

TITLE I PART D -SUPPORTING AT-RISK YOUTH

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Montana Office of Public
Instruction



Putting Montana Students First **A+**

TITLE I, PART D

- Brief Overview of the Law
- Eligibility
- Services available
- Who to Contact

TITLE I, PART D

Subpart I – Pine Hills and Montana State Prison

- Purpose
- Funding
- Transitions

STATE AGENCY / SUBPART 1

ANNUAL COUNT: ELIGIBILITY

State Agency Eligibility

- Agencies responsible for providing free public education to children and youth who are in N or D institutions, **community day programs**, or adult correctional institutions

Facility Eligibility

- Facilities that serve neglected or delinquent children and youth
- Facilities that have an average length of stay of **at least 30 days**

Student Eligibility

- Students who are **20** years or younger
- Students who are enrolled in State-funded regular program of instruction for at least **15 hours/week** if in an adult facility or **20 hours/week** in a juvenile facility or community day program

SCENARIO 1

What is(are) the optimal day(s) to choose for the State Agency count?

Department of Human Services				
	June 1	July 1	Aug 1	Sept 1
Facility 1	200	200	150	200
Facility 2	100	125	175	150

Department of Corrections				
	June 15	July 15	Aug 15	Sept 15
Facility 1	750	635	700	650

SCENARIO 1: ANSWER

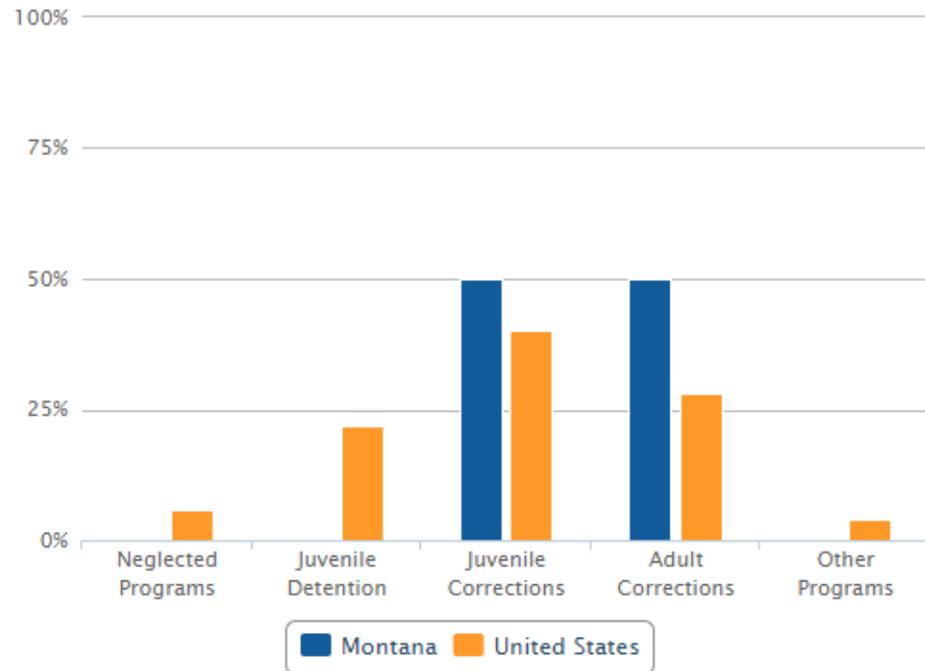
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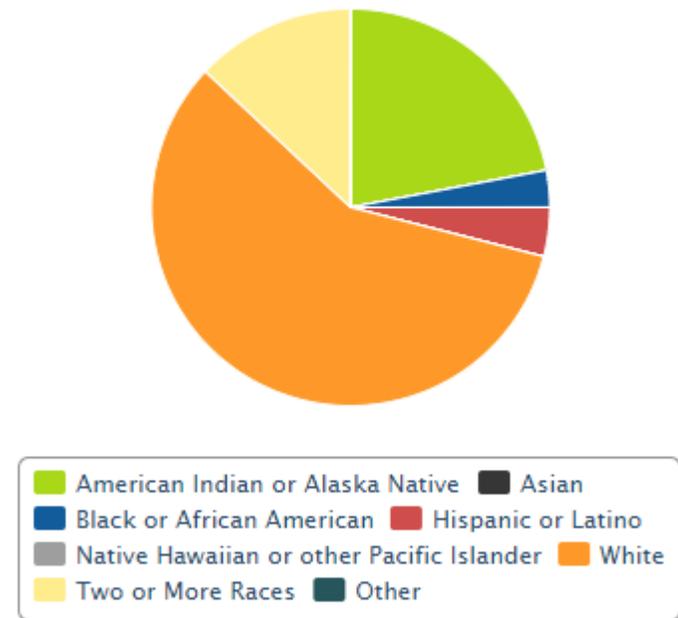
Each facility under a State Agency must use the same day for its Subpart 1 count. However, different State Agencies can use different days. September 1st and June 15 maximize the counts for the Dept. of Human Services and Dept. of Corrections, respectively, and for the State overall.

