

Sample of Approved Neglected Set-Aside Responses (2007-2008)

Neglected Set-Aside	Description of Neglected Funds
83,019.00	<p>A needs assessment determined that an additional teaching unit was needed in order to provide supplemental academic services to delinquent students at the Alachua Regional Detention Center which is not a Title I schools. It was also determined that a transition specialist and instructional paraprofessional was needed. Dropout prevention and transition needs were also identified. A per pupil allocation of \$1,566.40 was allocated based on the identification of 53 students being served in this program for a set-aside of \$83,019.00. Title I utilizes the District student data base to identify the location and number of students who reside in or are served in local institutions for neglected and delinquent or who are in local adult correctional facilities. The students must be 5-17 years of age and reside in a qualified institution for at least 30 consecutive days, at least one of which has to be October of the reporting year. Funds will be allocated directly to schools based on information gathered through the needs assessment and school improvement process. The funds will be used and allocated to provide dropout prevention and transition services to students. The services will be designed to assist students in credit retrieval programs, alternative assignments to programs, transition and counseling/guidance services</p>
54,527.00	<p>In coordination of TI, PD, the N & D set aside amount was determined by the projected cost of personnel, transportation, and supplies to carry out following strategies to ensure academic success & prevent students from dropping out of school:</p> <ol style="list-style-type: none"> 1) Contract with Reading Coach for N & D residential & day school programs to assist teachers in selection of RB curriculum & strategies to implement a successful intensive intervention reading program, in support of JRF Initiative. Reading Coach provides assistance in data analysis, model implementation, & PD throughout the year. 2) Provide a crisis intervention teacher to meet with students prior to release from delinquent facilities and continue to counsel them after transition back in the school system. The crisis intervention teacher will determine if additional services, ed. support, & extended learning opportunities are needed to assist students in reaching reading and math proficiency to decrease drop out. 3) Provide additional services, ed. support, transportation and extended learning opportunities based on ind. student's needs as requested by the crisis intervention teacher. <p>The crisis intervention teacher identifies N&D children & youth by the program in which they are assigned. Funds will be distributed to meet the needs of individual students on an "as need" basis to N&D children & youth at non-TI schools. TI, PA funds provide additional services to the local institutions & day school programs for N&D children, comparable to those provided to children in TI schools. Services are provided in coordination with TI, PD funded activities. The TI supervisor consults with staff from local institutions & day school program via email, meetings, & conference calls. The TI Crisis Intervention Teacher serves as a liaison between the TI Supervisor, program directors, parents, & students. Details of TI, PA services are outlined in Part D of Instructional Services to Increase Student Achievement.</p>
10,000.00	<p>The Part D program did not require support from Part A last year; however, the district's Title I Part D allocation was cut by \$8,000 this year. Therefore, we have set aside \$10,000 to support any services that may need additional funding due to this cut. These funds will be allocated based on the recommendation of the Director of Alternative School Sites, who oversees the Part D program. If additional funds beyond the amount set aside are needed, they will be provided. The Director of Alternative School Sites anticipates that funds will be needed to pay increased mileage costs of staff who work at multiple Part D sites. There may also be a need to provide additional research materials, trade books on various reading levels, and academic support software for some sites. Funds are distributed based on the needs of each site, as determined by the Director of Alternative School Sites. Part A supplements both neglected and delinquent facilities served by Part D as the need arises. Dropout prevention services are provided in cooperation with Title IV and the Office of Alternative School Sites. These services include but are not limited to supplemental academic assistance, counseling, career guidance, and transition services for those who return to school in Brevard County.</p>
220,000.00	<p>Neglected and Delinquent funding is determined by completing Surveys 3, 5, 9, and reporting data to DOE. Students must reside in delinquent sites for 90 consecutive days with at least one day in October. Each neglected and delinquent site receive an allocation based upon the number of students reported during Survey 5 and 9.</p> <p>Currently funds support thirty-three sites with highly qualified teacher assistants, highly qualified teachers for after school tutoring, materials and supplies, professional development and parent involvement activities.</p>
