Title I, Part D; Neglected, Delinquent and At-Risk 2016-17 Application Development

May 12, 2016

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2016-17 Title I, Part D Application

Minor Design Changes

Increased Clarity

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2016-17 Title I, Part D Application Navigation

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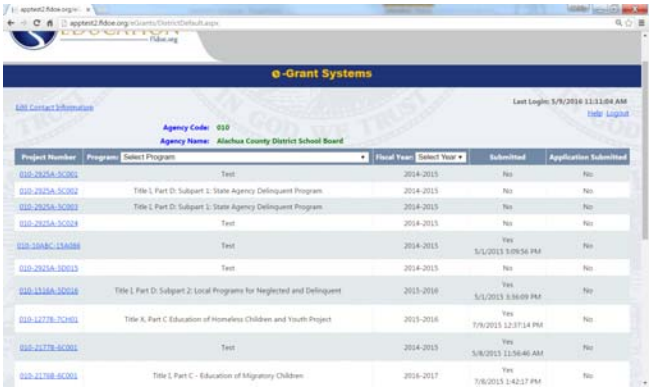
Application Navigation



e-Grant Systems Main Page – provides access to all current and historical applications available in the e-Grants system

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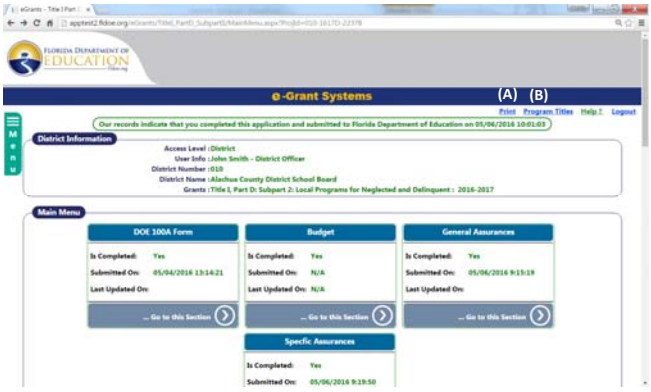
Application Navigation



Top Menu

(A) Print Function (Top) – Prints the currently active page

(B) Program Titles – returns user to the e-Grant Systems Main Page and allows easy access to other grants in the e-Grant system

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Application Navigation

Side Menu

(A) Main Menu – Returns user to the main menu page with tiles that shows the progress for each section

(B) Print Function (Top) – Allows user to print the entire application once submission is complete

✓ **Checkmarks –** Indicate completed sections

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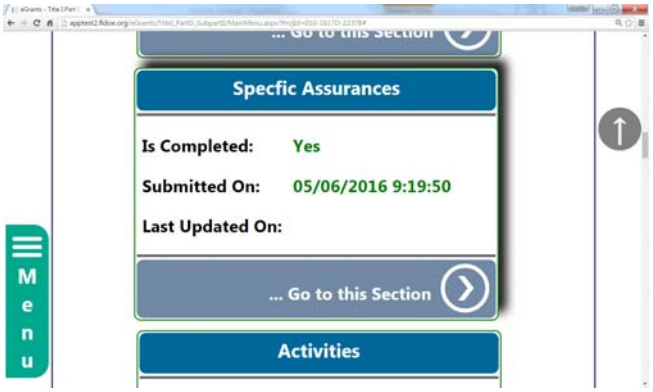
Application Navigation



Progress Tiles

- Provides completion status
- Provides section submission status
- Provides updated information if the section has been changed since the original submission
- Provides quick navigation to the relevant section

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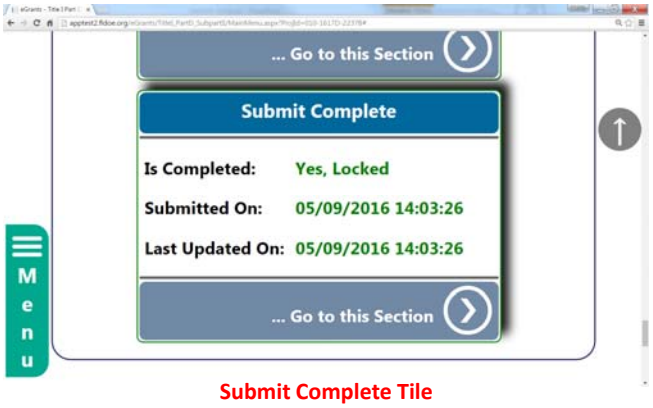
Application Navigation



