Attachment 12

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

Local Education Agency Application
ATTACHMENT 12  TITLE I, PART D
PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK

<table>
<thead>
<tr>
<th>Local School System: Baltimore City Public Schools</th>
<th>Fiscal Year 2016</th>
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</thead>
<tbody>
<tr>
<td>TITLE I, PART D COORDINATOR: KIMBERLY HOFFMAN</td>
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<td>Telephone: 410-392-9546</td>
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PROGRAM GUIDANCE

Purpose: Title I, Part D is:
1) To carry out high quality education programs to prepare children and youth for secondary school completion, training, employment, or further education;
2) To provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and
3) To operate programs in local schools for children and youth returning from correctional facilities, and programs which may serve at-risk children and youth.

Eligible Applicants:
A Local Education Agency (LEA) is eligible to receive Subpart 2 funds if within its geographical boundaries there are locally operated correctional facilities not operated by the State, including public or private facilities and community day programs, responsible for providing a free, public education for children and youth who are neglected or delinquent.

Allowable Activities And Use Of Funds:
Funds provided to LEAs through this grant may be used, as appropriate, for—
1) Programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment, and to help them remain in school to complete their education;
2) Dropout prevention programs which serve at-risk children and youth, including pregnant and parenting teens, children, and youth who have come in contact with the juvenile justice system, children and youth at least 1 year behind their expected grade level, migrant youth, immigrant youth, students with limited English proficiency, and gang members;
3) Coordination of health and social services for such individuals if there is likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education;
4) Special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling,
curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education; and

5) Programs providing mentoring and peer mediation.

Funds used for each Correctional facility entering into an agreement with an LEA to provide services to children and youth shall: [Section 1425]

1) Ensure that educational programs in the correctional facility are coordinated with the student’s home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act (IDEA);

2) If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need;

3) Provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;

4) Provide support programs that encourage children and youth who have dropped out of school to reenter school once their term at the correctional facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a secondary school diploma or its recognized equivalent;

5) Ensure that the correctional facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth;

6) Ensure that educational programs in the correctional facility are related to assisting students to meet high academic achievement standards;

7) Use technology to assist in coordinating educational programs between the correctional facility and the community school;

8) Involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities;

9) Coordinate funds received with other local, state, and federal funds available to provide services;

10) Coordinate programs with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs;

11) Work with local businesses to develop training, curriculum-based youth entrepreneurship education and mentoring programs for children and youth.

SubGrantee Selection Award Determination:

The 2015-2016 grant application is year 1 of a three-year cycle. Grant awards will be determined in relation to extent of need, quality of the application, ability to meet the program requirements and to demonstrate annually and at the end of a three-year cycle, student progress and achievement in meeting the program indicators. The Program Narrative should describe the 3 years generally and year 1 specifically.

Each subgrantee will undergo a risk assessment established by MSDE prior to the awarding of federal funds. The criteria used will consists of the following five federal guiding principles for providing high-quality education in juvenile justice secure care settings and the federal and state
monitoring compliance areas for the Title I, Part D program. The Guiding Principles for High-Quality Education are:

1. A safe, healthy, facility-wide climate that prioritizes education, provides the conditions for learning, and encourages the necessary behavioral and social support services that address the individual needs of all youths, including those with disabilities and English learners.

2. Necessary funding to support educational opportunities for all youths in long-term secure care facilities, including those with disabilities and English learners, comparable to opportunities for peers who are not system-involved.

3. Recruitment, employment, and retention of qualified education staff with skills relevant to juvenile justice settings who can positively impact long-term student outcomes through demonstrated abilities to create and sustain effective teaching and learning environments.

4. Rigorous and relevant curricula aligned with State academic, career, and technical education standards that utilize instructional methods, tools, materials, and practices that promote college-and career-readiness.

5. Formal processes and procedures through statute, Memoranda of Understanding (MOU) and practice that ensure successful navigation across child-serving systems and smooth reentry into communities.

Signed assurances must be submitted as required per the 2015 Master Plan Update guidance.

**Note:** As the State Education Agency and pass through for federal funds, MSDE is under obligation to proactively monitor subawards to ensure compliance with federal and state laws and regulations governing the programs to be administered in accordance with the new Federal Uniform Administrative Requirements 2 CFR §200.331 (d) and (e). MSDE will conduct a risk analysis prior to awarding federal funds and may place certain conditions on the grant, based on the determined level of risk.
A. PROGRAM NARRATIVE

Extent of Need

Eager Street Academy

Eager Street Academy (ESA) is a Baltimore City Public School housed within the confines of the Baltimore City Detention Center. The school’s population is comprised of juveniles from ages 14 through 17 and for the first time, ESA offered a summer educational program for the 18-21 year old population. The summer educational program was created for adults (18-21 year old) who needed 14 or less credits towards graduation. A large number of the 18-21 year old population attended or was still listed on roll at a Baltimore City Public High School. By providing a summer instructional program for the adult population (18-21 year old), one detainee received his high school diploma and several others earned additional credits towards graduation. As a result, in school year 2015-2016, Eager Street Academy will offer an evening educational program for the 18-21 year old population.

There is considerable mobility among student enrollment at ESA. Juvenile attendance is determined by the Baltimore City Public School Power School Student Management System (SMS). According to the Baltimore City Public Schools Power School Student Management System (SMS) there were no less than 25 students enrolled at any time during the SY 2014-2015. This number is expected to increase for SY 2015-2016 because ESA will also provide educational services for the 18-21 year old population.

To strengthen educational services for youth in juvenile detention facilities, in December, 2014, the Department of Justice and Education established a Correctional Education Guidance Package which stated agencies and facilities serving youth in correctional facilities must provide educational services comparable to those available to students in community schools. Additionally, for young people who are incarcerated, access to a high-quality education during
their confinement is a vitally important and cost-effective strategy for ensuring that they become productive members of their communities.

Baltimore City Public School Power School Student Management System (SMS) SY 2014-2015 archival data revealed the following:

- 94% of the students were African American males, 3% were Hispanic males and 3% were African American females.
- 67% of the students were habitual truant. (Habitual Truancy is defined as absence more than 20 percent of the school days in a marking period, semester, or school year).
- 82% of juveniles earned 10 or less credits toward graduation before enrolling at ESA.
- 69% had not met the service learning requirement.

Based upon the Title I Part D 2013-2104 reporting period for Eager Street Academy, the following data was cited:

- 58% of long-term students (long-term students are those participating in the program for 90 consecutive days or more) served with both pretest and posttest reading scores,
- 58% of long-term students received both pretest and posttest math scores,
- 13.6% of long-term students improved from half to one full grade level on the mathematics assessment,
- 81.3% of long-term students improved from half to one full grade level on the reading assessments,
- 20% of students earned high school course credits after exiting ESA,
- 20% of students enrolled in a high school once exiting ESA,
- 20% of students with transitional plans successfully transitioned from detention to schools, post-secondary education, and/or vocational training/employment,
- 13.5% of students obtained a high school diploma, GED, or employment.

The majority of the juvenile detainees at Eager Street Academy are males. While male juveniles remain at ESA awaiting court proceedings, female juvenile detainees who are charged as adults, are booked and transported for housing only to the Department of Juvenile Services’ Waxter Center. The Waxter Center has an onsite school, operated by Maryland State Department of Education. If the Circuit Courts determine that a female juvenile detainee will be tried as an
adult, she is transported back to the Baltimore City Women's Detention Center and is enrolled in school at Eager Street Academy. There were 2 female students enrolled in Eager Street Academy during SY 2014-2015.

Research supports

- The United States imprisons more young people at a higher rate than any other nation
- It spends approximately $6 billion per year on juvenile corrections (see Figure 1 from Mendel 2011).
- In fact, on any given day, there are over 70,000 juveniles in custody in the United States (OJJDP 2011) with an average (direct) cost of $88,000 per juvenile per year.

**Figure 1.** Youth incarceration rate: US versus other nations

![Graph showing youth incarceration rates](image)


It is very difficult for institutions to track this population once they leave a facility. However, the need to continue the education programs for juveniles while incarcerated is great.

- Students are more likely to successfully back into a zone school when their education continues during incarceration.
• Students are more likely to pursue post-secondary education and/or employment when they can acquire prerequisite skills during incarceration.

• Students are more likely to become productive citizens when they have the skills to contribute to society.

Some may argue that incarceration during adolescence may interrupt human and social capital accumulation at a critical moment leading to reduced future wages in the legal sector and greater criminal activity (Becker 1968). However, incarceration at an early age in an institution that provides educational opportunities might serve to reduce future criminal activity, thereby reducing resources devoted to the prison system.

The Woodbourne School

The Woodbourne School serves a population of students who have been identified with the following disabilities: 06-Emotional disturbance, 09-Specific learning disabilities and 10-Multiple disabilities. Nineteen percent of the students qualify for a (06) disability code. Approximately 40% have substance abuse issues. The facility provides not only full day special education and general education programs but also provides other related services including: diagnostic and prescriptive instruction, standardized testing, psychological and educational assessments, individual, group and family counseling, transition services, behavior treatment services, psychiatric services, speech and language services, after-school programming and integrated therapeutic services. At the Woodbourne’s Residential Treatment Center, 90% of students admitted are in need of intensive interventions. Many students lack the ability to demonstrate appropriate social norms because of a history of family related trauma or long term exposure to negative environmental influences. Many of the students come to Woodbourne with existing juvenile records and as a result, it is critical to identify the services, resources and the unique personnel that will address the needs of each student.

The Woodbourne School currently has a population of 35 students and of those students, 74% have an Individualized Education Plan (IEP) with deficits in reading, language and/or math, and behaviors. The largest area of need is Reading with students testing a minimum of three grade levels behind. The Woodcock Johnson pre-test is given to all students when they are admitted.
Additionally, 51% of our students come from Department of Juvenile Services (DJS); 98% of our students require therapeutic and/or counseling services weekly. In the past we have addressed our student’s needs with mentoring programs, afterschool programs, special reading software, special summer classes, concrete and visual aids, trips, and temporary staff, who provide small group instruction to students under the direct supervision of a highly qualified teacher. Another important component that contributes to students’ success has been that all of Woodbourne’s teachers are highly qualified.