MONTANA DATA – SUBPART 1

Student Participation By Program Type in 2016-17

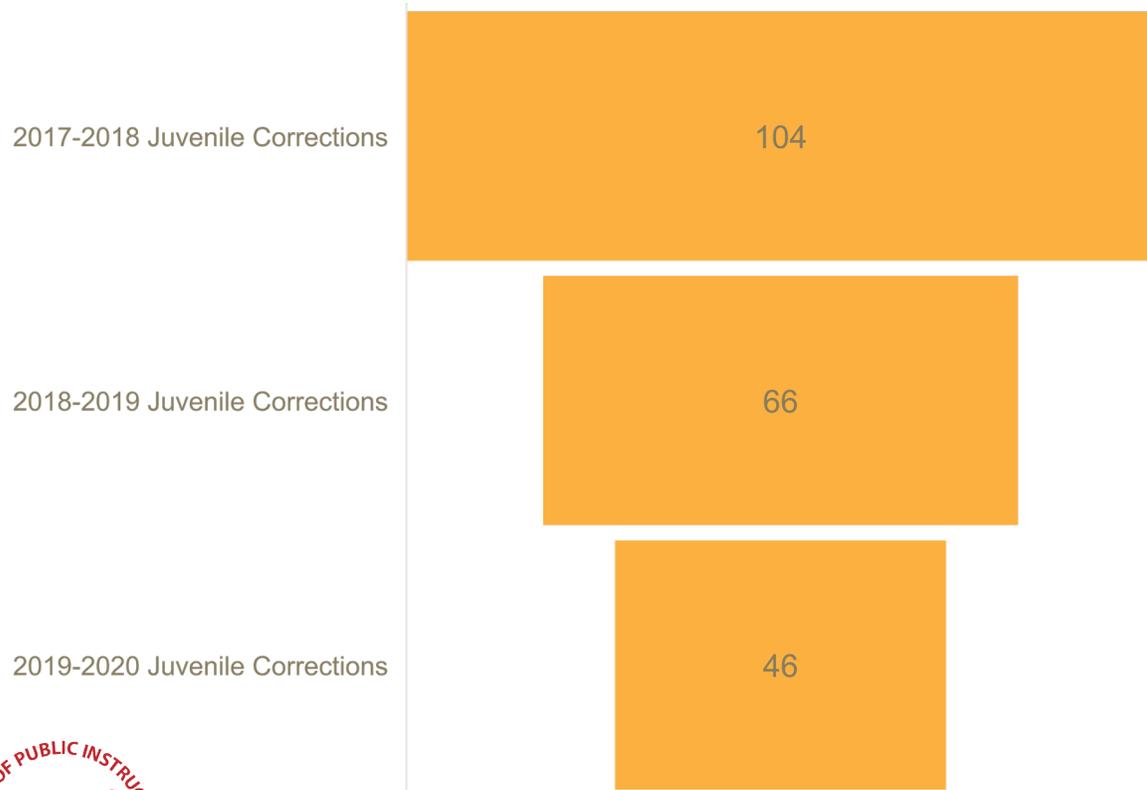


Student Participation by Race/Ethnicity in 2016-17
Montana

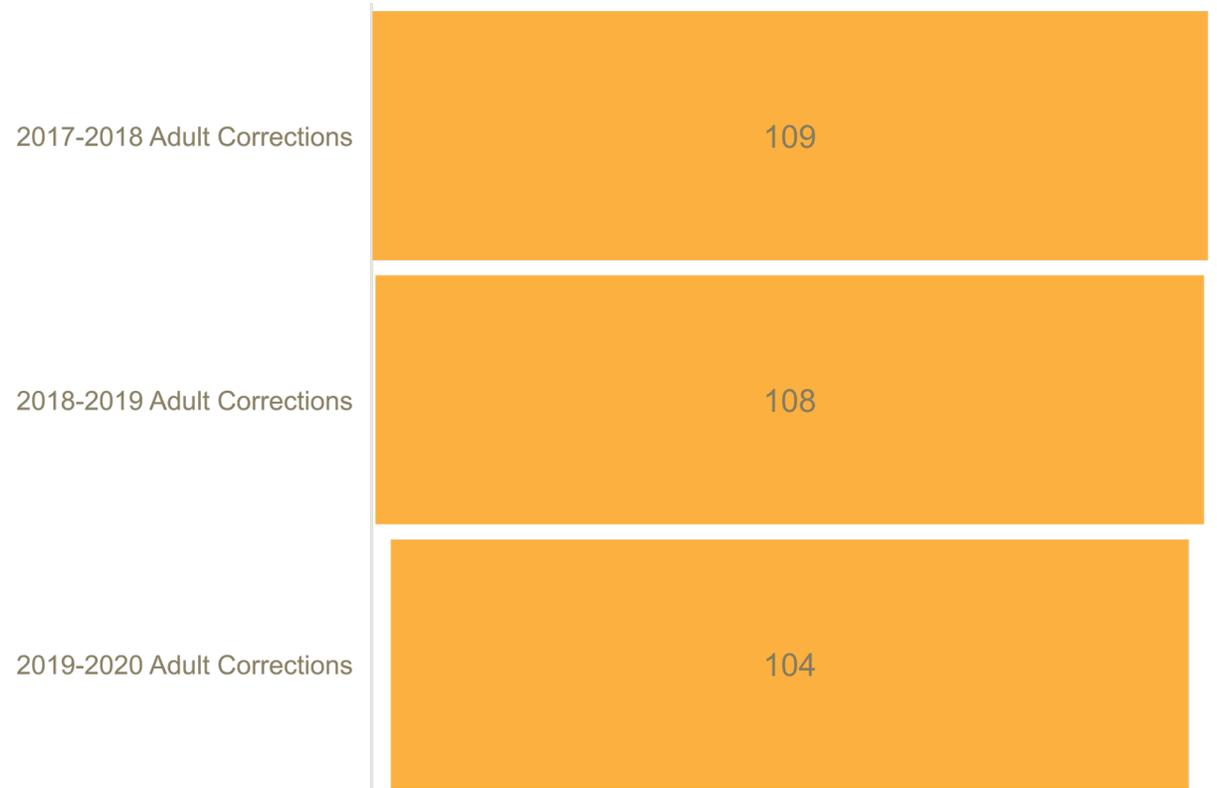


3 YEAR COMPARISON DATA – SUBPART 1

2017-2019 Long Term Juvenile Corrections



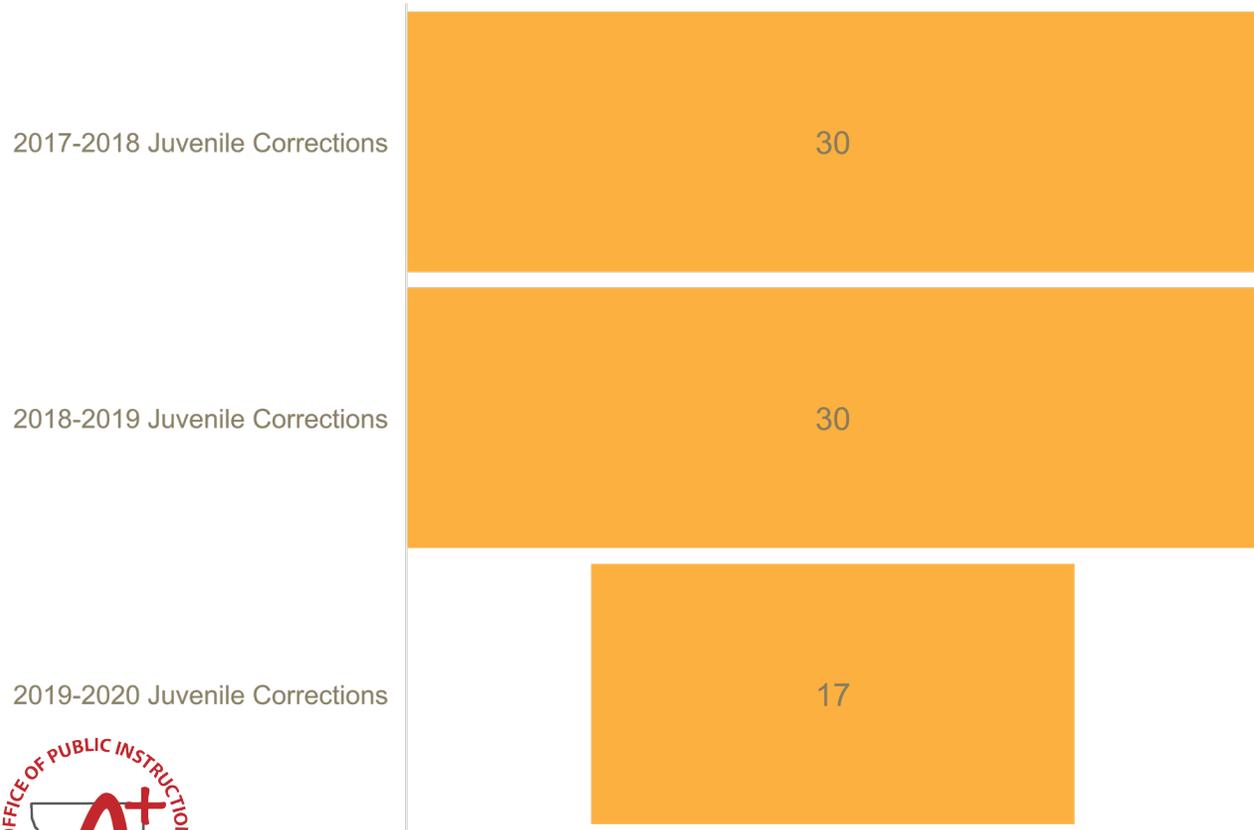
2017-2019 Long Term Adult Corrections



3 YEAR COMPARISON DATA – SUBPART 1

2017-2019 Students with Disabilities in Juvenile Corrections

2017-2019 Students with Disabilities in Adult Corrections



TITLE I, PART D

Subpart 2 – LEAs

- Purpose
- Funding
- Transitions

Local Educational Agency / Subpart 2 Annual Count: Eligibility

Local Educational Agency Eligibility

- LEAs with children and youth in locally operated correctional facilities not operated by the State, including public or private institutions and community day programs

Facility Eligibility

- Locally operated facilities that meet the definition of an institution for children and youth who are neglected, an institution for children and youth who are delinquent, or an adult correctional institution
- Facilities need not have a 30 day average length of stay

Student Eligibility

- Students 5-17 years old
- Students NOT counted in the State Agency/Subpart 1 Annual Count
- Students that reside at a live-in institution or facility for at least one day within the 30-day count window (one day of which must be in October)

LOCAL EDUCATIONAL AGENCY / SUBPART 2 ANNUAL COUNT: COUNT WINDOW

September						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

- An LEA's Subpart 2 count window can start as early as September 2nd or as late as October 31st.
- The window must be for 30 consecutive days and at least one day of that window must be in October.