10,000.00	<p>The Title I Coordinator consults with the Director of Career Education who administers Title I Part D, to identify unmet needs of students in Crossroads Wilderness (the N&D facility). Title I Part A funds are used to supplement Title I Part D funds to address those needs. Material and supplies for learning projects as well as software for technology based instructional programs are purchased using Title I Part A funds. These funds will focus on reading and math remediation and career awareness activities for the Crossroads students. These services will be used for delinquent youth and dropout prevention for those youth who are housed full-time at this Level 6 facility.</p> <p>The Dropout Prevention Programs at our Title I schools receive the same supplemental services as all students receive at the full time Title I schools. Therefore this set aside goes specifically to those students who are neglected and delinquent.</p>

Neglected Set-Aside	Description of Neglected Funds
6,741.00	<p>The Neglected and Delinquent Set-Aside was calculated by setting a per pupil amount for each student on free or reduced lunch in the LEA. According to our TERMS database, we have 112 delinquent students at Cypress Creek, the facility that receives Part D funds. We do not have hard data for the number of children who would be identified as neglected. We have estimated that the set-aside amount is adequate to support the supplementary educational services for neglected and/or delinquent students in the district. School Social Workers are trained and work closely with the schools and the community to identify students that would be eligible for this set-aside. If such students are identified, the funds will be used to provide drop out prevention instructional support including after school tutoring and guidance services to transition into the public school system. Due to the absence of neglected or delinquent institutions, funds are set aside for individual referrals from the School Social Workers. This money can be used for supplementary educational materials and supplies to assist identified neglected and/or delinquent students with educational resources appropriate for his/her grade level. The services may also include tutoring or counseling. There are no formal drop-out prevention programs currently in our district. Students in at risk situations for becoming drop-outs would also be eligible for tutoring or counseling, if needed.</p>
4,714.00	<p>The Neglected and Delinquent Set-Aside was calculated by setting a per pupil amount for each student on free or reduced lunch in the LEA. The LEA does not have any local Institutions for neglected or delinquent children, therefore School Social Workers are trained and work closely with the schools and the community to identify students that would be eligible for this set-aside. If such students are identified, the funds will be used to provide drop out prevention instructional support including after school tutoring and guidance services to transition into the public school system. Due to the absence of neglected or delinquent institutions, funds are set aside for individual referrals from the School Social Workers.</p>
33,000.00	<p>Supplemental tutoring services will be provided to academically needy students (FCAT Level 1 or 2) enrolled in Neglected and Delinquent sites using Title I Part A funds, as reasonable and necessary.</p> <p>Sufficient funds were allocated (\$33,000) to allow up to 71% of students to participate in the supplemental tutoring. Calculation was determined based on the number of students enrolled at these sites, the cost of the supplemental tutoring (calculated based on prior year's patterns, e.g. 2-8 hours per week, per site). Students eligible to be served are those enrolled in N&D sites in Collier (Big Cypress Wilderness, Phoenix Programs, PACE, New Beginnings Programs, Youthhaven, DJJ).</p> <p>Federal and State Grants office collaborates with Neglected and Delinquent school sites to provide the supplemental tutoring services to all eligible students, including those at non-Title I Schools and including support of dropout prevention programs. By providing extra tutoring support to help students stay current in their academics, they will be less likely to drop out of school.</p>
5,000.00	<p>There are no N&D facilities in the district. The set-aside amount is based on amounts expended in prior years. Many needs faced by N&D students are met with assistance from other funding sources and community agencies. In the event a need is not met, Title I funds are ready to assist.</p> <p>N&D youth are identified upon their return to our district from N&D facilities. N&D students are served through the district's drop-out prevention programs which are funded through general revenue and SAI dollars, available after-school programs, and credit-recovery programs. Funds are distributed to benefit N&D children and youth at non-Title I schools based on recommendations of the drop-out prevention coordinator and school counselors who are familiar with the needs of these students. Funds may be used for school supplies, supplementary reading materials and books, or to assist in removing other educational barriers.</p>
90,000.00	<p>This amount was calculated to augment the Title I, Part D, Subpart 2 grant allocation received by M-DCPS. Students are identified through the Alternative Educational Outreach Program and Juvenile Justice Center. Funds are distributed through the Alternative Educational Outreach Program and Juvenile Justice Center to provide tutorial programs to students in residential and non-residential institutions that supplement the academic interventions provided by the District. Funds are also utilized to augment transitional services and prevention programs provided by the District and through the Title I, Part D, Subpart 2 grant.</p>
