

**Title I Part D, Subpart 2**  
**Local Agency Programs for Neglected and Delinquent Youth 2013-2014**

◀◀ [Grant Application Menu](#)

◀ [Program Main Menu](#)

You are logged in as **57, Santa Rosa County District School Board.**

[logout](#)

---

## **Complete Data Entry**

After clicking the button below an email will be sent to the Florida Department of Education with today's date as a record of when you completed the application.

[Submit Data to DOE](#)

---

---

For programmatic assistance, please contact [Melvin.Herring@fldoe.org](mailto:Melvin.Herring@fldoe.org), (850) 245-0684, Suncom 205-0684

## Santa Rosa County District School Board

### 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://fldoe.org/comptroller/doc/gbsectiond.doc>

#### School Districts, Community Colleges, Universities and State Agencies

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

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

By my signature on this application, I hereby certify that the **Santa Rosa County District School Board** will comply with the following requirements of the Elementary and Secondary Education Act (ESEA) as reauthorized as No Child Left Behind (NCLB) 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 the 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 Individual Educational Plan (IEP) under the Individuals with Disabilities Education Act (IDEA).
- ☒ The LEA will provide a budget expenditure report and a program achievement summary to the State educational agency six months after funds are released. (Mid-Year Report)
- ☒ The LEA will use reallocation funds, if possible, to support credit retrieval programs and transition services that align with the goals identified in the Race to the Top grant.

- ☒The LEA will provide appropriate professional development to teachers and other staff.
- ☒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 the 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 II 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 II programs with activities funded under the Juvenile Justice and Delinquency Prevention Act, and other comparable programs.
- ☒The Local Education Agency will evaluate the effects of Title I, Part D funds on programs for neglected, delinquent, and at-risk students, including the completion of the Title I, Part D evaluation form provided by the Florida Department of Education.
- ☒The Local Education Agency will past use evaluations to improve services provided to neglected, delinquent, and at-risk students.
- ☒The Local Education Agency will ensure support for Florida Department of Education's Reading Initiative.
- ☒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 Title I, Part D, Subpart II funds must use a portion of its funds to operate a dropout prevention program for students returning from a locally operated correctional facility. (LEAs that select this option will complete items a-e of the Transition Plan section of this application.)

OR

☐ **Exception**

Title I, Part D funds used for dropout prevention and other transitional services are intended to serve students who will reside inside the boundaries served by the LEA upon their release from a correctional facility or other facilities for neglected and delinquent youth. An LEA that serves a school operated by a locally operated correctional facility or other facilities for neglected and delinquent children and youth, in which more than 30 percent of the children and youth attending the school will reside outside the boundaries served by the LEA upon leaving the facility, is not required to operate

dropout prevention or other transitional programs at that particular facility. Check this box if more than 30% of the children and youth attending the facilities served are not residents of your district.

☒ A Local Education Agency receiving Title I, Part D, Subpart II funds must provide transitional services for students returning from correctional facilities or other facilities for neglected and delinquent youth outside of the district. **(All LEA's Must complete items b-e of the Transition Plan section of this application)**

### Needs Assessment

Describe the needs of your LEA's neglected, delinquent, and at-risk youth. Include the targeted population, how the need is linked to evaluation data, actual outcomes for most recent years, and performance targets.

ID	Question	Response
(242)	Identified need and target population <i>Please indicate an individual need of neglected, delinquent, and at-risk students</i>	<b>Response:</b> Ninth grade students at Milton High School flagged within the SMART data system as at risk meet at least one of 7 research-based indicators as having a heightened probability of not graduating high school. (1.8) Educational Achievement and Credit Retrieval  Population(s) targeted:  <b>At-Risk</b>
	Identify the budget item(s) established in this application that will address this need. Use the "Account Title" from column 3 of the DOE 101 Budget Narrative Form entitled "Account Title and Description"	<b>Response:</b> Materials and supplies for parent workshops(5100,510)  Computer equipment<\$1000 (5100,644)  Computer software >\$1000 (5100,691)  In county travel (5200,331)  Out of county travel (6150,332)  Food for parent involvement activities (6150,510)
	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: 2012-2013 Program Evaluation, or any other evaluations conducted on your programs.</i>	<b>Response:</b> An internal evaluation of programs targetting at-risk youth revealed the need to focus on incoming 9th graders who have triggered at-risk indicators. A proactive approach to identify likely dropouts and intervene with family and student was indicated as a definitive need at Milton High School.
	Actual Outcomes from Most Recent Results (Baseline) <i>Please use the above data indicators to present actual baseline results</i>	<b>17%</b> of targeted population <b><u>earned 6 graduation credits and maintained a 2.0 GPA</u></b>
	Performance Targets with Measurable Outcome Objectives <i>Percentages by which the baseline results indicated above will be improved.</i>	<b>28%</b> of targeted population will <b><u>earn 6 graduation credits and maintain a 2.0 GPA</u></b>

## Activities

Describe the Activities funded by this program. Describe how the activities are tied to line items in the Budget Narrative Form (DOE101).

Identify an Activity that will be funded with 2013-2014 Title I, Part D funds.

Example: "Implement a Transitional Specialist"

**Response:** *Conduct a series of sixteen parent involvement workshops for parents of at-risk ninth graders.*

Describe how this activity is tied to budget item(s) established in this application. Use the "Account Title" from column 3 of the DOE 101 Budget Narrative Form entitled "Account Title and Description"

**Response:** *Materials and supplies for Parent Involvement activities (5100,510) Participants will be parents of at-risk 9th graders of Milton High School.*

*In-county travel to schools with at risk populations.(5200,331)*

*Out of county travel to dropout prevention and/or parent involvement conferences and workshops.(6150,332)*

*Food for Parent Involvement activities-Participants will be parents of at-risk 9th graders of Milton High School.(6150,510)*

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.](#) )

**Response:** *Ninth grade students at Milton High School flagged within the SMART data system as at risk meet at least one of 7 research-based indicators as having a heightened probability of not graduating high school. (1.8) Educational Achievement and Credit Retrieval*

Activity is Scientifically Based: **Response:** Yes

Timeline and Frequency:

Example: "This activity will be implemented during the entire school year for 2 hours a day, Monday through Friday."

**Response:** *This activity will be implemented throughout the school year. There will be 16 parent-of-at-risk-student meetings. Some months will have one meeting. Some months will have two meetings. Parents must attend each meeting in order to successfully complete the program.*

*Travel and participation in out-of-county trainings and in-county school visits will occur as available and monthly respectively.*

Describe collaboration with Non-NCLB Partners to implement this activity (if applicable)

**Response:** NA

Identify an Activity that will be funded with 2013-2014 Title I, Part D funds.

Example: "Implement a Transitional Specialist"

**Response:** *Acquire Achieve 3000 to augment instructional support for Milton High School at-risk 9th graders*

Describe how this activity is tied to budget item(s) established in this application. Use the "Account Title" from column 3 of the DOE 101 Budget Narrative Form entitled "Account Title and Description"

**Response:** *Computer Software >\$1000- Achieve 3000 (5100,691)*

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.](#) )

**Response:** *Ninth grade students at Milton High School flagged within the SMART data system as at risk meet at least one of 7 research-based indicators as having a heightened probability of not graduating high school. (1.8) Educational Achievement and Credit Retrieval*

Activity is Scientifically Based: **Response:** Yes

Timeline and Frequency:

Example: "This activity will be implemented during the entire school year for 2 hours a day, Monday through Friday."

**Response:** *This activity will be implemented with at-risk 9th graders on a daily basis throughout the school year, Monday through Friday. Students will access the program at least twice a week for a minimum of 30 minutes per day.*

Describe collaboration with Non-NCLB Partners to implement this activity (if applicable)

**Response:** NA

Identify an Activity that will be funded with 2013-2014 Title I, Part D funds.

