



**Title I, Part D (Subpart 1)
Neglected and Delinquent
Institutionwide Programs
Grant Application**

**Due by electronic submission only
4:00 p.m. - September 15, 2014**

Contact:

Rebecca Derenge, N & D Coordinator
Office of Title I, Building 6, Room 330
1900 Kanawha Boulevard, East
Charleston, WV 25305-0330
304.558.7805, ext 53204 - phone
304.558.0459 - fax
Email: rderenge@access.k12.wv.us

**Fiscal Year: 2015
School Year: 2014-2015**

West Virginia Department of Education

**APPLICATION FOR GRANT TO MEET THE
EDUCATIONAL NEEDS OF NEGLECTED AND DELINQUENT CHILDREN**

CERTIFICATION AND STATISTICAL DATA

SUPERINTENDENT'S CERTIFICATION

The applicant designated below hereby applies for a grant of federal funds to provide instructional activities and services to meet the educational needs of neglected and delinquent children as set forth in this application.

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct; the agency named below has authorized me, as its representative, to file this application.

WVDE-OFFICE OF INST. EDUC. PROG.	SIGNATURE OF SUPERINTENDENT
MAILING ADDRESS (Street, City, Zip)	DATE

SA CONTACT: _____ **DATE:** _____
ASSISTANT DIRECTOR, OFFICE OF INSTITUTIONAL EDUCATIONAL PROGRAMS (OIEP)

CONTACT INFORMATION

Institution	Contact	Phone Number/Email
Academy Programs	Matthew Kittle	304-363-3348

A state agency (SA) that provides free public education for children and youth in an institution for neglected or delinquent children and youth (other than an adult correctional institution) or attending a community-day program for such children and youth may use funds received under this subpart to serve all children in, and upgrade the entire educational effort of, that institution or program if the state agency has developed, and the state educational agency (SEA) has approved, a comprehensive plan for that institution or program.

Section 1

Goal:

1. OIEP Title I Schools will move students to proficiency over time while encouraging them to perform at their highest levels with the ultimate goal being graduation with a traditional diploma and/or technical skills training.

Explain how your Title I School will meet the overarching goal.

The West Virginia Department of Education at Academy Programs will meet this goal by working with students individually to ensure that their courses of study are directly contributing to their future plans. The students that are on track to receive their high school diplomas will be enrolled in classes that will count toward graduation. The academic expectations are high and the students will have all of the help, assistance, and opportunities to be high-achieving. The students will have access to a reading specialist, transition specialist, as well as all core teachers will be providing Title I services. The students that are on a technical skills track will have high-quality instruction with the same access to a reading specialist, transition specialist, and all teachers providing Title I services. Students who are on a college preparedness track have access to the same services as well as enrichment activities up to and including access to college classes. All students will work closely with a Transition Specialist so that they will be in the best position to continue their academic paths to accomplish these goals when they transition to their home schools. Academy Programs offers an eight period day to enable students to achieve high school credit accrual at an accelerated rate. The school also offers a thematic-based summer school in which students can accrue two extra credits toward earning their high school diploma.

Section 2

Assurances:

Assurance Statements

The Applicant hereby assures the chief state school officer:

1. The Title I program complies with all state statutes and federal law. Appropriate records will be provided to the State Educational Agency (SEA)/Office of Institutional Education Programs (OIEP) as needed for fiscal audit and program evaluation.
2. The state agency has maintained fiscal effort required of a local educational agency in accordance with NCLB Section 9521. Funds made available through this statute are used to supplement and not supplant funds from non-federal sources.
3. The programs are designed to provide services which provides significant help to the participating students and that the program is of such size, scope and quality to provide a viable program.
4. Program effectiveness is evaluated under this statute.
5. The SA/OIEP complies with the requirements of Section 1119 regarding the qualifications of teachers and professional development.
6. The SA/OIEP utilizes the results of the student academic assessments required under Section 1111(b)(3), and/or other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making progress necessary to ensure all

students will meet the state's proficient level of achievement on the state academic assessments described in Section 1111(b)(3) within 12 years from the baseline year described in Section 1111(b)(2)(E)(ii).

