

Board Meeting Agenda Item Executive Summary

Supt.'s Office Use Only

Board Meeting 5-19-09

Agenda Consent

Item No. G. 10.

Board Meeting Date:	May 15, 2009
Submitted By:	Dr. Charles Hall
Item Description:	Title I Part D, Subpart 2 Local Agency Programs for Neglected and Delinquent America Recovery and Reinvestment Act (ARRA) 2009-10 Project Application

Purpose and Explanation:

The American Recovery and Reinvestments funds provided to Title I, Part D, Subpart 2 are allocated to continue to staff the Check and Connect Program begun in the 2008-09 school year. Funds will be used to prevent at-risk youth from dropping out of school, and to provide dropouts, children, and youth returning from correctional facilities or institutions for neglected of delinquent children and youth with a support system to ensure their continued education.

Strategic Planning	Budgetary Impact
Strategy Number:	Funding Source (Description):
Specific Result Statement:	General Fund:
	Federal Projects: Yes
	Food Service:
	Capital Projects:
	Other:
	Amount: \$65,861

Staff Attorney Review & Approval	Date:
	Initial:

Alachua

**FLORIDA DEPARTMENT OF EDUCATION
Project Application**

TAPS Number 10AR27

Return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496 Suncom: 205-0496	A) Program Name: Title I, Part D, Subpart II: Local Programs for Neglected and Delinquent (ARRA) Project Applications	DOE USE ONLY Date Received						
B) Name and Address of Eligible Applicant: Alachua, 620 E UNIVERSITY AVE, GAINESVILLE, FL 32601		Project Number (DOE Assigned) 010-2230S-0CY01						
C) Total Funds Requested: \$ 65,861.00 Estimated Roll Forward: \$ 0.00 _____ DOE USE ONLY Total Approved Project: \$	D) Applicant Contact Information <table border="1"> <tr> <td data-bbox="594 873 1068 1058"> Contact Name: First Name: Dr. Charles MI: F Last Name: Hall </td> <td data-bbox="1068 873 1451 1058"> Mailing Address: Address 620 East University Avenue City: Gainesville State: FL Zip: 32601 </td> </tr> <tr> <td data-bbox="594 1058 1068 1142"> Telephone Number: 352-955-7634 Ext: 243 </td> <td data-bbox="1068 1058 1451 1142"> SunCom Number: </td> </tr> <tr> <td data-bbox="594 1142 1068 1220"> Fax Number: 352-955-7131 </td> <td data-bbox="1068 1142 1451 1220"> E-mail Address: hallcf@gm.sbac.edu </td> </tr> </table>		Contact Name: First Name: Dr. Charles MI: F Last Name: Hall	Mailing Address: Address 620 East University Avenue City: Gainesville State: FL Zip: 32601	Telephone Number: 352-955-7634 Ext: 243	SunCom Number:	Fax Number: 352-955-7131	E-mail Address: hallcf@gm.sbac.edu
Contact Name: First Name: Dr. Charles MI: F Last Name: Hall	Mailing Address: Address 620 East University Avenue City: Gainesville State: FL Zip: 32601							
Telephone Number: 352-955-7634 Ext: 243	SunCom Number:							
Fax Number: 352-955-7131	E-mail Address: hallcf@gm.sbac.edu							
<p align="center">CERTIFICATION</p> <p>I Dr. William D. Boyd 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.</p> <p>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.</p> <p>E) _____ Signature of Agency Head</p>								

DOE 100A



Dr. Eric J. Smith, Commissioner

Alachua

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:

- A. 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;
 - B. applicable regulations of other Federal agencies; and
 - C. 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.fldoe.org/comptroller/gbook.asp>

School Districts, Community Colleges, Universities and State Agencies

The certification of adherence filed with the Department of Education Comptroller's Office shall remain in effect indefinitely unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition; and does not need to be resubmitted with this application.

No Child Left Behind Assurances (Applicable to All Funded Programs)

By my signature on this application, I hereby certify that the **Alachua** District will comply with the following requirements of the No Child Left Behind Act of 2001:

- The LEA assures that, under Sec. 9528, it will comply with a request by a military recruiter or an institution of higher education for secondary students' names, addresses, and telephone numbers, unless a parent has "opted out" of providing such information.
- The LEA assures that, under Sec. 9528, it will provide military recruiters the same access to secondary school students as it generally provides to postsecondary institutions or prospective employers.

Persistently Dangerous Schools

- The LEA hereby assures that, under Sec. 9532, if the State of Florida identifies any school within the LEA as "persistently dangerous," it will offer students attending that school, as well as students who are victims of a violent criminal offense while on school property, the opportunity to transfer to a safe school.

