

**GUIDANCE/CHECKLIST  
FOR TITLE I, PART D, SUBPART 2 APPLICATION  
2014-15**

<b>Local Educational Agency:</b>	<b>Program Reviewer:</b>
	<b>Date:</b>

Section/Component	Minimum Content Requirements	Y	N	
<b>DOE 100A</b>	<ul style="list-style-type: none"> <li>• Enter contact information</li> <li>• Documentation of authorization must be provided, if other than superintendent's signature.</li> </ul>			
		<b>Y</b>	<b>N</b>	
<p><b>DOE 101 BUDGET NARRATIVE</b></p> <p>All budget items should be supplemental to the overall educational program at neglected and delinquent facilities. Budget items should not supplant funding for mandated activities.</p> <p>All budget items must be linked directly to these Title I, Part D evaluation focus areas:</p> <ul style="list-style-type: none"> <li>• Educational Achievement</li> <li>• Credit Retrieval</li> <li>• Transition</li> <li>• Post-Release</li> <li>• Postsecondary</li> </ul>	<ul style="list-style-type: none"> <li>• <b>(1) Activity</b> <ul style="list-style-type: none"> <li>○ Identify which evaluation focus area will be addressed by the budget item.</li> <li>○ Provide a brief description of the activity that will be addressed by the budget item.</li> </ul> </li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b><i>Example: Educational Achievement - Implement supplemental small group and individual instruction.</i></b></p> </div> <ul style="list-style-type: none"> <li>• <b>(2) Function</b> <ul style="list-style-type: none"> <li>○ Use the four-digit function codes as required in the <u>Financial and Program Cost Accounting and Reporting for Florida Schools Manual</u>.</li> </ul> </li> <li>• <b>(3) Object</b> <ul style="list-style-type: none"> <li>○ <b>School Districts:</b> <ul style="list-style-type: none"> <li>▪ Use the three-digit object codes as required in the <u>Financial and Program Cost Accounting and Reporting for Florida Schools Manual</u>.</li> <li>▪ <u>If line item is an exception to the FTE rule, ensure the appropriate selection is marked.</u></li> </ul> </li> </ul> </li> <li>• <b>(4) Account Title and Description</b> <ul style="list-style-type: none"> <li>○ Use the account title that applies to the object code listed in accordance with the agency's accounting system.</li> <li>○ <u>Description:</u> Provide a narrative for each object code listed.</li> </ul> </li> </ul>			

	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>Example: Classroom Teachers Classroom Teachers Basic instructional Salaries/Tutors supplemental small group and individual instruction and afterschool/evening tutoring.</b></p> </div> <ul style="list-style-type: none"> <li>• <b>(5) FTE Positions:</b> (To be completed for expenditures coded to Object Codes 100 (Salaries) and 750 (Other Personnel Services).</li> <li>• <b>(6) Amount:</b> <ul style="list-style-type: none"> <li>○ Provide the budget amount requested for each object code.</li> </ul> </li> </ul>			
		Y	N	
<b>GENERAL ASSURANCES</b>	Appropriate General Assurances have been checked.			
		Y	N	
<b>PROGRAM-SPECIFIC ASSURANCES</b>	Appropriate Program-Specific Assurances have been checked.			
		Y	N	
<b>ACTIVITIES</b>  Describe all activities funded by this program.	<ul style="list-style-type: none"> <li>• <b>Activity Title</b> <ul style="list-style-type: none"> <li>○ Identify an activity that will be funded with 2013-14 Title I, Part D funds.</li> </ul> </li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Example: Implement supplemental small group and individual instruction.</b></p> </div> <ul style="list-style-type: none"> <li>• <b>Indicate whether or not this activity is a District wide or Facility Level Activity.</b> <ul style="list-style-type: none"> <li>○ District wide or Facility Level</li> </ul> </li> <li>• <b>Indicate the targeted population(s) for this activity.</b> <ul style="list-style-type: none"> <li>○ Neglected, Delinquent or At-Risk youth</li> </ul> </li> <li>• <b>Indicate the Title I, Part D focus areas addressed by this activity.</b> <ul style="list-style-type: none"> <li>○ High Quality Educational Programs for Neglected and Delinquent Students,</li> <li>○ Transition and/or</li> <li>○ At-risk Programs</li> </ul> </li> <li>• <b>Activity Description</b> <ul style="list-style-type: none"> <li>○ Please include a description of how this activity aligns with Title</li> </ul> </li> </ul>			

I, Part D purpose area identified above

**Example:** Teachers will be hired to provide supplemental small group and individual instruction and afterschool/evening tutoring. This activity will increase the level of quality of the basic educational program provided to DJJ students.