Submit Complete Tile

- Provides Application completion and submission status
- Provides lock status
  - Application locks automatically upon submission
  - Program office staff can unlock if updates are required

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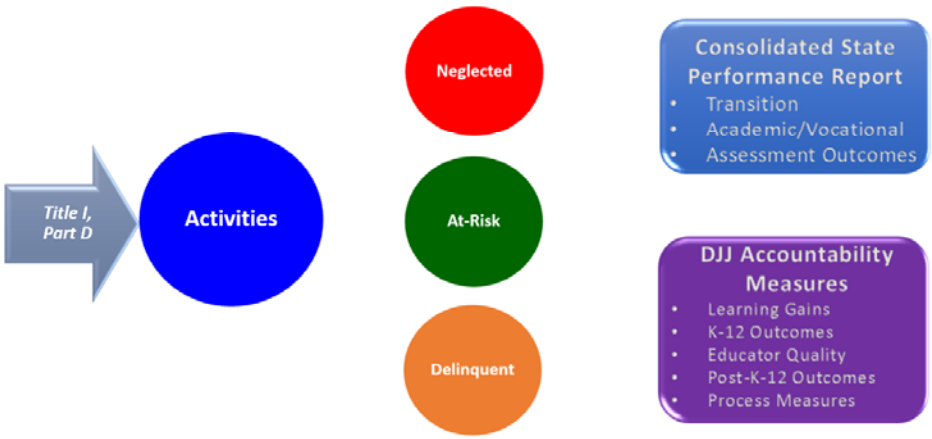
Funding should directly impact data reported on the Consolidated State Performance Report and/or for DJJ Accountability focus areas



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Application Development

Clear Alignment of Budget Items, Activities, and Programs

Initial Alignment is established in the *"Activity"* field of the budget section

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Budget

Activity statement used to align the Budget, Activities , Programs

Enter the budget data and click the "Save Budget" button.	
Program Name :	Title I, Part D: Subpart 2: Local Programs for Neglected and Delinquent 010-1516A-5D016
Funds Allocated :	$30,000.00
Budget Total :	$14,300.00
Amount Remaining :	$15,700 (rounded to the nearest dollar)
Activity :	Implement Small Group and Individual Instruction
Function :	5100 – Basic (FEFP K – 12)
Object :	150 – Aides
Description :	Instructional Salaries/Teacher Aides and Asst. Teachers - additional core/day academic classroom support, afterschool/evening tutorial support, entry and exit support to DJJ and alternative education programs, and other related supportive services
FTE :	1
Amount :	25000

Succinct ***action*** sentence ...."Provide..., "Implement..., etc"

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Clear Alignment of Budget Items, Activities, and Programs

Alignment continues in the "*Activity Title*" field of the Activity section

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Activities

Activity Title in this section should be ***identical*** to one of the Activity Statements from the Budget statements

Activity 1	
Activity Title	Implement Small Group and Individual Instruction
District Level or Facility Level Activity :	◯ **District-Level** ◯ **Facility-Level**
Budget Total :	**[+] Budget Items**

Count	Activity	Function	Object	Description	Add
1	Implement Small Group and Individual Instruction	5100 - Basic (FEFP K-12)	150 - Aides	Basic Instructional Salaries/Teacher Aides and Asst. Teachers - additional core/day academic classroom support, afterschool/evening tutorial support, entry and exit support to DJJ and alternative education programs, and other related supportive services	☑

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Activities

Activity Description :	The Transition Specialist will provide support for students transitioning into and out of DJJ facilities. The employee will be responsible for ensuring completion of the DJJ Electronic Education Plan and facilitating information exchange with the receiving school districts of students transitioning.
Timeline and Frequency :	Transition services will be provided daily throughout the year.
How will the effectiveness of this activity be measured? :	Effectiveness will be measured by the number of DJJ Electronic Education Exit Plans that are completed and follow-up with students that have transitioned.
Was this activity funded by Title I, Part D funds during the previous grant year? :	◯ Yes - If yes, please provide evaluation information that supports the continuation of this activity. What percentage of students was positively affected by the previous implementation of this activity? ◯ No - If no, please provide actual research that supports the new implementation of this activity. During the 2014-15 school year the Transitional Specialist was able to ensure the appropriate educational placement of 50 students that returned to the school district.
Coordination :	Is this activity coordinated with Title I Part A? ◯ Yes ◯ No List the other federal programs with which this activity will be coordinated.

