



2009-2010 Title X, Part C Education of Homeless Children and Youth Project

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DOE 100A

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FLORIDA DEPARTMENT OF EDUCATION
Project Application

TAPS Number

10A095

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: 2009-2010 Title X, Part C Education of Homeless Children and Youth Project	<i>DOE USE ONLY</i> Date Received						
B) Name and Address of Eligible Applicant: <p align="center">Clay 900 WALNUT ST GREEN COVE SPRINGS, FL 32043</p>		Project Number (DOE Assigned) 1277A-9CH01						
C) Total Funds Requested: <p align="center">\$70,000.00</p> <hr/> DOE USE ONLY Total Approved Project: \$	D) <p align="center">Applicant Contact Information</p> <table border="1"> <tr> <td data-bbox="740 957 1062 1121"> Contact Name: First Name: Donna MI: Last Name: Wethington </td> <td data-bbox="1062 957 1588 1121"> E-mail Address: dlwethington@clay.k12.fl.us </td> </tr> <tr> <td colspan="2" data-bbox="740 1121 1588 1285"> Address: 900 WALNUT ST GREEN COVE SPRINGS, 32043 </td> </tr> <tr> <td data-bbox="740 1285 1062 1390"> Telephone Number: 904- 284-6511 Ext: </td> <td data-bbox="1062 1285 1588 1390"> Fax Number: 904-529-2170 </td> </tr> </table>		Contact Name: First Name: Donna MI: Last Name: Wethington	E-mail Address: dlwethington@clay.k12.fl.us	Address: 900 WALNUT ST GREEN COVE SPRINGS, 32043		Telephone Number: 904- 284-6511 Ext:	Fax Number: 904-529-2170
Contact Name: First Name: Donna MI: Last Name: Wethington	E-mail Address: dlwethington@clay.k12.fl.us							
Address: 900 WALNUT ST GREEN COVE SPRINGS, 32043								
Telephone Number: 904- 284-6511 Ext:	Fax Number: 904-529-2170							
<p align="center">CERTIFICATION</p> <p>I Ben 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.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>								

E) _____
Signature of Agency Head

DOE 100A



Dr. Eric J. Smith, Commissioner

FLORIDA DEPARTMENT OF EDUCATION BUDGET DESCRIPTION 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): **1277A-9CH01**

TAPS Number 10A095

AARA Assur. Code	AARA Prin. Code	AARA Strat. Code	School District Based	Program Set-aside Code	Activity	Function	Object	Description	FTE Pos. Code	FTE Saved	FTE Created	FTE Cont.	Amount
N/A	N/A	N/A	D	N/A	Tutoring	5100	120	<u>Classroom Teachers</u> Certified Teacher/Tutor Tutoring in Community	51071	0.000	0.000	1.000	21000.00
N/A	N/A	N/A	D	N/A	Retirement	5100	210	<u>Retirement</u> retirement		0.000	0.000	0.000	2069.00
N/A	N/A	N/A	D	N/A	social security	5100	220	<u>Social Security</u> Social Security		0.000	0.000	0.000	1607.00
N/A	N/A	N/A	D	N/A	travel	5100	330	<u>Travel</u> Travel expenses for tutors		0.000	0.000	0.000	1000.00
N/A	N/A	N/A	D	N/A	Extra-curricular fees	5100	390	<u>Other Purchased Services</u> Fees for extra-curricular activities for students, ie., field trips, YMCA)		0.000	0.000	0.000	1000.00
N/A	N/A	N/A	D	N/A	Supplies	5100	510	<u>Supplies</u> Supplies for Community Outreach Events, School Supply giveaways, Community Awareness Days and shelter		0.000	0.000	0.000	1000.00

								program					
N/A	N/A	N/A	D	N/A	Stipend	6100	130	<u>Other Certified Instructional Personnel</u> Stipend for Program Coordinators and Data Program Manager- Coordinators oversee, implement, and manage program; Data Manager develops and maintains ACCESS program	0.000	0.000	0.000	6300.00	
N/A	N/A	N/A	D	N/A	Project REACH Advocate	6100	160	<u>Other Support Personnel</u> Bachelor Level Program Advocate to assist with program implementation. Will assist coordinators with program design, school based outreach, identification and implementation of program and ACCESS program data entry and upkeep	0.000	0.000	0.000	28500.00	

N/A	N/A	N/A	D	N/A	Retirement	6100	210	<u>Retirement</u> Retirement	0.000	0.000	0.000	207.00
N/A	N/A	N/A	D	N/A	Social Security	6100	220	<u>Social Security</u> Social Security	0.000	0.000	0.000	161.00
N/A	N/A	N/A	D	N/A	Communications	6100	370	<u>Communications</u> Cellular phones for coordinators and program advocate	0.000	0.000	0.000	994.00
N/A	N/A	N/A	D	N/A	Health Services	6130	310	<u>Professional and Technical Services Needed</u> Health Services for identified student to include dental, medical, or prescriptions	0.000	0.000	0.000	1400.00
N/A	N/A	N/A	D	N/A	Supplies	6150	510	<u>Supplies</u> Supplies for Parent Involvement; includes literature, study skill guides, homework and reading guides	0.000	0.000	0.000	1500.00
N/A	N/A	N/A	D	N/A	Travel	6400	330	<u>Travel</u> Travel for Coordinators to attend State sponsored technical assistance meetings, annual homeless conferences	0.000	0.000	0.000	1000.00

N/A	N/A	N/A	D	N/A	Indirect Cost	7200	790	Miscellaneous Expenses indirect cost		0.000	0.000	0.000	2262.00
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Total: \$70,000

DOE 101-R

Created 3/09



Dr. Eric J. Smith, Commissioner

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>.

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

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.**

1. Project Abstract or Summary

FIXED REQUIREMENT

Instructions

Provide a brief summary of the proposed project including general purpose and specific needs and goals and project design for each year of the three-year project period.

Criteria

- The proposed project summary includes clearly aligned general purpose and needs and specific goals and brief project design for each year of the three-year project period.
- 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 it's 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 plans to work with our MIS district staff to begin to track average daily attendance 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.

Year 2:

Project REACH will continue to provide the services under the McKinney-Vento act as specified in Year 1, including but not limited to identification and service delivery, staff development, tutoring and parent education.

Project REACH will begin to analyze the baseline data collected in Year 1 pertaining to average daily attendance and FCAT achievement. The schools with significant differences will be targeted for needs assessment.

Project REACH will use data received through needs assessment for system improvement.

Project REACH will also continue to offer staff development yearly to ensure staff turn-over does not hinder identification or expedited

enrollment of homeless students.

Year 3:

Project REACH will continue to provide the services under the McKinney-Vento act as specified in year 1 and year 2, including but not limited to identification and service delivery, staff development, tutoring and parent education.

Project REACH will continue to analyze the baseline data collected in years 1 & 2 pertaining to average daily attendance and FCAT achievement. The school data for targeted schools in year 2 will be reanalyzed to determine effectiveness.

Project REACH will use data received through needs assessment for system improvement.

Project REACH will also continue to offer staff development yearly to ensure staff turn-over does not hinder identification or expedited enrollment of homeless students.

2. Project Need 20 Points

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. Responses limited to 5000 characters or about 1000 words.

Process:

Response: In the first grant year (2000) of Project REACH, 60 students were identified for services. As of May 2009, Project REACH has identified over 750+ children. 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.

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.

Needs identified by process: (in the 2008/09 school year)

705 Referrals during each school year.

30 Transportation requests submitted and approved.

71 Students receiving individual tutoring.

110 hours of tutoring provided at domestic violence shelter.

705 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.

During the grant year 1 cycle, we plan to collect baseline data as related to attendance and standardized testing and focus our tutoring program based on the outcome data. We will also plan to continue coordination with the Title 1 office and focus on at risk schools. Data related to 3rd grade retention and homeless eligibility will be collected and analyzed. Our tutoring program will focus on this group of students as a priority.

Summary of Needs Identified by Process:

Response: Needs Identified by Process are:

- Awareness of McKinney-Vento rights
- Access to free and public education
- Right/transportation to school of origin
- Tutoring
- Case management
- Medical/dental
- Field trip costs
- Supplies and backpacks
- Free meals

These needs met through the following interventions:

-Individual and departmental trainings throughout district.