- The SEA may set the window for all LEAs, or it may allow LEAs and facilities to choose their windows independently.

SCENARIO 2

How many students who reside in a local facility that is designated as a neglect institution should be counted ?

Joe and Kelly are considered neglected and Shawn is considered delinquent.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Joe Kelly Shawn						
Joe Kelly Shawn	Joe Kelly Shawn	Joe Kelly	Joe Kelly	Joe Kelly	Joe Kelly	Joe Kelly
Joe Kelly						
Joe						
Joe	Joe					

SCENARIO 2: ANSWER

How many students who reside in a facility that is designated as a neglected institution should be counted?

Joe and Kelly are considered neglected and Shawn is considered delinquent.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Joe Kelly Shawn	Joe Kelly Shawn	Joe Kelly Shawn	Joe Kelly Shawn	Joe Kelly Shawn	Joe Kelly Shawn	Joe Kelly Shawn
Joe Kelly Shawn	Joe Kelly Shawn	Joe Kelly	Joe Kelly	Joe Kelly	Joe Kelly	Joe Kelly
Joe Kelly	Joe Kelly	Joe Kelly	Joe Kelly	Joe Kelly	Joe Kelly	Joe Kelly
Joe	Joe	Joe	Joe	Joe	Joe	Joe
Joe	Joe	Child Count = 3				

ANNUAL COUNT PROCESSES: HOW ARE STATE AND LOCAL EDUCATIONAL AGENCY COUNTS DIFFERENT?

State Agency Count

In a program for youth who are N or D, including juvenile and adult correctional facilities and community day programs

Enrolled in a State funded "regular program of instruction"*

Enrolled in a program that has an average length of stay of at least 30 days on day of count during the calendar year

20 years of age or younger

Local Educational Agency Count

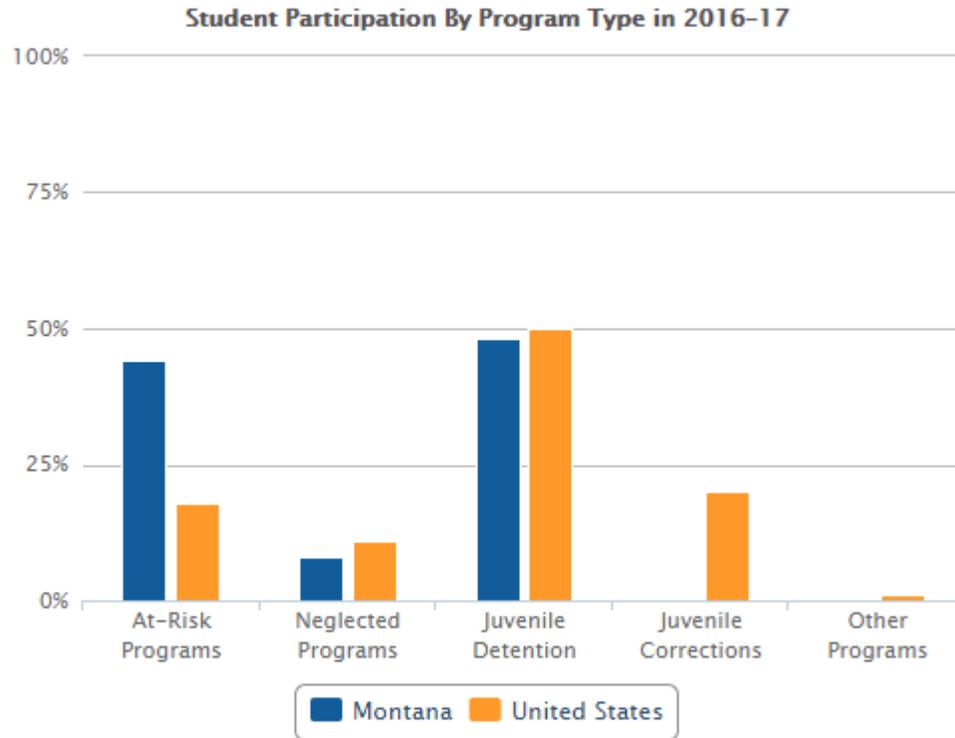
Living in local institutions for children and youth who are N or D or adult correctional institutions