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Activities

Please identify the populations targeted for this activity :	How does this activity align with the overall purpose of Title I, Part D, Subpart II? :	How will the activity align with the Title I, Part D Evaluation Focus Area? :
☑ Neglected ☑ Delinquent ☑ At-Risk	☐ High Quality Educational Programs for Neglected and Delinquent Students ☑ Transition ☑ At-Risk Programs	☐ Educational Achievement ☐ Credit Retrieval ☑ Transition ☐ Postsecondary ☐ Post-Release

Save Activity 1 | Delete Activity 1

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Activities

Monitoring Connection

- The implementation, coordination and effectiveness of each activity will be monitored through Mid-Year reports, and onsite/desktop monitoring.

Data Connection

- Measurements of effectiveness indicated in the application should be collected throughout the grant year and reported via **Survey 5**

***********FAMIS Conference************
FSU Turnbull Conference Center
Tallahassee, FL
June 21-23, 2016

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Delinquent Education Services

DJJ/Jail Focus

- All **Detention, Commitment, PACE and AMI** facilities ***not*** being served with Title I, Part D funds should be addressed in the Delinquent Education Services Section.
- County Jails ***not*** being served with Title I, Part D funds should be addressed in the Delinquent Education Services Section.

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Delinquent Education Services

Please provide information on delinquent programs that are within the school district that are not being supported by 2016-2017 Title I, Part D.

LEAs Only

Facility Name :	Herring County Jail
MSID :	1234
Program Type :	◯ DJJ Facility ◯ Other Correctional Facility
Academic Service :	◯ LEA ◯ Contracted Provider
Academic Program Description :	The LEA provides GED preparation services at the facility. The LEA also administers the GED by providing a proctor, hardware and GED software.
Why has the LEA chosen not to serve this facility :	The LEA cannot guarantee the appropriate use of Title I, Part D funding.

Save Activity | Add Delinquent Education Services | Delete Activity 1

Facility Name	MSID	Program Type	Academic	Academic Program Description	Explanation	Action
Herring County Jail	1234	Other Correctional Facility	LEA	The LEA provides GED preparation services at the facility. The LEA is also administers the GED by providing a proctor, hardware and GED software.	The LEA cannot guarantee the appropriate use of Title I, Part D funding.	Edit

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Clear Alignment of Budget Items, Activities, and Programs

Alignment continues in the *"Activities" selection section* of the Description of Programs to be Assisted section

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Description of Programs to be Assisted by Title I, Part D Funding

Facility Name :	Herring Delinquent Facility
MSID :	1234
Facility Type :	Delinquent, Residential If the facility type is "Delinquent, Residential" or "Delinquent, Non-Residential", please upload the formal agreement that is in compliance with section 1425 of the Title I Part D law. Choose File
Student Population:	50
Population Age Range :	13 - 18
Length of Commitment :	6 – 18 months
Facility Description :	Herring Delinquent facility is a medium-risk, non-secure DJJ facility.
Academic Program Description :	◯ LEA ◯ Contracted Provider Describe the academic program provided at this facility The LEA provides middle school course completion, high-school credit accrual , and career and technical education certification opportunities through direct instruction, and Herring County's virtual academic program

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Description of Programs to be Assisted by Title I, Part D Funding

Activities :	☑ Implement Transition Services ☑ Provide Credit Recovery Opportunities ☑ Enhance GED Preparation
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 provide a summary of the assessment information from this facility that will be used to report in the Academic Performance/Outcomes section on the Consolidated State Performance Report (CSPR) in section 2.4.2.6. STAR Reading and Math

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Description of Programs to be Assisted by Title I, Part D Funding