-Participation and collaboration with community organizations.

-Referral process to include immediate notification of enrollment to School Social Worker for Project REACH service initiation.

-Referral process for school of origin transportation, tutoring, or medical/dental care and field trips.

-Case management through individual school social workers.

-Collaboration with Title 1 for utilization of Set-aside funds.

-Supplies and Backpacks offered as needed

-Daily submission to nutrition services for eligible students for meals

-Conferences and technical assistance participation to ensure grant compliance and to be kept abreast of current homeless legislation issues.

2) Needs Identified:

Clearly identify the needs that will be addressed in this application. Applicants must select a predetermined goal area and standard. After the selection, include information on the identified need/required focus and target population, baseline data, data source, performance goal, and anticipated outcomes for 2009-2010, 2010-2011, and 2011-2012. At a minimum, applicants must address identification, attendance, and academic achievement in their needs assessment. Applicants must also address collaboration and coordination with other programs and agencies within and outside the LEA (see Section C). 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.

2) Needs Identified:

Identified Need/Required Focus and Target Population:	There is a need to close the gap of achievement between homeless and non-homeless students
Baseline Data:	In the FDOE FCAT Math Crosstab, Non-Homeless Students in Grades 3-10 averaged 73.4% while Homeless Students averaged 49.7%. In the FDOE FCAT Reading Crosstab, Non-Homeless students in Grades 3-10 averaged 67.9% while Homeless Students averaged 45.8%.
Data Source:	FDOE Automated Demographics Math & Reading Crosstabs with an emphasis on 3rd grade retentions.
Goal Area:	1. Student Academic Achievement To provide homeless children and youth access to the education and other services that they need to ensure they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held.
McKinney-Vento Standard:	1. All homeless students, identified and enrolled at the time of the state assessment, take the state assessment required for their grade levels.
Performance Goal:	Students identified as homeless will be offered individual tutoring with focus on level one and two and mandatory 3rd retention candidates.
Anticipated Outcomes:	By the end of the 2009-10 school year, math crosstabs for homeless proficiency in math will be 53%, 2010-2011 57%, and 2011-2012 60%. By the end of the 2009-10 school year, reading crosstabs for homeless proficiency in reading will be 49%, 2010-2011 53%, and 2011-2012 57%.

Identified Need/Required Focus and Target Population:	There is a need, as identified in the 2007-08 FDOE attendance report, to focus on the attendance of identified homeless students, with an emphasis on secondary schools and unaccompanied youth.
Baseline Data:	FDOE 2007-08 report shows an average of 94.62% attendance for non-homeless students, vs. 89.47 for homeless students. There is a particular need in the secondary level, with a greater emphasis on 12th graders.
Data Source:	FDOE Automated student database.
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:	4. Within one full day of an attempt to enroll in school, homeless students are in attendance.

Performance Goal:	Homeless students attendance will be addressed by their school social worker. Social workers will work individually with homeless student to set attendance goals, and explore educational opportunities.
Anticipated Outcomes:	Increased attendance in school on a daily basis by homeless students. By 2009/10 school year, our anticipated goal will be 90% average daily attendance for homeless students. By 2010/11, we anticipate 90.5% increase. A final goal of 91% is anticipated by the end of 2011/12 school year.

2) Needs Identified:

Identified Need/Required Focus and Target Population:	There is a need to first target schools with high percentage of free and reduced lunch for individual training on homeless identification. There is a need to ensure all homeless students are identified.
Baseline Data:	Project REACH ACCESS Year End Report will determine school focus group.
Data Source:	FDOE Automated student data base. 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:	Students in homeless situations are identified and enrolled in schools, especially those with a high percentage of students receiving free and reduced lunch.
Anticipated Outcomes:	During the three year grant cycle this methodology will be utilized to first target "at risk" schools as determined by their % of students receiving free and/or reduced meals. During the three year grant cycle 100% of targeted school will receive priority to have on-site visits during the first quarter of the school year to review signs of homelessness and the Project REACH referral process.
Identified Need/Required Focus and Target Population:	There is a need to coordinate services with our district Title 1 office, FDOE, and NCHE on behalf of identified homeless students. There is a need to work collaboratively with FDOE to participate with Technical Assistance and Conference Calls.
Baseline Data:	As of May 2009, 750+ students have been identified in Clay County as eligible for Project REACH. 24% of identified students attend Title 1 schools. There are 7 Title 1 schools in Clay County, all 7 schools are 50% below poverty level. Project REACH provides individual tutoring, Parent education, and tutoring at domestic violence shelter.
Data Source:	Data sources FDOE, NCHE, and Title 1 office. Project REACH ACCESS program is compared and correlated monthly with district data. Surveys 3 & 5.

Goal Area:	4. LEA and Community Coordination and Collaboration To coordinate and collaborate with other LEA educational and other services programs and local social services agencies and other agencies or programs providing services to homeless children and youth and their families to the address the needs of homeless children and youth
McKinney-Vento Standard:	9. LEAs help with the needs of all homeless children and youth through collaborative efforts both within and beyond the LEA.
Performance Goal:	Identified students will receive tutoring as funded through Title 1 Set-Aside and Project REACH grant funding. Parent education is provided at local domestic violence shelter and through correspondence sent from Project REACH. McKinney-Vento literature is provided through Project REACH program brochures and NCHE literature. Project REACH will attend/participate FDOE sponsored workshops, Technical Assistance meetings, and tele-conferences.
Anticipated Outcomes:	During the 2009-10 grant year, the Title 1 Set-Aside funds of \$17,048 will be utilized to provide tutoring and parent education at domestic violence shelter and individual tutoring for identified students. Remaining Title 1 Set-Aside Funds will be utilized to purchase school supplies. During the 2010-11 & 2011-12 school years, Project REACH will continue to work collaboratively with provided Title 1 Set-Aside funds. During the three year grant cycle, Project REACH staff will continue to participate with FDOE conference calls, Technical Assistance workshops, and sponsored conferences. Project REACH will continue to utilize NCHE literature throughout the three year grant cycle to provide McKinney-Vento guidelines and literature to increase parent and community awareness.

2) Needs Identified:

Identified Need/Required Focus and Target Population:	There is a need to coordinate services on behalf of homeless students with local community and social service agencies to assist with health related, foster care, and community resource development.
Baseline Data:	We currently have 750+ homeless students identified in our county. Our Nutrition Services have identified 33% of the district's students on free and reduced lunch county wide. The United States Census Bureau details 8.9% of Clay County residents living below the poverty level.
Data Source:	United States Census Bureau, Clay County Health Department, Clay County Food and Nutrition Services, Project REACH ACCESS program, Myflorida.com, Agenda/Minutes of DCF, Kids Council, Mercy Ministries.
Goal Area:	4. LEA and Community Coordination and Collaboration To coordinate and collaborate with other LEA educational and other services programs and local social services agencies and other agencies or programs providing services to homeless children and youth and their families to the address the needs of homeless children and youth
McKinney-Vento Standard:	9. LEAs help with the needs of all homeless children and youth through collaborative efforts both within and beyond the LEA.
Performance Goal:	Students identified as homeless will receive initial program correspondence as well as NCHE published literature regarding McKinney-Vento and community resources. Project REACH will work collaboratively with Clay County Health Department in an effort to assist families with supplies and in obtaining needed school enrollment requirements. Project REACH will work collaboratively with Department of Children & Families staff to identify eligible students.
Anticipated Outcomes:	By the end of 2009-2010 school year Project REACH will plan one coordinated event with Clay County Health Department in preparation of 2009/10 school year. By the end of 2010/11 and 2011/12 collaborative Annual Health Department Event will be established. During the three year cycle, 100% of identified student's families will receive McKinney-Vento and community resource information. During the three year cycle 100% of homeless students and families will receive information about the opportunity to attend event to ensure supplies and health requirements are met. During the three year grant cycle, Project REACH staff will continue to be an active participant in Kids Council, Mercy Ministries and collaborative efforts with DCF, Health Department and within community.