Example: "Implement a Transitional Specialist"

**Response:** *Loan of a tablet (example: Nexus 16 GB) for students/parents successfully completing program*

Describe how this activity is tied to budget item(s) established in this application. Use the "Account Title" from column 3 of the DOE 101 Budget Narrative Form entitled "Account Title and Description"

**Response:** *Computer equipment <\$1000 (5100,644)*

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.](#) )

**Response:** *Ninth grade students at Milton High School flagged within the SMART data system as at risk meet at least one of 7 research-based indicators as having a heightened probability of not graduating high school. (1.8) Educational Achievement and Credit Retrieval*

Activity is Scientifically Based: **Response:** Yes

Timeline and Frequency:

Example: "This activity will be implemented during the entire school year for 2 hours a day, Monday through Friday."

**Response:** *At the conclusion of the program in May this equipment will be loaned to students who, along with parent have successfully completed the program. Successful completion requires parent attendance in each of the 16 sessions. The tablet will be used during the student's 10th grade year to enhance their educational experience. Tablet is property of Milton High School and will be returned to the school upon student's graduation or withdrawal from Milton High School.*

Describe collaboration with Non-NCLB Partners to implement this activity (if applicable)

**Response:** *NA*

Identify an Activity that will be funded with 2013-2014 Title I, Part D funds.

Example: "Implement a Transitional Specialist"

**Response:** *Visit Milton High School and other schools within district serving identified at-risk students.*

Describe how this activity is tied to budget item(s) established in this application. Use the "Account Title" from column 3 of the DOE 101 Budget Narrative Form entitled "Account Title and Description"

**Response:** *In-county travel (5200,331) Department director will visit Milton High School each month to review progress of program. Director will also visit other district schools and review the progress of students with similar demographics as the targeted Milton High group.*

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.](#) )

**Response:** *Ninth grade students at Milton High School flagged within the SMART data system as at risk meet at least one of 7 research-based indicators as having a heightened probability of not graduating high school. (1.8) Educational Achievement and Credit Retrieval*

Activity is Scientifically Based: **Response:** Yes

Timeline and Frequency:

Example: "This activity will be implemented during the entire school year for 2 hours a day, Monday through Friday."

**Response:** *These on-site review visits/trainings will occur monthly for Milton High School and at least quarterly for other school sites.*

Describe collaboration with Non-NCLB Partners to implement this activity (if applicable)

**Response:** *NA*

Identify an Activity that will be funded with 2013-2014 Title I, Part D funds.

Example: "Implement a Transitional Specialist"

**Response:** *Attend out-of-county conferences or trainings about at-risk students and/or parent involvement.*

Describe how this activity is tied to budget item(s) established in this application. Use the "Account Title" from column 3 of the DOE 101 Budget Narrative Form entitled "Account Title and Description"

**Response:** *Out-of-County travel (6150,332)*

*Director will attend conferences/workshops in the state devoted to improving graduation rates of students identified as at-risk.*

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.](#))

**Response:** Ninth grade students at Milton High School flagged within the SMART data system as at risk meet at least one of 7 research-based indicators as having a heightened probability of not graduating high school. (1.8) Educational Achievement and Credit Retrieval

Activity is Scientifically Based: **Response:** Yes

Timeline and Frequency:

Example: "This activity will be implemented during the entire school year for 2 hours a day, Monday through Friday."

**Response:** Attendance in conferences or trainings focusing upon at-risk students and/or parent involvement will be determined as such opportunities become available and as schedule and funding allow.

Describe collaboration with Non-NCLB Partners to implement this activity (if applicable)

**Response:** NA

### Programs to be Assisted

<b>1</b>	<b>Facility Name:</b> <i>Milton High School</i>	<b>MSID Number:</b> <i>NA</i>	<b>Facility Type:</b> <i>At-Risk, non-Residential</i>	<b>Student Population:</b> (The number of students that usually attend the program on a daily basis)  <i>290</i>	<b>Population Age Range:</b>  <i>14-16</i>	<b>Length of Commitment:</b>  <i>9 months</i>
<b>Facility Description:</b> (Describe the children that are served)  <i>Traditional grade 9-12 Florida public high school</i>			<b>Identified Needs: (Which identified needs are relevant for this facility?)</b> <u>Ninth grade students at Milton High School flagged within the SMART data system as at risk meet at least one of 7 research-based indicators as having a heightened probability of not graduating high school. (1.8) Educational Achievement and Credit Retrieval</u>  <b>Identified Activities (Which identified activities will be implemented at this facility?)</b> <u>Conduct a series of sixteen parent involvement workshops for parents of at-risk ninth graders.</u> <u>Acquire Achieve 3000 to augment instructional support for Milton High School at-risk 9th graders</u> <u>Loan of a tablet (example: Nexus 16 GB) for students/parents successfully completing program</u> <u>Visit Milton High School and other schools within district serving identified at-risk students.</u> <u>Attend out-of-county conferences or trainings about at-risk students and/or parent involvement.</u>			
<b>Academic Program Description</b> (Describe the academic program provided at this facility)  <i>Provides grade-appropriate coursework needed to acquire a Florida high school diploma. All courses are taught by highly qualified and state certified instructors.</i>			<b>What is the pre- and post academic assessment(s) that will be given at this facility?</b>  <i>FCAT 2.0</i>		<b>What budget items will be used at this facility?</b>  <i>Materials and supplies for parent workshops (5100,510) Computer equipment &lt;\$1000 (5100,644) Computer software&gt;\$1000 (5100,691) Food for parent involvement activities (6150,510)</i>	
<b>Expected Student Outcomes</b> <u>earn 6 graduation credits and maintain a 2.0 GPA</u>						

---

## Characteristics and Program Coordination for At-Risk

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?** 30.00

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?

**Response:** Annual IEPs documenting counseling, health, social work, psychological, and transition services for students with disabilities are forwarded to the LEA and/or home school from a sending LEA. The services described on the IEP are entered into the district's information system and become part of the student's record. Disabled students returning/transitioning from a N&D site have exit/transition plans that are forwarded to the transition staff and reviewed to determine educational placement and service needs.

SWD students are provided age-appropriate instruction which addresses their individual learning needs. To develop effective IEP goals and objectives related to the student's deficiencies, a multi-disciplinary team will provide feedback for continuous evaluation.

---

**What percentage of students that return from neglected, delinquent, and at-risk facilities have substance abuse problems?** 20.00

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

**Response:** Students with substance abuse problems are served through the LEA by coordinating, on a case by case basis, the screening of students at high-risk for substance abuse through referrals to various community prevention/treatment agencies such as Lakeview center, Inc., The Friary of Lakeview Center Inc., Twelve Oaks Inc., and the Community Drug and Alcohol Council, Inc.

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?

**Response:** Student files are maintained and forwarded to the student's returning local school district. Upon a student's return from incarceration to the LEA's public high school campuses, the student may self-refer to the district's contracted substance abuse prevention program, and/or the student may be referred by school-based staff to the same service. A screening may result in a recommendation for substance abuse school-based counseling by the LEA's contracted school-based provider.

---

**What percentage of students that return from neglected, delinquent, and at-risk facilities have special needs?** 50.00

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.



**Response:** The LEA works closely with district departments (such as ESE and Student Services) to coordinate and meet the unique needs of these students. This may include teen pregnancy, substance abuse, physical impairments, and/or teen parenting.

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?

**Response:** In order to facilitate a quality and successful transition back to school and community the LEA provides follow-up and transfer of all paperwork and documentation to the student's returning district. The district also provides transition services that follow the student back to his returning home district and school. Furthermore, the district recommends appropriate services and potential community and school agencies that could work with the student in meeting needs and providing services. The LEA tracks the student for several months after he/she exits a DJJ site to facilitate a successful transition. Some examples of additional supports and services are course credit recovery, gang prevention, programs to address challenges faced by special needs students, dropout prevention, and programs to assist teen parents and/or preventing teen pregnancy.

