

# Double Punished: Locked Out of Opportunity

*How Education Policy Fails Students Behind Bars*

APPENDIX A: STATE PROFILES OF GOVERNANCE,  
ACCOUNTABILITY, AND FINANCE POLICIES

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## Appendix A: State Profiles of Governance, Accountability, and Finance Policies

The following summary tables describe the governance, accountability, and funding policies for juvenile education programs in all 50 states, the District of Columbia, and Puerto Rico. To compile this information, we examined state statutes, state education regulations, agency websites, and third-party reports. We also contacted officials in states to gather more information and confirm our interpretation of their state's policies. Not all states responded to our inquiry before the publication of this report. States where our summary statements were confirmed by staff conversations or via email are indicated with an asterisk (\*). *Click on each state below to jump directly to its state profile.*

<b>A-K</b>		<b>L-N</b>		<b>O-Z</b>	
Alabama	<b>1</b>	Louisiana	<b>19</b>	Ohio	<b>36</b>
Alaska*	<b>2</b>	Maine*	<b>20</b>	Oklahoma*	<b>37</b>
Arizona	<b>3</b>	Maryland*	<b>21</b>	Oregon*	<b>38</b>
Arkansas	<b>4</b>	Massachusetts*	<b>22</b>	Pennsylvania	<b>39</b>
California*	<b>5</b>	Michigan*	<b>23</b>	Puerto Rico	<b>40</b>
Colorado*	<b>6</b>	Minnesota*	<b>24</b>	Rhode Island*	<b>41</b>
Connecticut*	<b>7</b>	Mississippi*	<b>25</b>	South Carolina*	<b>42</b>
Delaware*	<b>8</b>	Missouri*	<b>26</b>	South Dakota*	<b>43</b>
District of Columbia*	<b>9</b>	Montana*	<b>27</b>	Tennessee	<b>44</b>
Florida*	<b>10</b>	Nebraska	<b>28</b>	Texas*	<b>45</b>
Georgia*	<b>11</b>	Nevada*	<b>29</b>	Utah	<b>46</b>
Hawaii*	<b>12</b>	New Hampshire	<b>30</b>	Vermont*	<b>47</b>
Idaho	<b>13</b>	New Jersey	<b>31</b>	Virginia	<b>48</b>
Illinois	<b>14</b>	New Mexico	<b>32</b>	Washington	<b>49</b>
Indiana	<b>15</b>	New York*	<b>33</b>	West Virginia	<b>50</b>
Iowa	<b>16</b>	North Carolina*	<b>34</b>	Wisconsin	<b>51</b>
Kansas*	<b>17</b>	North Dakota*	<b>35</b>	Wyoming*	<b>52</b>
Kentucky*	<b>18</b>				

## ALABAMA

<b>Governance</b>	<p>The responsibility to educate youth detained or committed in Alabama belongs to the Alabama Department of Youth Services (DYS), which is its own local education agency (LEA), referred to as the “youth services department district.” There are three DYS facilities: Mt. Meigs, Vacca, and Autauga campuses. There are 12 regional detention centers.</p> <p>Regional detention facilities are licensed by DYS but controlled by a combination of private and local government entities, and they partner with LEAs to provide education services.</p>
<b>Accountability</b>	<p>No information regarding accountability could be found in Alabama statute; however, according to Alabama’s ESSA Title I, Part D plan, the Alabama State Department of Education (ALSDE) uses four data sources to assess the effectiveness of educational services in juvenile justice settings: (1) Consolidated State Performance Report data, (2) Test of Adult Basic Education data, (3) State Assessments, and (4) the Department of Education’s Annual Report of Children in Institutions for Neglected or Delinquent Children, Adult Correctional Institutions, and Community Day Programs. Alabama measures students’ competency in academic standards and/or career technical skills, the rates at which students earn a high school diploma (or equivalent), and students’ successful transitions to postsecondary or employment opportunities.</p> <p>It’s unclear what mechanisms ALSDE uses to hold education service providers accountable for student outcomes; however, Alabama’s state-run facilities are accredited by the Southern Association of Colleges and Schools.</p>
<b>Funding</b>	<p>Funding for juvenile education programs in Alabama is appropriated by the state legislature from a special education trust fund. The Alabama Youth Services Board and the Alabama State Board of Education receive and manage these funds and expend the funds for the provision of educational services for youth in custody through a special funding formula.</p>

Sources: [Alabama Code, Title 44, Chapter 1](#); [Alabama Department of Youth Services](#); [Alabama ESSA Plan, Title I, Part D](#)

## ALASKA\*

<b>Governance</b>	<p>The responsibility to educate youth detained or committed in Alaska belongs to the Department of Health and Human Services, Division of Juvenile Justice (DJJ), which partners with local school districts where facilities are located to provide education services. There are six state-run facilities in Alaska with a total capacity to house 187 youth.</p>
<b>Accountability</b>	<p>No information regarding accountability could be found in Alaska statute; however, according to Alaska’s ESSA Title I, Part D plan, Alaska’s Department of Education and Early Development (DEED) annually reviews district applications and reports that include information about program implementation and budget. Districts are required to provide academic and career technical education (CTE) programming and services to help students post-detention transition.</p> <p>DEED includes youth facilities on the state’s education report card, except for the Kenai Peninsula Youth Facility. Measures reported include state and assessment scores, rates at which students earn a high school diploma (or equivalent), and students’ successful transitions to postsecondary or employment opportunities.</p> <p>The superintendent of the local education agency (LEA) where the facility is located has the authority to work with local school districts to address any issues related to accountability. It’s unclear what mechanisms DEED or LEAs use to hold education service providers accountable for student outcomes.</p>
<b>Funding</b>	<p>Funding for juvenile education programs in Alaska is appropriated by the state legislature and allocated to DEED. In the 2021 school year, \$1.1 million was allocated for youth in detention to Alaska public school districts that operate within a DJJ facility. Funding for juvenile education programs is based on the bed count of each juvenile facility, which is considered the average daily membership (or student count) for state aid funding formula purposes.</p>

Sources: [Alaska Code, Title 7 AAC.52.155](#); [Alaska Department of Health and Human Services](#); [Alaska Department of Education and Early Development, FY2022 Project State Program Allocations based on Enacted Budget](#); [Alaska ESSA Plan, Title 1, Part D](#)

\*Email exchange with the Alaska Department of Health and Human Services

## ARIZONA

<b>Governance</b>	<p>The responsibility to educate youth detained in Arizona belongs to the county school superintendents and judges presiding over the juvenile’s case.</p> <p>When a juvenile is adjudicated and committed to the state, the responsibility is assumed by the Arizona Department of Juvenile Corrections, which operates the state’s sole educational facility, Adobe Mountain School.</p>
<b>Accountability</b>	<p>No information regarding accountability could be found in Arizona statute; however, according to Arizona’s ESSA Title I, Part D plan, Arizona’s Department of Education (ADE) leads accountability efforts for education services in the state’s juvenile justice facilities. ADE reviews annual applications, tracks student outcomes, and consults with the juvenile detention community at least four times during the year regarding the planning, operation, and evaluation of juvenile justice education programs. In 2020, the state set goals for improvements in reading and math achievement, the acquisition of a high school diploma or General Education Development (GED), credit accrual, transition services, and vocational and technical skills within Adobe Mountain School.</p> <p>It’s unclear what actions are taken if the Adobe Mountain School fails to meet these requirements or other measures of accountability. Furthermore, it’s unclear how juvenile education programs in local detention centers are held accountable for student outcomes.</p>
<b>Funding</b>	<p>Funding for juvenile education programs in Arizona is appropriated by the state legislature and allocated to the Arizona State Board of Education, which, by law, places the funds in a state education fund for correctional education. The amount received by each facility for the education services of youth in custody is determined by a funding formula that includes a base support level and additional district assistance.</p>

Sources: [Arizona Code, ARS 41-2831](#); [Arizona Code, ARS 15-913](#); [Arizona Code, ARS 15-1371](#); [Arizona Code, ARS 15-1372](#); [Arizona Department of Juvenile Corrections](#); [Arizona ESSA Plan, Title 1, Part D](#); [Adobe Mountain School](#) (Arizona Department of Juvenile Corrections); [Arizona Secure Care Education Comparison Chart](#) (Arizona Department of Education)

## ARKANSAS

<b>Governance</b>	<p>The responsibility to educate youth detained in Arkansas belongs to the juvenile detention facility and the local education agency (LEA) of the district where the facility is located. Those two entities work cooperatively with the juvenile’s home school district to meet the student’s educational needs for the first nine days of detainment. After 10 days, the student is dropped from the home district’s enrollment.</p> <p>When a student is adjudicated and committed to the state, the responsibility is assumed by the Arkansas Department of Human Services – Division of Youth Services, which operates its own school system.</p>
<b>Accountability</b>	<p>No information regarding accountability could be found in Arkansas statute; however, according to Arkansas’ ESSA Title I, Part D plan, the Arkansas Department of Education (ADE) is responsible for accountability efforts related to juvenile educational programs operated by the Arkansas Division of Youth Services. ADE conducts biannual monitoring and yearly desk audits and requires annual reports from education programs that include student characteristics and circumstances of their detention, program descriptions, and goals and related activities. Education programs are further required to submit annual data on student outcomes such as state assessment results and academic content standard mastery, disaggregated data by gender, race, ethnicity, and age.</p> <p>Though no specific metrics or accountability mechanisms could be found, education programs that fail to comply with the biannual monitoring and audit requirements risk falling out of “good standing” with the ADE and Department of Human Services’ monitoring office, making them ineligible for ESSA funding. It’s unclear how juvenile education programs in local detention centers are held accountable for student outcomes.</p>
<b>Funding</b>	<p>Funding for juvenile education programs for youth detained for less than nine days is the responsibility of the student’s home LEA. Youth in custody for more than nine days are funded by the LEA where the facility is located. The state legislature appropriates funds to the ADE, which reimburses LEAs for costs related to the juvenile education program based on the state’s education funding formulas.</p>

Sources: [Arkansas Code, 005.18.13](#); [Arizona Division of Elementary and Secondary Education, Juvenile Detention Programs](#); [Arizona ESSA Plan, Title 1, Part D](#)

## CALIFORNIA\*

<b>Governance</b>	<p>The responsibility to educate youth detained or committed in California for nonviolent or otherwise lower-level offenses belongs to the boards of education in the county where the juvenile is being detained.</p> <p>For juveniles detained or committed for violent or serious offenses, the California Department of Juvenile Justice (DJJ) is responsible for providing education services to students and operates as its own local education agency (LEA) for such purposes. There are three high schools under DJJ. In June 2023, California will be closing its state-run facilities and assigning students who are adjudicated to the county that detained and committed them.</p>
<b>Accountability</b>	<p>California uses three systems to hold accountable those responsible for providing educational services to students in juvenile justice settings: (a) program evaluations for Title I, Part D; (b) the California School Dashboard and associated system of support; and (c) School Accountability Report Cards. All public schools in California participate in the California School Dashboard, which measures LEA and school performance using a set of state and local indicators. Juvenile education programs that perform poorly on the California School Dashboard receive differentiated assistance or face intensive intervention from the California Department of Education.</p> <p>DJJ schools are fully accredited by the Western Association of Schools and Colleges.</p>
<b>Funding</b>	<p>Funding for juvenile education programs of detained youth in California is appropriated by the state legislature through California's Local Control Funding Formula (LCFF). The county offices of education that operate juvenile court schools receive LCFF funding for the purposes of providing administration and oversight of juvenile education programs. Instruction programs are funded through an alternative education grant, which provides a uniform base grant based on the juvenile court school's average daily attendance. The cost per pupil can range from \$12,310 to \$18,722 annually.</p> <p>DJJ schools for committed youth are funded by California Proposition 98, which establishes the minimum guaranteed state funding for schools and community colleges, state ESSA funds, and special education funds distributed by the California Department of Education.</p>

Sources: [California Department of Corrections and Rehabilitation, Division of Juvenile Justice – Education Services](#); [California Department of Education – Juvenile Court Program Summary](#); [California Department of Education – Juvenile Court Schools](#); [California Department of Education – Local Control Funding Formula Overview](#); [California Education Code, Section 48645](#); [The Division of Juvenile Justice – A Guide for California Parents \(SHouse California Law Group\)](#); Maureen Washburn. "Decades of Abuse at California's DJJ Will End in 2023," 2021, <http://www.cjcg.org/news/13081>.

