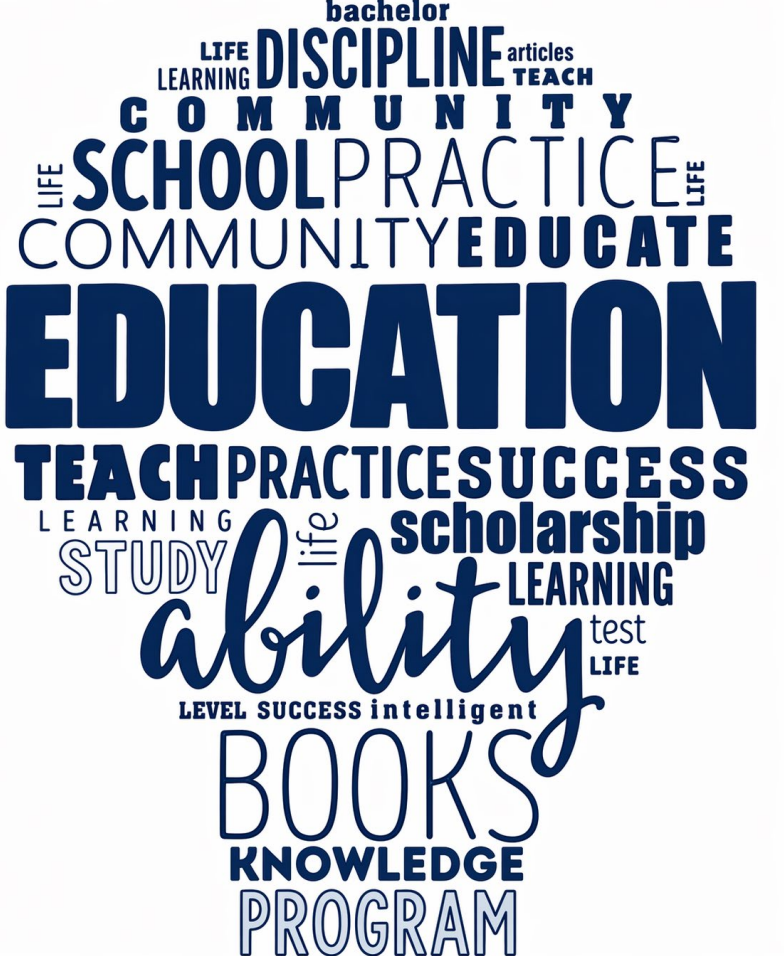


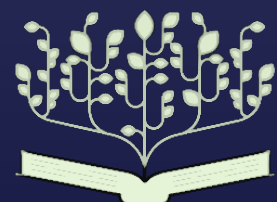


NDTAC Webinar

Supporting Successful Transitions for Justice Involved Youth through Title I, Part D

August 26, 2026

Presenter: Daniel Froemel, Ed.D.



THE
NATIONAL TECHNICAL
ASSISTANCE CENTER
FOR
THE EDUCATION OF
NEGLECTED OR DELINQUENT
CHILDREN & YOUTH



neglected-delinquent.ed.gov

Introductions

▲ *Senior Technical Assistance Advisor, Longevity Consulting*



Dan Froemel, Ed.D., is a senior training and technical assistance advisor for NDTAC, providing direct consultation to program State coordinators and the Department of Education Program Office. Dan served as the Senior Director of Non-Traditional and Non-Public Programs with the Tennessee Department of Education as the Title-D state point of contact, the foster care point of contact, the Executive Secretary for alternative education, and led work in ensuring all students in juvenile

detention centers receive an appropriate education. He has been a Principal and Executive Director of a psychiatric residential treatment facility working with neglected and delinquent youth and has served as the compliance coordinator for the Department of Exceptional Children for Charleston County Schools in SC.



