

Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

A. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

1. Transitions Between Correctional Facilities and Local Programs (ESEA section 1414(a)(1)(B)): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

The Minnesota Department of Education (MDE) will continue to collaborate with and support the Minnesota Department of Corrections and locally operated programs to ensure successful and seamless transitions for students between correctional facilities and local programs as well as between local programs and correctional facilities within their respective communities. The following plans, assessments and programs are utilized to assist with these transitions:

- **Personal Education Plan:** When students transition from a locally operated program to a correctional facility, each student, with the assistance of staff, develops a personal education plan (PEP) to lay out the student's education and career goals. The PEP is reviewed at least quarterly by the student and staff to assess the student's progress towards his or her goals and to update the plan as needed. As part of the work in creating a PEP, facility staff work with the student's prior schools and/or education settings to transfer earned credits as appropriate, and subsequently, ensure that the PEP reflects the credits earned and credits necessary to allow the student to be on track to graduate with their peers upon returning to their locally operated program.
- **College and Career Readiness/Job Training:** Each student will be administered the *CareerScope Computerized Aptitude and Interest Test* to assist. In addition, students with senior status will complete the Southeast Technical College *Career Exploration* course during spring quarter.
- **Assistance with Locating Transition Program/Services:** Students unable or unwilling to return to their home school upon exiting the facility will receive assistance from staff, in collaboration with the student's resident district, family and the student, to find an appropriate program elsewhere and continue to work with the student and others to ensure that an appropriate educational placement is maintained.
- **Check & Connect:** The Department of Corrections partners with local organizations to facilitate a Check & Connect program. The program pairs each student with a mentor in their community prior to transitioning back into their communities, allowing a positive relationship between mentor/mentee to

be developed before the student reintegrates. Mentors focus on increasing a student's attendance, persistence in academic pursuits, accrual of credits, and school completion, as well as decreasing truancy, tardiness, behavioral referrals and dropouts.

2. Program Objectives and Outcomes (ESEA section 1414(a)(2)(A)): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

Program objectives and outcomes of Minnesota's Title I, Part D program describe how students in the program will: 1) improve achievement in reading and mathematics; 2) accrue course credits and are on track to graduate; 3) make successful transition to a regular program or other educational program; and, 4) participate in postsecondary education, career and technical education, or employment. Minnesota utilizes a variety of methods to assess the effectiveness of the program objectives and outcomes.

Reading and math achievement. In order to assure that students are on grade level, students will increase their reading and math skills in order to be at a similar skill level to their peers when returning another locally operated program such as a school or other local facility. Pre-tests are administered to students upon enrollment. Post-tests are administered to students that have been enrolled in the program for at least one quarter prior to exiting the program. Outcomes are established based on the local formative or summative assessment.

Credit accrual. Minnesota's monitors credit accrual through data submission by each program. Neglected or delinquent students are included in expected graduation outcomes at the state and district level.

Transitional/Career counseling services. Minnesota uses a variety of methods to ensure appropriate transitional services. For example, students take the *CareerScope Computerized Aptitude and Interest Test* and/or a Minnesota Career Information System career assessment and complete state-required career exploration activities. Students are provided supports and offered learning options through collaborative and alternative methods, such as a manufacturing credential program which is offered with options for carpentry and machine tool technology credentialing. Data are collected regarding participation and outcomes.

Postsecondary education, career and technical education, or employment. Minnesota utilizes the number of students employed or entering postsecondary education after receiving their GED or diploma. MDE uses the information provided in annually submitted program reports to assess the effectiveness of the programs in improving students' vocational and technical skills and postsecondary or career outcomes.

MDE utilizes assessment data to pinpoint areas of program improvement to provide technical assistance.