Identified Need/Required Focus and Target Population:	There is a need to collaborate services within the school district and throughout the local community.
Baseline Data:	Project REACH ACCESS program have identified 750+ students during the 2008/09 school year. There have been 20+ submitted and completed requests for transportation to school of origin. There have been 750+ referrals submitted and completed for nutritional services. Case management and referrals tracked through ACCESS program to include pre-k, identified students, unaccompanied youth.
Data Source:	Meeting Minutes/agendas, Project REACH Policy and Procedure Manuals, School Board Policy, Project REACH ACCESS program.
Goal Area:	4. LEA and Community Coordination and Collaboration To coordinate and collaborate with other LEA educational and other services programs and local social services agencies and other agencies or programs providing services to homeless children and youth and their families to the address the needs of homeless children and youth
McKinney-Vento Standard:	9. LEAs help with the needs of all homeless children and youth through collaborative efforts both within and beyond the LEA.
Performance Goal:	Homeless students will receive case management through School Social Worker at zoned school, Homeless students will be provided free meals via collaborative effort with Nutritional Services Department, Homeless students will be provided transportation to school of origin via inter-agency agreements.
Anticipated Outcomes:	Students will receive a free and adequate public education with minimal obstacles during the three year grant cycle.

2) Needs Identified:

Identified Need/Required Focus and Target Population:	There is a need to collaborate services within the school district and the local community to coordinate comparable services.
Baseline Data:	In the 2007/08 FDOE Homeless ESE Demographics, 205 ESE students were identified in Clay County, this is 27% of our identified students. Project REACH ACCESS program will track identified homeless students identified as receiving ESE services. Project REACH will coordinate with community services as related to special needs.
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:	Identified students will receive ESE services as deemed eligible. Expedited services will be requested as needed to ensure educational provisions are met. Project REACH will work to identify resources in the community to address special needs. Identified students will be referred immediately for free meals, enrollment and transportation to school of origin.
Anticipated Outcomes:	Students will receive a free and adequate public education with minimal obstacles during the three year grant cycle.

B. Homeless Demographics

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

2007-2008: 695

2008-2009: 750

2) Estimated Number of Homeless Students to serve in next three (3) years:

a. 2009-2010: 800

b. 2010-2011: 825

c. 2011-2012: 850

3. Project Design and Implementation **40 Points**

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

REQUIRED	
Identified Need/Required Focus and Target Population:	There is a need to close the gap of achievement between homeless and non-homeless students
Baseline Data:	In the FDOE FCAT Math Crosstab, Non-Homeless Students in Grades 3-10 averaged 73.4% while Homeless Students averaged 49.7%. In the FDOE FCAT Reading Crosstab, Non-Homeless students in Grades 3-10 averaged 67.9% while Homeless Students averaged 45.8%.
Data Source:	FDOE Automated Demographics Math & Reading Crosstabs with an emphasis on 3rd grade retentions.
Goal Area:	1. Student Academic Achievement To provide homeless children and youth access to the education and other services that they need to ensure they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held.
McKinney-Vento Standard:	1. All homeless students, identified and enrolled at the time of the state assessment, take the state assessment required for their grade levels.
Performance Goal:	Students identified as homeless will be offered individual tutoring with focus on level one and two and mandatory 3rd retention candidates.
Objective:	Students identified as homeless will be offered individual tutoring with focus on those students scoring a level one or two on FCAT and mandatory 3rd retention candidates.
Anticipated Outcome:	By the end of the 3 year grant cycle math crosstabs for homeless proficiency in math will increase from 49.7% to 60%. By the end of the 3 year cycle, reading crosstabs for homeless will increase in reading proficiency from 45.8% to 57%.
Activities:	Tutoring is focused on math & reading proficiency expediting possible 3rd grade retention candidates. Tutoring emphasizes "Just Read! Florida" strategies & includes weekly lesson plans & monthly progress reports. Tutoring is offered at domestic violence shelter nightly with access to educational supplies to individualize student needs. Literature is provided to assist parent with study skills & guides for homework assistance. Tutoring is offered through Title 1 Set Aside & grant funds.
Time Lines:	Students may be referred anytime throughout the 3 year grant cycle following the first quarter interim.

McKinney-Vento Indicators

Name	Target Year 1	Target Year 2	Target Year 3
1. Number/percent of homeless students who took the standards-based assessment in reading.	80%	90%	100%
2. Number/percent of homeless students who took the standards-based assessment in math.	80%	90%	100%
3. Number/percent of homeless students who met or exceeded state proficiency rates on the standards-based assessment in reading.	49%	53%	57%
4. Number/percent of homeless students who met or exceeded state proficiency rates on the standards-based assessment in math.	53	57%	60%

LEA Indicators

Name	Target Year 1	Target Year 2	Target Year 3
Number of Homeless Students in 3rd grade (based on current data)	80	66	67
Number of Homeless Students who are Level 1 or 2 In Math Proficiency (based on current data)	169	162	157
Number of Homeless Students who are Level 1 or 2 In Reading Proficiency (based on current data)	166	159	153

Deliverables/Training/Technical Assistance or Dissemination

Name	Target Year 1	Target Year 2	Target Year 3
FDOE FCAT Data	1	1	1
Schoolgrades.fldoe.org Reports	1	1	1
Crystal Reports	1	1	1

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

REQUIRED	
Identified Need/Required Focus and Target Population:	There is a need, as identified in the 2007-08 FDOE attendance report, to focus on the attendance of identified homeless students, with an emphasis on secondary schools and unaccompanied youth.
Baseline Data:	FDOE 2007-08 report shows an average of 94.62% attendance for non homeless students, vs. 89.47 for homeless students. There is a particular need in the secondary level, with a greater emphasis on 12th graders.
Data Source:	FDOE Automated student database.
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:	4. Within one full day of an attempt to enroll in school, homeless students are in attendance.
Performance Goal:	Homeless students attendance will be addressed by their school social worker. Social workers will work individually with homeless student to set attendance goals, and explore educational opportunities.
Objective:	Project REACH will focus on closing the gap of average daily attendance between homeless and non-homeless students. Social workers will work individually with homeless student to set attendance goals, and explore educational opportunities.
Anticipated Outcome:	Close gap of average daily attendance between homeless (89.47%) and non-homeless (94.6%). Increased attendance in school on a daily basis by homeless students. By 2009/10 school year, our anticipated goal will be 90% average daily attendance for homeless students. By 2010/11, we anticipate 90.5% increase. A final goal of 91% is anticipated by the end of 2011/12 school year.
Activities:	Social Workers review monthly print-outs of those students developing a pattern of non-attendance. Homeless students identified will be evaluated to determine if obstacle are preventing daily attendance. Obstacles (i.e. transportation) will be addressed while sharing with parents the link between attendance and academic achievement. Interventions will be made accordingly.

Time Lines:

During the 3 year cycle school attendance will be monitored monthly. Social Workers meet individually with both parents and students to determine reasons for absences and offer strategies for improved attendance. Obstacles will be addressed with expedited interventions.

McKinney-Vento Indicators

Name	Target Year 1	Target Year 2	Target Year 3
2. Percent of homeless students who were enrolled on the same day they came to school to be enrolled	100%	100%	100%
4. Percent of homeless students who attended school on the same day of enrollment	100%	100%	100%
5. Average number of days between a homeless student's enrollment in school and his/her school attendance	0	0	0

LEA Indicators

Name	Target Year 1	Target Year 2	Target Year 3
Average Daily Attendance for Homeless Student	90%	90.5	91%
% of Request for Enrollment Assistance	100%	100%	100%
% of Requests Approved for Transportation to School of Origin	90%	95%	100%

Deliverables/Training/Technical Assistance or Dissemination

Name	Target Year 1	Target Year 2	Target Year 3
# of Attendance Reports During School Year	10	10	10
TERMS Average Daily Attendance Report	1	1	1
FDOE Homeless Demographic Report	1	1	1
Crystal Report	1	1	1
# of Referrals to educational options for unaccompanied youth	12	12	12

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

REQUIRED	
Identified Need/Required Focus and Target Population:	There is a need to first target schools with high percentage of free and reduced lunch for individual training on homeless identification. There is a need to ensure all homeless students are identified.
Baseline Data:	Project REACH ACCESS Year End Report will determine school focus group.
Data Source:	FDOE Automated student data base. 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:	Students in homeless situations are identified and enrolled in schools, especially those with a high percentage of students receiving free and reduced lunch.
Objective:	Ensure 100% of eligible students are identified with specific focus on target schools with high percentage of free and reduced lunch.
Anticipated Outcome:	Currently there are 7 schools with more than 50% under poverty level, this encompasses 26% of Project REACH identified students. There will be an increase in identified students within these schools due to targeted strategies with the goal of 100% identification.
Activities:	These 7 schools will receive priority to have on-site visits during the first quarter of the school year to review signs of homelessness and the Project REACH referral process. Project REACH will have a 2% increase to 28% of identified students during the first grant year, 30% in grant year 2, and 32% in our final year. The Project REACH Advocate will conduct site visits during the first school quarter to ensure expedited enrollment, proper identification and referral process.
Time Lines:	During the 3 year cycle, an increase of 2% each year is expected. Each year on-site visits are conducted at each school within the first school quarter. Each year, project will forward daily submissions for free meals to ensure expedited services.

