

**Florida Department Of Education
Academic Achievement Through Language Acquisition
Office of The Chancellor, K-12 Public Schools**

**REVIEW LIST FOR TITLE III, PART A
2007-2008 CONSOLIDATED PROJECT APPLICATION**

THE FOLLOWING LIST OF QUESTIONS IS PROVIDED AS GUIDANCE TO DISTRICTS TO USE PRIOR TO SUBMITTING THE FINAL PROJECT APPLICATION. THE QUESTIONS LISTED BELOW ARE THE SAME QUESTIONS THAT WILL BE USED BY FDOE STAFF IN REVIEWING THE PROJECT APPLICATIONS.

Note: The **CONSOLIDATED GENERAL ASSURANCES, THE PROGRAM SPECIFIC ASSURANCES** and the **GEPA REQUIREMENT** will be verified at the end of the review and approval process by printing a hardcopy of the on-line application to determine that all Assurances and the GEPA Requirement are included as part of the district's application.

NEEDS ASSESSMENT

Evidence of Need for each of the Selected NCLB Programs

1. Does the *Selected Priority Problem(s)/ Populations Identified During Needs Assessment* address the unique needs of ELLs?
2. Does the needs assessment description include methods used and data/information that was analyzed to determine need for services to address the needs of ELLs?
3. Does the description provided under (3) *Measurement Tool/Method* address the methodology that incorporates the needs of ELLs.?
4. Does description include actual outcomes that include baseline from 2006 or more recent?
5. Are the 2007-08 performance targets specific, attainable, realistic and time specific and are measurable objectives included, and do they target ELLs?

ACTIVITIES

1. Does the description provide a brief overview of the activities that will be carried out? Does description address the alignment to state academic content standards, student achievement standards and state assessments?

COORDINATION OF PROGRAMS

1. Does the description include how the programs funded under this consolidated application will be integrated and coordinated with each other? Is Title III specifically mentioned in the district's description?
2. Does the district include a description of how services will be coordinated and meet the unique needs of ELLs?
3. Did the district include an adequate description of how information about the projects will be disseminated and marketed to the appropriate populations, including how the district will ensure information is provided to parents/guardians whose heritage language is other than English, unless clearly not feasible?
4. Does the district description identify how on-going consultation with all program participants will be provided throughout the project?

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COLLABORATIVE PARTNERS

1. Does the description identify the federal, state and/or local partners that will be involved in the activities outlined in this project?
2. Does the description identify the type and benefit of the collaborative activities, including the program(s) and the primary target group(s)?

CONSULTATION WITH PRIVATE SCHOOL OFFICIALS (EQUITABLE SERVICES FOR PRIVATE SCHOOL PARTICIPATION)

1. Does the description indicate how the district consulted with private schools?
2. Does the description include a plan of action on how the consultation was carried out and will be continued through the end of the project period?

SUPPLEMENTARY INSTRUCTIONAL SERVICES TO INCREASE ELP FOR ELLs

1. Did the district include descriptions for each grade level that address goals, objectives and strategies for increasing the English proficiency of current English language learners?
2. Are supplementary services focused on one grade cluster? If yes, is a statement included in description explaining why not all grade clusters are being served with Title III funds?
3. Does the description include 2006-07 baseline data (i.e. baseline data from the 2006 administration of CELLA)?
4. Does the description address the 3 language proficiency target areas as described in Performance Goal 2?
5. Does the description include how the reading initiatives will be incorporated in the instructional delivery process and how that will enhance the development of the ELLs' English language proficiency?

INSTRUCTIONAL SERVICES TO INCREASE ACADEMIC ACHIEVEMENT OF CURRENT AND FORMER ELLs

1. Do all descriptions include SMART goals, objectives and strategies?
2. Does the description included under Performance Goal 2 address supplementary services to increase academic achievement in reading, mathematics and science?
3. Do the described strategies link to objective(s) identified by the district? Are strategies and approaches research based?
4. Does the application address additional district developed performance goals? If yes, are described strategies directly link to meeting the objective(s) identified by the district? Are strategies and approaches research based?
5. Do the descriptions address the services to both current and former ELLs?

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BUDGET DESCRIPTION - DOE 101

1. Are the budget categories outlined in the budget directly linked to the activities and services outlined in the program narrative sections?
2. Are all the described expenditures in the budget supplementary and do not supplant funding for state mandated activities?
3. Is the total FTE included for line items with personnel salaries? Are the roles and responsibilities for each type of personnel category included?
4. Does the inclusion of equipment purchases identify quantities, type and purpose(s)?
5. Is the indirect rate claimed by the districts restricted to no more than 2%?