## Massachusetts Department of Elementary and Secondary Education FY2024

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

**Part III**

**Have current key staff reviewed the Title 1, Part D, Subpart 1 (Title I, D-1) resources below?**

[What is Title I, Part D? | NDTAC: Technical Assistance Center for the Education of Youth Who Are Neglected, Delinquent, or At-Risk](https://neglected-delinquent.ed.gov/what-title-i-part-d/what-title-i-part-d)

☐ Yes. Key staff have reviewed this resource.

[Title I, Part D Statute | NDTAC: Technical Assistance Center for the Education of Youth Who Are Neglected, Delinquent, or At-Risk](https://neglected-delinquent.ed.gov/title-i-part-d-statute), specifically Subpart 1 sections 1411, 1415, 1416, and 1419

☐ Yes. Key staff have reviewed this resource.

[Neglected, Delinquent, or At-Risk – Title I, Part D - Office of Elementary and Secondary Education](https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/prevention-intervention-programs-children-youths-neglected-delinquent-risk/)

☐ Yes. Key staff have reviewed this resource.

d. [Title I, Part D Nonregulatory Guidance](https://neglected-delinquent.ed.gov/sites/default/files/docs/nonregulatoryguidance_FINAL.pdf), specifically Subpart 1.

☐ Yes. Key staff have reviewed this resource.

**Program Details:**

*Please address all prompts. Respond with “Not applicable” if your Title 1, D-1 grant does not supplement the activity or service.*

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| --- | --- | --- | --- |
| Name of Facility | Name and Title of Contact at Facility | Email Address | Phone Number |
|  |  |  |  |

Describe your facility, including the characteristics of the children and youth to be served by Title I supplemental grant funds (including learning difficulties, substance abuse problems, and other special needs).

Describe how your program will

Improve literacy, numeracy, and English-learner skills for the youth and young adults in your facility, and

Provide supports and opportunities for them to earn high school diplomas or high school equivalency credentials.

If applicable, list the professional development activities provided to staff in FY23 and planned for in FY24.

If applicable, describe any additional services, such as career counseling, distance learning, and assistance in securing student loans and grants, that will be provided to children and youth.

Use the chart below to provide details and cost breakdown for each activity funded by Title I, D-1. Note that [transitions is a required activity](https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-legislation-table-contents/title-i-part-a/#:~:text=SEC.%201418.%20%5B20,settings%20where%20appropriate.) and that not less than 15% and not more than 30% of the FY24 Title I, D-1 grant award must be reserved for transitions services and support. Insert additional rows as needed.

|  |  |  |  |
| --- | --- | --- | --- |
| Activity | Amount of Title I, D-1 funds budgeted for this activity | Describe how this activity is supplemental | Describe how the effectiveness of this activity will be measured (include what data will be used) |
| *Transitions Services and Support* | *$* |  |  |
|  | *$* |  |  |
|  | *$* |  |  |

1. **Program Coordination:**

*Please address all prompts. Respond with “Not applicable” if your Title 1, D-1 grant does not supplement the activity or service.*

1. Describe how your program under this subpart will coordinate with other Federal, State, and local programs, such as career and technical education programs serving at-risk children and youth, dropout prevention, and special education, as well as programs operated under the [Juvenile Justice and Delinquency Prevention Act](https://www.mass.gov/service-details/juvenile-justice-and-delinquency-prevention-act-jjdpa-grant-program) of 1974, if applicable.
2. Describe the process that your program staff uses to coordinate with local school districts to attain assessment and academic records, including existing IEPs, and ensure that your educational program is comparable to the school where the youth and young adults in your program would otherwise attend.

Describe your program's process for identifying students with existing IEPs and providing services via SEIS

Describe your program's process for identifying students who may not have been previously identified and assessed for needing Special Education and addressing those needs.

1. If applicable, describe the program’s efforts to involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.
2. If applicable, describe the program’s efforts to coordinate with businesses for training and mentoring participating children and youth.
3. **Transitions Services and Support**

*Please address all prompts. Respond with “Not applicable” if your Title 1, D-1 grant does not supplement the activity or service.*

* 1. Describe how the program will assist students in planning for successful transition from your facility in order to:
     1. Increase enrollment in education programming in their communities of reentry, with the goal of finishing a high school diploma or equivalency credential;
     2. Provide further opportunities for eligible students to enroll in postsecondary education;
     3. Facilitate enrollment in vocational education and training programs; and
     4. Increase opportunities for students to connect with potential employers in their communities of reentry.
     5. As necessary, assist students in making the transition to state prison and accessing all available educational programs and resources there, to facilitate completion of program or attainment of an equivalency credential.

As appropriate, include in your response: (a) coordination with existing social, health, and other services, (b) working with probation officers, (c) partnering with local businesses or higher education institutions to provide training or mentoring, (d) finding alternative placements for children and youth unable to participate in a traditional public-school program.