Living in the institution for at least 1 day during the 30 day count period

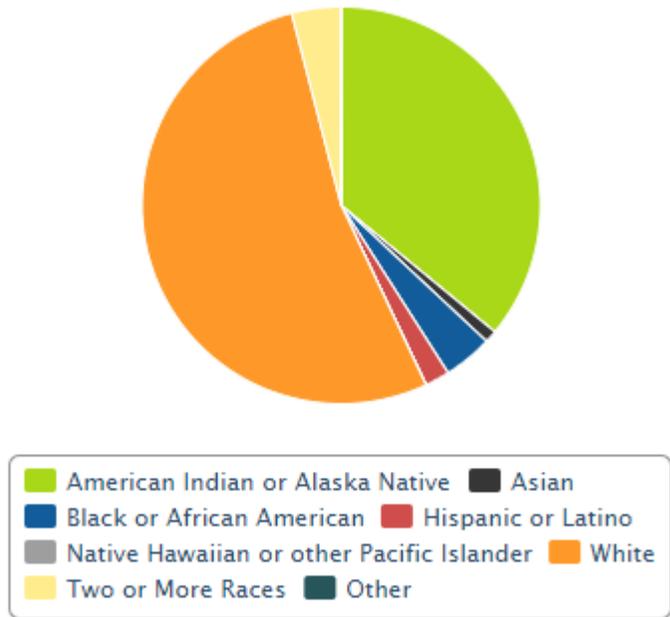
5 through 17 years of age

* A **regular program of instruction** is defined as a educational program that consists of classroom instruction in school subjects such as reading and math. For juvenile facility, the program must provide at least 20 hours of instruction per week; for an adult facility the program must provide at least 15 hours of instruction per week.