Additional CSPR Alignments 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.	
Does this facility provide the opportunity for students in the following areas:	**While in the Facility**
Enrollment in their local district school :	Yes ◯ No ◯
* **Earn high school course credits :**	Yes ◯ No ◯
* **Enrollment in a GED program :**	Yes ◯ No ◯
* **Earn a GED :**	Yes ◯ No ◯
* **Obtain a high school diploma :**	Yes ◯ No ◯
Acceptance and/or enrollment into post-secondary education :	Yes ◯ No ◯
* **Enrollment in job training courses/programs :**	Yes ◯ No ◯
* **Obtain Employment :**	Yes ◯ No ◯

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Description of Programs to be Assisted by Title I, Part D Funding

Monitoring Connection

- Cooperative agreements will be reviewed for compliance.
- Academic program description must clarify a program that is supported by state and/or local funds.
- Implementation of activities indicated in this section will be reviewed through the onsite monitoring process.

Data Connection

- Facility Name, MSID, Facility Type, Length of Commitment, Population Age Range and Student Population will be used for Survey 5 and Survey 9 data verification.
- Assessments and Additional CSPR Alignments should be used for Survey 5 data collection.

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Requirements

Some Narrative Sections have been Prepopulated with Last Year's Responses

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Characteristics

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 or other facilities for neglected, delinquent and at-risk youth. Include other at-risk children and youth within the district 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.

What percentage of students that return from neglected, delinquent, and at-risk facilities have learning disabilities? 60%

What does the LEA have 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 children and youth?

A meeting is scheduled for students with disabilities returning from DJJ programs to review and update the needs and services in the IEP. An ESE teacher is assigned to the student to provide individualized or small group instruction and consults with the academic teacher every 30 days to discuss academic deficiencies and/or behavioral issues. Strategies are then implemented to address the area of concern.

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Characteristics

What percentage of students that return from neglected, delinquent, and at-risk facilities have substance abuse problems?

40%

How does the LEA coordinate existing educational programs to meet the unique educational needs of these students with substance abuse problems?

Students with substance abuse issues are seen on an ongoing basis by our counselors. Referrals to the Hope Treatment Center are provided to students who need more intense services depending upon the severity of the addiction. We also have after school tutors and credit retrieval programs that have been implemented for students who fall behind as a result of outside treatment

What does the LEA have 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?

The LEA has a contract with the Hope Treatment Center to provide intensive counseling services to students struggling with substance abuse issues. Voluntary support groups are also in place at the high schools to help students deal with some of the issues that may be triggering their need to abuse drugs and alcohol.

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Characteristics

What percentage of students that return from neglected, delinquent, and at-risk facilities have special needs?

12%

How does the LEA coordinate existing educational programs to meet the unique educational needs of these students with special needs (including those students who have a physical impairment and/or teen parents)? Please include a brief description of the needs.

Pregnant teens and teen parents may lack the courses required for grade promotion and graduation due to extended absence from school, medical issues, and the new lifestyle that a child brings to a young parent. Opportunities for students to retrieve unearned credit is available at most of the high schools and may prevent the student from repeating a grade or dropping out of school.

What does the LEA have 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?

Prenatal care and child nutrition classes are offered to pregnant teens and daycare services are provided free of charge to teen parents attending local schools operated by the LEA. Students may also enroll in a credit recovery program to retrieve credit for courses required for grade promotion and graduation.

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Institution-Wide Programs

State Agency Only

Describe how the State agency will consult with experts and provide the necessary training for appropriate staff, to ensure that the planning and operation of institution-wide projects under section 1416 are of high quality.

Florida does not have institution-wide programs.

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Educational Program Comparability

a. Describe how the LEA will coordinate with facilities working with neglected, delinquent, and at-risk children and youth to ensure the education program is comparable to that being implemented at the public school such youth would attend. (Example: similar curriculum, implementation of district academic initiative, or any comparable aspects of the programs)

Students in our delinquent program have access to the same courses provided to students in local schools operated by the LEA. The core subject areas are taught by highly qualified staff and the grades earned in these courses are transferable. FCAT is a mandatory requirement for all students at Acme Juvenile Correctional Facility, regardless of grade.

b. Describe how participating schools will ensure that teachers and other staff in neglected, delinquent, and at-risk facilities are qualified and trained to work with students with disabilities. (Examples: Teacher Certification and Experience)

We require all teachers to participate in monthly trainings that focus on implementing positive behavioral strategies in the classroom, IEP development, behavior intervention plans, and other topics relating to students with disabilities.

c. Describe the professional development that will be provided to teachers and other staff.