- **Timeline and Frequency**
  - Describe how long and how often this activity will be implemented

**Example:** Teachers will provide services for 3 days a week, throughout the school year.

- **Indicate whether each activity is coordinated with Title I, Part A**
  - Yes or No

- **List the other federal programs that this activity coordinated with**

**Example:** IDEA, Title I, Part C, Homeless.

- **Indicate whether or not this activity was implemented during the 2013-14 grant year and explain the decision to implement.**

**Example:**

**Yes – The implementation of this program last year resulted in a 50% increase in the reading and math proficiency of DJJ students as measured by the Star Math.**

**No – Based on 2013-14 FCAT scores there 50% of our DJJ students are below proficiency in reading. This activity is scientifically proven to address the remedial needs of this population.**

- **Indicate how each activity will align with Florida’s Strategic Plan**
  - 1.2 - FCAT Proficiency,
  - 1.3 - Reduce the Achievement Gap,
  - 1.4 - FCAT Proficiency Above Level,
  - 1.5 - Pass EOC exams Prior to 9th Grade,
  - 1.8 - Graduation Rates,
  - 1.10 - Student to Computer Ratio,
  - 1.11 - Schools Meeting the Minimum Network Bandwidth Standard,
  - 1.12 - Enrolled in CTE and STEM,
  - 1.13 - Industry Certification,
  - 1.14 - Adult General Education Learning Gains,
  - 1.15 - High School/GED,
  - 1.16 - Graduates Enrolled in Postsecondary,
  - 1.17 - GED Earners Enrolled in Postsecondary

- **Indicate how each activity will align with Title I, Part D Evaluation Focus Areas**
  - Educational Achievement
  - Credit Retrieval
  - Transition
  - Postsecondary
  - Post-Release

- **Indicate how the effectiveness of each activity will be measured.**

***Example: The effectiveness of this activity will be measured by student performance on the Pre- and Post-assessment given to each student.***

- **List the Budget items that will be used to implement this activity.**

Title	Function Code	Object Code
Classroom Teachers	5100	120
In-County Travel	5100	330
Supplies	5100	510

		Y	N	
<p><b>DESCRIPTION OF PROGRAMS TO BE ASSISTED</b></p> <p>Describe only the programs that will be assisted by funds from this project. Include the program focus, how the goals will be met and measurable expected outcomes.</p>	<ul style="list-style-type: none"> <li>• <b>Facility Name</b> <ul style="list-style-type: none"> <li>○ Indicate the school name where the program is being implemented as identified on the Master School Identification (MSID) File.</li> </ul> </li> <li>• <b>MSID Number</b> <ul style="list-style-type: none"> <li>○ Include the MSID number</li> </ul> </li> <li>• <b>Facility Type</b> <ul style="list-style-type: none"> <li>○ Indicate whether the facility is for neglected, delinquent or at-risk students and if the facility is residential or non-residential. <ul style="list-style-type: none"> <li>▪ <b>Delinquent, Residential,</b></li> <li>▪ <b>Delinquent, Non-Residential,</b></li> <li>▪ <b>Neglected, Residential,</b></li> <li>▪ <b>Neglected, Non-Residential,</b></li> <li>▪ <b>At-Risk, Residential, and</b></li> <li>▪ <b>At-Risk, Non-Residential</b></li> </ul> </li> <li>○ Upload Formal Agreements for all Delinquent Facilities</li> </ul> </li> <li>• <b>Student Population</b> <ul style="list-style-type: none"> <li>○ The approximate number of students receiving services through this program.</li> </ul> </li> <li>• <b>Population Age Range</b> <ul style="list-style-type: none"> <li>○ The age or grade range of students receiving services through this program.</li> </ul> </li> <li>• <b>Length of Commitment</b> <ul style="list-style-type: none"> <li>○ Indicate the average length of stay for students assigned to the facility.</li> </ul> </li> <li>• <b>Facility Description</b> <ul style="list-style-type: none"> <li>○ Describe the students being served at the facility.</li> </ul> </li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Example: ACME House is a commitment facility for moderate-risk juveniles.</i></p> </div>			