\*Email exchange with the California Department of Corrections and Rehabilitation, Division of Juvenile Justice

## COLORADO\*

<b>Governance</b>	<p>The responsibility to educate youth detained in Colorado belongs to the local education agency (LEA) in the district where the facility is located.</p> <p>When a student is adjudicated and committed to state custody, the responsibility is assumed by the Colorado Department of Human Services (CHDS) – Division of Youth Services, which operates juvenile education programs in six state-run secure commitment youth centers.</p> <p>For juveniles tried as adults, the responsibility belongs to the facility holding the juvenile in custody. Those services can be provided by an LEA, a board of cooperative services (regional school districts), an education administration unit, or a contractor.</p>
<b>Accountability</b>	<p>Colorado’s Department of Education (CDE) monitors school districts that operate juvenile education programs that submit state testing data annually. It’s unclear what mechanisms CDE uses to hold education service providers accountable for student outcomes.</p> <p>CDHS’ Division of Quality Assurance and Quality Improvement is responsible for monitoring and assessing juvenile education programs in state-run facilities through data collection and analysis, observations, site visits, and desktop monitoring. CDHS provides three tiers of support to programs it monitors, ranging from providing access to self-service resources to technical assistance to direct program support. Programs that fail to demonstrate satisfactory student outcomes are required to create an action plan.</p>
<b>Funding</b>	<p>Funding for juvenile education programs for youth in local detention facilities is provided by the LEA where the facility is located. These programs are funded in the same way traditional education programs are funded.</p> <p>State-run juvenile education programs are funded by state appropriations to the Colorado Department of Human Services.</p>

Sources: [Colorado Code, Title 19-2-402](#); [Colorado Code, Title 22-32-141](#); [Colorado Department of Human Services, Division of Youth Services Education](#); [Colorado Department of Human Services, Quality Assurance & Quality Improvement](#)

\*Email exchange with the Colorado Department of Human Services



## CONNECTICUT\*

<b>Governance</b>	<p>The responsibility to educate youth detained in Connecticut belongs to the local or regional board of education for the school district in which a juvenile detention facility is located.</p> <p>When students are adjudicated and committed to state custody, the responsibility is assumed by the Connecticut Department of Corrections, which operates two juvenile detention centers in Bridgeport and Hartford under the Unified School District #1. Education services in this school district can be provided by a contractor (in the case of Hartford) or a local education agency (LEA) (in the case of Bridgeport).</p>
<b>Accountability</b>	<p>The Connecticut State Department of Education (CSDE) is responsible for accountability efforts related to the state’s juvenile educational programs. CSDE reviews annual applications from facilities, requires end-of-the-year evaluation reports with student outcome data, and conducts a yearly three-tier monitoring process that includes self-assessments, desk audits, and on-site monitoring visits. Furthermore, Connecticut’s juvenile education programs, which fall under the state’s Unified School District #1, are included in the state’s report card system. Juvenile education programs that perform poorly receive technical assistance from CSDE.</p> <p>It’s unclear how juvenile education programs in local detention centers are held accountable for student outcomes.</p>
<b>Funding</b>	<p>In Connecticut, the home LEA of the youth detained or committed is financially responsible for education services provided. The State Board of Education is responsible for paying any excess costs incurred by the local or regional board of education’s previous year’s average per-pupil costs.</p>

Sources: [Connecticut Code, Title 10, Chapter 172 Section 10-253](#); [Connecticut Code, Title 18, Chapter 325 Section 18-99a](#); [Connecticut ESSA Plan, Title 1, Part D](#); [Connecticut Public Act No. 21-174](#); [Domus](#)

## DELAWARE\*

<b>Governance</b>	The responsibility to educate youth detained or committed in Delaware belongs to the Department of Services for Children, Youth, and Their Families (DSCYF) Education Services Unit. This division is considered its own local education agency (LEA) for the purposes of managing educator loan forgiveness programs, receiving grants, and issuing academic credit.
<b>Accountability</b>	<p>The Delaware Department of Education (DDOE) is responsible for accountability efforts related to juvenile educational programs in the state’s juvenile justice facilities, working in coordination with LEAs and the DSCYF. The DDOE reviews applications for funding annually, which requires facilities to detail their assessment plans and report outcomes. The state’s goals include improving state and classroom assessment scores, increasing GPAs, and increasing the number of students earning a high school diploma (or equivalent). DDOE has also increased focus on successful transitions back to traditional learning environments (i.e., LEA, postsecondary institution, or career technical education programs) and monitors post-transition attendance, grades, disciplinary rates, graduation rates, and postsecondary matriculation or employment rates. To this end, DDOE requires facilities to provide evidence of monthly meetings with students, five-year success plans, and transition documents.</p> <p>Furthermore, DSCYF’s Education Services Unit submits annual reports to department leadership around identified data levers such as academic growth for long-term students, transition information for youth being discharged from correctional facilities (tracked for 90 days post-release), and special education. Failure to meet metrics can result in a process to understand the root causes to develop corrective action plans.</p>
<b>Funding</b>	DSCYF receives funding for juvenile education programs directly from the state legislature, as well as from DDOE and the federal government.

Sources: [Delaware Code, Title 29, Chapter 90](#); [Delaware Department of Services for Children, Youth, and their Families, Education Services Unit](#); [Delaware ESSA Plan, Title 1, Part D](#)

\*Email exchange with the Delaware Department of Services for Children, Youth, and Their Families

## DISTRICT OF COLUMBIA\*

<b>Governance</b>	<p>In the District of Columbia (D.C.), the Department of Youth and Rehabilitation Services (DYRS) is responsible for the custody of youth detained or committed. DYRS contracts with the See Forever Foundation to provide education services through its Maya Angelou Academies.</p> <p>The See Forever Foundation operate two education programs at DYRS facilities for youth ages 12-17: the Maya Angelou Academy at Youth Services Center (for detained youth) and the Maya Angelou Academy at New Beginnings Youth Development Center (for committed youth).</p> <p>A memorandum of agreement (MOA) among the D.C. Department of Corrections, the Office of the State Superintendent of Education (OSSE), and Maya Angelou Public Charter Schools clarifies how education services are provided to youth ages 18 to 22 who are entitled to special education services under the Individuals with Disabilities Education Act (IDEA).</p>
<b>Accountability</b>	<p>No information regarding accountability could be found in D.C.'s statute; however, according to D.C.'s ESSA Title I, Part D plan, the Office of the State Superintendent of Education (OSSE) is responsible for accountability efforts related to juvenile education programs. OSSE works in close coordination with the Department of Youth Rehabilitation Services (DYRS), as established in the MOA, on data sharing and provisions for regular meetings/communications, records transfer, and transition processes. OSSE annually monitors program implementation via on-site visits to facilities, database reviews, staff interviews, and reviews of student records. OSSE relies on data from the Consolidated State Performance Report to show evidence of academic gains, as demonstrated by increased reading and math scores. Students in juvenile education programs participate in the Partnership for Assessment of Readiness for College and Careers (PARCC), D.C.'s standardized assessment system.</p> <p>District policy does not make clear what actions are taken if juvenile education programs fail to deliver positive student achievement outcomes. However, D.C. does reserve the right to change education service providers if the needs of students are not being met. Maya Angelou Academy is fully accredited by the Middle States Commission on Elementary and Secondary Schools.</p>
<b>Funding</b>	<p>Funding for the education of youth detained or committed in D.C. is appropriated by the city council; however, the agency responsible for receiving and managing those funds depends on the youth's status. If a youth is committed to the Maya Angelou Academy at New Beginnings, the Department of Youth Rehabilitation Services is financially responsible. If a youth is detained or awaiting placement and the Youth Services Center, the financial responsibility is shared between DYRS and OSSE. Under an MOA, DYRS and OSSE must have an agreement in place on the share of financial responsibility before the youth's placement, or else DYRS is solely responsible.</p>

Sources: [District of Columbia Code 16-2301](#); [District of Columbia ESSA Plan, Title 1, Part D](#); [District of Columbia Youth Rehabilitation Services](#); [District of Columbia Youth Rehabilitation Services - Maya Angelou Academy New Beginnings](#); [Office of the State Superintendent of Education - Memorandum of Agreement](#)

\*Phone conversation and email exchange with D.C. Office of the State Superintendent of Education

## FLORIDA\*

<b>Governance</b>	The responsibility to educate youth detained or committed in Florida belongs to the local education agency (LEA) where the juvenile facility is located. The Florida Department of Education (FDOE) serves as the lead state agency for juvenile justice education programs. Each LEA with a juvenile justice facility in its school district is required to enter into a cooperative agreement with the Department of Juvenile Justice (DJJ) and either provide or contract for education programs and services to youth in their DJJ schools.
<b>Accountability</b>	Florida has established an accountability rating system specifically for DJJ schools, focused on the following measures: learning gains, K-12 outcomes, educator quality, post-K-12 outcomes, and data integrity. Ratings are based on 12 components that include attendance rates, graduation rates, math and ELA achievement gains, and the percentage of students earning an industry certification. DJJ schools can earn up to 100 points for each of the 12 components and receive ratings ranging from commendable, acceptable, or unsatisfactory. Low-performing education programs receive on-site program evaluation from the DJJ and FDOE, receive technical assistance and monitoring, and are required to submit school improvement plans. In cases where improvement cannot be demonstrated after three years of unsatisfactory ratings, a change in education services provider is required.
<b>Funding</b>	Funding for the education of youth detained or committed in Florida is appropriated by the state legislature to the FDOE through the Florida Education Finance Program. In addition to the state's basic education funding formula, LEAs receive a supplemental allocation for juvenile justice education programs.

Sources: [Florida Code Title 48, Chapter 1003](#); [Florida Department of Education Rule 6A-1.099812](#); [Florida Department of Education Rule 6A-1.099813](#); [Florida Department of Juvenile Justice, Office of Education](#)

\*Phone conversation and email exchange with the Florida Department of Juvenile Justice

## GEORGIA\*

<b>Governance</b>	<p>The responsibility to educate youth detained or committed in Georgia belongs to the Georgia Department of Juvenile Justice (DJJ), which is considered a special school district, the 181st School District, and is accountable to the Georgia Board of Juvenile Justice. The Georgia Preparatory Academy serves as the middle and high school within the 181st School District and has 28 campuses throughout the state in Georgia's Regional Youth Detention Centers, Youth Development Campuses, and Education Transition Centers.</p>
<b>Accountability</b>	<p>No information regarding accountability could be found in Georgia statute; however, according to Georgia's ESSA Title I, Part D plan, the Georgia Department of Education (GaDOE) is responsible for accountability efforts related to juvenile education programs. GaDOE's monitoring process consists of three major components: monitoring of expenditures, single audit, and on-site monitoring. Students in juvenile education programs participate in state assessments, and those schools are included in the state's report card.</p> <p>The DJJ School System is also monitored by the DJJ Office of Continuous Improvement.</p> <p>It's unclear what mechanisms GaDOE uses to hold education service providers accountable for student outcomes. However, the 181st School District is accredited by Cognia, an international school accrediting organization, and is required to follow the same laws, rules, and regulations as traditional public school districts, as established by the Georgia State Board of Education.</p>
<b>Funding</b>	<p>Funding for juvenile education programs in Georgia is appropriated by the state legislature to the Georgia DJJ.</p>

Sources: [Georgia Code 49-4A-12](#); [Georgia ESSA Plan, Title 1, Part D](#); [Georgia Department of Juvenile Justice School System](#)

\*Email exchange with the Georgia Department of Juvenile Justice School System

## HAWAII\*

<b>Governance</b>	<p>The responsibility to educate youth detained or committed in Hawaii belongs to the Hawaii Department of Education (HIDOE). Detained youth remain enrolled in their home school and receive tailored instruction at the Kapolei Juvenile Detention Facility while awaiting deposition.</p> <p>When adjudicated and committed, youth continue their education at the Hawaii Youth Correctional Facility, which has its own school on its campus, and a nearby career technical education center, Tech Ed.</p>
<b>Accountability</b>	<p>No information regarding accountability could be found in Hawaii statute; however, according to Hawaii's ESSA Title I, Part D plan, HIDOE is responsible for accountability efforts related to juvenile education programs. HIDOE requires facilities, via the Consolidated State Performance Report, to provide data including credits earned, high school diploma and GED attainment, enrollment in postsecondary education, completion of training or vocational certificates, enrollment in job training programs, and receipt of transitional services. As part of its accountability process, HIDOE conducts biannual stakeholder interviews and surveys, which, along with annual risk assessments, help to determine levels of monitoring and support.</p> <p>It's unclear what mechanisms HIDOE uses to hold education service providers accountable for student outcomes.</p>
<b>Funding</b>	<p>Funding for the education of youth detained or committed in Hawaii is appropriated by the state legislature and allocated to the HIDOE. Facilities providing education services to youth in custody receive funds based on the state's per-pupil expenditure calculations. As of 2020, Hawaii spent \$50,755 in state and local funds per student in custody.</p>

Sources: [Hawaii Code Title 20, Section 352-14](#); [Hawaii Department of Education ESSA Report \(2021\)](#); [Hawaii ESSA Plan, Title 1, Part D](#)

\*Email exchange with the Hawaii Department of Education

## IDAHO

<b>Governance</b>	<p>The responsibility to educate youth detained in Idaho county detention centers belongs to the local education agency (LEA) in the district where the detention center is located.</p> <p>When a student is adjudicated and committed to state custody, the responsibility is assumed by the Idaho Department of Juvenile Corrections. The Education Program Division within the department oversees education for adjudicated youth at Idaho's two state-run institutions and with any contracted institutions.</p>
<b>Accountability</b>	<p>Juvenile education programs operated by the Department of Juvenile Corrections are accredited by Cognia, an international school accrediting organization.</p> <p>No other information could be found.</p>
<b>Funding</b>	<p>Funding for the education of youth detained in Idaho is appropriated by the state legislature and allocated to the Department of Education, which reimburse LEAs for the cost of instruction, including transporting teachers to juvenile detention facilities.</p> <p>For youth committed to custody of the Department of Juvenile Corrections, state funds appropriated to the department are used to provide education services.</p>

Sources: [Idaho Code, Title 20, Chapter 5](#); [Idaho Code, Title 33, Chapter 20](#); [Idaho Department of Juvenile Corrections, State Facilities](#)

## ILLINOIS

<b>Governance</b>	<p>The responsibility to educate youth detained in Illinois belongs to the county Juvenile Temporary Detention Centers, which are required to “designate a qualified educational authority” to provide education services.</p> <p>When youth are adjudicated and committed to state custody, the responsibility is assumed by the Illinois Department of Juvenile Justice, which is designated as a school district – School District #428 – and operates three schools throughout the state.</p>
<b>Accountability</b>	<p>No information regarding accountability could be found in Illinois statute; however, according to Illinois’ ESSA Title I, Part D plan, the Illinois State Board of Education (ISBE) is responsible for accountability efforts related to educational programs in the state’s juvenile justice facilities. ISBE requires that each facility’s annual application for funding include an assessment plan that describes how the tests will be administered and how test results will be used to improve educational programming. ISBE also collects demographic and enrollment data, conducts on-site visits, and requires biannual reports on progress toward performance and assessment goals and targets. While District 428 (which includes schools in juvenile justice facilities) is included in the state’s publicly accessible report card, specific data is not available due to its small size.</p> <p>It’s unclear what mechanisms ISBE uses to hold education service providers accountable for student outcomes or how juvenile education programs in local detention centers are held accountable for student outcomes.</p>
<b>Funding</b>	<p>Funding for state-run juvenile education programs in Illinois is appropriated by the state legislature and allocated to the Illinois Department of Juvenile Justice, which is considered its own school district and a “specially funded unit” under Illinois’ Evidence Based Funding for Student Success Act. As of 2020, Illinois’ per-pupil expenditure for students in custody was \$92,000.</p> <p>It’s unclear how juvenile education programs in local detention centers are funded.</p>

Sources: [Illinois Administrative Code, Title 20, Section 2602.230](#); [Illinois Compiled Statutes 105, Chapter 122 Section 13-40](#); [Illinois Department of Juvenile Justice, School District #428](#); [Illinois ESSA Plan, Title 1, Part D](#); [Illinois Public Act 100-0465](#); [Illinois Report Card, School District #428](#)



## INDIANA

<b>Governance</b>	<p>The responsibility to educate youth detained in Indiana belongs to the local juvenile detention centers, which can contract with the local education agency (LEA) where the facility is located.</p> <p>When youth are adjudicated and committed to state custody, the responsibility is assumed by the Indiana Department of Corrections – Division of Youth Services (DYS), which can contract with LEAs or private entities to provide education services. There are four state-run facilities.</p>
<b>Accountability</b>	<p>No information regarding accountability could be found in Indiana statute; however, according to Indiana’s ESSA Title I, Part D plan, the Indiana Department of Education (IDOE) is responsible for accountability efforts related to juvenile education programs. LEAs applying for funding are required to conduct a comprehensive needs assessment, determine program characteristics, and identify duration of services. IDOE provides technical assistance to programs and conducts both on-site and desktop monitoring (a review of documents, etc.). IDOE expects programs to demonstrate annual increases in high school diploma attainment, GED attainment, postsecondary enrollment, job training program enrollment, employment, and student improvement in pre- to post-assessments.</p> <p>It's unclear what mechanisms IDOE uses to hold education service providers accountable for student outcomes; however, all DYS education programs are fully accredited.</p>
<b>Funding</b>	<p>No information could be found.</p>

Sources: [Indiana Code 11-10-5-1](#); [Indiana ESSA Plan, Title 1, Part D](#)

## IOWA

<b>Governance</b>	<p>The responsibility to educate youth in Iowa juvenile detention centers belongs to Iowa's area education agencies (AEA), a regional education service system.</p> <p>When youth are adjudicated and committed to state custody, the responsibility is assumed by the Iowa Department of Human Services, which operates one secure state facility for boys, the State Training School at Eldora. It's unclear where adjudicated female students are housed and educated.</p>
<b>Accountability</b>	<p>No information regarding accountability could be found in Iowa statute; however, according to Iowa's ESSA Title I, Part D plan, the Iowa Department of Education (IDOE) is responsible for accountability efforts related to juvenile education programs. IDOE requires all facilities to submit audit information annually via its online data collection system and complete annual applications that specify program objectives and outcomes. In evaluating student outcomes, IDOE focuses on the percentage of students who earned passing grades for 80% of classes taken, percentage of students who completed 80% of the courses started while in the facility, and the percentage of students who complete their high school diploma or equivalent.</p> <p>To identify schools in need of support, IDOE also uses the ESSA Accountability Index, which is calculated based on participation in academic assessments, academic achievement, student growth, English language proficiency, conditions for learning, graduation rates, and postsecondary readiness. The measures are reported annually and, every three years, IDOE conducts a review to determine a school's score on the Index and assign low-performing schools to supports such as comprehensive needs assessments and root causes analyses, technical assistance, and action plans. Schools identified as needing comprehensive support for more than three years are further required to implement additional state-approved strategies.</p>
<b>Funding</b>	<p>AEAs in Iowa are funded through Iowa's state school aid formula. Local education agencies where the AEA is located include funding for the AEA in its budget. Those funds are set aside for the AEA and subtracted from what the state would have appropriated to the state and passed on to the AEA.</p> <p>Funding for juvenile education programs at the State Training School at Eldora is appropriated by the state legislature.</p>

Sources: [Iowa Area Education Agency, Funding](#); [Iowa Code Title 6, Chapter 217.1](#); [Iowa Code Title 6, Chapter 233A.4](#); [Iowa Code Title 7, Chapter 282.30](#); [Iowa Department of Human Rights, Division of Criminal and Juvenile Justice Planning – Justice System Appropriations Subcommittee Budget Presentation \(2021, January 27\)](#); [Iowa Department of Human Services Budget, FY 2020-21](#); [Iowa Department of Human Services, State Training School](#); [Iowa ESSA Plan, Title 1, Part D](#)

## KANSAS\*

<b>Governance</b>	<p>The responsibility to educate youth detained in Kansas belongs to the local juvenile detention centers, which partner with the district's local education agency (LEA) to provide education services.</p> <p>When youth are adjudicated and committed to state custody, the responsibility is assumed by the Kansas Department of Corrections, which operates the Kansas Juvenile Correctional Complex (KJCC) for youth adjudicated of serious and violent offenses. Youth housed at KJCC attend Lawrence Gardner High School (LGHS), which is located on the complex. Education services at LGHS are provided by the Smoky Hill Education Center, a consortium of more than 50 school districts in 25 counties. The department can also contract education services to an LEA or a public or private education provider.</p>
<b>Accountability</b>	<p>No information regarding accountability could be found in Kansas statute; however, according to Kansas' ESSA Title I, Part D plan, the Kansas State Department of Education (KSDE) is responsible for accountability efforts related to juvenile education programs. KSDE requires programs to report annually on participation in transitional services, successful transitions back out of the facility and into regular school or other education or employment opportunities, high school diploma and GED attainment, participation in and completion of job training programs, enrollment in postsecondary education programs, or employment.</p> <p>Although there are no accountability mechanisms in Kansas, juvenile education programs must demonstrate student achievement and positive outcomes to maintain their accreditation. LGHS is fully accredited by the Kansas Education Systems Accreditation.</p>
<b>Funding</b>	<p>Funding for juvenile education programs in Kansas is appropriated by the state legislature in the form of a grant to the Kansas State Board of Education, which, in FY2022, was \$2,697,959 for 125 students, or almost \$22,000 per student. LEAs that have provided education services to students confined in a juvenile detention facility can apply to the state board of education for a grant that reimburses them for funds expended while providing those services.</p>

Sources: [Kansas Code Chapter 72-1173](#); [Kansas Code, Chapter 75-7062](#); [Kansas Department of Corrections, Juvenile Services - Education](#); [Kansas ESSA Plan, Title 1, Part D](#)

\*Email exchange with the Kansas Department of Corrections

## KENTUCKY\*

<b>Governance</b>	The responsibility to educate youth detained and committed in Kentucky belongs to the local education agency (LEA) where the juvenile facility is located.
<b>Accountability</b>	<p>Kentucky’s Department of Juvenile Justice (DJJ) education programs are primarily held accountable by the Kentucky Department of Education (KDE) under the state’s traditional public school accountability system because all educational services are provided by the LEA. However, the Kentucky Educational Collaborative for State Agency Children (KECSAC), a special entity established to support and help coordinate educational services for children who are committed to or in the custody of the DJJ and the Cabinet for Health and Family Services, also conducts annual monitoring visits to the juvenile justice education programs, employing an evaluation tool developed using the Cognia (an international school accrediting organization) standards for school improvement. When necessary, KECSAC develops a comprehensive program improvement plan for schools. Furthermore, juvenile education programs in Kentucky also receive an annual evaluation from DJJ’s education branch, which conducts a financial review, and the Kentucky Office of Special Education Services to ensure that special education students’ needs are being met.</p> <p>As recipients of federal ESSA funds, KDE requires programs to monitor and report on academic growth in math and reading as demonstrated by pre- and post-assessments, pass rates on state-mandated tests, successful transitions back to LEA-run educational programs, high school diploma or GED attainment, enrollment in postsecondary education or job training programs, and employment attainment. At least once every three years, each state agency or LEA that receives funds under Title I, Part D must conduct a program evaluation and submit results to KDE.</p>
<b>Funding</b>	In Kentucky, the funding amounts for juvenile justice education programs are determined by the state’s education funding formula as part of the Support Education Excellence in Kentucky program, which includes a combination of both state and local funds. The LEA’s contribution is based on local property taxes and revenue. DJJ education programs also receive supplemental funding from KECSAC. The supplemental funding helps LEAs with a DJJ education program meet state requirements that students have an extended school year and have class sizes of no more than 10 students per classroom, or 15 with an aide.