Introductions

Guest Speakers

- Tennessee: Heather Willis, Whole Child and Family Supports Director-Knox County Schools, TN
- Idaho: Kathleen Schatz, Education Program Director-ID Department of Juvenile Corrections
- Vermont: Erin Maguire, Executive Director of Secondary Schools-The Essex Westford School District



Reminders

- This webinar will be recorded and posted to the NDTAC website
- 8/31/26 @1:00pm EST: COP #3-Facility Eligibility
- 9/10/26 @1:00pm EST: Office Hours-Annual Count
- 9/23/26 @2:00pm EST: Pathways Session #1
- 9/29/26 @1:00pm EST: COP #1-Subgrantee Monitoring



Presentation Agenda



Why Transition Matters



Transition Services Under Title I, Part D (TIPD)



Transition Activities in Practice



Program Spotlights



Key Acronyms

TIPD	Title I, Part D
NDTAC	Neglected and Delinquent Technical Assistance Center
SEA	State Educational Agency
SA	State Agency
LEA	Local Educational Agency (school district)



Why Transition Matters



Common Transition Pathways

Public school to a correctional facility

Correctional facility to public school

Correctional facility to workforce

Correctional facility to residential program

Correctional facility to postsecondary education/training



Importance of Transition

Based on TIPD SY 24-25 Data

- Number of students served: 200,892
 - 3,190 were neglected students
 - 25,657 were served by at-risk programs
 - 11,526 were English learners
 - 58,834 had individualized learning programs (IEPs)
- Enrolled in local school district
 - 7,875 students after exiting Subpart 1 programs
 - 47,879 students after exiting Subpart 2 programs
- Employed after program exit
 - 1,846 students after exiting Subpart 1 programs
 - 2,266 students after exiting Subpart 2 programs



The Transition Gap

Recidivism Rates

depend on specific state and population

School Enrollment

can be challenging

Graduation Rates

1 in 5 earn a diploma or GED within four years

- Research points to a well-supported protective factor: Youth who reconnect with school (who feel academically engaged and build trusted relationships with educators) are significantly less likely to reoffend.
- **Education is one of the strongest reentry tools we have.**



Share with Us

What are some of the most common barriers you have observed for students transitioning into or out of a correctional facility back into school or the workplace?



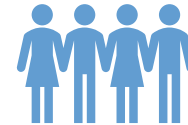
Systemic Barriers



**Limited communication
between agencies**



**Inadequate transition
planning**



**Lack of coordinated
support services**



Educational Challenges



Lost or delayed records



Enrollment delays and disruptions



Credit transfer issues



Negative perceptions



The Transition Opportunity

School connection significantly reduces recidivism

THE OPPORTUNITY

Title I, Part D (TIPD) requires subgrantees to reserve 15–30% of Subpart 1 funds for transition services. In many facilities, these dollars are underleveraged or misaligned with transition goals.



Transition Services Under TIPD



What are Transition Services?

Transition services help students reenter local schools, postsecondary education, or career and technical training, or find employment after leaving an institution.

[\[Non-regulatory Guidance I-2\]](#)



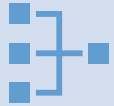
Transition Services Focus

These services support:

1. Projects easing youth transitions between State-operated (or Secretary of the Interior) institutions and schools served by LEAs or the Bureau of Indian Education; or
2. The successful reentry of youth offenders age 20 or younger with a high school diploma (or equivalent) into postsecondary education or career and technical training, through strategies that prepare them for those programs.



Transition and Title I, Part D



Transition is a key component of TIPD.



TIPD Subpart 1: requires 15-30% of funds be allocated specifically for transition services. [Sec. 1418(a)]



TIPD Subpart 2: allowed to use funds for transition purposes, as well as to operate dropout prevention programs for students returning from locally operated correctional facilities.



Non-Regulatory Guidance

- Key practices highlighted in the non-regulatory guidance.

Timely Re-enrollment

Collaboration

Pre-release
Activities

Post-release
Activities

Post-secondary
Education Courses and
Placement Services



Timely Re-enrollment

An SEA must have procedures to ensure the timely re-enrollment of each student who has been placed in the juvenile justice system in secondary school or in a re-entry program that meets the needs of the student, including the transfer of credits that such student earned during the placement.

