

Clay

**FLORIDA DEPARTMENT OF EDUCATION
Project Application**

TAPS Number 07A095

Return to: Florida Department of Education Bureau of Grants Management Room 344 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0498 Suncom: 205-0498	A) Program Name: Title X, Education for Homeless Children and Youth Program Project Applications	DOE USE ONLY Date Received						
B) Name and Address of Eligible Applicant: Clay 900 WALNUT STREET GREEN COVE SPRINGS, FL 32043		Project Number (DOE Assigned) 100-1277A-7CH01						
C) Total Funds Requested: \$ 93,089.00 Estimated Roll Forward: \$ 0.00 _____ DOE USE ONLY Total Approved Project: \$	D) Applicant Contact Information <table border="1"> <tr> <td data-bbox="505 884 1045 1083"> Contact Name: First Name: Norma MI: Last Name: Martin </td> <td data-bbox="1045 884 1572 1083"> Mailing Address: Address 800 Walnut Street City: Green Cove Springs State: FL Zip: 32065 </td> </tr> <tr> <td data-bbox="505 1083 1045 1146"> Telephone Number: 904-284-6511 Ext: </td> <td data-bbox="1045 1083 1572 1146"> SunCom Number: 835-1577 </td> </tr> <tr> <td data-bbox="505 1146 1045 1255"> Fax Number:904-529-2170 </td> <td data-bbox="1045 1146 1572 1255"> E-mail Address: nmartin@mail.clay.k12.fl.us </td> </tr> </table>		Contact Name: First Name: Norma MI: Last Name: Martin	Mailing Address: Address 800 Walnut Street City: Green Cove Springs State: FL Zip: 32065	Telephone Number: 904-284-6511 Ext:	SunCom Number: 835-1577	Fax Number:904-529-2170	E-mail Address: nmartin@mail.clay.k12.fl.us
Contact Name: First Name: Norma MI: Last Name: Martin	Mailing Address: Address 800 Walnut Street City: Green Cove Springs State: FL Zip: 32065							
Telephone Number: 904-284-6511 Ext:	SunCom Number: 835-1577							
Fax Number:904-529-2170	E-mail Address: nmartin@mail.clay.k12.fl.us							
<p align="center">CERTIFICATION</p> <p>I David Owens do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p> <p>E) _____ Signature of Agency Head</p>								

DOE 100A



John L. Winn, Commissioner

General Assurances

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

- 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;
- 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 adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at: <http://www.firn.edu/doe/comptroller/gbook.htm>.

School Districts, Community Colleges, Universities and State Agencies

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

General Education Provisions Act

In accordance with the requirements of Section 427 of the General Education Provisions Act (GEPA) Public Law 103-382, each applicant must ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries with special needs. For details refer to URL: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

FLORIDA DEPARTMENT OF EDUCATION BUDGET DESCRIPTION FORM

A. NAME OF THE NCLB PROGRAM: _____

B. NAME OF ELIGIBLE RECIPIENT: **Clay**C. Project Number (DOE USE ONLY): **100-1277A-7CH01**TAPS Number
07A095

(1) Function	(2) Object	(3) Description	(4) FTE	(5) Amount
5100	120	Certified Teacher/Tutor (Tutoring in community) Title 1 will cover shelter and group homes.	0.00	30,000.00
5100	210	Retirement	0.00	2,217.00
5100	220	Social Security	0.00	2,295.00
5100	330	Travel	0.00	1,000.00
6100	160	Paraprofessional Outreach Liasion & Funds for June employment	1.00	30,000.00
6100	210	Retirement	0.00	2,217.00
6100	220	Social Security	0.00	2,295.00
6100	230	Group Insurance	0.00	3,806.00
6100	310	Professional & Technical Svcs.	0.00	1,000.00
6100	331	Extra-Curricular Activities Direct Services to Students, ie. field trips, camp...	0.00	1,500.00
6100	370	Communications (Coordinators and Paraprofessional Liasion)	0.00	1,200.00
6100	510	Supplies (Homeless Stand-Down, School supply Give-away, shelter programs, community awareness)	0.00	5,000.00
6100	692	Software Less than \$500 (Software for Tutor related computer programs)	0.00	1,000.00
6150	510	Supplies (Parent Involvement)	0.00	1,000.00
6400	330	Travel (Conferences: Fla. Homeless Coalition, Nt'l & State Conferences, State Social Work Conference)	0.00	5,000.00
7200	790	Indirect Cost	0.00	3,559.00

			TOTAL: 93,089.00
--	--	--	-------------------------

DOE 101



John L. Winn, Commissioner

Project Abstract or Summary

Provide a brief summary of the project; summarize the essential aspects of the proposed project. Sentences should be declarative and specific. Limit 1 page.

- The project is described in a brief summary.

