New Director’s Institute

Title I

Room 102

Dr. LaTricia Townsend
Alex Charles
Talbot Troy
Anita Harris
Jody Koon
Welcome & Introductions
Agenda

• Allotments
• Eligible School Summary Report
• Community Eligibility Provision
• Schoolwide verses Targeted Assistance
• Title I Supplement, not Supplant
• Parent and Family Engagement
• Parents Right to Know
• Carryover
• Title I Allowable Uses
• Title I Set Asides (focus on Early Learning)
• Private Schools Equitable Services
• Title I, part D
Allotments (Planning vs. Actual)

Handbook Reference p. 11
Planning Allotment

• Each year PSUs are provided with a planning allotment
• This amount is based of current information and will be updated once information is finalized
Actual Allotment

• This amount takes into consideration:
  • The actual amount of funds received by NC
  • Final data of the PSU
  • New and expanding charters

• This amount typically is available mid to late fall

• This will typically cause the application to need updating.
Title I PRC 050

Handbook Reference p. 37-51
Eligible School Summary Report (ESSR)

Handbook Reference p. 34-35
How is ESSR data used?

• To determine Teacher Loan Forgiveness eligibility
• To determine Per Pupil Allocation in CCIP (Building Eligibility and School Allocation) for Title IA
• Authoritative source of Title I status for Student Report Card (SRC)
Who – What – Why

**Who reports?** All PSUs (Districts, Charter Schools and Lab Schools), both those that receive Title I funds and those that do not receive Title I funds.

**What is collected?** Total # Children enrolled at the school/ Total # low-income children/ Title I program (or declaring ‘Not Title I’) that will operate during upcoming school year.

**Why is it collected?** Reported to USED and used within CCIP to calculate Title IA Per Pupil Allocations.
Where Does the ESSR Collection Reside?

• As with N or D and TAS, the data collection vehicle is PowerSchool, under Federal – Title I
### What Does ESSR Look Like?

#### Eligible School Summary Report: 2021-2022

**Instructions**
Click on the Edit link beside the School Year. This will take you to the Eligible School Detail to enter the data.

**Approval Status**
After data for all EDDIE schools below is submitted with Record Modified status as Y, an Approve button will display.

---

**ESSR - Total 89 school(s)**

Changing this value may alter Record Modified status of some school(s).
Select option used to determine poverty percentage:  
- [ ] 1  
- [x] 2  
- [ ] 3

1. Direct certification data only for all schools
2. Direct certification data in CEP schools and household applications in non-CEP schools
3. Direct certification data for all CEP and non-CEP Schools with a 1.0 multiplier

**In EDDIE:** [ ] Yes  |  **Record Modified:**[ ] Yes  |  **Schools:** [ ] Yes

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Determine Poverty Percentage

Select option used to determine poverty percentage:

1 – Direct certification data only for all schools
2 – Direct certification data in CEP schools and household applications in non-CEP schools
3 – Direct certification data for all CEP and non-CEP schools with a 1.6 multiplier

**Option 1**: Enter Only Direct Certification in All Schools (CEP and Non-CEP)

- \# Low-Income Students = \# Direct Certification

**Option 2**: Direct Certification in CEP Schools & Household Applications in Non-CEP Schools

- CEP = \# Low Income Students = \# Direct Certification
- Non-CEP = \# Low Income = \# Free and Reduced

**Option 3**: Direct Certification in All Schools regardless of being CEP or Not & Use 1.6 Multiplier in All Schools

- \# Low Income Students = \# Direct Certification
Eligibility – Program Model Determination
Business Rules for Determining

- $0 \leq \text{Poverty} \% < 40\%$ indicates TAS-TAS or TAS-SW
  - If ‘TAS-SW’ is selected, user must provide a Program Justification (Waiver or Grandfather)
- $40\% \leq \text{Poverty} \% \leq 100\%$ indicates SW-SW or SW-TAS
  - The user is prompted to input ‘# Students Served TAS’
  - The user is prompted to input ‘Grades Served TAS’ (must fall within school’s grade span)
What if Changes are Needed?

• After you have completed the ESSR it can take 24 to 72 hours to populate in the CCIP
• If changes are needed after submission, e-mail anita.harris@dpi.nc.gov and request your ESSR to be “unsubmitted” – include the name of your PSU and your LEA number
• After editing and submitting changes, it can take another 24 to 72 hours to re-populate in the CCIP
Community Eligibility Provision (CEP)

Handbook Reference p. 38
What is Direct Certification?

• Direct certification is the process under which LEAs certify children who are members of households receiving assistance under the Food Stamp program, Cash Assistance (formerly TANF) or FDPIR as eligible for free school meals, without further application, based on information provided by the State/local agency administering those programs.
What is CEP?

