

**GUIDANCE/CHECKLIST
FOR TITLE I, PART A APPLICATION - 2009 – 2010**

Rev 5/12/09

District:	DATES				Comments
			District Contacts		
	Online Application Rec'd	Initial Review Completed	Revisions Requested	Revisions Reviewed	
	DOE 100A/DOE 920	Approved	Revisions Received	Revisions approved	
Program Specialist:					
Program Director					
Bureau Chief					

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Section/Component	Minimum Content Requirements	Y	N	Comments
DOE 100A and Allocation Enter Estimated Roll Forward Enter Contact Information Verify Superintendent's name	<ul style="list-style-type: none"> • Information completed for appropriate grants • Estimated Roll must be completed prior to completing budget page. An amount or 0 must be entered • Contact information entered • Documentation of authorization provided, if other than superintendent's signature • Signed original 100A sent to Bureau of Grants Management (by or before June 30, 2009) 			
Budget Narrative Forms	Complete each budget as appropriate	Y	N	Comments
10A001- Part A Basic 10AR01- Part A ARRA	<ul style="list-style-type: none"> • Each line item has sufficient information to tie to narrative of application • Each line item is supplemental • Each line item is necessary and reasonable 			
GENERAL ASSURANCE	Minimum Content Requirements	Y	N	
	Please review and check assurances as they may have changed			
PROGRAM SPECIFIC ASSURANCES	Minimum Content Requirements	Y	N	Comments
	Please review and check assurances as they may have changed			

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NEEDS ASSESSMENT/ACTIVITIES	Minimum Content Requirements	Y	N	Comments
<p>For Title I, Part A: Improving the Academic Achievement of the Disadvantaged the following Performance Indicators are suggested: 1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4, 5.1, 5.2. Provide evidence of the need for activities that will be funded through this application. Include information on the identified need/required focus and target population, the Next Generation strategic alignment and program performance indicators/goals to which each is tied, the data source, actual outcomes, and performance targets for 2009-2010.</p> <p>*To complete this section, refer to the 2009-2010 Crosswalk of Next Generation K-12 Benchmarks and Program Performance Indicators In Title I Part A Application.</p>	<p>This section should:</p> <ol style="list-style-type: none"> 1. <u>Identify the need to be addressed:</u> <ul style="list-style-type: none"> • Identified needs relates specifically to Title I • Identified need correspond with performance indicators/goals 2. <u>Provide the data source(s) and the Actual Outcome(s) as the basis for the identified need:</u> <ul style="list-style-type: none"> • Measurement tools/methods are aligned and reasonable for the performance indicator/goal (e.g. assessments related to academic achievement; tracking of graduation rates, etc.) • Actual outcomes based on the most recent available data are provided 3. <u>Describe the activity(ies) that will be implemented to address the identified need. Narrative should include the following information for each activity listed:</u> <ul style="list-style-type: none"> • Evidence-based research of the effectiveness of each activity in addressing the identified need • If it is a Reading or Mathematics Initiative • The frequency and duration of each activity • The population each activity will target to address the identified need 4. <u>Describe how the LEA will monitor the implementation of these activities:</u> <ul style="list-style-type: none"> • The method(s) for monitoring implementation • The frequency and duration of monitoring for each method identified • Who will monitor implementation 5. <u>Performance Indicators/Goals*:</u> <ul style="list-style-type: none"> • The performance indicator(s)/goal(s) that relates to the identified need is selected 6. <u>Next Generation Strategic Alignment:</u> <ul style="list-style-type: none"> • The Next Generation Strategic Imperatives that correspond with the appropriate Performance Goal(s)/Indicator(s) is selected 7. <u>Coordination and Collaboration:</u> <ul style="list-style-type: none"> • Coordination with other federal and non-federal programs and the collaborative partners and/or resources outside of the LEA to address the identified need is adequately described 8. <u>Resources:</u> <ul style="list-style-type: none"> • The resources (including those funded with ARRA funds) provided by title program(s) to implement each activity <u>are identified</u> 9. <u>Anticipated Outcomes for 2009-2010:</u> <ul style="list-style-type: none"> • The anticipated outcomes based on the activity(ies) being implemented to address the identified need are identified • The performance targets that are reasonable in relation to the actual outcomes are provided 			

