

**GUIDANCE/CHECKLIST
FOR TITLE I, PART A APPLICATION
2007 - 2008**

District:	Program Specialist:
Date:	

Section/Component	Minimum Content Requirements	Y	N	Comments
DOE 100A/100C Enter Estimated Roll Forward Enter Contact Information Verify Superintendent's name	<ul style="list-style-type: none"> Estimated Roll must be completed prior to completing budget page. An amount or 0 must be entered. Enter contact information. Documentation of authorization must be provided, if other than superintendent's signature. 100A should be sent directly to Bureau of Grants Management for official "date of receipt" Stamp (Room 325 FEC). 	Y	N	
ACTIVITIES		Y	N	
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.	This section should: <ul style="list-style-type: none"> Explain how the activities are based on the needs assessments of schools; Describe the instructional (supplemental) activities that are being implemented; Describe the frequency and duration of the activities identified; Describe the scientific research base of the activities and programs that are being used in the district; 	Y	N	

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	<ul style="list-style-type: none"> • 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; • List and describe plans for professional development programs that address the needs of teachers and are aligned with District Assistance and Intervention Plans/School Improvement Plans; • Describe how the LEA will monitor the progress of students in meeting the state's academic achievement standards; and • Address how program outcomes will be monitored and measured. 			
CONSULTATION WITH PRIVATE SCHOOL OFFICIALS		Y	N	
Provide a detailed plan of action for providing "timely" and "meaningful" consultation, and equitable services to eligible students, teachers 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 and the development of the Title I, Part A application and other Title I funded activities. 2. Method(s) for feedback from private school officials. 3. Description of meaningful consultation with private school officials that at a minimum, addresses the following issues: 			

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	<ul style="list-style-type: none"> • 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; • 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; • How the LEA has identified the needs of eligible private school children; • How and when the LEA makes decisions about the delivery of services; • How, where, and by whom the LEA provides services to eligible private school children; • 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 • The services the LEA provides to teachers and families of participating private school children. <p>Consultation must also include – –</p> <ul style="list-style-type: none"> • Thorough consideration and analysis of the views of the private school officials on whether the LEA should contract with a third-party provider. • Complaint policy and/or procedures. • Consultation with private school official regarding district-wide activities. 			

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	<p>Examples of such decisions are:</p> <ul style="list-style-type: none"> *Providing district-wide activities, such as a reading program, with Title I funds; *Using Title I funds to finance a parent resource center; *Determining public school allocations; *Signing teacher contracts; or *Ordering supplies and equipment for the Title I program. <p>Upload required: Letter(s) to Private School Officials</p> <p>Review the private school notification letter(s) and consultation Letter(s) and/or a web address. Letters must be timely; “Timely” means consultation takes place before decisions are made about Title I funding and services that could affect the opportunity for eligible private school children, their teachers, and their families to participate in Title I programs.</p> <p>Note: LEAs will be required to submit all signed attestations of consultation with the self-evaluation during the 2007-08 monitoring cycle.</p>			
COLLABORATIVE PARTNERS		Y	N	
<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 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 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; 			

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	<ul style="list-style-type: none"> • Describe benefits of collaboration/activities; and • Indicate anticipated Outcomes. 			
COORDINATION OF PROGRAMS AND PARTICIPATION		Y	N	
<p>Programs:</p> <p>Describe how services under this program will be integrated or coordinated with other programs/Titles funded under NCLB.</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 collaborate 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 collaboration of the other title funds with Title I, Part A.</p> <p>Title I, Part A will collaborate with Title IV (21st CCLC) in providing expanded academic enrichment opportunities (Reading and Math tutorial, etc.) for children attending low performing schools. Other benefits includes support programs for providing training on prevention of school/community violence, prevention of drug and alcohol use, conflict resolution and other activities for students.</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, SEA, etc.); and • Describe timeline, frequency, and/or duration of on-going consultation to be conducted with application participants. 			

