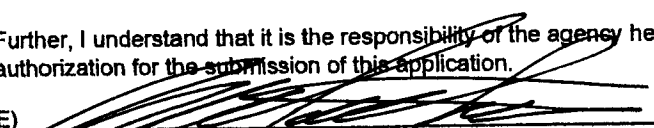


**2009-2010 Title X, Part C
Education of Homeless Children and Youth Project
American Recovery and Reinvestment Act (ARRA)**

DOE 100A

**FLORIDA DEPARTMENT OF EDUCATION
Project Application**

TAPS Number 10AR95

Return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: Title X, Part C Education of Homeless Children and Youth Project American Recovery and Reinvestment Act	<i>DOE USE ONLY</i> Date Received
B) Name and Address of Eligible Applicant: Clay 900 WALNUT ST GREEN COVE SPRINGS, FL 32043		Project Number (DOE Assigned) 1270S-0CY01
C) Total Funds Requested : \$68,496.00		
DOE USE ONLY Total Approved Project: \$		
D) Applicant Contact Information		
Contact Name: First Name: Lyle MI: Last Name: Bandy	Mailing Address: 900 WALNUT ST City: GREEN COVE SPRINGS State: FL Zip: 32043	
Telephone Number: 904-284-6511		Ext:
Fax Number: 904-529-2170	E-mail Address: lbandy@mail.clay.k12.fl.us	
CERTIFICATION		
I (first name) Ben (last name) Wortham 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.		
E)  Signature of Agency Head		

Save



**Florida Department of Education
General Assurances for Participation in Federal and State Programs**

Authority for Data Collection: 20 USC 1232(e).

Planned Use of Data: The requirements established in United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232(e), stipulate that "[e]ach local education agency which participates in an applicable program under which federal funds are made available to such agency through a state agency shall submit, to such an agency, a general application containing the assurances set forth in subsection (b)." The application shall cover the participation by the local education agency in all federal programs administered by the U.S. Department of Education.

Instructions: These general assurances will be in effect for the duration of participation in federal and state programs or until such time as the requirements change. The Superintendent or other authorized officer must sign the certification and return it to the address below. Payment for project awards and contracts cannot be made by this agency until the general application is received. For further information, contact the Florida Department of Education, Comptroller's Office, at (850) 245-0401, Suncom 205-0401.

Certification:

I, the undersigned authorized official for the named agency of the State of Florida, hereby apply for participation in federally funded and state funded education programs.

School District of Clay County	District 10	Sonya Findley, Director of Finance
Typed Agency Name	Agency Number	Typed Name and Title of Authorized Official (Agency Head)

I certify that the agency will adhere to each of the assurances contained in this set of General Assurances for Participation in Federal and State Programs as applicable to the project(s) for which this agency is responsible..

<i>Sonya Findley</i>	09/21/2005	904 284 6400 ext 2608
Signature (must be original)	Date	Area Code / Telephone Number

Return original to:

Florida Department of Education
Comptroller's Office
Room 914
Turlington Building
325 West Gaines Street
Tallahassee, Florida 32399-0400

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

A. NAME OF THE NCLB PROGRAM: Title X, Part C - Education of Homeless Children and Youth Project
 B. NAME OF ELIGIBLE RECIPIENT: Clay
 C. Project Number (DOE USE ONLY): 1270S-0CY01

TAPS Number
10AR95

AARA Assur. Code	AARA Prin. Code	AARA Strat. Code	School District Based	Activity	Function	Object	Account Title and Description	FTE Pos. Code	FTE Saved	FTE Created	FTE Cont.	Amount
N/A	B1	N/A	D	Tutoring	5100	120	<u>Classroom Teachers</u> Tutoring Services to help prepare unaccompanied youth in standardized test taking, SAT/ACT preparation	51071	0.000	0.000	1.000	5000.00
N/A	N/A	N/A	D	Retirement	5100	210	<u>Retirement</u> Retirement		0.000	0.000	0.000	493.00
N/A	N/A	N/A	D	Social Security	5100	220	<u>Social Security</u> Social Security		0.000	0.000	0.000	383.00
N/A	N/A	N/A	D	Supplies	5100	510	<u>Supplies</u> Supplies needed for Pre-K needs in addition to the special needs of unaccompanied youth to help ensure academic success and growth		0.000	0.000	0.000	4500.00
N/A	N/A	N/A	D	Certified Salary	6100	100	<u>Salaries</u> Co- Coordinators salary during the non-school calendar year. Coordinators oversee the implementation of the program and assure needs of students are met		0.000	0.000	0.000	8000.00
N/A	A	5	D	Contracted Services	6100	160	<u>Other Support Personnel</u> Program Outreach Worker- assist in the implementation of Project REACH with a primary focus on Pre-K and		0.000	0.000	0.000	37000.00

							unaccompanied youth				
N/A	N/A	N/A	D	Retirement	6100	210	<u>Retirement</u> retirement	0.000	0.000	0.000	788.00
N/A	N/A	N/A	D	Social Security	6100	220	<u>Social Security</u> social security	0.000	0.000	0.000	612.00
N/A	N/A	N/A	D	Travel	6100	330	<u>Travel</u> Reimbursement for Outreach Worker for travel/mileage	0.000	0.000	0.000	4500.00
N/A	N/A	N/A	D	Communication	6100	370	<u>Communications</u> Cell phone for Outreach Worker	0.000	0.000	0.000	1000.00
N/A	N/A	N/A	D	Postage	6100	370	<u>Communications</u> Outreach Worker will provide mailings parents of all eligible students to include academic material and parental support	0.000	0.000	0.000	1006.00
N/A	N/A	N/A	D	Educational Testing	6100	390	<u>Other</u> <u>Purchased</u> <u>Services</u> Program will reimburse for academic standardized testing for unaccompanied youth, ie, SAT/ACT	0.000	0.000	0.000	2000.00
N/A	N/A	N/A	D	Travel	6400	330	<u>Travel</u> Outreach Worker will attend required conferences which pertain to the services towards Pre-K and unaccompanied youth	0.000	0.000	0.000	1000.00
N/A	N/A	N/A	D	Indirect Cost	7200	790	<u>Miscellaneous</u> <u>Expenses</u> Indirect Cost	0.000	0.000	0.000	2214.00

