

>> Jeff Breshears: Welcome to the overview of the Title 1, Part D, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk.

This program is commonly referred to as neglected or delinquent, or simply, N or D. This overview focuses on N or D as it relates to the categorical program monitoring or CPM process.

The purpose of CPM is to review categorical programs for compliance with applicable laws and regulations.

CPM is a joint responsibility of the California Department of Education or CDE, and local education agencies, LEAs.

Compliance on ongoing LEA self-monitoring lead to continuous improvement of programs that served the students of California.

It's a good idea to have a copy of both the N or D instrument and the ongoing self-evaluation tool or offset in front of you for reference.

We will discuss each of these in greater detail as we move through the central part of the presentation concerning the seven CPM dimensions.

>> Lorene Euerle: For our program overview, please go to this link on the U.S. Department of Education website as shown here.

>> Jeff Breshears: The purpose of Title 1, Part D is to provide prevention and intervention programs for children and youth who are neglected, delinquent, or at risk. Specifically, the intent of the law is to provide the same academic opportunity as non-adjudicated youth and to prepare these students for continued education, completion of high school, and/or training for employment.

>> Lorene Euerle: Also, students transitioning from juvenile correctional facilities to further their education or to employment are to receive the support needed for the transition process.

LEAs are to operate programs that serve youth returning from correctional facilities or who are at risk.

>> Jeff Breshears: The Title 1, Part D program is intended to provide educational services that mirror services to non-adjudicated students, and that also address the N or D students' specific needs for the transition from an institution.

>> Lorene Euerle: Now let's turn to the heart of the matter: the State and Federal requirements for implementing an N or D program.

>> Jeff Breshears: The following set of slides will cover each of the seven CPM dimensions.

The program instrument and offset will cover each of these in greater detail.

>> Lorene Euerle: The first dimension covered is involvement.

The legislation is clear about the importance of involving stakeholders in the design, implementation, and administration of the program.

>> Jeff Breshears: The LEA or correctional facility needs to document its procedures for reaching out to and involving parents or agent acting in loco parentis to achieve this goal. The LEA or correctional facilities should document efforts to work with parents or parent agents to demonstrate compliance.

If these efforts did not occur, the LEA or correctional facility must demonstrate why implementation of these procedures was not feasible.

Your offset lists examples of evidence supporting this requirement.

>> Lorene Euerle: Now on the dimension two which addresses the policies, plans, and administrator requirements of the N or D program.

>> Jeff Breshears: The juvenile correctional facility should maintain documentation or other evidence that this coordination has occurred for each student and especially, for those students with an Individualized Education Program or IEP.

In cases where such coordination has not occurred, the LEA or correctional facility must demonstrate why implementation of these procedures was not feasible.

>> Lorene Euerle: While the student is in a juvenile correctional facility, either during the intake process or while attending classes, the juvenile correctional facility determines that a student has an active IEP, or a student is a candidate for evaluation to determine the need for special education services.

>> Jeff Breshears: The juvenile correctional facilities shall notify the LEA in either situation.

The facility will obtain a copy of the active IEP from the student's home LEA or begin the evaluation process.

>> Lorene Euerle: The juvenile correctional facility should strive to develop partnerships and opportunities with local businesses for training, mentoring and work related programs for N or D students.

>> Jeff Breshears: The juvenile correctional facility should maintain copies of agendas or minutes of meetings held with local businesses.

Student training program descriptions or memoranda of understanding, MOUs, between the facility and individual businesses also serve as evidence for the compliance.

>> Lorene Euerle: Next is dimension three: funding.

Each district receiving program funds must meet the program's fiscal requirements and provide the student services that will meet the intended outcomes.

>> Jeff Breshears: The juvenile correctional facility coordinates Title 1, Part D funds with other State and Federal funds.

Fiscal records and activity records demonstrate how the LEA coordinates these funds to provide services to participating students.

The LEA uses Title 1, Part D funds for activities that support N or D student transition from a juvenile correctional facility to a school environment.

