



## STRAND 2: PROMOTING CHANGE ACTIVITY AT-RISK PROGRAMMING BREAKOUT SESSION

### SCENARIO

You would like to develop a competitive grant program to identify a local education agency (LEA) that has successfully implemented delinquency and recidivism prevention programs that target students who are at greatest risk of academic failure or who have dropped out of school altogether. You are particularly interested in identifying an LEA that is working in partnership with other agencies and/or community-based organizations. You have sufficient Title I, Part D, funds to award one demonstration grant to an LEA that can serve as a model for other Part D subgrantees in your State.

#### For Discussion

- What would your selection criteria be? How would you differentiate between successful and ineffective programming for youth at risk of academic failure or dropping out? Some dimensions to consider are provided in the template below.
- How might you repurpose and disseminate the characteristics of successful and ineffective programming that you used to develop your selection criteria as a resource for program managers (e.g., key questions to ask and things to consider when selecting school-based interventions for at-risk youth)?
- Once awarded, how might you disseminate information about the grantee's program design, at-risk programming, lessons learned, stakeholder engagement, and partnership development efforts to encourage your State's Part D subgrantees to adopt similar strategies?



<b>Characteristics of <i>Successful</i> Programming for Youth At Risk of Academic Failure or Dropping Out</b>	<b>Characteristics of <i>Ineffective</i> Programming for Youth At Risk of Academic Failure or Dropping Out</b>	<b>Evidence and Indicators</b> <i>What data and/or documentation would you require in the application for funding as evidence that an LEA's programming is effective?</i>  <i>In what youth outcomes would you be most interested?</i>
<b>Identification Process for Youth At Risk of Academic Failure or Dropping Out</b>		
		Quantitative data:  Qualitative data:  Documentation:
<b>Personnel Roles and Responsibilities</b>		
		Quantitative data:  Qualitative data:  Documentation:





<b>Characteristics of <i>Successful</i> Programming for Youth At Risk of Academic Failure or Dropping Out</b>	<b>Characteristics of <i>Ineffective</i> Programming for Youth At Risk of Academic Failure or Dropping Out</b>	<b>Evidence and Indicators</b> <i>What data and/or documentation would you require in the application for funding as evidence that an LEA's programming is effective?</i>  <i>In what youth outcomes would you be most interested?</i>
<b>Stakeholder Engagement: Family, Community, and Inter-Agency Collaborations</b>		
		Quantitative data:  Qualitative data:  Documentation:
<b>Drop Out Prevention/Intervention Strategies</b>		
		Quantitative data:  Qualitative data:  Documentation:





<b>Characteristics of <i>Successful</i> Programming for Youth At Risk of Academic Failure or Dropping Out</b>	<b>Characteristics of <i>Ineffective</i> Programming for Youth At Risk of Academic Failure or Dropping Out</b>	<b>Evidence and Indicators</b> <i>What data and/or documentation would you require in the application for funding as evidence that an LEA's programming is effective?</i>  <i>In what youth outcomes would you be most interested?</i>
<b>Program Monitoring and Evaluation</b>		
		Quantitative data:  Qualitative data:  Documentation:
<b>Other Considerations</b>		
		Quantitative data:  Qualitative data:  Documentation:

