

**Clay**

**FLORIDA DEPARTMENT OF EDUCATION  
Project Application**

<b>Return to:</b>  Florida Department of Education Bureau of Grants Management Room 344 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496 SunCom: 205-0496	<b>A) Name and Address of Eligible Applicant:</b> Clay 900 WALNUT STREET GREEN COVE SPRINGS, FL 32043  <b>Florida 2006-2007 Consolidated Application for Selected NCLB Programs</b>	<b>DOE USE ONLY</b>  Date Received  <b>Budget/Project Period:</b> July 1, 2006 to June 30, 2007
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**B) LEA Applicant Contact Information**

<b>Name of Primary LEA Contact Person:</b> First Name: Alisa MI: Last Name: Jones	<b>Mailing Address:</b> Address 23 South Green Street City: Green Cove Springs State: FL Zip: 32073
Telephone Number (xxx-xxx-xxxx): 904-272-8100 Ext: 2612	SunCom Number (xxx-xxxx):
Fax Number (xxx-xxx-xxxx): 904-284-6532	E-mail Address: ajones@mail.clay.k12.fl.us

C) List of NCLB Programs	TAPS	D) Programs Selected	E) Preliminary Allocation	F) Approved Funding	G) Project Numbers
Title I, Part A – Basic	07A001	No			100-2127A-7CX01
Title I, Part C - Migrant	07A022	No			100-2177A-7CX01
Title I, Part D Subpart II – Local Neglected and Delinquent	07A027	No			100-2237A-7CX01
Title II, Part A – Teacher and Principal Training and Recruiting Fund	07A052	Yes	922,731.00 Roll forward: 261000		100-2247A-7CX01
Title II, Part D – Enhancing Education through Technology	07A056	Yes	27,322.26 Roll forward: 640		100-1217A-7CX01
Title III, Part A - Supplementary Instructional Support for English Language Learners	07C080	Yes	28,619.16		100-1027A-7CX01
Title IV, Part A – Safe and Drug Free Schools	07A071	Yes	93,766.14 Roll forward: 36000		100-1037A-7CX01
Title V, Part A – Innovative Programs	07A082	Yes	49,778.00 Roll forward: 0		100-1137A-7CX01
Title VI, Part B, Subpart 2 – Rural and Low Income	07A090	No			100-1107A-7CX01

**CERTIFICATION**

I (first name) David (last name) Owens 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.

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.

H) \_\_\_\_\_  
Signature of Agency Head

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## Florida 2006-07 Consolidated Application for Selected Federal Programs

### General Assurances

- 1. The LEA assures that the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property of each selected program to the extent required by the authorizing statutes [Section 9304(a)(2)(B)].
- 2. The LEA assures that the use of proper methods of administering each selected program includes the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation [Section 9304(a)(3)(A-C) & 9306(a)(93)(B)].
- 3. The LEA assures full cooperation in carrying out any evaluation of each selected program conducted by or for the state educational agency, the Secretary, or other federal officials [Section 9304(a)(4)].
- 4. The LEA assures that before this application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment [Section 9304(a)(7)].
- 5. The LEA assures that funds will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds [P.L. 107.110 applicable programs]. \*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 Controller's Office. **Program Specific Assurances -**

#### Title II part A

- The LEA assures that it will target funds to schools within the jurisdiction of the LEA that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified for school improvement under section 1116 (b) [Section 2122(b)(3)(A-C)].

## Clay

### Florida 2006-07 Consolidated Application for Selected Federal Programs

#### General Assurances

1. The LEA assures that the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property of each selected program to the extent required by the authorizing statutes [Section 9304(a)(2)(B)].

2. The LEA assures that the use of proper methods of administering each selected program includes the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation [Section 9304(a)(3)(A-C) & 9306(a)(93)(B)].

3. The LEA assures full cooperation in carrying out any evaluation of each selected program conducted by or for the state educational agency, the Secretary, or other federal officials [Section 9304(a)(4)].

4. The LEA assures that before this application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment [Section 9304(a)(7)].

5. The LEA assures that funds will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds [P.L. 107.110 applicable programs]. \*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 Controller's Office.

#### Program Specific Assurances -

##### Title III part A

The LEA assures that the needs of school systems of all sizes and in all geographic areas, including school systems with rural and urban schools is addressed.

The LEA assures that eligible entities will be of sufficient size and scope to allow such entities to carry out high-quality language instruction educational programs for limited English proficient children.

The LEA assures that an eligible entity receiving a subgrant under this subpart use the subgrant in ways that will build such recipient's capacity to continue to offer high-quality language instruction educational programs that assist limited English proficient children in meeting challenging State academic content and student academic achievement standards once assistance under this subpart is no longer available [Section 3113 (b)(3)(A-G)].

The LEA assures that no more than two percent (2%) will be expended on costs associated with administering this program [Section 3115(b)].

**Clay****Florida 2006-07 Consolidated Application for Selected Federal Programs****General Assurances**

1. The LEA assures that the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property of each selected program to the extent required by the authorizing statutes [Section 9304(a)(2)(B)].

2. The LEA assures that the use of proper methods of administering each selected program includes the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation [Section 9304(a)(3)(A-C) & 9306(a)(93)(B)].

3. The LEA assures full cooperation in carrying out any evaluation of each selected program conducted by or for the state educational agency, the Secretary, or other federal officials [Section 9304(a)(4)].

4. The LEA assures that before this application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment [Section 9304(a)(7)].

5. The LEA assures that funds will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds [P.L. 107.110 applicable programs]. \*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 Controller's Office.

**Program Specific Assurances -****Title IV part A**

The LEA assures that the activities or programs funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement [Section 4114 (d)(1)].

The LEA assures that drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

The LEA assures that the applicant has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes--

- A. appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students;
- B. security procedures at school and while students are on the way to and from school;
- C. prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments;
- D. a crisis management plan for responding to violent or traumatic incidents on school grounds; and
- E. a code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that--
  - i. allows a teacher to communicate effectively with all students in the class;
  - ii. allows all students in the class to learn;
  - iii. has consequences that are fair, and developmentally appropriate;
  - iv. considers the student and the circumstances of the situation; and
  - v. is enforced accordingly.

The LEA assures that the application and any waiver request under section 4115(a)(3) will be available for public review after submission of the application.

The LEA assures that no more than two percent (2%) will be expended on costs associated with administering this program [Section 3115(b)].

### **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>

## Needs Assessment & Consultation

**Participation of Eligible Children and Teachers in Private Schools:**  
 Provide a detailed plan of action for providing consultation for equitable services to eligible children and teachers in private schools within the local education agency(ies) service area.  
 For details, refer to URL: <http://www.ed.gov/policy/elsec/leg/esea02/pg111.html>.

**Response:** Prior to application, the LEA sent all nonpublic schools in Clay County a Private Education Services Intent to Participate form to be completed and returned to indicate participation or nonparticipation in federal projects. Any nonpublic school failing to complete and return the form was contacted by phone. Site visits were made to nonpublic schools indicating participation and formal guidance was given to provide project information, eligibility requirements, allowable activities, reporting requirements, allocation information, and complaint procedures. Ongoing consultations are then scheduled throughout implementation and assessment of projects.

**Briefly provide evidence of need for each of the selected NCLB programs (i.e.: Title I, Part A, Title I, Part C, Title I, Part D, Title I, Part F, Title II, Part A, Title II, Part D, Title III, Part A, Title IV, Part A, Title V, Part A, and/or Title VI, Part B, Subpart 2) that will be funded through this consolidated application. In the description, include reference to the method used to conduct the needs assessment for each of the NCLB programs included in the LEA's consolidated application. Summarize results and prioritize.**

Prioritize	(1) Selected Priority Problem (s)/ Populations Identified During Needs Assessment	(2) Performance Goal(s) Indicator	(3) Measurement Tool/Method	(4) Actual Outcomes from 2005 or Most Recent Results	(5) 2006-07 Performance Targets with Measurable Objectives	(6) Description of Scientifically Based Programs and Activities
1	At least 51% of the students in each subgroup will maintain or attain reading proficiency by scoring at or above a level 3 in Reading on the Florida Comprehensive Assessment Test (FCAT).	1.1,1.2	Florida Comprehensive Assessment Test (FCAT).	All subgroups score 51% or higher except LEP (23%) and Disabled (43%)	By June 2007, subgroups Limited English Proficiency and Students with Disabilities will increase reading achievement to meet state proficiency targets in reading. Fifty one percent (51%) of the students in each of these subgroups will score at or above a level 3 in Reading on the Florida Comprehensive Assessment Test (FCAT).	Provide professional development in scientifically based reading research practice by providing Best Teaching Practice Workshops, school and district based professional development training including reading endorsement and reference and research training, and model teaching provided by District Curriculum Specialists. Provide instructional materials that are tied to high academic standards.
2	At least 56% of the students in each subgroup will attain math proficiency by scoring at or above a level 3 in Math on the Florida	1.1,1.2	Florida Comprehensive Assessment Test (FCAT).	All subgroups score 56% or higher except Black (55%), Economically Disadvantaged (55%), LEP (34%) and	By June 2007, subgroups African American- %, Limited English Proficiency- % and Students with Disabilities- %) will increase math achievement to meet state proficiency targets in math. Fifty six percent (56%) of the students in	Provide professional development in scientifically based math research practice by providing Best Teaching Practice Workshops, school and district based professional development training, and model teaching





	Comprehensive Assessment Test (FCAT).			Disabled (44%)	each of these subgroups will score at or above a level 3 in Math on the Florida Comprehensive Assessment Test (FCAT).	provided by District Curriculum Specialists. Provide instructional materials that are tied to high academic standards.
3	The percentage of non- highly qualified teachers will decrease to 2% or less.	1.3	District reporting data	February 2006 data shows 8% of teachers are non-highly qualified.	By June 2007, there will be 2% or less non-highly qualified teachers.	Provide tuition and certification reimbursements to assist in decreasing the numbers of non-highly qualified teachers.
4	At least 95% of newly hired teachers and administrators will use data to improve student achievement	1.1,1.2,5.1,5.2	Staff development data, attitudinal suveys and data usage reports	87% of current teachers and administrators use data to improve student achievement.	By June 2007, 95% of new teachers and administrators hired for the 06-07 school year will use data to improve student achievement.	Provide professional development in scientifically based data analysis methods by providing school and district based professional development and assistance by district curriculum and technology integration specialists.
5	The number of anti-social behavior incidents and referrels for fighting will decrease.	4.1 District-derived: xx	Florida Schools Indicators Report, SESIR data, and local incident data	Based on the 2004 SESIR report, Clay County had 10.63 per 1000 incidents of fighting reported.	By June 2007, decrease by 10% the number of incidents of crime and violence and referrals for fighting among students K-12.	Initiate and implement proven-effective prevention strategies and early intervention activities at the school and district level.
6	Prevelance of alcohol and marijuana use among our youth is higher than the state average for both lifetime and past-30-day use.	4.2 District-derived: xx	Florida Youth Risk Behavior Survey, SESIR data and local incident data	2004 FYSAS data revealed that alcohol was the most commonly used drug with 35.1% of students grades 6-12 reporting past 30-day use and 12.4% of students grades 6-12 reporting past 30-day use of marijuana.	By June 2007, decrease by 10% past-30 day use of alcohol and marijuana use among 6th-12th grade students in our district.	Initiate and implement proven-effective prevention strategies and early intervention activlities at the school and district level.
7	All grade levels will increase the percentage of students scoring level 3 or higher in reading/language arts, math and science on the Florida Comprehensive Assessment	1.1,1.2	Florida Comprehensive Assessment Test scores and SAT10	Grade 3 - 85% R, 82%M; Gr 4 - 73%R, 74% M, 80%W; Gr 5 - 75%R, 62%M, 52%S; Gr 6 - 76%R, 63%M; Gr 7 - 70; Gr 8 - 70R, 63M;  Gr 8 - 52R, 66M, 83W, 38S; Gr 9 - 48R, 68M, Gr	By June 2007, each grade level will increase the percentage of students scoring 3 or higher by 7%.	Provide scientifically based professional development activities, mentoring, and modeling of best practices for all content teachers. Provide instructional materials that are tied to high



	Test.			10 - 33R, 73M, 80W, Gr 11 - 39S		academic standards.
8	Additional teachers are needed to staff classrooms with highly qualified teachers.	3.1,3.3	District reporting data	February 2006 data shows 8% of teachers are non-highly qualified.	During the 06-07 school year, the district will offer incentives to recruit qualified professionals from other fields, including highly qualified paraprofessionals.	Provide tuition reimbursement for staff members from other professions and highly qualified paraprofessionals.
9	Improve the quality of the teacher force and administrators.	1.1,1.2,3.2,5.1	District reporting data	78% of classroom teachers and administrators participated in professional development activities.	90% of teachers and administrators will participate in professional development activities that will be held during the 06-07 school year.	Provide scientifically based professional development to train principals and teachers in leadership, curriculum mapping, and integrating technology into the curriculum.
10	Strengthen parental and community involvement.	1.1,1.2,2.1,2.2,5.1	Attitudinal surveys and parental participation reports	Survey results indicate parents and the community regard involvement activities positively and desire technology-related activities as they related to parental and community involvement.	Technology related activities will be offered during the 06-07 school year.	Provide curriculum based technology activities to involve parents and community.

