Guidance for Title 1 Part D, S1 **Needs Assessment**

*(\* Modified for state-operated correctional institutions providing educational programs for Title 1 eligible children and youth, based on K-12* [*guidance*](https://www.doe.mass.edu/federalgrants/resources/monitoring/)*.)*

*State agencies that receive Title 1 funding are required to conduct an annual needs assessment that includes a review of student achievement data, relative to* state standards*[[1]](#footnote-1), with input from educators and, as possible, students and family members.*

**Note:** **The “Title 1 program” is the sum of the grant funded services and resources provided annually so that Title 1 eligible youth: (1) have the opportunity to meet the same challenging State academic standards that all children are expected to meet; (2) benefit from improvements in educational services; and, (3) receive the support services needed to make a successful transition from the institution to school and/or employment and continue their education upon release.**

*This guidance briefly describes how a state agency might conduct their annual Title 1 needs assessment in order to:*

* *Identify Title 1 eligible student needs based on data*
* *Establish Title 1 program priorities based on student needs and data*
* *Make decisions about resource allocations (e.g., people, materials, time) based on student needs and data*

*A written needs assessment procedure should be on file and would include:*

* *the quantitative data to be collected and analyzed*
* *the qualitative* *data to be collected and analyzed*
* *who is involved in the analysis; including who is the lead*
* *a description of the analyses (e.g., comparing means, comparing student outcomes against Massachusetts grade-level expectations, average grade level MCAS scores)*
* *a description of how priority needs are determined based on both quantitative and qualitative analyses*
* *a plan for how the assessment informs program improvement plans*

The following example of a written needs assessment is provided to illustrate how a state agency might conduct the assessment in consultation with stakeholders. **This is only an example.**

# Example of a Title I Part D Needs Assessment

The education program at ABC Correctional Institution established a Title 1 needs assessment committee (**NAC**) comprised of:

* the education director
* SEIS teacher
* all Title 1 funded staff
* a case manager
* a re-entry counselor
* 2 young resident/student representatives, as appropriate[[2]](#footnote-2)

Beginning in October, the NAC meets every other month to evaluate classroom level performance data (e.g., end of unit tests, grades, HiSET practice test results) disaggregating by length of stay, participation level, program level (ABE vs ASE), and content area. At each meeting, they also review available IEPs and progress reports, K-12 assessment results (e.g., MCAS, DIBELS, ACCESS for ELLs) and counseling records for new Title 1 eligible students.  Summative ABE assessments results (HiSET/GED, TABE, MAPT, and BEST Plus) and other common program assessments are also reviewed. Finally, the NAC reviews psychological/ behavioral data (e.g., LSCMI[[3]](#footnote-3)) and data from surveys of staff, students, and families that focus on the needs of students and the best ways to meet those needs.

The goal of the NAC is to make program recommendations based on their analyses of both quantitative and qualitive data. **Their data reviews and recommendations are laser-focused on improving educational services so that Title 1 students make measurable progress toward earning a high school credential.**

 The NAC seeks to identify priority areas by April 30 each year in preparation for drafting the agency’s Title I proposal. To that end, at each meeting, the NAC reviews evidence-based educational practices (EBP) for serving justice-involved youth and any promising practices, supported by data and research. Informed by available EBP and quantitative data, NAC members discuss the need for:

* qualitative data collection (e.g., interviews, surveys, etc.)
* modifications to curriculum/instruction/ assessment
* use of technology in the education program
* transition support services
* professional development

In June, the NAC meets with program stakeholders (e.g., administrators, non-Title 1 teachers, counselors, re-entry, case managers) to present the data, the analysis, and the resulting recommendations. The data includes any qualitative data gathered from students and stakeholders (case managers, counselors, family members) regarding the strengths and weaknesses of the Title 1 program’s influence on improving or facilitating positive student academic outcomes.Detailed minutes are taken and filed as documentation that can be presented during program monitoring.

At its final meeting for year, in mid-July, informed by the input from stakeholders, the NAC presents its final recommendations to administrators for next year’s Title I grant application due August 31.

1. Massachusetts’ testing (MCAS) and accountability system for K-12 or the Department’s [accountability system for adult learners](https://www.doe.mass.edu/acls/accountability/) [↑](#footnote-ref-1)
2. The NAC recognizes the value of student perspective in needs assessment. They choose student reps based on case manager’s recommendations. Criteria includes students who are: ≤ 24YO; have earned their HSE; w/ a minimum of a 6-month sentence. **NOTE**: Student representatives would only program level data not individual student or classroom data. The program sees this as a resume building opportunity for youth who serve on the NAC. [↑](#footnote-ref-2)
3. Level of Service Case Management Inventory [↑](#footnote-ref-3)