Sources: [Kentucky Administrative Regulations 505.1:080](#); [Kentucky Code 158.135](#); [Kentucky Code 605.110](#); [Kentucky Department of Education, Support Education Excellence in Kentucky funding program](#); [Kentucky ESSA Plan, Title 1, Part D](#)

\*Phone conversation and email exchange with the Kentucky Education Collaborative for State Agency Children

## LOUISIANA

<b>Governance</b>	<p>The responsibility to educate youth detained or committed in Louisiana belongs to the Louisiana Office of Juvenile Justice (OJJ). The OJJ operates alternative schools located within its secure facilities, and its education programs are approved by the Louisiana Department of Education (LDOE). Statewide non-secure facilities partner with the local education agency in their district to provide education services to youth in their custody.</p>
<b>Accountability</b>	<p>The LDOE is responsible for accountability efforts related to juvenile education programs. Education programs receive an annual rating based on state assessment progress, core credit accumulation, second-year dropout/credit accumulation, and graduation outcomes (types of credentials received), which is part of a specialized, publicly available juvenile justice school report card.</p> <p>If a juvenile justice school is deemed to be “academically unacceptable,” it will be put on a plan of escalating interventions by the LDOE. Annual reports on interventions are presented to the Juvenile Justice Reform Act Implementation Commission and the chairs of the Louisiana Senate and House Committees on Education, and published on the websites of the State Department of Education and the OJJ.</p>
<b>Funding</b>	<p>Funding for the education of youth detained or committed in Louisiana is appropriated by the state legislature and allocated to the OJJ using its Minimum Foundation Program formula.</p>

Sources: [Louisiana's Alternative Education School Accountability Framework](#); [Louisiana Educational Accountability and Rehabilitation Act of 2016](#); [Louisiana Office of Juvenile Justice, Educational Services](#)

## MAINE\*

<b>Governance</b>	The responsibility to educate youth detained or committed in Maine belongs to the Maine Department of Corrections. Youth in custody in Maine are held at the Long Creek Youth Development Center and attend the Arthur R. Gould School.
<b>Accountability</b>	<p>No information regarding accountability could be found in Maine statute; however, according to Maine's ESSA Title I, Part D plan, the Maine Department of Education (MDOE) is responsible for accountability efforts related to educational programs in the state's juvenile justice facilities. MDOE has set objectives for programs that include decreases in dropout rates and increases in state assessment scores, high school diploma or equivalent attainment, returns to school after release, and post-release employment. MDOE has further set goals of better aligning juvenile justice schools' curriculum to the Maine Learning Result and integrating proficiency-based projects, ensuring equitable materials and technology are provided, increasing partnerships with adult education programs, and ramping up guidance and social work programs to help students.</p> <p>It's unclear what mechanisms MDOE uses to hold education service providers accountable for student outcomes; however, the Arthur R. Gould School is an accredited education program.</p>
<b>Funding</b>	Funding for juvenile education programs in Maine is appropriated by the state legislature to the Maine Department of Corrections.

Sources: [Maine Code, Title 34-A, Section 3815](#); [Maine Department of Corrections, Juvenile Services – Long Creek Youth Development Center](#); [Maine ESSA Plan, Title 1, Part D](#)

\*Email exchange with the Maine Department of Corrections

## MARYLAND\*

<b>Governance</b>	<p>The responsibility to educate youth detained or committed in Maryland belongs to the Maryland Department of Juvenile Justice's newly created Juvenile Services Education Program (JSEP) Board. The JSEP Board appoints its own superintendent, who implements and administers education services approved by the board. Youth detained are still enrolled at their public school until, and if, they are adjudicated.</p>
<b>Accountability</b>	<p>The JSEP Board is responsible for accountability efforts related to educational programs in the state's juvenile justice facilities. The JSEP Board comprises 11 members who meet monthly and are responsible for developing minimum standards and a reporting structure and reviewing a quarterly quality assurance report developed by the Department of Education.</p> <p>As the transition to the JSEP Board is ongoing, educational outcomes have yet to be clarified, and current policy does not specify what actions are taken should a facility fail to demonstrate satisfactory outcomes or comply with monitoring requirements; however, state law does require juvenile education programs to be accredited by an approved accrediting agency.</p>
<b>Funding</b>	<p>Funding for juvenile education programs in Maryland is appropriated by the state legislature to the Maryland Department of Juvenile Justice (DJJ). When youth are detained for longer than 15 days, the county board of education where the juvenile maintained residency before detention reimburses the Maryland DJJ using the state's education funding formula, supplementing DJJ's education program budget.</p>

Source: [Maryland Senate Bill 497](#)

\*Email exchange with the Maryland Department of Juvenile Services

## MASSACHUSETTS\*

<b>Governance</b>	<p>The responsibility for education of youth detained or committed in Massachusetts belongs to the Massachusetts Department of Youth Services (DYS). The Massachusetts Department of Elementary and Secondary Education (DESE), through its division of Special Education in Institutional Settings, is responsible for providing special education services to youth in DHS custody.</p>
<b>Accountability</b>	<p>No information regarding accountability could be found in Massachusetts statute; however, according to Massachusetts' ESSA Title I, Part D plan, DESE has established several goals for students in juvenile education programs at DHS facilities, including continuous progress in the academic and technical skills of students as measured by pre-and-post assessments, demonstrable skill gains as measured by standardized assessments and earning a GED and/or industry recognized credential. Title I Teaching Specialists are provided materials and training on a battery of pre-and-post assessment tools to successfully support the growth of all Title I students, including those who are referred for targeted direct instruction. Scores on pre-and post-assessment, together with prior school records and other general education assessments, are used to identify strengths and needs for each student in specific instructional areas. A tutoring program provides additional individualized services to support greater success on state assessments and GED or High School Equivalence Test (HiSET) in achieving their high school credential.</p> <p>DYS tests students to measure the progress of youth in its care (detained youth) and custody (committed youth). Youth who are eligible take the Massachusetts Comprehensive Assessment System (MCAS), state assessment, and can also study for and take the HiSET. DHS is not a local educational agency (LEA) and youth at DHS remain attached to their LEA. DHS provides transcripts for work the youth complete while at DHS, but their LEA determines their credit hours and graduation requirements.</p> <p>It's unclear what mechanisms DESE uses to hold education service providers accountable for student outcomes.</p>
<b>Funding</b>	<p>Funding state-run juvenile education programs in Massachusetts is appropriated by the state legislature to the Massachusetts Department of Youth Services.</p>

Sources: [Massachusetts Code, Title 17, Chapter 120](#); [Massachusetts ESSA Plan, Title 1, Part D](#)

\*Email exchange with the Massachusetts Department of Youth Services



## MICHIGAN\*

<b>Governance</b>	<p>Youth detained in Michigan receive education services from local education agencies (LEAs) where the facility is located or public charter school networks.</p> <p>When youth are adjudicated and committed to state custody, the responsibility is assumed by the Michigan Department of Health and Human Services (MDHHS). There are two statewide secure facilities in Michigan, Bay Pines Center, and Shawano. The Bay Pines Center houses both male and female students who are either awaiting adjudication or have been committed. Shawano houses male students who have been adjudicated on at least one felony count.</p>
<b>Accountability</b>	<p>No information regarding accountability could be found in Michigan statute; however, according to Michigan’s ESSA Title I, Part D plan, the Michigan Department of Education (MDE) holds local and state facilities receiving ESSA Title I, Part D funds accountable for improving student achievement in math and reading by assessing students within the first five days of their entry into a facility, and every 30 days thereafter. Furthermore, all students complete a needs assessment and receive an Individualized Education Program if necessary.</p> <p>It’s unclear what mechanisms MDE uses to hold education service providers accountable for student outcomes; however, MDHHS juvenile education programs must also meet the same requirements as other LEAs in the state.</p>
<b>Funding</b>	<p>Funding for juvenile education programs in Michigan is appropriated by the state legislature to MDHHS.</p>

Sources: [Michigan Department of Health and Human Services – Juvenile Justice Field Services Manual](#); [Michigan Department of Health and Human Services, Juvenile Justice – State Facilities](#); [Michigan ESSA Plan, Title 1, Part D](#)

\*Email exchange with the Michigan Division of Juvenile Justice

## MINNESOTA\*

<b>Governance</b>	<p>The responsibility to educate youth detained in Minnesota belongs to the local education agency (LEA) where the facility is located.</p> <p>When youth are adjudicated and committed to state custody, the responsibility is assumed by the authority of the Minnesota Department of Corrections (DOC) at the Red Wing Juvenile Facility. DOC is its own LEA for the purposes of providing education services to youth in its custody.</p> <p>Female youth can be committed to county-level or private contracted facilities.</p>
<b>Accountability</b>	<p>No information regarding accountability could be found in Minnesota statute; however, according to Minnesota's ESSA Title I, Part D plan, the Minnesota Department of Education (MDE) is responsible for accountability efforts related to educational programs in the state's juvenile justice facilities. Utilizing annually submitted program reports, MDE monitors reading and math achievement, credit accrual, participation in transitional and career counseling services, postsecondary education enrollment, CTE program enrollment, and employment. MDE utilizes assessment data to pinpoint areas of program improvement to provide technical assistance to low-performing schools.</p> <p>At DOC's Red Wing Juvenile Facility, youth complete pre-and-post assessments along with periodic assessments in reading and math, in addition to participating in Minnesota's state assessment program.</p> <p>DOC is fully accredited by the Correctional Education Association.</p>
<b>Funding</b>	<p>Funding for juvenile education programs in Minnesota is appropriated by the state legislature to the Minnesota Department of Corrections. In FY 2022, \$12,295,000 was allocated for education services.</p>

Sources: [Minnesota Code 242.43](#); [Minnesota Code 242.44](#); [Minnesota ESSA Plan, Title I, Part D](#)

\*Phone conversation with the Minnesota Department of Corrections

## MISSISSIPPI\*

<b>Governance</b>	<p>The responsibility to educate youth detained in Mississippi belongs to local education agencies (LEAs) where the juvenile detention center is located.</p> <p>When youth are adjudicated and committed to state custody, the responsibility is assumed by the Department of Human Services, Division of Youth Services. Youth in state custody are committed to the Oakley Youth Developmental Center.</p>
<b>Accountability</b>	<p>The Mississippi Department of Education (MDE) is responsible for accountability efforts related to juvenile education programs. MDE focuses on student outcomes, including improved reading and math proficiency between pre- and post-assessments, successful completion of a Career Readiness certificate and a minimum level of Bronze on the ACT WorkKeys assessment, and attainment of a high school diploma or equivalent.</p> <p>It's unclear what mechanisms MDE uses to hold education service providers accountable for student outcomes; however, education programs under the Division of Youth Services must meet the same standards required of traditional public schools by MDE.</p>
<b>Funding</b>	<p>In Mississippi, funding for the education of youth committed to the Oakley Youth Development Center is appropriated by the state legislature to the Mississippi Department of Human Services.</p> <p>LEAs responsible for educating youth in local detention facilities can request funding for the provision of education services from MDE's Office of Compulsory School Attendance Enforcement.</p>

Sources: [Mississippi Code Title 43, Chapter 21](#); [Mississippi Code, Title 43, Chapter 27](#); [Mississippi Department of Education – Educating Juveniles in Detention Centers, A Program Guide for the Provision of Educational Services \(2016\)](#); [Mississippi Department of Human Services, Division of Youth Services – Programs](#); [Mississippi ESSA Plan, Title 1, Part D](#)