The LEA requires all teachers and other educational staff at Acme Juvenile Correctional Facility to participate in monthly trainings that concentrate on topics that relate to the delinquent population. Online professional development courses are also required for teachers who are working on renewing their professional certificate.

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Parental and Family Member Involvement

(1) Please identify the staff member(s) responsible for Parental Involvement services for students.

Janet Hall – Acme Juvenile Correctional Facility
Ted Johnson – Dalton High School

(2) Describe how the program will involve parents in efforts to:

(a) improve the educational achievement of their children

The transition specialist updates parents on their child's academic achievement in the form of monthly progress reports either in person or by phone. In addition to onsite visits or conference calls, letters are also mailed to parents identifying tips and strategies that can be used to improve their child's educational success.

(b) assist in dropout prevention activities,

Every month, parents are invited to participate in an event called Family Day. During this event, parent and child receive family counseling, pamphlets are provided by district and state dropout prevention departments, and study aides are given to parents.

(c) prevent the involvement of their children in delinquent activities.

Brochures on substance abuse prevention, gang activity identifiers, domestic abuse intervention, and a quarterly newsletter that identifies helpful web links and local support groups are mailed out in a packet to the parents of students attending Acme Juvenile Correctional Facility and Dalton High School.

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Coordination

Coordination with Non-Academic Services

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, referrals to community resources, and scheduling flexibility).

Students returning from correctional programs are given the opportunity to attend seminars that include but are not limited to personal hygiene, physical fitness, and sex education through the county health department. Counseling services are provided to students suffering from an addiction or mental health disorder. Teen parents and pregnant teens are provided with free child care while attending a local school operated by the LEA.

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Coordination

Coordination with Federal, State, and Local Programs

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.

Students returning from correctional programs are given the opportunity to attend seminars that include but are not limited to personal hygiene, physical fitness, and sex education through the county health department. Counseling services are provided to students suffering from an addiction or mental health disorder. Teen parents and pregnant teens are provided with free child care while attending a local school operated by the LEA.

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 neglected children and, if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs.

(a) Set-Aside Amount, if applicable: $ 3,000

(b) Provide a description of how Title I, Part A, Set-Asides will be used assist this program

Set-aside funds under Title I, Part A will be used to purchase transition workbooks and DVDs on employment skills for students residing at the Acme Juvenile Correctional Facility.

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Coordination

Coordination with JJDPA

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.

The local sheriff's office sends a team of deputys to Acme Juvenile Correctional Facility to talk to students about the consequences of gang affiliation. Past gang members have also been invited to speak to students on the cons of being involved in gang-related activities. A curriculum is being developed by a committee that includes representatives from the local sheriff's office, the mayor, district staff, teachers, mental health counselors, and students.

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Coordination

Coordination with Businesses

Describe how the LEA will coordinate with businesses for training and mentoring for participating children and youth.

Home Depot sends an employee to Acme Juvenile Correctional Facility to provide demonstrations and assistance on projects that students are working on in the carpentry program. A manager from Piggly Wiggly volunteers twice a month to work on social skills, mock job interviews, and filling out applications.

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Individualized Education Programs

Describe the process in which the LEA will ensure correctional facilities working with children and youth are aware of a child's or youth's individualized education program.

All teachers who provide instruction to students with disabilities are provided with a copy of the goals and accommodations identified in the IEP. They also attend and participate in the IEP meeting by providing information on student performance. Consultations take place every 30 days with the ESE teacher to identify strategies that will increase student achievement.

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Transition Plans

1. Identify the staff member(s) responsible for transitional services for students who return to the LEA from neglected, delinquent, and at-risk facilities, as well as, students leaving the LEA's neglected, delinquent, and at-risk facilities returning to other LEAs.

Jimbo Fisher (HDC), Alex Wood (AMI), Robin Roberts (PACE), Jim McElwain (Neglected Shelter), Mark Richt (Rebound Substance Abuse)

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Transition Plans

2. Transition services for students in programs supported by Title I, Part D funds. Describe the transition program operated in participating facilities.

