

**GUIDANCE/CHECKLIST  
FOR TITLE I, PART D, SUBPART 2 APPLICATION  
2007 -2008**

<b>District:</b>	<b>Program Specialist:</b>
	<b>Date:</b>

Section/Component	Minimum Content Requirements	Y	N	Comments
<b>DOE 100A</b>	<ol style="list-style-type: none"> <li>1. Enter contact information</li> <li>2. Documentation of authorization must be provided, if other than superintendent's signature.</li> <li>3. 100A should be sent directly to Bureau of Grants Management for official "date of receipt" Stamp (Room 325 FEC)</li> </ol>			
		<b>Y</b>	<b>N</b>	
<b>DOE 101 BUDGET NARRATIVE</b>	Budget items should be linked directly to the goals/objectives/strategies detailed in the project application and should not supplant funding for state, district and local mandated activities.			
		<b>Y</b>	<b>N</b>	
<b>GENERAL ASSURANCES</b>	Appropriate General Assurances have been checked.			
<b>PROGRAM SPECIFIC ASSURANCES</b>	Appropriate Program Specific Assurances have been checked.			
		<b>Y</b>	<b>N</b>	
<b>ACTIVITIES</b>	<p>This section should:</p> <ol style="list-style-type: none"> <li>1. Address needs assessments of schools</li> <li>2. Describe the instructional (supplemental) activities that are being implemented district-wide.</li> <li>3. Describe the frequency and duration of the activities identified.</li> <li>4. Describe the scientifically researched-based activities and programs that are being used in the district.</li> </ol>			

Describe the major activities to be carried out by the LEA and how these activities will be aligned with state academic content standards, student academic content standards, student academic achievement standards, and state assessments. Please describe how these activities will contribute to Closing the Achievement Gap.

		Y	N	
<p><b>COLLABORATIVE PARTNERS</b></p> <p>Identify federal/state/local collaborative partners; briefly describe the type and benefit of the collaborative activities; include the type of program(s) and the primary target group(s).</p>	<p>Collaboration described here should be those with private foundations/ State and/or Local agencies that deal with the education of students. This list should address Non-NCLB programs. (i.e., Local Health Department, Social Services, Homeless Coalition, United Way, Florida Diagnostic Learning Resource System (FDLRS), and other private foundations, etc.)</p> <p>The collaboration described here should:</p> <ol style="list-style-type: none"> <li>1. Identify collaboration activities (i.e., provision of (supplemental) academic services, professional development, parental involvement, technology; health services, resources, etc.)</li> <li>2. Describe benefits of collaboration/activities;</li> <li>3. Indicate anticipated Outcomes.</li> </ol>			
<p><b>PROGRAM(S) TO BE ASSISTED</b></p> <p>Describe the programs that will be assisted by these funds.</p>	<p>Descriptions should include Facility Name, Facility Type, Student Population, Length of Commitment, Program Goals, how the program will meet goals and objectives and Expected Student Outcomes.</p>	Y	N	
<p><b>FORMAL AGREEMENTS</b></p> <p>Describe the current formal agreements regarding the program(s) to be implemented between the local educational agency and correctional facilities and alternative schools serving children and youth involved with the juvenile justice system.</p>	<p>These 11 specific elements should be included in all formal agreements:</p> <ol style="list-style-type: none"> <li>1. where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school</li> <li>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;</li> <li>3. where feasible, 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;</li> </ol>	Y	N	

	<ol style="list-style-type: none"> <li>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;</li> <li>5. work to 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;</li> <li>6. ensure that educational programs in the correctional facility are related to assisting students to meet high academic achievement standards;</li> <li>7. to the extent possible, use technology to assist in coordinating educational programs between the correctional facility and the community school;</li> <li>8. where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities;</li> <li>9. coordinate funds received under this subpart with other local, State, and Federal funds available to provide services to participating children and youth, such as funds made available under title I of Public Law 105-220, and vocational and technical education funds;</li> <li>10. coordinate programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable; and</li> <li>11. if appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth.</li> </ol>			
		Y	N	
<b>EDUCATION PROGRAM COMPARABILITY</b>				

<p>Describe 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 that being implemented at the public school such youth would attend.</p>	<p>This section should include specific standards and assessments that are comparable to those that are implemented at all public schools in the district</p>			
		<b>Y</b>	<b>N</b>	
<p><b>CHARACTERISTICS AND PROGRAM COORDINATION FOR AT-RISK</b></p> <p>Describe the characteristics of the children and youth who will be returning from correctional facilities and appropriately identify other at-risk children and youth expected to be served by the program. Describe how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.</p>	<p>This section should include specific characteristics such as learning difficulties and substance abuse problems. It should also include examples of how these students will be introduced into the academic programs already in place.</p>			
		<b>Y</b>	<b>N</b>	
<p><b>COORDINATION WITH NON ACADEMIC SERVICES</b></p> <p>Describe 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. Describe other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted re-entry and outreach programs, referrals to community resources, and scheduling flexibility.</p>	<p>This section should include examples of specific services provided by specific agencies and school departments such as the Department of Children and Families and the Guidance departments at participating schools.</p>			
		<b>Y</b>	<b>N</b>	
<p><b>BUSINESS / COMMUNITY PARTNERSHIPS</b></p>	<p>Actual partnerships should be established with businesses and community organizations to provide these services. Assumed partnerships are not acceptable.</p>			

