State coordinators and grantees can also use these percentages as part of Continuous Quality Improvement (CQI). Users can also analyze trends in data by tracking these percentages as performance metrics overtime and see which programs are improving and which programs are not improving. Fast Facts allows the user to examine certain program metrics over a three-year timeframe at a glance, and when coupled with ED Facts (as illustrated above) becomes a powerful starting point in using data to get to a particular outcome. Coordinators can set target goals for the outcomes, such as 50% of participating students in juvenile detention programs should enroll in high school course credits by 2023. By understanding if the outcome is decreasing, increasing, or staying the same overtime and if the change is small, moderate, or large, users can determine if they are on-track to meet the goal and develop strategies and plans along the way to meet the desired goals. While some States may only have outcome data for one Title I, Part D program and cannot compare between programs, these States can still calculate the percentage to use for analyzing trends as well as benchmarking and goalsetting as part of CQI. States and localities that have Continuous Quality Improvement plans for Title 1, Part D programs may already use data to identify potential areas of improvement in the way illustrated above.

Continuous Quality Improvement (CQI)

Continuous Quality Improvement (CQI) is one way collected data can be used to achieve a given outcome. CQI is the ongoing process of assessing how the implementation of a program or the delivery of services influence or impact a given set of expectations or outcomes. For instance, in this review of program data (illustrated above), States and localities can decide whether the outcomes are aligned with their programmatic expectations. In cases where it is not, States and localities can further examine their data or speak with youth and stakeholders to understand these program trends and make an adjustment to the program based on this information.

A key component of CQIs is that they are ongoing, which acknowledges that program and service delivery should undergo routine reviews and remain responsive to the findings that emerge from the assessment. Pennsylvania's Commission on Crime and Delinquency breakdown the essential steps necessary for implementing CQI, inclusive of:

- 1) *Developing a Quality Improvement Team*
- 2) *Operationalize the Intervention [Program or Services]*
- 3) *Develop Service Delivery and Youth Outcome Objectives*
- 4) *Collect Quality Data*
- 5) [*Utilize Data to Identify Improvement Areas*](#)



- 6) *Incorporate a Review Process to Sustain CQI.* (See Loeffler-Cobia, J., Deal, T., and Rackow, A. (2012). [Continuous Quality Improvement Guide for Juvenile Justice Organizations](#). Pennsylvania Commission on Crime and Delinquency. National Center for Juvenile Justice.)

Utilize Data to Identify Improvement Areas

Once a State identifies an area for improvement, it is recommended that States move forward to **Identify Strategies to Improve Performance.**

States can identify strategies by:

1. Gathering insight and recommendations from persons involved in the low performance area (e.g., students and program managers), and
2. Scanning for best practices and resources that address the identified area of improvement (E.g., Programs with low proportions of eligible students enrolled may review the *Promising Uses of At-Risk Funding: Focus on Engagement, Relevance and Meaning* Tipsheet).

Once identified, plan to implement the strategy for a given jurisdiction.

Additional Resources

NDTAC Resources

- Seiter, L. & Amos, L. (2015). [Beginning With the End in Mind: State Title I, Part D Logic Model Development Guide for Youth Who Are Neglected, Delinquent, or At-Risk \(NDTAC\)](#).
- [Federal Data Reporting and the Consolidated State Performance Report \(CSPR\)](#).

External Resources

- [Positive Youth Development](#). Office of Population Affairs. U.S. Department of Health & Human Services.
- Sanders, J., Munford, R., Thimasarn-Anwar, T., Liebenberg, L., & Ungar, M. (2015). [The role of positive youth development practices in building resilience and enhancing wellbeing for at-risk youth](#). *Child abuse & neglect*, 42, 40-53.
- Moore, K. (2015). [How to Promote Positive Youth Development](#). Child Trends.
- Leone, P., Christle, C., Nelson, M., Skiba, R., Frey, A., Jolivet, K. (2003). [School Failure, Race, and Disability: Promoting Positive Outcomes, Decreasing Vulnerability for Involvement With the Juvenile Delinquency System](#). National Center on Education, Disability, and Juvenile Justice.
- Child Welfare Information Gateway. (2006). [Continuous Quality Improvement](#). Children's Bureau. Administration for Children and Families. U.S. Department of Health and Human Services.

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NDTAC BRIEF

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Authors' Bio

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ⁱ <https://neglected-delinquent.ed.gov/title-i-part-d-statute>

ⁱⁱ Centers for Disease Control and Prevention. (2021). *Positive Youth Development*. Adolescent and School Health.

ⁱⁱⁱ Butts, Pelletier, & Kazemian. (2018). *Strategies for Assessing the Progress of Youth Involved in the Justice System*. New York, NY: Research and Evaluation Center, John Jay College of Criminal Justice, City University of New York.

^{iv} Department of Education. (2019). ED Data Express. Retrieved from <https://eddataexpress.ed.gov/dashboard/title-i-part-d-subpart-1?sy=2674&s=1035>

^v The National Technical Assistance Center for the Education of Neglected or Delinquent Children & Youth. (2021). United States Fast Facts. <https://neglected-delinquent.ed.gov/state-information/fast-facts>

^{vi} Department of Education. (2019). ED Data Express. Retrieved from <https://eddataexpress.ed.gov/dashboard/title-i-part-d-subpart-1?sy=2674&s=1035>

^{vii} The National Technical Assistance Center for the Education of Neglected or Delinquent Children & Youth. (2021). United States Fast Facts. <https://neglected-delinquent.ed.gov/state-information/fast-facts>

^{viii} Department of Education. (2019). ED Data Express. Retrieved from <https://eddataexpress.ed.gov/dshboard/title-i-part-d-subpart-1?sy=2674&s=1035>

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