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PROCESS FOR IDENTIFYING NEEDS	Minimum Content Requirements	Y	N	Comments
How did the LEA determine the needs to be addressed?	<p>If applicable, the LEA provided the rationale for excluding any of the identified Title I performance indicators/goals. (1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4, 5.1, 5.2)</p> <ul style="list-style-type: none"> • Identified the other resources to address Title I needs <p>Or</p> <ul style="list-style-type: none"> • Indicated meeting requirement <ul style="list-style-type: none"> ○ Provided actual outcome 			
CONSULTATION WITH PRIVATE SCHOOL OFFICIALS	Minimum Content Requirements	Y	N	Comments
Provide a detailed plan of action for providing “timely” and “meaningful” consultation, and equitable services to eligible students, teachers, if applicable, and parents in private schools.	<p>Plan of Action should address:</p> <ol style="list-style-type: none"> 1. Timeline of consultation with private school officials regarding the Title I program, the development of the Title I, Part A application, and other Title I funded activities. 2. Methods for providing feedback to and receiving from private school officials. 3. Description of meaningful consultation with private school officials that at a minimum, addresses the following issues: <ol style="list-style-type: none"> a. The method, or the sources of data, that the LEA used (under §200.78 of the Title I regulations) to determine the number of private school children from low-income families residing in participating public school attendance areas, including whether the LEA extrapolated data if a survey was used; b. The size and scope of the equitable services that the LEA provides to eligible private school children and, consistent with §200.64 of the Title I regulations, the proportion of its Title I funds that the LEA allocates for these services and the amount of funds that the LEA reserves from its Title I allocation for the purposes listed in §200.77 of the Title I regulations; c. How the LEA has identified the needs of eligible private school children; d. How and when the LEA makes decisions about the delivery of services; 			

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CONSULTATION WITH PRIVATE SCHOOL OFFICIALS (Continued)	Minimum Content Requirements	Y	N	Comments
	<p>e. How, where, and by whom the LEA provides services to eligible private school children;</p> <p>f. How the LEA assesses academically the services to private school children in accordance with §200.10 of the Title I regulations, and how the LEA uses the results of that assessment to improve Title I services; and</p> <p>g. The services the LEA provides to teachers and families of participating private school children.</p> <p>4. Consultation must also include – –</p> <p>a. Thorough consideration and analysis of the views of the private school officials on whether the LEA should contract with a third-party provider.</p> <p>b. Complaint policy and/or procedures (both LEA and State).</p> <p>c. Consultation with private school official regarding district-wide activities.</p> <p>d. The policy and/or procedures regarding equipment, property, and materials purchased with Title I funds.</p> <p>Examples of such decisions are:</p> <p>*Providing district-wide activities, such as a reading program, with Title I funds;</p> <p>*Determining public school allocations;</p> <p>*Ordering supplies and equipment for the Title I program.</p> <p>Upload required: Documents disseminated to Private School Officials</p> <ul style="list-style-type: none"> • LEA's notification letters to private school officials • Private Schools Intent to Participate Form, and • LEA Consultation Letter(s) / Agenda(s) of discussions <p>These documents will be reviewed for compliance.</p>			