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<p>Dissemination:</p> <p>Describe how information about this application will be disseminated and advocated to appropriate populations.</p>	<p>This section should:</p> <ul style="list-style-type: none"> • Describe the method(s) used to disseminate information regarding the Title I application and program services and activities; • Describe the timeline and/or intervals of notifications. • Indicate population notified (students, parents, Title I staff, community, SEA, private schools, etc.); and • As appropriate, indicate languages in which information will be disseminated. 			
<p>Reporting Outcomes:</p> <p>Describe the methods and processes that will be used to report student and program outcomes to parents and other district and school stakeholders.</p>	<p>This section should:</p> <ul style="list-style-type: none"> • Describe the timeline and frequency for reporting student and program outcomes to parents and other district and school stakeholders; • Indicate the types of reports to be made available (i.e., Annual Report Cards, FCAT Reports, other student academic assessments outcomes, student information requirements, teachers' information requirements, etc.); • Indicate methods of reporting (i.e., letters, newsletter, posting on the internet, distribution to the media, distribution through agencies, etc.) and targeted audience; and • Indicate languages in which information will be disseminated. 			

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INSTRUCTIONAL SERVICES TO INCREASE STUDENT ACHIEVEMENT			
<p>The following sections (A - E) should address at a minimum (supplemental) academic services being provided to Title I students by indicating the Goals, Objectives, and Strategies to be implemented in Reading and Math. For each goal, SMART objectives should be developed that focus on the improvement of student achievement and the provision of highly qualified instructional staff. Goals may have multiple objectives. Strategies should spell out exactly what will be done, by whom, when, how, and with what resources (SMART = Specific, Measurable, Attainable, Realistic and Time-bound).</p> <p>Goals must:</p> <ul style="list-style-type: none"> • Address targeted group(s) currently not achieving state proficiency targets in both Reading and Math; • Address students' participation during State academic assessments, if applicable; and • Specify that all Title I students are being taught by HQ teachers/paraprofessionals. <p>Objectives must:</p> <ul style="list-style-type: none"> • Use "Gap Analysis" to determine students/groups performance between the targeted group and all other students; • Use of students academic data for district and schools to analyze subgroup performance (i.e., FCAT scores, DIBELS, and other assessments); and • If applicable, address student participation rates. <p>Strategies must:</p> <ul style="list-style-type: none"> • Describe specific strategies that are being used to improve student achievement, such as after-school, extended day, or extended year, etc. • Describe the frequency and duration of the activities identified; • Describe additional services, educational support, or extended learning opportunities to be provided to identified groups of students; and • Describe the use of appropriate scientifically-researched based curriculum and instructional strategies and other Florida Center for Reading Research supported programs/practices for identified targeted students. 			
Minimum Content Requirements		Y	N
<p>A. Describe Goals, objectives and strategies for increasing academic achievement of students in Schoolwide Programs and ensure:</p> <ul style="list-style-type: none"> • Goals meet criteria. • Objectives meet criteria. • Strategies meet criteria. <p>Additionally, strategies should address:</p> <ul style="list-style-type: none"> • How the Comprehensive Needs Assessment and the evaluation of Schoolwide Programs were used to determine services; • The provision of high-quality professional development; • How they support the Just Read, Florida Initiative (JRF); and • The use of Reading Coaches, tutors, parent volunteers. 			

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Minimum Content Requirements	Y	N
<p>B. Describe Goals, objectives and strategies for increasing academic achievement of Educationally Disadvantaged children and youth ensure:</p> <ul style="list-style-type: none"> • Goals meet criteria. • Objectives meet criteria. • Strategies meet criteria. 		
<p>C. Describe Goals, objectives and strategies for increasing academic achievement of Homeless children and youth and ensure:</p> <ul style="list-style-type: none"> • Goals meet criteria. • Objectives meet criteria. • Strategies meet criteria. <p>Additionally:</p> <ul style="list-style-type: none"> • Describe what/how educational/academic services will be provided to students not attending Title I schools as required in Section 1113(c)(3)(A); and what/how educational/academic services will be provided to eligible students living in shelters/or other areas where they live; and • Indicate how staff designated to serve as the Homeless Liaison (indicate name) assist with ensuring that identified students receive appropriate services. 		
<p>D. Describe Goals, objectives and strategies for increasing academic achievement of Neglected and Delinquent children and youth and ensure:</p> <ul style="list-style-type: none"> • Goals meet criteria. • Objectives meet criteria. • Strategies meet criteria. <p>Additionally: Describe what/how educational/academic services will be provided to students who are neglected, in local institutions, and/or community day school programs for N or D students, as required in Section 1113(c)(3)(B) & (C).</p>		

