

Program Development and Monitoring

Title I, Part D
Programs for Neglected, Delinquent, and
At-Risk Children and Youth
2013-2014

Melvin Herring, Program Director, Title I, Part D
Florida Department of Education

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Previous Program Development and Monitoring Technical Assistance Goals

Flow of Funds

- Evidence of every budget item being used in the application

Coherence

- Establish activities that are based on actual needs.
- Establish needs that are developed by actual data.
- Use data to establish reasonable goals.
- Identify goals that if achieved produce beneficial outcomes.

Accountability

- Ensuring that activities have been implemented throughout the year
- Monitoring the actual expenditure of funds
- Establishing evaluations that are based on data that is submitted through our student information system

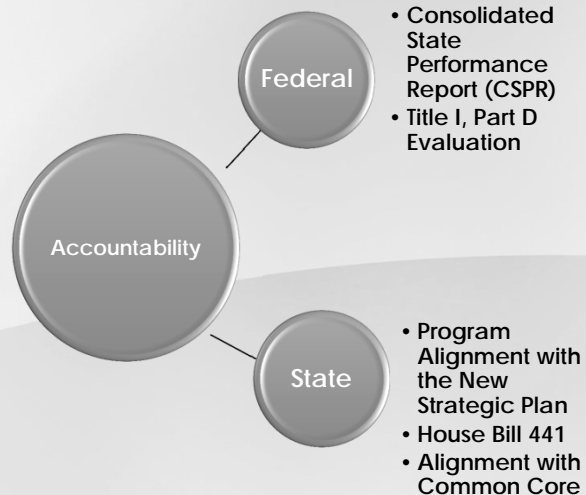
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Program Development and Monitoring Technical Assistance Goals

Accountability

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Program Development and Monitoring Technical Assistance Goals



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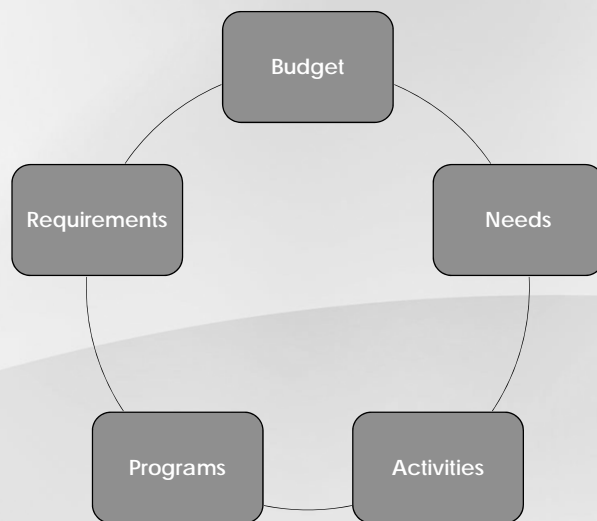
Program Development and Monitoring Technical Assistance Goals

2013-2014 Title I, Part D Application Development

No Major Design Changes!!!!

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Application Development



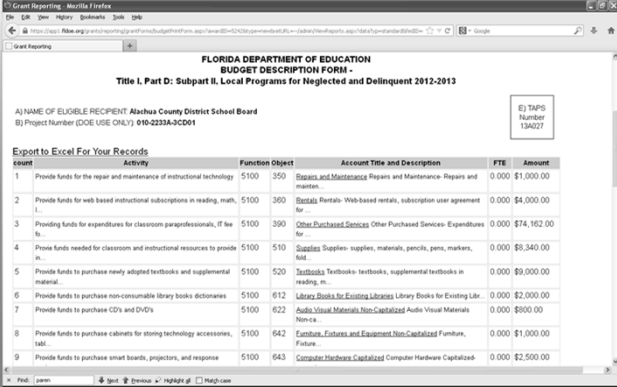
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Budget

Application Development

Budget

Expenditures



Alignment

Title I, Part D Evaluation Requirements (Section 1431)

- Educational Achievement
- Credit Retrieval
- Transition
- Post-Release
- Postsecondary and Job Training