- **Describe the Academic Program of the Facility**

***Example: Students are enrolled in school for six hours a day. Courses are taught by certified Herring District teachers and are aligned with the Florida Course code which enables them to earn credit towards graduation***

- **Identified Activities**

- Select the activities that are relevant to this facility.

- **Assessments**

- All facilities with an average length of stay beyond 90 days must report Academic Performance on Survey 5 or using alternative data reporting mechanisms. Please indicate the assessment(s) that will be used to report Academic Performance/Outcomes on the Consolidated State Performance Report (CSPR) in section 2.4.2.6.

***Example: Florida Ready to Work, Star Math***

- **Additional CSPR Alignment**

- Please indicate additional alignment with data reporting requirements established by CSPR section 2.4.2.3.2. All facilities with an average length of stay beyond 90 days must report Academic Performance/Outcomes on Survey 5 or using alternative data reporting mechanisms.
  - Enrollment in their local district school
  - Earn high school course credits
  - Enrollment in a GED program
  - Earn a GED
  - Obtain a high school diploma
  - Acceptance and/or enrollment into post-secondary education
  - Enrollment in job training courses/programs
  - Obtain Employment

Y

N

**CHARACTERISTICS AND PROGRAM COORDINATION FOR AT-RISK YOUTH**

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. Provide a description of how the school will coordinate existing educational programs to meet unique educational of such children and youth.

- **Percentage of Students with Learning Disabilities**

- Indicate the percentage of neglected, delinquent, and at-risk students who have been identified as having a learning disability.
- Describe what the LEA has in place for students with disabilities after returning to the local school from a correctional facility or community day center for neglected, delinquent or at-risk youth.

***Example: The LEA assigns an ESE Staffing Specialist to work with each program or facility to serve as LEA Representative at IEP team meetings and as liaison with the District ESE team as well as to ensure compliance with state and federal law. The ESE specialist is responsible for retrieving the most recent IEP for each student returning to the district. The ESE staffing specialist team reviews and/or updates the IEP's and coordinates with local schools to determine the most appropriate placement for each student. When a new IEP is developed an ESE staff specialist is assigned to each student in the local school.***

- **Percentage of Students with Substance Abuse Problems**

- Indicate the percentage of neglected, delinquent, and at-risk students who have been identified as having a history of substance abuse.
- Describe how this program coordinates existing educational programs to meet the unique educational needs of students with substance abuse problems.

***Example: Teachers and all education staff are trained to recognize signs of substance abuse. Teachers are encouraged to utilize some of the same strategies that are used for learning disabilities, documented in lesson plans. We also have computer-based programs that will allow the students to catch up in their credits if they fall behind due to treatment.***

- Describe what the LEA has in place for students with substance abuse issues after returning to the local school from a correctional facility or community day center for neglected, delinquent or at-risk children and youth.

***Example: The LEA has established a support system for all students, including those with disabilities. The support system consists of the teacher on assignment to perform transition services, school counselor, staffing specialist, and mental health services. The LEA has contracted with Southwest Florida Addiction Services and Lee Mental Health Services to assist those students experiencing difficulties.***

- **Percentage of Students with Other Special Needs**

- Indicate the percentage of neglected, delinquent, and at-risk students who have been identified as having special needs (i.e. mentally or physically handicapped).
- Describe any other needs.
- Describe how this program coordinates existing educational programs to meet the unique educational needs of students with other special needs.

***Example: The needs of these students will be identified through the staffing at the district and the recommendations from the Community Action Team. Teen parents will be referred to the district's Teen Aged Parent Program to ensure their unique needs are met.***

- Describe what the LEA has in place for students with special needs after returning to the local school from a correctional facility or community day center for neglected, delinquent or at-risk children and youth.