7. The SA/OIEP has no policy that prohibits constitutionally protected prayer consistent with Section 9524(a).
8. The SA/OIEP assures in making services available to students in adult correctional institutions, priority will be given to such children and youth who are likely to complete incarceration within a 2-year period.
9. The SA/OIEP assists in locating alternative programs through which students can continue their education if the students are not returning to school after leaving the correctional facility or institution for neglected or delinquent children and youth.
10. The SA/OIEP works with parents to secure parents' assistance in improving the educational achievement of their children and youth, and preventing their children's and youth's further involvement in delinquent activities.
11. The SA/OIEP works with children and youth with disabilities in order to meet existing individualized education plans (IEPs) and notifies the child's or youth's local school if the child or youth (A) is identified as in need of special education services while the child or youth is in the correctional facility or institution for neglected or delinquent children and youth; and (B) intends to return to the local school.
12. The SA/OIEP works with children and youth who dropped out of school before entering the correctional facility or institution for neglected or delinquent children and youth to encourage the children and youth to reenter school once the term of the incarceration is completed or provides the students with the skills necessary to gain employment, continue the education of the child or youth, or achieve a secondary school diploma or its recognized equivalent if the child or youth does not intend to return to school.
13. Teachers and other qualified staff are trained to work with children and youth with disabilities and other students with special needs taking into consideration the unique needs of such students.
14. The program under this subpart 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.
15. The SA/OIEP will make available appropriate training for teachers and other instructional and administrative personnel to enable such teachers and personnel to effectively carry out the project.

Superintendent's Signature

Date

Section 3 **Needs Assessment (Part 1)**

Provide a summary of the results of the comprehensive needs assessment for your institution. Data analysis must include a narrative summary for each of the student outcome indicators below:

- A. External Trends** (Outside factors that affect achievement – e.g., age distribution of county population, social economic status of institution, family structures, substance abuse, crime rate, technology trends)

Our population is affected by a number of issues that have a negative impact on student achievement. Most of our students have substance abuse issues in addition to coming from homes where parents and guardians have substance abuse issues. Many students come from families with a low socioeconomic status with parents and guardians who do not value education. Their homes are often single-parent homes where family members are often entering and exiting their lives, whether a result of legal charges/rulings or voluntarily. The students have high school graduation credit deficiencies due to lack of attendance, lack of parental involvement/support, low value of education, and prior school retention.

- B. Student Achievement** (e.g., summative tests, benchmark tests, formative assessments)

Upon entry to WVDE at Academy Programs, students are given multiple evaluations. These may include, but are not limited to: an educational psychological evaluation, the Scholastic Reading Inventory (SRI), Tests of Adult Basic Education (TABE), Math Level Indicator (MLI), Learning Styles Inventory (LSI), and Career Scope. In addition, if a Woodcock-Johnson and/or the previous year's WESTEST scores/Acuity scores are available, those are included in the consideration of educational placement. Along with the assessments, if the student is a high school student, an analysis of their transcript is completed. Once the assessments are compiled and the transcript analysis occurs, the Student Assistance Team meets to suggest appropriate educational placement. All teachers are informed of each individual student's needs and consequently deliver instruction and assessments in order to accurately observe and report student understanding and achievement.

Achievement trends:

- 17% of students at Academy Programs had a negative grade level change from their pre-test TABE to their post-test TABE
- 25% of students at Academy Programs had no improvement in their performance on the TABE from their pre-test to their post-test
- 26% of all students served are identified as special education students

C. Other Student Outcomes (e.g., attendance, discipline, dropout rates, graduation rates)

The age range of the student population at WVDE at Academy Programs is 12-18 years old. The students come from all over West Virginia, and the average length of stay is 10 months. Across the state, some of the descriptive statistics of our enrollment consist of:

- 20.7% of the total population of WV is under the age of 18
- 11% of teens, ages 16-19, are not enrolled in school and are not working
- 6% of teens, ages 16-19, are not in school and are not high school graduates
- 26% of children are considered living in poverty
- 13.6% were high school dropouts last year
- 25 out of 1000 teens, ages 10-17, are considered juvenile delinquent

Student trends at Academy Programs:

- 97% of all high school graduation credits that are offered are earned
- GPAs generally double from pre-placement to placement at Academy Programs
- 50-70% of students obtain an average weekly GPA of 3.25 or greater in all 8 courses
- Students earn an average of 4.6 high school credits toward high school graduation
- 25% of the students served at Academy Programs have been identified as special education

D. Culture, Conditions and Practices (e.g., monitoring reports, walk-through summaries, OEPA reports, School self assessments – high quality standards, systemic continuous improvement process, questionnaires)

- Title I Monitoring Reports
- Walk-through Summary
- Self-Assessments
- Purpose/Daily Standards
- Staff Feedback
- Teacher Observations/Follow-Ups
- SAT Log
- Staff Development
- Daily Schedule/Groupings per Level
- Comprehensive Reading Program
- Peer Observation
- Benchmark Data (TABE, SRI, MLI, Acuity, Carnegie, WV Writes)
- Responsible Student Program (“Reaching the Stars”)

- Exceptional Students of the Week (“Shining Stars”)

The needs assessment must address the following:

- (1) A comprehensive assessment of the educational needs of all children and youth in the institution or program serving juveniles; and
- (2) A comprehensive assessment of the educational needs of youth aged 20 and younger in adult facilities who are expected to complete incarceration within a 2-year period.