700.00	<p>The amount was calculated by reviewing the graduation rate for DeSoto, the number of students enrolled in DeSoto Alternative Center (DAC), and the number of students enrolled at the DJJ sites Carlstrom Center, Outward Bound, and Joshua Creek Center. The academic needs of the high school level students, FCAT results for all students and AYP were also used to calculate the set aside for N & D youth in DeSoto. The funding sources and the budgets were reviewed to identify the amount and needed services.</p> <p>DeSoto County identified the needs of children in local institutions for N & D and community day programs by using various indicators: discipline reports; teacher referrals; academic records; adjudication records; academic records; counselor reviews.</p> <p>This Title I set aside to benefit this identified group of students at non-Title I schools focused on the number and academic need(s) of the students, other funding sources and the financial need of the school site.</p> <p>These funds will be used to purchase computer services. The Ed Options credit accrual program will be available to identified drop out and delinquent students. The District Director will work with the guidance counselor that serves DAC and the three DJJ site to ensure review of student records to identify students who have a need for credit accrual to graduate; meeting with teachers, parents, students, as appropriate, to identify students who are willing to participate in an on-line credit accrual program.</p>

Neglected Set-Aside	Description of Neglected Funds
35,000.00	Title I will provide tutorial assistance to neglected students at Baptist Home for Children and Children's Home Society. These students attend DCPS schools (mostly Title I SWPs) during the day but live at the institutions. We provide after school tutoring and homework assistance to help these students keep up with their non-neglected peers. The Title I office works with the institution staff at the institutions to identify those students who most need the program. Computers and software are also provided at the institutions for the use of these students after school on weekends. Delinquent students are served through Part D funds and dropout prevention activities are carried out with state and local funds. The amount set aside has proved sufficient to provide tutoring to all neglected students referred by the residential centers or DCPS teachers for tutoring.
100,000.00	<p>Services of an additional Guidance Counselor were identified as a need for N and D schools in order to impact student social/emotional development, work with parents and support assimilation back to school of residence. Determination of need was based on student referrals, attendance, classroom disruption and parent involvement.</p> <p>Technology Camp is provided each year for identified neglected and delinquent students to provide an project based learning opportunities. Title I Part A funding supplements funds to provide a teacher assistant at Pensacola Boys Base as well.</p>
4,000.00	<p>Hendry County School District does not have any neglected and or delinquent residential centers in the district, and does not receive funds from Title I, Part D. Students needing residential services are served in surrounding districts that have residential facilities. Students returning to the Hendry County School District from correctional facilities in neighboring districts receive an evaluation by the guidance counselor at the receiving school, which is coordinated with information from the correctional facility to determine the appropriate placement and services needed for a successful transition back to the student's school of origin. Prior to a placement at the school of origin, it may be possible that a student's transition plan includes time at the district's Youth Development Academy. Students returning to the local high schools from the district's Youth Development Academies receive transitional services through the Academy's and the receiving school's guidance departments. Students attending elementary or middle schools, high school students that are homeless, or migrant receive support services through Title I Part A and/ or Title I Part C funds to address their individual needs. Services to these students will be coordinated by the LEA to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. All educational services provided to neglected & delinquent children and youth will be comparable to those provided to children in Title I schools. The method that was used by the LEA to determine the amount to be used for services to neglected and delinquent students returning to schools within the LEA is to base it on a per-pupil expenditure. The LEA estimates that there may be 10 students who qualify for services paid for with funds from this set-aside, and has indicated that amount for services that will include tutoring to assist in the transition back to home schools.</p>
