**PROGRAM ASSURANCES FOR STATE AGENCIES OPERATING PROGRAMS
UNDER TITLE I PART D, SUBPART 1**

The State agency (*enter name of state agency*)       assures that—

1. A “*regular program of instruction*” of 20 or 15 hours[[1]](#footnote-1) is available to children/youth and is not supported with Title I funds or other federal funds.
2. The Title I count that will be submitted this December is a count of the number of children/youth who were: under the age of 21, lacked a high school diploma or equivalent, and were eligible for the minimum required hours of the *regular program of instruction*.
3. The Title I program supplements the *regular program of instruction*.
4. In making services available to children and youth in correctional institutions, priority will be given to children/youth who are likely to leave the institution within a 2-year period.
5. Educational administrators and counselors will work with eligible children/youth who intend to return to the local school upon release, to support their successful re-entry to the local school once their term of the incarceration is completed. For eligible children/youth not returning to the local school, administrators and counselors will work them to achieve their secondary school diploma (or its recognized equivalent) and provide them with the knowledge and skills necessary to succeed in postsecondary education/training or employment post-release. [[2]](#footnote-2)
6. Teachers and counselors will work with parents, family members, and/or caregivers to secure their assistance in improving the educational achievement of children/youth in their care and preventing their further involvement in delinquent activities.
7. If a child/youth is identified, during incarceration, as needing special education services and the student intends to return to the local school upon release, educational administrators and/or counselors will notify the local school of the student’s need for services.
8. Teachers and other qualified staff will work with children/youth with disabilities in order to meet an existing individualized education program.
9. Teachers and other qualified staff are trained to work with children/youth with disabilities and other students with special needs taking into consideration the unique needs of such students.
10. The program will be coordinated with any programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 (42 U.S. C. 5601 et seq.) or other comparable programs, if applicable.
11. **(DYS only)** If proposing an *institution-wide project*, the agency will provide appropriate training for teachers and other instructional/administrative staff to enable them to carry out the project effectively.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|       |  |  |  |       |
| Name and Title | Signature | Date |

**(NOTE**: This form must be signed by the agency head (or his/her designee) and then scanned and submitted in EdGrants.)

**In order to receive funds to operate the Title I, Part D, Subpart 1 program, the agency must provide sufficient information for each of the following requirements as specified in** [**federal legislation**](https://www2.ed.gov/programs/titleipartd/legislation.html)**.**

**SECTION 1: PROGRAM DATA SUMMARY[[3]](#footnote-3)**

A. In December 2018, the agency reported       Title I eligible children/youth in the *Annual Neglected or Delinquent Survey to Collect Data for School Year 2019-2020 Title I Allocations.*

B. Based on available data and information, the agency projects an average monthly program enrollment of      Title I youth in 2019-2020 for a total of       enrolled for the year.

C. Using the chart below, identify the supplemental instructional services[[4]](#footnote-4) to be **supported with FY20 Title I funds**.

|  |  |
| --- | --- |
| **SUPPLEMENTAL TITLE I INSTRUCTION**  |  **Yes/ No** |
| **ACADEMIC/TECHNICAL INSTRUCTION** |  |
| English Language Arts  |  |
| Mathematics |  |
| Science |  |
| History/Social Studies |  |
| Digital/Computer Literacy  |  |
| Vocational/Technical |  |
| **PERSONAL/SOCIAL INSTRUCTION [[5]](#footnote-5)** |  |
| Counseling/Advising (*Specify[[6]](#footnote-6):*)  |  |
| Other (*Briefly describe:*)  |  |

D. Use the chart below to document the hours of instruction available to eligible youth **per week.**

|  |  |
| --- | --- |
| **Type**  | **Total hours per week[[7]](#footnote-7)** |
| **Non-Title I** *(regular program of instruction[[8]](#footnote-8))* |       |
| **Title I supplemental**  |       |
| **Total hours** |       |