## Coordination of Programs & Participation

### Programs:

Describe how the services provided under the programs in this application are integrated with each other and coordinated with other programs funded under NCLB (i.e.: Title I, Part A, Title I, Part C, Title I, Part D, Title I, Part F, Title II, Part A, Title II, Part D, Title III, Part A, Title IV, Part A, Title V, Part A, and/or Title VI, Part B, Subpart 2

**Response:** Title II, Part A funds will be used to supplement Title I, Part A funds to provide ongoing in-service and professional development/training to assist teachers and paraprofessionals in grade K-12 in core academic subject areas (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts history, and geography) in meeting the requirements to become highly qualified. The target group will include any teacher or paraprofessional who has failed to meet the highly qualified status. Private schools that have requested Title I, Part A and Title II funds are offered professional development opportunities. Parent training opportunities are offered at the district and school level.

Title III, Part A funds in coordination with Title I, Part A funds will be used to supplement Instructional support for English Language Learners. Students are identified in need under one or both programs. An academic improvement system is in place to provide the student with all resources necessary to make academic gains.

Title IV, Part A funds are used to support Safe and Drug Free Schools. The School Improvement Plan is the mechanism used to combine funds with other funds including Title I, Part A to meet objectives for all programs.

Title V will supplement other entitlement funds to provide funding for innovative programs that improve student achievement.

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### Subgroups:

Describe how services will be coordinated for each of the following applicable student, staff and parent populations: migrant, homeless, limited English proficient, neglected and delinquent, youth at risk of dropping out, disabled, economically disadvantaged, early childhood, immigrant, paraprofessionals, teachers, and parents.

**Response:** Services for all student, staff, and parent population are congruent with purpose of ensuring all children have a fair, equal, and significant opportunity to reach proficiency on the Florida Comprehensive Assessment Test (FCAT) and achievement of academic standards. Bi-monthly articulation meetings are scheduled to assure services are meeting the educational needs of low-achieving students, structured to close any achievement gap between subgroups, providing parents, teachers, and paraprofessionals with materials and training to improve student achievement, and assuring that assessments, training, curriculum, instructional materials, and accountability support student achievement of state academic standards.

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### Participation:

Describe how the LEA will provide on-going consultation with the application participants throughout the project period.

**Response:** A network of communication is maintained allowing coordination of resources and funds to achieve program goals. 100% of collaborating participants will attend bi-monthly meetings of the District Curriculum Council to coordinate and integrate services to ensure increased program effectiveness and decrease the duplication or fragmentation of the instructional program. In addition to the supervisors of the collaborating participants, all schools are represented at the District Curriculum Council meetings.

State and Regional Technical Assistant Meetings will be used to provide training and coordination between all participants.

### **Reporting Outcomes:**

Describe the methods and processes that will be used to report student and program outcomes to parents and other district and school stakeholders. (Limit response to 2000 characters or about 400 words.)

**Response:** Outcomes will be reported via the local media, on web pages, via the educational access channel, and print mediums such as newsletters, brochures or flyers. District and school stakeholders will be informed during bi-monthly curriculum meetings, via email, newsletters, and other print mediums.

### **Coordination of Programs Dissemination**

Describe how information about this application will be disseminated and advocated to appropriate populations.

**Response:** Information will be disseminated at collaborative meetings, instructional staff meetings and via a community educational access channel and community connection website. Teachers and staff members will be notified of available activities by e-mail, postings, web pages, and the staff development management system. Additional information for parents will be made available in print, on web pages, and at meetings such as PFA meetings, Open Houses, etc.

### **Support for Reading/Strategic Imperatives**

Describe how the proposed consolidated application will incorporate reading initiatives and one or more of the Florida State Board of Education strategic imperatives. For more information please see [http://www.fldoe.org/meeting/2005\\_01\\_18/StratPlanDetails.pdf](http://www.fldoe.org/meeting/2005_01_18/StratPlanDetails.pdf)

**Response:** Florida's reading initiative will be supported by providing staff and training activities specified in the Clay County Add-On Reading Endorsement Plan, providing research based materials and training to target assistance to students who read at or below level 2 as documented on FCAT reading results, and implementing Just Read, Florida! activities with an emphasis on secondary levels.

Also supported will be the imperative to increase the number of highly effective teachers by providing financial assistance for tuition and certification fees, the imperative to set, align, and apply academic curricular standards through the establishment of a curriculum online system, the imperative to improve student rates of learning by funding such items as staff development and materials, and the imperative to improve the quality of instructional leadership through training.

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## Clay

### Supplementary Instructional Services to Increase English Proficiency of ELLs/LEP Students

Identify the district goals, objectives, and strategies for increasing the English proficiency of LEP students for the 2006-07 school year at the elementary, middle, and high school levels. Goals/objectives must include baseline data from the 2005-06 school year. Note: Description of how this project will incorporate reading initiatives must be included in this section.  
(Limit responses to 2,000 characters or about 325 words.)

**Guidance Note:** Districts with limited funds allocated under Title III, Part A, may choose to focus their supplementary instructional services to increase English proficiency for English language learners at a specific grade cluster. However, each text box must be completed. Therefore, if a district chooses, for instance to focus services at the high school level, the following statement must be inserted in the text boxes for elementary and middle: Due to limited resources provide by this project, will focus supplementary instructional services at the high school level. The same process would be used if the district were to choose to focus services at the elementary; then the above statement would be copied and inserted in the text boxes for middle and high school.

#### ELEMENTARY SCHOOL LEVEL

##### Goals:

**Response:** Improve student achievement in reading at Grove Park Elementary School due to limited funding.

##### Objectives:

**Response:** 51% or more of the ELL's will score Level 3 or above on the 2007 FCAT Reading portion of the Florida Comprehensive Assessment Test at Grove Park Elementary.