Total: \$68,496



Dr. Eric J. Smith, Commissioner

DOE 101-R
Created 3/09

Assurances:

The Florida Department of Education developed and implemented a document entitled General Terms, Assurances and Conditions for Participation in Federal and State Programs, to comply with:

- 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires Local Educational Agencies (LEAs) to submit a common assurance for participation in federal programs funded by the U.S. Department of Education (USDOE);
- Applicable regulations of other federal agencies; and
- State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, applicants must have on file with the Florida Department of Education, Office of the Comptroller, and a signed statement by the agency head certifying applicant's 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>.

Title X, Part C, ARRA

Please click on the following assurances to comply.

- Only use funds to meet the intents and purposes of The American Recovery and Reinvestment Act of 2009 as it pertains to the education of homeless children and youth.
- Spend funds quickly, consistent with NCLB's reporting and accountability requirements, to help drive the nation's economic recovery.
- Improve student achievement through school improvement and reform and help close the achievement gap by:
 - Making progress toward rigorous college- and career-ready standards and high-quality assessments;
 - Establishing pre-K to college and career data systems that track progress and foster continuous improvement;
 - Improving teacher effectiveness and the equitable distribution of qualified teachers; and
 - Providing intensive support and effective interventions for the lowest-performing schools.
- Ensure transparency, reporting, and accountability to accurately measure and track funds and publicly report on how funds are used.
- Invest ARRA funds thoughtfully in ways that do not result in unsustainable continuing commitments after the funding expires.

Program Specific Assurances - Title X, Part C – Education of Homeless Children and Youth

Please click on the following assurances to comply. In order to receive funding, the applicant (LEA) also must assure that:

- Each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
- Homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
- It will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
- It will not separate homeless students from the mainstream school environment or segregate homeless students in a separate school, or in a separate program within a school, based on such students' status as homeless.
- Homeless children and youth have access to the education and other services that they need in order to meet the same challenging state student academic achievement standards to which all

students are held.

- Its combined fiscal effort per student, or the aggregate expenditures of the LEA and the state with respect to the provisions of free public education by the LEA for the fiscal year preceding the fiscal year for which the determination is made, was not less than 90 percent of such combined fiscal effort or aggregate expenditures for the second fiscal year preceding the fiscal year for which the determination is made (unless the state receives a waiver).
- It complies with, or will use requested funds to comply with, paragraphs (3) through (7) of section 722 (g) of the McKinney-Vento Act.
- It will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless.
- It will designate an appropriate staff person, who may also be a coordinator for other federal programs, as a local educational agency liaison for homeless children and youths, to carry out the duties described in paragraph (6)(A).
- It will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin, as determined in the McKinney-Vento Act.
- If the homeless student's living arrangement in the area served by the LEA of origin terminates and the student, though continuing his or her education in the school of origin, begins living in an area served by another LEA, the LEA of origin and the LEA in which the homeless student is living shall agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.

School Districts, Community Colleges, Universities, and State Agencies

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

Narrative Components and Scoring Criteria

- The **Instructions** describe what the applicant is to include in each Narrative Component.
- Following the **Instructions**, within each Narrative Component, are Criteria. These are the bulleted, italicized statements used by proposal reviewers to assess and score each Narrative Component.
- **The standard scoring Criteria are based on a 100 point scale, with a minimum score of 70 points required for an application to be considered eligible for funding.**

NARRATIVE SECTION

1. Project Abstract or Summary

Instructions

Provide a brief summary of the proposed project including general purpose and specific needs and goals and project design. (each limited to 4,000 characters, or about 1 page.).

Criteria

- The proposed project summary includes clearly aligned general purpose, needs, specific goals, and brief project design.
- It is clear that the proposed project aligns with the intended Funding Purpose/Priorities.

Year 1:

Project R.E.A.C.H. Kids strives to enhance student achievement by removing barriers to education and providing tutoring and parent involvement activities to enable students to meet the state student performance standards. The Project serves as a resource within its school district to utilize information and to collaborate efforts which benefit homeless students to ensure a free and appropriate education. Project R.E.A.C.H. Kids assesses the needs of each eligible student to determine service implementation. Project REACH focuses on the implementation of McKinney-Vento in the expedition of educational services to include enrollment, free meals, and transportation to school of origin. This includes the guidance of immediate enrollment when documentation is lacking.

Project REACH Kids uses an ACCESS program specifically designed to track and monitor identified students. Program staff works closely with the district MIS staff to ensure the accountability of the identification process, to begin to track average daily attendance, and to track FCAT data between the homeless vs. the non-homeless student.

Project REACH Kids utilizes grant and Title 1 Set-Aside funds to implement an individual tutoring education and parent education program. This includes both students in the community as well as in our local domestic violence shelter. These students will receive tutoring through State Certified teachers currently employed by the Clay County School Board.

Project REACH continues to explore collaboration opportunities within the community. This includes working closely with the county Health Department, the Department of Children & Families and other local community agencies.

Project REACH identified 9 pre-k students and 27 unaccompanied youth. This represents less than .5% of our overall 786 identified students during the 2008/09 school year. Due to this low percentage, Project REACH plans to utilize American Recovery and Reinvestment Act (ARRA) funding to increase the identification and service delivery to these students. Additionally, Project REACH identified 158 students receiving ESE services. This represents 20% of our identified population. An Outreach Worker will be responsible to seek out community outreach opportunities to increase program awareness, to meet with secondary schools to assist with the identification of unaccompanied youth, and develop resources specific to the needs of identified pre-k and unaccompanied youth. Services will also include expedited assistance for ESE evaluations as outlined under McKinney-Vento. There will be a focus on identifying eligible pre-k students and meeting with unaccompanied youth to provide services to meet their unique needs. Expedited evaluation services will be conducted by Outreach Worker to ensure this need is met. This Outreach Worker will work closely with our Program Advocate and two program Co-Coordinators to ensure program service delivery is met.