At the Woodbourne School students will continue to be given assessments to measure academic growth, such as the Woodcock Johnson, PARCC, brigance, Kaufman Test of Educational Achievement (KTEA) and teacher created assessments. Our instruction will continue to focus on providing our students the skills necessary for to become better readers, writers, and problem solvers. These skills are needed for jobs preparation, job training and actual employment opportunities in addition to postgraduate work. Additionally, Woodbourne will provide opportunities for positive youth development through mentoring, youth-adult partnerships and community services.

Research supports our continued need for this federally funded program.

- Youth with disabilities continue to experience high unemployment as well as insufficient opportunities to obtain competitive employment with the potential of career growth (National Collaboration on Workforce and Disability, 2004).
- The adjudication rate of youth with disabilities is four times higher than for youth without disabilities (Gagnon Richards, 2008).
- Approximately 1.2 million youth drop out of high school each year; more than half of whom come from minority groups (Editorial Projects in Education Research Center, 2008).
- More than 25% of high school dropouts need social service resources compared to only 10% of those with a high school degree (US. Department of Education).
- More than half of the youth identified with mental health needs will drop out of school and only 5 to 20% will enter postsecondary education.
- Sixty-eight percent of all new jobs require at least some postsecondary education (National League of Cities, Institute for youth, Education and Families).
Based upon the Title I Part D 2013-2014 reporting period for the Woodbourne School, the data was the following:

- Twenty-five long-term students served with both pre and post reading scores.
- Twenty-five long-term students served with both pre and post math scores.
- Twenty-five long term students showed an improvement on both reading and mathematics assessments.
- Two long-term students improved up to a half grade level in reading and math.
- Four students improved a half to one full grade level.
- Nineteen students improved more than one full grade level.
- Sixty-four students earned high school course credits while in the facility for the Title I Part D Program.
- There were no students who enrolled in a school after exiting from the Title I Part D program.

Currently, there are no formalized tracking processes following students once they leave the Woodbourne School. This is due to the Notice of Privacy Practices that parents/guardians sign upon a student`s admission into the facility.

**Goals, Objectives and Milestones**

**Target Population at Eager Street Academy:** The school’s population is comprised of juveniles from ages 14 through 17.

**TABE 2014-2015 Results**

Students’ Performance in Mathematics

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<thead>
<tr>
<th>Parameters</th>
<th>Barnes, Cameron</th>
<th>Barnes, Jauan</th>
<th>Bowden, Tyriq</th>
<th>Davis, Isaiah</th>
<th>Evans, Timothy</th>
<th>Faison, Tanard</th>
<th>Pinkney, Allan</th>
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<td>Test</td>
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<tr>
<td>Grade Equivalent (GE) Entry</td>
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<td>5.4</td>
<td>3.4</td>
<td>4.7</td>
<td>4.5</td>
<td>2.6</td>
<td>4.8</td>
<td>1.5</td>
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<td>Grade Equivalent (GE) Current</td>
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**TABE Results**

- **Numerical Value**
  - Scale Score (SS)
  - Grade Equivalent (GE)

<table>
<thead>
<tr>
<th>Student's Name</th>
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<tr>
<td>Barnes, Cameron</td>
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<td>Barnes, Jaqen</td>
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<td>Bowden, Tyde</td>
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<td>Davis, Isael</td>
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<td>Evans, Timothe</td>
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<td>Pinkney, Allen</td>
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<td>Rush, Robert</td>
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<td>Stotker, Maurice</td>
<td>501</td>
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<tr>
<td>White, Jordan</td>
<td>524</td>
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</tbody>
</table>
GOAL 1:
By the end of school year 2016, reading levels for students in grades 9-12 who were in the facility for a minimum of 30 days will increase by 10% from base entry levels and by 10% overall in the area of comprehension of informational text as measured by Test for Adult Basic Education (pre/post-test).

OBJECTIVE 1:
By the end of school year 2016, students in grades 9-12 who were in the facility for a minimum of 30 days will be able to use comprehension strategies to better understand informational text (summarization, note taking and annotating and graphic organizers).

OBJECTIVE 2:
By the end of school year 2016, students in grades 9-12 who were in the facility for a minimum of 30 days will develop a learning plan for each student within a week before testing.

OBJECTIVE 3:
By the end of school year 2016, 95% of staff will participate in high quality professional learning on implementing Independent Reading Level Assessment provided by American Reading Company.

OBJECTIVE 4: By the end of school year 2016 Eager Street Academy will provide activities for parents to encourage their involvement in their children’s learning (Back to School Night and Parent Teacher Organization meetings).

Milestone: On a quarterly basis 80% of students who were in the facility for a minimum of 30 days will have demonstrated progress on teacher created tests that assess understanding informational text.
GOAL 2:
By the end of school year 2016, students in grades 9-12 who were in the facility for a minimum of 30 days will increase their mathematics proficiency in basic arithmetic and algebra skills by 10%, as measured by, Basic Achievement Skills Inventory (BASI).

OBJECTIVE 1:
By the end of school year 2016, students in grades 9-12 who were in the facility for a minimum of 30 days the Mathematics teacher will implement Agile Minds program.

OBJECTIVE 2:
By the end of school year 2016, students in grades 9-12 who were in the facility for a minimum of 30 days will develop a learning plan for each student within a week before testing.

OBJECTIVE 3:
By the end of school year 2016, 95% of staff will participate in high quality professional learning on implementing Independent Reading Level Assessment provided by American Reading Company.

Milestone: On a quarterly basis eighty percent of students who were in the facility for a minimum of 30 days will demonstrate improved performance on teacher created tests assessing basic arithmetic and algebra skills.

Evidence of Need: The Woodbourne School

For the 2014-2015 the data for the Woodbourne School was the following:

- 25% of students passed HSA in English,
- 33% of students passed the HSA in Algebra in Middle School
- 10% of the middle students passed the MSA in Reading.
- 10% of middle school students passed the MSA in Math
GOAL 1:
By the end of school year 2016, students who were in the facility for a minimum of 30 days will demonstrate a minimum of 10% progress in reading and math as measured by the Woodcock Johnson pre/posts assessments.

OBJECTIVE 1:
By the end of school year 2016 Woodbourne will continue to develop & implement local formative grade level assessments to: 1) frequently monitor each students learning of essential outcomes-2) provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets.

OBJECTIVE 2:
By the end of school year 2016, teachers will have implemented strategies such as small group and extended learning opportunities before and after school for struggling students.

Milestone: On a quarterly basis eighty percent of students who were in the facility for a minimum of 30 days will demonstrate progress on teacher created assessments in reading and math.

GOAL 2:
By the end of school year 2016 school year, 25 % of the parents will participate in activities, resources and programs that support relationship building to align with the social, emotional and academic growth of their students.

OBJECTIVE 1:
By the end of school year 2016, the services of the parent liaison and transition specialist will be employed to support students and engaging parents of students who successfully transition out of alternative school into another local school post-secondary institution or a career.
OBJECTIVE 2:
By the end of school year 2016, activities will be implemented to increase collaboration between parents and school. (Workshops, assemblies and Restorative Conference Day).

OBJECTIVE 3:
By the end of 2016, every student will be provided an opportunity to participate in programs resulting in partnerships with Love and Forgiveness, Male Mentoring Program, Department of Juvenile Justice, Department of Social Services.
Milestone: On a quarterly basis, at least 20% of parents will participate in activities planned to support relationship building to align with the social, emotional and academic growth of their students.
B. PLAN OF OPERATION

Eager Street Academy

The school will operate Monday-Friday from 8:45 a.m. until 2:00 p.m. for juvenile students ages 14-17. Educational program for the 18-21 year old population will operate Monday-Friday from 3:30 until 7 p.m. Due to the extremely large skill range of students, one-to-one tutorial services will be provided in class, evening program, and for individual instruction wherever needed similar to student support found in other Baltimore City Public Schools. Eager Street Academy’s daily juvenile student schedule will consist of four 60-minute classes.

The adult population will have an opportunity to gain additional credits towards earning a high school diploma. Johns Hopkins University Jail Tutorial Project will provide tutorial services for the juvenile population on Mondays and Fridays in the evening from 3:30-7:00 p.m. Juxtapia Urban Innovation Cooperative Entrepreneurship (JUICE), a pilot program to improve workforce, life, and urban entrepreneurship skills will provide a professional level software engineering apprenticeship for Eager Street Academy juvenile students. This program will prepare students to collaborate with other JETs and follow standard software engineering methods to develop real-world software engineering products ranging from mobile devices, cloud computing, video game and specialized algorithm development. The program will operate every Monday and Friday for 2 hours. Dew More Baltimore, Free Verse Poetry Program, meets with students twice weekly for three hours to teach students to express themselves dramatically through poetry as written self-expression. Eager Street Academy will provide four parent informational sessions.
throughout SY 2015-2016 (dates to be determined). Parents will also have the opportunity to speak with teachers regarding students’ academic progress, attend IEP meetings (when applicable), and meet with transition specialist to review/sign their student’s Individual Learning Plan (ILP).

Upon district approval, Eager Street Academy would like to form a partnership with Treatment Resources Inc. This company will provide formal and informal drug and alcohol counseling for students and their families. Additional services such as aftercare treatment, summer educational programs, anger management and/or victim awareness services will be offered during and after release. The goal of the program is to assist with making better life decisions, offer mental health services and substance abuse counseling for both student and families. (TBD)

Woodbourne School

The Woodbourne School provides not only full day special education and general education programs but also provides other related services including: diagnostic and prescriptive instruction, Maryland standardized testing, psychological and educational assessments, individual, group and family counseling, transition services, behavior treatment services, psychiatric services, speech and language services, after-school programming and integrated therapeutic services. The Woodbourne School serves a population of students in grades six through twelve. The hours of operation are 8:30 a.m. thru 3:08 p.m.; 45 minutes per class period; and implements a calendar year of 215 days. There were 52 special education students who were serviced during the 2014-2015 school year. The purpose of Woodbourne School is to provide therapeutic and educational programs and support services through a sequential curriculum of studies, based on the Baltimore City Public School Curriculum and the Maryland State Curriculum. The staff seeks to develop the potential of each student in the areas of cognitive, social, emotional and physical development; and to help each student develop these skills in order to return the students to a less restrictive environment. Woodbourne School employs the following: Principal, Director of Special /IEP Manager, Behavior Specialists, Teachers, Librarian, Speech Language Pathologist, Teachers Assistants, Direct Care Professionals and an Administrative Assistant. Using the Neglected and Delinquent grant funds for the 2015-2016 school year, the Woodbourne School would like to employ the following temporary employees;
• Program Coordinator:
• Transition Specialist
• Parent Liaison:
• 2 Teacher Assistants
• After School Reading Specialist
• Restorative Conference Facilitator:
• After School Math Assistant:

The Principal, academic faculty, School Improvement Team (SIT), Parent Liaison, Transition Specialist, and After School Title I Coordinator will work closely with our parents/guardians by involving them in assemblies, phone calls, conferences, and IEP meetings in efforts to improve the educational achievement of their children. The Parent Liaison, along with the Transition Specialist, will provide resources and feedback to the parents on how to prevent the involvement of their children in delinquent activities.

