**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. The “regular program of instruction” is supported by non-federal funds.
2. In making services available to children and youth in correctional institutions, priority will be given to children and youth who are likely to leave the institution within a 2-year period.
3. Educational administrators and/or counselors will assist in locating alternative programs through which students can continue their education if the students are not returning to school after leaving the facility.
4. Teachers and counselors will work with parents, family members, and/or caregivers to secure their assistance in improving the educational achievement of children and youth in their care and preventing their further involvement in delinquent activities.
5. Educational administrators and/or counselors will notify the child’s or youth’s local school if the child or youth is identified as needing special education services while in the correctional facility and intends to return to the local school.
6. Teachers and other qualified staff will work with children and youth with disabilities in order to meet an existing individualized education program.
7. Educational administrators and/or counselors will work with children and youth who dropped out of school before entering the institution to reenter school once the term of the incarceration is completed, or provide the child or youth with the skills necessary to gain employment, continue the education of the child or youth, or achieve a secondary school diploma or its recognized equivalent if the child or youth does not intend to return to school.
8. Teachers and other qualified staff are trained to work with children and youth with disabilities and other students with special needs taking into consideration the unique needs of such student.
9. 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.
10. **(DYS only)** If proposing an *institution-wide project*, the agency will provide appropriate training for teachers and other instructional and administrative personnel 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[[1]](#footnote-1)**

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

B. The agency estimates that in 2018-2019, educational services will be provided to       Title 1 eligible children/youth during the [ ]  Regular School Year Only [ ]  Summer Program Only [ ]  School Year and Summer Program.

C. Using the chart below, check all instructional services to be **supported with Title I funds** in 2018-2019.

|  |  |
| --- | --- |
| **SUPPLEMENTAL TITLE I INSTRUCTION**  | **Check all that apply.** |
| **ACADEMIC/TECHNICAL INSTRUCTION** |  |
| English Language Arts  |  |
| Mathematics |  |
| Science |  |
| History/Social Studies |  |
| Digital/Computer Literacy  |  |
| Vocational/Technical |  |
| **PERSONAL/SOCIAL INSTRUCTION [[2]](#footnote-2)** |  |
| Counseling/Advising (*Specify[[3]](#footnote-3):*)  |  |
| Other (*Briefly describe:*)  |  |

D. Using the chart below, indicate the minimum **non-Title** **I** and **Title I** hours of instruction per week that eligible youth will receive. **IMPORTANT**: To be eligible for Title 1 funding, **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.

|  |  |  |
| --- | --- | --- |
| **Type**  | **Total hours per week[[4]](#footnote-4)** | **Primary Instructional Focus** **(**i.e., academic, vocational, and/or support) |
| **Non-Title I**  |       |  |
| **Title I Supplemental**  |       |  |
| **Total hours** |       |  |

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

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

A. Using the chart below, provide an overview of the agency’s procedures and methods to: (1) determine eligibility and (2) assess student need and progress consistent with [regulatory guidance](http://www.neglected-delinquent.org/title-i-part-d-nonregulatory-guidance-state-agency-programs-part-d-subpart-1).

| **Protocol**  | **Person(s) responsible**  | **Procedure used**  | **Documentation method** |
| --- | --- | --- | --- |
| Verification that students are **20 years of age or younger** |  |  |  |
| (*DYS*) Verification that all students are enrolled[[5]](#footnote-5) in a *regular program of instruction* [[6]](#footnote-6) for **20 hours per week**  |  |  |  |
| (*AECI*) Verification that all students are enrolled in a *regular program of instruction* for **15 hours per week**  |  |  |  |
| Use of uniform methods to identify **students most in need** of support  |  |  |  |
| Use of uniform methods to **assess/evaluate student progress**  |  |  |  |

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

RESPONSE:

C. Describe the **programmatic need** for Title I Part D, Subpart 1 supplemental services this year. This should include, but is not limited to, a brief description of the *needs assessment*[[7]](#footnote-7) process that the agency used to determine need(s).

RESPONSE:

1. ***Program Description***

A. Describe the **regular program of instruction** *(non-Title 1)*that children/youth will be enrolled in which will be supplemented by Title I services and activities this year.

