

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

4. 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 PED has identified this as priority areas in ensuring students are supported as they enter, reside at, and are released from facilities. These students are considered significantly at-risk yet as they are released from incarceration they are left to reintegrate back into student populations with no support. The NMPED employs a Title I Part D Coordinator whose responsibilities include serving as a transition specialist. The Title I Part D Coordinator also works with a cooperative assigned to the state supported educational programs including juvenile justice and correctional education programs the cooperative assigned to the state supported educational programs including juvenile justice and correctional education programs. This position will focus on the transition of students between facilities, the provision of Pre-employment Transition Services (PETS) for students with disabilities and the secondary transition requirements under the IDEA and collaborate with other NMPED divisions and offices on such service. NMAC provides specific requirements regarding timely graduation and support for students who experience disruption in their education. This includes students adjudicated due to neglect and delinquency. Whenever a student experiencing a disruption in his/her education transfers to a new school, the receiving school or school district must communicate with the sending school within two days of the student's enrollment. The sending school or school district must provide the records within two days of having received the communication. NMAC also provides requirements for Partial Credit to establish the parameters for awarding partial credits to students identified as adjudicated or mobile and who experience classroom disruption.

When transferring to a new school, students experiencing disruption in their education shall have a priority placement in classes that meet state graduation requirements and timely placement in elective classes that are comparable to those in which the student was enrolled in the previous school. High school students must receive timely assistance and advice from counselors to improve college and career readiness and equal access to participation in career and technical programs or other special programs in which the student qualifies.

Assisting youth transitioning between correctional facilities and LEAs will be driven by implementation of the State Correctional Education Self-Assessment (SCES) released by the US Department of Education (ED), Office of Special Education Programs (OSEP), earlier this school year. The implementation will be a collaborative effort of the PED Title I and Special Education bureaus. The PED will also utilize the third edition of the Transition Toolkit released in December 2016 by the National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC). In addition, as part of OSEP's differentiated monitoring process correctional education, graduation and drop-out rates were selected for intensive

technical assistance. In the fall of 2016, the PED participated in a three-day on-site technical assistance visit with experts from OSEP, NDTAC and the Office of Safe and Healthy Students. The differentiated monitoring plan will be a part of the state's ESSA plan.

The PED has developed a multiyear phase-in of the SCES in collaboration with the Center for Technical Assistance for Excellence in Special Education (TAESE). This work will focus on comprehensive and effective agreements between facilities and LEAs; participation in required assessments and accurate data collection and reporting; effective instructional practices and staff development; and effective transition processes including the transfer of student records between facilities and LEAs.

All students in grades 8 through 12 in New Mexico are required to develop and have in place, a Next Step Plan (NSP). The NSP identifies students' postsecondary interests, and sets forth the studies he or she will need to complete in order to be on track for graduation. For students with disabilities, NSP requirements are incorporated into Individualized Education Program (IEP) transition plans. Facility and LEA compliance and communication regarding these plans will be a component of the PED plan. Elements of the following components of effective transition between LEAs and correctional facilities will be incorporated into the PED transition work:

- Interagency collaboration between entities such as correctional education staff at facilities, LEAs, and community-based programs such as mental health and social services;
- Intra-agency collaboration regarding the administration of state and district assessments, including those required for graduation under NM law. Collaborative agreements include the reporting of the students' progress at the LEA, correctional facility, school and state level for all students.
- Cooperative agreements among local agencies that provide transition services;
- Team-based planning: IEP team; correctional counselors; incarcerated youth and family members; general and special educators; and community agency personnel;
- Planned sequence of services after release; wraparound (as opposed to fragmented) services to deliver comprehensive and coordinated services; coordinated system of care encompassing all aspects of the youth's life; individualized services that focus on the strengths of the youth and his/her family;
- Outcomes-focused planning: detailed focus on youth outcomes, including those specified in a youth's IEP;
- Pre-release training in social skills, independent living skills, career exploration, vocational education, and pre-employment training;
- Tracking and monitoring: systematic and continual monitoring of youth through the system; periodic evaluations of transition processes; databases to track and monitor student progress
- The creation of indicators to assess transition planning between correctional facilities and LEAs.

5. 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.