(ESEA section 1414(a)(2)(E))



Collaboration

- Guidance calls for collaboration among the SEA, SA, and local educational agencies (LEAs).
- SAs should share curriculum, program offerings, and standards alignment so receiving schools can accept credits and place students correctly.
- SA students should be included in State assessment and accountability systems, ensuring equal programming and shared accountability for success.



Pre-release Activities

- Non-regulatory guidance encourages both pre-release and post-release activities by the SA to support transitioning youth.
- Examples of pre-release activities could include:
 - preplacement programs that allow youth to audit or attend postsecondary education courses,
 - and postsecondary education and job placement services and counseling.



Post-release Activities

- Examples of post-release activities could include:
 - job-based or postsecondary education counseling and support services,
 - as well as the support of a transition team.



Postsecondary Education Courses and Placement Services

- **Preplacement transition programs** for adjudicated or incarcerated youth (age 20 or younger) who have earned a high school diploma or equivalent.
- **Support *access* to postsecondary coursework** through college, university, community college, or institution-based programs.
- **Provide transition support services**, including counseling and college placement assistance.
- **College readiness activities**, such as SAT/ACT preparation.
- **Assist with financial aid access**, including FAFSA completion and information about available student aid.



Transition Activities in Practice



Effective Transition Practices

Includes:

Transition Team

Transition Plan

Regular Monitoring and
Tracking

Efficient Records
Transfer

Research-based
Programming

Adequate Funding



Three Ways to Think About Transition Funds

- Start with **time**.
 - Transition isn't a single moment – it's a continuum.
 - TIPD funds can support youth before they leave a facility, as they arrive at a receiving school, and as they plan for their future.
- Then think about **who**.
 - Different people in your facility touch different parts of the continuum. What roles and activities make each stage work?
- And think about what **gaps** you're closing.
 - Access gaps. Support gaps. Opportunity gaps.
 - TIPD is flexible enough to address all of them

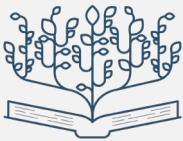


Three T = Transitions

Transition <i>In</i> Reentry	Transition <i>Through</i> Support	Transition <i>Beyond</i> Future Planning
• Hiring a transition specialist • Re-enrollment at public school • Transfer of records • Placement and services advocacy • School tour coordination • Communication with receiving school	• College and Career counseling services • Career and Technical Education (CTE) courses and programs • Tutoring and credit recovery • Accelerated learning • Mentoring programs • Academic assessments	• College and university enrollment support • FAFSA assistance • Job placement services • Career exploration • Job readiness skills



Program Spotlights



Knox County, TN: Transition Specialists

Heather Willis, Whole Child and Family Supports
Director-Knox County Schools, TN



East Tennessee Juvenile Service Center

Transitional Programming

Heather Willis, Whole Child and Family Supports Director

August 2026

KCS | KNOX COUNTY SCHOOLS

knoxschools.org

Strong Transition Planning is Key

The Goal: Successful Reentry

Plan and Prepare

Early Connection

Refrain from Labeling

Address Whole Child

(Whole Child Support Team)

Plan and Prepare

Return to school can be a significant transition

- Belonging, academics, and behavior

Students may experience academic gaps, anxiety, stigma, and uncertainty about expectations for planning and preparing students is key.

Goal is to make very intentional, coordinated, and student-focused transition plans.

What does the student need to successfully transition and move forward at school?