\*Email exchange with the Mississippi Department of Human Services

## MISSOURI\*

<b>Governance</b>	<p>The responsibility to educate youth detained in Missouri belongs to the local education agencies (LEAs) in the county where the juvenile facility is located.</p> <p>When youth are adjudicated and committed to state custody, the responsibility is assumed by the Missouri Department of Social Services, Division of Youth Services, which is its own LEA.</p>
<b>Accountability</b>	<p>No information regarding accountability could be found in Missouri statute; however, according to Missouri's ESSA Title 1, Part D plan, the Missouri Department of Education (DESE) is responsible for accountability efforts related to educational programs in the state's juvenile justice facilities. DESE focuses on student outcomes including improved reading and math proficiency between pre and post-tests, successful completion of a Career Readiness certificate and a minimum level of Bronze on the ACT WorkKeys, attainment of a high school diploma or equivalent. DESE produces annual reports evaluating whether educational programs at juvenile justice facilities meet the standards and presents these reports to the Director of the Division of Juvenile Correctional Institutions at regularly scheduled meetings. Juvenile education programs in need of improvement are required to develop an accountability plan.</p>
<b>Funding</b>	<p>In Missouri, juvenile education programs are funded by the LEA where the student resides. Receiving LEAs submit a request to the Missouri Department of Elementary and Secondary Education for expenditures spent to provide education services. LEAs follow the state's per-pupil funding formula to determine the amount to be paid. Because the Division of Youth Services is an LEA, it is similarly funded.</p>

Sources: [Missouri Code, Title 11, Chapter 178.296](#); [Missouri Code, Title 11, Chapter 178.297](#); [Missouri Code, Title 13, Chapter 219.016](#); [Missouri Department of Social Services, Education Services](#); [Missouri Department of Social Services, Division of Youth Services – FY 2022 Budget Request](#); [Missouri ESSA Plan, Title 1, Part D](#) (Note: downloads automatically)

\*Email exchange with the Missouri Division of Youth Services

## MONTANA\*

<b>Governance</b>	<p>The responsibility to educate youth detained in Montana belongs to the county youth detention facility that can contract with the local education agency (LEA) to provide education services at the detention facility. Two or more counties may also contract to establish a regional detention facility and provide education services to students held within that facility.</p> <p>Male students adjudicated and committed to state-run facilities are educated under the Montana Department of Corrections (DOC) at the Pine Hills Correctional Facility. Female students serve their time and receive education services at the Idaho-based Five-County Treatment Center, which contracts with the DOC.</p>
<b>Accountability</b>	<p>No information regarding accountability could be found in Montana statute; however, according to Montana’s ESSA Title I, Part D plan, the Montana Office of Public Instruction (OPI) is responsible for accountability efforts related to educational programs in the state’s juvenile justice facilities. OPI mandates that all students at the Pine Hills facility are enrolled in either regular high school or middle school coursework or are placed in the alternative education program to prepare for the high school equivalency assessment. Students transferred from Pine Hills to Montana State Prison (MSP) are given the option to continue schooling with Pine Hills, and all other eligible students at MSP are enrolled in the Adult Basic Literacy Education program. CTE courses are also offered at both Pine Hills and MSP.</p> <p>It’s unclear what mechanisms MDE uses to hold education service providers accountable for student outcomes; however, Montana law requires state-run facilities governed by the DOC to accredit its education program. The OPI issues and audits the DOC’s accreditation process.</p>
<b>Funding</b>	<p>Funding for the education of youth who are committed in Montana is appropriated by the state legislature to the Montana DOC.</p> <p>When youth are detained in a local or regional juvenile detention facility, the LEA where the facility is located is financially responsible for education services. The detention facility calculates and submits an annual request for funding from the LEA using a special funding formula.</p>

Sources: [Montana Code, Title 41, Chapter 5, Part 18](#); [Montana Code, 52-5-101](#); [Montana Department of Corrections – Secure Facilities](#); [Montana ESSA Plan, Title 1, Part D](#)

\*Email exchange with the Montana Department of Corrections

## NEBRASKA

<b>Governance</b>	The responsibility to educate youth detained or committed in Nebraska belongs to the Nebraska Department of Health and Human Services (NDHHS). The NDHHS runs four juvenile facilities in Lincoln, Kearney, Hastings, and Whitehall. Each facility provides on-campus programs, treatment, and education.
<b>Accountability</b>	<p>The Nebraska Department of Education (NDOE) is responsible for accountability efforts related to educational programs in the state’s juvenile justice facilities. The state’s accountability system, AQuESTT, and the State Board of Education’s strategic vision inform the guiding principles to high-quality juvenile education programs that emphasize the collaborative tenets of being career ready, educational access, educator effectiveness, positive relationships, transition, and evaluation and assessment. All students in Nebraska juvenile facilities complete the state assessments for content area accountability, and all juniors take the ACT assessment. Students can also complete certificate and credential programs along with dual-enrollment and college courses. NDOE also gleans data from the National Clearinghouse for Colleges, the Nebraska Labor Department, the NE GED Department, and school district data reported to the NDOE and U.S. Department of Education. NDOE has set objectives for increased credit completion and successful transitions, including reenrollment, graduation, postsecondary enrollment, and employment.</p> <p>It’s unclear what mechanisms NDE uses to hold education service providers accountable for student outcomes; however, education programs in state institutions under the NDHHS must be accredited.</p>
<b>Funding</b>	Funding for juvenile education programs in Nebraska is appropriated by the state legislature to the NDHHS. In certain instances, the courts may require parents to contribute financially.

Sources: [Nebraska Code, 43-247](#); [Nebraska Code, 79-703](#); [Nebraska Department of Health and Human Services – Youth Education](#); [Nebraska ESSA Plan, Title 1, Part D](#); [Nebraska Judicial Branch, Juvenile Services Division – Funding](#)

## NEVADA\*

<b>Governance</b>	The responsibility to educate youth detained and committed in Nevada belongs to the Nevada Department of Education (NDE), which operates in consultation with the Nevada Department of Corrections. There are three state-run facilities in Nevada operated by the Nevada Division of Child and Family Services: Summit View Youth Center, Caliente Youth Center, and the Nevada Youth Training Center. The Summit View and Caliente Youth Center facilities operate educational programs in cooperation with the local education agency (LEA). The Nevada Youth Training Center operates Independence High School, the only school under the authority of the Department of Corrections, Correctional School District.
<b>Accountability</b>	The NDE is responsible for accountability efforts related to educational programs in the state’s juvenile justice facilities. Annually, NDE requires programs to report student data related to academic growth as measured through pre- and post-assessments, credit accrual, GED enrollment and attainment, high school diploma attainment, postsecondary enrollment, job training program enrollment, and attainment. It’s unclear what mechanisms NDE uses to hold education service providers accountable for student outcomes; however, Independence High Schools is accredited through Cognia, an international school accrediting organization.
<b>Funding</b>	Funding for juvenile education programs in Nevada is appropriated by the state legislature to a special state fund: the Fund for Programs of Education for Incarcerated Persons. This fund is administered by the State Board of Education and allocated to each LEA that operates an education program for incarcerated persons. The State Board of Education is responsible for establishing a basic allocation to each LEA, while the Department of Education establishes a formula to equitably distribute funds.

Sources: [Nevada Department of Health & Human Services, Division of Child & Family Services – Juvenile Justice Services](#); [Nevada ESSA Plan, Title 1, Part D](#); [Nevada Revised Statute 385A.620](#); [Nevada Revised Statute 388H](#)

\*Email exchange with the Nevada Department of Health and Human Services

## NEW HAMPSHIRE

<b>Governance</b>	The responsibility to educate youth detained or committed in New Hampshire belongs to the New Hampshire Department of Health and Human Services – Division of Children, Youth, and Families. The department operates the Sununu Youth Services Center.
<b>Accountability</b>	<p>The New Hampshire Title I coordinator is responsible for accountability efforts related to educational programs in the state’s juvenile justice facilities. Local education agencies and state education agencies with juvenile justice facilities must submit yearly program applications to the coordinator and, every three years, must conduct and submit a program evaluation. The coordinator also conducts site visits, virtual/phone monitoring, and desk reviews. Juvenile programs are required to track and submit data on enrollment, completion of alternative high school, enrollment in postsecondary courses or programs, and workforce preparation program participation.</p> <p>The data collected and results of the program evaluation are used to inform technical assistance and resource allocation; however, it’s unclear what mechanisms Nebraska uses to hold education service providers accountable for student outcomes.</p>
<b>Funding</b>	Funding for juvenile education programs is appropriated by the state legislature to the New Hampshire Department of Health and Human Services.

Sources: [New Hampshire Department of Health and Human Services – Sununu Youth Services Center](#); [New Hampshire Department of Health and Human Services, Sununu Youth Services Center Workgroup Report \(2021, September 29\)](#); [New Hampshire ESSA Plan, Title 1, Part D](#)



## NEW JERSEY

<b>Governance</b>	The responsibility to educate youth detained or committed in New Jersey belongs to the Juvenile Justice Commission’s Office of Education (JJCOOE), which falls under the Department of Law & Public Safety, Office of the Attorney General. The JJCOOE provides education services aligned with the New Jersey Student Learning Standards.
<b>Accountability</b>	<p>No information regarding accountability could be found in New Jersey statute; however, according to New Jersey’s ESSA Title I, Part D plan, the New Jersey Department of Education (NJDOE) is responsible for accountability efforts related to educational programs in the state’s juvenile justice facilities. NJDOE provides quarterly technical assistance to LEAs and SEAs and measures student progress in meeting academic standards and performance goals on an annual basis during the summer. At least once every three years, NJDOE assesses increases in successful transitions back to traditional school environments, attainment of a high school diploma or equivalent, and successful transitions to postsecondary education, job training programs, or employment.</p> <p>It’s unclear what mechanisms NJDOE uses to hold education service providers accountable for student outcomes.</p>
<b>Funding</b>	Funding for juvenile education programs is appropriated by the state legislature to the Department of Education. State agencies with youth in their custody submit a budget request to the Department of Education that includes a detailed education program.

Sources: [New Jersey Code, Title 6A, Chapter 17, Subchapter 3](#); [New Jersey ESSA Plan, Title 1, Part D](#); [New Jersey Office of the Attorney General, Juvenile Justice Commission – Office of Education](#)

## NEW MEXICO

<b>Governance</b>	The responsibility to educate youth detained or committed in New Mexico belongs to the New Mexico Children, Youth, and Families Department. Facilities with youth in their custody are required by law to partner with their local education agency to develop and implement an education program. There are nine detention centers in New Mexico, all with memorandums of understanding to provide education services to youth in their custody.
<b>Accountability</b>	<p>No information regarding accountability could be found in New Mexico statute; however, according to New Mexico’s ESSA Title I, Part D plan, the New Mexico Public Education Department (PED) is responsible for accountability efforts related to educational programs in the state’s juvenile justice facilities. PED has established goals and objectives for students to gain the academic skills needed to earn a high school diploma or equivalent, including increased reading and math proficiency as demonstrated on a pre-test and post-assessment taken over the course of their stay in a facility. Juvenile education programs are also held accountable for the percentage of students enrolling in a job training program or obtaining employment post-detention.</p> <p>It’s unclear what mechanisms PED uses to hold education service providers accountable for student outcomes.</p>
<b>Funding</b>	Funding for juvenile education programs is appropriated by the state legislature to the New Mexico Children, Youth, and Families Department as a line item in the state’s annual budget.