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Minimum Content Requirements	Y	N
<p>E. Describe Goals, objectives and strategies for increasing academic achievement of Migrant children and youth and ensure:</p> <ul style="list-style-type: none"> • Goals meet criteria. • Objectives meet criteria. • Strategies meet criteria. <p>Additionally, if applicable, address the coordination of academic services provided with Title I, Part C.</p>		
<p>F. TARGETED ASSISTANCE PROGRAMS If there are no Targeted Assistance programs CHECK HERE</p>	<input type="checkbox"/>	
<p>If yes, Describe Goals, objectives and strategies for increasing academic achievement of eligible students served through Targeted Assistance Programs– see Section A and ensure:</p> <ul style="list-style-type: none"> • Goals meet criteria. • Objectives meet criteria. • Strategies meet criteria. 		
<p>Methods used for student identification of the lowest performing eligible students -</p> <p>This section should:</p> <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; • Describe the multiple, educationally-related, objective criteria used to identify students for Title I targeted assistance services; and • Explain how students are rank-ordered to reflect a prioritized list of students by academic needs from highest to lowest. 		

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REPORTING REQUIREMENTS/INFORMATION DISSEMINATION				
<p>"Parent's Right to Know" Requirements</p>	<p>This section should address:</p> <ul style="list-style-type: none"> • LEA's or schools' process for ensuring that notifications are sent out; and • The dissemination of such information in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand (indicate languages). <p>Notification must, at a minimum, be timely (sent at the beginning of the school year) and include information such as:</p> <ul style="list-style-type: none"> • Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; • Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; • The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree; • How parents may request and information; and • Whether the child is provided services by paraprofessionals and, if so, their qualifications. <p>ADDITIONAL INFORMATION that should be addressed is how the LEA will ensure that Title I schools provide to each individual parent in a timely manner:</p> <ul style="list-style-type: none"> • Information on the level of achievement of the parent's child in each of the State academic assessments as required under this part; and • Notifications that their children have been assigned, or have been taught for four or more consecutive weeks, by a teacher who is not highly qualified. 			

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Parent's written notification of school designated as School in Need of Improvement (SINI)	<p>This section should address at a minimum:</p> <p>LEA's process for ensuring timely notifications to parents regarding schools designated as SINI. Notification at a minimum must address:</p> <ul style="list-style-type: none"> • An explanation of what the identification means; • The reason for the identification; • How the school compares academically to other schools (elementary and secondary); • An explanation of what the school identified as SINI is doing to address the problem of low achievement; • An explanation of what the LEA is doing to help the school address the low achievement problem; • An explanation of how the parents can become involved in addressing this issue; and • An explanation of the parents' option to transfer their children to another public school OR to obtain supplemental educational services for the child (provide the choices being offered in your district). <ul style="list-style-type: none"> • Sample Letters Required – Upload or Website 			
PUBLIC SCHOOL ELIGIBILITY SURVEY		Y	N	
	<ul style="list-style-type: none"> • Complete District Level Data – Verify that: <ul style="list-style-type: none"> ○ District ranking option chosen is correct (i.e. district chooses district-wide but is not serving high schools below 75%); ○ The Date Certain is provided; and ○ Schools are served in rank order and that a lower ranked school is not allocated a higher per-pupil allocation. • Complete School Level Data (Columns 4-9 will be pre-populated): <ul style="list-style-type: none"> ○ ALL schools (with a school number) are listed; ○ Columns 10 and 11 are completed; ○ Column 13 is completed w/explanation as required – Appropriate Selection Codes must be assigned; ○ Column 14 is completed as applicable; ○ Columns 17 and 18 are completed for all schools (SW, TA, or NA); ○ Column 20 is completed as applicable; and 			

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	<ul style="list-style-type: none"> ○ Indicate whether the school is a Provision 2 school, the baseline year and data source. <p>Selection Codes:</p> <ul style="list-style-type: none"> ○ Selection code E requires a description, identification of program type, amount of funding and fund source(s). ○ Selection code F requires information pertaining to feeder school (name(s) and poverty rate(s) of feeder schools). ○ Selection code G – Grandfather clause. ○ Selection code H – School closed (no schools can be deleted from PSES – use of this code will allow LEA to provide this information). ○ Selection code J – should be used for schools that are below 35% FRPL. ○ Selection code K, as appropriate, requires detailed information for schools listed with special circumstances. 			
ACTIVITIES TO SUPPORT REQUIRED SET-ASIDES		Y	N	
A. Highly Qualified Teachers	Check here if ALL teachers meet HQ requirements. <input type="checkbox"/>			
<p>If not checked:</p> <p>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.</p>	<p>This section should:</p> <ul style="list-style-type: none"> • Address rationale for determining set-aside for assisting teachers to become HQ; • Describe how Title I funded professional development activities will assist teachers in Title I schools in satisfying HQ requirements; and • 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. 			
B. PARENTAL INVOLVEMENT				
Description of parental involvement activities	<p>This section should:</p> <ul style="list-style-type: none"> • Describe parental involvement activities to be implemented to enhance and expand current programs; and • Describe the method for determining implementation of new or additional activities (i.e., use of LEA's Parent Involvement Policy annual evaluation results). 			

