**Programs for Corrections Education and the Education of Other Institutionalized Individuals**

**FY17-18 Adult Education Funding Application**

**Narrative Question Response Form**

**WIOA Title II**

(Section 225).

Corrections education is for criminal offenders (any individual who is charged with or convicted of any criminal offense) who reside in correctional institutions. Other institutionalized individuals are not defined in WIOA, but examples might include persons who reside

in facilities operated by a state mental health agency or individuals in civil confinement institutions.

**Allowable Uses of Funds**

WIOA expands the allowable programs components for corrections education from those included in the Workforce Investment Act (WIA). The new list now includes eight categories:

(1) adult education and literacy activities;

(2) special education, as determined by the eligible agency;

(3) secondary school credit;

(4) integrated education and training;

(5)career pathways\*;

(6) concurrent enrollment\*;

(7) peer tutoring\*; and

(8) transition to re-entry initiatives and other post release services with the goal of reducing recidivism\*\*

\*Those marked with an asterisk (\*) are new in WIOA

\*\* Funds under [§225] may be used to support educational programs for transition to re-entry initiatives and other post-release services with the goal of reducing recidivism. Such use of funds may include educational counseling or case work to support incarcerated individuals’ transition to re-entry and other post-release services. Examples include:

* + assisting incarcerated individuals to develop plans for post-release education program participation,
  + assisting students in identifying and applying for participation in post-release programs, and
  + performing direct outreach to community-based program providers on behalf of re-entering students.
* Such funds may not be used for costs for participation in post-release programs or services.

**Priority of Service**

Consistent with WIA, WIOA requires that eligible agencies that are using funds to carry out a program for criminal offenders in a correctional institution give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

**Performance Reporting**

WIA required the same reports for corrections education as for other adult education programs.

A new reporting section contained in WIOA highlights the additional annual reporting requirements of WIOA-funded corrections programs. States must report for programs of corrections education and the education of other institutionalized individuals their progress in carrying out these programs including the “relative rate of recidivism for the criminal offenders served.”

**APPLICATION NARRATIVE QUESTION RESPONSES**

***(Narrative Response is limited to ten (10) pages)***

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| 1. Describe which of the eight academic programs the applicant will offer. |
| **Response** |
| 1. Program Description: Summarize the scope and specific intent of the project. |
| **Response** |
| 1. Describe how the applicant will establish priority of services in the program. |
| **Response** |
| 1. Describe the educational programs to be offered for transition to re-entry and other post-release service with the goals of reducing recidivism. |
| **Response** |
| 1. How will the Provider utilize and maintain data and track progress? Describe the progress monitoring procedures, including staff’s roles and responsibilities. Include how staff analyze data and student progress for continuous improvement, and collaborate with administrative and instructional staff to resolve problems identified in the process |
| **Response** |

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| 1. Does the program currently have written referral procedures for support services? Please describe. |
| **Response** |
| 1. Provide a description of how various program efforts such as recruitment, intake, orientation, instruction and support services are coordinated and support one another |
| **Response** |
| 1. How does the program maintain working partnerships with funders and policy makers, and inform them of the program’s achievements, plans and needs? |
| **Response** |
| 1. Describe how the program currently maintains or how the program will develop, working partnerships with next-step agencies and institutions such as employers, career centers, post-secondary education and job training. |
| **Response** |
| 1. Does the program have existing MOU’s or partnership agreements including to actively collaborate with partners in the community to expand the services available to adult learners and to prevent duplication of services? Describe the name of the partner(s) and the nature of the collaboration. |
| **Response** |
| 1. Describe the number and types of agencies, organizations, institutions, etc. with whom the eligible provider currently collaborates, coordinates and cooperates. |
| **Response** |
| 1. Describe the program’s plan for ensuring professional development undertaken by staff aligns with staff and program professional development plans. |
| **Response** |

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| **Serving Students with Disabilities** |
| 1. Does the program handbook contain a notice that includes relevant information regarding Title II of the ADA, and how it applies to the programs, services, and activities of the public entity   YES\_\_\_ NO\_\_\_  If No, please provide details. |
| **Comments Related to program handbook and ADA** |
| 1. Does the notice include the name and contact information of the ADA Coordinator (either LD Designee or other full time staff)?   YES\_\_\_ NO\_\_\_ |
| 1. Does the intake process include an opportunity for students to disclose disability and request accommodations?   YES\_\_\_ NO\_\_\_ |
| **Response** |
| 1. How does your program determine referral of students to evaluation for learning and/or other disabilities? |
| **Response** |