

Putnam

**FLORIDA DEPARTMENT OF EDUCATION
Project Application**

TAPS Number 07A027

Return to: Florida Department of Education Bureau of Grants Management Room 344 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0498 Suncom: 205-0498	A) Program Name: <p align="center">Title I Part D, Subpart 2 Local Agency Programs for Neglected and Delinquent Youth Project Applications</p>	DOE USE ONLY Date Received
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B) Name and Address of Eligible Applicant: Putnam 200 S 7TH STREET PALATKA, FL 32177	Project Number (DOE Assigned) 540-2237A-7CDXX
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C) Total Funds Requested: \$ 38,129.00 Estimated Roll Forward: \$ 0.00 <hr style="width: 20%; margin-left: 0;"/> DOE USE ONLY Total Approved Project: \$	D) Applicant Contact Information	
	Contact Name: First Name: Robert MI: R Last Name: Pugh	Mailing Address: Address 200 South 7th Street City: Palatka State: FI Zip: 32177
	Telephone Number: 386-329-0543 Ext:	SunCom Number: 832-0543
	Fax Number: 386-329-0643	E-mail Address: pugh_b1@firn.edu

CERTIFICATION

I **David Buckles** do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) _____
 Signature of Agency Head

DOE 100A



John L. Winn, Commissioner

General Assurances

The Department of Education has developed and implemented a document entitled, General Terms, Assurances and Conditions for Participation in Federal and State Programs, to comply with:

- 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR), which requires local educational

- agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;
- applicable regulations of other Federal agencies; and
- State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at <http://www.firn.edu/doe/comptroller/gbook.htm>

General Education Provisions Act

In accordance with the requirements of Section 427 of the General Education Provisions Act (GEPA) Public Law 103-382, each applicant must ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries with special needs. For details refer to URL:

<http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

FLORIDA DEPARTMENT OF EDUCATION BUDGET DESCRIPTION FORM

A. NAME OF THE NCLB PROGRAM: **Title I, Part D Subpart II – Local Neglected and Delinquent**

TAPS Number 07A027

B. NAME OF ELIGIBLE RECIPIENT: **Putnam**

C. Project Number (DOE USE ONLY): **540-2237A-7CDXX**

(1) Function	(2) Object	(3) Description	(4) FTE	(5) Amount
5102	100	Teacher Salary	1.000	28,000.00
5102	210	Retirement	0.000	2,800.00
5102	220	Social Security	0.000	1,800.00
5102	221	Medicare	0.000	406.00
5102	231	Group Health Insurance	0.000	2,240.00
5102	232	Group Life Insurance	0.000	100.00
5102	331	Out-of-County Travel	0.000	253.76
5102	332	In-County Travel	0.000	1,651.24
7200	790	Indirect Cost (2.27%)	0.000	878.00
			TOTAL:	38,129.00

DOE 101



John L. Winn, Commissioner

Program(s) to be Assisted

1. Describe the program(s) to be assisted. Provide specific descriptions of the facilities to be served under this program, including the type of facility, a general description of the student population, and length of commitment (if applicable). Identify program goals and expected student outcomes.

Response: Title I serves several school-aged children who reside in a private, non-profit residential facility located in Putnam County. The Rodeheavers Boys' Ranch houses children who have been voluntarily placed at the facility under applicable state law. Some children, from time-to-time, have been placed at the facility due to abandonment, neglect, or the death of custodial parents or guardians. The Survey of Children for Neglected or Delinquent Children, completed by Title I each year for the past several years, substantiates this eligibility. All of these children attend Putnam County schools at the appropriate instructional level for their age groups. They are all considered "at risk" students.

The program goals are designed around supplemental, after-school tutoring services where students will be provided a highly qualified teacher to assist with homework, additional instruction, and remedial assistance for those benchmarks and skills that have been identified as not proficient using the FCAT and a series of supporting assessments and as part of a

comprehensive needs assessment for the student.

The teacher will also serve as a contact between the school and the facility

Because of this assistance and monitoring of students throughout the year, it is expected that students will improve their performance on FCAT scores and increase classroom participation and their individual grades.

Formal Agreements

2. Describe the current formal agreement(s) regarding the program(s) to be implemented between the local educational agency and correctional facilities and alternative schools serving children and youth involved with the juvenile justice system. If copies of agreements are provided, the agreement must bear evidence that it is in effect as of the 2006-2007 school year.

Response: Putnam County has an interagency agreement with the Department of Juvenile Justice. Under the current operating agreement and standards, all school-aged offenders in Putnam County are transferred to the facility in St. Augustine, Florida (St. John's County) for detention and other adjudicated offenses. These students are provided services through the St. John's County program. Returning students, who reenter schools, are monitored at each school site and through the Student Services division.