Budget

Application Development

Budget

Count	Activity	Function	Object	Account Title and Description	FTE	Amount
1	Educational Achievement – Implement Small Group and Individual Instruction	5100	150	<u>Aides</u> 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	5	\$82,500
2	Transition - Implement Transition Services	6300	130	<u>Other Certified Instructional Personnel</u> Instruction/Curr. Dev./Other Certified Teachers - District Resource Teachers to provide entry and exit transition support to DJJ and alternative education programs, assistance with technology-oriented needs, guidance services, mentoring services, parent/guardian involvement, and coordination of business/community partnerships	1	\$50,000
3	Credit Accrual/Retrieval - Implement credit retrieval opportunities for N&D and at-risk students	6300	130	<u>Classroom Teachers</u> Salary - Classroom Teachers: Tutors to assist students behind in credits@ 5 teachers x \$15/hr (approx 11 hrs per week X approx 30 weeks)	5	\$24,750

Needs

Application Development

Accountability

Needs Assessment

Title I, Part D Evaluation Requirements (Section 1431)

- Educational Achievement
- Credit Retrieval
- Transition
- Post-Release
- Postsecondary and Job Training

Florida's Strategic Plan

- **Increase the percentage of students performing at grade level**
 - 1.2 Percentage of students scoring at or above grade level on statewide English Language Arts, science, and mathematics assessments
 - 1.3 Percentage of students scoring at or above grade level on statewide English Language Arts, science, and mathematics assessments by subgroup to reduce the achievement gap
 - 1.4 Percentage of students scoring Level 4 and above on statewide assessments in reading and mathematics
 - 1.6 Percentage of students completing at least one accelerated mechanism (AP, IB, DE, AICE or Industry Certification)
 - 1.7 Percentage of students who completed at least one accelerated course (AP, IB, DE, AICE or Industry Certification) and were eligible for the associated postsecondary credit
- **Increase high school graduation rates**
 - 1.8 Graduation Rates
- **Increase career and technical educational opportunities**
 - 1.10 Student to computer ratio
- **Improve adult education programs**
 - 1.14 Percentage of adult general education students who demonstrate learning gains
 - 1.15 Percentage of adult general education students who earn a high school diploma or its equivalent (GED)
 - 1.16 Percentage of adult high school diploma earners who enroll in a postsecondary program
 - 1.17 Percentage of state of Florida high school equivalency diploma (GED) earners who enroll in a postsecondary program

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Needs

Application Development

Accountability

1 <input type="checkbox"/> delete	<p style="text-align: center;">Identified need and target population <i>Please indicate an individual need of neglected, delinquent, and at-risk students</i></p>	<p>Increase the percentage of students performing at grade level (1.2, 1.3, and 1.4) Educational Achievement</p> <p>Check off population(s) targeted:</p> <p><input checked="" type="checkbox"/> Delinquent <input type="checkbox"/> Neglected <input checked="" type="checkbox"/> At-Risk</p>
	<p><i>Identify the budget item(s) established in this application that will address this need.</i></p>	<p>Aides (5100, 150), Retirement (5100, 210)</p>
	<p style="text-align: center;">Evaluation Link and Data Indicators <i>Please indicate how this need is related to the results of a previous evaluation of the program offered to neglected, delinquent, and at-risk students and how the indicators from the identified evaluations will be used to measure progress. Acceptable evaluations include: 2011-2012 Program Evaluation, or any other evaluations conducted on your programs</i></p>	<p>A district-wide review FCAT scores shows that a majority of students in our delinquent and At-risk programs are not proficient in reading</p>
	<p style="text-align: center;">Actual Outcomes from Most Recent Results (Baseline) <i>Please use the above data indicators to present actual baseline results</i></p>	<p>60 % OF TARGETED POPULATION are not proficient in reading</p>
	<p style="text-align: center;">Performance Targets with Measurable Outcome Objectives <i>Percentages by which the baseline results indicated above will be improved.</i></p>	<p>50 % OF TARGETED POPULATION will be proficient in reading</p>

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Activities

Application Development

Activities

Accountability

1	<input type="checkbox"/> delete	Identify an activity that will be funded with 2012-2013 Title I, Part D funds. Example: "Implement Transitional Services" <input style="width: 100%;" type="text" value="Provide After School Tutoring"/>
		Identify the budget item(s) established in this application that will used to implement this activity. <input style="width: 100%;" type="text" value="Aides (5100, 150), Retirement (5100, 210)"/>
		Indicate the need(s) addressed by the activity (Click on the need to view record from the Needs form, or click here to view the entire Needs form.) <input checked="" type="checkbox"/> Increase the percentage of students performing at grade level (1.2, 1.3, and 1.4) Educational Achievement <input type="checkbox"/> Transition
		Activity is Scientifically Based: <input checked="" type="radio"/> Yes <input type="radio"/> No
		Timeline and Frequency: Example: "This activity will be implemented during the entire school year for two hours a day, Monday through <input style="width: 100%;" type="text" value="This activity will be implemented during the entire school year for 11 hours a day, Monday through Friday."/>
		Describe collaboration with Non-NCLB Partners to implement this activity (if applicable) <input style="width: 100%;" type="text" value="Student progress is discussed at treatment team meetings with agency personnel and at monthly SAC meetings also attended by agency personnel."/>


