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June 2013

**NEW YORK STATE EDUCATION DEPARTMENT (NYSED)
OFFICE OF STUDENT SUPPORT SERVICES (SSS)
ROOM 318M EB
ALBANY, NY 12234**

**Education of Incarcerated Youth Program Plan
July 1, 2013 – June 30, 2014**

*Reminder: As of January 1, 2014 there will be a new assessment for candidates who have met the eligibility requirements to take the New York State High School Equivalency Diploma assessment. This new assessment is called the Test Assessing Secondary Completion (TASC). In fall 2013, all requirements for the 2014 implementation from the vendor, CTB McGraw-Hill and NYSED will be finalized. This information will be communicated to the field as it becomes available.

As a reminder, all other GED® test requirements remain in effect through December 31, 2013. General information regarding the GED® test and the TASC is available at the NYSED website: <http://www.acces.nysed.gov/ged>

Directions: All agencies providing mandated educational services to Incarcerated youth under Chapter 683 of the Laws of New York State and Part 118 of the Regulations of the Commissioner of Education must complete this form. One form must be completed for each correctional facility in which services are to be provided. This report must be updated and resubmitted on an annual basis, no later than July 15th of each school year. Please return the original and one copy of the program plan to the address listed above by July 15, 2013.

1. GENERAL INFORMATION

| | |
|--|--|
| Correctional Facility Name and Address | |
| School District (in which facility is located) | |
| Educational Provider Name/Address | |
| Educational provider contact person who will receive Program related correspondence from NYSED | |
| Phone Number (Please include area code) | |
| E-mail address | |

2. In 2012-13: Number of students served on a daily basis:

[Part 118.2 (d)] (Full time equivalents – FTE's) _____

a) Number of students with disabilities for each age group:

AGES 17 AND UNDER: _____ AGES 18-21: _____

b) The number and percentage of students who opt not to participate in educational programs:

of students: _____ % of students: _____

c) Is attendance in educational programs mandated by the correctional facility for inmates who do not have a High School Diploma or a NYS Equivalency Diploma?

YES _____ NO _____

d) If attendance is mandated for inmates, please indicate the age group(s) for which attendance is mandated: (Check as many boxes as appropriate)

- all inmates regardless of age: _____
- inmates 21 years of age: _____
- inmates 20 years of age: _____
- inmates 19 years of age: _____
- inmates 18 years of age: _____
- inmates 17 years of age: _____
- inmates 16 years of age: _____

3. NUMBER OF INSTRUCTIONAL HOURS SCHEDULED PER DAY: (3 HOURS MINIMUM Per Student)

[Part (s) 118.2 (e); 118.2 (f); 118.4 (a); 118.4 (b)]

| 2013-14 | |
|---------------------------------------|----------------------|
| Fall Program Begins: | September _____/2013 |
| Fall Program Ends: | June _____/2014 |
| Number of Hours Per Day | Hours _____ |
| 2013 (Programming is Optional) | |
| Summer Program Begins | July _____/2013 |
| Summer Program Ends | August _____/2013 |
| Number of Hours Per Day | Hours _____ |

4. Academic Program Services: [Part (s) 118.2 (b); 118.4 (b); 118.4 (ii)] Indicate the number of hours per week that instruction is offered to incarcerated youth for the development of basic reading, mathematics, oral and written communication skills and in the other identified areas. Describe how the instructional programs are modified to address the needs of students with disabilities and English language learners.

The NYS Regents reform agenda and Common Core Learning Standards are the new benchmarks by which principals, teachers, and students will be evaluated. These new standards are designed to improve college and career readiness for students meeting graduation requirements. To accomplish this, principals and teachers of alternative high school equivalency preparation programs, like their counterparts in the general education settings, are required by the regulations adopted by the Board of Regents March 30, 2012 and Education Law 3012-c as amended by Chapter 21 (S.6732/A.9554) to develop Annual Professional Performance Review (APPR). Please refer to the website provided for guidance on teacher or leader effectiveness <http://engageny.org/resource/teacherleader-effectiveness-guidance-and-resources> and for approved assessments click on <http://usny.nysed.gov/rttt/teachers-leaders/assessments/cte-approved-list.html>.

“Section 30-2.2(d) of the Rules of the Board of Regents defines a classroom teacher as a teacher in the classroom teaching service as defined in Section 80-1.1 of the Commissioner’s regulations, who is the teacher of record (see also B2 and B3 of the APPR Guidance.” (Office of Teacher and Leader Effectiveness, Policy and Programs). Please refer to the engageny website above.

The performance of the P-12 AHSEP program for students is included in the System of Accountability for Student Success (SASS).