Educational Program Comparability

3. Describe how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to that being implemented at the public school such youth would attend.

Response: All coordination efforts will be the result of collaborative efforts between the Title I office, the Students Services Department, and supporting programs tied to a student's needs (ESE, Migrant, Homeless, etc.). These efforts are managed through both electronic and human resource capabilities. Title I oversees the curricular and instructional component of the program and Students Services, in conjunction with the Exceptional Student Education Department, helps to coordinate any other supplemental services necessary to ensure barriers have been eliminated for children and youth who are participating in an education program considered comparable to one operating in the local schools.

Transition from Correctional Facilities

4. Describe the program operated by participating schools for children and youth returning from correctional facilities and appropriate services that each school will provide.

Please mail a copy of your existing Transition Plan as approved by the School Board to the Office Title I Programs and Academic Intervention Services, 325 West Gaines Street, Room 352, Tallahassee, Florida 32399-0400 upon completion of this application.

Response: Students returning from correctional facilities to local schools will be monitored primarily through the Student Services Department working closely with the school's administrative and counseling personnel. In addition to counseling, such children and youth have full access to all services (after-school tutoring, behavioral services, etc.) provided by the school. An Academic Improvement Plan (AIP) is developed for students at-risk to provide remediation and improved progress.

Characteristics and Program Coordination for At-Risk

5. Describe the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and appropriately identify other at-risk children and youth expected to be served by the program. Describe how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

Response: Students identified as at-risk who are eligible for services under this program generally have identified behavioral problems. Substance abuse, homelessness, and other circumstances are prevalent as well. Schools employ several strategies depending upon the students' needs. Services are available to address issues through the consolidating of funds (and other grants) to address these needs. The McKinney-Vento Grant helps to provide funded personnel to assist the students and parents. Monitoring the student's progress becomes an integral part of the process usually handled by the schools' Guidance Counselors. Title I, Part A funds, sets aside additional funding for tutoring services and personnel who help to monitor student progress by both electronic and human resource means.

Coordination with Non Academic Services

6. Describe how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted re-entry and outreach programs, referrals to community resources, and scheduling flexibility.

Response: Putnam County has several working agreements with different agencies. Some of these are: Public Health, Family Medical and Dental Services, multiple day-care facilities, behavioral specialists, and counselors. Through the homeless project, many community resources (food closets, clothes closets, shelters, churches, Kiwanis, Rotary, etc.) play a part in meeting the needs of children and youth. Family literacy projects conducted through the school provide training and information for both parents and students. The Title I office coordinates additional areas of concerns for eligible Migrant, LEP, and Homeless students. In addition to these services, collaborative efforts are encouraged with the Adult Education Department to improve graduation and high completion rates. These efforts are monitored through both electronic and human resource means.

Business / Community Partnerships

7. Describe any partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services for participating students.

Response: Taking advantage of the Governor's mentoring initiative, Putnam County is promoting active mentoring programs for students K-12. With the assistance of Communities-In-Schools and the McKinney-Vento project, mentoring services are actively involved in working with children and youth. Every school, as part of the school improvement process, has a business partnership established. The Community-In-Schools project for Putnam County is an integral part of the partnerships for developing training and volunteers for the school system.

Parent Involvement

8. Describe how the program will involve parents in efforts to (a) improve the educational achievement of their children, (b) assist in dropout prevention activities, and (c) prevent the involvement of their children in delinquent activities.

Response: Parent involvement is limited for the Rodeheaver's program as all students eligible under this year's survey have been placed in this facility voluntarily and custodial rights now reside with the directors and caretakers at the facility. Although there may be parental visitation privileges from time-to-time, daily custodial decisions for these students are exercised through the facility. Parents, whose children reenter the district from facilities and reside under their care, are contacted periodically primarily through the school site where attendance and other data are reviewed relating to student progress.

Title I plays a role in this process. The resource teacher, who will be split-funded for this school year, will take on many roles while working with the various schools attended by these students. Instructor, mentor, tutor, and mediator are just a few of the roles that are part of what the resource teacher will fulfill during the course of the school year. Acting almost as a "surrogate parent", the resource teacher keeps track of the progress students make in their classes. By tracking periodic progress from the classroom teachers, the resource teacher is able to provide for immediate solutions to apparent problems experienced by these students. Class visitations and conferences with the teachers are as much of what is done, as is any other part of the daily work.

Coordination with Federal, State, and Local Programs

9. Describe how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I, Part A of Public Law 107-110 and vocational and technical education programs serving at-risk children and youth.

Response: Activities designed by and for this project that serve at-risk children and youths will be coordinated with other Federal, State, and local programs through the Title I and Applied Technologies Office for Putnam County District Schools. In order to provide information and strategies that impact vocational and technical education offerings for students, the Student Services Department, also part of the Curriculum and Instructional Support Team, will provide additional support by working collaboratively with the Title I office. This applies to especially all federally funded programs.