Life Skills Instruction

- Class Time: 60 minutes daily
- Instruction Focused on Life Skills:
 - Emotional Regulation and De-Escalation
 - Re-Entry Preparation
 - Appropriate Self-Advocacy
 - Communication Skills
 - Authority Navigation
- Financial Literacy
- Professional Expectations and Job Readiness Skills

Transition Coordinator

Piecing the Plan Together

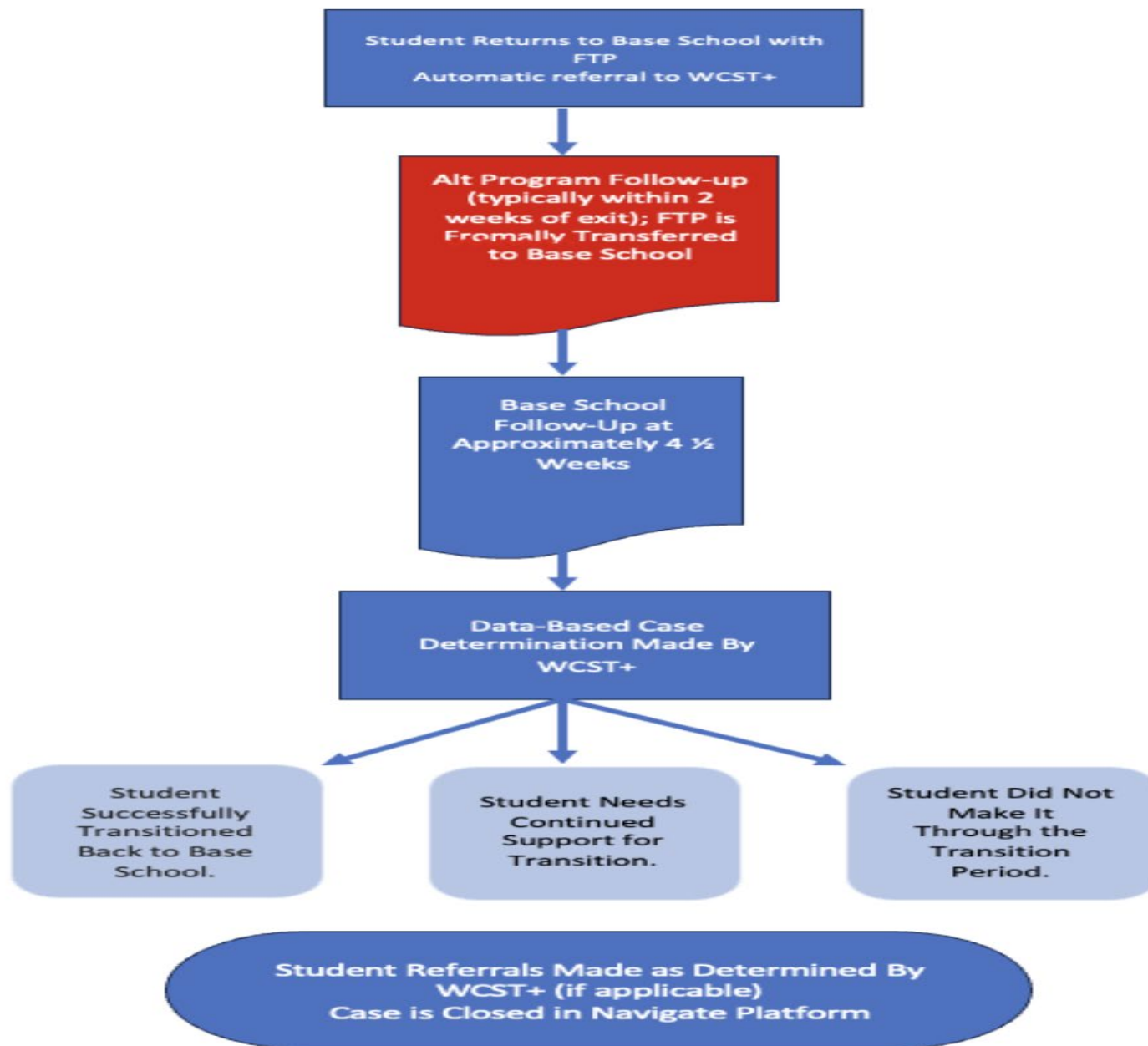
- Meets with students to discuss re-entry plan and determine support (what does the student think might be an issue)
- Collaborates with the school social worker as the point person
- Reviews the Educational Service Plan with the receiving school and discusses academics (course enrollment, credits, etc), behavioral, attendance, and support
- Coordinate with families and outside agencies when appropriate
- Prepare school with information they need while protecting student privacy
- Schedules Formal Transition Plan Meeting

Plan early before the student arrives at school.

