

**GUIDANCE/CHECKLIST  
FOR TITLE VI, PART B, SUBPART 2  
RLIS APPLICATION  
2007 - 2008**

District:	Program Specialist:
Date:	

Section/Component	Minimum Content Requirements	Y	N	Comments
<b>DOE 100A/100C</b> <b>Enter Estimated Roll Forward</b> <b>Enter Contact Information</b> <b>Verify Superintendent's name</b>	<ol style="list-style-type: none"> <li>1. Estimated Roll must be completed prior to completing budget page. An amount or 0 must be entered.</li> <li>2. Enter contact information</li> <li>3. Documentation of authorization must be provided, if other than superintendent's signature.</li> <li>4. 100A should be sent directly to Bureau of Grants Management for official "date of receipt" Stamp (Room 325 FEC)</li> </ol>			
<b>DISTRICT AYP DETERMINATION</b>		Y	N	
<p>If a district has received Title VI funding for three consecutive years, and in those three years has failed to make AYP, the district may only use these funds to implement activities in alignment with section 1116 (school improvement activities), as described in Part A, Section B.</p> <p>If a district has either not received Title VI funds for three years or has received those funds and made AYP in three years, the district may elect to use the funds to carry out activities in Part A, Section A.</p>	<p><b>Has the district:</b></p> <ol style="list-style-type: none"> <li><b>1. Received Title VI funds for the past three consecutive years; and</b></li> <li><b>2. Not made AYP those three consecutive years?</b></li> </ol> <p>Note: If you answer yes to both questions, the district must use Title VI funds to implement school improvement activities.</p>			

**GUIDANCE/CHECKLIST  
FOR TITLE VI, PART B, SUBPART 2  
RLIS APPLICATION  
2007 - 2008**

Section/Component	Minimum Content Requirements	Y	N	Comments
<b>ACTIVITIES</b>				
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.	<p><b>This section should:</b></p> <ul style="list-style-type: none"> <li>• Explain how the activities are based on the <b>AYP determination</b> of the district;</li> <li>• Describe the <b>instructional (supplemental)</b> activities that are being implemented and aligned with section 1116, if applicable;</li> <li>• Describe the frequency and duration of the activities identified;</li> <li>• Describe the scientific research-base of the activities and programs that are being used in the district;</li> <li>• Address all subgroups that missed AYP in 06-07 and other targeted groups such as: educationally disadvantaged, homeless, migrant, and neglected and delinquent children and youth;</li> <li>• List and describe plans for <b>professional development</b> programs that address the needs of teachers and are aligned with District Assistance and Intervention Plans/School Improvement Plans;</li> <li>• Describe how the LEA will <b>monitor the progress of students</b> in meeting the state's academic achievement standards; and</li> <li>• Address how program outcomes will be monitored and measured.</li> </ul>			
<b>COLLABORATIVE PARTNERS</b>				
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>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 <b>Non-NCLB programs</b>. (i.e., local health department, social services, homeless coalitions, United Way, Florida Diagnostic Learning Resource System (FDLRS), and other private foundations, etc.)</p> <p><b>The collaboration described here should:</b></p> <ul style="list-style-type: none"> <li>• Identify collaboration activities (i.e., provision of (supplemental) academic services, professional development, parental involvement, technology; health</li> </ul>			

**GUIDANCE/CHECKLIST  
FOR TITLE VI, PART B, SUBPART 2  
RLIS APPLICATION  
2007 - 2008**

Section/Component	Minimum Content Requirements	Y	N	Comments
	services, resources, etc.); <ul style="list-style-type: none"> <li>• Identify targeted groups (i.e., students, school staff, parents, private schools, grade levels being served, ELL, Migrant, Homeless, Neglected and Delinquent Children and Youth);</li> <li>• Describe benefits of collaboration/activities; and</li> <li>• Indicate anticipated Outcomes.</li> </ul>			
<b>PART 1</b>		<b>Y</b>	<b>N</b>	
<p>If after the third year that a local educational agency (LEA) receives funds under the Rural and Low-Income School Program (RLIS), it has made adequately yearly progress (AYP), the applicant should complete Part 1, Section A and PART 2 of this application. (Applicants that have not received Rural and Low-Income School grants for three years should also complete PART 1, Section A and PART 2)</p> <p>If after the third year that a local educational agency (LEA) receives funds under the Rural and Low-Income School Program (RLIS) and it <b>has not made adequately yearly progress</b> (AYP), it may continue to participate in the program only if it uses its allocation to fund activities found in NCLB, Title I, Part A, Section 1116. [NCLB, Title VI, Part B, Subpart 2, Section 6224(e)]. Under this section, school districts are responsible generally to assist their schools to improve and to make adequate yearly progress.</p>	<p>If completing Section A, the district identifies as least one of the options.</p> <p>If completing Section B, the district:</p> <ul style="list-style-type: none"> <li>• Identifies activities in alignment with Section 1116. The activities must support the targeted objectives listed in Part 2 and be supplemental to the activities currently carried out under Section 1116. Examples include:               <ul style="list-style-type: none"> <li>○ Supplemental Educational Services;</li> <li>○ Choice with Transportation;</li> <li>○ Professional development designed to assist schools in need of improvement;</li> <li>○ Corrective Action activities;</li> <li>○ Restructuring activities; and</li> <li>○ Other activities described in the District Assistance and Intervention Plan.</li> </ul> </li> </ul>			