MONTANA DATA – SUBPART 2

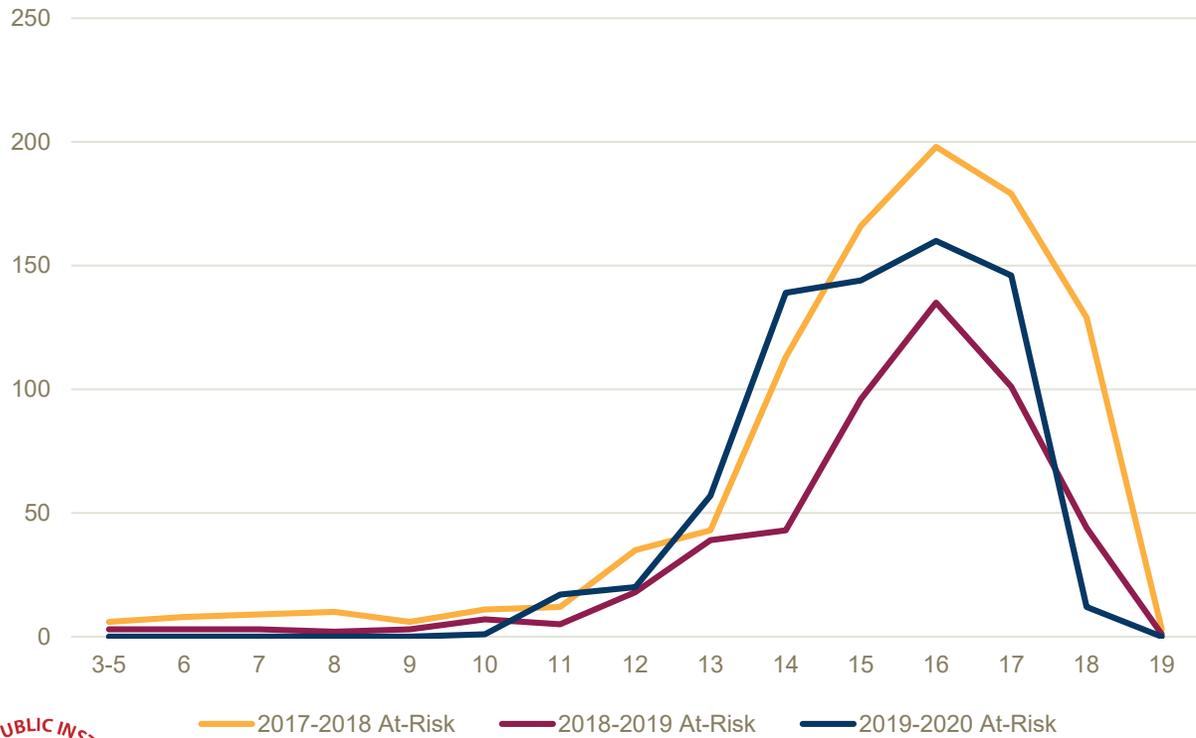


**Student Participation by Race/Ethnicity in 2016-17
Montana**

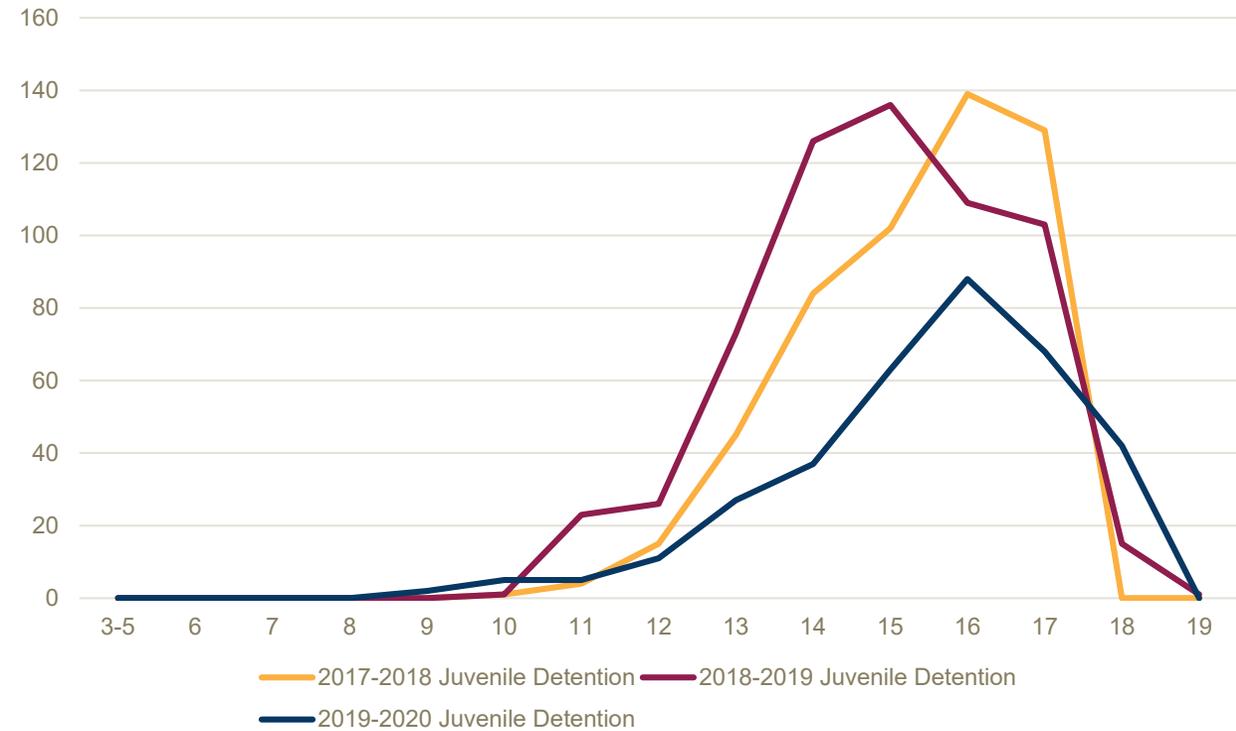


3 YEAR COMPARISON – SUBPART 2

2017-2019 Age Comparison At-Risk Programs

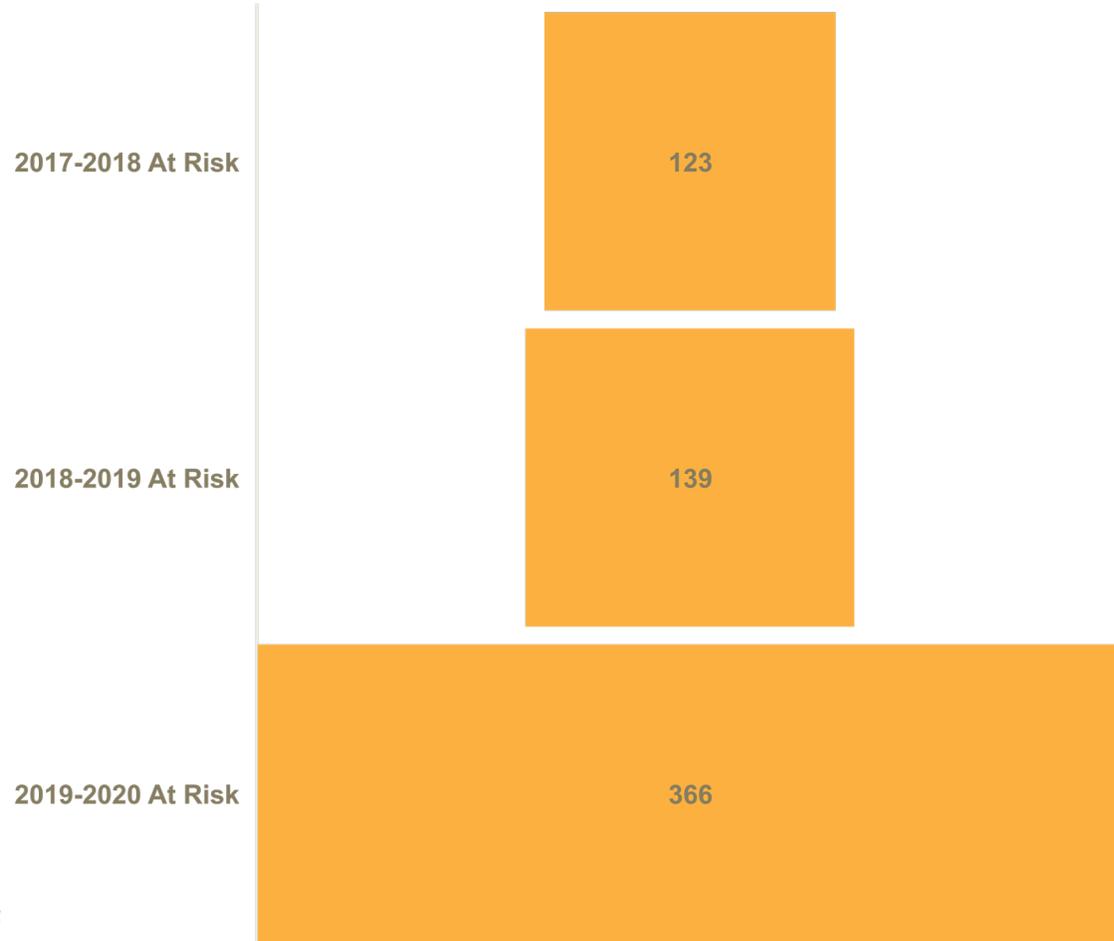


2017-2019 Age Comparison Juvenile Detention Centers

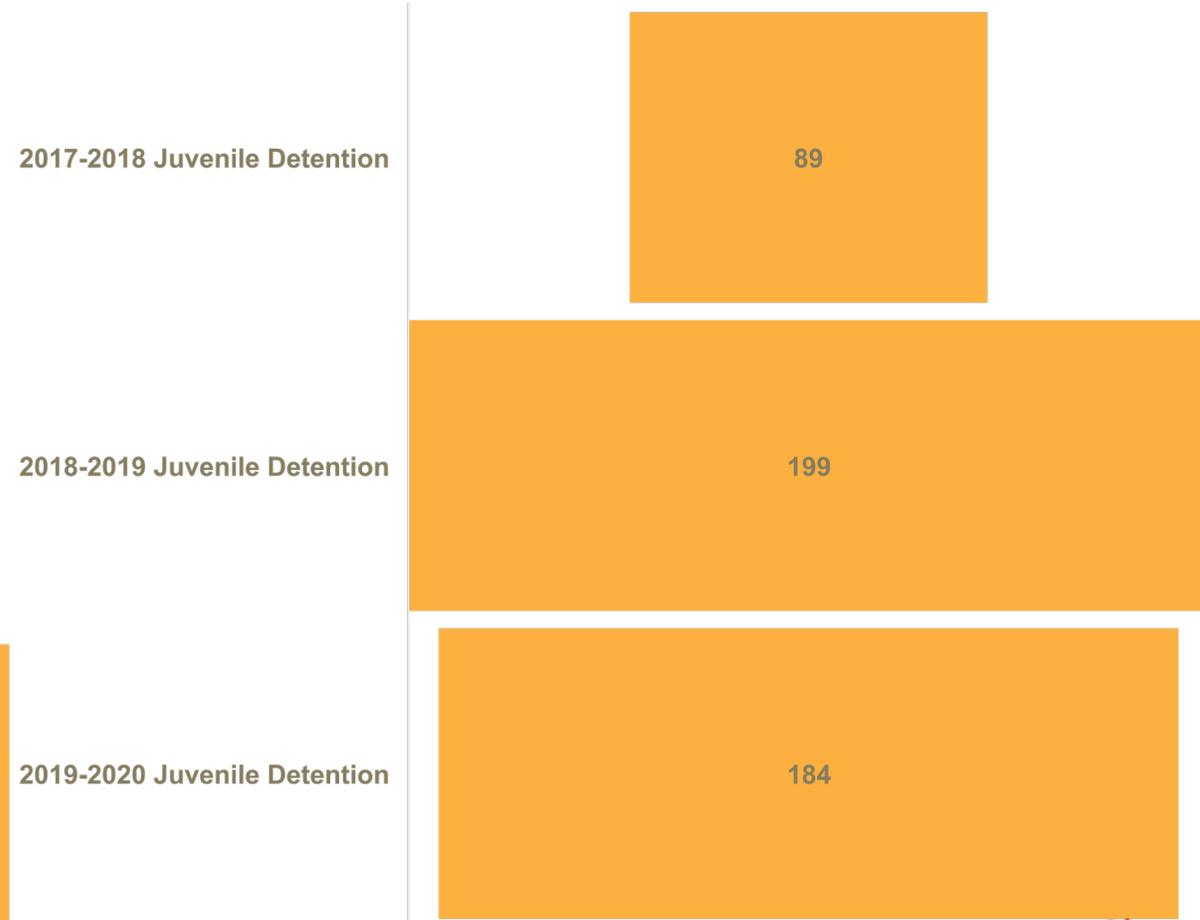


3 YEAR COMPARISON – SUBPART 2

2017-2019 Students with Disabilities in At-Risk Programs



2017-2019 Students with Disabilities in Juvenile Detention Centers



CONNECT REFERRAL SYSTEM

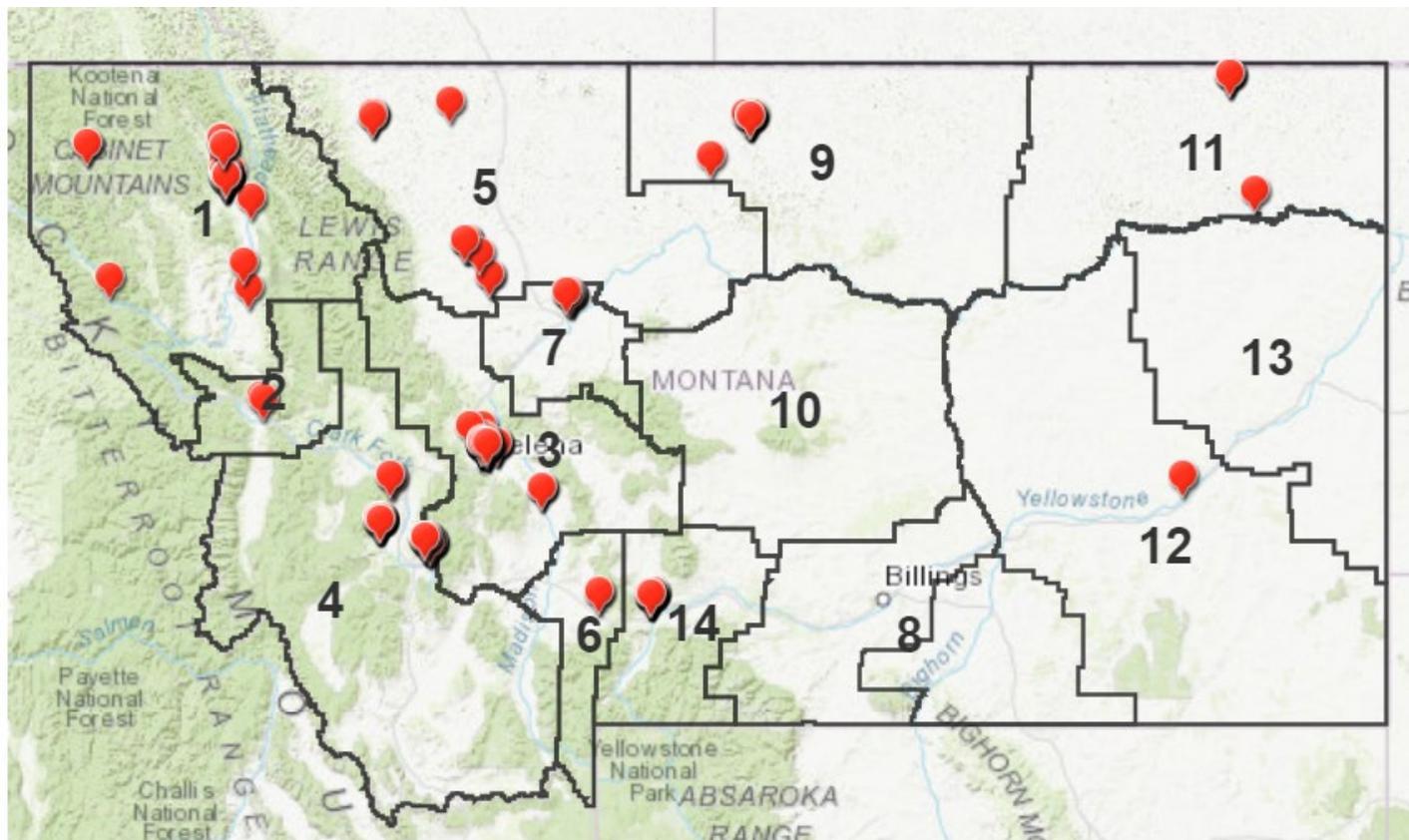


Connecting Service Providers in Montana

<https://connectmontana.org/>



CONNECT INTERACTIVE PROVIDER MAP



DAWSON COMMUNITY COLLEGE

Dawson Promise

Unaccompanied Homeless and Foster Care Youth
“Without-debt” 2-year and certification programs

Year-round dorms

Contact --

Sarah North Wolfe
406-377-9403
snorthwolfe@dawson.edu



DAWSON PROMISE BROCHURE

Learn more about Dawson Promise
and how you can earn a certificate
or two-year degree from Dawson
Community College without debt.

Fill out this page and return it to:
Dawson Community College
PO Box 421
Glendive, MT 59330

Name

Phone

Email

How did you hear about Dawson Promise?

Questions?

Sarah North Wolfe
406-377-9403
snorthwolfe@dawson.edu

Greg Wagner
406-377-9435
gwagner@dawson.edu

In accordance with the Family Educational Rights and
Privacy Act of 1974, all student information is held strictly
confidential.



Dawson Promise

What is Dawson Promise?

Dawson Promise is a program aimed at
helping unaccompanied youth who are
homeless or aging out of foster care obtain a
two-year education without debt.

Through Dawson Promise, students are
provided opportunities that before may have
seemed out of reach.