714,545.00	<p>Students, ages 5-17 are identified as neglected or delinquent if they reside in a DOE approved N&D site or attend the site's day program. The number of students identified as neglected on the district's date certain (1/17) was divided by the number of students served in Title I public schools. The number of neglected students on 1/17 was 638. (The number of neglected youth served in HCPS as of that date) The number of students served in Title I public schools was 76,583. When dividing those two numbers, you come up with an equitable share factor of .0083. That factor is multiplied by the amount of money that is allocated to Title I public schools. The amount allocated to Title I Public schools is \$26,173,815. \$217,242.66 is generated to support HCPS's Neglected Program. The same method was used to determine the equitable share for 1,459 delinquent students as of the date certain. \$497,302.48 was generated to support HCPS's Delinquent Program. Tutoring and transition services will be provided. Teachers and assistant teachers are hired to supplement instruction at identified sites. Resource teachers are also hired to provide support to students as they transition back to their neighborhood and school of origin. Follow up and support is given to ensure the transition has been successful. The funds are also used for dropout prevention programs. Extensive training is being provided to teachers and assistant teachers paid from these funds to better identify and understand the issues that N&D youth deal with. This training will help build capacity at all of our served sites to motivate students through positive relationships and meaningful academic support. Follow up after transition has taken place will be critical in ensuring students do not drop out. Resource teachers will develop rapport with guidance counselors and teachers at the home attendance boundary school and monitor the progress of the student. Family support will be given in the form of family counseling or parent classes.</p>
7,776.00	<p>The amount for the local institution for neglected & delinquent children was calculated as per pupil allocation (equivalent to Title I schools) times number of low income children. The school has a cost center number, with funds being budgeted to that cost center. Supplemental academic and at-risk personal skills programs (Dropout prevention activity), via the PLATO Learning System, are being provided to these students from the set-aside funds. The program modules design an individual student path to success, helping the delinquent child close their personal achievement gap, readying them for success rather than failure once they return to the general education setting. The general education schools are Title I schools, where they will continue to receive Dropout Prevention services.</p>

Neglected Set-Aside	Description of Neglected Funds
35,250.00	<p>The set aside amount was calculated by taking the number of N/D students identified through MIS and deducting the number of students who are eligible to receive Title I Part A funds through the Public School Eligibility Survey. That number was multiplied by \$470 (the per pupil amount for schools ranked #1 and #2.)</p> <p>Formal Process/Procedures for Identifying N/D Youth - Each school will appoint an N/D contact who will identify students who are neglected/delinquent based their designations on Student Transition Plans, those returning from DJJ and other outside facilities, those who are participating in drop-out prevention programs and/or teen parenting programs and others at risk of dropping out as determined by excessive absences, grades retained, and/or discipline referrals.</p> <p>Students who return from an outside facility, or are in drop-out prevention or teen parenting programs or are at risk of failing (see above), as well as those who have been otherwise identified as N/D will be eligible to receive the services described in the next paragraph.</p> <p>Services to Be Provided - These services will include, but not be limited to, tutoring (small group and/or FCAT Blitz and/or summer extended year programs), supplemental counseling, and supplies necessary to implement tutoring and/or counseling.</p> <p>Method for Distributing Funds to Benefit Students at Non-Title I Schools - Funds for programs which Title I Part A will run cooperatively between non-Title I sites at a joint location(s), such as FCAT Blitz or summer extended year programs, will be disbursed from the Title I fiscal department. Requisitions from individual non-Title I schools will be reviewed and approved by the N/D program Specialist and services/timesheets/commodities will be supplied to these sites for N/D students.</p>
125,000.00	<p>Neglected and delinquent students are identified using state criteria and the adjudicated youth that are reported through the court system. This data is generated through the MIS system. A needs assessment is conducted by the administrator and staff of the N & D sites. This information indicated a need for additional supplemental services from a teacher, an educational paraprofessional, and supplemental software. This teacher and paraprofessional provide supportive services for transition back to a regular school, vocational/technical center, and/or career preparation. The set aside amount was calculated based on the average salary/benefits for one teacher and paraprofessional.</p> <p>Title I funds are used to support Drop Out Prevention programs through the purchase of supplemental software for credit retrieval (NovaNet) and/or GED classes.</p>
19,125.00	<p>The LEA reserves funding to provide equitable services to students being served in local institutions for delinquent children. The amount is calculated using the same or greater per pupil allocation as those in Title I schools. The funds will be used for; but not limited to; counseling, job placement, transition services, and social services.</p> <p>Students are identified if they are in local institutions for neglected or delinquent and community day programs for at least 30 days of which one of those days is in October.</p>