**GUIDANCE/CHECKLIST  
FOR TITLE VI, PART B, SUBPART 2  
RLIS APPLICATION  
2007 - 2008**

Section/Component	Minimum Content Requirements	Y	N	Comments
<b>PART 2 - PROGRAM GOALS</b>				
Decide the programmatic focus for this school year. Address the two RLIS Program goals found in the 2002 Consolidated State Application for this school year: (a) develop Targeted Objectives for each of the four objectives found in the 2002 Consolidated State Application and (b) identify which strategies will be used to help accomplish each Targeted Objective selected.  NOTE: Goals are provided.	The following sections should address at a minimum (supplemental) academic services being provided to students to increase math and reading performance, reduce the achievement gap, and increase graduation rates. For each goal, <b>SMART</b> objectives should be developed that focus on the improvement of student achievement ( <b>SMART = Specific, Measurable, Attainable, Realistic and Time-bound</b> ).			
<b>Objective 1:</b> Increase the proportion of fourth-grade students who score at or above the FCAT reading standard for promotion (Level 2) to 90% by FY 2007 (2007-08).	<p><b>Targeted Objectives must:</b></p> <ul style="list-style-type: none"> <li>• Use "Gap Analysis" to determine performance gaps between the targeted group and all other students;</li> <li>• Address targeted group(s) currently not achieving state proficiency targets in fourth-grade reading; and</li> <li>• Provide 2007-08 targets for reaching Objective 1 based on the gap analysis.</li> </ul> <p><b>Strategies must:</b></p> <ul style="list-style-type: none"> <li>• Describe specific strategies that are being used to improve student achievement, such as before school, after school, and extended year;</li> <li>• Describe the frequency and duration of the activities identified; and</li> <li>• Describe additional services, educational support, or extended learning opportunities to be provided to identified groups of students.</li> </ul>			

**GUIDANCE/CHECKLIST  
FOR TITLE VI, PART B, SUBPART 2  
RLIS APPLICATION  
2007 - 2008**

Section/Component	Minimum Content Requirements	Y	N	Comments
<p><b>Objective 2:</b> Increase the proportion of all students scoring Level 3 or higher in FCAT reading and mathematics and Level 4 or higher in FCAT writing by a third by FY 2007(2007-08).</p>	<p><b>Targeted Objectives must:</b></p> <ul style="list-style-type: none"> <li>• Use “Gap Analysis” to determine performance gaps between the targeted group and all other students;</li> <li>• Address subgroup(s) currently not achieving state proficiency targets in mathematics and writing; and</li> <li>• Provide 2007-08 targets for reaching Objective 2 based on the gap analysis.</li> </ul> <p><b>Strategies must:</b></p> <ul style="list-style-type: none"> <li>• Describe specific strategies that are being used to improve student achievement, such as before school, after school, and extended year;</li> <li>• Describe the frequency and duration of the activities identified; and</li> <li>• Describe additional services, educational support, or extended learning opportunities to be provided to identified groups of students.</li> </ul>			
<p><b>Objective 3:</b> While achieving parts 1 and 2 of this objective cut the average gap between minority and non-minority students’ FCAT reading scores in half by FY 2007 (2007-08).</p>	<p><b>Targeted Objectives must:</b></p> <ul style="list-style-type: none"> <li>• Use “Gap Analysis” to determine performance gaps between the targeted groups and all other students; and</li> <li>• Provide 2007-08 targets for reaching Objective 3 based on the gap analysis.</li> </ul> <p><b>Strategies must:</b></p> <ul style="list-style-type: none"> <li>• Describe specific strategies that are being used to improve student achievement, such as before school, after school, and extended year;</li> <li>• Describe the frequency and duration of the activities identified; and</li> <li>• Describe additional services, educational support, or extended learning opportunities to be provided to identified groups of students.</li> </ul>			