Response: Project R.E.A.C.H. Kids, (Requisite Education and Academics for Clay's Homeless Kids), is a project developed to identify eligible homeless students (including youth and unaccompanied youth) countywide, PK-12, and to inform parents of the McKinney-Vento Act and the services available to their children under the law and through the Project. Project R.E.A.C.H. Kids strives to enhance student achievement by removing barriers (lack of supplies, transportation, meals, and enrollment) to education and providing tutoring and parent involvement activities to enable students to meet the state student performance standards. The Project R.E.A.C.H. Kids program, in its' fifth year of existence, continues to be facilitated by Co-Coordinator (herein referred to as Coordinator) who continue to expand efforts to heighten awareness in the community and the school district of the specific, and often unique, needs of homeless children and youth in Clay County. Project R.E.A.C.H. Kids program coordinates its` efforts through the Clay County School District Title 1 office in an attempt to improve service delivery. The Project serves as a resource within it's school district and utilizes information to collaborate efforts, which benefit homeless children and families. Networking is facilitated with attendance and participation at interagency councils and other community groups. The Project includes arranging for tutorial services by certified teachers in accordance with the requirements of the "Just Read, Florida!" Initiative (Executive Order Number 2001-260, Section 3.) in an effort to ensure FCAT success. Professional and medical services are covered on an as needed basis. Through the use of a needs assessment, Project R.E.A.C.H. Kids strives to focus not only on the most common needs a homeless student faces, but also on individual needs as identified by various sources to include schools, agencies, family members, and community outreach. Project R.E.A.C.H. Kids assesses the needs of each eligible student; when tutoring is requested. The academic progress is monitored through a variety of methods including teacher and parent input, state academic assessment, computer assessment, and report card grades. Project R.E.A.C.H. Kids continue to monitor identified students throughout the school year to ensure the elimination of barriers for students to enable regular school attendance and academic success.

Project Need

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

- The project goals are clearly linked to the quality of the program, the needs of the target population(s), and the needs of the LEA.
- The need is well justified and supported with baseline data that includes student academic performance measures for homeless children and youth as compared to other students within the district.

Response: Due to the absence of a homeless shelter or designated homeless provider in Clay County, Project R.E.A.C.H. Kids has strived to identify eligible children. Through our coordinated efforts of district schools, our Title 1 office, community agencies, and local church and civic groups we are able to provide services. Since the inception of our program, we have worked diligently to educate the community, school based staff, and, most importantly, homeless families about the rights designated under the McKinney-Vento Act.

Project R.E.A.C.H. Kids serves Clay County which is a mix of suburban and rural areas covering 601 square miles. Our local Chamber of Commerce serves a steadily growing population with an estimated growth of 171,095 in 2005. Our bordering counties, Putnam, Bradford, Baker, Duval, and St. Johns have high poverty levels and frequent movement of families back and forth across county lines. The Clay County School District will be opening its' 35th school in August 2006 with over 34,000 students. During the school year 05/06 Project R.E.A.C.H. Kids identified 591 students as eligible for Project R.E.A.C.H. Kids services as defined under the McKinney-Vento Act. This number reflects a growth of over 500% since our first funded year in 2002/03 in which 60 students were identified. Of these 591 students, 136 were identified as relocating to our school district due to consecutive hurricanes during the summer and fall of 2005. Of these 591 students, 161 were identified as students in our eight Title I schools.

Project R.E.A.C.H. Kids has co-coordinators who are designated as our local LEA and oversee grant funds and service provision. Our program seeks to identify the immediate and long term needs of each student identified during a given school year. Expedited services include immediate enrollment, transportation to school of origin, and immediate qualification for free breakfast/lunch. Supplies for school are also provided immediately and throughout the school year as needed. Through our collaborated efforts with our Title 1 office needs such as school supplies and tutoring are identified and provided.

The need for Project R.E.A.C.H. Kids continues to be justified through our development of an ACCESS program that not only tracks student eligibility but also attendance, academic achievement, standardized test scores, as well as monitoring residence should the family relocate within our county. This ACCESS program was developed in 2005/06 to offer a baseline to be able to provide a means to measure program success and support our funding base. This data base also offers a comparison to other students within the district.

Project Design and Implementation

Describe the project design, measurable objectives, activities/ methods and a timeline.

- Objectives, strategies, activities, and timelines are specific and measurable. Design includes effective strategies for identifying, recruiting, retaining, and providing transportation for participating children.
- An effective plan is in place that clearly assures participating children have the option to attend their school of origin and ensures that transportation will be provided to and from the child's school of origin.
- The plan for meeting the transportation needs of homeless children and unaccompanied youth is feasible and thorough.
- It is evident that activities/methods are practical and will result in achievement of objectives.
- Strategies used to identify eligible homeless children and unaccompanied youth will clearly and effectively assess immediate needs and provision of services (within 24 hours).
- The person responsible for the program has appropriate qualifications in accordance with paragraph 722 (2) (a) of PL 107-110 of Title X, Subpart B.
- Strategies for collaboration and coordination with Title I, Part A., as well as the district's Title I Coordinator, are clear, well-defined, and comprehensive.
- Provisions for homeless students attending Title I and non –Title I schools are feasible and likely to be effective.
- Procedures that will be used to meet the training requirements for liaisons, teachers, and coordinators and other appropriate staff are comprehensive, likely to be effective, and utilize scientifically-based strategies.

