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**Title I, Part D, Subpart 2 Monitoring**

**Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk**

**Supporting Districts through Monitoring**

**Purpose**

The Oregon Department of Education (ODE) Federal Systems Team has oversight and responsibility for local education agency Elementary and Secondary Education Act (ESEA) consolidated program reviews including:

* Title I, Part D, Subpart 2: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

This oversight and monitoring process includes supporting districts in the implementation of these programs through the following:

* Approval of the Continuous Improvement Plan (CIP) Budget Narrative Spending Workbook
* Annual validation and verification of ODE data submissions
* Review of program implementation evidence through both desk and onsite monitoring
* On-site technical assistance.

In addition to ESEA monitoring, through this process, ODE seeks to identify local programs to serve as models of best practices in meeting the needs of students and staff within the various programs being monitored. Programs showing high levels of student academic performance are of particular interest.

**Monitoring Processes**

Districts with facilities that have received funding under this program will be reviewed. A letter to the Superintendent will be sent mid-summer, prior to the school year in which the district will be reviewed. At that time, ODE staff will begin working with the district program coordinator to arrange for a site visit to conduct the monitoring. This site visit will be anywhere from 1 to 3 days.

The indicators that will be examined are listed on Page 2. The District will need to collect all of the documents requested and submit them to ODE within two weeks prior to the scheduled monitoring visit. Some items requested **may have already been previously submitted to ODE**. These items are noted within the indicator and will not need to be submitted again.

Site visits to the School District will include interviews with key district staff regarding the program’s implementation and site visits to participating facilities which also includes interviews with facility staff. Monitors will expect to visit any educational classrooms or centers to observe the education program. District staff should help facilitate any security requirements that may be needed.

Following the site visit, the monitoring team will provide an oral report about the visit and follow-up with a report that will provide feedback on the program as well as any necessary follow-up corrective action. The report will also list commendations to highlight the District’s and facility’s good work and recommendations to provide non-binding suggestions for improvement.

**Information**

Questions should be directed to the State Title I-D Coordinator, Jennifer Engberg at [jennifer.engberg@state.or.us](mailto:jennifer.engberg@state.or.us) or (503) 947-0339.