**GUIDANCE/CHECKLIST  
FOR TITLE VI, PART B, SUBPART 2  
RLIS APPLICATION  
2007 - 2008**

Section/Component	Minimum Content Requirements	Y	N	Comments
<p><b>Objective 4:</b> Increase the proportion of high school students who earn a standard diploma to 75% by FY 2007</p>	<p><b>Targeted Objectives must:</b></p> <ul style="list-style-type: none"> <li>• Use “Gap Analysis” to determine students/subgroups not graduating on time; and</li> <li>• Provide 2007-08 targets for reaching Objective 4 based on the gap analysis.</li> </ul> <p><b>Strategies must:</b></p> <ul style="list-style-type: none"> <li>• Describe specific strategies that are being used to improve graduation rates;</li> <li>• Describe the frequency and duration of the activities identified; and</li> <li>• Describe additional services, educational support, extended learning opportunities, or credit recovery to be provided to identified groups of students.</li> </ul>			
<b>PART 2 – ADDITIONAL GOALS</b>		<b>Y</b>	<b>N</b>	
<p>Identify any additional goals for this school year that the district wishes to pursue. (Remember districts that made AYP may select only those goals that can be supported by activities on the list in Section A while those districts not making AYP must select only those goals that can be supported by activities found in Section 1116.) Specify the population that is targeted by any additional goals.</p>	<p><b>Goals must:</b></p> <ul style="list-style-type: none"> <li>• Address the specific activit(ies) and desired result in alignment with Part 1.</li> </ul> <p><b>Objectives must:</b></p> <ul style="list-style-type: none"> <li>• Be specific, measurable, attainable, realistic, and time-bound; and</li> <li>• Use “Gap Analysis” to determine the specific needs.</li> </ul> <p><b>Strategies must:</b></p> <ul style="list-style-type: none"> <li>• Describe specific strategies that are being used to improve student achievement, such as after-school, extended day, or extended year, etc;</li> <li>• Describe the frequency and duration of the activities identified;</li> <li>• Describe additional services, educational support, or extended learning opportunities to be provided to identified groups of students; and</li> <li>• Describe the use of professional development.</li> </ul>			

**GUIDANCE/CHECKLIST  
FOR TITLE VI, PART B, SUBPART 2  
RLIS APPLICATION  
2007 - 2008**

Section/Component	Minimum Content Requirements	Y	N	Comments
<b>PART 2 – NEEDS ASSESSMENT</b>				
Describe the needs assessment process used to determine (a) the 2007-08 Targeted Objectives selected for the four RLIS Program goals and (b) additional goals, if any.	<p>The district must describe:</p> <ul style="list-style-type: none"> <li>• The multiple data sources used, including student performance, climate surveys, staff surveys, parent surveys, and teacher evaluations;</li> <li>• The results of the needs assessment; and</li> <li>• How decisions were made regarding the targeted objectives, strategies, and additional goals identified in the application.</li> </ul>			
<b>PART 2 – PROGRAM EVALUATION</b>				
Describe how the program will be evaluated, including how data will be collected, and how the results of the evaluation will be used to improve the program.	<p>The district must describe:</p> <ul style="list-style-type: none"> <li>• The data sources used;</li> <li>• The stakeholders involved in the evaluation;</li> <li>• The results of the evaluation; and</li> <li>• How those results were used to improve the program.</li> </ul>			
<b>PART 2 – STRATEGIC IMPERATIVES</b>				
Identify which Strategic Imperative(s) is supported with project strategies.	<p>The district must:</p> <ul style="list-style-type: none"> <li>• Identify at least one strategic imperative that is supported, i.e. Strategic Imperative 3: <i>Improve Student Rates of Learning</i>, or Effective teachers (SI 1); and</li> <li>• For each Strategic Imperative cited, indicate with which specific Targeted Objective and/or strategy it is aligned.</li> </ul>			
<b>PART 2 – READING INITIATIVES</b>				
Identify how elements of such initiatives as “Just Read, Florida”, “Reading First”, and “Just Read, Family” will be strategically used to accomplish the objectives for RLIS Goals, 2, 3, and 4.	<p>The district must:</p> <ul style="list-style-type: none"> <li>• Identify the specific elements associated with Just Read! Florida reading initiatives that the district will implement;and</li> <li>• Specify their alignment with the targeted objectives in the application. <ul style="list-style-type: none"> <li>○ Examples include, the K-12 Reading Plan, Summer Reading Camps, Read-Alouds, etc.</li> </ul> </li> </ul>			

**GUIDANCE/CHECKLIST  
FOR TITLE VI, PART B, SUBPART 2  
RLIS APPLICATION  
2007 - 2008**

Section/Component	Minimum Content Requirements	Y	N	Comments
<b>DOE 101 – BUDGET NARRATIVE FORM</b>				
	<p><b>Review the 101 to ensure that:</b></p> <ul style="list-style-type: none"> <li>• Columns 1 – 5 are completed;</li> <li>• Column 3 is completed and a detailed narrative for each object code is provided;</li> <li>• Column 4 is completed for all salaried positions and other personal services; and</li> <li>• Line items are aligned with the project narrative.</li> </ul>			