• Section 104(a) of the Healthy, Hunger Free Kids Act of 2010 amended the National School Lunch Act to provide an alternative to household eligibility applications for free and reduced price meals in high poverty LEAs and schools.

• CEP allows eligible schools to provide breakfast and lunch to all students free of charge without the burden of collecting and processing school meal applications. Schools that have adopted CEP are reimbursed using a formula based on the percentage of enrolled students participating in other Federal assistance programs.

• Important note: CEP is a grant from the USDA, however direct certification is not dependent upon CEP.
What are the Requirements for Participation in CEP?

• The LEA, school(s), or cluster of schools must have a minimum of 40% “identified students” based on enrollment; this is not the same as the percent of students eligible for free or reduced-price meals.

• LEA must agree to provide meals to all students at no cost

• LEA must cover costs not provided in federal meal reimbursement with NON-federal funds

• LEA must NOT collect household applications in CEP schools
SW vs TAS

Handbook Reference p. 44
Title I Program

• School by school decision
• Two program models
  • Schoolwide
  • Targeted Assisted School
Schoolwide (SW)

- The most flexible of the Title I program
- Must be at least 40% poverty
- Focus on school wide supports
Targeted Assistance School (TAS)

- Focused on the most at-risk students only
- Funds can only be spent to support the identified students
- At least 35% poverty unless using the 125% rule
- PowerSchool data collection required
Title I Supplement, Not Supplant

Handbook Reference p. 37-38
Supplement, not Supplant

• The supplement, not supplant test for Title I is the methodology.

• The methodology is the formula for how all state and local supports are provided to the schools (funds, allotments, etc.)
STATE FUNDS

Instruction Supply Allotment--$35 per child to all K-12 schools

Nursing Supplies--$100 to every K-12 school

ACT/SAT Prep--$1000 allotted to every high school

PSAT—$15 per student based upon 75% of 10th graders enrolled in the school

LOCAL FUNDS

Guidance Office Supplies--$250 for each elementary school, $300 for each middle school, and $1000 for each high school

Furniture and Equipment (local capital outlay)--$3 per student to all K-12 schools

PowerSchool Supplies--$500 to all K-12 schools

General Office Supplies--$500 to each K-12 school plus $150 per student
Parent & Family Engagement (PFE)

Handbook Reference p. 38-39
Parent and Family Engagement (PFE)

• ESSA intends for parents to be an integral part of the educational journey of their children.
  • We understand that this is a continuum
  • Each PSU should be moving towards fully engaging parents in the fabric of the schools

• 1% of funds are required to be set aside for each school receiving at least $500,000 of allocation
  • Of the 1% set aside, 90% must go directly to the school to support PFE
School/Parent Compacts

• Every Title I school is required to have a school specific, School/Parent Compact

• At minimum it must outline what the school and the parents commit to doing to ensure success of the student(s)

• Other requirements:
  • Elementary schools must have at least one parent teacher conference
  • The compact must be discussed at a parent teacher conference
Parent Events

• The school is expected to hold a variety of parent events designed to engage parents in the school and build capacity for them to be able to assist their children with educational task.
Parents Right to Know
Notification Requirements

- Teacher Qualifications
- Achievement level and academic growth of the student
- Timely notification when a student is taught 4 or more consecutive weeks by an unlicensed teacher
- At the beginning of the year, the parents must be notified they can request any testing information (participation, policy, procedure, etc.)
- Testing information and schedule must be publicly available
Carryover

Handbook Reference p. 43
Carryover Limitation

- Title I is the only Title area that has a limitation – although others are encouraged to adhere to this limit as well.
- The limitation is 15% as of September 30th (15 months after the funds are allotted)
- Outside of EDFlex, only one waiver can be granted every three years
- If the PSU needs a waiver, they will be notified shortly after September 30th
Title I Allowable Uses
Handbook Reference p. 46-49
Allowable Uses

- While an all-inclusive list cannot be provided, a good working list is in the handbook.
- Provides both examples of allowable and unallowable costs.
Title I Set Asides
Handbook Reference p. 50
Title I Allowable Set Asides

• Administrative (not to exceed 12% of planning allotment)
• School Improvement Interventions (CSI/TSI Schools)
• Financial Incentives or Rewards for recruitment and retention for CSI/TSI schools (5% maximum)
• Professional Development for Teachers in Title I schools
• Parent and Family Engagement (1% minimum for allotments above $500,000)
• Homeless Children and Youth Services (Section 1113(c)(3)(A) – Comparable to Title I PPA)
• Foster Care Transportation
• Early Childhood Programs
• Neglected, Delinquent, or At-Risk Services
• Districtwide Instructional Initiative
• Unbudgeted Reserve (not to exceed 10% of planning allotment)
Important Notes