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

A formal request for records on district letterhead is sent to the appropriate School, Program, or District contact on the day a student is enrolled. If records aren't received within 2 days, a follow-up e-mail or phone call is made to the contact. If records aren't received within 5 days, a contact is made with the District, School, or Program Administrator.

B. 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.

Students take the Choices Career Interest Inventory and explore careers using the website. My Florida Ready to Work Program is also used to help youth explore careers, clarify their interest, earn a Right to Work Credential. Guidance Counselors and the Transition Team provide information about scholarships to youth who have earned a GED or are working toward that goal, including completing the FAFSA paperwork. E-mails or letters are sent to the student and family with information about the process to secure grants/loans through the State of Florida.

C. Describe the transitional services for neglected, delinquent, or at-risk children who have returned from a correctional institution or community day programs for neglected, delinquent, or at-risk children and have decided to take the GED.

Students are encouraged to stay in school to earn a high school diploma; opportunities are available for remedial instruction and credit retrieval throughout the District. If students decide to take the GED, they are counseled by a Guidance Counselor or Transition Team to enroll in a GED center.

D. 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.

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

Recommendations for alternative placements are made by Transition Team. Students are counseled regarding appropriate placement. EAS provides several sites throughout the District as alternatives to a regular school program. The family and probation officers provide input and are kept informed of transition plans.

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

A career exploration inventory, Kuder/Common Assessment is given to all students upon their arrival. The inventory provides detailed information on the line of work or career the student would be appropriate for based on aptitude and interest. The teachers/paraprofessionals provide practice with mock interviews, filling out applications, resume development, and customer service skills. The Transition Team provides contact information for Work-net Centers and other community resources.

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Transition Plans

3. 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.
   A. How will the LEA collect data on student outcomes once they have left the facility? Please include a timeline for collecting data.

Students who have left a facility and returned to the County are logged in a database maintained by the Transition Specialist. Follow-up is provided for at least one year, after 1 month, 3rd month, 6th month, 9th month and 12th month. Using the Student Information System (SIS), enrollment is verified/monitored for attendance in a K-12 or Adult Education program. When students do not enroll, a phone or e-mail contact is made with the JPO, family, or student to determine if there are
barriers the District can address.

4. Transition services for students returning from programs for neglected, delinquent and at-risk students.
   A. 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 include alternative placement for children and youth interested in continuing their education, but who are unable to participate in a regular public school program.

Recommendations for alternative placements are made by District Director of Educational Alternative Services and the Area 2 Superintendent along with the Transition Team. Students are counseled regarding appropriate placement. EAS provides several sites throughout the District as alternatives to a regular school program. The LEA also utilizes a Teleschool option. The family and probation officers provide input and are kept informed of transition plans.

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

A career exploration inventory, Kuder/Common Assessment is given to all students upon their arrival. The inventory provides detailed information on the line of work or career the student would be appropriate for based on aptitude and interest. The teachers/paraprofessionals provide practice with mock interviews, filling out applications, resume development, and customer service skills. The Transition Team provides contact information for Work-net Centers and other community resources.

   C. Describe the transitional services for neglected, delinquent, or at-risk children who have returned from a correctional institution or community day programs for neglected, delinquent, or at-risk children and have decided to take the GED.

Students who have formally filed the paperwork to "drop out" are contacted by the school-of-record after 3 months and at the end of the year in an attempt to retrieve the student (an LEA requirement). Students who simply have not enrolled will be contacted by the Transition Specialist. Multiple credit recovery locations with a variety of schedules and opportunities are provided throughout the county for students to re-enter the educational environment.

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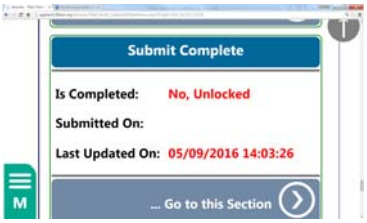
Submission



STEP 1: Go to Submission Page

STEP 2: Submit Application

STEP 3 : Email Submission Confirmation Sent to User

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N&D

Melvin Herring
Program Director, Title I, Part D
Bureau of Federal Educational Programs
Florida Department of Education
melvin.herring@fldoe.org
Phone: 850-245-0684
Fax: 850-245-0697

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