>> Lorene Euerle: The LEA operates, draw about prevention programs for children and youth who are at risk of dropping out of school, or for youth returning from correctional facilities.

>> Jeff Breshears: Or, the LEA coordinates health and social services; for example, day-care, drug and/or alcohol abuse counseling and mental health services for children and youth who are at risk, if there is a likelihood that providing such services will help these children complete their education.

>> Lorene Euerle: As appropriate, the LEA provides mentoring and peer mediation programs for N or D students as well as programs to meet their academic needs, such as vocational and technical education, special education, career counseling, or curriculum-based business education.

In addition, the LEAs assist these students in securing student loans or grants for post-secondary education.

>> Jeff Breshears: Now in an introduction to dimension four, standard assessment and accountability.

>> Lorene Euerle: Ongoing monitoring of these dimensions include reviewing and analyzing their relationship among the results of local assessments, State Academic Achievements Standards, student academic performance, and the intended outcomes for the N or D categorical program operated by the LEA.

>> Jeff Breshears: This item is multi-faceted to include the offering of educational programs designed to facilitate students meeting the State academic content standards. Further, this item also looks at student progress, program evaluation, and the utilization of the evaluation data to determine program effectiveness.

>> Lorene Euerle: Which requires the LEA to collect and desegregate data by the four student characteristics listed on the following slide.

>> Jeff Breshears: The LEA analyzes these data to determine the effectiveness on student's ability to attain academic achievement, earn promotion and graduation requirements, transition to a regular education program, and participation in post-secondary education.

The LEA then uses the analysis to modify the Title 1, Part D program to build upon programs strengths and to improve areas of program weakness.

>> Lorene Euerle: Also the LEA determines which test are the most appropriate assessments of its N or D student's progress.

The LEA administers assessments other than State assessments if it has been determined that the State assessments would not provide accurate information about the academic progress of the students.

For example, the facility may choose to use test design to be administered as pre-imposed test upon entry to and exit from the juvenile correctional facility.

Some students' length of stay may not meet the instructional time length requirements of the State assessments.

>> Jeff Breshears: As discussed in items 7.1, the LEA must analyze and use student data results for program evaluation and improvement or modification.

The intent of this item is for an LEA to formally utilize data results and conduct a program evaluation to determine the overall effectiveness of the Title 1, Part D program. And to use a program evaluation to make programmatic changes to improve the Title 1, Part D program.

A copy of the program evaluation should be available to the CPM reviewer.

>> Lorene Euerle: The next CPM dimension is dimension five: staffing and professional development.

>> Jeff Breshears: The LEA or juvenile correctional facility ensures that teachers and other staff are trained and qualified to work with children and youth with disabilities by taking into consideration and addressing the unique needs of each student.

The LEA must demonstrate how the teachers and other staff at the juvenile correctional facility are provided professional development that enables them to work effectively with this special population.

Also, the LEA must document what support is given to the teachers and staff from the special education department and various specialists.

>> Lorene Euerle: Dimension six: opportunity and equal educational access.

There are no N or D program specific items for this dimension. However, items pertaining to N or D for this dimension can be found in the class program instrument.

>> Jeff Breshears: The final CPM dimension is dimension seven: teaching and learning.

This dimension requires that LEAs and juvenile correctional facilities provide participants with core and categorical program services to meet or assess their educational needs.

>> Lorene Euerle: Helping institutionalized student's transition from the juvenile correctional facilities into the community or back to their local schools for further education or to employment, is an important element in the success of the Title 1, Part D program.

Allowable activities include but are not limited to: pupil services, including counseling, psychological and social work services; in-school advocates acting on behalf of the transitioning student; tutoring and mentoring and reentry orientation programs including transition centers and reentry centers in high schools.

>> Jeff Breshears: Support programs are another important component of the transition process for students.  
Successful transition facilitates the students returning to school, finding employment, or obtaining a high school diploma or its equivalent.

>> Lorene Euerle: For questions regarding the Title 1, Part D program, please contact either Jeff Breshears or myself at the above contact information.  
Thank you for joining us today.