

<u>Budget Narrative</u> <u>Describe explicitly the programs, activities, and staff being funded by this title.</u>	<u>Budgeted Amount</u>
Provide the following information for district operated programs serving neglected or delinquent students: Program name/facility. Targeted student population. Intended program outcomes. Activities and services provided to support the students and program goals.	Roberts High School has several locations and serves a variety of undeserved student populations. Roberts serves expelled students, students that are severely credit deficient and students that are pregnant and parenting. This grant will support the Marion County Juvenile Detention Center education program located in Salem, Oregon. The majority of youth assigned to this detention center come from the Salem-Keizer School District. Youth who placed in custody are going through the juvenile justice system or being returned for a parole violation.
Using the Budget Description Standards, list the activities and planned expenditures that will support the coordination of services with other federal, state, and local programs such as CTE, and those under Title I-A as well as those operating under the Juvenile Justice and Delinquency Act of 1974. Additional narrative information is not necessary.	With the assistance of the Marion County educational advocates, the school will work with the district to identify and, as much as possible, duplicate the educational programming for each youth. Since the length of stay varies (typically from 3 to 10 days) the focus will be on core subjects (English, Language Arts, Math, etc.) using CCSS. The school will also introduce career exploration. Student achievement progress is measured using a variety of assessments including Smarter Balanced Assessment (SBAC) when possible. A classified transition specialist will be hired to provide 1-1 and small group support to students.

Is there a formal agreement (such as an MOU) between your district and correctional facilities or alternative school programs? If yes, list the name of organization or facility. You may be asked to submit this agreement during monitoring.	WESD agreement
Describe how the LEA will work to ensure facilities are aware of a student's Individual Education Program (IEP). Provide clear descriptions of costs (if any) associated with these activities.	Marion County Juvenile Detention staff will provide guidance for career development such as CIS training- used by 90% of high schools in Oregon as well as Work Source Oregon, Partnerships with local businesses for student internships; GED Instruction at Marion County jail through small group instruction with educational staff; JDEP staff will utilize Roberts online teaching program for students to gain credit towards high school completion. Cumulative file reviews conducted; thorough intake process consisting of: SPED teacher, transition specialist and school registrar to insure appropriate placement The school and the district will work closely to ensure a seamless integration for youths returning to community placement. The school registrar, transition specialist and special education teacher coordinate with the district to ensure an appropriate support system is in place as students return to community placement. School personnel working with the Marion County Educational Advocates will coordinate the appropriate level of services with the

	school district and social agencies. This will include an outreach to a variety of both public and private agencies. Selection of services is coordinated by the transition specialist and is determined based upon the needs of each individual youth. The education program will communicate in writing with local school districts the educational achievements that students have earned while in closed custody. They will also be available to meet with parents and parole officers as needed to assist them in a community outreach program to prevent dropping out of school and to avoid future criminal activities. Education staff will work as needed with parole officers to ensure a successful reintegration back into community-based education programs. By the nature of the work, this will be done on a case-by-case basis. We will improve our interventions through our MTSS system and our new behavioral health technician.	
Using the Budget Description Standards, list the planned expenditures and activities the district will enact to support students transitioning between the facilities and the community. Assistance may include coordination with social or health services, probation or parole officer communication, collaboration with parents/guardians and school placements. Additional narrative information is not necessary.	Roberts has a large sped population of students and students that are very credit deficient that require MTSS interventions. We are hiring a highly qualified and trained behavioral health technician to assist students that need intervention supports that help to integrate our MTSS system and build tangible skills with student population.	
Please list the name of your School District's Title I-D Programs/Facilities which generate the Title I-D funds (not the programs/facilities you did or will	Connections 365 Professional Therapeutic Community Network	

spend the funds on).

Marion County Guaranteed Attendance Program (GAP)
Marion County Juvenile Detention