Sources: Thomas G. Blomberg and George Pesta. “New Mexico Juvenile Justice Education Case Study Results,” Center for Criminology and Public Policy Research, Florida State University, 2021, [https://criminology.fsu.edu/sites/g/files/upcbnu3076/files/2021-03/New\\_Mexico\\_Case\\_Study.pdf](https://criminology.fsu.edu/sites/g/files/upcbnu3076/files/2021-03/New_Mexico_Case_Study.pdf); New Mexico Code, Title 8, Chapter 14, Part 14; New Mexico ESSA Plan, Title 1, Part D

## NEW YORK\*

<b>Governance</b>	<p>The responsibility to educate youth detained or committed in New York varies and is dependent on several factors.</p> <p>In New York City, the New York City Department of Education (DOE) provides education services to both pre- and post-adjudicated youth. The DOE operates three juvenile justice education programs under District 79, a special district for alternative schools.</p> <p>Beyond New York City, pre-adjudicated youth are typically held in the custody of a local or regional detention center that is responsible for ensuring education services are provided through the local education agency (LEA).</p> <p>When students (outside of New York City) are adjudicated and committed to state custody, the responsibility for education is assumed by the New York Office of Child and Family Services (OCFS) Bureau of Education Services, which operates its own juvenile education program.</p>
<b>Accountability</b>	<p>No information regarding accountability could be found in New York statute; however, according to New York’s ESSA Title I, Part D plan, the New York State Education Department (NYSED) established process- and outcome-based objectives related to educational programs in the state’s juvenile justice facilities. For the 2021-22 school year, NYDOE has set targets for increasing the percentage of students in juvenile justice facilities who (a) achieve grade-level performance on assessments in ELA, mathematics, social studies, and science; (b) receive CTE credits; (c) graduate from high school with a diploma.</p> <p>It’s unclear what mechanisms NYSED uses to hold education service providers accountable for student outcomes.</p>
<b>Funding</b>	<p>In New York, LEAs can apply to the state for funding to support juvenile justice education programs.</p> <p>The financial responsibility to educate youth committed in state-run facilities is shared at a 49/51% split between OCFS and the LEA where the student resided before their commitment, respectively. The state does not provide funds specifically for education in OCFS or detention facilities.</p>

Sources: [New York State Board of Regents P-12 Education Committee – Educational Programs for Incarcerated and Detained Youth \(2016, January 11\)](#); [New York State Department of Education Regulations, Section 3202 – Title 4, Article 65, Part I, S 3207.7](#); [New York State ESSA Plan, Title 1, Part D](#); [New York State Office of Children and Families – Juvenile Justice and Opportunities for Youth](#)

\*Email exchange with the New York State Department of Education

## NORTH CAROLINA\*

<b>Governance</b>	<p>The responsibility to educate youth detained or committed in North Carolina belongs to the North Carolina Department of Public Safety, Division of Juvenile Justice and Delinquency Prevention (JJDP).</p> <p>Youth in detention awaiting adjudication are held in a short-term detention center operated by the facility and are provided education services aligned with the North Carolina Department of Public Instruction’s course of study.</p> <p>Adjudicated youth in North Carolina are committed to a Youth Development Center, a secure residential facility. There are four Youth Development Centers in North Carolina, with a fifth under construction.</p>
<b>Accountability</b>	<p>No information regarding accountability could be found in North Carolina statute; however, according to North Carolina’s ESSA Title I, Part D plan, the North Carolina Department of Public Instruction (NCDPI) is responsible for accountability efforts related to educational programs in the state’s juvenile justice facilities. NCDPI requires SEAs to submit annual funding applications, which include the characteristics of students served; instructional delivery methods; program of support (including transition services); procedures to assess education needs, evaluation plans, and how data will be used to improve programming; a description of how the state education agencies will coordinate with local education agencies; and professional development plans. NCDPI has established objectives for decreasing the dropout rate, implementing comprehensive transition teams, and increasing attainment of a high school diploma (or equivalent) and employment.</p> <p>Other metrics NCDPI holds juvenile education programs accountable for include: the number of hours of education provided to students, ensuring special education services are provided to identified students, and compliance with Individualized Education Program components and timelines. When juvenile education programs fail to meet these metrics, NCDPI can impose mandatory training, repayment or forfeiture of federal educational grant funds, and take other actions, as necessary.</p>
<b>Funding</b>	<p>In North Carolina, funding for the education of youth detained or committed is appropriated by the state legislature to the Department of Public Safety and budgeted by JJDP. In the 2020-21 fiscal year, the per-pupil expenditure budget by JJDP was approximately \$3,664 per individual student served.</p>

Sources: [North Carolina Administrative Code, Title 14B, Chapter 11C.0201](#); [North Carolina Code, Chapter 7B](#); [North Carolina Department of Public Safety – Juvenile Facility Operations](#); [North Carolina ESSA Plan, Title 1, Part D](#); [North Carolina Office of State Budget and Management, FY 2020-21 Appropriations](#)

\*Email exchange with the North Carolina Department of Public Safety, Division of Juvenile Justice and Delinquency Prevention

## NORTH DAKOTA\*

<b>Governance</b>	<p>The responsibility to educate youth detained in North Dakota’s county detention centers or “attendant care facilities” belongs to the youth’s home local education agency (LEA).</p> <p>When youth are adjudicated and committed, the responsibility is assumed by the North Dakota Department of Corrections and Rehabilitation, Division of Juvenile Services. There is one state-run juvenile facility, the North Dakota Youth Correctional Center (YCC), which operates one high school, Marmot High School.</p>
<b>Accountability</b>	<p>No information regarding accountability could be found in North Dakota statute; however, according to North Dakota’s ESSA Title I, Part D plan, the North Dakota Department of Public Instruction (NDDPI) is responsible for accountability efforts related to educational programs in the state’s juvenile justice facilities. Students are required to receive education services within 96 hours of intake. NDDPI requires an end-of-year report from all state education agencies (SEAs) and LEAs receiving Title I, Part D funds, which summarizes both budget and program effectiveness from the year. NDDPI requires programs to monitor and demonstrate increases in the number of youth returning to school, obtaining a secondary school diploma (or its recognized equivalent), and transitioning to postsecondary education or career and technical education, or obtaining employment after such youth are released.</p> <p>If an SEA or LEA does not show progress in reducing dropout rates for all students over a three-year period, NDDPI may reduce or terminate its funding. Marmot High School is accredited by the North Dakota Department of Instruction and Cognia, an international school accreditation organization.</p>
<b>Funding</b>	<p>Funding for juvenile education programs in North Dakota at the Youth Services Center is appropriated by the state legislature to the Department of Correction and Rehabilitation. In the 2021-2023 biennium budget, YCC received \$1,329,085 to serve approximately 105 youth.</p> <p>The student’s home LEA is financially responsible for education services provided to youth in local detention facilities.</p>

Sources: [North Dakota Code, Chapter 12-46](#); [North Dakota Department of Corrections and Rehabilitation – Youth Correctional Center](#); [North Dakota ESSA Plan, Title 1, Part D](#)

\*Email exchange with the North Dakota Division of Juvenile Services

## OHIO

<b>Governance</b>	<p>The responsibility to educate youth detained in Ohio belongs to the local juvenile detention facility, which can either provide the education services themselves or contract with students' home local education agency (LEA) or the LEA where the facility is located, an educational service center, or an online community school if they were already enrolled.</p> <p>When youth are adjudicated and committed to state custody, the responsibility is assumed by the Department of Youth Services to provide education services at its three state-run facilities: Indian River, Cuyahoga, and Circleville, which make up the Buckeye United School District and serve male students. Female students are served by the Montgomery County Center for Adolescent Services. Female students with significant behavioral health needs are served by Applewood Centers, a private education service provider.</p>
<b>Accountability</b>	<p>No information regarding accountability could be found in Ohio statute; however, according to Ohio's ESSA Title I, Part D plan, the Ohio Department of Education (ODE) is responsible for accountability efforts related to juvenile education programs. ODE has recently undergone a process to improve data collection and analysis and establish baseline data and improvement targets for students in juvenile justice education programs. ODE is targeting increases in the attainment of regular high school diplomas and/or career-recognized credentials. It's unclear what mechanisms ODE uses to hold education service providers accountable for student outcomes; however, Department of Youth Services education programs are fully accredited by the American Correctional Association.</p>
<b>Funding</b>	<p>In Ohio, funding for education services provided to youth in the custody of the Department of Youth Services is appropriated in the state budget by the legislature.</p> <p>For youth in local detention facilities, the LEA where the facility is located is financially responsible for educating the youth unless the Department of Education determines that another LEA should be responsible.</p>

Sources: [Ohio Code, Title 21, Section 2151.362](#); [Ohio Department of Youth Services – Facilities](#); [Ohio ESSA Plan, Title 1, Part D](#); [Ohio Greenbook LBO Analysis of Enacted Budget, Department of Youth Services \(2019\)](#)

## OKLAHOMA\*

<b>Governance</b>	<p>The responsibility to educate youth detained or committed in Oklahoma local or state-run facilities belongs to the local education agency (LEA) where the facility is located. According to Oklahoma’s ESSA plan, LEAs operate education programs in 39 juvenile detention centers and 16 juvenile correction centers. The Oklahoma Office of Juvenile Affairs also operates the Oklahoma Youth Academy Charter School for juveniles in a secure facility.</p>
<b>Accountability</b>	<p>The Oklahoma State Department of Education (OSDE) is responsible for accountability efforts related to juvenile education programs. OSDE requires annual applications for funding that include dedicated funds for programming that supports successful transitions, data on reenrollment in secondary or postsecondary programs, and information about the percentage of students who attain their high school diploma before exiting a facility.</p> <p>OSDE’s process for assessing the effectiveness of juvenile education programs involves collecting data from LEAs on student outcomes, such as assessment results, engagement in academic and vocational programs, high school diploma and GED attainment, CareerTech certification, and employment. OSDE also administers faculty surveys and conducts on-site visits and desktop monitoring. Based on this information, OSDE makes recommendations to state agencies and LEAs regarding the effectiveness of their juvenile education programs.</p> <p>Beyond this, it’s unclear what mechanisms OSDE uses to hold education service providers accountable for student outcomes; however, state-run facilities are accredited by the American Correctional Association.</p>
<b>Funding</b>	<p>The responsibility to fund the education of students detained or committed in Oklahoma belongs to the home LEA. The LEA receives state aid that is 1.5 times the state’s base per-pupil expenditure to fund juvenile education programs and further weighted based on several factors, including the number of students on free and reduced-price lunch, the number of students receiving special education services, and the number of students who are English language learners. The LEA also receives federal ESSA funding.</p>

Sources: [Oklahoma Code 10A-2-5-301](#); [Oklahoma Administrative Code 210:10-1-13](#); [Oklahoma ESSA Plan, Title 1, Part D](#); [Oklahoma Office of Juvenile Affairs – Oklahoma Youth Academy Charter School](#); [Oklahoma State Department of Education – Oklahoma Youth Academy Charter School](#)

\*Email exchange with the Oklahoma Office of Juvenile Affairs

## OREGON\*

<b>Governance</b>	The responsibility to educate youth detained or committed in local and state juvenile facilities in Oregon belongs to the Oregon Department of Education (ODE) under Oregon's Juvenile Detention Education Program (JDEP). Youth in detention facilities are educated under the JDEP, while youth adjudicated and committed are educated under the Youth Corrections Education Program (YCEP). The Oregon Superintendent of Public Instruction contracts with either a local education agency or an education service district to provide education services.
<b>Accountability</b>	ODE is responsible for accountability efforts related to juvenile education programs. Oregon's JDEP is held accountable for dropout rates of students, while under the YCEP, students receive state-generated report cards and the program is held accountable for graduation rates, dropout rates, and statewide assessments, among other metrics. ODE can withhold payment and change education service providers at facilities if programs fail to demonstrate satisfactory outcomes or comply with monitoring requirements.
<b>Funding</b>	In Oregon, funding for the education of youth detained or committed and participating in the state's JDEP or YCEP is appropriated by the state legislature to a state school fund, which is managed by ODE. Funds are made available in a manner that is equal to the formulas used to fund the education of students in the traditional public school system. The JDEP receives 1.5 times and the YCEP receives 2 times the statewide average per-student funding.