*These assurances are in addition to those previously signed by the Local Education Agency (LEA) maintained on file in the Florida Department of Education's Comptroller's Office.

Program Specific Assurances -**Title I Part D Subpart II**

- Funds will be used only to meet the intents and purposes of Title I, Part D, Subpart II, as specified in Federal statute, guidance, and regulation.
- Where feasible, ensure that the educational programs in the correctional facility are coordinated with the students' home schools, particularly with respect to students with an IEP under the IDEA.
- Notify the local school of the child or youth if the child or youth is identified while in the facility as being in need of special education related services.
- Where feasible, provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling.
- Provide support programs that encourage children and youth who have dropped out of school to reenter school once they have completed their term at the correctional facility, or provide them with the skills necessary to gain employment or to seek a secondary school diploma or its recognized equivalent.
- Work to ensure that the correctional facility is staffed with teachers and other qualified staff who are trained to work with children and youth who have disabilities taking into consideration the unique needs of such children and youth.
- Ensure that educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.
- Use, to the extent possible, technology to assist in coordinating educational programs between the correctional facility and the community school.
- Where feasible, involve parents in efforts to improve the educational achievement of their children and to prevent further involvement of such children in delinquent activities.
- Coordinate Subpart 2 funds with other Federal, state and local funds to provide services to participating children and youth, such as funds made available under the Workforce Investment Act, and other vocational and technical education funds.
- Coordinate Subpart 2 programs with activities funded under the Juvenile Justice and Delinquency Prevention Act, and other comparable programs.
- Meet all evaluation and accountability requirements including the completion of the Title I, Part D evaluation form provided by the Florida Department of Education.
- The Local Education agency will ensure support for Florida Department of Education's Reading Initiative me and in the format required.
- The Local Education Agency will provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling.

The Local Education Agency will work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth.

The Local Education Agency will ensure that all formal agreements between the local educational agency and correctional facilities and alternative schools serving children and youth involved with the juvenile justice system meet the 11 requirements of section 1425 of No Child Left Behind Act of 2001, PL 107-110.

A Local Education Agency receiving Subpart 2 funds must use a portion of its funds to operate a dropout prevention program for students returning from a locally operated correctional facility.

OR

Exception (Selecting this option does not exempt you from providing a transition plan)

Funds used for dropout prevention and other transitional services are intended to serve students who will reside inside the boundaries served by the Local Education Agency upon their release from a correctional facility. A Local Education Agency that serves a school operated by a locally operated correctional facility, in which more than 30 percent of the children and youth attending the school will reside outside the boundaries served by the Local Education Agency upon leaving the facility, is not required to operate dropout prevention or other transitional programs at that particular facility. However, all Local Education Agencies should provide transitional services for students returning from correctional facilities outside of the district. Check this box if your district serves a correctional facility in which more than 30 percent of the children and youth attending school at the facility are not residents of your district.

Title I Part D: ARRA Assurances

Funds will be used only to meet the intents and purposes of The American Recovery and Reinvestment Act of 2009 as it pertains to the Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk.

Spends funds quickly, consistent with NLCB's reporting and accountability requirements, to help drive the nation's economic recovery.

Improve student achievement through school improvement and reform and help close the achievement gap by:

1. Making progress toward rigorous college- and career-ready standards and high-quality assessments;
2. Establishing pre-K to college and career data systems that track progress and foster continuous improvement;
3. Improving teacher effectiveness and the equitable distribution of qualified teachers; and
4. Providing intensive support and effective interventions for the lowest-performing schools.

Ensure transparency, reporting, and accountability to accurately measure and track funds and publicly report on how funds are used.

Invest ARRA funds thoughtfully in ways that do not result in unsustainable continuing commitments after the funding expires.

Alachua

FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM

A. NAME OF ELIGIBLE APPLICANT: **Alachua**

C) TAPS Number
10AR27

B. Project Number (DOE USE ONLY): **010-2230S-0CY01**

D) Fund Number
432

(1) ARRA								(8) FTE Position(s)						
A	P	S	(2)	(3)	(4)	(5)	(6)	(7)	Position	S	C	C	Total	(9)
s	r	School	Prog.	Activity	F	O	Account	Code	aved	reated	ontinued		Amount	
u	i	t	or	Set-		u	b	Title and						
n	n	r	District-	Aside		n	j	Description						
a	a	a	Based	Code		c	e							
n	i	t	Expend-			t								
c	e	e	iture			i								
e	e	y				o								
						n								
D	A	N/A	D	N/A	Funds will be used to hire teacher mentor to implement the Check and Connect Dropout Prevention/At-Risk Model. The procedures implemented in the program will be used by the teacher to maintain individual student's engagement with schools. The program will systematically assess the extent to which identified students are engaged in school or, conversely, are exhibiting signs of school withdrawal. The teacher will respond to students on a regular basis to address	6300	130	Other Certified Instructional Personnel other certified persone high school dropout prevent teacher	51003	0.830	0.000	0.000	0.83	50,117.00