Programs


Application Development

Programs to be Assisted

Accountability

1	Facility Name	MSID Number	Facility Type	Student Population (The number of students that usually attend the program on a daily basis)	Population Age Range	Length of Commitment (if applic.)	delete
	<input style="width: 100%;" type="text" value="Herring Youth Jail"/>	<input style="width: 100%;" type="text" value="1111"/>	<input style="width: 100%;" type="text" value="Delinquent, Residential"/>	<input style="width: 100%;" type="text" value="50"/>	<input style="width: 100%;" type="text" value="14 - 18"/>	<input style="width: 100%;" type="text" value="6 - 12 months"/>	<input type="checkbox"/>
Facility Description (Describe the children that are served) <input style="width: 100%; height: 50px;" type="text" value="Residential jail for juveniles charged as adults"/>		Identified Needs (Which identified needs are relevant for this facility?) <input checked="" type="checkbox"/> Increase the percentage of students performing at grade level (1.2, 1.3, and 1.4) Educational Achievement <input checked="" type="checkbox"/> Transition Identified Activities (Which identified activities will be implemented at this facility?) <input checked="" type="checkbox"/> Provide After School Tutoring <input checked="" type="checkbox"/> Provide Transitional Services					
Academic Program Description (Describe the academic program provided at this facility) <input style="width: 100%; height: 50px;" type="text" value="Provides grade level-appropriate coursework needed to achieve a diploma or GED. Provides academic specific services and transition services for incoming and outgoing students. All educational courses are taught by state-certified staff and all courses are aligned with Polk County Schools."/>		What is the pre- and post-academic assessment(s) that will be given at this facility? <input style="width: 100%;" type="text" value="Florida Ready to Work"/>		What budget items will be used at this facility? <input style="width: 100%;" type="text" value="Aides (5100, 150), Retirement (5100, 210) Other Certified Instructional Personnel-Transition specialist (6100, 131)"/>			
Expected Student Outcomes <input checked="" type="checkbox"/> be proficient in Reading <input checked="" type="checkbox"/> successfully transition back into school							

Requirements	<h1>Application Development</h1>	
<h2>Characteristics and Program Coordination for At-Risk Youth</h2>		
<p>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.</p>		
<p>What percentage of students that return from neglected, delinquent, and at-risk facilities have learning disabilities? <input style="width: 150px;" type="text" value="60%"/></p>		
<p>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?</p>		
<p>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.</p>		
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Requirements	<h1>Application Development</h1>	
<h2>Characteristics and Program Coordination for At-Risk Youth</h2>		
<p>What percentage of students that return from neglected, delinquent, and at-risk facilities have substance abuse problems? <input style="width: 150px;" type="text" value="40%"/></p>		
<p>How does the LEA coordinate existing educational programs to meet the unique educational needs of these students with substance abuse problems?</p>		
<p>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</p>		
<p>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?</p>		
<p>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.</p>		
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Requirements

Application Development

Accotibility

Characteristics and Program Coordination for At-Risk

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

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.

Subpart 2 Only

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Requirements

Application Development

Accotibility

Institution-Wide Programs

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.

Subpart 1 Only

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Requirements

Application Development

Educational Program Comparability

Accotibility

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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Requirements

Application Development

Parental Involvement

Accotibility

(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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Requirements

Application Development

Coordination

Accountability

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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Requirements

Application Development

Coordination

Accountability

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: \$

(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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Requirements

Application Development

Coordination

Accountability

Coordination with JJDP

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 officers 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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Requirements

Application Development

Coordination

Accountability

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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Requirements

Application Development

Coordination

Accountability

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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Requirements

