|  |  |
| --- | --- |
| **Name of Grant Program:** Title I, Part D, Subpart 1 for State Correctional Education Agencies/ Continuation Grant  | **Fund Code:** 306  |

|  |
| --- |
| PART III – REQUIRED PROGRAM INFORMATION |

**Program Assurances for State Agencies Operating Programs under Title I, Part D, Subpart 1**

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

A “*regular program of instruction*”[[1]](#footnote-2) of 20 or 15 hours[[2]](#footnote-3) is available to children/youth that is not supported with Title I funds or other federal funds.

☐ I understand and agree

The Title I count that will be submitted each December is a count of the number of Title 1 eligible children/youth, i.e., under the age of 21, lacking a high school diploma or equivalent, and eligible for the *regular program of instruction*.

☐ I understand and agree

The Title I program supplements and does not supplant the *regular program of instruction*.

☐ I understand and agree

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.

☐ I understand and agree

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 with them to support their achievement of a 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.

☐ I understand and agree

Teachers and counselors will work with parents, family members, and/or caregivers to encourage and guide them in contributing to the educational achievement of their children and preventing their further involvement in delinquent activities.

☐ I understand and agree

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 special education services.

☐ I understand and agree

Teachers and other qualified staff will work with children/youth with disabilities in order to meet the goals and/or benchmarks in an existing individualized education program.

☐ I understand and agree

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.

☐ I understand and agree

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.

☐ I understand and agree

**(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.

☐ I understand and agree

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|       |  |  |  |       |
| 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.)

**Grant Narrative for Title 1, Part D, Subpart 1**

**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)**. NOTE: *Proposed services must be planned and carried out specifically to supplement the education services that Title I eligible students receive in their regular program of instruction.***

**Section 1: Program Data Summary[[3]](#footnote-4)**

1. In December 2020, 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.*
2. Based on available data/information, the agency projects an **average monthly** program enrollment of      Title I eligible youth from September 1, 2021, to August 31, 2022, and a total of       Title I eligible youth enrolled in FY22.
3. Because all Title 1 eligible youth lack a high school credential, supplemental services/activities should contribute to students’ progress in earning their high school credential. To that end, please indicate in the chart below the focus of the proposed FY22 *supplemental instructional services* (i.e., services with a curriculum, an academic component, **and** a pre-post assessment used to document learner gains). NOTE: *In FY24, you will be asked to provide a formal 3-year evaluation report prior to submitting the FY24 grant application. The report will include an evaluation of* the efficacy and impact of this year’s Title I program *on student learner gains.*

|  |  |
| --- | --- |
| **Supplemental Title 1 Instruction**  | **Indicate focus w/ an X.** |
| **Academic Instruction** |
| English Language Arts  |  |
| Mathematics |  |
| Science |  |
| History/Social Studies |  |
| Computer Literacy  |  |
| Vocational/Technical |  |
| ESOL |  |
| **Personal/Social Instruction** |
| Counseling/Advising: *[[4]](#footnote-5)* (S*pecify)*  |  |
| Other: (*Briefly describe*)  |  |

D. Use the chart below to document the **total hours** of instruction available to a Title 1 eligible youth in FY22***.***

|  |  |
| --- | --- |
| **Type**  | **Total hours per week[[5]](#footnote-6)** |
| **Non-Title I** *(regular program of instruction[[6]](#footnote-7))* |       |
| **Title I supplemental**  |       |
| **Total hours** |       |

**Section 2: Title I Program Design**

**NOTE:** *Next year’s narrative (FY23) will ask if proposed services are new or a continuation of FY22 services. If new services are proposed, you will be asked to include a description with justification for changes in the narrative.*

1. Student Needs Assessment

Describe the student needs assessment process and how the FY22 proposed services (i.e., the FY22 Title 1 program) were determined through that process. The description should include, but is not limited to:

* committee members and their affiliations
* a summary of the data reviewed by the needs assessment committee and how it was aggregated (e.g., all students, students with disabilities, English learners, etc.)
* how the analysis of data supports the need for the proposed services
* the committee’s rationale for prioritizing one or more instructional service (over others)
* expectations re: students’ level of participation in the proposed services
* (*optional, but ideal*) citation of evidence-based practice or research supporting the proposed services

RESPONSE:

1. Alignment with Massachusetts’ Objectives and Outcome Measures for Title 1, Part D, Subpart 1

As summarized below, use an X to indicate the State objective(s)/outcome measure(s)[[7]](#footnote-8) that will be supported by the proposed FY22 Title 1 program.

|  |  |  |
| --- | --- | --- |
| *Check (****X)*** | **Objective**  | **Outcome Measure**  |
|  | **Reduce the current dropout rate for DYS children and youth.** | Increases innumber of DYS students who return to school upon release and earn a high school diploma.  |
|  | **Increase the number of Title 1 youth in adult correctional facilities who continue their secondary education upon release.** | Increase in number of T1 youth who enroll & complete community-based adult ed programs or WIOA youth programs.  |
|  | **Document continuous growth in students’ academic and/or technical skills, and attainment of a high school credential and/or an industry recognized credential.**  | *(for TI youth in CHCs*) documented academic skill gains (e.g., MAPT, TABE) and grade level advancement (e.g., pre-ASE to ASE)  *(for DYS T1 youth*) GAIN scores, MCAS pass rates *(for DYS and CHCs*) increase in number who earn an HSE credential (*i.e., diploma, GED/HiSET*) and/or an industry recognized credential (*e.g., Comp-TIA, OSHA, MACWIC*)  |
|  | **Reduce the juvenile recidivism rate annually through workforce training and preparation.** | Increase in placement rates, participation and completion rates in career and technical programs and apprenticeship training, or employment within 6 months from the date of release. |