##### Strategies:

**Response:** Implementation of Ellis program which is research based and approved by Florida Center for Reading Research for increase English Language Proficiency. The program will be implemented by teachers of ELL's at Grove Park Elementary.

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#### MIDDLE SCHOOL LEVEL

##### Goals:

**Response:** Increase student achievement in reading for ELL's at Lakeside Junior high school and Green Cove Springs Jr. High due to limited funding.

##### Objectives:

**Response:** 51% or more of the ELL's will score Level 3 or above on the 2007 FCAT Reading portion of the Florida Comprehensive Assessment Test at Lakeside Junior High and Green Cove Springs, Jr. High.

##### Strategies:

**Response:** Implementation of Ellis program which is research based and approved by Florida Center for Reading Research for increase English Language Proficiency. The program will be implemented by teachers of ELL's at Lakeside Junior High School and Green Cove Springs Jr. High.

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#### HIGH SCHOOL LEVEL

##### Goals:

**Response:** Increase student achievement in reading for ELL's at Clay High School, Middleburg High School, Fleming Island High School, and Ridgeview High School.

##### Objectives:

**Response:** 51% or more of the ELL's will score Level 3 or above on the 2007 FCAT Reading

portion of the Florida Comprehensive Assessment Test at Clay High School, Middleburg High School, Fleming Island High School, and Ridgeview High School.

Strategies:

**Response:** Implementation of Ellis program which is research based and approved by Florida Center for Reading Research for increase English Language Proficiency. The program will be implemented by teachers of ELL's at Clay High School, Middleburg High School, Fleming Island High School, and Ridgeview High School.

**Clay District: Clay Gun-Free Schools Report**

School Level	School Name	# Students who brought/ possessed a Handgun	Type Handgun	# Students who brought/ possessed a Rifle/ Shotgun	Type Rifle/ Shotgun	# Students who brought/ possessed Other Firearm	Type of Other Firearm	All firearm Total	GunFree	# Modified Expulsions	# Expulsions Not Modified	# Non-Expulsions	# Non-Expulsions Explanation	# All. Placements among students w/ modified expulsions	# All. Placements among students w/ expulsions NOT MODIFIED	# Mods were for disabled students	# f k s w n d
	all schools								yes								
<b>Totals</b>		0		0		0		0									
		Handgun		Rifle		Other		total									



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## Clay

### Section V

### SDFS Program Activity Profile

**NCLB Requirement**

Programs funded by Title IV, Part A must be based on scientific research that provides evidence that the program will reduce violence and illegal drug use. A LEA may apply to the State for a waiver to allow innovative activities or programs that demonstrates substantial likelihood of success. This waiver process is addressed in Item 2.

Complete one Program Profile for **each** SDFS funded program you plan on implementing during the 2006-2007 year.

**District: Clay****1. Program Name: Too Good for Drugs and Violence**

Question 2 is not applicable for Proven Programs

**3. Type of Program**

- ATOD Prevention   
  Student Violence Prevention   
  Parent Involvement  
 School-wide Climate   
  Student Discipline   
  Other  
 If other, please specify:

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Questions 4, 5 and 6 are not part of the Consolidated Application.

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**7. Implementation Plan for this Program**

**7a.** In how many schools, in what grade(s) specifically, and during what time period or content area will the program be implemented? EXAMPLE

Number of Schools: 14

What grade(s): 7-12

Time period or content area: Night-time Family Education Program

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**7b.** Who will be responsible for delivering program activities and services directly to students? EXAMPLE

**Response:** Certified Addictions Prevention Professional and/or licensed trained professional in prevention education services.

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**7c.** How will personnel directly responsible for delivering program curriculum and activities be trained? EXAMPLE

**Response:** Training opportunity will be provided by a certified or experienced trainer in the proven program.

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**7d.** Has this program been implemented in your district in the past (regardless of funding source)? If so, provide a brief history describing the number of years implemented, program expansion, program sustainability, etc. EXAMPLE

yes  
If yes,

**Response:** Too Good for Drugs and Violence has been implemented as an alternative to suspension program for students in violation of the code of conduct during the past year. The program itself has been provided to secondary students with a code of conduct violation for the past 12 years utilizing a district developed program.

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7e. If program was used in past years (7d is yes),

Identify any **challenges** with program implementation that schools experienced; and, EXAMPLE

**Response:** A formal process for notifying school administrator of students and their parents who did not comply with the behavioral contract.

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Identify any **strategies** that will be used to improve program implementation for the 2006-2007 school year.

**Response:** Process for notifying school-based administrator for compliance of behavior contract.

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7f. What tracking forms (implementation checklist, report form, or other monitoring instrument) will be used to assess accountability of program implementation at the classroom level and at the school level? In the text box below, clearly provide the title of each instrument and state its purpose. In addition, upload a copy of each instrument as a Word file or PDF file.

1. **File previously uploaded, click here to view**

2.  
3.  
4.

**Response:** FEP Survey Eval. will be used to collect feedback from students/parents on the impact of program components, change in student attitude, and knowledge gained.

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7g. Who at the school level will be responsible for filling out the above tracking form(s)? EXAMPLE

**Response:** Facilitator of the program will administer and collect the feedback forms at the end of the six week program.

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7h. When will the above specified school-wide tracking form be turned in to the SDFS Coordinator? EXAMPLE

**Response:** Within two weeks of completion of each six-week program.

#### 8. Program Evaluation\*

Programs funded by Title IV, Part A funds must be evaluated periodically against locally-selected performance measures. Results will be used to refine, improve, and strengthen the program and will be made available to the public.

8a. If not already addressed in question 2c, please answer the following: Has this program been evaluated within your district in the past? If so, when (identify year)?

**yes** If yes, when: **2005-2006**

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8b. Do you intend to formally evaluate this program in the 2006-2007 school year? **yes**

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c. Will you use an outside evaluator? **yes**

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\*All program evaluation plans for the 2006-2007 school year will be due to Meena Harris, Program Manager/Coordinator of Research by September 30, 2006.

#### 9. Program Specific Objectives

Program performance measures should be directly related to the results of the program and linked to the district's established goals.