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COORDINATION OF FEDERAL PROGRAMS & PARTICIPATION/COLLABORATIVE PARTNERS				
Collaborative Partners	Minimum Content Requirements	Y	N	Comments
<p>Programs:</p> <p>If applicable, address coordination and collaboration with partners and programs that are not identified in the Needs/Activities Section.</p> <p>Describe how services under this program will be integrated or coordinated with other programs/Titles funded under NCLB. (Title I, Part C, Title I Part D, Title 1, Part F, Title II, Part A, Title II, Part D, Title III, Part A, Title IV, Part A, Title V, Part A, and/or Title VI, Part B)</p>	<p>If this section has been fully addressed in the Needs/Activities Section of application, please indicate NA.</p> <p>Include a description of the collaborative efforts among program staff, parents, the community, etc., to provide services and activities that will contribute to the attainment of measurable objectives in the application.</p> <p>Sample Responses: Title I, Part A will coordinate with Title II, Part A to provide ongoing in-service and professional development/training to assist teachers and paraprofessionals (indicate grade level(s) involved) in core academic subject areas (specify subject area(s) or other areas requiring improvement) in meeting the requirements needed to become highly qualified. Include in description primary target groups (Elementary, Middle, and High) to be served. Indicate other stakeholders (parents, private schools teachers, school staff, etc.) benefiting from the services provided due to the coordination of the other title funds with Title I, Part A.</p> <p>Title I, Part A will coordinate with Title IV (21st CCLC) in providing expanded academic enrichment opportunities (Reading and Math tutorial, etc.) for children attending low performing schools.</p>			
<p>Participation:</p> <p>Describe how the LEA consulted with stakeholders in developing this application and how the LEA will provide on-going consultation with application participants throughout project period.</p>	<p>This section should:</p> <ul style="list-style-type: none"> • Describe LEA's process for ensuring consultation with appropriate stakeholders (such as Title I school staff, students, parents, community, collaborative partners, private schools, SEA, etc.); and • Describe timeline, frequency, and/or duration of on-going consultation to be conducted with application participants. 			
<p>Collaborative Partners:</p> <p>If applicable, identify federal (non-NCLB)/state/local collaborative partners and programs that are not</p>	<p>If this section has been fully addressed in the Needs/Activities Section of application, please indicate NA.</p> <p>Collaboration described should include private foundations/state and/or local agencies that provide services to targeted children and youth and their families. This list should address Non-NCLB programs (i.e., local health department, social services, homeless coalitions, United Way, Florida Diagnostic Learning Resource</p>			

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<p>identified in the Needs/Activities Section; briefly describe the type and benefit of the collaborative activities; include the type of program(s) and the primary target group(s).</p>	<p>System (FDLRS), and other private foundations, etc.).</p> <p>The collaboration described here should:</p> <ul style="list-style-type: none"> • Identify collaboration activities (i.e., provision of (supplemental) academic services, professional development, parental involvement, technology; health services, resources, etc.) • Identify targeted groups (i.e., students, school staff, parents, private schools, grade levels being served, ELL, Migrant, Homeless, Neglected and Delinquent Children and Youth • Describe benefits of collaboration/activities • Indicate anticipated outcomes 			
<p>REPORTING REQUIREMENTS/ INFORMATION DISSEMINATION</p>	<p align="center">Minimum Content Requirements</p>	<p align="center">Y</p>	<p align="center">N</p>	<p align="center">Comments</p>
<p>Student and Program Outcomes/Dissemination</p>	<p>Describe the methods and timelines the LEA utilizes to disseminate information about this application to the appropriate populations and to report student and program outcomes to school staff, parents and the community. The LEA has:</p> <ul style="list-style-type: none"> • Provided the method(s) of dissemination/marketing and reporting student outcomes • Provided the population each method will address • Provided the frequency of each method • Provided the duration of each method • Provided the language(s) each method will be made available 			
<p>Parents Notification Requirements</p>	<p>Uploaded LEA's "Parents Right-to-Know" notifications to parents. If these documents are provided in multiple languages please include samples by composing one word document with the various letters.</p>			
<p>"Parent's Right to Know" Requirements</p>	<p>The LEA has:</p> <ul style="list-style-type: none"> • Provided whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction • Provided whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived • Provided the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline 			