5,400.00	<p>In collaboration with the District's Supervisor for N&D schools and the TI NCLB specialist, the names of students in N&D facilities are compiled to identify the number in the subgroup. Survey 9 data is used to determine the students. After reviewing the needs and services provided to these students, the team(TI, N&D and District)determines the funds needed to supplement funds provided by the district, State and Federal T I, Part D. In consideration for these amounts and the needs of the students, the amount of 5400.00 is set aside for services to students in N&D institutions and Drop out Prevention programs. Services provided include assisting at-risk student, preventing dropouts and assisting with transitions of students to the regular school. Other services could include assistance in completing High School, learning English, credit recovery, entering employment programs and dropout programs. Home School liaisons and the TI Social Educator and TI NCLB Specialist assist the N&D students and programs for Dropout Prevention by providing student services and materials and supplies as well as referral services.</p>
66,661.00	<p>This amount was calculated by identifying the neglected and delinquent students in our local institutions and based on needs providing support services to assist in implementing instructional strategies that are based on district and state standards. An instructional support/curriculum resource teacher is assigned to the sites to provide curriculum services and ongoing monitoring of student progress and implementation of Title I services. Title I funds will be used to support dropout prevention in schools by providing funds to help with increasing student achievement to lessen chances of student dropout; supporting transition services for students returning from N&D sites; for supporting drop out prevention strategies and promotional programs to encourage students to stay in school in the regular school setting.</p>
5,000.00	<p>Neglected and delinquent youth are identified by contacting local institutions that serve these children in the MCSD area. The MCSD has one facility that is served as a neglected and delinquent site, Hibiscus Children's Shelter. The students that reside at the Shelter are placed there as a result of a court order due to neglect/abuse. The district N&D teacher liaison meets with Hibiscus House (HH) staff at the beginning of the school year and consults on the services that the district may provide that would best serve their clients. The liaison meets with the HH staff regularly and their district teachers to discuss the children's progress and modify services as needed. All of the Title I Part D funds are used for tutoring the students and Title I Part A sets aside an additional amount as needed based on the cost of tutorial hours and the amount of MCSD students that reside at HH. The amount of this set aside is based on the funding amounts of services for supplies and tutoring that have been provided to Hibiscus House in the past few years and through bi-monthly meetings with the Hibiscus House director and N&D Title I district liaison, coordinator and director.</p>

Neglected Set-Aside	Description of Neglected Funds
4,000.00	<p>The Key West Detention Center is the only local institution for housing neglected and delinquent students in Monroe County. According to the FL DOE's date certain count of students enrolled in public schools, only 2 students were "enrolled" at the Key West Detention Center. Using the highest Title I per pupil allocation (\$536.00) comes to an allocation of only \$1,072.00. The \$4,000.00 set-aside will allow service for a few more students should more than 2 students transition into the public schools from the Key West Detention Center in 2007-08.</p> <p>How students identified: The district's Transition Specialist will identify students transitioning into the public schools from the Key West Detention Center. The Transition Specialist has informed the Title I Director that supplemental tutoring would greatly assist these students to transition successfully back into school.</p> <p>Service to be provided: When a student transitions back into school, the Transition Specialist will set up supplemental tutoring for that student, and will submit the necessary documentation to Title I. The Title I Director will then authorize payment for the tutoring services provided to the student at the non-Title I school.</p>
10,000.00	<p>The LEA reserves between .02 and 1% of the Title I allocation to provide services to students being served in local institutions. During the 2007-08 school year the LEA will operate a transitional education setting for students demonstrating behavior problems in a more traditional academic setting and for students returning from a DJJ facility. These funds will be used for, but not be limited to:</p> <p>Use of funds to provide counseling/social services in order to ensure academic success.</p> <p>Use of funds to assist student transition when returning to a local school, higher education or job placement when appropriate.</p> <p>The LEA determines the reserve amount based upon historical need for services. Based upon historical need the .02 and 1% reserve has been adequate to assist students. The LEA reviews the number of students identified from the previous school year and the amount reserved for these students when determining the amount to set-aside. The reserve will be adjusted as necessary should demand exceed the initial reserve.</p> <p>During the 2007-08 school year the LEA will provide funds for counseling services at a transitional educational site. These services will be provided for students who meet criteria as defined by the LEA. It is the goal of the LEA that through these services students will be able to transition back into a more traditional academic setting. The goal of the LEA is to provide appropriate counseling services which will equip students with strategies to succeed in a more traditional academic setting and therefore decrease their probability of dropping out of school.</p>