*Setting Montana Youth
up for Success*



300 College Drive | PO Box 421 | Glendive, MT 59330
406-377-9400 | www.dawson.edu



Dawson Community College is an
equal opportunity provider.



Putting Montana Students First **A+**

CONTINUED

What will participation in Dawson Promise look like?

- DCC's Financial Aid office help students complete their Free Application for Federal Student Aid (FAFSA).
- A mentor will help students through the admissions and enrollment processes and introduce them to their academic advisor.
- Students will work one-on-one with their advisor to determine a course of study for their chosen program and will meet periodically to discuss progress.
- Students will be provided with year-round, on-campus housing and may begin classes as soon as they graduate from high school.
- Students will be provided a community host family through the Adopt-a-Buc program. Host families assist students in their transition to the community.
- The Human Resources team will help students obtain on- or off-campus employment and will work with students on resume writing and interviewing techniques.
- Employers will help students learn specific job and soft skills.
- Once students have completed their coursework at DCC, they will be provided with a portfolio that includes letters of recommendation, transcripts, and a credit history statement showing all school bills have been paid in-full.

Dawson Community College offers all students...

- 13:1 student-to-faculty ratio
- >15 career and technical programs
- Seamless transfer degrees
- Faculty advisors
- Individual tutoring
- Computer labs
- Library
- Vibrant student life with numerous student-led clubs and groups
- Free mental health counseling
- Food service
- Community support



How do students apply for Dawson Promise?

There is no application for Dawson Promise. Students are identified through relationships with their counselors, caretakers, or other advocates. Additionally, students may also be identified through the information provided on financial aid paperwork, specifically the Free Application for Federal Student Aid. Students may also self-identify and speak with a DCC representative to determine if Dawson Promise can help them obtain an education.

RESOURCES

Foster Care

- OPI - <http://opi.mt.gov/Neglected-Delinquent-Youth-Foster-Care-Families-Students>
- Health Care Toolbox - <https://healthcaretoolbox.org/>

Title I, Part D

- OPI - <http://opi.mt.gov/Leadership/Academic-Success/Title-Other-Federal-Programs/Neglected-Delinquent-or-At-Risk-Youth>
- NDTAC - <https://neglected-delinquent.ed.gov/>

CONTACT INFO



Christy Hendricks

Title I Part D Federal Grants Coordinator
State Foster Care Point of Contact
Montana Office of Public Instruction

- Phone: 406.444.0794
- Website: <http://opi.mt.gov/>
- Email: christy.hendricks@mt.gov

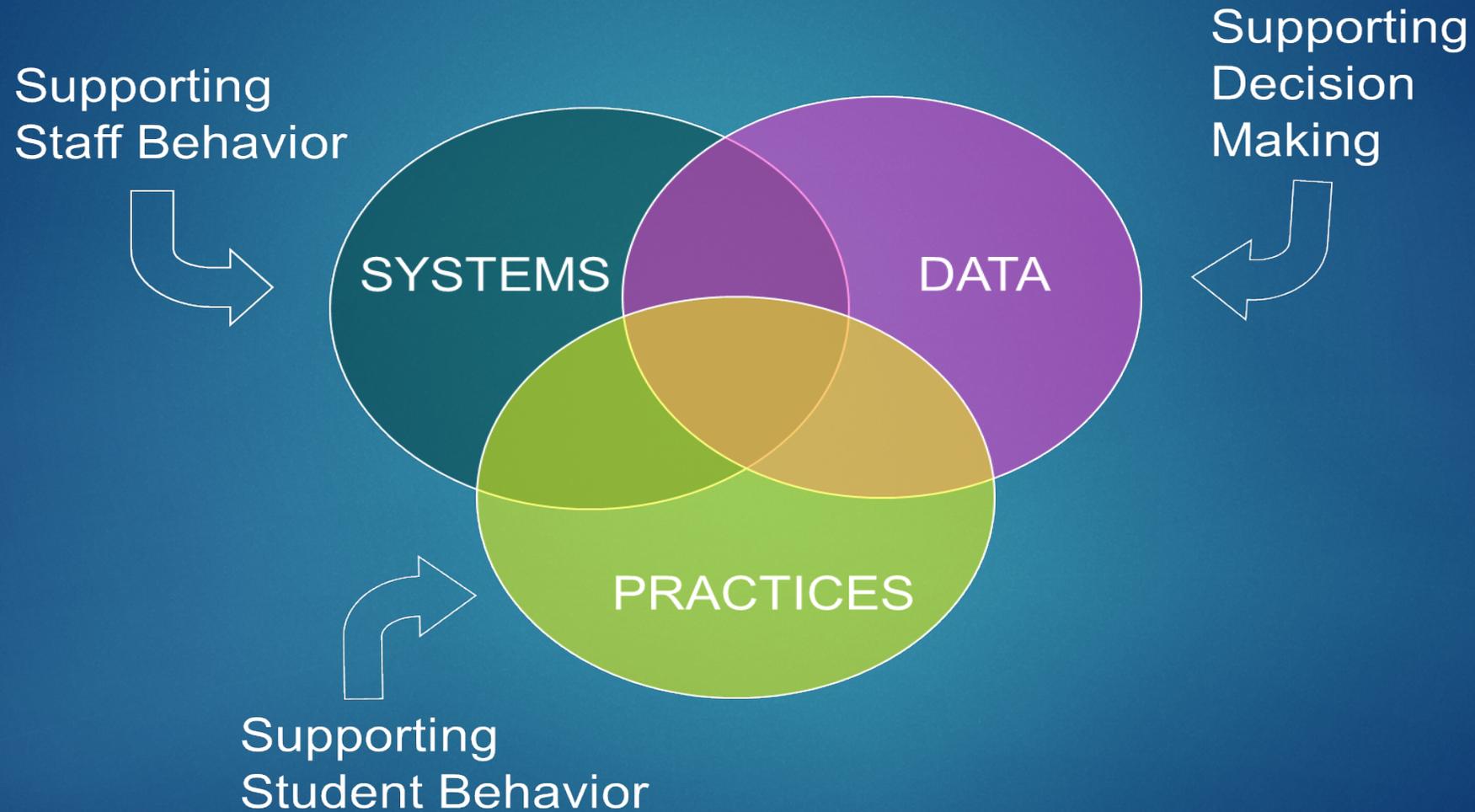


OPI.MT.GOV

What is Positive Behavioral Interventions and Support?