Commissioner’s regulations section 102(p)(12)(iv) indicates that “the Commissioner may also place under high school equivalency review any program for which a district or BOCES fails to provide in a timely manner the student performance data required by the Commissioner to conduct the annual assessment of the high school equivalency program..”

| Instructional Programs | Hours Per Week using blocked number of instructional hours | Describe how the instructional programs are modified to address the needs of students with disabilities or English language learners. Please indicate the policy in place to address these needs even if no students are in the facility at present time |
|--|--|--|
| Basic educational skill development in reading, and communication skills | | |
| High School Credit Courses support | | |
| General Educational Development® (GED)® /TASC* for the NYS High School Equivalency | | |
| The Provision of Services to Students with Disabilities (related services and, if offered, special education instructional services) | | |
| English for Speakers of Other Languages (ESOL) | | |
| Life Management | | |
| Career Planning | | |
| Career and Technical Education | | |

* Students who are under age 21 and are placed on the GED®/TASC track are enrolled in the Alternative High School Equivalency Preparation Program (AHSEP). Districts and BOCES that operate the AHSEP program at multiple sites should complete the AHSEP application and include the jail(s) as a separate site(s).

Districts and BOCES that operate stand alone programs within a jail must submit the AHSEP application in order to fulfill the approval process for their programs.

The System of Accountability for Student Success*(SASS) information is required by the first week of October from each agency. This information is a measurement of student's performance in the AHSEP program. The SASS table is included in the P-12 AHSEP application. The application and SASS Table are available on the Office of Student Support Services (SSS), Alternative Education web site at: <http://www.p12.nysed.gov/sss/ssae/AltEd/>

*Statewide Performance Measurement standards are based on the SASS data. These criteria for accountability may be revised. As information becomes available, you will be informed via email or it will be posted on the above website.

5. ASSESSMENTS: [Part(s) 118.2 (a) (b); 118.3 (a)] (If needed, use additional pages for questions 5 a-c)

a). List the assessment tests or evaluation materials which will be used to determine the most effective academic (reading, mathematics, receptive and expressive language) and transition program services for all incarcerated youth. Identify the dominant language of the test.

b). List the procedures for a multidisciplinary assessment including test or evaluation materials used to serve students identified as requiring more intensive program services (i.e., limited English proficient).

c). Describe procedures employed by your jail education program and the Committee on Special Education (CSE) of the district of location in which the facility is located (referred to as the district of location¹) to ensure that:

- ✓ individual evaluations are conducted for inmates staying 10 days or more who are suspected of having a disability;
- ✓ students are referred to the CSE of the district of location for review if the program recommended in the Individualized Education Program (IEP) is no longer believed to be appropriate; and
- ✓ annual reviews and re-evaluations are conducted when appropriate.

¹ The Committee on Special Education of the district of location is responsible for arranging for individual evaluations, determining eligibility for special education programs and services, developing the IEP, and arranging for the provision of special education programs and services (8 NYCRR §200.4).

6. TRANSITION PROGRAM SERVICES: [Part 118.2 (i)] Identify the number of hours per week that transition program services are offered to incarcerated youth during the year (and which may be part of a continuum of activities and services carried out under the Workforce Investment Act (WIA), Title II, Section 225; No Child Left Behind (NCLB) Title I, Part D Neglected and Delinquent; Career and Technical Education Improvement Act (CTEIA) projects.

| Services | Hours Per Week |
|------------------------------|----------------|
| Career Counseling | |
| Decision-Making Skills | |
| Job Readiness | |
| Computer Training | |
| Family Literacy | |
| Other: (Name of the service) | |

7. COMMUNITY SERVICES LINKAGES: [Part (s) 118.2 (g) (i)] List the community supportive agencies which will provide services to students during incarceration and after release. Describe how your program will establish linkages to community service and county agencies and other school districts and maintain follow-up contact with clients. **Describe the transfer of educational records and contacts/notification to school districts upon release of a client who is returning to school.**

8. PERSONNEL QUALIFICATIONS: [Part (s) 118.2 (c); 118.4 (c) (1)] *Secondary teacher certification is recommended and for a class of predominantly special education students, a special education certification is needed.*

List the name of the teacher/clinician/related service provider, teaching certificates or licenses held by the teacher/clinician/related service provider and relevant experiences of the teacher/clinician/related service provider involved in the program. e.g., list certification area(s).

| Name of each Teacher/Clinician/Related Service provider | Please specify the corresponding area (s) Teaching Certificate or Licenses, Grade Level Certification (K-6, 7-12, adult, special education) for each person listed | Appropriate Experiences for each person listed e.g.: Years of service |
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9. STAFF DEVELOPMENT AND TRAINING: List staff development training activities and the providers of staff development that will be offered to teachers and/or clinicians by the school district or BOCES. List the staff development and training activities including technology fluency as related to the NYS Common Core learning standards that will be provided to teachers and/or clinicians through the following: Adult Staff Development Consortium, RAEN, New York State Association for Incarcerated Education Providers (NYSAIEP), Alternative Education Steering Committee meetings, agency workshops and/or other workshops and conferences, or subscriptions to professional publications.