2. Project Need

Instructions:

Describe the need for the proposed project and provide supporting data as evidence.

Criteria

- The magnitude or severity of the problem is evident, compelling, and clearly linked to the outcome(s) of the proposed project.
- The magnitude of the need for the services to be provided or the activities to be carried out is apparent.
- It is evident that the proposed project is focused on those with greatest needs.
- The need for the proposed project is strongly justified through supportive data.

A. Needs Identification

1) Describe Needs Identified Process

Describe the process the applicant used to identify educational and other needs related to the enrollment, attendance, and academic success of homeless students in the LEA.

Process:

Response: In the first grant year, (2000) Project REACH, 60 students were identified for services. During the 2008/09 school year, Project REACH identified 786 homeless students eligible for services. With the current economy, job loss, depleting funds for social services organization, and recent home foreclosures, our numbers have increased dramatically. This increase is also due to our ability to focus on the identification of eligible students via trainings with local school staff, district school staff, individual department trainings, and training within the community service arena. Through these trainings, the rights offered under the McKinney-Vento act have been conveyed as well as implementation within our district. Through this process, McKinney-Vento requirements such as expedited enrollment, free meals, and transportation to school of origin guidelines have been initiated. Of the 786 students identified, 27 were unaccompanied youth and 9 were pre-k students. This total denotes .5% of our overall identified population. Additionally, 158 students were identified as receiving ESE services, this represents 20% of our identified total. These are two areas Project REACH would like to expand our service delivery to further meet the guidelines as set by McKinney-Vento.

Our Program Advocate meets individually with each school records department to inform and train on McKinney-Vento rights and our identification process. Once students are deemed eligible, a referral is sent immediately to the school social worker who will assess for case management. The referral is sent to Project REACH office where free meals are submitted daily. Our Program Advocate will call each family directly to determine academic needs, including supplies, backpacks, and tutoring. They are also alerted about other services available under Project REACH, ie., medical, dental, field trips, etc. As a follow up, Project REACH brochure and McKinney-Vento literature is sent out to each family. Parent education through quarterly mailings of educational materials and through individual meetings with parents of tutored students.

Project REACH plans to implement the position of Outreach Worker to assist with the identification and service delivery to unaccompanied youth, pre-k students, and in the area of expedited evaluations for ESE services. This Outreach Worker will participate in school trainings, outreach events, and individual meetings with unaccompanied youth and pre-k families to coordinate service delivery. In addition, in accordance with McKinney-Vento The Outreach Worker will meet with families to ensure expedited evaluations for ESE services. The Outreach Worker will work directly with the Project Advocate for individual school trainings and work collaboratively with community organizations in the area of community outreach events. Additionally, the Outreach Worker will work in conjunction with the Project Co-Coordinator to ensure grant compliance.

Summary of Needs Identified by Process:**Response:** Needs identified by process: (in the 2008/09 school year)

786 Referrals for community assistance

30 Transportation requests submitted and approved.

71 Students receiving individual tutoring.

110 hours of tutoring provided at domestic violence shelter.

786 Identified Students referred for free meals.

6 Medical/Dental Referrals.

27 referrals for field trip funding requested

550 Backpacks/supplies given during supply days and throughout the school year.

150 homeless families attending community awareness events.

27 Unaccompanied youth identified

158 Identified as receiving ESE services

9 Pre-k students identified

2) Needs Identified:

Clearly identify the needs that will be addressed in this application. Applicants must include information on the identified need/required focus and target population, baseline data, data source, performance goal, and anticipated outcomes for 2009-2010.

At a minimum, eligible applicants who have identified less than 40 homeless students must address identification in their needs assessment. Applicants with 40 or more identified students may, but are not required to, address this need.

Applicants who have applied for the competitive Title X, Part C Education for Homeless Children and Youth Project grant may add activities, indicators, and deliverables to enhance those needs, goals, objectives, and outcomes they have already identified in the competitive grant.

Applicants are encouraged to identify coordination and collaboration needs that are ARRA specific; for example, collaborating use of ARRA funds with other programs in the LEA to serve homeless children and youth in the LEA.

2) Needs Identified:

Identified Need/Required Focus and Target Population: There is a need to increase the identification of pre-k students. During the 2008/09 school year, 9 pre-k students were identified. This represents only .1% of our identified total.

Baseline Data: Project REACH ACCESS YTD report identified 9 pre-k students.

Data Source: Project REACH Access Program

Goal Area: 2. Access to Free, Appropriate Public Education: To ensure that each homeless child and youth has equal access to the same free, appropriate public education, including preschool education, as provided to other children and youth

McKinney-Vento Standard: 3. All children in homeless situations are identified.

Performance Goal: To increase the number of pre-k students who are eligible for homeless education services. To provide trainings to district VPK providers on identification.

Anticipated Outcomes: By the end of the American Recovery and Reinvestment Act funding period, all Clay County School District funded VPK programs will be provided training on Project REACH and the identification of homeless students. The number of pre-k identified will increase by 30%.

Identified Need/Required Focus and Target Population: There is a need to increase the number of identified unaccompanied youth. During the 2008/09 school year, 27 unaccompanied youth were identified. This represents .3% of our identified total.

Baseline Data: Project REACH ACCESS YTD report identified 27 unaccompanied youth.

Data Source: Project REACH Access program.

Goal Area: 2. Access to Free, Appropriate Public Education: To ensure that each homeless child and youth has equal access to the same free, appropriate public education, including preschool education, as provided to other children and youth

McKinney-Vento Standard: 7. All homeless unaccompanied youth enroll in and attend school.