The program outcomes and objectives were developed in collaboration with Part D Subpart 1 and Subpart 2 representatives. Program outcomes and objectives will support NM's differentiated monitoring plan. As Part D programs are implemented consistent with the ED SCES and Part D program requirements, outcomes for students in correctional facilities will be measured by program objectives and outcomes listed below. Data in each of these areas will be collected through the yearly Title I Part D End of Year Report. The PED will work with each Subpart 1 and Subpart 2 facility to monitor progress on these objectives and outcomes mid-year and end of year.

Goal 1: Provide educational opportunities for all students enrolled in Title I Part D funded programs in school districts and state supported programs to gain the academic skills needed to earn a high school diploma or the equivalent.

- **Objective 1a:** Students in Title I Part D funded programs in school districts and state supported programs will increase proficiency in reading.
 - Outcome 1a(i): 50% of students in an adult correctional facility will show an increase on the reading assessment from pre-test to post-test over the course of their stay in the facility.
 - Outcome 1a(ii): 50% of students in a juvenile correctional facility will show an increase on the reading assessment from pre-test to post-test over the course of their stay in the facility.
 - Outcome 1a(iii): 50% of students in a juvenile detention facility will show an increase on the reading assessment from pre-test to post-test over the course of their stay in the facility.
 - Outcome 1a(iv): 35% of students in a behavioral health or other type of facility will show an increase on the reading assessment from pre-test to post-test over the course of their stay in the facility.
 - Outcome 1a(v): 25% of students in an adult correctional facility will show an increase of at least one grade level on the reading assessment from pre-test to post-test over the course of their stay in the facility.
 - Outcome 1a(vi): 25% of students in a juvenile correctional facility will show an increase of at least one grade level on the reading assessment from pre-test to post-test over the course of their stay in the facility.
- **Objective 1b:** Students in Title I Part D funded programs in school districts and state supported programs will increase proficiency in mathematics.
 - Outcome 1b(i): 50% of students in an adult correctional facility will show an increase on the mathematics assessment from pre-test to post-test over the course of their stay in the facility.
 - Outcome 1b(ii): 50% of students in a juvenile correctional facility will show an increase on the mathematics assessment from pre-test to post-test over the course of their stay in the facility.

- Outcome 1b(iii): 50% of students in a juvenile detention facility will show an increase on the mathematics assessment from pre-test to post-test over the course of their stay in the facility.
- Outcome 1b(iv): 35% of students in a behavioral health or other type of facility will show an increase on the mathematics assessment from pre-test to post-test over the course of their stay in the facility.
- Outcome 1b(v): 25% of students in an adult correctional facility will show an increase of at least one grade level on the mathematics assessment from pre-test to post-test over the course of their stay in the facility.
- Outcome 1b(vi): 25% of students in a juvenile correctional facility will show an increase of at least one grade level on the mathematics assessment from pre-test to post-test over the course of their stay in the facility.
- **Objective 1c:** Students in Title I Part D funded programs earn credits toward a high school diploma or equivalent.
 - Outcome 1c(i): 80% of students in a juvenile correctional facility earn secondary school course credits.
 - Outcome 1c(ii): 50% of students in a juvenile detention facility earn secondary school course credits.
 - Objective 1d: Students in Title I Part D funded programs earn a high school diploma or equivalent.
 - Outcome 1d(i): 60% of students in an adult correctional facility earn a high school diploma or equivalent.
 - Outcome 1d(ii): 60% of students in a juvenile correctional facility earn a high school diploma or equivalent.

Goal 2: Provide services to all students enrolled in Title I Part D funded programs in school districts and state supported programs to facilitate their successful transition to enrollment in public school, another care facility, postsecondary education, career technical education, or employment.

- **Objective 2a:** Records are shared between public schools, state-supported schools, correctional facilities, and treatment centers in a timely manner.
 - Outcome 2a: Facilities and LEAs will provide records within 10 business days of a student’s transfer to another facility or LEA.
- **Objective 2b:** Students in facilities will be provided with support services, such as tutoring, mentoring, counseling, social work services, re-entry orientation programs, etc., to ensure opportunities to continue their education or find employment.
 - Outcome 2b: Facilities and LEAs will provide all students (subject to safety constraints) with at least one of the following: tutoring, mentoring, counseling, social work services, and re-entry orientation programs.
- **Objective 2c:** Students in facilities will be provided opportunities to enroll in career technical education, job training programs, or life skills courses.
 - Outcome 2c: 25% of students in state facilities will enroll in job training programs and/or obtain employment within facilities.