| Staff Development/Training Activity | Provider |
|-------------------------------------|----------|
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10a. REQUESTS FOR GENERAL EDUCATIONAL SERVICES AND NOTICE OF SERVICE PROVIDED: [Part (s) 118.3 (a), 118.5, 118.6, 118.8] Indicate in the box below whether the flowing procedures take place.

| Procedure | Yes | No |
|---|-----|----|
| A youth is apprised by the correctional facility of the availability of educational services with-in 10 days of admission. | | |
| An educational evaluation is completed no later than 10 school days after the school district receives a request for educational services on behalf of a youth. | | |
| If the evaluation indicates a need for a more intensive program of educational services, a multidisciplinary evaluation takes place and programmatic recommendations based on the assessment are provided to the student's teacher no later than 20 days after the school district receives a request for educational services. | | |
| Instruction commences no later than the 11 th school day following the school district's receipt of a request for educational services. | | |
| The school district's educational services are coordinated with other appropriate support services provided by the county. | | |
| The school district has procedures to assist the correctional facility in providing released or discharged youth with educational and related services available in the youth's school district. | | |
| The school district notifies NYSED and the school district is responsible for the educational costs and that a request for educational services has been received for the correctional facility on behalf of the youth. | | |
| The notice mentioned directly above is provided with-in 30 days of initiation of educational services. | | |

10b. REQUESTS FOR SPECIAL EDUCATIONAL SERVICES AND NOTICE OF SERVICE PROVIDED²: [8 NYCRR §200.4] Indicate in the box below whether the following procedure take place. *Please note: A request for testing accommodations is made directly to GED®/TASC* for the NYS High School Equivalency examination.*

| Procedures | Yes | No |
|--|-----|----|
| Procedures are established to identify inmates who are possibly in need of special education services through self-referral, indicators from other educational records, referrals from outside sources, and referrals from parents and guardians. | | |
| The education program requests in writing to the Committee on Special Education (CSE) of the district of residence or appropriate New York City region, the Individualized Education Program (IEP) of any inmate identified as previously having received special education services. | | |
| Procedures are in place to monitor requests for and ensure receipt of IEPs and evaluations from the CSE of the district of residence or appropriate NYC region. | | |
| For inmates staying 10 days or more who are suspected of having a disability and who need an individual evaluation, the facility submits a request for education services to the school district in which the facility is located (district of location). [The CSE of the district of location is responsible for conducting the evaluation, determining eligibility, developing the IEP, and arranging for the provision of services (8 NYCRR §200.4)]. | | |
| Special education programs and services are provided to incarcerated youth consistent with each student's IEP or a referral is made to the CSE of the district of location for a review of the IEP. | | |
| Procedures are established for referring a student to the CSE of the district of location if the agency believes that the program recommended in the IEP is no longer appropriate (8 NYCRR §200.4 (e) (4)). | | |
| Special education programs and services are provided by appropriately certified staff. | | |

11. RESULTS: The United States Department of Education has requested the following information for students enrolled in the Incarcerated Youth Program (IYP) for the period from July 1, 2012 to June 30, 2013. [Part 118.2 (d)]

| Results | Number of Students |
|--|--------------------|
| Students participating in the (IYP) | |
| IYP students who returned to school | |
| IYP students who received a high school or high school equivalency diploma | |
| IYP students who obtained employment after release | |
| IYP students who leave before the test is administered | |

² The Committee on Special Education of the district of location is responsible for arranging for individual evaluations, determining eligibility for special education programs and services, developing the IEP, and arranging for the provision of special education programs and services (8 NYCRR §200.4).

12. COST CATEGORY SUMMARY: [Part 118.2 (d)] List costs anticipated by budget category, which are required to operate the program.

| BUDGET CATEGORY | PROJECT AMOUNT |
|---|-----------------------|
| Professional Salaries (15) | |
| Nonprofessional Salaries (16) | |
| Purchased Services (40) | |
| Supplies and Materials (45) | |
| Travel Expenses for Staff Development and Training (46) | |
| Employee Benefits (80) | |
| Indirect Cost (rate: _____ %) (90) | |
| Purchased Services with BOCES (49) | |
| Equipment (20) | |
| TOTAL | |

AUTHORIZED ORIGINAL SIGNATURE: Print or type the name of the Superintendent or District Superintendent of the Education Provider Agency below the individual's signature and enter the date on which the form is completed.

Signature, Superintendent of Educational Provider Agency

Print or Type Name

Date