McKinney-Vento Indicators

Name	Target Year 1	Target Year 2	Target Year 3
1. Number of homeless students enrolled in school	700	750	800
3. Number of LEA outreach activities conducted to identify students in shelters and other settings, including those living doubled up	24	30	36
5. Percent of school staff members provided professional development to enable them to identify students who may be eligible for McKinney-Vento services	100%	100%	100%

LEA Indicators

Name	Target Year 1	Target Year 2	Target Year 3
% of Schools having on-site visits	100%	100%	100%
# of Community Outreach Meetings Attended by Project staff	20	25	30
% of Schools with Trained Staff	100%	100%	100%
% of Schools possessing Project REACH policy-procedure manual	100%	100%	100%
% of Schools using Project REACH referral forms	90%	95%	100%
Food Service Report for eligible students	100%	100%	100%

Deliverables/Training/Technical Assistance or Dissemination

Name	Target Year 1	Target Year 2	Target Year 3
Project REACH manual at each school	37	38	38
Revised Project REACH brochure	1	0	0
Food Service Reports	n/a	n/a	n/a
TERMS 316 Monthly Report	9	9	9
Crystal Report	1	1	1
FDOE Homeless Demographics	1	1	1

B. Use of Title I, Part A Funds

1) Title I and McKinney-Vento Programs Collaboration/Coordination

Describe how the Title I program will collaborate on an ongoing basis with the McKinney-Vento homeless liaison to ensure that students in homeless situations will receive appropriate Title I, Part A, services. Applicants may summarize this information, but should provide sufficient detail for reviewers and for those who will make final determinations regarding the outcome of the application.

Response: Clay County Title 1 office and Project REACH will continue to collaborate in an effort to address the unique needs of homeless students. Through the Title 1 Set-Aside funds, parent education and nightly tutoring will be provided at our local domestic violence shelter. These services will be documented and reviewed by Title 1 and copies sent to Project REACH office. Set-Aside funds will also provide individual tutoring as well as the purchase of supplies for our annual supply give away days. These supplies are given throughout the school year to identified homeless students, during community outreach events, and during our annual supply give away days. Title 1 and Project REACH meet at least quarterly to review grant compliance and the special needs of Project REACH program.

2) Scope and Nature of Title I, Part A Services

Describe the scope and nature of services to be provided through Title I, Part A funds that help to address the needs. The description should include:

- the activity/activities,
- grade levels of students to be served,
- approximate numbers to be served,
- where the service(s) will be delivered,
- the expected benefits to be derived from the service(s), and
- other relevant information.

Activities	Grade Levels	Students Served Target Number	Where Services Will be Delivered	Expected Benefits from Services	Other Relevant Information
Nightly tutoring at domestic violence shelter.	pk-12	30	Services will be delivered at confidential domestic violence shelter.	It is expected that tutoring within an emergency shelter will assist the parent in transition and decrease lapse in classroom instruction. It is expected through developed lesson plans and progress reports that the student will not further decrease their academic stability.	Benefits will be assessed through parent evaluation, FCAT scores, progress reports, and report cards.

Provide school supplies to students residing at domestic violence shelter.	pk-12	30	Domestic violence shelter.	It is expected to benefit the children residing at the emergency domestic violence shelter to have needed supplies to continue their classroom instruction.	
Parent education to be provided weekly at domestic violence shelter.	pk-12	30	Parent education and support will be provided at domestic violence shelter.	It is expected that the parent educator will assess the nutrition, enrollment, transportation, and academic needs of parent and student. Once needs are assessed, the parent educator will provide Project REACH and McKinney-Vento information, make referrals for food, transportation, enrollment and supplies as needed.	
Individual Tutoring (addition to our grant funded tutoring program)	pk-12	15	Individual tutoring service delivery will be determined jointly by parent and tutor. This may take place in the student's home/school or an alternate location.	It is expected that through individual tutoring, a student's identified areas of weakness may be targeted.	Benefits will be assessed through parent evaluation, FCAT scores, progress reports, and report cards.

According to guidance issued by the US Department of Education in July 2004:

M-4. What types of services may a LEA provide to homeless students with funds reserved under Section 1113(c)(3) of Title I?

The LEA may use funds reserved under this section to provide services to eligible homeless students in both Title I and non-Title I schools that are comparable to services provided to non-homeless students in Title I schools. Services provided should assist such children in meeting the state's challenging academic content and academic achievement standards.

The LEA has the discretion to use reserved funds to provide a homeless student with services that are not ordinarily provided to other Title I students and that are not available from other sources. For example, where appropriate, the LEA at its discretion may provide a student with an item of clothing to meet a school's dress or uniform requirement so that student may effectively take advantage of educational opportunities.

3) Reservation of Title I, Part A Funds

Failure to set aside funds from Title I, Part A, will eliminate the applicant from consideration for funding. LEAs in which all schools are

designated as Title I schoolwide schools are exempt from this requirement; however, such LEAs may set aside funds to serve students in homeless situations and are encouraged to do so.

1. Please provide below the amount you expect to set aside for the Title I, Part A homeless education set-aside for 2009-2010.

Response: \$17,048.00

2. Please describe the methodology used to determine the homeless education set-aside. Below are some possible methods to calculate the set-aside, excerpted from "Four Methods for Determining New Mandatory Title I, Part A Set-Aside for Homeless Children." No Child Left Behind Financial Compliance Insider (Nov. 2003).

Response: 1. Identify and assess the needs of students in homeless situations in the LEA and set aside funds accordingly. -

3. Describe how the homeless liaison will access Title I funds for homeless students.

Response: Tutoring and Parent Education time sheets with progress notes and lesson plans are submitted to Title 1 office directly. Mileage reimbursed also directy submitted to Title 1. Project REACH maintains copies on file. Supply orders are submitted directly to Title 1 office for approval prior to purchase.

3. Project Design and Implementation

C. Other Collaboration/Coordination

Coordination should be designed to 1) ensure that homeless children and youth have access and reasonable proximity to available education and related support services and 2) raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness [§722(g)(5)(C), P.L.107-110]. For each collaboration, describe the need to address, select the appropriate goal area (e.g., goal areas 3 and 4) and standard, and describe the corresponding performance goals, objectives, activities, timelines, indicators and deliverables with targets, for each year of the grant.

1) Intra-LEA and Inter-LEA Collaboration/Coordination

Applicants should describe collaboration and coordination between the homeless education program and other LEA departments such as transportation; food services; health services; educational programs such as special education, including gifted programs, migrant education, English language learners, and vocational and technical programs; LEA-administered Pre-K programs; and other programs to ensure homeless students are identified, enrolled, retained, and provided equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth. Applicants should also describe any inter-LEA collaboration and coordination.

2) Community and Social Services Agencies Collaboration/Coordination

Applicants should describe collaboration and coordination between the homeless education program and outside community and social service agencies serving the homeless population such as shelters, the county health department, Department of Children and Families, homeless and other coalitions, etc.

3) Other Federal Programs Collaboration/Coordination

Applicants should describe collaboration and coordination between the homeless education program with other federal programs such as Head Start, Housing and Urban Development, Continuum of Care, staff from Runaway and Homeless Youth Shelters, etc.