1,500.00	<p>Tutors are provided by Title I fund for delinquent students that may have been placed at Real Life Children's Ranch by the court system. Although tutorials are in place at all school sites, these funds provide supplemental tutorial hours for N&D youth. These funds are in the Title I budget line 5900 0120. The amount set-aside was based on previous history of providing these tutorial services. If additional funds are required, Title I funds will be reallocated. The district currently offers a credit retrieval program for students and has a partnership with DATA that funds a paraprofessional, two guidance counselors and a program director. Okeechobee's director of Student Services is the transition specialist that oversees appropriate placement and ensures appropriate support services for N&D students returning to school. N&D students not residing in facilities are identified by guidance counselors upon registration or as a result of additional information. Guidance counselors contact the Grants & Special Programs office to provide information about the identified N&D student. Funds will be used to meet the educational needs of N&D students.</p>
332,000.00	<p>Students assigned to the Neglected and Delinquent programs receive mentoring and tutoring services for proficient or advanced levels on the State FCAT assessment. This support addresses the unique academic needs of each student. These services are evidenced in teachers' lesson plans and student contact logs. Certified paraprofessionals and program assistants are assigned to work specifically with students who are at least one year behind their expected grade levels in the areas of math, reading, language arts and science so that these student are able to meet the Sunshine State Standards.</p> <p>Students preparing to leave these facilities receive formal transition counseling from certified school counselors/District Transition Coordinator. This counseling is documented in each student's Transition Activities Plan.</p> <ul style="list-style-type: none"> • Services to students that may return to the LEA from an outside facility <p>The District has identified a transition coordinator whose responsibility is to provide guidance and placement services for students returning to traditional high schools or vocational training centers from programs within and out side of the District.</p> <ul style="list-style-type: none"> • Dropout prevention programs. <p>The LEA offers programs that (1) serve students returning to local schools from correctional facilities, (2) assists in the transition to school environment and helps students remain in school, (c). support dropout prevention for all at-risk students, including pregnant and parenting teens, in order to increase the likelihood that such students will complete their education.</p>

Neglected Set-Aside	Description of Neglected Funds
50,000.00	<p>Title I has set-aside \$50,000.00 to provide supplemental services to help eligible students meet Adequate Yearly Progress under NCLB. This amount was based on the previous year's cost of supplemental services to the delinquent and neglected population. We have the funds in 5100/100, 5100/510, 5100/310, and 6300/510. The district Neglected centers requests services and the Title I, Part A N & D contact ensures the supplemental services are provided based on supporting data. These funds will be used to supplement the academic needs of the identified neglected and delinquent youth either in an identified facility or returning to SDOC from an identified facility. These funds will also supplement services to Dropout Prevention programs for neglected and delinquent youth. If more funds are needed we will provide the additional funds from the Title I administrative budget. These services will include but not be limited to: computer assisted instruction, small group or one-on-one instruction, before/after school tutorial, summer programs, on-line academic assistance, parent involvement activities, high quality on-going professional development, etc. The delinquent youth are identified by adjudication.</p>