**Provide at least one program outcome objective that measures a change in student behavior or attitude.** (Program outcome objectives include performance measures that relate to reduced violence or drug-use, changing attitudes that are predictors of or precursors to youth drug abuse or violent behavior.) EXAMPLE

**Provide at least one program process (implementation) objective that measures fidelity of program**

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delivery. (Program process objectives should include performance measures that relate to the fidelity of program implementation.) EXAMPLE

Objectives for Too Good for Drugs and Violence								
count	Date	Target Population	Direction of Change	Amount of Change	Data Element	Baseline DataSource	Baseline Year	Baseline Statistic
1	06/30/2007	7th-12th grade students participating in TGFD&V program	decrease	10%	Favorable attitudes towards drug use	Pre Survey	2006-2007	Pretest score to be determined
2	06/30/2007	7th-12th grade students participating in TGFD&V program	decrease	10%	Number of discipline referrals that are drug or violence related	Discipline referral record	2006-2007	# of referrals prior to program

**District: Clay****1. Program Name: Too Good for Drugs**

Question 2 is not applicable for Proven Programs

**3. Type of Program**

- ATOD Prevention   
  Student Violence Prevention   
  Parent Involvement  
 School-wide Climate   
  Student Discipline   
  Other  
 If other, please specify:

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 Questions 4, 5 and 6 are not part of the Consolidated Application.
 

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**7. Implementation Plan for this Program**

**7a.** In how many schools, in what grade(s) specifically, and during what time period or content area will the program be implemented? EXAMPLE

Number of Schools: 7

What grade(s): 7-8

Time period or content area: Health

**7b.** Who will be responsible for delivering program activities and services directly to students? EXAMPLE

**Response:** Health Educators will provide the delivery of program activities in the 7th and/or 8th grade science classes at each Junior High School in the district.

**7c.** How will personnel directly responsible for delivering program curriculum and activities be trained? EXAMPLE

**Response:** Staff development training will be provided by a certified trainer.

**7d.** Has this program been implemented in your district in the past (regardless of funding source)? If so, provide a brief history describing the number of years implemented, program expansion, program sustainability, etc. EXAMPLE

**yes**  
If yes,

**Response:** The TGFED program at the Junior High School level has been implemented for the past two years. Due to an increase in the number of Junior High Schools in our district an additional Health Educator will be hired for the 2006-2007 school year. The Health Educator positions are supported by the district to provide prevention education above the required health components that are included in their science and health classes.

**7e.** If program was used in past years (7d is yes), identify any **challenges** with program implementation that schools experienced; and, EXAMPLE

**Response:** Scheduling of special education classes to include all students targeted to receive this resource program continues to be challenging due to the limited resources of time and instructors.

Identify any **strategies** that will be used to improve program implementation for the 2006-2007 school year.

**Response:** The hiring of an additional Health Educator will help to alleviate the challenge listed above.

**7f.** What tracking forms (implementation checklist, report form, or other monitoring instrument) will be used to 18

assess accountability of program implementation at the classroom level and at the school level? In the text box below, clearly provide the title of each instrument and state its purpose. In addition, upload a copy of each instrument as a Word file or PDF file.

1. **File previously uploaded, click here to view**
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- 4.

**Response:** Pre/Post surveys are used to provide feedback on attitudes towards drug use prior to the delivery of program lessons as compared to after the delivery of program lessons. Pre/Post tests are used to measure students' knowledge of the harmful effects of alcohol, tobacco and other drug use, as well as the skills taught in the TGF program.

7g. Who at the school level will be responsible for filling out the above tracking form(s)? **EXAMPLE**

**Response:** Each Health Educator delivering the program lessons will provide feedback on the implementation of the program and provide a program summary. Classroom science teachers will provide feedback on overall program effectiveness and quality of lessons delivered.

7h. When will the above specified school-wide tracking form be turned in to the SDFS Coordinator? **EXAMPLE**

**Response:** Forms and program evaluation will be submitted at the end of each semester.

**8. Program Evaluation\***

Programs funded by Title IV, Part A funds must be evaluated periodically against locally-selected performance measures. Results will be used to refine, improve, and strengthen the program and will be made available to the public.

8a. If not already addressed in question 2c, please answer the following: Has this program been evaluated within your district in the past? If so, when (identify year)?  
**yes** If yes, when: **2005-2006**

8b. Do you intend to formally evaluate this program in the 2006-2007 school year? **yes**

c. Will you use an outside evaluator? **yes**

\*All program evaluation plans for the 2006-2007 school year will be due to Meena Harris, Program Manager/Coordinator of Research by September 30, 2006.

**9. Program Specific Objectives**

Program performance measures should be directly related to the results of the program and linked to the district's established goals.

**Provide at least one program outcome objective that measures a change in student behavior or attitude.** (Program outcome objectives include performance measures that relate to reduced violence or drug-use, changing attitudes that are predictors of or precursors to youth drug abuse or violent behavior.) **EXAMPLE**

**Provide at least one program process (implementation) objective that measures fidelity of program delivery.** (Program process objectives should include performance measures that relate to the fidelity of program implementation.) **EXAMPLE**

Objectives for Too Good for Drugs								
count	Date	Target Population	Direction of Change	Amount of Change	Data Element	Baseline DataSource	Baseline Year	Baseline Statistic
1	06/30/2007	students in grades 7-8	Increase	10%	prosocial attitudes about the harmful	Pre/Post test student	2006-2007	Pre Test scores to be

					effects of ATOD's	surveys		announced
2	06/30/2007	teachers for grades 7-8 delivering the TGFD curriculum	maintain	0%	mean percentage of TGFD lessons delivered to each classroom	teacher lesson implementation report	2005-2006	100%



**District: Clay****1. Program Name: Project SUCCESS**

Question 2 is not applicable for Proven Programs

**3. Type of Program**

- ATOD Prevention   
  Student Violence Prevention   
  Parent Involvement  
 School-wide Climate   
  Student Discipline   
  Other  
 If other, please specify:

---

 Questions 4, 5 and 6 are not part of the Consolidated Application.
 

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**7. Implementation Plan for this Program**

**7a.** In how many schools, in what grade(s) specifically, and during what time period or content area will the program be implemented? EXAMPLE

Number of Schools: 11

What grade(s): 7th-12th grade students targeted to receive SAP services

Time period or content area: 45 minute session each week

**7b.** Who will be responsible for delivering program activities and services directly to students? EXAMPLE

**Response:** Student Assistance Counselors at each of the eleven Jr./Sr. High Schools

**7c.** How will personnel directly responsible for delivering program curriculum and activities be trained? EXAMPLE

**Response:** Counselors experienced in the delivery of the program components will provide training for new counselors. Additional training opportunities to increase knowledge and skill development on prevention strategies will be made available throughout the year through local and state level workshops/conferences.