C. Project Description - Other Collaboration/Coordination

COLLABORATION	
Identified Need/Required Focus and Target Population:	There is a need to coordinate services with our district Title 1 office, FDOE, and NCHE on behalf of identified homeless students. There is a need to work collaboratively with FDOE to participate with Technical Assistance and Conference Calls.
Baseline Data:	As of May 2009, 750+ students have been identified in Clay County as eligible for Project REACH. 24% of identified students attend Title 1 schools. There are 7 Title 1 schools in Clay County, all 7 schools are 50% below poverty level. Project REACH provides individual tutoring, Parent education, and tutoring at domestic violence shelter.
Data Source:	Data sources FDOE, NCHE, and Title 1 office. Project REACH ACCESS program is compared and correlated monthly with district data. Surveys 3 & 5.
Goal Area:	4. LEA and Community Coordination and Collaboration To coordinate and collaborate with other LEA educational and other services programs and local social services agencies and other agencies or programs providing services to homeless children and youth and their families to the address the needs of homeless children and youth
McKinney-Vento Standard:	9. LEAs help with the needs of all homeless children and youth through collaborative efforts both within and beyond the LEA.
Performance Goal:	Identified students will receive tutoring as funded through Title 1 Set-Aside and Project REACH grant funding. Parent education is provided at local domestic violence shelter and through correspondence sent from Project REACH. McKinney-Vento literature is provided through Project REACH program brochures and NCHE literature. Project REACH will attend/participate FDOE sponsored workshops, Technical Assistance meetings, and tele-conferences.
Objective:	Project REACH will coordinate services with Title 1, FDOE, and NCHE to ensure McKinney-Vento requirements are met, to provide comprehensive services for Title 1 as well as other 29 district schools, and to be kept abreast of most current homeless legislation.
Anticipated Outcome:	Project REACH has provided 110 individual tutoring hours at domestic violence shelter with plans to continue to offer nightly tutoring throughout the school year. Project REACH will focus initial training on 7 schools identified at risk to ensure eligibility requirements are met.

Activities:	Provide on-site trainings to 7 identified schools prior the beginning of the second school quarter. Project REACH staff will meet quarterly with Title 1 to ensure program compliance and fund dispersal. Project staff will participate in teleconferences, technical trainings, and FDOE workshops to network with state, local, and national homeless liaisons. Coordinate efforts with NCHE to ensure McKinney-Vento posters are displayed at each school and within community.
Time Lines:	In the first grant year, Title 1 funds will provide tutoring, parent education, & school supplies. In the remaining two grant years, the project will continue to work with Title 1 for the use of Set-Aside funds. During the remaining grant cycle, project staff will participate in FDOE conference calls, Technical Assistance workshops, & sponsored conferences. NCHE posters will be placed in community & each school during in first grant cycle with rechecks each remaining year.

McKinney-Vento Indicators

Name	Target Year 1	Target Year 2	Target Year 3
1. Number of collaborative contacts with federal programs (e.g., Head Start, Housing and Urban Development, Continuum of Care, staff from Runaway and Homeless Youth shelters, etc.)	3	4	5
2. Number of collaborative contacts with Title I Staff	4	6	8
3. Number of collaborative contacts with special education staff	10	15	20
4. Number of collaborative contacts with LEA staff (e.g., migrant education, school nutrition, pupil transportation, school enrollment, etc.)	120	140	160
5. Number of collaborative contacts with community service providers (e.g., shelter providers, child welfare, health, mental health, child care, housing, faith-based initiatives, etc.)	10	16	24
6. Number of collaborative contacts with other LEAs to which their homeless families frequently move or from which their homeless families frequently come	4	6	8
7. Number/percent of schools displaying McKinney-Vento posters	100%	100%	100%
8. Number of McKinney-Vento posters disseminated and displayed in the community	25	40	50

LEA Indicators

Name	Target Year 1	Target Year 2	Target Year 3
Participation in monthly FDOE conference calls	11	11	11
Attendance at Technical Assistance Conference	1	1	1
Attendance State Sponsored Homeless Workshops	1	1	1

Deliverables/Training/Technical Assistance or Dissemination

Name	Target Year 1	Target Year 2	Target Year 3
NCHE Posters at each school	100%	100%	100%
Registrations for conference and workshops	n/a	n/a	n/a
Minutes for Conference Calls	11	11	11
Correspondence with and Set-Aside Documentation On file	n/a	n/a	n/a

C. Project Description - Other Collaboration/Coordination

COLLABORATION	
Identified Need/Required Focus and Target Population:	There is a need to coordinate services on behalf of homeless students with local community and social service agencies to assist with health related, foster care, and community resource development.
Baseline Data:	We currently have 750+ homeless students identified in our county. Our Nutrition Services have identified 33% of the district's students on free and reduced lunch county wide. The United States Census Bureau details 8.9% of Clay County residents living below the poverty level.
Data Source:	United States Census Bureau, Clay County Health Department, Clay County Food and Nutrition Services, Project REACH ACCESS program, Myflorida.com, Agenda/Minutes of DCF, Kids Council, Mercy Ministries.
Goal Area:	4. LEA and Community Coordination and Collaboration To coordinate and collaborate with other LEA educational and other services programs and local social services agencies and other agencies or programs providing services to homeless children and youth and their families to the address the needs of homeless children and youth
McKinney-Vento Standard:	9. LEAs help with the needs of all homeless children and youth through collaborative efforts both within and beyond the LEA.
Performance Goal:	Students identified as homeless will receive initial program correspondence as well as NCHE published literature regarding McKinney-Vento and community resources. Project REACH will work collaboratively with Clay County Health Department in an effort to assist families with supplies and in obtaining needed school enrollment requirements. Project REACH will work collaboratively with Department of Children & Families staff to identify eligible students.
Objective:	Identified students will receive initial program correspondence & NCHE literature regarding McKinney-Vento & community resources. Project will coordinate with County Health Department to assist families with supplies & in obtaining needed school enrollment requirements. Project REACH will work jointly with the Dept. of Children & Families to identify students. Project staff will attend social service meetings in community to share project information & collect provider resources.
Anticipated Outcome:	Develop resources within community to work collaboratively to assist homeless students.

Activities:	In year 1, Project REACH will plan an event with County Health Dept. in preparation of 2009/10 school year. This will become an established annual event during cycle 2 & 3. During the 3 year cycle, 100% of identified students will receive McKinney-Vento rights, community resource information and event flyer to ensure supplies & health requirements are met. During the 3 grant cycles, Project staff will work with Kids Council, Mercy Ministries, DCF, Health Dept. & other community agencies.
Time Lines:	During the first grant year, Project staff will meet monthly with Mercy Ministries and Kids Council, Quarterly with DCF, and have daily contact with Nutrition Serviced. Project REACH staff will co-coordinate event with Health Department during year one and continue collaborative efforts during the two remaining grant years.

McKinney-Vento Indicators

Name	Target Year 1	Target Year 2	Target Year 3
1. Number of collaborative contacts with federal programs (e.g., Head Start, Housing and Urban Development, Continuum of Care, staff from Runaway and Homeless Youth shelters, etc.)	5	10	15
8. Number of McKinney-Vento posters disseminated and displayed in the community	50	60	70

LEA Indicators

Name	Target Year 1	Target Year 2	Target Year 3
Attendance at Mercy Ministry Meetings	6	8	9
Attendance at Kids Council Meetings	6	8	9
# of Backpacks Provided During Annual Event	100	150	200
# of Project REACH/NCHE Provided during annual event	100	150	200
# of Conference Calls	11	11	11
# of Schools with NCHE posters	36	37	37

Deliverables/Training/Technical Assistance or Dissemination

Name	Target Year 1	Target Year 2	Target Year 3
Poster advertising School Supply/enrollment event	1	1	1
Agenda/Minutes from Mercy Ministry Meetings	6	8	9
Agenda/Minutes from Kids Council Meetings	6	8	9
FDOE Conference Calls Minutes	6	6	6
Daily Food Service Submission	n/a	n/a	n/a