					<p>student's educational needs according to their type and level of risk for disengagement from school. All targeted students will receive basic interventions. Students showing high risk behaviors will receive additional intensive interventions. The program is scientifically researched based and has demonstrated positive effects in students remaining in school and making progress towards school completion</p> <p>The teacher will meet with students for the entire 2009-10 school year and will carry a load of approximately 50 students. The teacher will meet with each student weekly to monitor progress, assess engagement and to respond to student's needs. The teacher will also meet with family members on a bi-weekly scheduled basic and provide feed back to school staff monthly.</p>									
D	A	N/A	D	N/A	Funds will be used to hire teacher mentor to implement	6300	210	Retirement retirement benefits	51003	0.830	0.000	0.000	0.83	4,936.00

					The teacher will meet with students for the entire 2009-10 school year and will carry a load of approximately 50 students. The teacher will meet with each student weekly to monitor progress, assess engagement and to respond to student's needs. The teacher will also meet with family members on a bi-weekly scheduled basic and provide feed back to school staff monthly.									
D	A	N/A	D	N/A	Funds will be used to hire teacher mentor to implement the Check and Connect Dropout Prevention/At-Risk Model. The procedures implemented in the program will be used by the teacher to maintain Individual student's engagement with schools. The program will systematically assess the extent to which identified students are engaged in school or, conversely, are exhibiting signs of school withdrawal. The teacher will respond to students on a regular basis to	6300	220	Social Security social security benefits	51003	0.830	0.000	0.000	0.83	3,834.00

					<p>address student's educational needs according to their type and level of risk for disengagement from school. All targeted students will receive basic interventions. Students showing high risk behaviors will receive additional intensive interventions. The program is scientifically researched based and has demonstrated positive effects in students remaining in school and making progress towards school completion.</p> <p>The teacher will meet with students for the entire 2009-10 school year and will carry a load of approximately 50 students. The teacher will meet with each student weekly to monitor progress, assess engagement and to respond to student's needs. The teacher will also meet with family members on a bi-weekly scheduled basic and provide feed back to school staff monthly.</p>									
D	A	N/A	D	N/A	Funds will be used to hire teacher mentor	6300	230	Group Insurance group	51003	0.830	0.000	0.000	0.83	4,400.00

					The teacher will meet with students for the entire 2009-10 school year and will carry a load of approximately 50 students. The teacher will meet with each student weekly to monitor progress, assess engagement and to respond to student's needs. The teacher will also meet with family members on a bi-weekly scheduled basis and provide feedback to school staff monthly.									
D	A	N/A	D	N/A	Funds will be used to hire teacher mentor to implement the Check and Connect Dropout Prevention/At-Risk Model. The procedures implemented in the program will be used by the teacher to maintain individual student's engagement with schools. The program will systematically assess the extent to which identified students are engaged in school or, conversely, are exhibiting signs of school withdrawal. The teacher will respond to students on a regular basis to	6300	290	Other Employee Benefits other personnel services early retirement	51003	0.830	0.000	0.000	0.83	200.00

					<p>address student's educational needs according to their type and level of risk for disengagement from school. All targeted students will receive basic interventions. Students showing high risk behaviors will receive additional intensive interventions. The program is scientifically researched based and has demonstrated positive effects in students remaining in school and making progress towards school completion</p> <p>The teacher will meet with students for the entire 2009-10 school year and will carry a load of approximately 50 students. The teacher will meet with each student weekly to monitor progress, assess engagement and to respond to student's needs. The teacher will also meet with family members on a bi-weekly scheduled basic and provide feed back to school staff monthly.</p>									
D	A	N/A	D	N/A	Funds will be used to hire teacher mentor	7200	790	Miscellaneous Expenses miscellaneous	51003	0.830	0.000	0.000	0.83	2,374.00

				<p>to implement the Check and Connect Dropout Prevention/At-Risk Model. The procedures implemented in the program will be used by the teacher to maintain individual student's engagement with schools. The program will systematically assess the extent to which identified students are engaged in school or, conversely, are exhibiting signs of school withdrawal. The teacher will respond to students on a regular basis to address student's educational needs according to their type and level of risk for disengagement from school. All targeted students will receive basic interventions. Students showing high risk behaviors will receive additional intensive interventions. The program is scientifically researched based and has demonstrated positive effects in students remaining in school and making progress towards school completion</p>	<p>expenses indirect cost</p>					
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NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0005. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.**