Performance Goal: To increase the number of identified unaccompanied youth who are eligible for homeless education services. To provide trainings to secondary schools for unaccompanied youth identification. Outreach Worker to meet individually with unaccompanied youth to offer program services and assess needs for higher educational opportunities.

Anticipated Outcomes: Increase number of identified unaccompanied youth by 30%. 100% of identified unaccompanied youth are assessed for assistance for higher education i.e. SAT/ACT fees, prep courses, referrals for financial assistance.

2) Needs Identified:

Identified Need/Required Focus and Target Population:	During the 2008/09 school year, 158 students were identified as receiving ESE services. This represents 20% of our identified total. There is a need to implement expedited evaluative services as provided in McKinney-Vento guidelines.
Baseline Data:	Project REACH ACCESS YTD report identified 158 ESE students.
Data Source:	Project REACH ACCESS program.
Goal Area:	3. Access to Comparable Educational and Other Services: To ensure that each homeless child and youth has equal access to comparable educational and other services for which they are eligible
McKinney-Vento Standard:	8. All homeless students receive specialized and comparable services when eligible.
Performance Goal:	Upon identification of ESE evaluation need, the Project Coordinator will ensure an expedited evaluation through the completion of necessary components.
Anticipated Outcomes:	100% of homeless students referred for ESE evaluation will be assessed for expedited services/interventions.

B. Homeless Demographics

1) Number of Homeless Students Reported to the Department in 2007-2008

2007-2008: **695**

2008-2009: **526**

3. Project Design and Implementation

Instructions

Describe the goals and measurable objectives, anticipated outcomes, timelines, activities, and deliverables, for each year of the proposed three-year project. Applicants are encouraged to address provision of case management or related services to unaccompanied youth and the involvement of parents or guardians of homeless students in the education of their children.

Criteria

- The goals, objectives, and outcomes are clearly specified and measurable.
- The design of the proposed project aligns with, and will successfully address, the needs of the target population or other identified needs.
- The objectives are measurable, qualitative, challenging, yet achievable, and address all expected outcomes of the proposed project.
- It is evident that activities/methods are comprehensive, likely to be effective, and result in achievement of the objectives.
- The methodology reflects up-to-date knowledge from research and best practices.
- The timelines are specific, realistic, and consistent with measurable objectives and outcomes.

A. Description of Needs to Address and Goals, Measurable Objectives, Anticipated Outcomes, Timelines, Activities, and Indicators and Deliverables with Targets

For each need area, please describe the need to be addressed and provide the baseline data, and each corresponding goal area, performance goal, objectives, activities, timelines, and indicators and deliverables with targets, for each year of the grant.

- 1) Identified Need – Identification of Homeless Students
- 2) Identified Need - Attendance of Homeless Students
- 3) Identified Need – Academic Achievement of Homeless Students
- 4) Identified Need – Applicant’s Specific Need(s); repeat table for each additional need to address in project

A. Project Description - Performance Goal, Objectives, Indicators, Deliverables

LEA-specific

Identified Need/Required Focus and Target Population: There is a need to increase the identification of pre-k students. During the 2008/09 school year, 9 pre-k students were identified. This represents only .1% of our identified total.

Baseline Data: Project REACH ACCESS YTD report identified 9 pre-k students.

Data Source: Project REACH Access Program

Goal Area: 2. Access to Free, Appropriate Public Education: To ensure that each homeless child and youth has equal access to the same free, appropriate public education, including preschool education, as provided to other children and youth

McKinney-Vento Standard: 3. All children in homeless situations are identified.

Performance Goal: To increase the number of pre-k students who are eligible for homeless education services. To provide trainings to district VPK providers on identification.

Objective: Project REACH will increase the number of pre-k students identified through increased awareness, training, and support services.

Anticipated Outcome: It is anticipated that Project REACH will increase the number of identified homeless pre-k students by 30%. Project REACH will provide trainings to all Clay County School District VPK providers on how to identify and refer homeless students. Project REACH will participate in community events geared towards VPK families in order to ensure awareness of program.

Activities: Provide on-site trainings to all school district VPK providers on homeless identification & referral. Cross reference parent information to ensure homeless pre-k siblings are identified, provide supplies as needed for pre-k students, & provide parent involvement information to identified families. Outreach worker to attend community outreach events geared towards pre-k, homeless, & indigent families in order to promote program awareness and educational services available to eligible families.

Time Lines: All trainings will be completed by end of grant period. 30% increase in identification of eligible pre-k students will be complete by the end the 09/10 school year. Backpack and supplies to be provided upon identification and throughout grant period. Community outreach events will be completed as scheduled during grant period. Posters and informational brochures to be displayed at on-set of grant and replenished as needed.

McKinney-Vento Indicators

Name	Target Year 1
3. Number of LEA outreach activities conducted to identify students in shelters and other settings, including those living doubled up	38

LEA Indicators

Name	Target Year 1
Increase of pre-k students enrolled	30%
Number of VPK staff trained in district	100%
Number of NCHE posters displayed at district VPK sites	100%
Participation in community events geared towards VPK aged students	10
Attendance at Kids Council meetings	8
Attendance at community agency collaborative meetings	8

Deliverables/Training/Technical Assistance or Dissemination

Name	Target Year 1
------	---------------

Number of pre-k students identified as homeless	12
Number of VPK staff trained in district	100%
NCHE posters displayed at each district VPK site	100%
Minutes for Kids Council	8
Minutes for community meetings	8
Informational posters, brochures, letters	n/a
Number of visits to shelter	30

A. Project Description - Performance Goal, Objectives, Indicators, Deliverables

LEA-specific

Identified Need/Required Focus and Target Population: There is a need to increase the number of identified unaccompanied youth. During the 2008/09 school year, 27 unaccompanied youth were identified. This represents .3% of our identified total.

Baseline Data: Project REACH ACCESS YTD report identified 27 unaccompanied youth.