We will approach this project by utilizing the following strategies:

• Community partnering with the Male Mentoring in the Hood program;

• Instructing students daily in our evidence based curriculum, which highlights Aggression Replacement Training and character traits;

• Providing circles through restorative practices in which pupils learn to build social capital and repair harm to others by building relationships.

• Providing a restorative conference facilitator who helps to restore and repair relationships;

• Providing a Transition Specialist for students who are returning to their local schools or needing vocational and/or work study employment;

• Providing social and therapeutic sessions through afterschool programs and special projects.
We will continue our partnership with Habitat for Humanity, Our Daily Bread, Civic Works, York Road Partnership, and Mayor’s Community Action Agency and the Governs Urban Forest not only for workforce development and training for our students but also opportunities for more volunteering and support to various community activities.

1. Provide a detailed description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend; (Sec.1423 (3))

Eager Street Academy and The Woodbourne School will employ a Transitional Specialist that supports students to transition back to their zone school and continue their post-secondary education. However, the local zone school does not coordinate these services until the Neglected and Delinquent student enters their educational program.

2. Provide a detailed description of the program operated by participating schools for children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth; (Sec. 1423 (4))

At both schools, the Transitional Specialist will assist students with making a smooth transition out of an alternative School setting into another local school, post-secondary institution, or a career. The Transitional Specialist will assist students wanting to attend college or looking for a career, encouraging them to be successful in school and in life. In addition, the Transitional Specialist will work with parents to provide resources, training, and skill development on ways to effectively ensure that their child does not return to an institutionalized setting.

3. Provide a detailed description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities, and as appropriate, other at-risk children and youth expected to be served by the program. Provide a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth. If appropriate,
provide an estimated number of children and youth to be served according to each characteristic. Also include the number of individuals expected to return to the local school system.

**Eager Street Academy**

The Eager Street Academy is a yearlong Baltimore City Public School housed within the confines of the Baltimore City Detention Center. There is considerable mobility among students because the juveniles are involved with the courts. The school usually serves no less than 25 students at any given period during a year, however, during School year 2015-2016 this number is expected to increase because Eager Street Academy will also provide educational services for the 18-21 year old population.

Baltimore City Public Schools’ Power School Student Management System (SMS) SY 2014-2015 archival data revealed the following:

- 94% of the students were African American males, 3% were Hispanic males and 3% were African American females.
- 67% of the students were habitual truant. *(Unlawful absence more than 20 percent of the school days in a marking period, semester, or school year).*
- 82% of juveniles earned 10 or less credits toward graduation before enrolling at ESA.
- 69% had not met the service learning requirement.

Additionally, PowerSchool SMS student enrollment data also revealed 24% of Eager Street students receive special education services. Female juvenile detainees, charged as adults, are booked/charged, and transported for housing only to the Department of Juvenile Services' Waxter Center. The Waxter Center has an onsite school, operated by MSDE. If the Circuit Courts determine that a female juvenile detainee will be tried as an adult, she is transported back to the Baltimore City Women's Detention Center and is enrolled in school at Eager Street Academy.

**Woodbourne School**

The Woodbourne School serves a population of students who have identified with the following disabilities: 06-Emotional disturbance, 09-Specific learning disabilities and 10-Multiple disabilities. At the Woodbourne School, 19% of the students qualify with a (06) disability code. Approximately 40% have substance abuse issues. The facility provides not only Type 1 full day special education and Type 1 general education but also provides other related services.
including: diagnostic and prescriptive instruction, Maryland standardized testing, psychological and educational assessments, individual, group and family counseling, transition services, behavior treatment services, psychiatric services, speech and language services, after-school programming and integrated therapeutic services. At the Woodbourne’s Residential Treatment Center, 90% of students admitted are in need of intensive interventions. Many students lack the ability to demonstrate appropriate social norms. This can be caused by a history of family related trauma or long term exposure to negative environmental influences. Many of the students come to Woodbourne with existing juvenile records and as a result, it is critical to identify the services, resources and the unique personnel to address the needs of each student.

Of the current population at Woodbourne (35), seventy four percent have an IEP with deficits in reading, language and/or math, and behaviors. Reading hold the largest of all deficits with students having the average age of fifteen and a minimum of three grade levels behind in reading. This is demonstrated on the Woodcock Johnson pre-test given to all students when they are admitted.

The number of Special Education students being served for the 2014 - 2015 school year in the Neglected & Delinquent Program are as followed:

- #353 – The Woodbourne School = 52
- #884 – Eager Street Academy = 14

In order to minimize a delay in educational services, the Transition Team issues a letter to the parent/Department of Juvenile Services (DJS) Counselor the day of the Transition Team meeting. This letter is effective immediately to avoid any delays. Specific charges and additional services are not discussed. Finally, the parents and child are extended an invitation to attend the Transition Team meeting to provide input on the student’s education. For students who do not want to return to City Schools, the juvenile counselor makes other arrangements for the continuance of the student’s education or provides them with potential employment opportunities.
4. Provide a detailed description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk, children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the children or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources and scheduling flexibility; (Sec. 1423 (6))

Once the youth is released and is in need of social, health and other services, the transition specialist will work with various points of contact in City Schools to place a child in a school that has a substance abuse counselor, health clinic or other services that are not provided by DJS (Department of Juvenile Services) if the need arises. Personnel from City Schools associated with the Transition Team include:

- City Schools Office of Enrollment, Choice and Transfers
- City Schools Office of Student Support Services;
- City Schools Division of Special Education;
- City Schools Office of Suspension Service/Court Liaison; and
- BMHS-(Baltimore Mental Health Services) Representative-through a City Schools contract.

5. Provide a detailed description of any partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services for participating students; (Sec. 1423 (7))

The Woodbourne School will continue partnerships with local businesses such as; Habitat for Humanity, Our Daily Bread, Civic Works, York Road Partnership, and Mayor’s Community Action Agency and the Governs Urban Forest. These partnerships will provide not only workforce development and training for our students but also opportunities for more volunteering and support to various community activities. The Mentoring services that students receive at The Woodbourne School are as follows:
• Male Mentoring Program – Through the use of this program student will meet and discuss male adolescent experiences and will be provided resources that will instill social skills for adulthood.

• Love and Forgiveness – This program will provide drumming sessions to complement traditional mental health treatment using art forms in a safe, supportive, therapeutic environment that promotes self-development and fosters emotional, social and spiritual growth.

• Aggression Replacement Training- This program provides daily instruction using our evidence based curriculum, which highlights character traits.

• Providing circles through restorative practices in which students learn to build social capital and repair harm to others by building relationships.

• Provide a restorative conference facilitator who helps to restore and repair relationships;

• Provide a Transition Specialist for students who are returning to their local schools or needing vocational and/or work study employment;

• Provide social and therapeutic sessions through afterschool programs and special projects.

The students at Eager Street Academy will continue to receive the following mentoring services:

• Johns Hopkins University Jail Tutorial Project will provide tutorial services for the juvenile population in the evening (3:30-7:00 p.m.).

• Juxtopia Urban Innovation and Cooperative Entrepreneurship (JUICE) a pilot program to improve workforce, life, and urban entrepreneurship skills will provide a professional level software engineering apprenticeship for Eager Street Academy juvenile students. The software engineering apprenticeship Juxtopia Engineering in Training (JET), will prepare students to collaborate with other JETs and follow standard software engineering methods to develop real-world software engineering products ranging from mobile
devices, cloud computing, video game and specialized algorithm development. The program will operate every Monday and Friday for 2 hours.

- Dew More Baltimore, Free Verse Poetry Program, meets with students twice weekly for three hours to teach our incarcerated students to express themselves dramatically through the written art of poetry as self-expression.
- Greater Homewood Community Corporation,
- Department of Juvenile Justice and other community based organizations that enhance positive social and emotional change for students.
- Upon district approval, Eager Street Academy would like to form a partnership with Treatment Resources Inc. The Treatment Resource will provide formal and informal drug and alcohol counseling for students and their families. Additional services such as aftercare treatment, summer educational programs, anger management and/or victim awareness services will be offered during and after release. The goal of the program is to assist with making better life decisions, offer mental health services and substance abuse counseling for both student and families. (TBD)

6. Provide a detailed description of how the program will involve the parents in efforts to improve the educational achievement of their children and, describe how the LEA project will:
1) create an environment that welcomes all families
2) Ensure families, schools, and communities are partners in education
3) Ensure schools and programs are intentional and culturally responsive in their efforts to engage families
4) Provide strategies (PD) to assist educators to effectively engage families and build capacity, and
5) Ensure on-going and two-way communication in multiple formats that is parent friendly. (Sec.1423 (8))

Baltimore City Schools ensures that the neglected/delinquent centers have planned activities that encourage parent participation and involvement motivating parents to become partners in their child/children’s education. The Woodbourne School involves parents in every aspect of the child’s education. Woodbourne parents are involved in the school’s program through the School Family Council, Parent Workshops, Parent/Student Assemblies, Parent/Teacher Phone Conferences, Parent/Teacher Conferences and Bi-Monthly Parent Empowerment Groups.
Through the School Family Council, parent representatives are part of the decision-making process in curriculum and the selection of curriculum materials, interviewing perspective teachers, para-professionals and other school-related activities. Parent workshops allow participants to identify those skills needed to better assist their children. Parent/Student assemblies allow parents to acknowledge their children quarterly during awards programs. Parent/Teacher Phone conferences are made as often as needed to make parents aware of their children’s progress.