1. Program Evaluation Plan

Describe how the agency plans to evaluate the effectiveness of the proposed FY22 Title 1 program. The description should indicate if the proposed services are the same as in prior years or new. It should also include, but is not limited to:

* the high-level question(s) that will guide the evaluation (*These questions will be answered in the evaluation report due in FY24.)*
* the name of the **evaluation committee members,** with their role and affiliation
* the data points that the evaluation committee plans to review in FY22, prior years if applicable, and subsequent years

Response:

1. Use the chart below to demonstrate an intentional relationship between **A,** the proposed FY22 Title 1 program, **B,** one or more indicators below (as reported  [to DESE for the Neglected or Delinquent Evaluation Report](https://www.doe.mass.edu/infoservices/data/nord/)), and **C,** your evaluation plan. As shown in red in the example below, the description in column 4 should explain how proposed services are intended to influence the FY24 target.

|  |  |  |  |
| --- | --- | --- | --- |
| **N or D Indicators** | **Most recent N or D evaluation data (enter data for all rows)** | **3-year outcome target (i.e., FY24) for one or more** **indicator** | **Describe how the proposed FY22 supplemental services will contribute to the 3-year target(s) shown. The description should include the estimated number of students expected to make gains in each indicator.**  |
| Earned high school course credits |  |  |  |
| Earned a high school diploma or GED/HISET(example)  | 2 | 4 | *The math subtest is the biggest barrier for this indicator. Our FY22 budget will support a “10 weekend-long” math boot camp that includes a bilingual tutoring component for ELL students and desirable lunches pre-determined by students. Based on the last 2 years’ data, we anticipate that 10 youth will be with us long enough to earn their HSE before release, 3 of whom will be second language learners. Given that our Title 1 students are, on average, 3 GLE’s behind in math, and the weekend and tutoring model are new interventions, we believe 4 is an ambitious yet achievable goal by FY24.*  |
| Improvement in reading (via pre/posttests) |  |  |  |
| Improved in mathematics (via pre/posttests) |  |  |  |

**SECTION 3: COORDINATION WITH FEDERAL, STATE, AND LOCAL PROGRAMS**

1. 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:

1. 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 4: TITLE I FUNDED 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. |

1. Complete the following transition-funding chart .



1. Use the chart below to identify the [transition services](https://neglected-delinquent.ed.gov/title-i-part-d-statute#sec1418)[[8]](#footnote-9) to be supported with the Title 1 funds noted above. Transition services must support: (1) the accelerated advancement of HSE attainment prior to release and/or (2) successful transition to an ABE or alternative education program to attain an HSE, and/or (3) vocational training or employment upon release. Note: *In identifying the grant funded transition services and related target outcomes, be sure to plan how outcomes will be measured and documented as they will be discussed in the program evaluation report in FY24.*

| **Transition services**  | Target Outcome |
| --- | --- |
| Verifying, through educator monitoring/observation, and/or consultation with experts in curriculum and instruction of youth that the curriculum and instruction methods used in the program design are (1) rigorous, (2) aligned with the K-12 MA Curriculum Frameworks or the [CCRSAE](https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf), (3) adapted and modified as needed for students with disabilities, and (4) relevant and engaging. |  |
| Managing the accrual of K-12 school credits and/or HiSET achievement.  |  |
| Working with school districts to secure copies of a student’s individualized education programs (IEP) when appropriate and ensuring that all staff understand and execute the IEP. |  |
| Assisting youth in drafting and regularly updating an individualized transition plan, including planning for family and/or community support in carrying out their plan upon release. |  |
| 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. |  |
| 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. |  |
| *Other*: |  |

**SECTION 5: INSTITUTION-WIDE PROJECTS** (For DYS, only if an institution wide is proposed for FY22.)

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 and activities of the planning phase;
* Research-based effective practices used in planning;
* Ongoing assessment of student progress; and
* Continual revision of program based on student outcomes as measured by student assessments.

Response:

1. 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-2)
2. 20 hours required for DYS, 15 for CHCs. [↑](#footnote-ref-3)
3. These data should be verifiable during monitoring and/or audit reviews. [↑](#footnote-ref-4)
4. e.g., academic counseling, career coaching/advising, financial aid planning/advising [↑](#footnote-ref-5)
5. DYS must provide a minimum of 20 non-Title I instructional hours per week while adult facilities (CHCs & DOC) must provide a minimum of 15 non-Title I instructional hours per week. [↑](#footnote-ref-6)
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-7)
7. found in the ESSA [State Plan](http://www.doe.mass.edu/federalgrants/essa/stateplan/consolidated-plan.docx), (pgs. 110-111) [↑](#footnote-ref-8)
8. Note: The definition provided in the link to the statute covers both subpart 1 (delinquent youth) and 2 (neglected youth). The services in the chart above are concrete suggestions applicable to Subpart 1. You may use *Other* to describe transition services that satisfy the statue requirements. Remember, the Title I budget narrative must identify these transition services and demonstrate alignment with the information provided in this section. [↑](#footnote-ref-9)