339,502.00	<p>The amount funded by Title I is 1% of the total allocation. This was determined through collaboration between the Homeless department and the Title I administrators. The district data processing department provides a homeless report, by school, and a total of students in these categories, by district. To assure that we capture all homeless and foster care students in our numbers, we do frequent site visits to the shelters to identify any school age children who may not be enrolled in our schools. We also work closely with the identified "Neglected" sites to ensure immediate enrollment of children entering their care. Monthly meetings with the social service providers enable us to maintain open communication with the shelters and district personnel. All dollars for Neglected sites is identified for tutoring services for all residents of those shelters. School supplies, backpacks, school uniform shirts, and tutoring by state certified teachers is provided through the funding of these programs. Our department provides data on student areas of concern in order to provide very targeted tutoring. Transportation to the home school is provided to maintain school stability, as well as Palm Tran passes when needed; school supplies, backpacks, school uniforms are provided; student advocacy (e.g. IEP meeting coverage) is provided; communication with the school administration and teachers regarding student needs as well as connection to appropriate shelter personnel and the responsibilities of the homeless liaison are to identify students in homeless and foster care environments; providing immediate enrollment; transportation arranged to maintain home school stability; tutoring services; staff development for district and child welfare regarding educational issues; provide materials to inform parents and community about the rights of homeless students; provide advocacy for ESE, after care, day care, and after school activities so that equal access can be provided.</p>
10,000.00	<p>The identification and distribution of funds to programs that serve N and D students is based on areas of priority need. The Title I Part D program staff conducts ongoing needs assessments throughout the year during regular staff meetings, quarterly regional meetings, and through Quality Assurance Reviews. When budgeting for the upcoming school year, Title I Part A and D staff meet to review and prioritize those needs. Funding sources to meet those needs are then identified. The current priority need is technology. Based on the number of computers and software programs still needed by each program, a total amount of \$10,000 was calculated and from the Title I Part A budget to be distributed. We identify our neglected and delinquent students through several venues. First, students who are committed to Department of Juvenile Justice (DJJ) programs are automatically referred for educational services through the district's Resource Transitional Specialist. Second, students who are released from DJJ programs are automatically re-integrated to the district through either of the district's Alternative Educational Centers. Finally, students who are identified as dropouts through the schools' monthly withdrawal monitoring system are referred for dropout prevention programs, which may include enrollment in any of the districts' dropout prevention and/or alternative programs. The District currently maintains nine different dropout prevention programs in addition to dropout prevention services provided at its alternative educational (disciplinary) programs, DJJ, and through the district's Intervention Counselors. Title I funds allocated to these programs support at-risk students by providing supplementary instructional materials, equipment, and/or technology, based on the identified needs for each program. A portion of Title I funds is also allocated to support a promotional campaign geared towards dropout prevention.</p>
90,000.00	<p>The Supervisor and Director over Title I Part D were asked to complete a survey to identify the needs of their program. As a result, Title I Part A funds will be used to continue to fund the salary of one teacher on special assignment who will coordinate the programs which service students under Part D. In addition, materials and equipment will be purchased under Part A to support the students' academic success.</p>

Neglected Set-Aside	Description of Neglected Funds
15,000.00	<ul style="list-style-type: none"> • The district will reserve \$15,000 to provide supplementary academic services to neglected and delinquent children and youth. • The district determines an appropriate amount for the set aside through collaboration with the agencies for neglected children. The district contracts with a third party to provide on-site tutorial services at four centers serving neglected children. Some of the students in these centers attend public schools and are eligible to participate in their after-school tutoring programs, as well. The district receives an allocation of Title I, Part D, funds that are used to provide services to children residing in delinquent facilities. • Students are identified as neglected or delinquent through the district information system and through collaboration with local agencies serving those students. • Title I, Part A, funds that are set aside for neglected children are available to children, no matter what school they attend, through the tutoring sites. Title I, Part D, funds are available to students in residential facilities serving delinquent children and youth. • Title I funds support Dropout Prevention Programs through the tutoring services provided, to enable children who may have come from an unstable environment to keep up with school work and maintain or improve their academic achievement. Transition facilitators provided by Title I, Part D, funds support Dropout Prevention Programs through their efforts to assist students as they transition back into a school setting to work toward a high school diploma. • Neglected and delinquent children and youth have access to tutoring and transition services through Title I funds.