C. Project Description - Other Collaboration/Coordination

COLLABORATION	
Identified Need/Required Focus and Target Population:	There is a need to collaborate services within the school district and throughout the local community.
Baseline Data:	Project REACH ACCESS program have identified 750+ students during the 2008/09 school year. There have been 20+ submitted and completed requests for transportation to school of origin. There have been 750+ referrals submitted and completed for nutritional services. Case management and referrals tracked through ACCESS program to include pre-k, identified students, unaccompanied youth.
Data Source:	Meeting Minutes/agendas, Project REACH Policy and Procedure Manuals, School Board Policy, Project REACH ACCESS program.
Goal Area:	4. LEA and Community Coordination and Collaboration To coordinate and collaborate with other LEA educational and other services programs and local social services agencies and other agencies or programs providing services to homeless children and youth and their families to the address the needs of homeless children and youth
McKinney-Vento Standard:	9. LEAs help with the needs of all homeless children and youth through collaborative efforts both within and beyond the LEA.
Performance Goal:	Homeless students will receive case management through School Social Worker at zoned school, Homeless students will be provided free meals via collaborative effort with Nutritional Services Department, Homeless students will be provided transportation to school of origin via inter-agency agreements.
Objective:	Homeless Students will receive expedited services due to collaborative efforts within the school district. This includes the provisions of free meals, transportation to school of origin, immediate enrollment, and the issuance of school supplies. Project REACH will work with community service providers to detail unique needs of homeless families and work towards expedited service delivery.
Anticipated Outcome:	Students will receive free meals within 24 hours of identification & be referred for transportation services to school of origin needs. Students to be immediately enrolled upon registration. During the first grant year, project will identify pre-k providers within the community as well as district providers. Focus will also be placed during the first grant year to develop educational resources to address the unique needs of unaccompanied youth. Community resource guide updated and filed yearly.

Activities:	Annual individual & on-site trainings at each school to ensure immediate enrollment. Daily submission to food services for expedited free meals. When feasibility requests is complete, transportation referral is submitted for school of origin requests. Throughout 3 year grant cycle, project staff will continue to attend monthly community outreach meetings to share program services and to be kept abreast of community resources.
Time Lines:	On-going expedited services as related to transportation, free meals, & enrollment throughout grant cycle. During the 2009/10 school year, Project REACH will coordinate summer community outreach event in conjunction with Health Department to ensure school supplies & health related issues are addressed prior to the beginning of school. This event will be on-going throughout the remaining two grant years while exploring other joint ventures with community outreach programs.

McKinney-Vento Indicators

Name	Target Year 1	Target Year 2	Target Year 3
5. Number of collaborative contacts with community service providers (e.g., shelter providers, child welfare, health, mental health, child care, housing, faith-based initiatives, etc.)	40	60	80
8. Number of McKinney-Vento posters disseminated and displayed in the community	25	40	50

LEA Indicators

Name	Target Year 1	Target Year 2	Target Year 3
# of Community Outreach events	3	4	5
# of School Supply Give-Away	4	4	4
Daily Submissions to food services (as identified)	100%	100%	100%
Transportation Requests	20	25	25

Deliverables/Training/Technical Assistance or Dissemination

Name	Target Year 1	Target Year 2	Target Year 3
# of Backpacks Provided	375	400	450
Submitted Transportation Requests	20	25	25
Submitted Food Service Request	n/a	n/a	n/a
Minutes for Outreach Meetings	18	20	20

C. Project Description - Other Collaboration/Coordination

COLLABORATION	
Identified Need/Required Focus and Target Population:	There is a need to collaborate services within the school district and the local community to coordinate comparable services.
Baseline Data:	In the 2007/08 FDOE Homeless ESE Demographics, 205 ESE students were identified in Clay County, this is 27% of our identified students. Project REACH ACCESS program will track identified homeless students identified as receiving ESE services. Project REACH will coordinate with community services as related to special needs.
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:	Identified students will receive ESE services as deemed eligible. Expedited services will be requested as needed to ensure educational provisions are met. Project REACH will work to identify resources in the community to address special needs. Identified students will be referred immediately for free meals, enrollment and transportation to school of origin.
Objective:	Identified students will receive ESE services as deemed eligible. Expedited services will be requested as needed. Services for non-ESE identified students will be addressed and expedited to ensure free and appropriate education.
Anticipated Outcome:	It is anticipated that the special needs of our identified ESE students will be addressed through collaboration within the school district and in the local community.
Activities:	During the grant cycles, students who are identified as eligible will receive ESE services. Expedited services will be requested as needed. Project REACH will work to identify resources in the community to address special needs of both ESE and non-ESE homeless students.
Time Lines:	These services will be on-going throughout the grant cycle. Project staff will work to ensure new resources are explored throughout the three year period. Expedited services will be addressed as needed throughout the same period.

McKinney-Vento Indicators

Name	Target Year 1	Target Year 2	Target Year 3
5. Amount of funds set aside for homeless students through Title I	15,400	tdb	tdb
6. Number/percent of homeless students who had access to free meals	100%	100%	100%
8. Number/percent of homeless students who had access to services for gifted programs when needed/eligible	100%	100%	100%
9. Number/percent of homeless students who had access to services for vocational and technical education programs when needed/eligible	100%	100%	100%
10. Number/percent of homeless students who received supplemental academic services (e.g., after-school program and tutoring)	100%	100%	100%
11. Number/percent of homeless students who received school and personal supplies when needed	100%	100%	100%
12. Number/percent of homeless students who participated in extracurricular activities	6	8	10

LEA Indicators

Name	Target Year 1	Target Year 2	Target Year 3
Number/percent of homeless students referred for school of origin transportation as needed	100%	100%	100%
# of students referred for field trip assistance.	30	40	45

Deliverables/Training/Technical Assistance or Dissemination

Name	Target Year 1	Target Year 2	Target Year 3
# of students identified as ESE through Program ACCESS program	200	225	250
% of students receiving school of origin transportation	95%	95%	95%
# of field trip requests filled	100%	100%	100%

D. Capacity to Implement the Project

Provide responses to questions "1-3" 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):	904-284-6511
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 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 who devote a minimum of 30% of their time to Homeless duties (Suzanne Church). Other duties include school social work.

2) Others Devoted to Homeless Education Duties

Please provide the names, positions, percentage of time devoted to homeless education duties, a brief description of duties, and a brief description of other duties for other personnel associated with implementing the services described in this RFP (add as many additional rows as needed). The positions can be paid from other sources than the homeless education program. Enter "N/A," if not applicable.

row	Name(s)	Position(s)	% Devoted to Homeless Program	% Devoted to Other Duties	Brief Description of Other Duties
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1	Melissa Whitaker	Project REACH Advocate	100	0	Contracted employee who implements program, data entry, service delivery, school/community outreach
2	Kathleen Hill	ACCESS Manager	10	90	School Social Worker; Project REACH ACCESS Manager, maintains database for program.
3	Suzanne Church	Homeless Coordinator	30	70	Co-coordinator of homeless program; devotes a minimum of 30% of their time to homelessness; implementing grant guidelines to include McKinney-Vento compliance. 70% of time devoted to school social work.
4	Barbara Castelli	Homeless Coordinator	30	70	Co-coordinator of homeless program; devotes a minimum of 30% of their time to homelessness; implementing grant guidelines to include McKinney-Vento compliance. 70% of time devoted to school social work.

3) Background and Qualification

Please list the qualification and background of the homeless liaison and others participating on this project.

Both Homeless Liaison's possess a Master's degree in Social Work. They are both also Florida State Certified Teachers. The Project REACH Advocate possess a Bachelor's degree. ACCESS Manager also possesses a Master's Degree in Social Work.

4. Dissemination Plan 10 Points

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.

-
- 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 and Title 1 Director are advised yearly via Director of Student Services of the LEA and their duties. 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 Kids 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, 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 parent's 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 quartely 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 parents educational rights. These flyers are also posted throughtout the community as stated above.

5. Evaluation 15 Points

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: There are two areas of focus within our proposed project subject to evaluation. These areas are service delivery and academic achievement. The first area is the area of service delivery. Project REACH strives to implement the rights of McKinney-Vento in our program through service delivery. In our service delivery, identification, expedited services to free meals, request for transportation to school of origin, and immediate enrollment are tracked through our ACCESS program. This ensures 100% of identified students are being provided the basic rights as provided under the McKinney-Vento Act.