***Example: Pregnant teens and teens who are parents may receive instruction in prenatal care, nutrition, financial planning, and have the option of receiving free childcare while attending school. Students with physical impairments are provided with accommodations identified in their IEP that will allow them to participate with their non-disabled peers.***

<p><b>Educational Program Comparability</b></p>	<ul style="list-style-type: none"> <li>Describe how the LEA ensures the educational services offered at facilities for neglected, delinquent and at-risk youth is comparable to the educational services offered in traditional public schools.           <div data-bbox="646 326 1486 1255" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>Example The school district provides oversight to the DJJ schools to ensure that services are comparable to those in the "traditional" schools. The school district has an open door policy regarding the accessibility of school district resources that are available to all of the public schools in the district, as well as providing connections to local school faculty and staff. Local schools have contributed various resources such as textbooks, supplemental instructional materials, library books, use of audio visual equipment, etc. to ensure that the DJJ schools have equitable supplies and resources. Furthermore, the school district provides unimpeded access to district level support personnel who includes but is not limited to, MIS, Fiscal, Professional Development, Teacher Certification, ESE, and Guidance Services.</i></p> <p><i>The DJJ facility provides the basic education program that meets the needs of students in completing standards and benchmarks. The LEA works with the program to ensure the necessary materials and resources are in place to allow for these services to be provided. The Title I, Part D grant is supporting the supplemental materials to the DJJ program that are provided as supplemental materials to public schools. The Title I, Part A grant supports additional technology in the public schools' classroom. To ensure comparable services are provided, additional technology will be installed for use in the classroom. Professional development will be done through PAEC.</i></p> <p><i>Comparable ESE services are provided through the district's ESE department by providing assistance in oversight of program implementation.</i></p> </div> </li> <li>Describe how the LEA will ensure that teachers and staff at facilities for neglected, delinquent and at-risk youth are qualified to work with students with disabilities.</li> </ul>			
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	<p><b>Example: The two hired ESE teachers and the Director of Education at the DJJ facility are all certified in ESE and are qualified to effectively work with this student population.</b></p> <ul style="list-style-type: none"> <li>Describe the professional development that will be provided to teachers and staff at facilities for neglected, delinquent and at-risk youth.</li> </ul> <p><b>Example: All teachers within the DJJ programs in the County hold ESE K-12 certification. Professional development opportunities are available from the school district. Teachers also work closely with the ESE Staffing Specialist to ensure that students are receiving any accommodations and/or modifications, special testing, and progress monitoring necessary.</b></p>			
		Y	N	
PARENT INVOLVEMENT	<ul style="list-style-type: none"> <li>Identify staff member(s) responsible for parent involvement services for students.</li> <li>Describe how the program will involve parents in efforts in: <ul style="list-style-type: none"> <li>improving the educational achievement of their children</li> </ul> </li> </ul> <p><b>Example: Parental involvement is an integral part of the treatment planning and transition processes for all students in N&amp;D programs. Parents are formally invited to attend meetings and to provide input that will assist in identifying educational needs and interests of their children (family sessions, treatment team meetings, IEP &amp; IAP meetings, and re-entry transition meetings). Case Managers also promote parental involvement by holding telephone conferences and by providing parents (JPOs for out-of-district students) with the contact information for the receiving school to which the student will be assigned upon release.</b></p>			

- o assisting in dropout prevention activities

***Example: The program provides the services of a full-time Transition Coordinator to assist with the transition process of all N&D students back to alternative or zoned schools. For in-district students, Graduation Enhancement informational booklets that describe available educational options have been developed and are disseminated to parents during the transition process. Students who transition through the detention center receive information on resources provided by the school district and the community. The booklets are also available through the School Counselor office for each school, as well as during special events to which parents are invited, such as Open House and the Pasco County Family Fair. Parents seeking greater involvement with their students school are also invited to participate on School Advisory Committees.***

- o preventing the involvement of their children in delinquent activities.