• Set asides are meant to support district wide/level activities

• If activities are school level, they must be budgeted at the school level and come out of the school’s budget – this is due to ESSA per pupil expenditure guidance
Title I Preschool

Handbook Reference p. 41-42
Title I Preschool Overview

- Non-Regulatory Guidance Early Learning in Every Student Succeeds Act
- NC Federal Programs Handbook
- Title I Preschool NC Standards and Procedures
- NC Preschool Early Learning Standards
- CCSSO/HS Toolkit-New Coordination Requirements/MOU
• **ESEA** - "full educational opportunity" should be "our first national goal."

• **ESSA** – "build on the civil rights legacy of the original law by providing protections for our most vulnerable students and directing federal resources toward programs and strategies that help all students thrive."
ESEA as amended by ESSA

- Early learning is woven throughout the ESEA, as amended by the ESSA, as a means of addressing education equity in order to eliminate disparities in student achievement and support students’ school success.

- With this reauthorization, the ESEA has been transformed from a K–12 education law to one which envisions a preschool through 12th grade (P–12) continuum of learning.
ESEA as amended by ESSA

• The Department’s strategic goal for early learning is to improve the health, social-emotional, and cognitive outcomes for all children from birth through third grade. This will ensure that all children, particularly those with high needs, are on track to graduate from high school college and career ready.

• This guidance is intended to remind State and local decision-makers about the importance of investing in early learning and highlight the opportunities available under the law to strengthen early education and provide examples of how States and local communities may support young children’s success in school.
Federal Programs Handbook

pp.41-42

- DOE Non-Regulatory Guidance Early Learning in ESSA
- Title I Preschool NC Standards and Procedures
- North Carolina's Early Learning Standards (aligned to SCOS)
- Toolkit-New Early Childhood Coordination Requirements in the ESSA-for pr....pdf (ccsso.org)
Title I Preschool NC Standards and Procedures

- Funding
- Eligibility
- Funding Options
Funding

• A Title I school may use a portion of their Title I allocation to operate a preschool program

• A PSU may reserve an amount from its total allocation to operate a preschool program for eligible children in the PSU as a whole or for a portion of the PSU

• A PSU may reserve an amount from its total allocation and use those funds to support other comparable public early childhood education programs to operate Title I preschool programs such as Head Start.
Eligibility

- Children who are younger than the age of five by August 31 (The kindergarten eligibility cutoff date)

- Children living within the local program's designated attendance area are eligible to apply for enrollment in the Title I preschool program

- Most at risk students- identified on basis of multiple, educational related, objective criteria
  - Screening results
  - Teacher/Parental Input
  - Rank order list
  - Roster of students
  - Family income for prioritizing
Several Funding Options

Title I Preschool
- Uses Title I dollars only

Blended Preschool
- Uses Title I dollars with other preschool dollars
- Title I contribution determined by % of Title I children in each preschool class

Dual Enrollment
- Uses Title I dollars with state funded preschool dollars
NC Foundations for Early Learning and Development

- NC ELDS aligned with the NC SCOS
- NC ELDS aligned with NC ELI (KEA)
- NC ELDS aligned with NC approved Preschool Curricula and Assessment
Memorandum of Understanding

- The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), requires local educational agencies (LEAs) receiving Title I funds to develop agreements with Head Start and other early childhood providers to increase coordination.

- Formal document required between LEAs and Head Start

The “Elementary and Secondary Education Act” (ESEA), as amended in 2015 by the “Every Student Succeeds Act” (ESSA), requires local educational agencies (LEAs) receiving Title I funds to develop agreements with Head Start and other early childhood providers (if feasible) to increase coordination.
Private Schools Equitable Services

Handbook Reference p. 9-11 & 36
Equitable Services to Private Schools Under ESEA

Topics

1. Who
2. What (Definition)
3. Information Sources
4. Overview of Three Phases
5. Public Control of Funds
6. Summary for Each Grant
Topic 1. Who Has to Do This?

All school districts

No private schools in your district...

Charter and LAB schools exempt in NC

...possible inter-district students going out-of-district (Title I-A)
Topic 2. Definition of Equitable Services

activities implemented by school districts based on identified need...