Section 4
Accountability (Section 1431)

Each institution that conducts a program under subpart 1 or subpart 2 shall evaluate the program, disaggregating data on participation by gender, race, ethnicity and age, yearly, to determine the program’s impact on the ability of the participants to:

- A. maintain and improve educational achievement;
 - Our school continues to be the highest academic performing school among all WVDE residential on-grounds schools since we completed our first year in 2008-2009.
 - All teachers are “Highly Qualified” under the Federal “No Child Left Behind” Act.
 - Student to computer ratio is greater than 1:1.
 - All teachers are evaluated annually to determine the quality of the instructional delivery
- 97% of all high school graduation credits that are offered are earned
- GPAs generally double from pre-placement to placement at Academy Programs
- 50-70% of students obtain an average weekly GPA of 3.25 or greater in all 8 courses
- Students earn an average of 4.6 high school credits toward high school graduation
- 25% of the students served at Academy Programs have been identified as special education
- Students have the opportunity to accelerate their graduation date as a result of Academy Programs offering up to 10 high school credits annually.
- Student to teacher ratio is 6.57:1

B. to accrue school credits that meet State requirements for grade promotion and secondary school graduation;

The WVDE at Academy Programs offers 8 credits during the traditional school year, whereas many public schools only offer 7. Five core subjects include: PE, Math, English, Science, and Social Studies. We also offer electives of Career and Technical courses, Forestry, Communications, Geography, Computer Applications, Art, and Music Appreciation. In addition to our regular school year, a full summer school in which students can earn up to two credits toward high school graduation. The majority of public school systems in WV do not offer a summer school.

In the Youth Academy:

- % of credits earned prior to placement at Academy Programs: 59.7%
- % of credits earned while at Academy Programs: 98.8%
-

In the Yore Academy:

- % of credits earned prior to placement at Academy Programs: 61.1%
- % of credits earned while at Academy Programs: 96.9%

C. to make the transition to a regular program or other education program operated by a local educational agency (LEA);

A transition specialist is on staff that is responsible for helping students transition seamlessly to home and public school. Our guidance counselor works closely with each student to help ensure a seamless transition by contacting the student's home schools months in advance of student departure with relevant information such as grades, class enrollment, test scores, transcripts, and discipline reports. Each student also leaves our school with a packet of enrollment data for their public school to ensure the school has immediate access to relevant data.

D. to complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected and delinquent children and youth;

Individualized instructional plans are developed for each student regardless of whether or not they are special education. Instructional strategies have been commended by the WV Board of Education's auditing agency, the Office of Education Performance Audits. Since each student has his or her own plan, our instructors work specifically with that student to provide the classes and assistance he or she needs to get a diploma, work on a technical program, or help with college prep.

- E.** As appropriate, to participate in postsecondary education and job training programs.

Each student at WVDE at Academy Programs has the option of taking CTE classes in order to receive OSHA certification, which could lead them to a career. Additionally, students who are interested in going to college work closely with the counselor to find the appropriate college and courses. If students graduate high school or earn their TASC while at Academy Programs, they are often enrolled in college classes in which they virtually participate.

Describe a plan for pre- and post-testing at the institution to establish a consistent reporting method with this year setting the baseline data and continuing for a three year period. The same instruments should be used in all the SEA sponsored facilities to establish a consistent reporting method.

The WVDE at Academy Programs uses the TABE test as our pre- and post-testing to establish baseline data and evaluate student improvement. The students are tested at the beginning and end of their enrollment.

Section 5 **Program Overview**

- A.** Describe the steps taken to provide all children and youth under age 21 with the opportunity to meet challenging state academic content standards.

Each teacher here is “Highly Qualified” as required by the Federal “No Child Left Behind” act. We are compliant with the Common Core rollout, and each teacher provides challenging, student-centered lessons. The principal monitors each teacher regularly and provides performance feedback. Project Based Learning is common in our school; each student has the opportunity to learn in multiple modalities. Multiple learning styles are addressed on a day to day basis. Each student’s academic progress is monitored weekly and summarized monthly.