Data Source: Project REACH Access program.

Goal Area: 2. Access to Free, Appropriate Public Education: To ensure that each homeless child and youth has equal access to the same free, appropriate public education, including preschool education, as provided to other children and youth

McKinney-Vento Standard: 7. All homeless unaccompanied youth enroll in and attend school.

Performance Goal: To increase the number of identified unaccompanied youth who are eligible for homeless education services. To provide trainings to secondary schools for unaccompanied youth identification. Outreach Worker to meet individually with unaccompanied youth to offer program services and assess needs for higher educational opportunities.

Objective: Project REACH will increase the number of identified unaccompanied youth through increased awareness, training, and support services.

Anticipated Outcome: It is anticipated that Project REACH will increase the number of identified unaccompanied youth by 30%. Project REACH will provide trainings to staff at the secondary level on how to identify and refer unaccompanied youth for homeless educational services. Project REACH will participate in community events geared towards students at the secondary level and will meet individually with identified unaccompanied youth to assess immediate needs and goals for higher education.

Activities: Provide on-site trainings to staff at secondary level on homeless identification and referral. Upon identification, supplies will be provided to the unaccompanied youth as needed, food services will be expedited, and an assessment will take place to determine educational goals. Outreach worker to participate in community outreach events geared towards unaccompanied youth to promote program awareness and educational services available. NCHE literature to be displayed at sites where students atte

Time Lines: All trainings and participation in community events will take place during the grant cycle.

McKinney-Vento Indicators

Name	Target Year 1
1. Number of homeless unaccompanied youth enrolled in school by LEA	36
2. Percent of homeless unaccompanied youth enrolled in school by LEA	100%
3. Number/percent of homeless unaccompanied youth informed of their rights under McKinney-Vento	100%
5. Number of LEA contacts, meetings, correspondence, and/or agreements with agencies such as child welfare, juvenile justice, and Runaway and Homeless Youth Act shelter providers to coordinate the needs of homeless unaccompanied youth	8
6. Number/percent of homeless unaccompanied youth provided with access and referrals to needed services by LEA	100%
8. Number/percent of homeless unaccompanied youth provided with assistance in preparing for and/or applying for postsecondary education opportunities	100%

LEA Indicators

Name	Target Year 1
Increase of unaccompanied youth identified	30%
Percent of secondary staff trained for unaccompanied youth identification	100%

Percent of NCHE displayed at schools	100%
Participation in community events geared towards unaccompanied youth	4
Attendance at community agency collaborative meetings	8

Deliverables/Training/Technical Assistance or Dissemination

Name	Target Year 1
Number of unaccompanied youth identified as homeless	36
Percent of secondary schools receiving on-site training for identification of unaccompanied youth	100%
NCHE posters displayed at each school site	100%
Mintues for community meetings	8
Informational posters, brochures, letters	n/a

A. Project Description - Performance Goal, Objectives, Indicators, Deliverables

LEA-specific

Identified Need/Required Focus and Target Population: During the 2008/09 school year, 158 students were identified as receiving ESE services. This represents 20% of our identified total. There is a need to implement expedited evaluative services as provided in McKinney-Vento guidelines.

Baseline Data: Project REACH ACCESS YTD report identified 158 ESE students.

Data Source: Project REACH ACCESS program.

Goal Area: 3. Access to Comparable Educational and Other Services: To ensure that each homeless child and youth has equal access to comparable educational and other services for which they are eligible

McKinney-Vento Standard: 8. All homeless students receive specialized and comparable services when eligible.

Performance Goal: Upon identification of ESE evaluation need, the Project Coordinator will ensure an expedited evaluation through the completion of necessary components.

Objective: To ensure McKinney-Vento compliance through expedited services for ESE evaluation of identified homeless students. Upon homeless identification, Outreach Worker to immediately determine if student is in process of ESE evaluation. If student is in evaluation process, Outreach Worker to schedule expedited service delivery.

Anticipated Outcome: Homeless students who are identified as in the process of an ESE evaluation will be immediately forwarded to Outreach Worker to expedite services. It is anticipated that these students will receive an expedited evaluation and therefore receive needed services to remove obstacles for academic achievement.

Activities: Upon identification, Project REACH Outreach Worker will assess for ESE evaluative services. If evaluation is in process, Outreach Worker will begin interventions for expedited services. Outreach Worker will contact Guidance Counselors at each school to advise of services available. Outreach Worker will also coordinate services with School Social Worker, Psychologist, and Staffing Specialist at student's school for collaborative services.

Time Lines: Outreach Worker interventions and service delivery to begin upon grant receipt and continue through grant timeline.

McKinney-Vento Indicators

Name	Target Year 1
1. Number/percent of homeless students who received an individual needs assessment to determine appropriate services and extra support to access services	100%
2. Number/percent of enrolled homeless students with a completed special education evaluation that was conducted within 60 days of a parent request or within timeframes established by the state	100%
6. Number/percent of homeless students who had access to free meals	100%
7. Number/percent of homeless students who had access to services for English Language Learner (ELL) when needed/eligible	100%
8. Number/percent of homeless students who had access to services for gifted programs when needed/eligible	100%
9. Number/percent of homeless students who had access to services for vocational and technical education programs when needed/eligible	100%
11. Number/percent of homeless students who received school and personal supplies when needed	100%

LEA Indicators

Name	Target Year 1
# of Students referred for expedited services	20

Deliverables/Training/Technical Assistance or Dissemination

Name	Target Year 1
Correspondence with school staff regarding testing status	n/a
# of Social Histories/Updates Completed for ESE evaluation	15
# of Vinelands completed for ESE evaluation	3
# of ABAS completed for ESE evaluation	4
Documented interventions made to expedite evaluation process	n/a

D. Capacity to Implement the Project

Provide responses to the questions below. Failure to address all questions will disqualify the applicant from funding.