**7d.** Has this program been implemented in your district in the past (regardless of funding source)? If so, provide a brief history describing the number of years implemented, program expansion, program sustainability, etc. EXAMPLE

**yes**

If yes,

**Response:** Project Success was implemented for the first time during the past year. We would like to expand the program to include use among all the high school counselors administering the Student Assistance Program and services.

**7e.** If program was used in past years (7d is yes),

Identify any **challenges** with program implementation that schools experienced; and, EXAMPLE

**Response:** Insufficient training

Time constraints

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 Identify any **strategies** that will be used to improve program implementation for the 2006-2007 school year.

**Response:** More training opportunities

Implementation plan submitted by counselors at each school prior to group sessions.

7f. What tracking forms (implementation checklist, report form, or other monitoring instrument) will be used to assess accountability of program implementation at the classroom level and at the school level? In the text box below, clearly provide the title of each instrument and state its purpose. In addition, upload a copy of each instrument as a Word file or PDF file.

- 1.
- 2.
- 3.
- 4.

**Response:** Data and information from the Clay SAP survey will be collected and organized into a comprehensive evaluation matrix that will allow the evaluation team to make judgments about the implementation of the program, the effectiveness of the program, and to analyze trends and patterns over the evaluation period.

7g. Who at the school level will be responsible for filling out the above tracking form(s)? EXAMPLE

**Response:** Student Assistance Counselor

7h. When will the above specified school-wide tracking form be turned in to the SDFS Coordinator? EXAMPLE

**Response:** At the end of each quarter/semester.

**8. Program Evaluation\***

Programs funded by Title IV, Part A funds must be evaluated periodically against locally-selected performance measures. Results will be used to refine, improve, and strengthen the program and will be made available to the public.

8a. If not already addressed in question 2c, please answer the following: Has this program been evaluated within your district in the past? If so, when (identify year)?

**yes** If yes, when: **2005-2006**

8b. Do you intend to formally evaluate this program in the 2006-2007 school year? **yes**

c. Will you use an outside evaluator? **yes**

\*All program evaluation plans for the 2006-2007 school year will be due to Meena Harris, Program Manager/Coordinator of Research by September 30, 2006.

**9. Program Specific Objectives**

Program performance measures should be directly related to the results of the program and linked to the district's established goals.

**Provide at least one program outcome objective that measures a change in student behavior or attitude.** (Program outcome objectives include performance measures that relate to reduced violence or drug-use, changing attitudes that are predictors of or precursors to youth drug abuse or violent behavior.) EXAMPLE

**Provide at least one program process (implementation) objective that measures fidelity of program delivery.** (Program process objectives should include performance measures that relate to the fidelity of program implementation.) EXAMPLE

Objectives for Project SUCCESS								
count	Date	Target Population	Direction of Change	Amount of Change	Data Element	Baseline DataSource	Baseline Year	Baseline Statistic
		7th-12 grade			prosocial attitudes about the	pre/post	2005-	Pre/post test score

1	06/30/2007	students participating in program	increase	10%	harmful effects of ATODs	student survey	2006	to be announced
2	06/30/2007	SAP counselors for grades 7-12 delivering the Project Success program	increase	100%	mean percentage of Project Success lessons delivered to each group session	SAP counselor implementation log	2006-2007	0%

**District: Clay**

1. Program Name: **Foundations for Safe and Civil Schools**

2. For a Promising Program: Provide the following information for all other programs not on this list.:

2a. Is this a district-developed or commercially-developed program? Commercially-Developed

2b. Provide:

A brief program description

**Response:** Foundations is a comprehensive multimedia program that guides schools through the process of designing a proactive and positive school-wide discipline plan. It helps a school staff develop and implement effective behavior management and motivation practices and behavior supports for all students.

The rationale for using this program

**Response:** We chose to continue to fund and implement the Safe and Civil Schools program in our district for the following reason:1)The Clay County School District has adopted the strategy of building school capacity; We believe that schools that implement school-wide systems of positive behavior support, define expectations, create lesson plans, teach behavioral expectations, acknowledge appropriate behaviors and correct behavioral errors proactively will in turn lead to increased academic success for each of the participating schools. We want to assist in funding the program during the 2nd year of implementation in order to continue to reach our goals within the cohort schools.

At least two primary scientifically-based research strategies implemented in this program (e.g. social skills training, mentoring, peer leaders, etc.). Include bibliographic citations from peer review articles published within the last 10 years for each strategy listed. (If you are unsure of what strategies to list, contact your program developer.)

**Response:** 1) School-Wide Discipline Approach:

[Sprague, Jeffrey. et al (2001) Translating Research into Effective Practice, The Effects of a Universal...Discipline and School Safety. Education and Treatment of Children, Vol. 24, 295-511.]

Sprick, R.S. Garrison, M., & Howard, L. M. (2002).

Foundations: Establishing positive discipline policies (Rev.ed.) Longmont, CO: Sopris West.

**3. Type of Program**

- ATOD Prevention     Student Violence Prevention     Parent Involvement  
 School-wide Climate     Student Discipline     Other  
 If other, please specify:

Questions 4, 5 and 6 are not part of the Consolidated Application.

**7. Implementation Plan for this Program**

7a. In how many schools, in what grade(s) specifically, and during what time period or content area will the program be implemented? EXAMPLE

Number of Schools: 10

What grade(s): K-12

Time period or content area: School Climate and Safety

7b. Who will be responsible for delivering program activities and services directly to students? EXAMPLE

**Response:** Administrators, teachers and staff at the 10 cohort schools implementing the Foundations Program.

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7c. How will personnel directly responsible for delivering program curriculum and activities be trained?  
EXAMPLE

**Response:** Consultant will provide training for all ten cohort teams at a minimum of four times (2 days each) throughout the school year.

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7d. Has this program been implemented in your district in the past (regardless of funding source)? If so, provide a brief history describing the number of years implemented, program expansion, program sustainability, etc. EXAMPLE

**yes**  
If yes,

**Response:** First year of team training occurred during the 2005-2006 school year. Teams trained during the previous school year were pleased with the implementation plan developed by the cohort schools and the feedback from the trainings by the team members along with the strategies learned as a result of the trainings. The district has made a commitment to continue the program for the 10 cohort schools during the 2006-2007 school year and expand to include 10 additional schools during the 2007-2008 year.