Coordinated with JJDPA

10. Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 2002, and other comparable programs, if applicable.

Response: Coordination for programs operated under the Juvenile Justice and Delinquency Prevention Act of 2002 will be handled and monitored through our district's Department of Student Services working collaboratively with the Sheriff's office. Quarterly reports will be maintained and reviewed by Title I. Our presence, as well as that of the Student Services, will be maintained on the Creating Lasting Family Connections which is a part of the Juvenile Justice program for Putnam County.

Coordinated with Probation Officers

11. Describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

Response: Coordination between probation officers and the schools in which both children and youths who have returned from correctional facilities are housed are formatted and monitored by the Department of Student Services for Putnam County Schools working in conjunction with the Juvenile Justice Program representatives and the Putnam County Sheriff's Office. Periodic monitoring of students currently under the control of a probation officer will be conducted where it is coordinated between the Student Services Department and the Title I office.

Individualized Education Programs

12. Describe the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's individualized education program.

Response: Efforts will be made by individual(s) within Putnam Schools and the district office (Department of Student Services and Title I) to assist correctional facilities working with children and youth are aware of a student's existing individualized education program. A designated individual at each school site, usually the Guidance Counselor or Dean, will assist the district contact person concerning instruction, texts, strategies, and other curriculum needs.

Alternative Placements

13. Describe the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but who are unable to participate in a regular public school program.

Response: Participating schools, working through the office of the Director of Student Services and through a child study team at the school site, may determine the appropriate placement or eligibility for children and youth to continue their education. Students who are unable to participate in a regular public school program require a collaborative effort between the district level and school level administrators to ensure that the student's academic needs are being met. To this end, a child study team may be called for to best determine the needs of the student. Putnam County does provide alternative educational opportunities through long-distance learning, too.

Additional Services

14. Describe any additional services provided to youth, such as career counseling, and assistance in securing student loans and grants.

Response: The program evaluation will include periodic reviews of students' quarterly progress reports through a collaborative effort of representatives from Juvenile Justice, Student Services, Title I and appropriate school sites. Results that become apparent during the review of students' progress will be incorporated into the review of this plan over the course of this award. The resource teacher monitors students monthly. Separate portfolios are maintained for each student. Lesson plan development for the supplemental assistance program is coordinated through the daily lesson plans generated by classroom teachers. Program effectiveness is determined by the satisfactory student progress reports, student report cards that indicate satisfactory effort, grades that reflect compliance with district policy for promotion, behavior that complies with district and school policies, and periodic conferences with classroom teachers that indicate satisfactory class participation on the part of each student. An evaluative progress report is available through the NoveNet® program for students who assess this program. Copies of these reports will be maintained on file for each student. Assistance is also provided through the Adult Education Department that addresses counseling, student loans, and provides other services through grants that have been written specifically to meet the needs of at-risk students.

Support the Florida Department of Education's Reading Initiative

15. Describe how this project will support the Florida Department of Education's reading initiative, Just Read, Florida! Information about this initiative is available at <http://www.justreadflorida.org>.

Response: This project supports the Florida Department of Education's reading initiative, Just Read! Florida by ensuring a full and equal opportunity for students transitioning from a DJJ facility to their home school to participate in intensive and supplemental reading assistance where their progress toward achieving grade level proficiency is monitored and evaluated. To accomplish this, evidenced-based assessments that are designed to diagnose proficiency levels will be used and records maintained of their progress. Developmentally appropriate practices will be incorporated by their classroom teacher in the daily instruction of Sunshine State Standards where benchmarks and particular skills have been identified as areas of weaknesses. A liaison from the Title I office is provided through this project, and supplemented by set-aside funding through Title I Part A funds, who will provide the oversight and maintain communication between the school and the home.

Those students who have been identified through the DJJ program will be provided supplemental reading materials and, if appropriately identified in need of supplemental assistance, tutorial opportunities over the course of the year. Appropriately identified software to enhance reading skills is available at all schools within the district to provide this assistance. Tutorial assistance will be determined by a committee of teachers and administrators to determine if additional instruction outside of the regular school day is appropriate. All documentation will be maintained through the Department of Students Services and the Title I office.

Marketing and Dissemination

16. Describe how information about the project(s) will be disseminated and marketed to the appropriate populations.

Response: When completed, this project will be published and placed on the district's website. A hard copy will be furnished to each of the departments that are collaborating with the Title I office in toward these efforts. Agencies and organizations cooperating with the district will be notified of the project's completion, the web address, and the availability of hard copies through the Title I office. Appropriate posters will be made available for the Student Services and Adult Education Departments.