**SECTION 2: PROGRAMMING, GOALS, QUALITY, AND EVALUATION**

1. ***Student Eligibility and Assessment of Need***

A. Use the chart below to provide an overview of the agency’s procedures/methods of determining eligibility and assessing the needs of eligible students.

| **Protocol**  | **Person(s) responsible [[9]](#footnote-9)** | **Brief description**  | **Documentation method[[10]](#footnote-10)** |
| --- | --- | --- | --- |
| Verification that students are eligible and interested in Title I services  |  |  |  |
| Methods used to identify eligible students’ needs for services[[11]](#footnote-11)  |  |  |  |
| Support/monitoring of student enrollment and ongoing participation  |  |  |  |
| Other: |  |  |  |

B. Describe the characteristics of the children/youth eligible for Title I services this year including, but not limited to, their anticipated academic and developmental needs.

RESPONSE:

1. ***Program Description***

Describe how Title I services supported by this year’s grant are intended to: (1) supplement the regular program of instruction and (2) address the needs identified by the need’s assessment committee.

RESPONSE:

1. ***Goals and Objectives***
2. Describe how the agency will contribute to meeting the objectives/outcomes on pgs. 110-111 of the [State Plan](http://www.doe.mass.edu/federalgrants/essa/stateplan/consolidated-plan.docx)[[12]](#footnote-12) this year.

RESPONSE:

1. Populate column A. in the chart below with the agency’s **most recent outcome data** submitted to ESE for the ***Consolidated State Performance Report*** (CSPR). Complete columns B-D to provide an overview of this year’s goals, improvement strategies, and person(s) responsible.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Selected CSPR Indicators\*** | **A. Most recent CSPR data** | **B. 2019-2020 Outcome Goals** | **C. Improvement strategies**  | **D. Person(s) responsible**  |
| Earned high school course credits |  |  |  |  |
| Earned a high school diploma or GED/HISET |  |  |  |  |
| Improved in reading on pretests and posttests |  |  |  |  |
| Improved in mathematics on pretests and posttests |  |  |  |  |
| Additional Indicators (optional)  |  |  |  |  |

1. ***Evaluation***

Describe how the agency will evaluate its Title I program and how the results will be used for continuous improvement planning.

RESPONSE:

**SECTION 3: PROFESSIONAL DEVELOPMENT FOR STAFF**

***Professional Development***

A. Describe how the agency will provide and fund appropriate professional development for teachers and other staff supported by this year’s grant in order to improve outcomes **specifically for youth**.

RESPONSE:

B. As appropriate, complete the chart below to identify the type and focus of the professional development planned for 2019-20 and for whom.

| **PD Type** | **Focus**  | **Title 1 Staff to Participate** |
| --- | --- | --- |
| workshops/conferences |  |  |
| in-service training  |  |  |
| activities implemented in coordination with other LEAs, DESE, public schools, or other correctional facilities |  |  |
| institution-specific activities (e.g., Train-the-trainer, PLC) |  |  |
| Other (please specify)  |  |  |

**SECTION 4: COORDINATION WITH FEDERAL, STATE, AND LOCAL PROGRAMS**

A. Briefly describe how program administrators and staff will coordinate/collaborate with other staff working in local, state, and other federal programs (e.g., vocational training, SEIS, ABE, Perkins, Second Chance) including local dropout prevention programs, public schools or community service agencies (e.g., health, counseling, assessment) and/or business/local workforce development partners in the delivery of youth services.

RESPONSE:

B. Describe how the agency will coordinate with school districts and/or alternative education providers for efficient record transition to ensure that students’ records are shared jointly between the correctional facility and the school district or alternative education program.