Parent Teacher Conferences occur on a quarterly basis to keep parents informed of their child’s progress. Bi-monthly Parent Empowerment Groups are held to focus on developing academically successful children with improved character. Woodbourne hosts a Parent Involvement Restorative Conference Day where we invite students and their families to work together in order to restore, repair, and re-establish family relationships through parent and teen workshops, games and contests.

Although students are technically wards of the State when they attend Eager Street Academy, parents attend special education meetings, monthly team meetings, bi-monthly Parent Teacher Organization meetings, and School/Family/Community Programs. Parents receive regular and constant feedback of students’ progress and are encouraged to discuss and/or meet with their child and the educational staff including the transition specialist and other school personnel assigned to support Neglected and Delinquent students.

Parents of the Eager Street Academy customarily participate in Individualized Education Plan meetings (IEP), Parent Teacher Organization (PTO) nights and all special assemblies. Eager Street staff encourages all parents to express their concerns and build capacity in their child/children’s educational experience. Eager Street met or exceeded that goal each quarter as reflected by the sign-in sheets retained at the school. Eager Street Academy will provide 4 parent informational sessions throughout SY 2015-2016 (dates to be determined). Parents will have the opportunity to speak with teachers regarding students’ academic progress, attend IEP meetings (when applicable), and meet with transition specialist to review/sign student(s) Individual Learning Plan (ILP).
7. Provide a detailed description that demonstrates how the program will assist in dropout prevention activities and prevent the involvement of their children in delinquent activities (Sec.1423 (8))

Baltimore City Schools will meet the requirements as set forth by Maryland COMAR regulation, local school district, state department of education and the department of justice educational requirements. The Eager Street Academy is a public school, and follows the federal, state and local coordinated efforts of other Maryland alternative public schools. Its program is in total accordance with the Baltimore City Schools’ Master Plan, No Child Left Behind (NCLB) in addition to COMAR and DOJJ (Division of Juvenile Justice) regulations. The Neglected and Delinquent Program will support our local efforts through tutors, additional instructional materials, supplies, software, field trips and contracted services.

The Neglected and Delinquent program will continue to support The Woodbourne School’s transitional, cultural enrichment, and after-school programs. State mandated testing is supported through instructional activities and strategies delivered by after-school tutors. Youth development and transitional programs are delivered through temporary staff funded through the Title I Neglected and Delinquent program. Additionally, the instructional staff sharpens their instructional skills through professional development provided through the program.

Additionally, The Transitional Specialist will assist students with making a smooth transition out of Alternative Schools into another local school, post-secondary institution, or a career. The Transitional Specialist assists students wanting to attend college or looking for a career, encouraging them to be successful in school and in life. In addition, the Transitional Specialist works with parents to provide resources, training, and skill development on ways to effectively ensure that their child does not return to an institutionalized setting.

8. Provide a detailed description of how the Neglected or Delinquent Program will be coordinated with other federal, state, and local programs (e.g., Title I, Part A, IDEA, and Perkins Act). (Sec.1423 (9))
Baltimore City Schools will meet the requirements as set forth by Maryland COMAR regulation, local school district, state department of education and the department of justice educational requirements. The Eager Street Academy is a public school, and follows the federal, state and local coordinated efforts of other Maryland alternative public schools. Its program is in total accordance with the Baltimore City Schools’ Master Plan, NCLB in addition to COMAR and DOJJ (Division of Juvenile Justice) regulations. The Neglected and Delinquent Program will support our local efforts through tutors, additional instructional materials, supplies, software, field trips, student incentives and contracted services.

Once the youth is released and is in need of social, health and other services, the transition specialist will work with various points of contact in the Central Office to place a child in a school that has a substance abuse counselor, health clinic or other services that are not provided by DJS (Department of Juvenile Services) if the need arises. Personnel from City Schools associated with the Transition Team include:

- City Schools Office of Enrollment, Choice and Transfers
- City Schools Office of Student Support Services;
- City Schools Division of Special Education;
- City Schools Office of Suspension Service/Court Liaison; and
- BMHS-(Baltimore Mental Health Services) Representative-through a City Schools contract.

9. Provide a detailed description of how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable. (Sec. 1423 (10))

Not applicable

10. Provide a detailed description, as appropriate, of how schools/LEA will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities. (Sec. 1423 (11))
The Transition Specialist will support any correctional needs to include liaising with probation officers when the Neglected and Delinquent youth returns to their home school.

11. Provide a detailed description of the efforts participating schools/LEA will make to ensure correctional facilities working with children and youth are aware of a child’s or youth’s existing individualized education program. (Sec. 1423 (12))

The Transition Specialist will support any correctional needs to include liaising with probation officers when the Neglected and Delinquent youth returns to their home school.

Personnel from City Schools associated with the Transition Team include:

- City Schools Office of Enrollment, Choice and Transfers
- City Schools Office of Student Support Services;
- City Schools Division of Special Education;
- City Schools Office of Suspension Service/Court Liaison; and
- BMHS-(Baltimore Mental Health Services) Representative-through a City Schools contract.

In order to avoid a delay in educational services, the Transition Team issues a letter outlining any needs to the parent/DJS Counselor the day of the Transition Team meeting; this letter is effective immediately. Specific charges and additional services are not discussed. Finally, the parents and child are extended an invitation to attend the Transition Team meeting to provide input on the student’s education. For students who do not want to return to City Schools, the juvenile counselor makes (a majority of the time) other arrangements for the continuance of the student’s education or provides them with potential employment opportunities.

12. Provide a detailed description of the steps the schools/LEA will take to find alternative placement for children and youth interested in continuing their education, but unable to participate in the regular public school program. (Sec. 1423 (13))

The Baltimore City Schools has continued to maintain a relationship with Learning, Inc. to provide services to re-engage disaffected youth in the educational process leading to a diploma
or General Education Development (GED). The City Schools has increased access to credit recovery by continuing the Twilight program, providing a credit recovery summer school and a pilot reading intervention program for incoming 9th graders and a few of the new Transformational Schools will target over-age and under-credited students. Alternative Programs in City Schools will target students who have dropped out or fallen behind with varying combinations of rapid credit recovery opportunities, wrap-around services and college preparation. As more Transformational Schools open in the years ahead, they will feature an even broader range of options for students. Additional alternative placements include vocational education and special education schools.

All of the children at the **Woodbourne School** are enrolled in the Baltimore City Schools. If they have needs that are not being addressed, we work closely with the parents and the school system in order to have the child placed in an alternative or special education program. In addition, the children may be referred to home and hospital services if necessary. This will be an option for children who are not doing well within the “City Schools” due to behavioral disruptions. Local School Systems hold IEP meetings with the **Woodbourne School** if the least restrictive environment is an alternative placement. However, most local school systems have identified placements in their local communities.

The Office of Student Support and Safety has generally worked with the **Eager Street Academy** staff to create and implement a successful transition plan for all students who leave the Eager Street Academy and return to the community. The decisions are based on objective assessments, student needs, and requests as to whether a regular or alternative placement is best suited for the student.

13. Provide a chart, spanning the last three years, that details the progress the LEA is making in dropout prevention. (Sec. 1426)

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
This chart reflects the dropout rate for Eager Street Academy and The Woodbourne School. The results are zero due to the fact that it is mandatory that all students are enrolled in school at both facilities.

14. Provide, annually, the number of students served during the period of the grant. The “period” is described as the school year or period of funding from July 1 to September 30 the following year. (Sec. 1412 – Eligibility)

**Annual Number of Students for 2014-2015 School year**

- Eager Street Academy - 60
- Woodbourne School - 81

**C.EVALUATION OF TITLE I, PART D PROGRAM ACTIVITIES:**
A three year end of cycle evaluation was completed for the Title I Part D, Neglected and Delinquent Program in June 30, 2014. The purpose of the evaluation was to improve, strengthen and to refine the performance measures for the Title I Part D, Neglected and Delinquent program. The Local Education Agency met with each school to disseminate the evaluation criteria document that was submitted by The Maryland State Department of Education (MSDE), as well to discuss and analyze the schools’ data information. Each school was given a timeline to submit the information to the Title I office for review, based upon the criteria that was given. If additional information or clarification was needed regarding the documents submitted, the Program manager would contact the school through phone, email or visit to obtain the necessary documents. Several in-house meetings were held with the program evaluator and the Title I points of contact to discuss and analyze the information for each school. Finally, the program evaluator was able to compile all documentation to complete the evaluation for the Title I Part, Neglected and Delinquent Program. To ensure continued progress of students’ academic achievement in the Neglected and Delinquent program, student data was compiled for Eager Street Academy and The Woodbourne School for the 2014-2015 school years. The results of the student data are as followed;
Eager Street Academy

Eager Street Academy’s school population is made up of the following; 94% of the students were African American males, 3% were Hispanic males and 3% were African American females. Of this population 67% of the students were habitual truant. *(Unlawful absence more than 20 percent of the school days in a marking period, semester, or school year)*, 82% of juveniles earned 10 or less credits toward graduation before enrolling at ESA and 69% had not met the service learning requirement. Additionally, PowerSchool SMS student enrollment data also revealed 24% of Eager Street students receive special education services. Based upon the Title I Part D reporting period for the 2013-2014 for Eager Street Academy the data was following:

- 58% of long-term students served with both pretest and posttest reading scores,
- There were 58% of long-term students served with both pretest and posttest math scores,
- 13.6% of long-term students improved from half to one full grade level on the mathematics assessment,
- 81.3% of long-term students improved from half to one full grade level on the reading assessments,
- 20% of students earned high school course credits after exiting ESA, 20% of students enrolled in a high school once exiting ESA,
- 20% of students with transitional plans successfully transitioned from detention to schools, post –secondary education, and/or vocational training/employment,
- 13.5% of students obtained a high school diploma, GED, or employment.

The program plan will be disseminated to the Instructional Leadership Team and members of the School, Family & Community Council (SFC). The proposal itself in conjunction with the School Performance Plan will serve as the evaluation instrument for School Year 15-16.

Eager Street Academy (#884) had an allocation of $77,936.85. With this allocation, the school was able to employ 1 Temporary Personnel, a Summer Personnel and 1 transition specialist. The Temporary Personnel provided small group reinforced instruction to students under the direct
supervision of the Highly Qualified teacher before, during or after school. The Summer Personnel provided small group reinforced instruction to students under a Highly Qualified teacher and assisted in the retention of skills typically lost in the summer months by students. The Transition specialist supported students in transitioning back to their zoned school and continuing their post-secondary education.