Training will be completed with Principals, Assistant Principals, Guidance Counselors, and other key individuals at schools sites and provide for questions and answers to be resolved prior to the start of the new school year.

Information will be forwarded to the School Improvement Chairs for each school's School Improvement Team

Annual Reporting

17. Address how the applicant will provide annual student progress reports to state agencies, local operating agencies, juvenile justice centers, community agencies, and parents.

Response: The program evaluation will include periodic reviews of students' quarterly progress reports through a collaborative effort of representatives from Juvenile Justice, Student Services, Title I and appropriate school sites. Results that become apparent during the review of students' progress will be incorporated into the review of this plan over the course of this award. The resource teacher monitors students weekly. Separate portfolios are maintained for each student. Lesson plan development for the supplemental assistance program is coordinated through the daily lesson plans generated by classroom teachers. Program effectiveness is determined by the satisfactory student progress reports, student report cards that indicate satisfactory effort, grades that reflect compliance with district policy for promotion, behavior that complies with district and school policies, and periodic conferences with classroom teachers that indicate satisfactory class participation on the part of each student. An evaluative progress report is available through the NovaNet® program for students who assess this program. Copies of these reports will be maintained on file for each student.

Transition Plans

18. Provide a transition plan that documents the steps that have been taken to ensure that the transitional needs are met for students returning to the district or an alternative education program from correctional facilities.
Response: Putnam County District Schools

Transition Plan

Title I Part D Application Model Guidelines

Putnam County has an interagency agreement with the Department of Juvenile Justice for school-aged offenders in Putnam County who are adjudicated as delinquent to the facility in St. Augustine, Florida (St. John's County). These students

receive instructional services through the St. John's County program during their residence at that facility.

Upon their release and return to Putnam County District Schools, the Federal Programs Department and Student Services Department collaboratively begin a monitoring process for each student. The Federal Programs Office has a person assigned to maintain contact with the Student Services Department and accomplish the following:

- Determine the return date of the student to this district and appropriate school
- Coordinate student classroom needs for supplies and other materials
- Ensure the teacher(s) have contact and follow up names and numbers
- Maintain a desk top evaluation tracking attendance and grade performance
- Make periodic visits to the schools for direct contact with the teacher and student
- Assist in arranging for or completing any necessary documentation.
- Attend, when possible, child study meetings to act as an advocate
- Maintain contact with parents ensuring awareness of activities and meetings
- Other duties related to these tasks that serve to advocate for the parent and student

This process is designed to ensure that participating schools coordinate with facilities working with delinquent children and youth participate in an education program comparable to that being implemented at the public school and that they have full access to all services provided by the school.

Periodic reviews will be completed by a support team through the Federal Programs Office. A quarterly review will be completed after the posting of students' grades where the school and student advocates discuss and address any specifically identified needs of these students. If necessary, a follow-up conference with the parent will be scheduled for parental support and guidance.

Accountability Requirements

19. Describe how the district will meet the following evaluation and accountability requirements:

a. The district must consult with teachers and parents of the children concerning the design and implementation of the Title I program and may choose to establish and use parent advisory councils.

Response: This program is being prepared through the Title I office and is to be discussed with the Parent Involvement District-Wide Parent Advisory Committee for input and suggestions. The project, when completed, will be submitted and reviewed by School Board for their approval. This project will be under the responsibilities assigned to the district's Oversight Committee established to review and evaluate the homeless project. The Oversight Committee is made up of several agencies and organizations from our community as well as parents and educators of school aged children. This committee meets at least twice during the year to review the intent and goals of these projects, determine success or needs during the course of the year, and to provide evaluation for improvement for the coming year.

b. The district must evaluate its program(s) using disaggregated data on participants by gender, race, ethnicity, and age, and must show how the results will be used to plan and improve subsequent programs for participating children and youth.

Response: Disaggregated data provides the results from which a comprehensive needs assessment is completed. When the district receives the appropriate scores for the 2005-2006 year, the scores will be reviewed to determine the areas of concentrated efforts for the 2006-2007 year. The appropriate assessment review will indicate those standards, benchmarks, and skills that will be addressed for the coming instructional year in light of the subgroup performance in each academic area.

c. The district must submit its annual evaluation results for the 2006-2007 program year to the Florida Department of Education no later than October 15, 2007.

Response: The evaluation will include a detailed assessment of the parameters and findings the 2006-2007 district's performance levels. The report will be designed to meet the identification strategies for subgroup information and the district as a whole relative to the needs of eligible Neglected or Delinquent children and youth. The evaluation will provide academic results that provide specific comparisons to the benchmarks established in the Accountability Plan for the district.

d. The district must use multiple and appropriate measures of individual student progress including, but not limited to, statewide assessment data.

Response: This district uses several supplemental measurements to assess student performance.