* 1. Identify the staff responsible for providing transitions services and support to students in the program.

1. **Program Evaluation**
   1. Describe your plan to evaluate the impact of Title 1, D-1 activities on the children and youth in the facility. Include an explanation of the evaluation process and timeline, data to be collected and analyzed, stakeholders to be consulted, and how the findings might be used to modify the program for next year.
2. **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]](#endnote-2) of 20 or 15 hours[[2]](#endnote-3) is available to children/youth that is not supported with Title I funds or other federal funds. ([§1412(a)(1)(A)](https://neglected-delinquent.ed.gov/title-i-part-d-statute#:~:text=IN%20GENERAL%E2%80%94Each%20State%20agency,delinquent%20children%20and%20youth%3B%20and))

☐ 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*. ([§1412(a)(2)(A)](https://neglected-delinquent.ed.gov/title-i-part-d-statute#:~:text=The%20number%20of%20neglected%20or%20delinquent%20children%20and%20youth%20determined,and%20youth%20on%20a%20specific%20date%20set%20by%20the%20Secretary))

☐ I understand and agree

The Title I program supplements and does not supplant the *regular program of instruction*. ([§1415(b)](https://neglected-delinquent.ed.gov/title-i-part-d-statute#:~:text=SUPPLEMENT%2C%20NOT%20SUPPLANT,during%20those%20hours))

☐ 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. ([§1414(c)(2)](https://neglected-delinquent.ed.gov/title-i-part-d-statute#:~:text=provide%20an%20assurance%20that%20in%20making%20services%20available%20to%20children%20and%20youth%20in%20adult%20correctional%20institutions%2C%20priority%20will%20be%20given%20to%20such%20children%20and%20youth%20who%20are%20likely%20to%20complete%20incarceration%20within%20a%202%2Dyear%20period%3B))

☐ 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 detention or 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. ([§1414(a)(2)(E))](https://neglected-delinquent.ed.gov/title-i-part-d-statute#:~:text=Provide%20assurances%20that,education%20programming.%E2%80%99%E2%80%99%3B%20and)

☐ 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 detention or 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. ([§1414(c)(15)(A)](https://neglected-delinquent.ed.gov/title-i-part-d-statute#:~:text=in%20delinquent%20activities%3B-,provides%20an%20assurance%20that%20the%20State%20agency%20will%20work%20with%20children,facility%20or%20institution%20for%20neglected%20or%20delinquent%20children%20and%20youth%3B%20and,-intends%20to%20return))

☐ 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. ([§1414(c)(15)](https://neglected-delinquent.ed.gov/title-i-part-d-statute#:~:text=provides%20an%20assurance%20that%20the%20State%20agency%20will%20work%20with%20children%20and%20youth%20with%20disabilities%20in%20order%20to%20meet%20an%20existing%20individualized%20education%20program))

☐ 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. ([§1414(c)(17)](https://neglected-delinquent.ed.gov/title-i-part-d-statute#:~:text=provides%20an%20assurance%20that%20certified%20or%20licensed%20teachers%20and%20other%20qualified%20staff%20are%20trained%20to%20work%20with%20children%20and%20youth%20with%20disabilities%20and%20other%20students%20with%20special%20needs%20taking%20into%20consideration%20the%20unique%20needs%20of%20such%20students%3B))

☐ I understand and agree

The program will be coordinated with any [programs](https://ojjdp.ojp.gov/funding/awards/list?field_award_status_value=Open&state=MA&field_funding_type_value=All&field_served_nationally_value=All&fiscal_year=&combine_awards=&awardee=&city=#awards-awards-list-block-gkgdpm1ooymuyukj) operated under the Juvenile Justice and Delinquency Prevention Act of 1974 (42 U.S. C. 5601 et seq.) or other comparable programs, if applicable. ([§1414(c)(8)](https://neglected-delinquent.ed.gov/title-i-part-d-statute#:~:text=describes%20how%20the%20programs%20will%20be%20coordinated%20with%20other%20appropriate%20State%20and%20Federal%20programs%2C%20such%20as%20programs%20under%20title%20I%20of%20Public%20Law%20105%2D220%2C%20career%20and%20technical%20education%20programs%2C%20State%20and%20local%20dropout%20prevention%20programs%2C%20and%20special%20education%20programs%3B))

☐ 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. ([§1416(8)](https://neglected-delinquent.ed.gov/title-i-part-d-statute#sec1416:~:text=includes%20an%20assurance%20that%20the%20State%20agency%20has%20provided%20for%20appropriate%20training%20for%20teachers%20and%20other%20instructional%20and%20administrative%20personnel%20to%20enable%20such%20teachers%20and%20personnel%20to%20carry%20out%20the%20project%20effectively.))

☐ I understand and agree

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

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. [↑](#endnote-ref-2)
2. 20 hours required for DYS, 15 for CHCs. [↑](#endnote-ref-3)