- B.** Describe the instructional program, pupil services and procedures that will be used to meet the identified needs, including, to the extent feasible, the provision of mentors for the children and youth.

Students at Academy Programs are given individualized instructional plans regardless of whether or not they are special education. Additionally, all special education IEP services are met and we provide all students with tutoring four days a week. The school counselor regularly meets with all students to discuss academic credit deficits and how to get them on track with their age appropriate peers. The school staff also has daily planning meetings in which student achievement in each class is discussed. Our student to teacher ratio is 6.57:1 which enables personalized instruction for all students. Technology is readily available to be integrated within the instructional program as a result of having a student to computer ratio

of 1:1. As a result of our 1:1 computer ratio, students that are credit deficient and or in need of certain classes to earn their diploma which our school staff cannot readily deliver via direct instruction, the WVDE's Virtual School is utilized. Student transcripts are carefully analyzed, discussions are held via SAT meetings, and then students are enrolled as appropriate in the necessary or applicable Credit Recovery class or Virtual School class.

C. Describe the measures and procedures used to assess student progress. This should include formative and summative assessments utilized by the institution.

The WVDE at Academy Programs frequently assesses student progress in a variety of methods. On an informal basis, the administration and staff discuss individual student performance in various classes daily at our planning meeting.

Formally, the staff uses such tests as the Tests of Adult Basic Education, Work Keys, Acuity, WestTest, the Scholastic Reading Inventory (SRI), Math Level Indicator (MLI), Learning Styles Inventory (LSI), and Career Scope. The Scholastic Reading Inventory (SRI) will be used as a Pre and Posttest to place students into the Title 1 Reading program along with progress and growth once within the program. The placement will be determined by the lexile level scored on the SRI. If a student scores below a 400 lexile, he/she will then take the SPI and be placed into the System 44 program.

These tests allow us to evaluate where the students are educationally, and also determine the best instructional methods and scheduling to best serve their individual needs.

D. Provide a description of the overall program provided by Title I at your institution.

At the WVDE at Academy Programs, we have a full-time Title I Reading Specialist who is responsible for both direct instruction and inclusion (push-in collaborative) instruction. Additionally, a part time Title I Transition Specialist who is responsible for helping the students seamlessly transition back to their home and public school is on staff. Our school is part of a school-wide Title I program in which each teacher is provides instruction within the scope and sequence of Title I services. Tutoring services are provided during the instructional week for any student(s) exhibiting academic deficiencies. Each week tutoring services and educational remediation and enrichment instruction is offered on Saturdays for all students that have been identified as having academic need.

Section 6
Professional Development

- Complete the following chart indicating the professional development to be offered this school year. Reflect funding for professional development in your budget.

Professional Development Plan

Date	Content Area and Title of Presentation	Intended Audience	Mode of Delivery (e.g., trainer, professional learning communities, independent study, on line course, college class, conference)
July 15th-17th	OIEP Title 1 Conference <ul style="list-style-type: none"> • Office 365 • Smartboard Training • CTE Permissible Purchases through Title 1 Funding • TABE Adaptive Reporting • Best Practices Instructional Strategies • Marzano Strategies • Options Pathways • Credit Recovery Integration • Students with Behavioral and Emotional Issues • Ruby Payne • Read 180/Math 180 • Write Like This • Blended Learning • Station Teaching • Writing Across the Curriculum • Career Planning • Using Discipline as a Teaching Tool 	OIEP Reading and Math Teacher	Conference
August 25th-27th	OIEP Conference <ul style="list-style-type: none"> • Teaching Diverse Learners • Classroom Management • Understanding Difficult Situations • Positive Behavioral Support • Flip the Classroom • Classroom Culture • Arts and Bots • Personalized Learning 	OIEP Teachers	Conference
November 20th-23rd	NCTE Annual Convention	English and Reading Teachers	Conference
February 5th-8th	National Title 1 Conference	Title 1 Teachers and Staff	Conference

Section 7

Transition Plans

Provide a description of the transition plan developed by the individual designated to be responsible for issues relating to transition of children and youth from your facility or institution to a locally operated program in accordance with NCLB Section 1418.