32,317.00	<p>The set aside amount for neglected & delinquent student services is determined by the job responsibilities needed and the variety of services determined for each year's project. This includes attention and assistance to the dropout prevention program for Putnam County District Schools. These set aside funds, used primarily to offset personnel expenses and salaries, provide for assessment and monitoring of potential dropouts within the school system. The resource teacher's job responsibilities include the review of electronic records on student attendance, student grades, and student behavior. This particular set aside is a supplemental amount to the Neglected & Delinquent Grant Project funding that we receive each year. The funds that have been set aside for the 2007-2008 year will provide supplemental instructional and tutorial services as well as some needed school supplies and technology needs. The bulk of funds received through our Neglected & Delinquent grant project will be used to fund a full time resource teacher who will provide daily tutorial and supplemental instructional activities for students currently in residence at the Rodeheaver's Boys Ranch. The distribution of funds is monitored through the Title 1 office and is the responsibility of the Director for the Title 1 Program.</p>

Neglected Set-Aside	Description of Neglected Funds
50,000.00	<p>St. Lucie School district has developed a collaborative partnership with the St. Lucie Detention Center, DATA (Drug and Alcohol Treatment Center (DATA) and PACE (a center for delinquent youth.) Coordination will assure that services provided to eligible students at these facilities is comparable to that provided to their peers in public schools. Services/benefits may include tutoring, Computer Assisted Instructions in subject areas identified in CNA, the provision of materials and supplies, supplemental books, and other services such as transition services/assistance to regular programs. Services will be designed to assist children in staying in school and making progress toward graduation. Title I Part A funds will be used to fund a paraprofessional to provide assistance to identified students in N & D centers.</p> <p>The local DJJ facilities will provide supplemental assistance to the current education program utilizing a paraprofessional to provide tutorial assistance on an as needed basis. Services will be coordinated with the local dropout prevention program, juvenile justice system, health and social services, and other educational programs designed to meet the needs of at-risk youth.</p> <p>As it is clearly the practice in the LEA, any neglected or delinquent students attending schools operating a Title I School wide Program will have access to the same free, appropriate educational opportunity as provided to other children and are entitled to receive supplemental educational services for which they are eligible. Students in non-Title I schools may be served with T-I funds as indicated by their academic needs.</p>
8,770.00	<p>YMCA Character House is a Level 6 facility for adjudicated pregnant girls. Enrollment fluctuates and allocations* of \$8770.00 are used to supplement instructional materials needed for individual students. This is the only residential N&D in the district. Title 1 dollars are matched with the N&D allocations to support Gulf Coast Marine and Drop-Out Programs like:</p> <p>The Official GED practice test, GED Exit Option Test, Plato Reading with software, etc. Counselling, Parental Education, Career Options, Technology are some of the services provided to N&D students. None of the N&D schools in Sarasota COunty are Title 1 schools. They are identified as N&D by enrolling, or being placed by the courts in either of the two facilities in the district.*= added info</p>
10,000.00	<p>In the spring of 2003, a consolidated team was formed to ensure that the district (LEA) was maximizing resources and coordinating efforts. Out of this collaboration, a decision was made to focus Title I funds on improving the reading achievement of incarcerated youth. As a result, highly qualified staff--a reading endorsed teacher and a paraprofessional—was hired to provide instruction through the integrated learning system, SuccessMaker. Reading instruction is reinforced through focused reading and writing activities and the provision of a Title I funded lending library. Historically, Part D funds have been sufficient to accomplish program goals. However, the decrease in Part D (2007-08) funds could necessitate the use of supplemental Part A funds.</p> <p>In light of recent verbal guidance from FLDOE, the LEAs decision to resume operation of four residential centers, a decrease in the Part D allocation for 2007-08, and the recent receipt of an additional \$97,500 in Part D funds, an interdepartmental team (curriculum, professional development, alternative placement, Title I, exceptional student education, and equity and excellence) are in the process of completing a thorough evaluation of the current curriculum in those institutions to determine areas of need and to determine additional areas of focus for Title I services. Pending a decision, Part D funds, supplemented as needed by Title I Part A, will be used to continue the current reading initiative. If additional services are deemed practicable, Title I retains a small discretionary reserve, which can be used to provide reasonable supplementary services. (September 4, 2007 - "reasonable supplementary services" are services to support reading and or math.)</p> <p>(7-11-07 The amount required is not expected to exceed \$10,000.)</p> <p>N & D youth are identified by their residence in institutions or their participation in transition programs.</p>