---

---

**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)

**Response:** *Non-applicable to this grant.*

*Funds will be used for targeting at-risk students enrolled in a traditional 9-12 public high school.*

---

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)

**Response:** *Non-applicable to this grant.*

*Funds will be used for targeting at-risk students enrolled in a traditional 9-12 public high school.*

---

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

**Response:** *Non-applicable to this grant.*

*Funds will be used for targeting at-risk students enrolled in a traditional 9-12 public high school.*

---

---

**Parental Involvement**

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

**Response:** *Milton High School Principal Michael Thorpe*

---

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

**(a) improve the educational achievement of their children,**

**Response:** *Parents of 9th grade students meeting the at-risk criteria will be invited to attend a series of 16 workshops devoted to improving academic performance and school attendance. A portion of these sessions will be devoted to status updates in respect to:*

*A) Current Achieve 3000 performance*

*B) Current grade status (GPA included)*

*C) Current graduation credit accrual*

---

**(b) assist in dropout prevention activities, and**

**Response:** *Parents of 9th grade students meeting the at-risk criteria will be invited to attend a series of 16 workshops devoted to improving academic performance and school attendance. A portion of these sessions will be devoted to status updates in respect to:*

*A) Current attendance/tardy/early check-out information*

*B) Current status of class participation and intramural and/or club activities*

---

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

**Response:** *Parents of 9th grade students meeting the at-risk criteria will be invited to attend a series of 16 workshops devoted to improving academic performance and school attendance. A portion of these sessions will be devoted to status updates in respect to:*

*A) The impact of gang involvement on future success*

*B) The impact of teen pregnancy on future success*

*C) The impact of earning a high school diploma on future success*

---

## 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.

**Response:** *The district provides assistance and coordinates with various community agencies to serve students returning from correctional facilities. This includes, but is not limited to, transition services, career/technical education, mental health services, and community participation/partnerships.*

*Students returning from correctional facilities will be given a needs assessment upon entry and exit from a program or facility to determine their needs. A treatment team will prioritize needs and align the student and family with community resources. In turn, district transition personnel will work with school guidance counselors, local schools, correctional facilities, and non-academic service programs to identify appropriate post-alternative settings. The following strategies will be conducted based upon a student's needs: Needs Assessments, monthly progress reports, individual treatment plans, regular team meetings to determine student progress (academic and behavior).*

*District staff will also work with the student and family to help access community resources upon their return to the community. Families will be provided follow-up contact during any conditional release period to provide needed information and/or resources. Resources may include nutritional services, parenting classes, childcare, re-entry and outreach programs.*

### 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.

**Response:** *The Title I Part A Homeless set-aside will provide services to at-risk homeless youth at Milton High School. Therefore, homeless youth who are also eligible for the Title I Part D initiative at Milton High School will receive supportive services funded through Title I.*

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: \$ NA

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

**Response:** *Through consultation between Title I, Part D and Title I, Part A District staff, the decision was made to not provide a set-aside through Title I, Part A. Since the Santa Rosa Youth Academy has closed, the Title I, Part D allocation will be adequate to provide intervention and support to the at-risk youth at Milton High School.*

### Coordinated 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. (This section is applicable for all LEAs that have DJJ programs. Coordination can be demonstrated through the LEA's relationship with JJEP)

**Response:** *Non-applicable to this grant.*

*Funds will be used for targeting at-risk students enrolled in a traditional 9-12 public high school.*

---

#### **Coordinated with Probation Officers**

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

***Response:** Probation officers receive discipline information from district staff. They are allowed to meet with students on site to assist in monitoring behaviors and academic performance. They may contact teachers, deans, guidance counselors and administrators for information about students under their supervision.*

---

#### **Coordinated with Businesses**

**Describe how the State agency will endeavor to coordinate with businesses for training and mentoring for participating children and youth.**

***Response:** Guest speakers from community agencies and businesses are invited to speak at the parent sessions. They are also allowed and encouraged to meet with student's on-site to explore the relevance of a high school diploma and its impact on job opportunities.*

---

### 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.

**Response:** *Non-applicable to this grant.*

*Funds will be used for targetting at-risk students enrolled in a traditional 9-12 public high school.*

---

### Annual Reporting

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

**Response:** *Student FCAT 2.0 performance, attendance record, credit accrual, and end-of-year GPA will document the impact of the activities funded through this grant on student performance and probability of high school graduation.*

---

## Transition Plans

a. Describe the dropout prevention program operated in participating facilities for children and youth returning to the district and appropriate services that each program school will provide. **(This item is not required for LEAs who serve programs for students where more than 30 percent of the children and youth attending will reside outside the district.)**

**Response:** *Non-applicable to this grant.*

*Funds will be used for targeting at-risk students enrolled in a traditional 9-12 public high school.*

---

b. 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. **(This item is required for all LEAs.)**

**Response:** *Director of Exceptional Student Education, Linda Novota, is responsible for the coordination of the transition of all students with active IEPs.*

*Director of Alternative Education and Continuous Improvement, David Johnson, is responsible for the coordination of the transition of students without active IEPs. (general education students)*

---

c. 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. Include the duties and responsibilities of the staff member(s) identified in section b. **(This item is required for all LEAs.)**

**Response:** *Each student returning to the district from an N&D site goes through a transition team for placement and educational recommendations.*

*Each team is facilitated by either Linda Novota (students with IEPs) or David Johnson (general education students)*

*The transition team coordinators, Mrs. Novota and Mr. Johnson, are responsible for providing assistance and direction as N&D students move from a state-referred residential facility or community day program back into the public school system, the community and/or other recommended programs or to employment.*

*The specified transition coordinators will oversee the transition of each student in the following areas:*

### *A. Employment and Preparation*

*The transition coordinators will research jobs in the community and assist in the placement of screened DJJ-ESE students to part-time or full-time employment when appropriate. The transition team will assist with job interviews and applications as needed. Attendance records and evaluations of student performance after job-placement will be maintained. Individualized transition plans (ITPs) will be kept. The transition coordinator(s) will be the contact person for N&D students for employment-related curriculum, progress monitoring, and assessments*

*The district's Director of Workforce Education will also be used as a resource for possible transition services.*

### *B. Return to School and/or Postsecondary Education*

*The transition coordinators will oversee referrals for vocational evaluation*



*planning and additional education. They will arrange for the administration of interest and/or aptitude assessments and provide information to N&D students and parents concerning opportunities available in vocational education.*

*In an effort to help vocational teachers better understand the needs of N&D students the transition team coordinators will work with the Director of Workforce Education, the Director of Professional Development, and/or ESE program facilitators to provide appropriate in-service activities.*

#### *C. Returning to School*

*The transition coordinators will serve as the point of contact between DJJ facilities in providing current and complete transitional data for placement and follow-through for N&D students.*

*They will network existing interagency councils (Vocational Rehabilitation, Department of Health and Rehabilitative Services, the Association of Persons with Disabilities, the Division of Blind Services, colleges and universities) to ensure that transition and follow-up services are provided to eligible N&D youth.*

#### *D. Overall Assistance*

*The specified coordinators will assist the Santa Rosa School District in meeting the requirements of Florida Statute 232.145 as well as coordinate community-based training (CBT) sites and activities for designated schools in the district for any transitioning DJJ students.*

- d. Describe the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but who are unable to participate in a regular public school program. **(This item is required for all LEAs.)**

**Response:** *Youth interested in continuing their education but unable to participate in a traditional school setting are advised of Florida Virtual School and/or Santa Rosa Online.*

*Home School and EdOption are also choices available for consideration.*

*Other options include charter school, district adult programs, community schools, Adult High School, and Pensacola State College.*

- e. 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. **(This item is required for all LEAs.)**