...using funds calculated on the basis of a count of certain student

| Services not funding | Funding is key to equitability |
The 6 affected grants:

- Title I-A
- Title II-A
- Title IV-A
- Title III-A
- Title I-C
- Title IV-B

5 consolidated

21st Century

IDEA and CTE not addressed by FPMS
Topic 3. Information

- **DPI Equitable Services web page**
  - Series of FPMS memos
  - Other Resources from FPMS and USED

- Weekly FPMS Update (email)

- Contact me at any time!
  - Talbot.Troy@dpi.nc.gov
  - 984-236-2797
3. Information

Corrections to the Handbook

*Summary of Topics and Assurances* has been updated. See web page for PDF.

Two (not three) notification attempts are required prior to determining that a private school is non-responsive
Topic 4. Three Phases of Equitable Services

- Notification/Invitation
- Consultation
- Provision of Services
4. Three Phases

Notification/Invitation ➔ Consultation ➔ Provision of Services

- Late winter/early spring
- All in-district schools (Directory updated in January)
- Out-of-district schools? (see 2/19/21 memo)

✓ Directory of Private Schools
✓ Memos

on our web page
4. Three Phases

- Needs and services
- Proportionate share
- Decisions by mid May or sooner

On our web page:

- Affirmation form
- Summary of Topics/Assurances
- Proportionate Share Calculator
- Memos
4. Three Phases

Notification/Invitation $\rightarrow$ Consultation $\rightarrow$ Provision of Services

- Based on needs
- Ongoing consultation
- Equitable, not equal

On our web page

- 2019 FAQ from FPMS
- USED Guidance
- Memos
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<tr>
<td>✓ Hire and contract</td>
</tr>
<tr>
<td>✓ Supervise, monitor</td>
</tr>
<tr>
<td>✓ Pay invoices</td>
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<tr>
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<td>✓ Identify needs</td>
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<td>✓ Count students</td>
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<tr>
<td>✓ Make staff/student available</td>
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<tr>
<td>✓ Make space available</td>
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<td>✓ Consult (ongoing)</td>
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5. Public Control

**Do:**
Follow district policies for hiring, contracting, invoicing, etc.
Consider private school input regarding vendors, products, etc.

**Do Not:**
Delegate your responsibilities to the private school.
Reimburse private schools for expenses they pay.

**But... it’s OK to reimburse a private school teacher for approved PD travel costs, just as you would a district teacher.**
Topic 6. Summary of Each Grant

Prop Share Calculation: Consultation/Spring
Eligibility for Services: Ongoing, during the implementation year
Typical Services:
6. Summary of Each Grant

Title I-A:

Prop Share Calculation: Poverty & residency (Sec 1117)

Eligibility for Services: Academic need & residency (Sec 1115)

Typical Services: Tutoring and counseling

Notes: Similar to Targeted Assistance Schools (Not TSI, but TAS as opposed to SW)
6. Summary of Each Grant

Title II-A:

Prop Share Calculation: Total enrollment, regardless of residency

Eligibility for Services: All students (or staff) or a subset

Typical Services: PD

Notes: No class size reduction allowed
6. Summary of Each Grant

Title III-A:

Prop Share Calculation: Number of ESL students (Spring)

Eligibility for Services: ESL students, regardless of when identified

Typical Services: Similar to district
6. Summary of Each Grant

Title IV-A:

Prop Share Calculation: Total enrollment

Eligibility for Services: All students or a subset

Typical Services: Varies (USED Guidance)

Notes: Spending parameters apply to the entire PRC 108, including prop share; can’t be imposed on private schools separately
6. Summary of Each Grant

Title IV-B, 21st Century:

- Prop Share Calculation: [Diagram indicating a branch point]
- Eligibility for Services: District consult with a select schools based on proximity to program site.
- Typical Services: [Diagram indicating a branch point]

Notes: Contact us with questions.
Information

- DPI Equitable Services web page
  - Series of FPMS memos
  - Other Resources from FPMS and USED

- Weekly FPMS Update (email)

- Contact me at any time!
  - Talbot.Troy@dpi.nc.gov
  - 984-236-2797
Title I, Part D N or D Funds Headcount

Handbook Reference p. 43 & 53-54
Title I, part D

• Subpart 1
  • For State Operated Programs
  • PRC 047

• Subpart 2
  • Provided to PSUs to support their Neglected or Delinquent student facilities
  • Part of the Title I, part A allocations

• Aggregate – End of year report for all Title I, part D recipients
Where Do the N or D Collections Reside?

• As with ESSR and TAS, the data collection vehicle is PowerSchool, under Federal – Title I
What are the Collections?

- Pt D N or D October Headcount (mandatory, reported to USED)

- Pt D N or D Year End Private School Children Count (optional, not reported to USED, but reported to CEDARS)
What are the Collections?

- Part D N&D Aggregate (PSUs that were Identified Previously)

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Questions