---

7e. If program was used in past years (7d is yes),  
Identify any **challenges** with program implementation that schools experienced; and, EXAMPLE

**Response:** Change in team leadership.

Identifying and restructuring common area settings.

By-in from all faculty and staff.

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Identify any **strategies** that will be used to improve program implementation for the 2006-2007 school year.

**Response:** Training of staff to proactively and positively supervise common areas.

Continue with team motivation and development training opportunities to keep the momentum at its peak.

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7f. What tracking forms (implementation checklist, report form, or other monitoring instrument) will be used to assess accountability of program implementation at the classroom level and at the school level? In the text box below, clearly provide the title of each instrument and state its purpose. In addition, upload a copy of each instrument as a Word file or PDF file.

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- 4.

**Response:** Student/Staff surveys to identify school climate and safety issues.

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7g. Who at the school level will be responsible for filling out the above tracking form(s)? EXAMPLE

**Response:** Students and staff

7h. When will the above specified school-wide tracking form be turned in to the SDFS Coordinator?  
**EXAMPLE**

**Response:** At the end of the 2006-2007 school year when needs assessment at each school level has been identified and school-wide discipline data has been collected.

**8. Program Evaluation\***

Programs funded by Title IV, Part A funds must be evaluated periodically against locally-selected performance measures. Results will be used to refine, improve, and strengthen the program and will be made available to the public.

8a. If not already addressed in question 2c, please answer the following: Has this program been evaluated within your district in the past? If so, when (identify year)?

no If yes, when:

8b. Do you intend to formally evaluate this program in the 2006-2007 school year? **yes**

c. Will you use an outside evaluator? **yes**

\*All program evaluation plans for the 2006-2007 school year will be due to Meena Harris, Program Manager/Coordinator of Research by September 30, 2006.

**9. Program Specific Objectives**

Program performance measures should be directly related to the results of the program and linked to the district's established goals.

**Provide at least one program outcome objective that measures a change in student behavior or attitude.** (Program outcome objectives include performance measures that relate to reduced violence or drug-use, changing attitudes that are predictors of or precursors to youth drug abuse or violent behavior.)  
**EXAMPLE**

**Provide at least one program process (implementation) objective that measures fidelity of program delivery.** (Program process objectives should include performance measures that relate to the fidelity of program implementation.) **EXAMPLE**

Objectives for Foundations for Safe and Civil Schools								
count	Date	Target Population	Direction of Change	Amount of Change	Data Element	Baseline DataSource	Baseline Year	Baseline Statistic
1	06/30/2007	Students in grades K-12 at participating schools	decrease	50%	Number of Discipline referrals resulting in Out of School Suspensions	District Discipline Summary Records	2005-2006	1069 (Total # of discipline referrals)
2	06/30/2007	Students in grades K-12 at participating schools	decrease	10%	Incidents of Crime and Violence	Florida School Indicators Report	2004-2005	465 (Total # for the 10 cohort schools)
3	06/30/2007	Faculty and Administrators trained in the Foundations program	maintain	0%	Team member participants	Roster of team members trained	2005-2006	5 members per team at each of the 10 cohort schools



Clay

**FLORIDA DEPARTMENT OF EDUCATION  
BUDGET DESCRIPTION FORM**

A. NAME OF THE NCLB PROGRAM: Title II, Part A – Teacher and Principal Training and Recruiting Fund

B. NAME OF ELIGIBLE RECIPIENT: Clay

C. Project Number (DOE USE ONLY): 100-2247A-7CX01

TAPS Number 07A052
-----------------------

(1) Function	(2) Object	(3) Description	(4) FTE	(5) Amount
6150	391	Community Involvement printing	0.000	956.93
6150	510	Community Involvement materials and supplies	0.000	1,000.00
6400	120	Stipends	0.000	103,500.00
6400	130	Salaries - specialists and facilitators	4.000	230,000.00
6400	140	Subs	0.000	290,900.28
6400	150	Stipends - paraprofessionals	0.000	7,000.00
6400	210	Retirement	0.000	19,178.00
6400	220	Social Security	0.000	19,584.00
6400	230	Insurance	0.000	12,595.40
6400	240	Worker's Comp	0.000	300.00
6400	330	Conferences, registration fees - reading competencies	0.000	46,609.87
6400	390	Other purchased services	0.000	180,800.88
6400	391	Printing	0.000	1,500.00
6400	510	Supplies, materials	0.000	36,802.50
6400	590	Other materials, supplies	0.000	12,996.50
6400	642	Training Equipment	0.000	54,324.00
6400	643	Computer hardware	0.000	13,786.00
6400	692	Software	0.000	444.76
6400	730	Tuition reimbursement	0.000	40,000.00
7200	790	Indirect cost	0.000	38,832.00
			<b>TOTAL:</b>	<b>1,111,111.12</b>

DOE 101



John L. Winn, Commissioner

Clay

**FLORIDA DEPARTMENT OF EDUCATION  
BUDGET DESCRIPTION FORM**

A. NAME OF THE NCLB PROGRAM: Title II, Part D – Enhancing Education through Technology

B. NAME OF ELIGIBLE RECIPIENT: Clay

C. Project Number (DOE USE ONLY): 100-1217A-7CX01

TAPS Number 07A056
-----------------------

(1) Function	(2) Object	(3) Description	(4) FTE	(5) Amount
6300	330	Travel - meetings, conference	0.000	3,960.00
6400	120	Stipends - trainings	0.000	1,000.00
6400	130	Stipends, Trainers - trainings	0.000	14,129.00
6400	140	Subs - trainings	0.000	850.00
6400	220	S. Security	0.000	1,452.00
6400	240	W. Comp	0.000	190.00
6400	390	Other purchased services	0.000	1,200.00
6400	643	Computer hardware - Microsoft peer coaching initiative	0.000	3,840.00
6400	691	Software - inspiration	0.000	1,200.00
7200	790	Indirect cost	0.000	141.26
			<b>TOTAL:</b>	27,962.26