Educational Service Plan

- Written plan provided by the base school
- Help with communication on credits, behavior strategies, and any additional items the school needs to share
- When the student leaves, the completed ESP is sent to base school and a meeting is conducted

Formal Transition Plan Flowchart



Formal Transition Plan

← Case #10999 ⓘ

Person of concern: mickey mouse (student)

New! See Person of Concern Details ▾

Model: Formal Transition Plan

Not Set

 Edit Initial Details

 Overview

 Entry Meeting

 Alternative School
Progress Monitoring

 Optional Mid-
Placement Review

 **Transition Plan to
Base School**

 Follow-up Monitoring

Transition Plan to Base School

Exit Meeting

Team reviews student information and develops a transition plan for returning to the base school

Meeting Date:

Meeting participants and roles (to minimally include based school staff, alternative school staff, parent/guardian, and student):

Date of Students Return to Base School:

Student information/record review (check all that are addressed and are applicable)

- ☐ If medication is administered at school, transfer of medication and orders is planned?
- ☐ Transportation upon return to the base school

Alternative school attendance summary:

← Case #10999 ⓘ

Person of concern: mickey mouse (student)

New! See Person of Concern Details ▾

Model: Formal Transition Plan

Not Set

 Edit Initial Details

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Base School

Alternative school attendance summary:

Alternative school academic summary (including current grades, credits earned or recovered, intervention data, etc.)

Alternative school behavior and social readiness summary (e.g., average points earned on school-wide and classroom expectations, specific expectation strengths and weaknesses, number and type of office referrals earned, etc.)

Student plan progress summary:

Any additional information reviewed:

← Case #10999 ⓘ

Person of concern: mickey mouse (student)

New! See Person of Concern Details ▾

Model: Formal Transition Plan

Not Set

 Edit Initial Details

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Base School

Student and Parent Exit Interview

Student concerns about return to base school:

Parent concerns about return to base school:

Team uses student information and works collaboratively to develop a student transition plan. **The transition plan consists of the student's goals, supports, and resources.**

Short-term goals for successfully transitioning back to base school:

Academic, behavioral, prevocational, or social/emotional strategies to support student, if needed:

Resources to support student (visual supports, reinforces binders, etc.), if needed:

Long-term Goals

Graduation goal(s):

Postsecondary goal(s) for students that do not have an IEP transition plan:

Student follow-up: Base school will implement the student's transition plan and the Whole Child Support Team Plus (WCST+) will monitor the plan.

Identify the WCST+ team lead (name and email address) that is officially receiving the student's plan:

Whole Child Support Team+

- Administrator
- School Counselor
- Social Worker
- School Psychologist
- Teachers
- Other school-based staff

Who will check in with the student?

What will we monitor?

Discuss plan so all stakeholders are aware.

Review during weekly meeting

Meet to discuss plan for re-entry

Whole Child Support Team Focus

Academic - assess gaps

Attendance - achievable plan

Behavior - clarify expectations and have proactive supports

Relationships - Connect with trusted adults

Social-Emotional - Provide check-ins

Future Planning - Connect to future goals

Team Approach

What barriers might the student experience and what supports will help remove those barriers?

First Day Back: Early Connection

The student's first experience back can shape their entire educational future.

- School social worker greets student and mentions Knox (H.A.B.I.T. coming to visit soon)
- Private and brief check-in before entering school and going to class
- Clear explanation of expectations and routines
- Identifying safe adults for the student to go to when needed
- Quickly review re-entry plan developed prior to leaving

“We are glad you're back. We will work together to help you be successful.”

H.A.B.I.T.