Computers and related hardware were purchased for students at Eager Street Academy. Computers and Printers directly supported student achievement in competing classroom assignment, writing exercises, practice testing, mathematics, science, foreign language and GED lesson completion. It also enhanced students’ ability to be successful in the classroom environment and prepared students to stay abreast of technology. The computers and printer supplemented the previous inventory of two laptop computers and two printers. These items were the exclusive use of the students at the Eager Street Academy to directly support student achievement. Being proficient in the use of state-of-the-art computer equipment enhanced the student’s ability to be successful in the classroom environment and also prepared the student’s for computer related programs and tasks they might encounter when they return to their designated school after leaving Eager Street Academy or upon entry into the workplace.

Instructional materials and supplies were also purchased for students at this school with the allocation. Supplemental materials and supplies were purchased by Woodburn Press that helped students to be successful in the transition to their zone school, community or post-secondary education. The materials assisted parents by providing strategies and skills for encouraging their children to be successful in life. These materials also allowed students to become independent learners and critical thinkers during their transition process and on their success in later life.

Eager Street Academy utilizes a GED Academy Study Program Offline CD Version because the academy does not have a GED program to serve the needs of those students who have a desire to begin and possibly complete a GED program of study while enrolled in the Academy during their stay in the Baltimore City Detention Center. The Baltimore City Detention Center, like other detention facilities nationwide, restricts the internet use of all inmates which included all students at Eager Street Academy. Utilizing this program, Eager Street Academy was able to broaden their ability to offer viable, exiting and achievable educational attainment to those students who desired to pursue a GED diploma through a GED student program. This program
was used by all students at Eager Street Academy across the curriculum in both self-study and teacher-directed study in the completion of class work, writing assignments, and class projects. Fisher Scientific Equipment was also purchased using Neglected and Delinquent grant funds. This equipment was used to supplement Science study at Eager Street Academy. The equipment enhanced student’s scientific literacy, critical thinking skills through observation and experimentation, and oral communication.

Woodbourne School

There were a total of 81 students served in the Woodbourne School for the 2014-2015 school years. The race/ethnicity of the students at the Woodbourne school were as followed; 44 African American, 4 Hispanic, 27 white and 6 of two or more races (not including Hispanic or Latino). All students were administrated the Woodcock Johnson III pre-test upon enrollment into the Woodbourne School. For the 2014-2015 the data for the Woodbourne School was the following:

- 25% of students passed HSA in English,
- 33% of students passed the HSA in Algebra in Middle School
- 10% of the middle students passed the MSA in Reading.
- 10% of middle school students passed the MSA in Math

Based upon the Title I Part D reporting period for the 2013-2014 for the Woodbourne School, the data was the following:

The breakdown of the students data were as followed:

- 25 long –term students served who had a pre and post scores in reading
- 25 long –term students served who had pre and post scores in math
- 25 long term students showed an improvement on both Reading and Mathematics assessments.
- 2 long- term students improved up to ½ grade level in Reading and Math
- 4 students improved ½ to one full grade level
- 19 students improved more than one full grade level
- 64 students served who earned high school course credits while in the facility for the Title I Part D Program.
• No students enrolled in a school after their exit from the Title I Part D program.

Currently, there are no formalized tracking processes in place for students at the Woodbourne School. This is due to the Notice of Privacy Practices that parent/guardian sign upon the student’s admission into placement at the facility. Data information and improvement initiatives will be reported through our IEP meetings, Weekly Treatment Team meetings, Individual Periodic Reviews and quarterly assessments.

The Woodbourne School (#353) total allocation was $115,561.68 for the 2014-2015 school years. During the 2014-2015 year, Woodbourne employed five temporary personnel; a transition specialist, program coordinator, Restorative practice Facilitator, Urban Book teacher and a Peace curriculum Facilitator. The Transition Specialist helped students to make a smooth transition out of the alternative school and into another local school, post-secondary institution, or a career. The Transition Specialist also worked with parents. The program Coordinator monitored the implementation of the Neglected and Delinquent Program, ordered supplemental resources, maintained and completed MSDE documentation, submitted timesheets, and served as the point of contact with the Title I Office. The Restorative Practice Facilitator provided mentoring and peer mediation with staff and students on Restorative Behavioral techniques. The Urban Book Teacher provided small group instruction to students on their writing skills. Finally, the Peace curriculum Facilitator provided systematic learning experiences in character education and essential social skills to students.

There were no formalized tracking tools in place to capture the student’s secondary school, secondary school equivalency requirement completion, or employment after leaving or exiting the program.

The Neglected and Delinquent grant allocation to the Woodbourne School also afforded the opportunity to provide contractual services for students. Contractual services like the Male Mentoring Program were geared to build positive attitudes and self-esteem and introduced program participants to positive role-models from the community. This program also exposed the young men to outside experiences, including field trips and community exploration. The Urban Book Consultant provided professional development to teachers on strategies and
resources in regards to the different genres of writing. Love and Forgiveness was another contracted vendor that provided drumming sessions which complimented traditional mental health treatment using art forms in a safe, supportive, therapeutic environment. Students were provided a therapeutic environment which promoted self-development and fostered emotional, social and spiritual growth. Finally, Restorative Day Workshops provided various conferences, seminars, and workshops with students, parents, and community based organizations. The topics were related to healthy eating, writing, reading and math strategies to work on with students at home.

Lakeshore Learning provided supplemental reading materials that increased students’ comprehension of Fiction and Non Fiction text. The materials were used daily in the classrooms as an additional resource to assist in instruction. The Woodbourne School purchased materials and supplies such as notebook paper, pens, pencils and other academic materials to be used in the classroom for students. These materials allow students to be more independent, prepared and organized for independent learning and group activities during instruction. Perma Bound provided services through the use of Title I supplemental fund to purchase additional literacy materials for classroom libraries. The materials were used in each class to enhance students’ literacy development. Each book included in the library was listed on the Districts’ reading recommendation list. The supplemental reading materials enhanced student’s critical thinking skills, writing and oral communication skills.

**D. MANAGEMENT PLAN/KEY PERSONNEL:**

**Eager Street Academy**

<table>
<thead>
<tr>
<th>Activities to Begin in August 2015</th>
<th>Support Personnel</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUICE Club Entrepreneurship Program</td>
<td>Dr. Jayfus Doswell</td>
<td>Monday and Friday (2 hrs.)</td>
</tr>
<tr>
<td>The G.I.F.T. (Greater Immanuel)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Principal Laura D’Anna is responsible for overall operations at Eager Street Academy. Phil Pucher (Business Manager), ILT members, and BCDC staff will work directly with Principal D’Anna to ensure students successfully transition back to their zone school or successfully move into post-secondary education programs or employment. Two administrative assistants will also assist the Principal to coordinate the efforts in supporting the grant goals and objectives.

**Woodbourne**

<table>
<thead>
<tr>
<th>Activities to Begin in September 2015</th>
<th>Personnel</th>
<th>Monitor</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>After School Program</td>
<td>Program Coordinator</td>
<td>Principal</td>
<td>June 2016</td>
</tr>
<tr>
<td>Transition</td>
<td>Transition Specialist</td>
<td>Principal /After School Coordinator</td>
<td>June 2016</td>
</tr>
<tr>
<td>Parental Involvement</td>
<td>Parent Liaison</td>
<td>Principal /After School Coordinator</td>
<td>June 2016</td>
</tr>
<tr>
<td>Academic Program 2015-2016</td>
<td>Teacher Assistant (2)</td>
<td>Principal /After School Coordinator</td>
<td>June 2016</td>
</tr>
<tr>
<td>Academic Program 2015-20156Title I After School Program</td>
<td>After School Reading Specialist/Tutor</td>
<td>Principal /After School Coordinator</td>
<td>June 2016</td>
</tr>
<tr>
<td>Academic Program 2015-2016/Title I After School Program, Restorative Practices</td>
<td>Restorative Facilitator</td>
<td>Principal /After School Coordinator</td>
<td>June 2016</td>
</tr>
<tr>
<td>Academic Program 2015-2016/Title I After School Program, Restorative Practices</td>
<td>Male Mentoring Program</td>
<td>Principal /After School Coordinator</td>
<td>June 2016</td>
</tr>
<tr>
<td>Academic Program 2015-2016/Title I After School Program</td>
<td>Urban Book Program</td>
<td>Principal /After School Coordinator</td>
<td>June 2016</td>
</tr>
<tr>
<td>Academic Program 2015-2016/Title I After School Program, Restorative Practices</td>
<td>Love &amp; Forgiveness</td>
<td>Principal /After School Coordinator</td>
<td>June 2016</td>
</tr>
</tbody>
</table>

The Director of Education and the Principal will manage the plan while the After School coordinator will oversee all programs related to this grant.

**LEA Management Plan/Key Personnel/ Worksheet**

<table>
<thead>
<tr>
<th>Action Description</th>
<th>Beginning &amp; End Dates</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEA-Technical Assistance is provide annually (October) by Maryland State Department Education regarding Federal requirements, guidelines and regulations for the Neglected and Delinquent program.</td>
<td>October 2015</td>
<td>MSDE</td>
</tr>
<tr>
<td>Submissions of required Reports- Documents are required to be</td>
<td>July 1, 2015- June 30 2016</td>
<td>Tiffany Thomas- Staff Specialist Office of Data Monitoring and</td>
</tr>
</tbody>
</table>
These documents include Title I Part D Demographic report, Annual Count Survey, OMB 2CFR-225 (certification), Interim/Final report. The documents are completed by LEA Title I grant manager - point of contact to capture targeted spending, alignment of the Neglected and Delinquent Program budget grant, certification of federally funded employees, and academic outcomes of students. These documents are completed in a timely fashion to meet the due date that is outlined by MSDE.