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	<ul style="list-style-type: none"> of the certification or degree • Provided whether the child is provided services by paraprofessionals and, if so, their qualifications • Included methods for insuring that parents are provided information on the level of achievement of the parent's child in each of the State academic assessments 			
Four-Week Letter	<ul style="list-style-type: none"> • Provide description of the process and method used to ensure LEA/schools compliance with the "Parents Right-To-Know" requirements that addresses timely notifications that their children have been assigned to, or have been taught for four or more consecutive weeks by, a teacher who is not highly qualified • Included description of what the LEA is doing to either get the current non-highly qualified teacher qualified or efforts to find a highly-qualified teacher 			
PSES	Minimum Content Requirements	Y	N	Comments
	District level data is complete. <ul style="list-style-type: none"> • Date Certain • Response to LEA use of ARRA funds indicated • Ranking option selected School Level data is complete. <ul style="list-style-type: none"> • All columns are complete as required (See PSES Instructions) • All schools have been listed and ranked 			
	Identify the LEA allocation process. If serving multiple grade spans, please include allocation process as appropriate. (floor percentages)			
Data Entry	The LEA has: <ul style="list-style-type: none"> • Selected the appropriate ranking method • Correctly applied the Codes to each school • Served in Rank Order • If applicable, correctly implemented the 125% rule if serving schools below 35% • If applicable, provided all information required for using code 'E' • If applicable, provided all information required for using code 'H' • If applicable, provided all information required for using code 'K' • If applicable, provided all information required for not meeting 85 percent of previous year funding for schools SINI 3 or greater. 			

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INSTRUCTIONAL SERVICES TO INCREASE STUDENT ACHIEVEMENT				
This section must clearly document that the proposed activities are supplementary and do not supplant existing state and locally funded activities in Targeted Assistance programs.				
Minimum Content Requirements		Y	N	Comments
Description of Methods: Methods to be used for identifying the lowest performing eligible students and	Methods used for student identification of the lowest performing eligible students: This section should: <ul style="list-style-type: none"> • Describe LEA's method for identifying students eligible for Title I services in the school • Describe from the pool of students identified, the LEA's selection process for determining those students who are failing, or most at risk of failing to meet the state's challenging student academic standards. Process should describe the multiple, educationally-related, objective criteria used to identify students for Title I targeted assistance services • Explain how students are rank-ordered to reflect a prioritized list of students by academic needs from highest to lowest 			
SUPPORT FOR ELIGIBLE STUDENTS IN PRIVATE SCHOOLS (NON-PUBLIC SCHOOL PARTICIPATION)		Y	N	Comments
FREE AND REDUCED PRICE LUNCH PROPORTIONALITY EXTRAPOLATION	If NA , please provide an explanation to support why services are not being provided to eligible private school students. If applicable, this form requires: <ul style="list-style-type: none"> • District level data is complete • Option for determining equitable allocation is indicated • Pooling or non-Pooling option is indicated All columns for option chosen are complete.			
DESCRIPTION OF SERVICES TO PRIVATE SCHOOLS	The LEA has: <ul style="list-style-type: none"> • If applicable, third-party contractor has been indicated • A description of the multiple educationally-related objective criteria, established in consultation with private school officials, that are used to identify private school students for Title I services in accordance with 			

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	<p>§200.62(b)(1)</p> <ul style="list-style-type: none">• Description of specific activities that will be carried out for private school students, their teachers, if applicable, and parents• A description of the multiple educationally-related objective criteria, established in consultation with private school officials, that are used to identify private school students for Title I services in accordance with §200.62(b)(1)			
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The Set-Asides in this Section will pre-populate upon the completion of the PSES and the Private School Participation Sections