***Example: The Parental Involvement & Community Reintegration Assistant in coordination with school leaders will coordinate meetings/activities for parents/guardians of neglected & delinquent youth. Parents and guardians will be provided with community, vocational, family, health, mental health and substance abuse resources available in their area. In addition, students served in non-residential programs, correctional facility, and other at-risk youth programs in Pasco County are referred to the local one-stop programs in New Port Richey, Zephyrhills, and Hernando County for workforce and post-secondary transition services.***

<p><b>COORDINATION</b></p>	<ul style="list-style-type: none"> <li>• <b>Coordination with Non-Academic Services</b> <ul style="list-style-type: none"> <li>○ 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 reentry and outreach programs, referral to community resources and scheduling flexibility.</li> </ul> <div data-bbox="661 527 1444 792" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b><i>Example: Student needs will be evaluated as they return to their home community. Referrals to service agencies (such as Workforce, Team Temps, and other employment agencies) and the programs offered by the District (such as Adult Education, Teen parenting, and other support programs) will be considered for use in assisting these students with a smooth transition back into the community</i></b></p> </div> </li> <li>• <b>Coordination with other Federal, State, and Local Programs</b> <ul style="list-style-type: none"> <li>○ Describe how this program will coordinate with other Federal, State, and local programs, such as programs under title I of Public Law 105-220 and vocational and technical education programs serving at-risk children and youth. <ul style="list-style-type: none"> <li>▪ This sub-section should highlight coordination with programs such as IDEA, Perkins, Title I Part C, DARE, DJJ programs.</li> </ul> </li> </ul> <div data-bbox="667 1112 1455 1380" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b><i>Example: The Title I Part D program will be coordinated with other programs to improve effectiveness, eliminate duplication, and to better utilize funds and resources. The program is coordinated by written cooperative agreement with the Department of Education, the Department of Juvenile Justice, and the Union County School District. Federal funds from Title IIA are used to provide professional development activities.</i></b></p> </div> </li> </ul>			
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- In accordance with Section 1113(c)(3)(B)(C), the LEA shall reserve funds as necessary under Title I, Part A to provide services comparable to those provided to children in schools funded under this part to serve children in local institutions for delinquent children, and neglected or delinquent children in community day school programs.
  - This sub-section should be used to describe coordination with Title I, Part A.
  - Identify the amount of Title I, Part A funds set aside.
  - Provide a description of how Title I, Part A set-asides will be used to assist this program.

***Example: Title I, Part A, Set-Asides will be used to fund the salary of a Teacher to provide Vocational Education opportunities and industry certification to students enrolled in a neglected and delinquent program.***

- **Coordination with Juvenile Justice Delinquency Prevention Act**
  - If the district receives funds for programs operated under the Juvenile Justice and Delinquency Prevention Act of 2002 and other comparable programs, describe how those funds will coordinate with this program.

***Example: Coordination for programs operated under the Juvenile Justice and Delinquency Prevention Act of 2002 will be handled and monitored through our district's Student Service Department working collaboratively with the Sheriff's Office. Quarterly reports will be maintained and reviewed by the Student Services Department. Our presence, as well as that of student services, will be maintained on the Creating Lasting Family Connections which is part of the Juvenile Justice program for the district. Students returning from DJJ programs often transition through the Renaissance Center before returning to their regular middle/high school. We consult with after care officers to provide students a greater opportunity for a successful transition.***

	<ul style="list-style-type: none"> <li>• <b>Coordination with Probation Officers</b> <ul style="list-style-type: none"> <li>○ Describe how schools will facilitate the involvement of probation officers to assist in meeting the needs children and youth returning to schools in the district from correctional facilities.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>Example: The district will continue to meet regularly with DJJ to ensure that probation officers have access to students and that the district obtains the information needed to provide for effective educational and transition opportunities. The district will continue to provide information, as requested by probation officers and in compliance with FERPA, to be used in writing reports to court officials and in making probation and commitment decisions.</i></p> </div> </li> <li>• <b>Coordination with Businesses</b> <ul style="list-style-type: none"> <li>○ Describe how the LEA will endeavor to coordinate with businesses for training and mentoring for participating children and youth.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>Example: The district continues to partner with Home Builders Institute - a hands-on vocational program. The district also invites community guest speakers from various post-secondary educational institutions to provide students with different career options. Other partners include Big Brothers, Urban League and various agencies to serve at-risk students throughout the community.</i></p> </div> </li> </ul>			
		Y	N	
Transition Plans	<ul style="list-style-type: none"> <li>• <b>Transition services for students in programs supported by Title I, Part D funds</b></li> </ul> <p style="margin-left: 40px;">Describe the transition program operated in participating facilities.</p>			

- What is the process for obtaining academic records from a student's home school district?