<table>
<thead>
<tr>
<th>Regularly monitoring program performance and implementation</th>
<th>July 1, 2015- June 30, 2016(On-going)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meetings are held with stakeholders that include principals, title I N&amp;D staff, budget program manager, family and community engagement specialist, transition specialist and parents. The meetings include implementation of the program, scheduled activities, transitioning services; grant spending, disaggregating student data, evaluation data, Attachment 12, Annual Memorandum of Agreement (MOA) and Title I plan. Meetings and site visits are done periodically to ensure compliance guidelines and implementation of the program is intact. SANE documentation is captured during the meetings and placed in the Title I binder as evidence. Schools are provided feedback regarding the site visits finding and Title I support is given as needed. (See Neglected and Delinquent Timeline)</td>
<td></td>
</tr>
</tbody>
</table>

Compliance / Title I

- Tiffany Thomas- Staff Specialist
  Office of Data Monitoring and Compliance / Title I
  Woodbourne School
  Marvie Belnavis-Coordinator
  Principal- Addie Johnson
  Eager Street Academy
  Terri- Tate Randall
  Phillip Pucher- Business Operator
  Principal- Laura D’Anna
  Transitional Specialists
  Eager Street Academy
  The Woodbourne School
Startup activities - Professional development activities will be held annually at the Office of Data Monitoring and Compliance / Title I Office with the transitional specialist in regards to the roles and responsibilities for transition services with students. Documents will be given to the transitional specialists to support these transitional efforts. These documents include sample collaboration forms, sign-in sheets, note page, parents involvement calendar, transition daily plan, tracking of students, post-secondary education for students, exit and re-entry form and telephone log. Meetings are held with stakeholder (principals, Title I N&D staff, budget program and manager) regarding implementation of the program, disaggregating student data, parent activities, timelines for documents, professional development for staff, Request for proposal / Renewal, Annual Memorandum of Agreement (MOA) and Title I plan. SANE documentation is captured during the meetings and placed in the Neglected and Delinquent binder as evidence.

Assuring the continuity and quality of the program - Site visits are completed regularly using the MSDE monitoring tool to monitor the quality and continuity of the program. Each school will hire a transitional specialist to provide transition services on helping students and youth who are in the N&D program to reenter school successfully, find employment after they leave the institution and return to the local community. The program will hire temporary staff to provide tutoring that would

<table>
<thead>
<tr>
<th>July 1, 2015- June 30, 2016</th>
<th>Tiffany Thomas- Staff Specialist Office of Data Monitoring and Compliance / Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transitional Specialist</strong></td>
<td>Eager Street Academy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Points of Contact for each school</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Marvie Belnavis- Woodbourne School</td>
<td>Principal- Addie Johnson</td>
</tr>
<tr>
<td>Eager Street Academy</td>
<td>Terri- Tate Randall</td>
</tr>
<tr>
<td>Phillip Pucher- Business Operator</td>
<td>Principal- Laura D’Anna</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>July 1, 2015- June 30, 2016</th>
<th>Tiffany Thomas- Staff Specialist Office of Data Monitoring and Compliance / Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transitional Specialist</strong></td>
<td>Eager Street Academy</td>
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<table>
<thead>
<tr>
<th><strong>Number of Temporary personnel</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Assistants</strong></td>
<td>Eager Street Academy-2</td>
</tr>
</tbody>
</table>
reinforce skills taught by a highly qualified teacher to help students meet the State Academic challenging standards and to close the achievement gap with Neglected, Delinquent and at-risk students. Schools will allocate funds for intervention materials and supplies according to the schools data of strengths and needs of students. The coordinator or designee for each school will oversee, monitor and maintain documentation for the program (binder, reports, Title I Part D Demographic report, Annual Count Survey and timesheets) The LEA Point of contacts will use the MSDE monitoring tool as a reference for required documents in the Title I N&D binder and for effectiveness of the Neglected and Delinquent program implementation. Feedback is provided to schools and Title I support is given regarding the visit as needed. (See Neglected and Delinquent Timeline)

<table>
<thead>
<tr>
<th>Regularly monitoring fiscal requirements</th>
<th>July 1, 2015-June 30, 2016 (Ongoing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eager Street Academy Summer personell-1</td>
<td>Tiffany Thomas- Staff Specialist</td>
</tr>
<tr>
<td>The Woodbourne School-2</td>
<td>Office of Data Monitoring and Compliance / Title I</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Number of temporary personnel</th>
<th>Woodbourne School</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Woodbourne School</td>
<td>Marvie Belnavis- Coordinator</td>
</tr>
<tr>
<td>Restorative Practice Facilitator-1</td>
<td>Principal- Addie Johnson</td>
</tr>
<tr>
<td>Urban Book teacher-1</td>
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</tr>
<tr>
<td>Peace Curriculum Facilitator-1</td>
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<tr>
<td>Program Coordinator-1</td>
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<tr>
<td>Parent Liaison</td>
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<table>
<thead>
<tr>
<th>Points of Contact for each school</th>
<th>Woodbourne School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marvie Belnavis- Coordinator</td>
<td>Marvie Belnavis- Coordinator</td>
</tr>
<tr>
<td>Principal- Addie Johnson</td>
<td>Principal- Addie Johnson</td>
</tr>
</tbody>
</table>

| Eager Street Academy                   | Eager Street Academy                        |
| Terri- Tate Randall                    | Terri- Tate Randall                         |
| Phillip Pucher- Business Operator      | Phillip Pucher- Business Operator          |
| Principal- Addie Johnson               | Principal- Addie Johnson                  |

<table>
<thead>
<tr>
<th>Regularly monitoring fiscal requirements</th>
<th>July 1, 2015-June 30, 2016 (Ongoing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodbourne School</td>
<td>Tiffany Thomas- Staff Specialist</td>
</tr>
<tr>
<td>Marvie Belnavis- Coordinator</td>
<td>Office of Data Monitoring and Compliance / Title I</td>
</tr>
</tbody>
</table>

| Eager Street Academy                   | Eager Street Academy                        |
| Terri- Tate Randall                    | Terri- Tate Randall                         |
| Phillip Pucher- Business Operator      | Phillip Pucher- Business Operator          |
| Principal- Addie Johnson               | Principal- Addie Johnson                  |
| **Evaluation data** | January 2016 - June 2016 | Tiffany Thomas- Staff Specialist Office of Data Monitoring and Compliance / Title I  
The Woodbourne School- Marvie Belnavis  
Principal- Laura D’Anna  
Eager Street Academy  
Terri- Tate Randall  
Principal- Addie Johnson |
|----------------------|--------------------------|------------------------------------------------------------------------------------------------------------------|
| **Purchases**        | July 1, 2015- June 30, 2016 (Ongoing) | Tiffany Thomas- Staff Specialist Office of Data Monitoring and Compliance / Title I  
Woodbourne School  
Marvie Belnavis-  
Principal-Addie Johnson  
Eager Street Academy  
Terri- Tate Randall  
Phillip Pucher – Business Operator  
Principal –Laura D’Anna |
| **Professional Development Activities** | July 1, 2015- June 30, 2016 (Ongoing) | Tiffany Thomas- Staff Specialist Office of Data Monitoring and Compliance / Title I  
Woodbourne School  
Marvie Belnavis-  
Principal- Addie Johnson  
Eager Street Academy  
Terri- Tate Randall  
Phillip Pucher –Business Operator  
Principal Laura D’Anna |
N&D Program point of contacts will offer assistance in linking and strengthening home and community-based services and programs in order to more effectively respond to the needs of neglected and delinquent children, youth and families. The program lead will provide written reports on program activities specifically transition activities, dropout prevention, and graduation programs. They will also manage and monitor fiscal activity related to Neglected and Delinquent program activities to include timekeeping, expenditures and program requisitions, to ensure goals are achieved in a manner approved in the grant.

### Stakeholder and staff meeting-
Meetings are held with stakeholders principals, title I N&D staff, budget program manager, Title I coordinator, Family and Community Engagement specialist, transition specialist and parents regarding implementation of the program, disaggregating student data, parent activities, timelines for documents, professional development for staff. Attachment12, Annual Memorandum of Agreement (MOA) and Title I plan. SANE documentation is captured during the meetings and placed in the Title I binder as evidence.

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1, 2015- June 30, 2016 (Ongoing)</td>
<td>Woodbourne School</td>
</tr>
<tr>
<td></td>
<td>Marvie Belnavis- Principal Addie Johnson</td>
</tr>
<tr>
<td></td>
<td>Eager Street Academy</td>
</tr>
<tr>
<td></td>
<td>Terri Tate Randall</td>
</tr>
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<td></td>
<td>Phillip Pucher –Business Operator</td>
</tr>
<tr>
<td></td>
<td>Principal- Laura D’Anna</td>
</tr>
</tbody>
</table>
E. BUDGET INFORMATION AND NARRATIVE

Eager Street Academy
The allocation for Eager Street Academy will hire temporary employees: One (1) Transition Specialist, One (1) Tutor, and One (1) summer school tutor for SY15-16 in the amount of $66,720 for total personnel. The fringe benefits, FICA for these personnel, totals $5,104.08.

The tutors will reinforce skills taught by the teacher before, during and after school. The summer school tutor will provide students with extended learning opportunities that will eliminate or minimize summer learning loss. The Transition Specialist will help students make a smooth transition out of alternative school into another local school, post secondary institution, or a career. They will also assist students wanting to attend college or looking for a career, encouraging them to be successful in school and in life. The total amount allocated for Supplemental instructional materials and supplies is $1,111,17.
The materials will be used to enhance student reading, math, STEM and writing skills, critical thinking skills through observation, experimentation and oral communication across the curriculum by giving the teachers and the students challenging materials to read and study in various assignments and experiments. Transition materials and supplies will be used for all N&D students at the facility. Materials and supplies will also be used for college preparation and career readiness. Contractual services total $9000.00 for Dew More Baltimore, American Reading Company, and Hustle University. Professional Development materials for teachers total $1000.00. Finally, the renewal of TABE (Test of Adult Basic Education) assessment software license is budgeted for $2,000.00.

