

**Kansas Consolidated State Application**

**Section: Title I, Part D – Children and Youth Who Are Neglected,  
Delinquent, or At-Risk**

*Submitted to*

**United States Department of Education  
Office of Elementary and Secondary Education  
Washington, D.C. 20202**

*Submitted by*

**Kansas State Department of Education  
120 SE 10<sup>th</sup> Avenue  
Topeka, KS 66612-1182**

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Title I, Part D – Children and Youth Who Are Neglected, Delinquent, or At-Risk [Goals 1,2,5]

- a. Describe the program goals, performance indicators, performance objectives, and data sources that the State has established for its use in assessing the effectiveness of the program in improving the academic and vocational and technical skills of students participating in the program.*

Schools in Kansas have participated in Quality Performance Accreditation (QPA) system since the early 1990s. As required by state law, institutions for neglected or delinquent children must participate in QPA as they are not accredited as separate schools. Through QPA, schools must set targets that specifically address reading and mathematics; schools must collect and analyze data; and schools must adjust programs based on their data analysis. The accreditation system is based on state assessment results and improvement of the results over time. Students in the institutions for neglected and/or delinquent are part of this system and must also participate in the assessments.

Students in institutions for neglected and/or delinquent institutions are at a disadvantage because of the short term services they are provided; thus, they face a greater challenge in becoming proficient in reading and mathematics and in graduating from high school. The KSDE has adopted the ESEA goal 1 (By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics) and goal 5 (All students will graduate from high school). To address this need and to reflect progress toward meeting these goals, data on the following indicators will be collected from Title I, Part D programs:

- Indicator 1.1 The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment;
- Indicator 1.2 The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in mathematics on the State's assessment;
- Indicator 5.1 The percentage of students who graduate from high school each year with a regular diploma;
- Indicator 5.2 The percentage of students who drop out of school.

In addition, the KSDE has determined the following objectives are critical to providing effective programs:

- Objective 1: Students, who leave an institution or are moved from one facility to another, will have their school records sent to the new school or facility within 24 hours.
- Objective 2: Institutions will develop and implement strategies that result in effective transitions from one school to another.
- Objective 3: School credit accrual will transfer from one school to another.
- Objective 4: Students will enroll in school or obtain employment after leaving the institution.
- Objective 5: There will be limited or no interruption of educational services when students are moved from one institution to another.

The data sources for goal 1 and its indicators are the state assessments in reading and mathematics which are used to determine the percent of students proficient in reading and mathematics. LEAs and state agencies participating in Title I, Part D, Subparts 1 and 2 will provide the data for performance goal 5 as part of other required reports including the principal and superintendent's reports. These annual data reports include graduation and dropout rates as well as the number of high school credits earned. Reporting methods for the program objectives will be developed as strategies are implemented during the 2002-03 school year.

***b. Describe how the SEA is assisting projects funded under the program in facilitating the transition of youth from correctional facilities to locally operated programs.***

There are two issues facing correctional facilities that directly impact transition activities. The first is the short length of stay for juvenile offenders; often stays are less than thirty days. The second issue is the movement of juvenile offenders from one facility to another with little or no advance notification. The staff in the facility in which the offender is leaving often does not know where the juvenile is being transferred, thus sharing information to ensure a smooth transition is not possible.

The Kansas State Department of Education provides assistance to Title I, Part D programs that facilitate the transition of youth from correctional facilities to locally operated programs. KSDE staff for example, convene a meeting of the school principals from each of the correctional facilities along with the locally operated programs to discuss barriers and strategies that impact successful transitions. KSDE staff worked collaboratively with the Juvenile Justice Authority and the Department of Corrections to address transition issues that are identified by the principals. When appropriate, special education directors were also involved in designing the transition strategies. Activities such as these will continue to be part of KSDE efforts to meet the transition needs of juvenile offenders.

In addition, KSDE will collaborate with and obtain information from other states who operate highly effective transition programs. This information will be shared with the Kansas programs through regional statewide workshops and regional forums as well as information dissemination activities. .

Finally, KSDE will review the Title I, Part D applications to ensure that state agencies are targeting funds for transition activities. Ongoing, continuous technical assistance will be provided by KSDE and increased opportunities for facilities to network with each other will be provided.

***c. Describe how the funds reserved under section 1418 will be used for transition services for students leaving institutions for schools served by LEAs, or postsecondary institutions or vocational and technical training programs.***

The Kansas State Department of Education has directed state agencies to reserve 15-30% of their allocation of funds for specific transition services. To ensure and enhance transition services provided, the KSDE will, by the spring of 2003, develop a guidance document on effective practices to include services for students leaving institutions for schools served by LEAs, postsecondary institutions, or vocational and technical training programs.

The primary use of the reserved funds will be to facilitate the transition of juvenile offenders from the state-operated facilities to schools served by the LEA.

Support services such as personal, vocational, technical and academic counseling should be considered. State agencies will be encouraged to provide job placement services, vocational and technical training programs, and to develop partnerships with employers and institutions of higher education.

The state agencies will also be asked to prepare written documentation on their use of the funds for transition activities. Included will be summative data on the effectiveness of services provided, including data such as graduation rate, dropout rate and state assessment results as appropriate.