1) Current Homeless Liaison (or person currently acting as homeless liaison)

First Name of Homeless Liaison: Suzanne/Barbara
 Last Name of Homeless Liaison: Church/Castelli
 Complete Address: 800 Walnut Street
 City: Green Cove Springs
 Zip: 32043
 Phone (xxx-xxx-xxxx): 904-284-6590
 Fax (xxx-xxx-xxxx): 904-529-2170
 E-mail: spchurch@mail.clay.k12.fl.us
 Percentage of time devoted to the duties of the homeless liaison: 30

Please provide the percentage of time the homeless liaison devoted to other, non-homeless liaison duties and a brief description of those other duties (add as many additional rows as needed.) Enter "N/A," if not applicable.

row	% Devoted to Other Duties	Brief Description of Other Duties
1	70	Project has two Co-Coordinator's who devote a minimum of 30% of their time to Homeless duties (Barbara Castelli). Other duties include school social work.
2	70	Project has two Co-Coordinator's who devote a minimum of 30% of their time to Homeless duties (Suzanne Church). Other duties include school social work.

2) Background and Qualification

Please list the qualification and background of the homeless liaison.

Both Homeless Liaison's possess a Master's degree in Social Work. They are both also Florida State Certified Teachers.

4. Dissemination Plan

Instructions

Describe the project's dissemination plan that ensures that homeless children and their families and unaccompanied youth are informed of the homeless education services and programs.

Criteria

- A description of how the LEA shall disseminate public notice of the educational rights of homeless children and youth where such children and youth receive services under the McKinney-Vento Act,

such as schools in the LEA and where such children and youth receive services under the McKinney-Vento Act, such as family shelters, soup kitchens, etc.

Response: The LEA disseminates public notice of educational rights of homeless children and youth at each individual school within the county on a yearly basis. The LEA posts public service posters at local DCF office, library, coin laundry mats, and domestic violence shelter, post office, and area transitional hotels/motels. The LEA uses both NCHE literature as well as program brochures to detail the services/rights under the McKinney-Vento Act as well as keeping an updated web page on district web site. Brochures are mailed upon identification, are provided during supply give-away days, and are handed out at community outreach days.

Our Program Advocate will make site visits to each school to ensure that each has McKinney-Vento posters and flyers available to parents. Advocate reviews program guidelines and eligibility criteria with appropriate staff to ensure proper identification.

Each school will be provided with brochures which highlights program availability and identification criteria. Flyers and brochures include service providers. Schools, community agencies and public areas will be provided with literature to include any community outreach events and school supply give away events. It will be ensured that social workers and guidance counselors in each school receive this information to pass to any eligible student or parent. Brochure and flyers do include local community agencies that are able to help meet individual needs beyond the school's capability.

The Project REACH Outreach Worker will provide additional trainings throughout the district focusing on pre-k and unaccompanied youth. The Outreach Worker will also seek community outreach opportunities to heighten community awareness.

-
- A description of how the LEA communicates the name of the homeless liaison and his or her duties to schools in the LEA and to the community.

Response: The Assistant Superintendent of our Instructional Division and Title 1 Director are advised yearly via Director of Student Services of the LEA and their duties. Information regarding the Program Advocate and proposed Outreach Worker will also be included. This information is disseminated via Principal meetings, student service meetings, and MIS department meetings. The LEA meets individually with the Director of Transportation, Director of Nutritional Services, and Title 1 staff to review duties and areas of collaboration. The LEA attends and is an active member of different community organizations such as Mercy Ministries and Kid's Council. During these meetings program updates are provided to ensure community providers are aware of services and contact information. The LEA meets with the Executive Director of the county's main mental health provider, foster care, and substance abuse provider to coordinate services. The LEA also meets quarterly with district DCF and health department representatives to determine service delivery.

-
- A description of how the LEA informs parents or guardians of homeless children and youth or unaccompanied youth of the educational and related opportunities available to their children or them and shall provide parents or guardians with meaningful opportunities to participate in the education of their children.

Response: The LEA utilizes many avenues to communicate the educational and related opportunities parents of homeless students have. During our initial correspondence, parents receive a Project REACH brochure which outlines the McKinney-Vento Act and Rights. This

literature informs parents of their right to school of origin, immediate enrollment, our dispute resolution process, and rights to a "free and appropriate education." Additional parent education literature is given to parents on a quarterly basis. Parent Education material encourages and guides parents to participate in their children's education through home activities and study skills. In addition to initial and quarterly mailings to parents, each parent receive a one on one contact from the Project REACH staff. Their immediate needs are addressed and appropriate referrals are made to help with any unmet needs. Educational opportunities are addressed as needed with parents individually. Project REACH supplies the local domestic violence shelter with flyers and posters stating parent's educational rights. These flyers are also posted throughout the community as stated above.

5. Evaluation

Instructions

Describe the instruments and method(s) for evaluating the proposed project.

Criteria (limited to 12,000 characters)

- The methods are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.
- The evaluation methods provide for examining the effectiveness of project implementation strategies and are appropriate to the context within which the project operates.
- The methods include the use of objective performance measures that clearly relate to the intended outcomes of the proposed project and will produce quantitative and qualitative data.
- The methods are likely to produce timely guidance for quality assurance.
- The evaluation process is comprehensive, likely to result in a successful project, and includes an effective approach for using evaluation results to guide necessary adjustments to the proposed project.
- The evaluation instruments are designed to effectively measure program progress and success.

Response: Project REACH will utilize the American Recover and Reinvestment Act funds to further expand our program services in three ways. These include:

- 1) Focused approach for pre-k identification
- 2) Focused approach for unaccompanied youth identification and service delivery
- 3) Expedited evaluation services

Evaluation of these three goals are as follow:

1)Pre-K Identification - Project REACH identified 9 pre-k students during the 08/09 school year. Our goal is to increase this number by 5%.