Human-Animal Bond in Tennessee



School Social Worker and H.A.B.I.T Transition Support

The school social worker and the H.A.B.I.T. dog from the center go to the receiving school and meets with the student and receiving social worker to assist with the transition.

Consistent Follow-Up

- Regular and consistent check-ins
- Monitor attendance and behavior
- Weekly Whole Child Support Team review

Thank you

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knoxschools.org

Idaho: Career and Technical Education

Kathleen Schatz, Education Program Director-ID
Department of Juvenile Corrections





IDJC Post-Secondary Pathways

Individualized Education. Career Readiness. Successful
Reintegration.



OVERVIEW & OBJECTIVES

✓ OVERVIEW

Every youth enters IDJC with different educational experiences, strengths, interests, and career aspirations. Our post-secondary pathway model creates individualized education plans that connect academic instruction, career and technical education, industry certifications, employability skills, and post-secondary opportunities into one cohesive pathway designed for successful reintegration.

✓ OBJECTIVE

IDJC begins with the end in mind
Understand that the Career Goal determines:
Individual Course of Study



Academic Course Work



Career Technical Education Courses



Employability Skills



Industry Certifications

COURSE OFFERINGS



Our course offerings for Post-Secondary students include:

- Lewis-Clark College
- CLEP Testing
- OSHA
- Careersafe Employability Skills
- MOS Certiport Testing
- iCEV CTE Courses
- iCEV Certifications
- NCCER
- Certifications

Additional Apps:

- Brainbuffet
- Pathful
- Typing
- Banzai
- Driver's Ed
- Next Steps Idaho/Idaho Launch

Post-Secondary Course of Study	
Student's Name:	Core Teacher:
Juniper Hills School:	Career Goal:
Date of Completion of this document:	

LCSC	
Course	Projected Course/DOC
American National Government	
Basic Accounting (ACCP 101, 3 credits)	
Basic Electricity (HVACR 115, 5 credits)	
Business Communications (BUS 220, 3 credits)	
Business Computer Skills (GNBPT 110, 3 credits)	
Intro to Business (BUS101, 3 credits)	
Food and Beverage (HSMPT 210, 3 credits)	
Intercultural Communications (COMM 345, 3 credits)	
Intro to Art (HUM 150, 3 credits)	
Introduction to Hospitality (HSMPT 101, 3 credits)	
Internship to Hospitality Management (HSMPT 294, 3 credits)	
Literature and Ideas (ENGL 175, 3 credits)	
Math for Technology (MTHPT 137, 4 credits)	
Principles of Marketing (BUS 321, 3 credits)	

Careersafe Employability Skills/StartSafe	
Course	Projected Course/DOC
Communication Skills	
Critical Thinking	
Cybersecurity Essentials	
Human Resource Management	
Interview Skills	
Materials Management	
Personal Finance Management	
Teamwork	
Time Management	
Workplace Financial Management	
Written Communication	
StartSafe in Agriculture	
StartSafe in Automotive	
StartSafe in Construction	
StartSafe in Cosmetology	
StartSafe in Culinary	
StartSafe in Healthcare	
StartSafe in Manufacturing	
StartSafe: Preparing for WBL	
Employability Skills Library	

Microsoft Office/Certiport	
Course	Projected Course/DOC
Microsoft Word Beginner Certificate	
Microsoft Word Expert Certificate	
Microsoft Excel Beginner Certificate	
Microsoft Excel Expert Certificate	
Microsoft PowerPoint Certificate	

OSHA	
Course	Projected Course/DOC
Construction	
General Industry	
Agriculture	
Automotive	
Cosmetology	
Culinary	
Healthcare	
Manufacturing	



THANK YOU

Kathleen Schatz, Education Program Director

kathleen.schatz@idjc.idaho.gov

Vermont: Post-Secondary Education Opportunities

Executive Director of Secondary Schools-The Essex
Westford School District



TITLE I, PART D | NATIONAL PROGRAM SPOTLIGHT

The Bridge Program

Re-engaging At-Risk Students Through Personalized, Therapeutic Learning

Essex High School • Essex Westford School District, Vermont



Title I, Part D: Federal Purpose, Local Application

Title I, Part D is a federal program supporting the education of youth who are neglected, delinquent, or at-risk — students for whom a traditional school setting alone is not enough.