**Response:** *Students who have earned a GED are district's Workplace Education Department. This department provides annual career counseling days about skilled areas needed in the workplace and the training and preparation required to qualify for specific jobs.*

*The US Navy, local and state job representatives, and local employers are invited. State and federal grant information is provided to youth and parents. Teachers and support personnel dispense information concerning career counseling and post-school opportunities for students who have earned GEDs.*

- f. 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. **(This item is required for all LEAs.)**

**Response:** *The transition team coordinators will work with students and families who are moving from either correctional institutions or community day*

*program for neglected, delinquent, or at-risk children into the workplace.*

*The coordinators will provide back-to-school/preparation/employment information and assistance to students returning from a correctional institution or community day program for N&D or at-risk youth.*

---

g. 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. **(This item is required for all LEAs.)**

**Response:** *A transition team reviews and recommends transitional and other needed services to students who have chosen to take the GED. Such students may also be offered enrollment into an alternative school if needed and/or recommended.*

---

h. 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. **(This item is required for all LEAs.)**

**Response:** *The transition coordinators and their teams will work with youth returning from N&D sites and encourage them to return to a traditional school setting and/or a training center. The transition teams will set up post N&D at-risk conferences with students who are deemed ready to re-enter their community or traditional schools to discuss the importance of graduation, self-discipline, and the importance of preparing for a future through education.*

*Students will be given information about credit retrieval, adult education, the GED, and other programs that will lead to high school graduation or GED.*

---

i. Describe how credit retrieval programs will be implemented in correctional facilities or community day centers for neglected, delinquent, and at-risk children and youth. **(This item is required for all LEAs.)**

**Response:** *Non-applicable to this grant.*

*Funds will be used for targeting at-risk students enrolled in a traditional 9-12 public high school.*

---

---

**General Education Provisions Act**

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

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

**FLORIDA DEPARTMENT OF EDUCATION  
BUDGET DESCRIPTION FORM -  
Title I, Part D: Subpart II: Local Programs for Neglected and Delinquent 2013-  
2014**

A) NAME OF ELIGIBLE RECIPIENT: Santa Rosa County District School Board

B) Project Number (DOE USE ONLY): 570-2234A-4CD01

E) TAPS Number 14A027
-----------------------------

count	Activity	Function	Object	Account Title and Description	FTE	Amount
1	Educational Achievement/Credit Retrieval: Materials and supplies . Parent Involvement Materials for Milton High School's "Parents Plugged In" monthly meetings.	5100	510	<u>Supplies</u> Materials and supplies . Parent Involvement Materials for Milton High School's "Parents Plugged In" monthly meetings.	0.000	\$1,815.00
2	Educational Achievement/Credit Retrieval: Computer equipment<\$1000 supplemental research-based materials- for example: Nexus & tablet- 16 GB \$199 per unit	5100	644	<u>Computer Hardware Non-Capitalized</u> Computer equipment<\$1000 supplemental research-based materials- for example: Nexus & tablet- 16 GB \$199 per unit	0.000	\$10,700.00
3	Educational Achievement/Credit Retrieval: Computer software>\$1000 aligned to research- based instructional programs. Achieve 3000 - \$20,010	5100	691	<u>Computer Software Capitalized</u> Computer software>\$1000 aligned to research- based instructional programs. Achieve 3000- \$20,005	0.000	\$20,310.00
4	Educational Achievement/Credit Retrieval: Travel for staff to meetings and professional development activities	5200	331	Travel: in-County travel	0.000	\$1,100.00
5	Educational Achievement/Credit Retrieval: Out of county travel for parent involvement and/or at risk student conferences	6150	332	Out of county travel for parent involvement and/or at risk student conferences	0.000	\$1,100.00
6	Educational Achievement/Credit Retrieval: Food for parent involvement activities (as board approved)	6150	570	<u>Food</u> Food for parent involvement activities (as board approved)	0.000	\$1,700.00
Totals:					0.000	\$36,725.00

DOE 101