Evaluation data:

of pre-k staff individually trained by Outreach Worker

of pre-k students identified during 09/10 school year

of referrals made for pre-k students

of informational brochures distributed to pre-k families

of meetings attended on behalf of Project REACH to distribute program information

% of increase of identified students

of community outreach events for program information distribution

of supplies (backpack/supplies) provided to pre-k students

of schools with homeless education information posted for parent/student's viewing

Evaluation tool:

Project REACH ACCESS program will track referrals and pre-k students identified

EXCEL program will track training and outreach events

2) Unaccompanied youth identification and service delivery - Project REACH identified 27 unaccompanied youth during the 08/09 school year. Our goal is to increase this number by 5%.

Evaluation data:

of secondary staff individually trained by Outreach Worker in homeless identification

of unaccompanied youth identified during 09/10 school year

of referrals made for unaccompanied youth

of informational brochures distributed to unaccompanied youth

of meetings attended on behalf of Project REACH to distribute program information

% of increase of identified students

of community outreach events for program information distribution

of supplies (backpack/supplies) provided to unaccompanied youth

of unaccompanied youth referred for tutoring services

of schools with homeless education information posted for parent/student's viewing

of prep courses funded through grant

Evaluation tool:

Project REACH ACCESS program will track referrals and unaccompanied youth identified

EXCEL program will track training and outreach events

3) Expedited evaluation services - Project REACH identified 158 ESE students during the 08/09 school year. Our goal is to provide expedited services for ESE evaluation process as stipulated in McKinney-Vento.

Evaluation Data:

of ESE students identified during 09/10 school year

of homeless students identified with pending ESE evaluations

of Social Histories completed by Outreach Worker

of Vinelands completed by Outreach Worker

of ABAS completed by Outreach Worker

of Social History updates completed by Outreach Worker

of interventions made by Outreach Worker to ensure evaluation process is expedited.

Evaluation tool:

Project REACH ACCESS program will track referrals and interventions for homeless student in process of obtaining ESE evaluations

At a minimum, the evaluation must include the actual results of the indicator measures.

6. Support for Strategic Imperatives

Instructions

Incorporate one or more of the Areas of Focus included in Florida's Next Generation PreK-20 Education Strategic Plan.

URL: http://www.fldoe.org/Strategic_Plan/pdfs/StrategicPlanApproved.pdf

Describe how the proposed project will address the reading and math/science initiatives of the Department of Education.

Just Read Florida

URL: <http://www.justreadflorida.org>

Math/Science Initiative

URL: <http://www.fldoestem.org/center13.aspx>

Criteria

- The applicant has included effective methods for incorporating one or more of the Areas of Focus from Florida's Next Generation PreK-20 Education Strategic Plan.
- The proposed project utilizes a comprehensive plan for integrating pertinent aspects of the Just Read, Florida and the math/science initiatives.

Reading

Response: Project REACH will strive to mirror the Florida State Board of Education mission statement as provided in Florida Statute (S.1008.31) in increasing the proficiency of all students within one seamless, efficient system, by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities, and to maintain an accountability system that measures student progress toward the following goals. Project REACH will incorporate two of the areas of focus in Florida's Next Generation Pre-k-20 Education Strategic Plan; these are Improve K-12 educational choice options and Align resources to meet strategic goals. These areas will be the focal point in grant planning and implementation. In the area of improving educational choice options, pre-k and unaccompanied youth will be the priority of service delivery. We will work towards identification of needs for these two specific areas and will in turn align resources to meet strategic goals. We will use the Florida Next Generation as a guiding tool for all identified homeless students in our service provisions.

Project REACH will work towards removing the obstacles that so many homeless student's face when attempting to receive equal access to educational opportunities. The goals of reaching the highest student achievement in both reading and math and receiving quality efficient services will be incorporated within our area of service delivery.

Project REACH tutors receive individual training to address the special and unique needs of homeless students. Each tutor receives a packet of information pertaining to their assigned student detailing their areas of weakness, their current FCAT levels/score (if available) and most recent report cards. Initial tutoring is scheduled for a nine-week period of time with the opportunity for extension. As part of the initial tutor training session, the following Just Read, Florida strategies are discussed for implementation: discussion strategies, active reading strategies, vocabulary strategies, and organization strategies.

In Just READ Now program offers an "up close" look at a range of innovative and effective reading strategies, along with actual classroom examples and associated lesson plans. It also can be applied across academic disciplines and learner levels. The strategies are subdivided as areas of concentration. In the Discussion Strategies tutor promotes discussion in whole group or small group settings. In the Active Reading Strategies the tutor helps to promote active involvement and thinking with the text. In the Vocabulary Strategies vocabulary development and understanding are emphasized. The last strategy of organization focuses on the organizational

structure to assist in text comprehension. Tutoring in our domestic violence shelter follows the same strategies with condensed goal setting due to the time limitations related to residency.

Parent involvement also includes the use of Just READ, Florida literature including information included within "Helping Parents

Promote Literacy Skills." This information is provided to each parent of identified homeless students. This details the importance of

reading and parent opportunities which help to further promote reading literacy. Three specific areas are outlined; Reading Must Be Taught, Emergent Reading, and Using Neighborhood to Foster Skills as focal points for reading literacy. Project REACH also sends out quarterly information for parent education that helps in areas of study skills and reading readiness. Evaluation tools are used yearly to determine additional parent and student needs.