Bridge is Essex Westford School District's local application of that purpose: a small-group learning environment for students facing emotional and learning barriers to success at Essex High School (EHS) and who are identified under the delinquent category or those who are at risk

Title I, Part D Serves Three Populations

Neglected: Youth in state-operated or supported institutions

Delinquent: Youth in juvenile justice or correctional facilities

At-Risk: Youth like Bridge students — barriers to success in a traditional setting



Federally Funded

Supported by Title I, Part D — the federal at-risk youth category



Grades 10–12

Serving students at Essex High School and T-House Residents



Small-Group Model

Low ratios enabling individualized, relationship-based support

Bridge meets students where they are — and helps them rebuild momentum toward graduation. The program specifically serves students who are engaged with the Transition House, a Vermont program for delinquent youth. It also serves students within the at-risk category.

A Personalized, Team-Based Model

Students learn through high-interest, project-based, and real-world activities across traditional academics. As they complete work, they earn points that convert into academic credit counting toward EHS graduation requirements. The academic design is highly flexible and individualized to goals in adulthood.



Special Educator

Full-time academic intervention with creativity and expertise



Social Worker

Full-time support for social-emotional learning & well-being



Therapeutic Assistant

Full-time trained behavioral interventionist



EHS Employment Program

Internships, job opportunities, and work-based learning connect students to a dedicated employment specialist supporting post-secondary education, employment, and independent living goals.

Data-Driven Program Assessment



Academic Engagement

- Attendance & task completion
- Credit attainment
- Behavioral point system



Family Engagement

- Participation in family conversations
- Communication with instructor & assistant



Clinical & IEP Progress

- Social worker sessions & CBCL ratings
- IEP goal mastery
- Universal screener progress



Employment & Transition

- Engagement with EHS Employment Program
- Job placements & attendance

Ongoing Needs Assessment & Outcomes

Bridge Is Designed as a Transition Program



Back to General Education



Full-Time Therapeutic Programming



Adulthood / Independent Living

Outcomes Tracked for Future Direction

- Graduation & grade advancement
- Reduced dropout rate
- Successful employment or post-secondary enrollment
- Pre-/post-assessment data across participation
- Access to therapeutic support
- Continued fit for T-House student population

A sustainable model for Title I, Part D at-risk investment.

Closing and Questions



Resources

- [U.S. Department of Education-Neglected, Delinquent, or At-Risk-Title I, Part D](#)
- [NDTAC: Technical Assistance Center for the Education of Youth Who Are Neglected, Delinquent, or At-Risk](#)
- [NDTAC Transition Toolkit – Meeting the Educational Needs of Youth Exposed to the Juvenile Justice System](#)
- [NDTAC Voices from the Field – Transition Toolkit Supplement](#)



References

- Development Services Group, Inc. (2017). Juvenile reentry [Literature review]. Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention.
- Development Services Group, Inc. (2019). Education for youth under formal supervision of the juvenile justice system [Literature review]. Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention.
- Kubek, J. B., Tindall-Biggins, C., Reed, K., Carr, L. E., & Fenning, P. A. (2020). A systematic literature review of school reentry practices among youth impacted by juvenile justice. *Children and Youth Services Review*, 110, 104773.
- Miklósi, M., & Kovács, K. E. (2025). Factors influencing school bonding among juvenile offenders—The experience of a systematic review. *International Journal of Educational Research Open*, 8, 100441.



Ways to Reach NDTAC for TA



The National Technical Assistance Center for the Education of Neglected or Delinquent Children & Youth (NDTAC)

Email us: NDTAC@longevityconsulting.com

CC: TitleI-D@ed.gov