ACTIVITIES TO SUPPORT REQUIRED SET-ASIDES				
Minimum Content Requirements		Y	N	Comments
A. Highly Qualified Teachers Check here if ALL teachers meet HQ requirements. <input type="checkbox"/>				
If not checked: Describe activities and strategies to be implemented to ensure that all teachers in Title I schools meet the NCLB and FDOE definitions of highly qualified personnel.	This section should: <ul style="list-style-type: none"> • Address rationale for determining set-aside for assisting teachers to become HQ • Describe how Title I professional development activities funded with this set aside will assist teachers in Title I schools in satisfying HQ requirements • As applicable, describe activities to be provided for newly hired teachers to enable them to acquire the necessary knowledge and skills, consistent with the Sunshine State Standards and the district's curriculum, to increase student academic achievement • If applicable, describe how the LEA will use up to 5% of its Title I funds to provide incentives to attract and retain high quality teachers to low-performing Title I schools • Describe how the LEA will ensure that non-highly qualified teachers are not assigned to high-poverty schools at higher rates than to low-poverty schools • If an LEA provides its own highly-qualified data, an explanation must be provided 			
B. PARENTAL INVOLVEMENT				
Determining required set-aside/allocation to Private and Public Schools	This section should: <ul style="list-style-type: none"> • Indicate total amount LEA has set-aside for parent involvement activities • Minimum amount for equitable services to private school parents • Indicate the amount to be allocated to public schools for parent involvement (minimum 95% of the remainder after equitable portion, if applicable) • If applicable, amount of balance to be used for LEA-level parent involvement activities 			
Description of how parents were involved in decisions regarding the allotment of parent involvement set-aside.	The LEA has: <ul style="list-style-type: none"> • Indicated the method(s) employed by the LEA to include parents in decision making • Identified the frequency and duration of each method 			

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<p>Activities that will be implemented with the LEA's parent involvement set-aside to carry out activities to build the capacity of parents, and how these activities address student achievement needs.</p>	<p>This section should:</p> <ul style="list-style-type: none"> Describe the specific capacity-building parent involvement activities funded with the set-aside Describe the method for determining implementation of new or additional activities (i.e., use of LEA's Parent Involvement Policy, annual evaluation results) Describe how these activities address the student achievement issues identified in your needs assessment <p>Note: Description of activities may include PIRC activities.</p>			
<p>LEA-Wide Parent Involvement Center</p>	<p>This section should:</p> <p>If applicable, describe activities provided via district-wide parent involvement center such as family literacy, parenting skills, workshops, materials and trainings, etc.</p>			
<p>C. HOMELESS SET-ASIDE</p>		<p align="center">Minimum Content Requirements</p>		<p align="center">Comments</p>
<p>Address the use of Title I funds to meet the needs of Homeless Children and Youth</p>	<p>This section should:</p> <ul style="list-style-type: none"> Indicate the amount that the LEA will reserve, as is reasonable and necessary, to provide supplementary academic and social services to homeless children and youth Describe the method the LEA will use to determine the amount of Title I, Part A funds to be reserved to serve homeless children and youth Describe LEA's method of identifying homeless children and youth Describe method of distributing funds to benefit homeless children and youth at non-Title I schools; including providing educationally related support services to children in shelters and other locations where children may live Describe services provided to homeless children and youth Describe responsibilities of your district's homeless liaison and how the liaison is notified of the funds reserved to provide services to homeless children and youth Briefly summarize the coordination and collaboration between Title I and the Homeless Education office if other than Title I 	<p align="center">Y</p>	<p align="center">N</p>	