<p>Describe any partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services for participating students.</p>				
		<b>Y</b>	<b>N</b>	
<p><b>PARENT INVOLVEMENT</b></p> <p>Describe how the program will involve parents in efforts to (a) improve the educational achievement of their children, (b) assist in dropout prevention activities, and (c) prevent the involvement of their children in delinquent activities.</p>	<p>Involvement includes but is not limited to correspondence with parents about improve the educational achievement of their children, assisting in dropout prevention activities, and preventing the involvement of their children in delinquent activities.</p>			
		<b>Y</b>	<b>N</b>	
<p><b>COORDINATION WITH FEDERAL, STATE, AND LOCAL PROGRAMS</b></p> <p>Describe how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I, Part A of Public Law 107-110 and vocational and technical education programs serving at-risk children and youth.</p>	<p>This section should include examples where the coordination of Title I Part D funds other government-supported programs would be used to serve at-risk youth.</p>			
		<b>Y</b>	<b>N</b>	
<p><b>COORDINATED WITH JJDPA</b></p> <p>Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 2002, and other comparable programs, if applicable.</p>	<p>This section should include examples of how the Title I Part D funds will coordinate with programs that prevent juvenile delinquency.</p>			
		<b>Y</b>	<b>N</b>	
<p><b>COORDINATED WITH PROBATION OFFICERS</b></p> <p>Describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from</p>	<p>If applicable, coordination should include regular involvement with probation officers in the educational services provided to at-risk youth</p>			

correctional facilities.				
		<b>Y</b>	<b>N</b>	
<b>INDIVIDUALIZED EDUCATION PROGRAMS</b>  Describe the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's individualized education program.	This section should include the system used to ensure correctional facilities working with children and youth are aware of a child's or youth's IEP			
		<b>Y</b>	<b>N</b>	
<b>ALTERNATIVE PLACEMENTS</b>  Describe the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but who are unable to participate in a regular public school program.	This section should describe an actual system that is used to find alternative placements for all for children and youth interested in continuing their education but who are unable to participate in a regular public school program.			
		<b>Y</b>	<b>N</b>	
<b>ADDITIONAL SERVICES</b>  Describe any additional services provided to youth, such as career counseling, and assistance in securing student loans and grants.	This section should describe an actual system that is used to determine a need for additional services.			
		<b>Y</b>	<b>N</b>	
<b>SUPPORT THE FLORIDA DEPARTMENT OF EDUCATION'S READING INITIATIVE</b>  Describe how this project will support the Florida Department of Education's reading initiative, Just Read, Florida!	This section should describe specific examples of how the project supports individual aspects of Just Read, Florida.			
		<b>Y</b>	<b>N</b>	
<b>MARKETING AND DISSEMINATION</b>  <b>Describe how information about this application will be disseminated and advocated to appropriate populations.</b>	This section should: <ul style="list-style-type: none"> <li>Describe the method(s) used to disseminate information regarding the Title I Application and Program services and activities.</li> </ul>			

	<ul style="list-style-type: none"> <li>• Describe the timeline and/or Intervals of notifications.</li> <li>• Indicate population notified (students, parents, Title I staff, community, SEA, private schools, etc.)</li> <li>• As appropriate, indicate multiple languages in which information will be disseminated.</li> </ul>			
		<b>Y</b>	<b>N</b>	
<b>ANNUAL REPORTING</b>	A DOE evaluation must be downloaded from <a href="http://www.firm.edu/doe/title1/doc/title1partd_evaluation.xls">http://www.firm.edu/doe/title1/doc/title1partd_evaluation.xls</a> and must be submitted to the FDOE by October 15, 2007. This section should describe the system of reporting student progress reports to other agencies and parents.			
Address how the applicant will provide annual student progress reports to state agencies, local operating agencies, juvenile justice centers, community agencies, and parents.		<b>Y</b>	<b>N</b>	
<b>TRANSITION PLANS</b>	This section should describe a district-wide system that promotes successful transition. If more than 30 percent of the children and youth attending schools operated by correctional facilities will reside outside the boundaries served by the local educational agency, the Local Education Agency is not required to operate a program.			
Describe the program operated by participating schools for children and youth returning from correctional facilities and appropriate services that each school will provide.		<b>Y</b>	<b>N</b>	
<b>GEPA</b>	GEPA - LEA must maintain on file at the district office and ensure that one is on file at the SEA.			