The method for quality assurance in food services is through identification and submission request for services. Once identification is made through our student referral process, the student is entered into our Project REACH ACCESS database and the family is evaluated for needed services. The school social worker immediately enters the child onto an EXCEL spreadsheet which is submitted to food services on a daily basis. This ensures that each eligible student receives free meals within 24 hours of identifications. Program works closely with food services, i.e., if food service identifies a sibling whose eligibility has not been assessed, they will in turn, notify Project REACH to ensure proper identification. This exchange ensures 100% of eligible students receive free meals in a timely manner, in that it serves as a checks and balance process. The monthly TERMS 316, Food Service Report and our ACCESS report are compared and correlated to ensure each student is properly identified and being provided free meals. Each school will be provided with an "on-site" visit from one of the Project REACH staff to review policy and procedures, identification and eligibility criteria, and program specifics. Each school will also receive a Policy & Procedure Manual, with yearly updates to follow for the next two grant years.

When the family is assessed for needs, transportation to school of origin needs are reviewed. If school of origin transportation is requested, the school social worker will complete the required referral form to include a feasibility request and submit to the Project REACH office. Request is submitted to transportation within a 24 hour period. Transportation will accept or deny request within 48 hours. If request is denied, transportation will identify reason. In this rare case, parent is provided with the policy for dispute resolution. All requests and outcomes for transportation requests are kept on file in Project REACH office. It is our goal to fill 100% of our requests. This method helps ensure homeless students attend school on a regular basis. Our program plans to focus on the average daily attendance of homeless students with an emphasis on secondary and unaccompanied youth.

The FDOE 2007-08 reports shows over a 5% higher absenteeism rate for homeless student vs. non-homeless. Project REACH will focus on attendance and immediate enrollment as a means to help the academic achievement of our students. Attendance issues will be addressed by their school social worker. Social Workers will work individually with homeless students to set attendance goals and explore educational opportunities. Obstacles will be addressed (i.e., transportation), and our program helps parents realize the vital link between attendance and academic achievement. Our goal will be to increase of average daily attendance from 89.4% to 91% over the grant cycle.

Attendance report, TERMS print outs, Crystal Reports, and FDOE Homeless Demographic Reports will help Project REACH evaluate the success rate.

Immediate enrollment is part of our service delivery and vital to our program success. Immediate enrollment includes intervention Coordinators make on behalf of students and waivers for documentation. School staff are trained as part of our first method of immediate enrollment. Each school receives individual training and a Project REACH policy and procedure manual with referral forms, brochures, and McKinney-Vento literature. The referral form is in place to offer a step-by-step process with a section designed to identify enrollment assistance needs. This form again is forwarded immediately to the Project REACH office with a copy to the School Social Worker for follow up case management services. All identified are tracked in our ACCESS program and this program data is compared with district data monthly for evaluation and correlation.

In addition to these evaluation methods, we also have a school-wide Needs Assessment and an End of the Year Program Evaluation. The Needs Assessment is sent to each school to help identify any unmet needs of our homeless population. It also informs schools of the specifics of our program and services available under Title X Homeless Education. The End of the Year Program Evaluation is distributed to both school personnel as well as parents of eligible students. This evaluation is used as a tool for program goals and development. It also helps identify any unmet needs, and gives Project REACH a baseline for additional services needed. Both the Needs Assessment and Evaluation are kept on file in the Project REACH office and used as an evaluation tool to ensure proper service delivery and program effectiveness.

Our second area to be evaluated is Academic Achievement. Project REACH offers an individualized tutoring program and shelter tutoring to our eligible students. Students are referred for tutoring by either their parent or teacher. The referral form for tutoring includes current grades, areas of weakness, and standardized test scores. Once a tutoring need is identified, the referral request is submitted to Project REACH. The Project Coordinator then finds an appropriate tutor for the student. Each tutor is a certified teacher with the Clay County School District and receives individual training. This training focuses on the individual student and incorporates Just READ! Florida strategies to help design individual lesson plans for each student. Students receive a minimum of 9 weeks of tutoring with the option to extend for another 4 weeks. Tutors complete weekly lesson plans, monthly progress reports as well as an end of tutoring progress report. This helps monitor and track progress of each student.

Through the use of our FDOE FCAT Data reports and Crystal Reports, our program can begin to easily track the academic achievement of our students. We will be able to track the number of homeless students who took the standards-based assessment in reading and math. We will be able to track the number of students who met or exceeded state proficiency rates on both of these tests. We will also be able to identify the students who scored a Level 1 or 2 on state standardized tests. We will begin to focus on these students to ensure academic achievement in both reading and math. 3rd grade mandatory retention candidates will be identified and

targeted for early intervention to include individual tutoring. Math and Reading crosstabs will be analyzed to ensure percentage increase in proficiency.

To date, our annual reports indicate that homeless students have scored 22.5% less on standardized tests in reading and math. Our program hopes to address the individual needs of these students to help them succeed and meet the same challenging State student academic achievement standards to which all students are held. Our program is designed to help these students meet or exceed these standards. By the end of our three year grant cycle, it is planned that both reading and math standardized scores will increase by approximately 12% between both. Evaluation criteria will include baseline percentage of proficiency level compared with yearly proficiency levels for our homeless population for each of the three years. FDOE FCAT Data reports will be utilized, as well as county Crystal Reports.

Project REACH office will keep on file weekly lesson plans and monthly progress reports which will track student's progress. Domestic Violence Shelter tutoring will also be kept on file at the Project REACH office. If a student is residing in the shelter, and finds housing elsewhere, tutoring will continue at the parent's request. The Project REACH office will also provide quarterly mailings to parents to help with study skills and guides for helping with homework. All parent involvement material will emphasize the importance of academic achievement. This involvement will be included in our parent evaluation to determine its' usefulness and gage areas to improve.

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

6. Support for Strategic Imperatives FIXED REQUIREMENT

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.

7. Policies and Procedures Implementation

FIXED REQUIREMENT

Provide evidence that policies that respond to the needs of children and youth in homeless situations are in place or being put into place and address the requirements below. Include only copies of those policies that specifically refer to homeless students; **do not include the LEA's entire policy manual**. Reviewers should find it easy to locate and understand policies that affect homeless students. The applicant should underline, bold, or highlight those areas of the policy that refer to homeless students if part of a policy or procedure pertaining to non-homeless students as well. If the policy is being revised, provide evidence that the policy is on the school board agenda.

A. School Board Policy:

Policy: [Uploaded School Board Policy File](#)

Please complete only one of the two options below:

Date School Board Policy approved or last revised: 9/21/06

or,

Date School Board Policy is expected to be approved by Board:

Please select the requirements below that are covered in your current or proposed LEA's homeless education school board policy:

Selected Items:

- an assurance that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth, to include receiving comparable services offered to other students in the school [No Child Left Behind Act, Title X, Part C, §721(1)-(4) and §722(d), P.L.107-110]
- an assurance that homeless children and youth are not stigmatized or separated, segregated, or isolated on the basis of their status as homeless [No Child Left Behind Act, Title X, Part C, §722(e)(3), §722(g)(1)(J)(i), and §723(b)(5), P.L.107-110]
- the access of homeless children and youth to the education and other services that such students need to ensure that such students have an opportunity to meet the same challenging state student academic achievement standards to which all students are held [No Child Left Behind Act, Title X, Part C, §721(1)-(4) and §722(d), P.L.107-110]
- the access of homeless preschool-aged children and their families to educational services for which they are eligible, including preschool programs administered by the LEA [No Child Left Behind Act, Title X, Part C, §721(1)-(4) and §722(d), P.L.107-110]
- the removal of barriers that affect the enrollment and retention of homeless children and youth in schools in the LEA, including issues pertaining to guardianship and transportation, immunization, residency, birth certificates, school records, and other documentation [No Child Left Behind Act, Title X, Part C, §722(g)(1)(I), §722(g)(7)(A), and §722(g)(7)(B), P.L.107-110]
- the immediate enrollment of homeless students [No Child Left Behind Act, Title X, Part C, §722(g)(7)(A), P.L.107-110]
- the rights of homeless students to remain in their school of origin and provision of transportation, at the request of the parent or guardian, to and from the school of origin, including the provision for inter-LEA transportation [No Child Left Behind Act, Title X, Part C, §722(g)(1)(J)(iii), P.L.107-110]

B. Dispute Resolution Policy, Procedure or Process

Please provide a copy of the homeless education dispute resolution policy, procedure, or process that is in place to resolve enrollment disputes [No Child Left Behind Act, Title X, Part C, §722(g)(3)(E)(i)-(iv)].