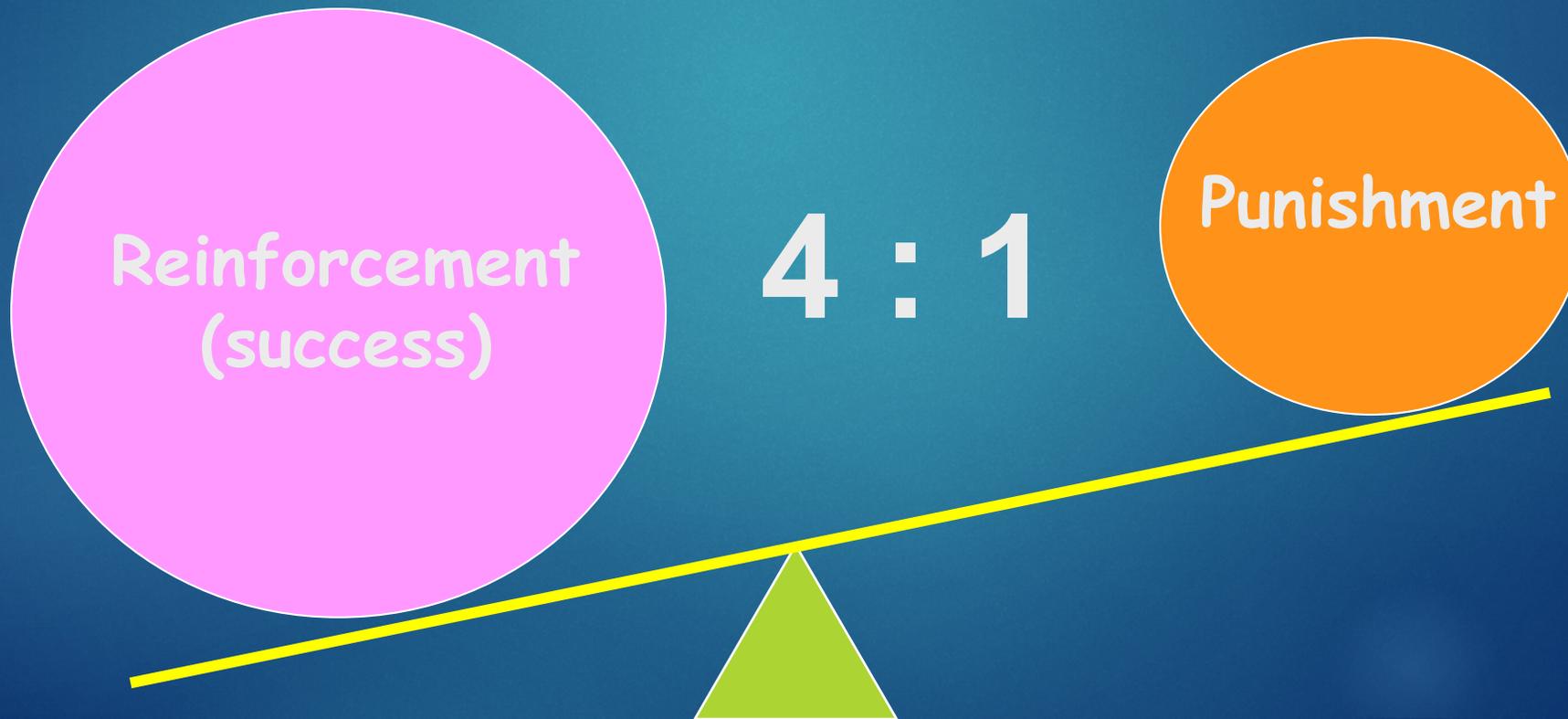
- ▶ PBIS is a broad range of **systemic & individualized** strategies for achieving important **social & learning outcomes** while preventing problem behavior

Positive Behavior Support



Discipline Works When

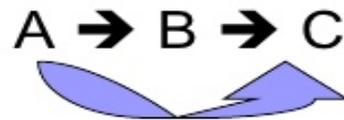
Prevention creates more positive than negative consequences



ADDRESSING CHRONIC CHALLENGING BEHAVIOR

ABC's of Understanding Chronic Behavior Patterns

- What happens **before (A or antecedent)** the behavior occurs? What is the trigger?
- What is the **behavior (B)**?
- What happens **after (C or outCome/ Consequence)** the behavior occurs? What is the outCome?



Facility-Wide Behavior Support System

1. **Commitment** by >80% of staff to preventative approach to problem behavior
2. **Preventive** facility-wide systems of proactive discipline
 - Available to all youth, &
 - To which >80% of youth respond predictably & successfully



Understanding PBIS Tiered Levels

TJUHS D Examples Tiered Level Interventions and Proactive Strategies

- *FBA/BIP Development
- *SST Team
- *Collaboration with Student's Physician or Mental Health Provider
- *Testing from District Psychologist for SpEd services
- *Referral/School Resources/Community Resources

- *Behavior/Academic Contracting
- *Mentoring Program
- *Math/ELA Tutorial Labs/Migrant STEM/Core Area Tutoring
- *ELD Standards Integration & Strategies
- *AVID/Math 180/Read 180/
- *Check in/Check Out
- *Classroom Management Supports
- *Reconnecting Youth
- *Freshman Support Cohort with Teachers Core Support
- *School Counseling, TYSB, Turning Point.
- *Parent Institute for Quality Education

- *Teacher Instructional Intervention Strategies
- *REIGN Behavioral Expectation Matrix & School- Wide Classroom Expectations/PBIS Lessons
- *High Quality Instruction (DOK)
- *Teacher & Parent Communication
- *Academic Coaching
- *Linked Learning/Track Career Pathways
- *Grade Level Privileges
- *Character Counts
- *Tobacco Use Prevention Ed.
- *Attendance Interventions

Targeted Intensive (High-risk Student) Individual Interventions

PBIS Example Models of Interventions

- *Intensive Academic Support
- *Intensive social skill teaching
- *Individual Behavior Management plans
- *Parent training and collaborations
- *Multi agency collaboration (wrap around) services
- *Alternative to suspensions and expulsions
- *Community and service learning

Selected (At-risk Student) Classroom & Small Group Strategies

- *Increased academic support and practice
- *Increased social skill teaching
- *Self-managed training and support
- *School based adult mentors
- *Check in Check Out
- *Parent training and collaboration
- *Alternatives to out-of-school suspensions
- *Community and Service Learning

Universal (All Student) School-Wide, Culturally Responsive Systems of Support

- *Effective Academic Supports
- *School wide social skills teaching
- *Teaching school behavior expectations
- *Effective classroom management
- *Active supervision and monitoring in common areas
- *Positive reinforcement systems
- *Firm, fair, and corrective response to problem behavior

For all TJUHSD Tiered Level of Interventions, please see TJUHSD Pyramid of Interventions

Created by Chandalin Champlin, PBIS Coordinator, 2016

Contact info

Hank Richards - Lead Educator

TED LECHNER YOUTH SERVICES CENTER

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BILLINGS, MT 59101

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