As previously noted, upon district approval, Eager Street Academy would like to form a partnership with Treatment Resource Inc. The program will provide formal and informal drug and alcohol counseling/education for students and their families. Additional services such as aftercare treatment, summer educational programs, anger management and/or victim awareness services will be offered during and after release. The goal of the program is to assist our students and families with making better life decisions, provide mental health services and substance abuse counseling/education for both student and families. Cost, days and hours of operation have yet to be determined. (TBD)
The Woodbourne School

The allocation for the Woodbourne School total personnel salaries is $99,684.00. FICA cost for these employees totals $7,626.00. The Transitional Specialist will help students make a smooth transition out of alternative school into another local school post-secondary institution or a career. The program coordinator will oversee implementation of the Title I program. The afterschool math assistant and Reading Specialist will provide academic assistance that will reinforce skills taught by teachers. The Parent Liaison will provide community resources to each participating family, empower parents to assume an assertive stance in the educational process for their child and provide parent workshops. The after school tutors will provide academic assistance that will reinforce skills taught by teachers. The cost of programs (contracted services) will serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education is $11,250.00. These programs/services will encourage conflict-resolution and problem-solving skills. The total amount allocated for supplemental education materials and supplies is $6,485.00. The materials and supplies will serve as visual aids for our lower level students. This will allow them to engage in independent learning and group activities during instruction. These supplemental materials will offer an opportunity to address different learning modalities and to differentiate instruction. Woodbourne has also allocated $785.00 for Incentives for students to recognize student academic achievement. The Annual Restorative Conference Day workshop is to get parents more active in the lives of their children and to teach them problem solving, critical thinking and coping skills when interacting with their children. The cost for the Conference Day Parental workshop is $1,000.00.
Title I, Part D – N & D  
School Name: Eager Street Academy  
Principal’s Name: Laura D’Anna  
Allocation: $84,935.25  
Itemized Budget Form C-125

<table>
<thead>
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<td></td>
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<tr>
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<td>$33,345.00</td>
<td>$33,345.00</td>
</tr>
<tr>
<td>(1) Tutor</td>
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<td>$30,875.00</td>
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<td>$2,500.00</td>
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<td>FICA @ 7.65%</td>
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<td>$5,104.08</td>
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<tr>
<td>Total Fringe Benefits</td>
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<td>$5,104.08</td>
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<td>3. Travel</td>
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<tr>
<td>4. Equipment</td>
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<td>5. Supplies</td>
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<tr>
<td>Instructional Materials &amp;</td>
<td>$1,111.17</td>
<td>$1,111.17</td>
<td>$1,111.17</td>
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<tr>
<td>Supplies</td>
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<td>Instructional Materials &amp;</td>
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<td>Supplies</td>
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<td>The materials will be used to</td>
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<td>enhance student reading,</td>
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<td>math, STEM and writing skills,</td>
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<td>critical thinking skills</td>
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<td>through observation,</td>
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<td>experimentation and oral</td>
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<td>communication across the</td>
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<td>curriculum by giving the</td>
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<td>teachers and the students</td>
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<td>challenging materials to</td>
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<td>read and study in various</td>
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<td>assignments and experiments.</td>
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<td>Transition materials and</td>
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<td>supplies will be used for</td>
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<td>all N&amp;D students at the</td>
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<td>facility. Materials and</td>
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<td>supplies will prepare</td>
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<td>students for college and</td>
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<td>career readiness.</td>
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<tr>
<td>P.D Materials</td>
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</tr>
<tr>
<td>American Reading Company</td>
<td>$500.00</td>
<td>$500.00</td>
<td></td>
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<tr>
<td>Hustle University</td>
<td>$500.00</td>
<td>$500.00</td>
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</tr>
<tr>
<td>Total Supplies</td>
<td>$2,111.17</td>
<td>$2,111.17</td>
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<tr>
<td>6. Contractual</td>
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</tbody>
</table>
**Dew More Baltimore** - Free Verse Poetry Program, meets with students twice weekly for three hours to teach our incarcerated students to express themselves dramatically through the written art of poetry as self-expression.

**American Reading Company** - Analyzing Text Complexity through a CCS Formative Assessment Framework. The Professional Development will introduce staff to the Independent Reading Level Assessment Formative Assessment (IRLA) Framework for Teaching and Learning: The Independent Reading Level Assessment (IRLA) is a unified standards-based framework for student assessment, text leveling, and curriculum and instruction.

**Hustle University** - Relevant and research-based strategies and tools on addressing hopelessness and helplessness in student attitudes toward their education and learning. All activities are designed for personal self-reflection, small group discussions and whole group responses to build team rapport and improve morale with the expectation the trainees will participate at a high level of attention and utilize what they learn during the sessions in their lesson planning and delivery throughout the school year.

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Amount</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dew More Baltimore</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
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<tr>
<td>American Reading Company</td>
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<td>$2,000.00</td>
</tr>
<tr>
<td>Hustle University</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
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<tr>
<td>Total Contractual</td>
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<td>$9,000.00</td>
</tr>
<tr>
<td>7. Construction</td>
<td></td>
<td></td>
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<tr>
<td>8. Computer and Related Software</td>
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<td></td>
</tr>
<tr>
<td>Renewal for TABE software license</td>
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<td>$2,000.00</td>
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<td>Total Other</td>
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<tr>
<td>9. Total Direct Costs</td>
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<tr>
<td>10. Total Cost</td>
<td>$ 84,935.25</td>
<td>$ 84,935.25</td>
</tr>
</tbody>
</table>

46
School Name: The Woodbourne School  
Principal’s Name: Addie Johnson  
Allocation: $125,830.00

### Itemized Budget Form C-1-25

<table>
<thead>
<tr>
<th>Item</th>
<th>Requested</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Personnel</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition Specialist 7 hrs. Per day, 5 days a week for 150 days $20.00 an hour. (Help students make a smooth transition out of alternative school into another local school post-secondary institution or a career).</td>
<td>$21,000.00</td>
<td>$21,000.00</td>
</tr>
<tr>
<td>Teacher Assistant 8 hrs. per day, 5 days a week for 199 days @ $15.00 an hour- will reinforce skills taught by the teacher before, during and after school</td>
<td>$23,880.00</td>
<td>$23,880.00</td>
</tr>
<tr>
<td>Teacher Assistant 8 hrs. per day for 199 days $12.00 an hour will reinforce skills taught by the teacher before, during and after school</td>
<td>$19,104.00</td>
<td>$19,104.00</td>
</tr>
<tr>
<td>Coordinator 5 days a week, 2hrs a day, 5 days a week @ $25.00 an hour for 45 weeks -oversees implementation of the Title I program.</td>
<td>$11,250.00</td>
<td>$11,250.00</td>
</tr>
<tr>
<td>Restorative Conference Facilitator- 2hrs. Per day, 2 days per week @ $25.00 per hour for 45 weeks-(provides staff and students therapeutic behavioral techniques).</td>
<td>$4,500.00</td>
<td>$4,500.00</td>
</tr>
<tr>
<td>After School Reading Specialist-2 hrs. Per day, 2 day per week @ $25.00 for 30 weeks-(The after school tutor will provide academic assistance that will reinforce skills taught by teachers).</td>
<td>$4,500.00</td>
<td>$4,500.00</td>
</tr>
<tr>
<td>After School Math Assistant 2 hrs. Per day for 2 days per week @ $15.00 an hour for 45 weeks-(The after school tutor will provide academic assistance that will reinforce skills taught by teachers).</td>
<td>$2,700.00</td>
<td>$2,700.00</td>
</tr>
<tr>
<td>Parent Liaison 7 hrs. per day, 5 days a week for 150 days $17.00 an hour (provide community resources to each participating family, empower parents to assume an assertive stance in the educational process for their child and provide parent workshops)</td>
<td>$17,850.00</td>
<td>$17,850.00</td>
</tr>
<tr>
<td><strong>Total Personnel</strong></td>
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<tr>
<th><strong>2. FICA Benefits</strong></th>
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<td></td>
<td>$8,016.00</td>
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### 3. Contractual

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Mentoring Program ($1,250.00 per semester September-June) - through the use of this program student will meet and discuss male adolescent experiences and will be provided resources that will instill social skills for adulthood.</td>
<td>$4,500.00</td>
<td>$4,500.00</td>
</tr>
<tr>
<td>Love and Forgiveness (Per Semester $500.00 Oct-June) - Drumming sessions that provide traditional mental health treatment using art forms in a safe, supportive, therapeutic environment that promote self-development and foster emotional, social and spiritual growth with students</td>
<td>$2,500.00</td>
<td>$2,500.00</td>
</tr>
<tr>
<td>PD for Teachers (Curriculum Based-Consultants Oct-June) - To give teachers the tools, strategies and materials to support and encourage students in their classrooms</td>
<td>$2,500.00</td>
<td>$2,500.00</td>
</tr>
<tr>
<td>Urban Storybook Consultant-(Oct-June) to give teachers tools, strategies and materials to assist in boosting students’ writing skills.</td>
<td>$500.00</td>
<td>$500.00</td>
</tr>
<tr>
<td>Urban Story Book Writing Book Licenses- technology to assist in boosting students’ writing skills.</td>
<td>$250.00</td>
<td>$250.00</td>
</tr>
<tr>
<td>Conference Day Parental Workshops- (Nov-May) (create opportunities for positive family connections) To get parents more active in the lives of their children and to teach them problem solving, critical thinking and coping skills when interacting with their children).</td>
<td>$1,000.00</td>
<td>$1,000.00</td>
</tr>
</tbody>
</table>

**Total Contractual**

$11,250.00 $11,250.00

### 4. Supplies

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Materials and supplies (Oct-May) - The materials and supplies will serve as visual aids for our lower level students. This will allow them to engage in independent learning and group activities during instruction. These supplemental materials offer an opportunity to address different learning modalities and to differentiate instruction. Genres of reading and math materials, transition books. Transition Books unit cost is $20.13) (Positive promotion, school specialty, permabound).</td>
<td>$995.00</td>
</tr>
<tr>
<td>Incentives for Students (Oct-June)-Student incentives to recognize student academic achievement.( Labeled Pencils, calculators ,achievement ribbons, note pads, activity books, rubber bracelets with achievement sayings)</td>
<td>$785.00</td>
</tr>
<tr>
<td></td>
<td>Total Supplies</td>
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<td>----------------</td>
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</tr>
<tr>
<td>5. TOTAL COSTS</td>
<td></td>
</tr>
</tbody>
</table>

Indirect Cost - $7,587.75
Total Grant - $218,353.00
FACILITY PROFILE

Name of Facility: Eager Street Academy

Address: 401 E. Eager Street

City: Baltimore  State: Maryland  Zip Code: 21202

Administrator/Principal: Laura D’Anna  Transition Specialist: Robert White

Facility Type (Check one):

- Adult Corrections
- Juvenile Corrections
- Juvenile Detention
- Neglected
- At Risk

Brief description of facility and the core mission:

Eager Street Academy is a collaborative learning community dedicated to providing a multi-dimensional individualized instructional program for diverse learners guided by 21st century standards. Our goal is to prepare students for college and career readiness through relevant learning experiences that will enable them to reintegrate into society as productive citizens.