Transition Specialist:

- Maintain and update transition database
- Write education after care plan
- Participate in Individual Education Plan (IEP) meetings, Inter-Disciplinary Team (IDT) meetings, and Multi-Disciplinary Team (MDT) meetings
- Attend clinical meetings, if possible
- Attend SAT meetings on campus and in public school
- Communicate with other Title I Transition Specialists regarding transitioning students to their home schools and communities
- Follow up with students for one year following discharge to monitor progress
- Conduct exit interviews
- Communicate with parents through parent surveys
- Complete student surveys, to assess educational goals
- Communicate with the home school to assist with transition needs of the student
- Contact community resources, state and nonprofit agencies to link, refer or advocate on behalf of and support of transitioning students
- Assist with transferring and receiving of school records
- Assist with public school enrollment
- Coordinate with teachers, administrators, transition specialists, county school systems, parents, and host agencies for continuation of education before, during, and after transition from the WVDE at Academy Programs to the community
- Participate in site visits to provide support to transitioning students into public school
- Coordination of higher education articulation
- Assist in registration for the ACT test
- Assist students in registering for and completing the FAFSA
- Assist students in acquiring loans to supplement federal financial aid for post-secondary education
- Coordinate community resource experiences
- Assist students in acquiring loans to supplement federal financial aid for post-secondary education

Section 8

Program Evaluation

Describe how the institution-wide project will be evaluated in consultation with personnel providing direct instructional services and support services with personnel from the state agency and the state educational agency (Title I Coordinator).

WVDE at Academy Programs

The evaluation of the institution-wide Title I program at the WVDE at Academy Programs will consist of the following:

1. All students will take the TABE test and will at a minimum have a pre and post-test results. The data will be analyzed to see the progress that students made while in attendance at Academy Programs.
 2. TABE tests, Acuity results, SRI results, classroom progress, WESTEST (when available), WV Writes, Reading Counts, and teacher formative tests will all be considered when determining the success of the program.
 3. The evaluative instruments will be monitored throughout the year by the principal, school counselor, Student Assistance Team, and Title I teacher. Data will be continually collected throughout the school year and used to drive instruction.
 4. The transitional component of the institution-wide program at Academy Programs will be monitoring data provided by the school counselor, transition specialist, and reading specialist.
 5. GED-Track students will take the official GED Pre-tests and offer supplemental materials and course enrollment to aide in passage of the GED. Their progress will be evaluated based on their performance while at the WVDE @ Academy Programs.
- Provide State agency evidence to support successful transition services that include: academic records shared jointly, graduation rate increases, more parent involvement, intervention services, agency partnerships, college enrollment, vocational enrollment, decrease in criminal activity, diploma equivalent options, career counseling, employment opportunities, distance learning, student loan information and successful transition back into schools and communities.
 - Transition Specialist will ensure smooth transition from Academy Programs to community by attending Inter-Disciplinary Team meetings (IDT), Multi-Disciplinary Team meetings, and Individual Education Plan (IEP) meetings when appropriate.
 - Transition Specialist will provide support to other WVDE/OIEP staff by assisting them with community resources for students returning to assigned counties.

- Transition Specialist will communicate/visit public schools, RESA, community resource agencies, state agencies and nonprofit agencies in support of transitioning students.
- Transition Specialist will keep records of all communication made with outside agencies.
- Transition Specialist will maintain the transition database as a tracking tool to monitor transition from Academy Programs for 1 year at 3 month intervals.
- The school counselor assists students with the transfer of records.
- The Transition Specialist coordinates transfer with the receiving school.
- The school counselor provides career counseling to students.
- The school counselor is available for parent contacts, conferences and phone calls.
- The school counselor will assist with articulation into a regular school setting including career-technical enrollment

Section 9 **Budgets**

A state agency shall use funds received under this subpart only for programs and projects that (1) are consistent with the state plan under Section 1414(a); and (2) concentrate on providing participants with the knowledge and skills needed to make a successful transition to secondary school completion, vocational or technical training, further education, or employment.

- | | |
|-----------------------|---|
| • Line 4 | Reading Teacher's salary |
| • Lines 12, 16-18, 22 | Reading Teacher's benefits |
| • Line 29 | Travel for Reading Teacher |
| • Line 30 | Supplies for Reading Teacher |
| • Line 31 | Marzano training and supplies |
| • Line 57 | .5 FTE Transition Specialist salary |
| • Lines 68, 72-74, 78 | Transition Specialist's benefits |
| • Line 82 | Travel for Transition Specialist |
| • Line 92 | Substitute costs for Reading Teacher to attend meetings |
| • Line 173 | Indirect Costs |
| • Line 174 | Total Annual Program Budget |

Note: The state agency grant will be issued when **all sections of the application and budgets are approved** for each individual institution wide program and the state agency.