RESPONSE:

B. Describe how the Title I services/activities supported by this year’s grant will: (1) supplement the regular program of instruction, (2) support children/youths’ transition to further schooling/employment, and (3) prevent children/youth from dropping out of school and/or provide drop-outs with support to ensure continued education upon release.

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)[[8]](#footnote-8).

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. 2018-2019 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)  |  |  |  |  |

C. (*Optional*) Use this space to provide additional narrative regarding goals and strategies.

 RESPONSE:

1. ***Evaluation***

Describe how the agency will carry out an evaluation of the 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.

RESPONSE:

B. As appropriate, complete the chart below to identify the type and focus of the professional development planned for 2018-19 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. Identify the individual responsible for coordinating the transition of youth from the facility’s program to a locally‑operated program.

RESPONSE:

B. 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:

C. 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

|  |
| --- |
| 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. |

A, 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. Indicate, by noting the person responsible, all FY19 grant funded transition services[[9]](#footnote-9) to support children/youth in meeting challenging academic achievement standards and transitioning to further education/training or employment upon release.

| **Transition services**  | Person/job title  |
| --- | --- |
| Ensuring that curricula and instruction are rigorous and aligned with the K-12 MA Curriculum Frameworks or the [CCRSAE](https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf)  |  |
| Providing advocacy/support/advising services for children/youth at risk of not completing the public school program  |  |
| Managing the accrual of K-12 school credits  |  |
| Ensuring that all staff are aware of a youth’s individualized education program (IEP) |  |
| Completing an individualized transition plan for each child/youth |  |
| Providing counseling (personal, academic, vocational/technical)  |  |
| Advising students of postsecondary education/training and job opportunities and pre-requisite requirements, including assistance with financial aid planning |  |
| Planning and facilitating parent/family engagement and support services |  |
| Coordinating pre-placement programs that allow youth to audit or attend college classes  |  |
| Coordinating and assisting students in their transition from the facility to a local school district or to an alternative education/training program |  |
| Working with probation officers to help meet the needs of children/youth returning from correctional facilities  |  |
| *Other*:  |  |

C. Describe how the funds shown in chart A. above will be used to support the transition services[[10]](#footnote-10) identified in chart B. NOTE:

RESPONSE:

**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. These data will be verified during monitoring and/or audit reviews. [↑](#footnote-ref-1)
2. Instructional hours in support programs with: (1) a curriculum, (2) at least one academic component, and/or (3) a college and career readiness component (e.g., anger management, parenting) [↑](#footnote-ref-2)
3. e.g., academic counseling, career coaching/advising, financial aid planning/advising [↑](#footnote-ref-3)
4. the minimum hours that would appear on a student’s scheduled each week [↑](#footnote-ref-4)
5. scheduled for classes and services identified in this application [↑](#footnote-ref-5)
6. 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-6)
7. [Needs Assessment Guidebook](https://urldefense.proofpoint.com/v2/url?u=https-3A__statesupportnetwork.us14.list-2Dmanage.com_track_click-3Fu-3D5c1a43532e3296ebb1f9bbd38-26id-3Da2a86a5b0b-26e-3Df306983f53&d=DwMGaQ&c=lDF7oMaPKXpkYvev9V-fVahWL0QWnGCCAfCDz1Bns_w&r=IIXsDlcy-UaEJGfBCLvnV7t2_wV0X5YM31LkDPZ7Cxw&m=kno1EA4NPgx-MGi6NY-AjcknavIQ3zxEZiTpRN7I650&s=F7Llbig08BkcBoxHeOfVjt07xdA5diyOgoUwbApb97I&e=) *(See Appendix A: Quick reference Guide on page 24.)* [↑](#footnote-ref-7)
8. http://www.doe.mass.edu/federalgrants/essa/stateplan/consolidated-plan.docx [↑](#footnote-ref-8)
9. The Title I budget narrative must identify these transition services and demonstrate alignment with the information provided in this section. [↑](#footnote-ref-9)
10. If transition services are carried out through a contract with a school district, public agency, or NPO identify the contract recipient in your response and upload a copy of the contract and budget in EdGrants. [↑](#footnote-ref-10)