| **Item** | **Indicator** | **Questions to be answered and/or Evidence to be submitted** | **Comments** | **Status** |
| --- | --- | --- | --- | --- |
| I-D 1 | **Local Educational Agency Application** (SEC. 1423)  Each local educational agency desiring assistance under this subpart shall submit an application to the State educational agency that contains such information as the State educational agency may require. (SEC. 1423) | **Evidence**   * Application has been submitted and approved by the Oregon Department of Education.   ***[ODE staff will verify this and will notify the school district if this item is missing.]***  **Questions to be answered**   1. Describe the Title I-D program and how the funds are being used. |  |  |
| I-D 2 | **Uses of Funds** (SEC. 1425)  Funds provided to local educational agencies under this subpart may be used, as appropriate, for—   1. programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education; 2. dropout prevention programs which serve at-risk children and youth, including pregnant and parenting teens, children and youth who have come in contact with the juvenile justice system, children and youth at least 1 year behind their expected grade level, migrant youth, immigrant youth, students with limited English proficiency, and gang members; 3. the coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education; 4. special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education; and 5. programs providing mentoring and peer mediation. | **Evidence**   * The CIP Budget Narrative has been submitted to the Oregon Department of Education and has been approved.   ***[ODE staff will verify this and will notify the school district if this item is missing.]***   * Detailed Expenditure Reports spanning two years have been submitted to the Oregon Department of Education.   **Questions to be answered**   1. Are the expenditures aligned with the CIP Budget Narrative? 2. Are the expenditures allowable under the statute? 3. Does the LEA maintain Title I, Part D funds in a separate account from other funds? 4. How does the LEA maintain cost controls to prevent fraud, waste and abuse of funds received under this program? |  |  |
| I-D 3 | **Program Requirements for Correctional Facilities Receiving Funds Under this Section** (SEC. 1425)  Each correctional facility entering into an agreement with a local educational agency under section 1423(2) to provide services to children and youth under this subpart shall—   1. correctional facility and the community school; 2. where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under part B of the Individuals with Disabilities Education Act; 3. if the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need; 4. where feasible, provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling; 5. provide support programs that encourage children and youth who have dropped out of school to reenter school once their term at the correctional facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a secondary school diploma or its recognized equivalent; 6. work to ensure that the correctional facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth; 7. ensure that educational programs in the correctional facility are related to assisting students to meet high academic achievement standards; 8. to the extent possible, use technology to assist in coordinating educational programs between the involvement of such children in delinquent activities; 9. coordinate funds received under this subpart with other local, State, and Federal funds available to provide services to participating children and youth, such as funds made available under title I of Public Law 105-220, and vocational and technical education funds; 10. coordinate programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable; and 11. if appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth. | **Evidence:**   * Contract or Memorandum of Understanding between the LEA and the Correctional Facility   **Questions to be answered**   1. How is the facility coordinating with the students’ home school? 2. How are special education services being provided for students with disabilities? Are those services being coordinated with students’ home school? 3. What transitional services are being provided to assist students to remain in school and support families following the student’s term in the facility? 4. What coordination with drug and alcohol abuse prevention programs and other services are being done on the student’s behalf? 5. How does the educational program ensure certified teachers and staff are in place? 6. How does the educational program assist students in meeting high academic standards? 7. If possible, how does the facility use distance learning and technology to support student academic achievement? 8. How does the facility engage and support parents? 9. How does the facility coordinate funds and services with other federal programs and services? 10. How does the facility partner with vocational and mentoring programs? |  |  |
| I-D 4 | **Accountability** (SEC. 1426)  The State educational agency may —   1. reduce or terminate funding for projects under this subpart if a local educational agency does not show progress in reducing dropout rates for male students and for female students over a 3-year period; and 2. require correctional facilities or institutions for neglected or delinquent children and youth to demonstrate, after receiving assistance under this subpart for 3 years, that there has been an increase in the number of children and youth returning to school, obtaining a secondary school diploma or its recognized equivalent, or obtaining employment after such children and youth are released. | **Evidence:**   * The LEA has submitted yearly Consolidated District Performance Review (CDPR) data in a timely manner to the Oregon Department of Education.   ***[ODE staff will verify this and will notify the school district if this item is missing.]***  **Questions to be answered**   1. Has the LEA made progress in reducing dropout rates for students over the previous three years? 2. Has the facility demonstrated an increase in the number of students returning to school, obtaining a high school diploma or GED, or obtaining job training or employment after release? |  |  |
| I-D 5 | **Program Evaluation** (SEC.1431)  SCOPE OF EVALUATION- Each local educational agency that conducts a program under subpart 2 shall evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age, not less than once every 3 years, to determine the program's impact on the ability of participants —   1. to maintain and improve educational achievement; 2. to accrue school credits that meet State requirements for grade promotion and secondary school graduation; 3. to make the transition to a regular program or other education program operated by a local educational agency; 4. to complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and 5. as appropriate, to participate in postsecondary education and job training programs.   **EXCEPTION**- The disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.  **EVALUATION MEASURES**- In conducting each evaluation, a local educational agency shall use multiple and appropriate measures of student progress.  **EVALUATION RESULTS**- Each local educational agency shall —   1. submit evaluation results to the State educational agency; and 2. use the results of evaluations under this section to plan and improve subsequent programs for participating children and youth. | **Evidence:**   * The LEA has submitted the required evaluation to the Oregon Department of Education.   ***[ODE staff will verify this and will notify the school district if this item is missing.]***  **Questions to be answered**   1. How has the program improved the academic achievement of students? 2. How has the program assisted students in earning credit, obtaining a high school diploma or obtaining a GED? 3. How has the program supported students in the transition to a regular or other program following release from the facility? 4. How has the program supported students in obtaining job training and/or employment following release from the facility? 5. How has the facility assisted students in enrolling in a post-secondary program? |  |  |