DOE 101



John L. Winn, Commissioner

Clay

**FLORIDA DEPARTMENT OF EDUCATION  
BUDGET DESCRIPTION FORM**

A. NAME OF THE NCLB PROGRAM: Title III, Part A - Supplementary Instructional Support for English Language Learners

B. NAME OF ELIGIBLE RECIPIENT: Clay

C. Project Number (DOE USE ONLY): 100-1027A-7CX01

TAPS Number 07C080
-----------------------

(1) Function	(2) Object	(3) Description	(4) FTE	(5) Amount
5100	390	Other purchased services - training for new software purchases, materials as needed to enhance instruction of LEP/Immigrant students in reading, math, writing, and science.	0.000	4,000.00
5100	510	Supplies	0.000	1,000.00
5100	622	Non-Capitalized AV materials	0.000	100.00
5100	643	Capitalized Computer Hardware & Accessories	0.000	596.78
5100	691	Capitalized software - Ellis which is research-based & approved by Reading First and proven to increase the acquisition of the English language	0.000	14,000.00
5100	692	Non-capitalized software - Rosetta Stone which is research-based and proven to increase the acquisition of the English language	0.000	5,000.00
6150	150	Aides to provide interpretative services during parent training meetings.	0.000	200.00
6150	210	retirement benefits for aides	0.000	30.00
6150	220	social security for aides	0.000	15.00
6150	240	workman`s compensation for aides	0.000	5.00
6150	510	Supplies/materials provided to parents of LEP/Immigrant students to improve achievement in reading, math, writing, and science.	0.000	2,000.00
6400	140	substitutes for teachers to attend training on newly purchased software, educational materials	0.000	500.00
6400	330	Travel to attend ESOL/FABES conferences and TESOL conferences	0.000	600.00
7200	790	Indirect Cost (2%)	0.000	572.38
			<b>TOTAL:</b>	<b>28,619.16</b>

DOE 101



John L. Winn, Commissioner

Clay

**FLORIDA DEPARTMENT OF EDUCATION  
BUDGET DESCRIPTION FORM**

A. NAME OF THE NCLB PROGRAM: Title IV, Part A – Safe and Drug Free Schools

B. NAME OF ELIGIBLE RECIPIENT: Clay

C. Project Number (DOE USE ONLY): 100-1037A-7CX01

TAPS Number 07A071
-----------------------

(1) Function	(2) Object	(3) Description	(4) FTE	(5) Amount
6100	120	Salaries-Facilitators to deliver TGFD&V as an alternative to suspension program. 2 Facilitators @ \$40/hour x 2hours per week x 6 weeks x 6 sessions = \$5,760	0.000	5,760.00
6100	210	Retirement @ 7.83% of \$5760	0.000	451.00
6100	220	Social Security @ 7.65% of \$5760	0.000	441.00
6100	310	Contracted Services  CBHC to provide student assistance program counselors to administer Project Success and/or Too Good For Drugs curriculum at eleven (11) Jr./Sr. High Schools throughout the district = \$45,000  Seaside Health Service Inc. to deliver adventure based counseling for at-risk students as a component of the Project Success student assistance program model at two Jr. High Schools. \$185/session x 4 sessions x 24 weeks = \$17,760  Evaluator to perform thorough evaluation of program effectiveness and program implementation as set forth in the evaluation plan = \$10,000  Speakers on ATOD and violence issues at participating schools. 7 schools x \$700/school=\$4900	0.000	77,660.00
6100	390	Other purchased services - SDFS calendar printing providing students, parents and families with awareness of ATOD and violence prevention strategies. = \$1000  Printing - SDFS related prevention materials and Helping Hand newsletter for substance abuse and violence prevention awareness = \$900	0.000	1,900.00
6100	510	Supplies - Curriculum materials, training manuals and supplies for Too Good for Drugs and Safe & Civil Schools (Foundations & CHAMPS program). CHAMPS books - \$40/book x 190 books = \$7,600  Supplies for TGFD program - 2972 books x \$.60/book =\$1783  Helping Hand newsletter subscription for parents and staff @\$600  Guidance and curriculum materials for all schools, including private schools participating in Title IV services, for bullying prevention, conflict resolution, substance abuse prevention, and character education. \$400/school x 40 schools = \$16,000	0.000	25,983.00
6100	622	Non Capital AV - Audio visuals to support deliver of ATOD programs	0.000	800.00
6100	642	Non-Capitalized furniture - storage cabinet, rolling utility carts and teacher desk to support program	0.000	521.00
6100	643	Capitalized Computer Hardware- laptop	0.000	1,400.00
6400	310	Professional/Technical Services - ATOD and violence prevention curricula. 2 days training @ \$1,000/day = \$2,500	0.000	2,000.00

		Travel -		
		Annual SDFS Coordinators Meeting - Total \$589.50		
		Annual Statewide Prevention Conference (Registration, lodging, meals, and mileage for 5 people) Total - \$5,665.50		
6400	330	SDFS Regional Technical Assistance Grantwriting Workshop - Total \$604.50	0.000	10,375.00
		Statewide Drug Summit - Total \$566.50		
		National Student Assistance Conference - (Registration, travel, lodging, and meals for 2 participants) Total \$2059.00		
		Local Travel - 200 miles per month @ \$.445/mile x 10 months = \$890		
7200	790	Indirect Costs @ 2%	0.000	2,475.14
			<b>TOTAL:</b>	<b>129,766.14</b>

DOE 101



John L. Winn, Commissioner

Clay

**FLORIDA DEPARTMENT OF EDUCATION  
BUDGET DESCRIPTION FORM**

A. NAME OF THE NCLB PROGRAM: Title V, Part A – Innovative Programs

B. NAME OF ELIGIBLE RECIPIENT: Clay

C. Project Number (DOE USE ONLY): 100-1137A-7CX01

TAPS Number 07A082
-----------------------

(1) Function	(2) Object	(3) Description	(4) FTE	(5) Amount
5100	360	Online services - ESOL	0.000	1,000.00
5100	390	Other purchased services	0.000	300.00
5100	510	Supplies including ESOL	0.000	3,502.00
5100	692	Software	0.000	88.00
6100	360	Online services - St. services	0.000	2,525.00
6200	360	ETV consortium fees	0.000	8,000.00
6200	530	Online databases	0.000	24,000.00
6200	612	Library books	0.000	2,219.54
6200	642	Equipment	0.000	4,167.46
6200	643	Computer hardware	0.000	1,965.42
6200	692	Software	0.000	20.00
6300	330	Travel - meetings, conference	0.000	575.00
7200	790	Indirect cost	0.000	1,415.58
			<b>TOTAL:</b>	<b>49,778.00</b>

DOE 101



John L. Winn, Commissioner