Math/Science

Response: Project REACH will begin to incorporate the plan as proposed through F1003.41 Sunshine State Standards Florida's Next Generation in Math and Science. Project REACH will work towards the same goal of improving student achievement and prepare students for success as part of the overall Florida's Next Generation implementation. Within the new Sunshine State Standards the

terminology has changed to include; Big Ideas, Supporting Ideas, Body of Knowledge, Access Points, and Benchmarks. Project REACH Coordinators will work to become further educated on these Standards and the process of implementation within our tutoring program. Project REACH tutors will receive information on how to utilize the body of knowledge, access points, and benchmarks as areas to incorporate Florida's Next Generation Sunshine State Standards in both math and science. As designated in Florida's Next Generation, students will begin receiving fewer topics per grade however learning more in-depth with the goal of long term learning. Project REACH tutors will work with the referred homeless student's primary teacher to determine the Florida's Next Generation benchmarks the student is to achieve and work towards successfully completing this benchmark. Project REACH will include an area on each lesson plan to identify the benchmark that is currently being worked on and will receive curriculum guidelines as established by

Florida's Next Generation for the student's grade level. Project REACH will further implement Florida's Next Generation in the area of Access Points in that when a homeless student identified with significant cognitive disabilities is referred for tutoring, the Tutor will

mirror the primary teacher's focus of reflecting the core intent of the standards with reduced levels of complexity. All Project REACH tutors will begin their educational focus as determined by the primary teacher's identified Florida's Next Generation benchmarks. These benchmarks will be identified throughout the designated tutoring session and used as an evaluation tool as the tutoring session concludes.

8. Reporting Outcomes

Instructions: Review and check each outcome and then hit the save button at the bottom of the screen.

- The LEA will report on their use of McKinney-Vento ARRA funds in the quarterly reports required under section 1512 of the ARRA.
- The LEA will complete required FLDOE reports.
- The LEA will maintain documentation of each activity implemented using these funds for on-site, desktop, or self-certification monitoring.

9. Budget

Instructions

Present a budget that reflects objectives and proposed costs of the project.

Criteria

- The budget is thorough, specific, and supports the proposed project.
- The proposed project budget presents expenses that are allowable, realistic, accurate, and clearly relate to and reflect project activities, objectives, and outcomes.
- The costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.
- The costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.
- The required personnel, professional and technical services, and/or travel for the proposed project are clearly and adequately explained.
- The justifications for expenditures are reasonable and clearly explained.

Funding Method(s)

Federal Cash Advance (Public Entities Only) (C)

On-line reporting required monthly to record expenditures. Federal cash advances will be made by state warrant or Electronic Funds Transfer (EFT) to a recipient for disbursements. For federally funded projects, requests for federal cash advance must be made on the Electronic Federal Cash Advance Request System. If at times it is determined that disbursements are going to exceed the amount of cash on hand plus cash in transit, an on-line amendment can be made prior to the due date of the next Federal Cash Advance distribution on the Electronic Federal Cash Advance Request System.

Fiscal Requirements

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: payroll records, contracts, invoices with check numbers verifying payment, and/or bank statements; all or any of which must be available upon request.

Funded projects and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs.

URL: <http://www.fldoe.org/comptroller/gbook.asp>

The project award notification (DOE 200) will indicate:

- project budget,
- program periods,
- timelines,
- last date for receipt of proposed budget,
- program amendments,
- incurring expenditures and issuing purchase orders,
- liquidating all obligations, and
- submitting final disbursement reports.

Project recipients do not have the authority to report disbursements before or after these specified dates.

Allowable Expenses

Project funds must be used for activities that directly support the accomplishment of the project purpose, priorities, and expected outcomes. All expenditures must be consistent with applicable state and federal laws, regulations, and guidance. A local educational agency may use funds awarded under this section for activities that carry out the purpose of this subtitle, including those below. **Please check those activities below that are covered in the project.**

Selected Items:

- The provision of tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same challenging state academic content standards and challenging state student academic achievement standards the state establishes for other children and youths.
- The provision of expedited evaluations of the strengths and needs of homeless children and youths, including needs and eligibility for programs and services (such as educational programs for gifted and talented students, children with disabilities, and students with limited English proficiency, services provided under title I of the Elementary and Secondary Education Act of 1965 or similar state or local programs, programs in vocational and technical education, and school nutrition programs).
- Professional development and other activities for educators and pupil services personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youths, the rights of such children and youths under this subtitle, and the specific educational needs of runaway and homeless youths.
- The provision of services and assistance to attract, engage, and retain homeless children and youths, and unaccompanied youths, in public school programs and services provided to nonhomeless children and youths.
- The provision of school supplies, including those supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations.

Unallowable Expenses:

- Project funds may not be used to supplant existing programs and/or funding.
- No more than ten percent of the funds may be used to defray the excess cost of transportation for homeless students under section 722(g)(4)(A). LEAs must provide assurance that the funds are not being used to supplant the LEA's requirement to transport homeless students to and from the school of origin. LEAs will need to document how the transportation cost is in excess of the LEAs' average cost to transport students.
- Proposed purchases of Capital Outlay must be supported with descriptions/explanations of how the purchase of equipment will impact services to homeless children and youth.
- General office supplies are not allowable expenses; however, funds for office supplies may be used to serve and provide assistance to homeless students and their families.
- Services provided must not replace the regular academic program.

For Federal Programs - General Education Provisions Act (GEPA)

Provide a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details refer to URL:
<http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

Response: The School Board of Clay County and its federally funded programs have determined that the gender, race, national origin, color, disability, age or limited English proficiency do not prevent students, teachers, parents, or any other interested party access to Homeless Education Grant programs or any other programs or schools.

The district has taken steps to ensure equal access to, or participation in, the Homeless Education Grant and other federally funded program;

1. Adoption of School Board Policy (Section #1.07)

2. Each program's plan (Drop Out Prevention, E.S.O.L., Exceptional

Education, Homeless Education Grant, and the Department of Education.

3. Monitoring of all programs for equal access if accomplished by annual District monitoring, State of Florida Program Compliance Monitoring, and F.T.E. Audit (Auditor General's Office)

4. Project REACH will promote program services regardless of gender, race, national origin, color, disability, age or limited English proficiency.

5. Project REACH will utilize materials as provided by NCHE to reduce language barriers preventing program use.

6. Project REACH will provide program materials in alternate languages to increase service delivery.

7. Project REACH will participate in multi-cultural community outreach events to ensure program awareness.

8. Project REACH will distribute and display program materials in a variety of different languages to ensure programs awareness and service utilization.