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Strategies to ensure meaningful consultation with parents/guardians of Title I students (Public and Private Schools)	<p>Describe strategies for ensuring meaningful parent participation and consultation of children in both public and private schools in regards to:</p> <ul style="list-style-type: none"> • Title I funded programs and activities (such as the LEA Parent Centers; district-wide centers and activities, parent input in spending of 1% and the LEA's allotment of funds to schools for parent involvement, etc.). <p>Describe strategies for ensuring participation and consultation for parents of public school students in:</p> <ul style="list-style-type: none"> • LEA's Parent Involvement Policy; • Schools' Parent Involvement Policy/Plan; • School Parent Compacts; • School Improvement Plans; • LEA Plan; and • Schoolwide or Targeted Assistance Plans. <p>Upload required of the official copy or provide web site for obtaining a copy of the LEA's Parent Involvement Policy.</p>			
District-Wide Parent Involvement Center	<p>This section should:</p> <ul style="list-style-type: none"> • If applicable, describe activities provided via district-wide parent involvement center such as family literacy, parenting skills, workshops, materials and trainings, etc. 			
LEA Written Parent Involvement Policy	<p>This section should:</p> <ul style="list-style-type: none"> • Provide the methods used to involve parents in the development of the Parent Involvement Policy. 			

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Annual Evaluation of LEA's Parent Involvement Policy	<p>This section should:</p> <ul style="list-style-type: none"> • Describe the process, including timelines, being used to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the LEA's parent involvement policy for the purpose of: <ul style="list-style-type: none"> ○ Improving the academic quality of the schools served; ○ Identifying barriers to greater participation by parents in activities authorized by this section (w/ particular attention to parents who are economically disadvantaged, are disabled, are English Language Learners, have limited literacy, or are of any racial or ethnic minority background); ○ Using the findings of such evaluation to design strategies for more effective parental involvement; and ○ Revising, if necessary, the parental involvement policies. 			
C. HOMELESS SET-ASIDE				
Address the use of Title I funds to meet the needs of Homeless children and youth	<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; • Describe services provided to homeless children and youth; and • Describe responsibilities of your district's homeless liaison. 			

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D. NEGLECTED AND DELINQUENT				
Address the use of Title I funds to meet the needs of Neglected and Delinquent children and youth	<p>This section should:</p> <ul style="list-style-type: none"> • Indicate the amount that your district will reserve, as is reasonable and necessary, to provide supplementary academic services to neglected and delinquent 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 neglected and delinquent children and youth; • Describe LEA's method of identifying neglected and delinquent children and youth; • Describe method for distributing funds to benefit neglected and delinquent children and youth at non-Title I Schools; • Describe how Title I funds will be used to support Dropout Prevention programs; and • Describe services provided to neglected and delinquent children and youth. 			
E. DISTRICT-WIDE ACTIVITIES				
District-wide Activities – (Public and Private Schools)	<p>This section should:</p> <ul style="list-style-type: none"> • Indicate the amount that your district will use for district-wide instructional activities; • Describe district-wide instructional activities (Examples from the Federal guidance include: preschool programs, summer school programs, intersession, additional professional development, school improvement, and coordinated services); • Describe methods for ensuring meaningful consultation with private school officials regarding district-wide activities; • Describe method for ensuring equitable services (district-wide activities) to eligible private school students, parents, and teachers; • Provide timelines of activities; and • Indicate anticipated program outcomes. 			