***Example: If the files have not been received by the time the student is enrolled into our district, the Transitional Specialist phones/emails the Transition contact for the sending district in order to request the records. There is weekly follow-up until the records have been received.***

- Describe the services in career counseling, distance learning, and assistance in securing student loans and grants that will be provided to children and youth who have earned a GED or High School Diploma.

***Example: The transition team provides career and academic preparation counseling. Computer access and support is also provided for completing the FAFSA (Financial Aid Application), practicing college placement test-taking skills, and applying to college online. There is also distance learning opportunities for those students who have successfully enroll in online post-secondary, vocational certification courses.***

- In compliance with the reporting requirements identified in the Consolidated State Performance Report section 2.4.2.3.1, LEAs must be prepared to identify the number of students that receive transition services in furthering their education and employment.

- How will the LEA provide transition services for students that address further schooling?

***Example: Prior to a student's release, the transition contact completes section A of the electronic transition plan. Section A addresses the student's academic needs. This information is forwarded to the transition contact in the receiving district. Information about appropriate academic resources close to the student's home, provided to our transition contact by the receiving district is provided to the student upon receipt***

- How will the LEA provide transition services for students that address employment?

***Example: Prior to a student's release, the transition contact completes section A of the electronic transition plan. Section A addresses the student's employment needs. This information is forwarded to the transition contact in the receiving district. Information about appropriate employment resources close to the student's home, provided to our transition contact by the receiving district is provided to the student upon receipt.***

- **Follow-up transitional services for students who have left the facility**

In compliance with the reporting requirements identified in the Consolidated State Performance Report section 2.4.2.3.1, LEAs must describe the method to follow-up on students once they leave the facility.

- How will the LEA collect data on student outcomes once they have left the facility? Please include a timeline for collecting data.

***Example: Follow-up is accomplished through the constant communication between our transition contact and the other transition contacts throughout the state***

- **Transition services for students returning from programs for neglected, delinquent and at-risk students**

- Describe the transitional services provided to children who have returned from a correctional or community day program for neglected, delinquent, or at-risk children to a transitional educational setting. Your response should include alternative placements for children and youth interested in continuing their education, but who are unable to participate in a regular public school program.

***Example: Our county has a intake committee comprised of representatives from the Exceptional Student Education Department., Student Services and a secondary or elementary administrator. The committee is chaired by the Principal of Alternative Education. The committee meets once a week with a representative from Juvenile Justice Department and review the following student records: Discipline History, Academics History, Attendance, Special programs and the time frame remaining in the grading period. In addition to the committee representation also in attendance is the student and parent or guardian. Upon Review the committee decides if the student should be enrolled in an alternative education school or return to a comprehensive school.***

- Describe the services provided to students who have returned from a correctional institution or community day programs for neglected, delinquent, or at-risk children to the workplace.

***Example: Students returning to our district are referred to the local one-stop programs and the Employ Florida website for workplace transition services. Additionally, we participate in the Workforce Ready Certificate Program and implement school-to-work activities on site.***

- Describe the transitional services encouraging neglected, delinquent, or at-risk children who have returned from a correctional institution or community day programs for neglected, delinquent or at-risk children to reenter school, if they have dropped out.

***Example: Upon a student's return to our district an enrollment letter is sent to the parent/guardian of a youth who has not enrolled. Students are referred to school-based Graduation Enhancement program based on individual needs and based on a review of their transcripts. Youth who have decided to pursue GED graduation options are advised of a list of county-wide GED sites and support services for those programs.***