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| *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 are required to provide the following:* | *Benefits to Stakeholders* |
| 1. General Information | *Ensure all information is complete.* The contact person listed will receive information and forms relevant to the IY Program, e.g., AVL STAC Forms. |
| 2. Estimated Number of Students Served Daily | FTE’s will give the agency an idea of the funding that will be generated by the program. This information could be used to determine program policies, program growth, and to project the following year’s budget. |
| 3. Number of Instructional Hours Per Day | *A minimum of at least 3 instructional hours per day is required for each student to be in compliance with Part 118.* Please indicate only the blocked number of instructional hours provided, not the total number of classes multiplied by the duration of the class. For example: If Facility “A” provides ABE/Alternative High School Education Preparation (AHSEP) from 8:00AM-11:00AM and from 1:00PM – 3:00PM, it should report 3 hours, not 6 hours. Summer program does not have to be provided. However, if offered, it must be 3 hours per day and 5 days a week. |
| 4. Academic Program Services | *A minimum of 15 hours of instruction is required to be in compliance with Part 118.*  Academic instruction can include  10 hours of Basic Education, or 10 hours of tutor to support High School Credits, or 10 hours of **AHSEP**.  The remaining 5 hours can include: Life Management, Career Planning and Career and Technical Education. This will ensure 15 hours of instruction is provided. |
| 5. Assessment Procedures | *Part 118 requires that the provider of educational services shall be administered in the student’s dominant language*.  The current assessment for English Language Learners (ELLs) is the New York State Identification Test for English Language Learners (NYSITELL). *It is estimated that there is a range of 30-50% of incarcerated juveniles with disabilities.* To address the needs of incarcerated youth, emphasis must be placed on a comprehensive placement of students entering the incarcerated setting to determine each students needs and to correctly develop an individualized educational program plan. Please visit the following website for additional information:  <http://www.neglected-delinquent.org>  Ensure that students’ with special needs have up-to-date evaluations and IEP’s. |
| 6. Transition Program Services | Prepares students for real life experiences, job readiness and citizenship. |
| 7. Community Service Linkages | Collaboration with community service linkages provides a supportive structure and resource for the student upon release from incarceration. This may reduce recidivism and provide successful adjustment of the student to the community setting.  Client follow-up will provide statistical data necessary to effective transitional program planning. |
| 8. Personnel Qualifications | *Teachers require either an Adult Education or a teacher certificate. Related relevant experiences are helpful to the success of the student/teacher relationship.*  The recommendation is 7-12 certification in the content area (English, Math., Science, Social Studies) Special Education, for larger programs. This provides the students a wider scope and sequence to the educational program.  **SED advises that upon attrition, incoming teachers with secondary certification should be hired**. |
| 9. Staff Development and Training | Staff development ensures that staff is aware of current instructional practices and policies related to education. Examples: The New York State Association of Incarcerated Education Programs Inc. (NYSAIEP), the Regional Association Educational Network (RAEN), Alternative Education Steering Committee meetings, agency workshops/ or other workshops, or subscriptions to professional publications. |
| 10. Requests for Educational Services and Notice of Service | A student that requests educational services must receive all related services. The agency provides the opportunity for this student to realize their academic goals and is in compliance with Education Law. |
| 11. Results | Agency provides information regarding IYP enrollment and outcomes for prior school year to cooperate with the USDOE. Statistical data is often widely used. |

Budget Review Sheet

The budget should reflect costs close to the amount of State Aid that has been generated in the past unless the FTE’s have significantly changed. This information is utilized by the STAC Unit; please contact that office at 518-474-7116 for related assistance.

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| 12. Professional Salaries (15) | Programs with at least 80% of the budget targeted toward instructional and therapeutic services suggest that the educational program for students served is in alignment with student needs. |
| Nonprofessional salaries (16) | Support staff is essential in collection and dissemination of student information. |
| Purchased Services (40) | Purchased services that will increase teachers’ or students’ skills, or that result in activities associated with re-entry and transition to the community may benefit the program. |
| Supplies and materials (45) | 90% of this budget category should include instructional materials and office supplies that are essential to the educational program. |
| Travel Expenses for Staff Development and Training (46) | Benefits are aligned as mentioned in above question 9 – staff development and training. |
| Employee Benefits (80) | The standard fringe benefit package acceptable. |
| Indirect Cost (90) | This satisfies reimbursement of the agency administrative costs. |
| Purchased Services with BOCES (49) | See above budget category (40). |
| Equipment (20) | The program will utilize technology to provide direct/in-direct instruction to supplement program efficiency. |

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