Application Development

Transition Plan

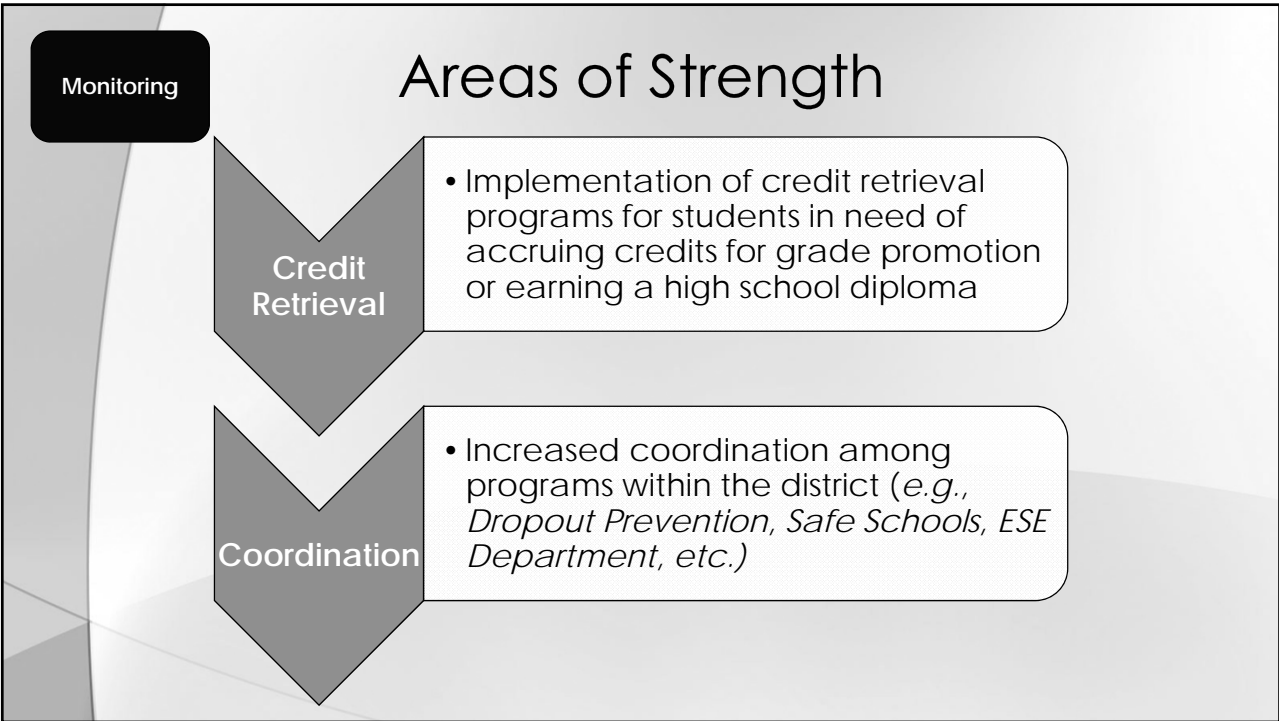
Accountability



Transition & Reentry Session

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Title I, Part D Monitoring Update



Monitoring

Common Finding

Cooperative Agreement identifying the 11 program requirements in section 1425 of the NCLB Act must be in place between a correctional facility being assisted with Title I, Part D funds and the school district

- DJJ Programs
- Jail Programs under the Local Sheriff's Office

Monitoring

Areas in Need of Improvement

Data Driven

- Using Data to Drive the Needs of the N&D Program

Coordination

- Coordination with Businesses in the Community

LEA Monitoring

- Evidence that the LEA has monitored the correctional facility's compliance with the 11 elements in section 1425 of the NCLB law outline in the formal agreement

Contracting

- Contracting with Private Entities

Monitoring

Areas in Need of Improvement

Data Driven

Data that supports the needs identified in the grant application

- Low reading scores on the BASI may justify the need for a supplemental reading teacher
- High dropout rate among students transferring from a delinquent program back to their home school may justify the need for expanded services in transition

Monitoring

Areas in Need of Improvement

Coordination

Local Business Partnerships (Examples)

- A representative from a local area business such as Wal-Mart coming in to talk about job requirements
- A volunteer from ABC Carpentry that comes in to assist with a project that students are working on in their vocational class
- An employee from Firehouse Subs that passes out job applications and goes over the responsibilities of each position

Monitoring

Areas in Need of Improvement

LEA
Monitoring

LEA Monitoring

- Does the monitoring tool that you're using mirror the 11 elements in section 1425 of the NCLB Act?
- Is the monitoring tool clear to the reviewer or someone from the outside?
- Is local monitoring being done consistently? (e.g., monthly, quarterly, etc.)
- Are the areas of weaknesses being addressed?

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