Approximate Count of Currently Enrolled Students: 22  Age Range: 14-21

Grade Range of Students: 9-12

Average Length of Stay (in days): 60-120 days

Number of Hours of Direct Instruction for Each Core Content Area Provided Per Week: 25 per week

Number of Highly Qualified Teachers/Instructors: 5

Academic Offerings Provided:
(Such as Award HS Course Credits, Award HS Diploma, Award GED): ________________
Award HS Diploma

Specific Academic Performance Measures (i.e. list pre and post assessments used):
TABE (Test of Adult Basic Education), district concepts/unit assessment, and teacher created assessment.
FACILITY PROFILE

Name of Facility: The Woodbourne School

Address: 1301 Woodbourne Avenue

City: Baltimore  State: Maryland  Zip Code: 21239

Administrator/Principal: Addie Johnson  Transition Specialist: Kyle Mc Pherson

Facility Type (Check one):

☐ Adult Corrections  ☑ Juvenile Corrections
☐ Juvenile Detention  ☐ Neglected  ☐ At Risk

Brief description of facility and the core mission:
Woodbourne provides an integrated system of care for children and their families involved in the child welfare system, the juvenile justice system and in the mental health programs. Woodbourne operates a special program specifically for boys with serious emotional problems, featuring a structured and enriched daily schedule and a high level of professional and clinical support.

Mission: To provide students with a comprehensive education that prepares them to be literate, career-oriented, and productive.

Approximate Count of Currently Enrolled Students: 36  Age Range: 12-18

Grade Range of Students: 6-12

Average Length of Stay (in days): 365 Days

Number of Hours of Direct Instruction for Each Core Content Area Provided Per Week: 6.5 daily totaling 32.5 weekly

Number of Highly Qualified Teachers/Instructors: 13

Academic Offerings Provided:
(Such as Award HS Course Credits, Award HS Diploma, Award GED): ________________
We offer grades (6-8) and a Secondary School grades (9 through 12); a Pre-GED TEST Preparation course

51
Specific Academic Performance Measures (i.e. list pre and post assessments used): The Read About Program which demonstrated skill growth in reading. The Woodcock Johnson was used as a pre/post-test* Teacher classroom assessments * Report Cards.
## Professional Development Plan SY15-16

**Eager Street Academy #884**

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>Purpose/Outcome</th>
<th>Date</th>
</tr>
</thead>
</table>
| **American Reading**     | **Purpose**  
Title  
The trainer will introduce staff to the Independent Reading Level Assessment Formative Assessment (IRLA) Framework for Teaching and Learning: The Independent Reading Level Assessment (IRLA) is a unified standards-based framework for student assessment, text leveling, and curriculum and instruction. Participants in workshop will learn how to use the IRLA to Establish a Baseline Level for Every Student: The IRLA will help Eager Street Academy staff to establish a baseline proficiency level for each of their students. The baseline level is the highest level at which a student can demonstrate proficiency without teacher help. This is the level at which we can expect the student to perform at proficiency on high stakes testing. Participants in workshop will work with the trainer to Develop an Action Plan to Ensure Reading Proficiency for Every Student: The IRLA will help staff to show students where they are in their education attainment, where they should be, and what skills and behaviors lie in between. The follow-up during the school year through regular student-teacher conferences will be enable the teacher and student to outline and track a course of correction, acceleration, or maintenance, for the student and his or her family.  
**Outcome**  
Participants in workshop will learn how to Monitor Progress Toward Student Goal: The IRLA allows teachers to track progress in real-time. Each standard has been assigned a points value relative to the amount of time it should take a student to acquire that skill or | Aug. 25, 2015  
(Neglected and Delinquent grant Funds) |
concept. In each formative assessment conference, teachers score students on any standards they have mastered, allowing teachers and schools to track rate of reading growth for every student.

<table>
<thead>
<tr>
<th>Hustle University</th>
<th>Purpose</th>
<th>Aug. 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>One day professional development training titled: <em>How to deal with a pain in the class</em>, to teachers and staff of Eager Street Academy. This training is designed to prepare Eager Street Academy teacher and staff for the 2015-2016 school years by providing practical, relevant and research-based strategies and tools on addressing hopelessness and helplessness in student attitudes toward their education and learning. How motivating and engaging incarcerated students can help them to see education as the key to their success, keys to empowering student beliefs about themselves and their ability to learn and succeed in the school environment, how to offer students tools to improve their attitude in the classroom for productive achievement, and offering students tools to change at-risk and criminal behaviors to effect positive change in their educational achievement and preparation for returning to their community as a positive, confident, and productive person. <strong>Outcome</strong> All activities are designed for personal self-reflection, small group discussions and whole group responses to build team rapport and improve morale with the expectation the trainees will participate at a high level of attention and utilize what they learn during the sessions in their lesson planning and delivery throughout the school year.</td>
<td>(Neglected and Delinquent grant Funds)</td>
</tr>
</tbody>
</table>

**NOTE**
Due to district budget cuts, Eager Street Academy was allocated $19,056 dollars for SY-15-16. As a
| ESA administration has identified two professional development dates for teachers and staff (Aug. 25 & 26). However, because of severe budget restraints, at this time, ESA administration is not able to identify specific professional development dates and times for parents and community partners using Fair Student Funding. |
### Woodbourne School 2015-2016
#### Staff Development Plan

<table>
<thead>
<tr>
<th>DATE</th>
<th>Event</th>
<th>Outcomes</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 21st</td>
<td><strong>Creating a School Culture That Promotes Teaching and Learning (Part I)</strong></td>
<td>Participate in group learning and collaboration in an effort to improve teacher quality, data-supported planning, informed instructional and behavior management decisions and increased student achievement</td>
<td>Cordelia Rabb</td>
</tr>
<tr>
<td>Sept. 25th</td>
<td><strong>Fostering Inquiry and Critical thinking in K-12 Classrooms</strong></td>
<td>Build common language and expectation for reading a text closely in both ELA and all content areas. <em>(Neglected and Delinquent grant funds)</em></td>
<td>Mary Carlo</td>
</tr>
<tr>
<td>Oct. 16th</td>
<td><strong>Maryland State Teacher’s Convention</strong></td>
<td></td>
<td>MSDE</td>
</tr>
<tr>
<td>Nov. 6th</td>
<td><strong>Common Core Standards and PARCC Model for Content Framework</strong></td>
<td>Developing and implementing instructional plans that are aligned with school-based and state-based assessments.</td>
<td>Jerry Sutter</td>
</tr>
<tr>
<td>Jan. 25th</td>
<td><strong>Integrating Technology in the Classroom to Support Effective Instruction for Millennials- The Next Generation</strong></td>
<td>Understanding and teaching to needs of those born between 1976-2001. Those known as <em>multi-taskers, tech savvy, social media experts, super-fast texting generation etc.</em></td>
<td>Patricia Hall</td>
</tr>
<tr>
<td>Feb. 26th</td>
<td><strong>Effective Data-Driven Instruction, Behavioral Interventions and Research-Supported Classroom Practices for Students With Learning Disabilities/Needs.</strong></td>
<td>To understand that ADHD, ADD, Autism, ODD, etc., are brain-based medical disorders that affect and affect student achievement, behavior, emotional stability and overall success in the educational environment.</td>
<td>Cordelia Rabb</td>
</tr>
<tr>
<td>Feb. 26th</td>
<td><strong>Differentiated Instruction : Special Education Regulations, Policies and Outcomes:</strong></td>
<td>Utilizing and selecting appropriate accommodations, recommendations and instructional tools to ensure student progress.</td>
<td>Sumy Brown</td>
</tr>
<tr>
<td>April 4th</td>
<td><strong>PLG’s...Professional Learning Communities (Part II)</strong></td>
<td>Continued participation in group learning and collaboration in an effort to improve teacher quality, data-supported planning, informed instructional and behavior management decisions and increased student achievement</td>
<td>Addie Johnson</td>
</tr>
</tbody>
</table>
### Woodbourne School 2015-2016 Professional Development Plan for Parents and Community Partners

<table>
<thead>
<tr>
<th>DATE</th>
<th>Workshop/Outcomes</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
<td>Strategies for Communication with Your Children.</td>
<td>Addie Johnson</td>
</tr>
<tr>
<td></td>
<td><strong>Outcomes:</strong> To better communicate with your child.</td>
<td></td>
</tr>
<tr>
<td>November</td>
<td>Introduction to Restorative Practices.</td>
<td>Addie Johnson</td>
</tr>
<tr>
<td></td>
<td><strong>Outcomes:</strong> To use Restorative Practices to restore the harm that been done</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To family and community.</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>Using and Understanding Circles.</td>
<td>Addie Johnson</td>
</tr>
<tr>
<td></td>
<td><strong>Outcomes:</strong> To use circles to discuss and solve family issues.</td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>Understanding Why You're Teen Is Out of Control.</td>
<td>Addie Johnson</td>
</tr>
<tr>
<td></td>
<td><strong>Outcomes:</strong> To learn the real reasons for teen misbehavior.</td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>Writing an Ironclad Contract with Clear Rules &amp; Consequences.</td>
<td>Addie Johnson</td>
</tr>
<tr>
<td></td>
<td><strong>Outcomes:</strong> To make an ironclad contract to stop the behavior.</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>Reclaiming Love Between You and Your Teenager.</td>
<td>Addie Johnson</td>
</tr>
<tr>
<td></td>
<td><strong>Outcomes:</strong> To reestablish the love lost within the family.</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>How To Think Two Steps Ahead of Your Teenager.</td>
<td>Addie Johnson</td>
</tr>
<tr>
<td></td>
<td><strong>Outcomes:</strong> To trouble shoot future problems.</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>Stopping Your Teenager's Seven Aces.</td>
<td>Addie Johnson</td>
</tr>
<tr>
<td></td>
<td><strong>Outcomes:</strong> To stop or curb the disrespect to threats of violence.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Outcomes:</strong> To mobilize outside help.</td>
<td></td>
</tr>
</tbody>
</table>