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D. NEGLECTED AND DELINQUENT	Minimum Content Requirements	Y	N	Comments
<p>Address the use of Title I funds to meet the needs of Neglected and Delinquent Children and Youth</p>	<p>This section should:</p> <ul style="list-style-type: none"> • Indicate the amount that the LEA will reserve, as is reasonable and necessary, to provide supplementary academic services to neglected and/or delinquent children and youth, if applicable • Describe the method the LEA will use to determine the amount of Title I, Part A funds to be reserved to serve neglected and/or delinquent children and youth • Describe LEA's method of identifying neglected and/or delinquent children and youth • Describe method for distributing funds to benefit neglected and/or delinquent children and youth at non-Title I Schools • Describe services provided to neglected and/or delinquent children and youth 			
E. LEA-WIDE ACTIVITIES	Minimum Content Requirements	Y	N	Comments
<p>LEA-wide Activities – (Public and Private Schools)</p>	<p>This section should:</p> <ol style="list-style-type: none"> 1. Indicate the amount that your district will use for district-wide instructional activities 2. Describe district-wide instructional activities (Examples from the Federal guidance include: summer school programs, intersession, and additional professional development for LEAs in Corrective Action, school improvement, and coordinated services. Ensure that preschool programs are not included) 3. Describe methods for ensuring meaningful consultation with private school officials regarding district-wide activities 4. Describe method for ensuring equitable services (district-wide activities) to eligible private school students, parents, and teachers 5. Provide timelines of activities 6. Indicate anticipated program outcomes 7. If the LEA is in "corrective action" and has chosen to set aside funds for professional development, please describe how it will use those funds by addressing the following: <ul style="list-style-type: none"> • Describe the specific professional development activities the LEA will carryout with the amount set-aside • Describe the specific needs identified by the LEA for these funds, the source(s) of data, and how the professional development addresses the needs 			

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	<ul style="list-style-type: none"> Describe how the LEA will measure the impact of these professional development activities Describe how LEA will ensure that equitable services requirements are applied 			
SCHOOL IMPROVEMENT				
	Minimum Content Requirements	Y	N	Comments
	Check if district has no schools identified as SINI <input type="checkbox"/>			
A. Describe the specific professional development activities supported with Title I, Part A	<p>This Section should describe:</p> <ol style="list-style-type: none"> Specific professional development activities and anticipated outcomes The method the LEA used to determine professional development needs for schools How the LEA will ensure that schools use Title I, Part A funds to provide high-quality professional development to teachers and the principals How the professional development activities provided will directly address the academic achievement problem(s) that caused the schools to be identified as “in need of improvement” Timelines, frequency, and duration <p>Note: The description here should be aligned with school improvement plan/school-wide program and/or school improvement plan/targeted assistance plans.</p>			
B. High-Quality Professional Development for LEAs identified for improvement	<p>Check if LEA is not in need of improvement <input type="checkbox"/></p> <p>This section should describe:</p> <p>If the LEA is “in need of improvement”, please describe how it will use the required 10% set-aside funds for high-quality professional development, by addressing each of the following:</p> <ul style="list-style-type: none"> Name of professional development activity Identify the intended outcomes Identify the method used to identify the need for the described professional development Describe how the LEA will ensure that schools use these funds for professional development Describe how the professional development will address the academic achievement problems of students 			

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EARLY CHILDHOOD COMPONENT	Minimum Content Requirements	Y	N	Comments
	<p>If NA, please provide an explanation to support why services are not being provided with Title I funds to support early childhood programs, and how such services are funded.</p> <p>If applicable, this form requires:</p> <ul style="list-style-type: none"> • Program Type/Name • Site/School Number • Amount of Title I funds • Number of students to be served by age • Types of services provided • Number of classes for both Title I and VPK, if applicable • Curriculum used is provided • Required Teachers credentials • Line Items in which Early Childhood set-asides are included 			
SECTION 2141 REQUIREMENTS	Minimum Content Requirements	Y	N	Comments
	<p>This form requires LEAs subject to the restrictions on hiring new paraprofessionals under Section 2141 to:</p> <ol style="list-style-type: none"> 1. Identify if Title I funds will be used to hire new paraprofessionals; and 2. Provide the justification for such hiring. <p>The complete list of LEAs subject to this provision can be located at: http://www.fldoe.org/profdev/titleii.asp.</p>			