Sources: [Oregon Code 327.026](#); [Oregon Code, 336.585](#); [Oregon Department of Education – Education for Youth in the Justice System](#); [Oregon ESSA Plan, Title 1, Part D](#)

\*Email exchange with the Oregon Department of Education



## PENNSYLVANIA

<b>Governance</b>	In Pennsylvania, the responsibility to provide education services to youth detained or committed belongs to the school district where the facility is located.
<b>Accountability</b>	<p>No information regarding accountability could be found in Pennsylvania statute; however, according to Pennsylvania’s ESSA Title I, Part D plan, the Pennsylvania Department of Education (PDE) is responsible for accountability efforts related to juvenile education programs. Each juvenile justice facility and school establishes a joint Program Effectiveness Committee, which is tasked with developing program-specific outcomes and a monitoring plan. PDE or another agency follows up with youth at agreed-upon intervals after their release from the facility to determine and monitor their academic status.</p> <p>It’s unclear what mechanisms PDE uses to hold education service providers accountable for student outcomes.</p>
<b>Funding</b>	Juvenile education programs in Pennsylvania are funded by the home local education agency (LEA) of the student. The school district where the facility is located provides education services to the youth and is reimbursed by the home LEA. PDE is responsible for developing a process for transferring funds from one LEA to another.

Sources: [Pennsylvania Department of Education – Education Services for Students Incarcerated](#) and [Pennsylvania ESSA Plan, Title 1, Part D](#)

## PUERTO RICO

<b>Governance</b>	The responsibility to educate youth detained or committed in Puerto Rico belongs to the Puerto Rico Department of Education (PRDE). Under PRDE is a Correctional School System that is responsible for providing education services to students in the custody of the Juvenile Institution or Adult Correctional Institution.
<b>Accountability</b>	<p>No information regarding accountability could be found in Puerto Rico statute; however, according to Puerto Rico's ESSA Title I, Part D plan, PRDE is responsible for accountability efforts related to educational programs in the state's juvenile justice facilities. To measure the effectiveness of programs, PRDE primarily relies on META-PR, Puerto Rico's high-quality and aligned assessment that measures the proficiency and academic growth of students in the content areas of Spanish, math, and English as a second language in third through eighth and eleventh grade. The META-PR provides data in its achievement-level reports that is disaggregated by content, grade, and benchmark standards among subgroups. These reports facilitate instructional decision-making at the juvenile institution. PRDE conducts technical assistance site visits to assist juvenile institutions and correctional facilities on the successful implementation of the program and ensure compliance with policies and regulations under the Title I, Part D program.</p> <p>It's unclear what mechanisms PRDE uses to hold education service providers accountable for student outcomes.</p>
<b>Funding</b>	No information could be found.

Sources: [Puerto Rico Educational Reform Law of 2018](#) and [Puerto Rico ESSA Plan, Title 1, Part D](#)

## RHODE ISLAND\*

<b>Governance</b>	<p>The responsibility to educate youth detained in Rhode Island belongs to the Rhode Island Department of Children, Youth, and Families (DCYF), Division of Juvenile Corrections. The Division of Juvenile Corrections operates the Rhode Island Training School (RITS).</p> <p>When youth are adjudicated, they can be assigned to either RITS or Ocean Tides, a private facility contracted by DCYF. For limited funding purposes, DCYF is considered a Rhode Island local education agency.</p>
<b>Accountability</b>	<p>No information regarding accountability could be found in Rhode Island statute; however, according to Rhode Island’s ESSA Title I, Part D plan, the Rhode Island Department of Education (RIDE) is responsible for accountability efforts related to educational programs in the state’s juvenile justice facilities. RIDE collects data on programs through the Consolidated State Performance Report and meets with staff from DCYF and the Department of Corrections annually to review the results and set annual academic and career and technical benchmarks. Annual data collection includes vocational outcomes, the number of students who have completed high school or earned a high school diploma, a description of the transition plan, the number of students with a transition plan, the number of students who receive their GED or credits earned toward a GED, and the number of students who have earned a career and technical certificate or other secondary school credential. Students in juvenile education programs participate in state assessments, and RIDE includes these data in its State Report Card system. RIDE also conducts on-site visits to juvenile education programs once every three to five years.</p> <p>There is no established mechanism for accountability, although RIDE will provide technical assistance as necessary.</p>
<b>Funding</b>	<p>Funding for juvenile education programs in Rhode Island is appropriated by the state legislature to the Rhode Island DCYF.</p>

Sources: [Rhode Island Code, Title 214, Chapter 60](#) and [Rhode Island ESSA Plan, Title 1, Part D](#)

\*Phone conversation and email exchange with the Rhode Island Department of Children, Youth, and Families

## SOUTH CAROLINA\*

<b>Governance</b>	<p>The responsibility to educate youth detained or committed in state-run facilities in South Carolina belongs to the South Carolina Department of Juvenile Justice (DJJ), which operates a special school district providing academic and vocational training at the Juvenile Detention Center, three regional evaluation centers, the Empowerment and Enrichment Academy of South Carolina, and Alternative Placement programs.</p> <p>County, municipal, and regional facilities can contract with either the Department of Juvenile Justice or their local education agency (LEA) where the facility is located to provide education services.</p>
<b>Accountability</b>	<p>No information regarding accountability could be found in South Carolina statute; however, according to South Carolina's ESSA Title I, Part D plan, the South Carolina Department of Education (SCDE) is responsible for accountability efforts related to juvenile education programs. SCDE has set goals to monitor and improve student outcomes, including credit accrual, successful transition back to an LEA program, completion of a high school diploma or equivalent, enrollment in postsecondary education or career and technical education, and employment.</p> <p>It's unclear what mechanisms SCDE uses to hold education service providers accountable for student outcomes; however, DJJ education programs are fully accredited by SCDE.</p>
<b>Funding</b>	<p>Funding for the education of youth detained or committed to the custody of DJJ or a local detention center is appropriated by the state legislature to SCDE. The SCDE allocates funding to juvenile education programs using the same provisions as traditional public schools in the state.</p>

Sources: [South Carolina Code, Title 63, Chapter 19](#); [South Carolina Department of Justice – SSDJJ School District](#); [South Carolina ESSA Plan, Title 1, Part D](#)

\*Email exchange with the South Carolina Department of Juvenile Justice

## SOUTH DAKOTA\*

<b>Governance</b>	The responsibility to educate youth detained or committed in South Dakota belongs to the local education agency (LEA) in the school district where the juvenile facility is located.
<b>Accountability</b>	<p>No information regarding accountability could be found in South Dakota statute; however, according to South Dakota’s ESSA Title I, Part D plan, the South Dakota Department of Education (SD DOE) is responsible for accountability efforts related to educational programs in the state’s juvenile justice facilities. SD DOE requires programs to implement curriculum aligned with state standards, maintain qualified staff, conduct pre- and post-assessments, administer all state assessments, implement effective transition activities, and demonstrate increases in the percentage of students obtaining a diploma or diploma equivalent, earning high school credits, and improving mathematics and reading/language arts scores on assessments. SD DOE further mandates that all programs conduct annual needs assessments and program evaluations, which are submitted as part of their application for funds.</p> <p>It’s unclear what mechanisms SD DOE uses to hold education service providers accountable for student outcomes.</p>
<b>Funding</b>	Funding for juvenile education programs is appropriated by the state legislature to the LEA where the facility is located.

Sources: [South Dakota Code, Title 13-28-10](#) and [South Carolina ESSA Plan, Title 1, Part D](#)

\*Email exchange with the South Dakota Department of Corrections

## TENNESSEE

<b>Governance</b>	<p>The responsibility to educate youth detained in Tennessee belongs to the local education agency (LEA) where the juvenile detention center is located.</p> <p>There is only one state-run facility in Tennessee where males ages 13-18 in need of the highest level of security are committed: the Wilder Youth Development Center, operated by the Tennessee Department of Children’s Services. It’s unclear where female students are committed and receive education services.</p>
<b>Accountability</b>	<p>The Tennessee State Board of Education requires LEAs serving students in local detention facilities to administer pre- and post-academic testing to students and benchmark assessments at least every four weeks. Furthermore, juvenile education programs under the Department of Children’s Services are required to meet the same requirements of law, rules, and regulations that have been set for public schools by the Tennessee State Board of Education.</p> <p>For the purposes of ESSA Title I, Part D, the Tennessee Department of Education (TDOE) is responsible for accountability efforts related to juvenile education programs. DOE requires school districts to conduct annual needs assessment, which then informs their funding applications. Data from the Consolidated State Performance Report, including student and facility counts, demographic data, academic and vocational outcomes, and academic performance in reading and mathematics, is also used as a measure of accountability. At least once every three years, TDOE will conduct more in-depth monitoring through either on-site visits or desktop reviews.</p> <p>It’s unclear what mechanisms Tennessee uses to hold education service providers accountable for student outcomes.</p>
<b>Funding</b>	<p>In Tennessee, the financial responsibility to educate youth detained in a local juvenile detention center belongs to the LEA where the facility is located.</p> <p>It’s unclear how juvenile education programs under the Department of Children’s Services are funded.</p>

Sources: [Tennessee Budget, FY 2022-2023](#); [Tennessee Code, Title 37-5-119](#); [Tennessee Department of Children’s Services – Wilder Youth Development Center](#); [Tennessee ESSA Plan, Title 1, Part D](#); [Tennessee State Board of Education Rules 05-01-12](#)

## TEXAS\*

<b>Governance</b>	<p>The responsibility to educate youth detained in Texas is assigned to the local education agency (LEA) where the juvenile detention facility is located; however, students who are detained before adjudication are typically released and sent home while their case works through the court system. When this happens, students are expected to attend their home school.</p> <p>If the student is adjudicated and committed to state custody, the responsibility belongs to the Texas Juvenile Justice Department’s (TJJD’s) State Services Education Program, which operates year-round schools and hires its own principals and teachers.</p>
<b>Accountability</b>	<p>TJJD is responsible for accountability efforts related to educational programs in the state’s juvenile justice facilities. Agency oversight and accountability is provided by an internal audit, an independent ombudsman, an inspector general, and legislative reporting to the legislative budget board and associated legislative committees. TJJD uses student pre- and post-assessments and qualitative and quantitative data to conduct a comprehensive educational needs assessment to inform the educational needs of students in its facilities. Furthermore, TJJD is required to report student academic, career, and vocational progress each year to the Texas Education Agency (TEA). If necessary, the TEA will provide technical assistance and additional guidance to support TJJD in improving student outcomes.</p>
<b>Funding</b>	<p>In Texas, funding for youth detained in local juvenile detention centers belongs to the LEA where the facility is located.</p> <p>Funding for the education of youth committed to TJJD comes from the state general revenue fund, a basic allotment from the Texas Foundation school fund, ESSA, the Individuals with Disabilities Education Act (IDEA), and the Carl D. Perkins Act for career and technical education.</p>

Sources: [Texas Code, Title 2, Subtitle C, Chapter 19](#); [Texas Code, Title 2, Subtitle G, Chapter 37](#); [Texas Code, Title 2, Subtitle I, Chapter 48.257](#); [Texas Education Agency – Foundation School Program](#); [Texas ESSA Plan, Title 1, Part D](#)

\*Email exchange with the Texas Juvenile Justice Department

## UTAH

<b>Governance</b>	The responsibility to educate youth detained or committed in Utah belongs to the Utah State Board of Education, which contracts with local education agencies (LEAs) to provide education services.
<b>Accountability</b>	<p>No information regarding accountability could be found in Utah statute; however, according to Utah’s ESSA Title I, Part D plan, the Utah State Board of Education (USBE) is responsible for accountability efforts related to educational programs in the state’s juvenile justice facilities. Primarily using its Consolidated State Performance Reports, the USBE requires all LEAs to report data including post-transition enrollment in any district, CTE credit accrual, non-CTE credit accrual, completion of an employability credential/certificate, enrollment in a GED program or attainment of a GED, high school diploma attainment, postsecondary education enrollment, job training program participation, postsecondary credit accrual, employment attainment, and attendance following release. USBE conducts on-site reviews of selected programs annually, which includes examining pedagogy, finance, collaboration with other agencies, program implementation, teacher qualifications/licensures, cross-agency supports, quality of instruction, and transition services. In addition, special education service delivery and results are monitored by USBE staff and reported to each facility/school district providing the services.</p> <p>It’s unclear what mechanisms USBE uses to hold education service providers accountable for student outcomes; however, Utah’s juvenile education programs are accredited by Cognia, an international school accreditation organization.</p>
<b>Funding</b>	In Utah, the State Board of Education is financially responsible for providing education services to students who have been detained or committed.