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SCHOOL IMPROVEMENT				
Check if district has no schools identified as SINI <input type="checkbox"/>				
A. Overall district plan for assisting Title I schools identified as "SINI"	<p>The Plan must address:</p> <ul style="list-style-type: none"> • Technical assistance provided by LEA to schools regarding state/district requirements, fiscal responsibilities, evaluation process, etc.; • Describe how Title I funds will be used to implement school improvement activities, i.e. <ul style="list-style-type: none"> • professional development; • acquire additional resources (scientifically research-based); • provide reading and/or math coaches, etc.; • indicate other resources to be provided at Title I schools; • Specify annual, measurable goals and targets for student in each of the disaggregated subgroups; • Address the fundamental teaching and learning needs related to the specific academic problems of low-achieving students, <u>including a determination of why the LEA's prior plan failed</u>; and • Identify extended learning opportunities such as activities before school, after school, during the summer, or through the extension of the school year. 			
B. Describe how the LEA will ensure that the school-level activities funded under this application are linked to the school improvement process and school improvement plans for each school identified as a Title I school (include both schoolwide programs and targeted assistance programs).	<p>This Section should:</p> <ul style="list-style-type: none"> • Describe the technical assistance provided by LEA to schools regarding the process, State/district requirements, budget, and evaluation process to ensure Title I funding supports the School Improvement Plan/Schoolwide Plan or Targeted Assistance Plan; • Describe the process to ensure that school-level activities are aligned with school improvement plan/school-wide program and/or school improvement plan/targeted assistance plans; • Describe LEA's peer review process of School Improvement Plans; and • Describe the LEA's evaluation process. 			

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<p>C. Describe how the LEA will regularly measure schools' progress toward meeting the objectives of the approved AYP plan and Florida's A+ plan.</p>	<p>This Section should address:</p> <ul style="list-style-type: none"> • The method and data sources the LEA uses to progress monitor schools; • Timeline and duration; and • Describe how and what will trigger the adjustment of School Improvement/Schoolwide plans. 			
<p>D. Core Academic Program in Schools</p>	<p>This Section should address:</p> <ul style="list-style-type: none"> • The strategies and/or activities that will be implemented by the LEA to strengthen the core academic program in schools; • The fundamental teaching and learning needs in schools that failed to make AYP; and • Data analysis to determine schools' needs. 			
<p>E. High-Quality Professional Development – School Level</p>	<p>This section should describe:</p> <ul style="list-style-type: none"> • Specific professional development activities and possible outcomes; • The method 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;" and • Timelines, frequency, and duration. 			

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F. Professional Development for schools identified as In need of improvement	<p>Check if LEA has no Title I schools in the first 2 years of In Need of Improvement <input type="checkbox"/></p> <p>This section should describe:</p> <ul style="list-style-type: none"> • How LEA will ensure schools expend 10% of their Title I, Part A funds to provide high-quality professional development; • How LEA will oversee these funds; • How school needs for professional development will be determined; • What strategies and activities will be used; • How the LEA will measure the impact of the professional development activities provided; and • If applicable, other funding sources to be used for this set-aside. 			
	Public School Choice			
G. NCLB School Choice Funded by Title I Funds	To be provided by Mary Jo Butler			
H. NCLB Choice Options Funded by Non-Title I Funds				
I. Notification to Parents regarding NCLB Choice Options:	To be provided by Mary Jo Butler			
J. Notification to Parents regarding SES				
K. LEA/Provider Contract				
L. Individual Student Plan (ISP)– formerly PDPA	To be provided by Mary Jo Butler			
NON-PUBLIC SCHOOL PARTICIPATION		Y	N	
	<p>This form requires:</p> <ul style="list-style-type: none"> • Completion of the District Level data: <ul style="list-style-type: none"> ○ Date Certain; and ○ Pooling options (see instructions for choices). • Provide data for each column 1 – 6; • Column 8 – automatically calculates upon input in Column 10 (dropdown with public school #) and upon saving; and • Method for determining poverty. The method should include, at a minimum, the data used, how the poverty rates were calculated, and how private school officials were involved. <p>If NA, please provide an explanation to support why services are not being provided to eligible private school students.</p>			

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EARLY CHILDHOOD COMPONENT				
	<p>This form requires:</p> <ul style="list-style-type: none"> • Describe the early childhood education services to be provided under this application; and • Data for columns 1 – 4. <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>			
DOE 101 – BUDGET NARRATIVE FORM				
	<p>Review the 101 to ensure that:</p> <ul style="list-style-type: none"> • Columns 1 – 5 are completed; • Column 3 is completed and detailed narrative for each object code is provided; • Column 4 is completed for all salaries and other personal services; • As appropriate line items are identified as part of a set-aside; and • That line items are aligned with project narrative. 			