RESPONSE:

 SECTION 5: TRANSITION AND SUPPORT SERVICES

1. If applicable, briefly describe grant funded support services (e.g., peer support, career advising, academic counseling) for the year.

|  |
| --- |
| The agency **must reserve a minimum of 15%** (and not more than 30%) of Title 1, Part D, Subpart 1 funds each year to facilitate the transition of children and youth upon release from the state-operated institution back to their school district or to an alternative education program, and/or training program. |

B. Complete the following transition-funding chart.

| Title 1 funds: $      x .15 | = $      (Minimum) |
| --- | --- |
| Title 1 funds: $      x .30 | = $      (Maximum) |
| **Title 1funds reserved for this year:**  | = $      (Actual) |

B. Use the chart below to identify the transition services[[13]](#footnote-13) to be supported with Title 1 funds (as noted above) to support youth in earning their HSE prior to release and in transitioning to further education/training or employment upon release.

| **Transition services**  |  Yes No |
| --- | --- |
| Assisting youth in identifying viable options for continued educational/training upon release, including but not limited to, a return to the local school, enrollment in a local adult education program, college, and/or a youth training program.  |  |
| Assisting youth in drafting and regularly updating an individualized transition plan.  |  |
| Managing the accrual of K-12 school credits and/or HiSET achievement.  |  |
| Ensuring that all staff are aware of a youth’s individualized education program (IEP). |  |
| For students who earn their HSE, advising students of postsecondary education/training and job opportunities and pre-requisite requirements, including assistance with financial aid planning. |  |
| Assisting youth in planning for family and/or community support in carrying out their transition plan upon release. |  |
| Ensuring that all curricula and instruction are rigorous and aligned with either the K-12 MA Curriculum Frameworks or the [CCRSAE](https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf) .  |  |
| *Other*: |  |

**SECTION 6*:* INSTITUTION-WIDE PROJECTS (For DYS, only if an institution wide is proposed for FY19.)**

Describe how the agency will: (1) consult with experts and (2) provide the necessary training for appropriate staff to ensure that planning and operation of institution-wide projects are of high quality and aligned with the purpose and goals of other programs and funding requirements including, but not limited to, the identification and description of the:

* Persons involved and consulted in program planning and delivery;
* Duration of the planning phase;
* Research-based effective practices used in planning;
* Ongoing assessment of student progress; and
* Continual revision of program based on assessments.
1. 20 hours required for DYS, 15 for CHCs [↑](#footnote-ref-1)
2. Support should be ongoing, throughout the student’s enrollment in the Title I program. [↑](#footnote-ref-2)
3. These data should be verifiable during monitoring and/or audit reviews. [↑](#footnote-ref-3)
4. Instructional services are those services with: a curriculum, an academic component, **and** a pre-post assessment used to document learner gains. [↑](#footnote-ref-4)
5. Instruction in personal/social development that includes: (1) a curriculum, (2) at least one academic component, and/or (3) a college/ career/workplace readiness component (e.g., anger management, parenting) [↑](#footnote-ref-5)
6. e.g., academic counseling, career coaching/advising, financial aid planning/advising [↑](#footnote-ref-6)
7. DYS must provide a minimum of 20 non-Title I instructional hours per week while adult facilities (CHOCs) must provide a minimum of 15 non-Title I instructional hours per week. [↑](#footnote-ref-7)
8. An education program (**not beyond grade 12**) that consists of classroom instruction in basic school subjects such as reading, mathematics, and vocationally oriented subjects, that is supported by non-Federal funds. Neither the manufacture of goods within the institution nor activities related to institutional maintenance are considered classroom instruction. [↑](#footnote-ref-8)
9. For the needs assessment committee, list all members (i.e., representative roles) [↑](#footnote-ref-9)
10. Evidence that could be provided during program monitoring or audit. [↑](#footnote-ref-10)
11. including but not limited to a formal needs assessment conducted by a needs assessment committee [↑](#footnote-ref-11)
12. <http://www.doe.mass.edu/federalgrants/essa/stateplan/consolidated-plan.docx> [↑](#footnote-ref-12)
13. The Title I budget narrative must identify these transition services and demonstrate alignment with the information provided in this section. [↑](#footnote-ref-13)