Sources: [Utah Code, Title 53E-3-503](#); [Utah Administrative R277-709-3](#); [Utah Department of Human Services, Juvenile Justice Services – Home Detention](#); [Utah ESSA Plan, Title 1, Part D](#)



## VERMONT\*

<b>Governance</b>	<p>In Vermont, youth detained in a 24-hour residential facility are still educated by their home school unless it's determined that this is not in the best interest of the student.</p> <p>It's unclear what happens when youth are adjudicated delinquent.</p>
<b>Accountability</b>	<p>No information regarding accountability could be found in Vermont statute; however, according to Vermont's ESSA Title I, Part D plan, the Vermont Agency of Education (VEA) is responsible for accountability efforts related to juvenile education programs. VEA mandates that facilities evaluate each student upon entry using the student's school records (including Individualized Education Plans) and a range of assessments designed to determine proficiency in math and literacy, including their progress toward a high school diploma. Each student has an individual educational plan based on their needs that includes education, career and technical skills, employment skills, and additional supports.</p> <p>It's unclear what actions VEA takes to monitor the implementation of plans or collect data from facilities.</p>
<b>Funding</b>	<p>In Vermont, local education agencies are reimbursed by the VEA for education services provided to youth detained or committed by the state. Reimbursements take place twice a year in January and May.</p>

Sources: [Vermont Agency of Education – Interagency Coordination](#); [Vermont Code, Chapter 16, Title 25, Section 1075](#); [Vermont Code, Chapter 28, Title 3, Section 120](#); [Vermont ESSA Plan, Title 1, Part D](#)

\*Email exchange with the Vermont Department of Children and Families

## VIRGINIA

<b>Governance</b>	<p>The responsibility to educate youth detained or committed in Virginia belongs to the state board, agency, or institution holding the youth in their custody. That state entity can either provide the education services themselves with the support of the State Board of Education or contract those services to a local school district or a private non-sectarian entity. The State Board of Education approves the education and training program of any state entity holding youth in custody. There is one state facility operated by the Department of Juvenile Justice and 24 local or regional juvenile detention centers under the authority of local education agencies (LEAs).</p>
<b>Accountability</b>	<p>No information regarding accountability could be found in Virginia statute; however, according to Virginia’s ESSA Title I, Part D plan, the Virginia Department of Education (VDOE) is responsible for accountability efforts related to juvenile education programs. VDOE requires state agencies and LEAs to submit annual applications, administer state assessments, and provide data and evaluate their program through the state’s monitoring process, which is conducted on a three-year cycle. Programs are required to report student outcome data, including improvements in academic performance in math and reading, enrollment in CTE courses, attainment of CTE credentials, attainment of a high school diploma or GED, and successful employment transitions. VDOE previously conducted structured on-site program quality reviews; however, these were discontinued in 2016 due to staffing constraints.</p> <p>It’s unclear what mechanisms VEA uses to hold education service providers accountable for student outcomes.</p>
<b>Funding</b>	<p>Funding for juvenile education programs in Virginia is appropriated by the state legislature in the state budget as “financial assistance for categorical programs.” The agency responsible varies and depends on who has custody of the youth. The financial responsibility for youth detained in local or regional facilities belongs to the Department of Education, which enters into agreements with LEAs to provide education services.</p> <p>For youth in state-run facilities, the Department of Juvenile Justice is the agency financially responsible. In FY21 and FY22, the Department of Education received about \$36 million each year, respectively, while the Department of Juvenile Justice received about \$15.5 million for both years, respectively.</p>

Sources: [2020 Virginia Acts of Assembly, Chapter 1289 \(Budget\)](#); [Commonwealth of Virginia Commission on Youth – State Operated Programs, Education in Juvenile Detention Centers \(2020, October 21\)](#); [Virginia Code, Title 22.1-7](#); [Virginia Code Title 22.1-209.2](#); [Virginia ESSA Plan, Title 1, Part D](#); [Virginia Joint Legislative Audit and Review Commission – Report to the Governor and the General Assembly of Virginia, Virginia’s Juvenile Justice System \(2021\)](#)

## WASHINGTON

<b>Governance</b>	The responsibility to educate youth detained or committed in Washington State belongs to the Office of the Superintendent of Public Instruction (OSPI). There are nine education service districts (ESDs) and more than 25 school districts that provide services to detained or committed youth, including rehabilitation centers, long-term juvenile institutions, community facilities, county detention centers, the Department of Corrections, and county and city jails.
<b>Accountability</b>	<p>OSPI holds education service providers accountable for the academic outcomes of youth in custody. Juvenile justice education programs are held to the same standards and assessments as other public schools within the state. Each of the nine ESDs and Juvenile Rehabilitation Administration Schools are included on the public Washington State Report Card website. Data include the percentage of students meeting ELA, math, and science standards; percentage of students graduating in four years; and attendance. In addition to the state education standards, juvenile justice education programs receiving Title I, Part D ESSA funds are held accountable for ensuring students earn credits that meet state requirements for grade promotion and/or graduation; transitioning students to traditional education programs after their detention or commitment are completed; and ensuring students graduate high school, complete equivalency requirements, become employed, and/or participate in a postsecondary education or job-training program.</p> <p>It's unclear what mechanisms OSPI uses to hold education service providers accountable for student outcomes.</p>
<b>Funding</b>	Funding for juvenile education programs in Washington State is appropriated by the state legislature to OSPI, which allocates the funds to local education agencies, educational service districts, and other education providers that provide education services to youth in custody. The funding for institutional programs allocated by OSPI is based on a formula that includes the annual average full-time equivalent; costs for materials, supplies, and operations; the proportion of juveniles with special needs; differentiated instruction funding; academic reports support; and professional learning days for staff. In the 2020-2021 school year, institutional education programs received about \$17.3 million.

Sources: [Washington Code, Chapter RCW 28A.193](#); [Washington Code, Chapter RCW 28A.194](#); [Washington ESSA Plan, Title 1, Part D](#); [Washington House Bill 1295](#); [Washington Office of Superintendent of Public Instruction – Institutional Education](#); [Washington Office of Superintendent of Public Instruction – Updated Institutional Education Funding Model](#)

## WEST VIRGINIA

<b>Governance</b>	The responsibility to educate youth detained or committed in West Virginia belongs to the State Board of Education. There are 21 facilities in West Virginia across four regions.
<b>Accountability</b>	<p>The West Virginia Department of Education’s (WVDE’s) Office of Diversion and Transition Programs is responsible for accountability efforts related to educational programs in the state’s juvenile justice facilities. The WVDE Office of Diversion and Transition Program’s principals and staff are charged with creating annual School Strategic Plans that are then monitored for completion through the Principal Evaluation process. The WVDE Office of Diversion and Transition Programs hosts quarterly principal meetings to provide technical assistance and assess the changing needs of schools as they work toward the objectives. The WVDE Office of Federal Programs conducts on-site visits to the schools to observe program implementation and provide technical assistance. Facilities are required to conduct a program evaluation at least once every three years to measure progress on objectives, including improvement of student achievement as measured by pre- and post-assessment data, improvement of attendance and discipline, accrual of credits, successful transitions to school-based educational programs operated by a local education agency, completion of a high school diploma or equivalent, participation in postsecondary education and job training programs, and employment.</p> <p>It’s unclear what mechanisms WVDE uses to hold education service providers accountable for student outcomes; however, the West Virginia Board of Education requires juvenile education programs to be accredited by a professional association every three years.</p>
<b>Funding</b>	In West Virginia, funding for the education of youth detained or committed is appropriated by the state legislature to the West Virginia State Board of Education. In FY22, \$662,300 was allocated for education services for detained youth.

Sources: [West Virginia Code, Chapter 49-2-908](#); [West Virginia Board of Education Rule 126-69](#); [West Virginia Department of Education, K-12 Educational Programs – West Virginia Schools of Diversion & Transition](#); [West Virginia ESSA Plan, Title 1, Part D](#); [West Virginia House Bill 2022 \(budget\)](#)

## WISCONSIN

<b>Governance</b>	<p>The responsibility to educate youth detained in Wisconsin belongs to the local education agencies (LEAs) where the local and/or regional juvenile detention center is located.</p> <p>When students are adjudicated and committed to state custody, the responsibility is assumed by the Wisconsin Department of Corrections, which is its own LEA and operates two education programs: Copper Lake School (for girls) and Lincoln Hills School (for boys).</p>
<b>Accountability</b>	<p>No information regarding accountability could be found in Wisconsin statute; however, according to Wisconsin's ESSA Title I, Part D plan, the Wisconsin Department of Public Instruction (WDPI) is responsible for accountability efforts related to educational programs in the state's juvenile justice facilities. WDPI requires all LEAs, facilities, and institutions receiving Title I, Part D funds to complete an annual application that includes budget information and program narratives and to submit end-of-year report data. WDPI also engages in a three-year on-site monitoring cycle that includes compliance and more in-depth program effectiveness evaluation. WDPI expects programs to demonstrate an increase in the number of children and youth returning to school, attaining a regular high school diploma or its recognized equivalent, or obtaining employment after release. After receiving assistance for three years, juvenile education programs must demonstrate improvements on these measures or risk reduction or termination of funding.</p>
<b>Funding</b>	<p>When youth are detained in Wisconsin, the youth's home LEA is financially responsible for the education services. However, the LEA may apply for funding from the Wisconsin Community Youth and Family Aids program, which will reimburse it for the costs expended on providing education services to youth in custody.</p> <p>For state-run facilities, LEAs are billed for the cost of providing education services unless a student has been adjudicated as a serious juvenile offender or is being tried and/or sentenced as an adult. The state defines in statute the costs LEAs are charged by dividing the total budget for each type of care by the projected number of juveniles expected to receive that type of care, divided by 365 days.</p>

Sources: [Wisconsin Code 48.526](#); [Wisconsin Code 938.505](#); [Wisconsin Department of Corrections, Division of Juvenile Corrections](#); [Wisconsin Department of Public Instruction - Education of Students in Jails & Detention Centers](#); [Wisconsin ESSA Plan, Title 1, Part D](#); [Wisconsin Legislative Fiscal Bureau - Juvenile Justice and Youth Aids Program \(2015\)](#)

## WYOMING\*

<b>Governance</b>	<p>The responsibility to educate youth detained in Wyoming belongs to the Wyoming Department of Education.</p> <p>When youth are adjudicated and committed to the Wyoming Department of Family Services, they are sent to one of two facilities: Wyoming Boys' School and Wyoming Girls' School.</p>
<b>Accountability</b>	<p>The Wyoming Department of Education (WDE) is responsible for accountability efforts related to educational programs in the state's juvenile justice facilities. WDE reviews data from these programs on a yearly basis, focusing on data submitted as part of the Consolidated State Performance Report, and compares it to the previous year's data to determine overall program growth and effectiveness. WDE assesses indicators including the number of students accruing course credits, the percentage of students demonstrating growth in reading, the percentage of students demonstrating growth in mathematics, and the number of students graduating from high school or obtaining a high school equivalency certificate. In addition, students enrolled in a facility will have their individual student performance tied to their home school and included in the state's accountability system.</p> <p>It's unclear what mechanisms WDE uses to hold education service providers accountable for student outcomes; however, the Wyoming Boys' School is fully accredited by the Wyoming Department of Education and Cognia, an international school accrediting organization, and the Wyoming Girls' School is also fully accredited by Cognia, an international school accrediting organization. If the accreditation requirements are not met, the facility is placed on an improvement plan.</p>
<b>Funding</b>	<p>In Wyoming, the responsibility for funding the education of youth in local juvenile detention centers belongs to WDE, while the Wyoming Department of Family Services is financially responsible for education services provided to youth who are committed to its custody.</p>

Sources: [Wyoming Boys' School](#); [Wyoming Code, Title 25 Chapters 3 and 4](#); [Wyoming Department of Family Services – Wyoming Boys' School and Wyoming Girls' School](#); [Wyoming ESSA Plan, Title 1, Part D](#); [Wyoming Girls School](#)

\*Email exchange with the Wyoming Department of Family Services

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