

**Florida Department Of Education
Academic Achievement Through Language Acquisition**

**REVIEW LIST FOR TITLE III, PART A
2007-2008 STAND-ALONE 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 **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.

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?

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?

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)?

NEEDS ASSESSMENT

1. Does the needs assessment description include evidence of the need for each of the services identified in the project narrative? Does the description include methods used and data/information that was analyzed to determine need for services funded under this project?

COLLABORATION & COORDINATION

1. Did the district include a description of the collaboration with each program or agency, and identify other state and federal programs?
2. Does this collaboration seem feasible (i.e. is the activity aligned to the program's/agency's mission)?

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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 the 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 in this section 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?

INCREASING PROFESSIONAL DEVELOPMENT FOR SCHOOL PERSONNEL

1. Does description include overall realistic goal(s) for increasing professional development for school personnel providing services to current ELLs and are based on scientific research?
2. Are strategies linked to the objective(s) which are expected to increase professional development for school personnel providing services to ELLs?
3. Are the described professional development activities supported by this project supplemental to those required by State Board of Education Rules and the Consent Decree?

INCREASING PARENTAL AND COMMUNITY PARTICIPATION

1. Does description include overall realistic goal(s) for increasing parental and community participation in the educational experience of ELLs? *Note: Description must include, at minimum, enhanced instructional opportunities which may include, but are not limited to, family literacy, parental outreach, and activities coordinated with community-based organizations and/or private sector entities.*

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2. Are strategies linked to the objective(s) which are expected to increase parental and community participation in the educational experience of ELLs?
3. Are the activities to increase parental involvement supplemental in terms of frequency and duration to those required by State Board of Education Rules and the Consent Decree?

ACCOUNTABILITY FOR SCHOOLS WITH ELLS

1. Does description clearly outline how the district will hold elementary and secondary schools accountable for meeting the goals and objectives outlined in this proposal in terms of increasing the English proficiency of current ELLs, and the academic achievement of current ELLs and former ELLs?

DISSEMINATION/MARKETING

1. Did the district include an adequate description of how information about the projects(s) will be disseminated and marketed to the appropriate populations, including how the district will ensure information is provided to parents/guardians of ELLs in a language they understand, unless clearly not feasible?

REPORTING OUTCOMES

1. Did the district include an adequate description of how the district will report progress made in attaining the district's goals and objectives for increasing the English proficiency of current ELLs, and the academic achievement of current and former ELLs?

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 that identify personnel or contracted staff that salaries of wages will be paid from Title III funds? 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%?