Dispute Resolution Policy, Procedure or Process file:

[Uploaded Dispute Resolution Policy File](#)

C. Homeless Student Identification Procedure and Process

Please provide a copy of the identification of homeless children procedure. Also describe how the applicant identifies children and youth in homeless situations. Include information below as applicable:

Identification of Homeless Children Procedure or Process file:

[Uploaded Homeless Identification Procedure or Process File](#)

1. a description of any outreach efforts to locate homeless students,

Response: Clay County is absent of a homeless shelter or designated homeless provider. Through coordinated efforts of district schools & community agencies we are more adequately able to identify children. Project REACH works collaboratively with the Clay County Health Dept., Dept. of Children & Families, & the Salvation Army to focus on comparable services of identification of homeless student. Project REACH also works with our local mental health/substance abuse agency, Kids Council, & Mercy Ministries to share project information and referral process. Project REACH maintains contact with our domestic violence shelter through joint service efforts, parent education, & nightly tutoring to ensure homeless students are identified. Each Clay County records secretary is provided with the program manual including the steps to identification of homeless students & a description of the enrollment process as provided by NCHE. They also receive training at the beginning of each school year on the enrollment process & an overview of the McKinney-Vento Act. Program information is disseminated & discussed at the annual in-service training & new teacher training provided at each school. The homeless advocate for the program attends community outreach meetings to educate members about the Project REACH & the various needs of homeless students. Members of these local interagency councils have been provided with brochures & information regarding our program. In addition, the Mc-Kinney Vento posters are visible in various community areas, such as schools, laundry mats, domestic violence shelter, & other county agencies. Project REACH also participates in the Homeless/Low Income Community Outreach Day & provides information families on a bi-annual basis. Project REACH is in the process of planning a joint event with the Clay County Health Dept. in preparation for the upcoming school year to assist with enrollment, supplies, & health related enrollment requirements.

2. a description of any forms such as residency questions or enrollment forms that are used and provide copies of such forms,

Response: Upon enrollment in a District school, each student is required to complete a New Student Registration Form. Based on completion of this document, records/data personnel are able to determine if a family is experiencing homelessness. The school records personnel have been trained to complete the Project REACH Student Referral Form and indicate their homeless status. The School Social Workers, in conjunction with the Homeless Advocate, verify referrals and make determination of eligibility. Once verification of homeless is determined, the records/data personnel will provide them with program information including the Homeless Advocate's contact number. In addition, the referral form will be completed and forwarded to the Project REACH office.

In some cases, homelessness is identified by the completion of the Family Application for Free and Reduced Priced Meals, which has an indicator for homelessness, as well as a phone number for the applicant to contact the Homeless Advocate. An open line of communication exists between Food Services personnel and the Homeless Advocate in order to ensure and expedite services.

3. a description of the types of information the applicant collects about the students in the identification process,

Response: During the identification process, demographic information is collected on the student. Referrals initiated at a district school will contain student name, school of origin, current address, current living situation (where and with whom) and any outstanding documentation to be obtained by the school social worker or homeless advocate.

If a child is identified through a community referral, only a name and phone number is required for follow up verification purposes. Upon such a referral, the homeless advocate or school social worker completes a Student Referral Form. As such, the homeless

advocate would then obtain the school of origin, current address, current living situation (where and with whom) and any outstanding documentation to be obtained for complete enrollment. The student is then coded on our TERMS panel, added to our ACCESS program, and forwarded for expedited food services.

4. a description of the staff (do not include names) that are involved in the identification process and how they are involved,

Response: The following staff members are involved in the identification process:

- Records/Data Secretary: Based upon initial conversation with family, the secretary may

determine a basis for referral. Staff are encouraged to refer any child that is thought to be experiencing homelessness. School Social Worker and/or homeless advocate will verify status.

- Food Services: Homeless is indicated on the Family Application for Free and Reduced Priced Meals. Food Services personnel will then initiate a referral with the homeless advocate. Additional information is gathered by the homeless advocate and eligibility is determined thereafter.

- Clinic Nurse: Based on conversation with student, clinic nurse may determine the possibility of homelessness. Information may be passed directly to the Homeless Advocate or school Guidance for further review.

- Social Worker – Determine eligibility, follow up referrals and case management.

- Guidance Counselors – Referral process and case management.

- Homeless Advocate – Referrals, Initial Parent Contact, Correspondence, Daily Food Service Submissions. (Remains point of contact throughout school year)

- Transportation Dept. – Referrals may be submitted due to change of residence.

5. a description of any training that staff members or service providers receive regarding student identification,

Response: Project REACH staff provides in-service through district meetings which include School Social Workers, Guidance Counselors, and community agencies. Project REACH provides in-services to district enrollment secretaries through departmental meetings and on-site training. Program staff meet yearly with transportation department to establish coordination of services. We are in close contact with Title 1 and Food Services throughout the school year to ensure identification is made and services are expedited. Social Work staff is updated monthly on Project REACH services. Through monthly meetings with Kids Council and Mercy Ministries, program services and referral process are reviewed for new and outstanding members. Project REACH meets quarterly with the Department of Children & Families and Clay Kid's First to correlate services.

6. a list of service providers or community organizations that assist with the identification process and a description of how they help to identify students, and/or

Response: Service Provider and/or community organizations that assist with the identification process are:

- Department of Children & Families – Through quarterly meetings, identification process is reviewed to ensure expedited services. DCF makes contact as change of residential status occurs deeming student eligible for Project REACH services.

- Clay County Health Dept. – Refers student directly to program staff when deemed eligible through services at health department.
- Clay Behavioral Center – Refers families directly to program staff when deemed eligible through contact with center.
- Mercy Ministries – Forwards names of homeless families as identified in community outreach days.
- Salvation Army – Refers to program staff as determined eligible through financial/housing services at Salvation Army.
- Kids Council – Program provides brochures and information to council members to provide to eligible families.

7. any other information the applicant deems relevant.

Response: Project REACH works collaboratively with Duval County in an effort to coordinate transportation and comparable service delivery. Project REACH also works with other homeless liasions to explore program development and future goals.

D. Other Procedures, Processes, or Practices

Please provide copies of any other procedures, processes, or practices that relate to homeless students. Files must be .doc or .pdf.

Transportation: [Uploaded Transportation File](#)

Food Programs: [Uploaded Food Programs File](#)

Preschool Access:

Before and After-School Care Programs:

Other Procedures (if applicable): [Uploaded Other Procedures File](#)

8. Reporting Outcomes **FIXED REQUIREMENT**

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

- The LEA will report on required data for the Consolidated State Performance Report.
- The LEA will report outcomes for each performance indicator identified in the application in the end-of-year report for years one and two. For year three, the final report will be a compilation of all three years.
- The LEA will maintain documentation of each activity implemented using these funds for on-site, desktop, or self-certification monitoring.

9. Budget **15 points**

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.
- 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 referral services to homeless children and youths for medical, dental, mental, and other health services.
- The provision for homeless children and youths of before- and after-school, mentoring, and summer programs in which a teacher or other qualified individual provides tutoring, homework assistance, and supervision of educational activities.
- If necessary, the payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youths in school, including birth certificates, immunization or medical records, academic records, guardianship records, and evaluations for special programs or services.
- The provision of education and training to the parents of homeless children and youths about the rights of, and resources available to, such children and youths.
- The development of coordination between schools and agencies providing services to homeless children and youths, as described in section 722(g)(5).
- 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 three 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.
- 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.

If you have questions contact Lorraine Allen, Lorraine.Allen@fldoe.org, 850-245-0668 or Brittney Rucker, Brittney.Rucker@fldoe.org, 850-245-0706

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