Response: Objective 1 – Professional Development to provide training requirements and increase the awareness of the unique and special needs of homeless children and unaccompanied youth.

Strategies/Activities

A. The Project Coordinator will communicate and collaborate with local and state agencies to ensure a better understanding of the types and levels of services needed.

B. The Coordinator will provide staff development opportunities through in-service components addressing the needs of homeless children and youth and identification of unaccompanied youth.

C. Informational posters as provided by National Homeless Coalition and Homeless Demonstration Project will be distributed to schools, local agencies, interagency councils, pre-school and day care providers.

D. The project personnel will maintain updated list of support agencies to assist homeless families.

E. The project personnel will distribute registration materials to shelters and designated hotel and lodges. F. Maintenance of Project R.E.A.C.H. Kids web page for the school district's home page to include resources and current information.

G. Provide feedback and updates on the project to the local interagency councils, school and community contacts.

H. Attendance at state and national homeless conferences for the latest legislative information to better

incorporate at local level.

I. Staff will provide training on homelessness and specific interventions based on identified strategies.

Timeline: All activities will be on-going; conferences will occur as scheduled. The State Homeless Conference in August 2006, Initial tutoring program training will be conducted by October, 2006. Trainings will continue to be followed up on a quarterly basis.

Objective 2 – Appropriate identification and enrollment of eligible students and unaccompanied youth.

Strategies and Activities

A. Project personnel will work with the designated contact person within each school to facilitate enrollment information about intake procedures and delivery of services for homeless children.

B. The Coordinator will continue to educate staff on appropriate enrollment procedures for homeless children.

C. The project personnel will visit domestic violence shelter monthly and meet with school registrars to help resolve differences and barriers to the enrollment process.

D. Project personnel will assist in the referral and placement of homeless, preschool-age children to developmentally appropriate early childhood programs such as Head Start, Early Intervention, or ESE Pre-K.

E. Upon identification, each parent will receive information on rights under McKinney-Vento which will include enrollment procedures, free lunch verification, transportation rights, and community resources information.

F. Provide transportation as needed for enrollment purposes. Immediate coordination with school district transportation department to ensure expedited services.

Timeline: Activities will occur as student is enrolled or as transportation service is identified. Weekly and monthly education and visits are on-going.

Objective 3 – Coordination of transportation services.

Strategies and Activities

A. The Coordinator will facilitate transportation options for educational purposes for students residing at our local domestic violence shelter.

B. Coordinate with Director of Transportation in order 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 or from the "school of origin" per McKinney-Vento Act.

C. Establishment of contact person at school district transportation office and other designated transportation locations.

D. Continue to implement procedures regarding transportation issues as established through school district transportation contact and Project Coordinator.

Timeline: 100% of identified transportation needs will be addressed within 24 hours. Overall coordination of services will be monitored and reviewed to insure compliance with McKinney-Vento.

Objective 4 – Coordination with Food Services to better identify eligible students.

Strategies and Activities

- A. Monthly communication with Food Services contact person to ensure homeless criteria is adhered to.
- B. Provide any updated regulations pertinent to food services provisions regarding homeless students.
- C. Upon identification, immediate contact with Food Services to expedite free/reduced lunch.

Timeline: Coordination of free lunch will be within 24 hours of identification. Monthly reviews will insure correct data and overall coordination of services will be monitored to ensure compliance.

Objective 5 - Continued coordination between school based and community services as evidenced by the referral record and networking meeting minutes.

Strategies and Activities

A. Project personnel will attend monthly district homeless coalition meetings and participate in the "Homeless Stand-Down Day". This day is sponsored by our Homeless Coalition and focuses on outreach services to the homeless. We are able to obtain an annual homeless count

through our Stand-Down Day. Project R.E.A.C.H. provides educational materials and supplies to all students. Parents also receive parent involvement packets to help assist in the academic growth of their child.

B. The Coordinator will meet at least monthly with district level student services personnel and with school social workers designated to provide direct services to homeless children and their families to review entry/exit procedures and work to reduce barriers for homeless children.

C. The Coordinator will serve as an information clearinghouse to increase awareness of, and sensitivity to, the issues surrounding homelessness and the effects it has on children and unaccompanied youth.

D. Project personnel will work collaboratively with shelter and agency directors to develop a referral system of resources to meet the needs of the homeless children.

E. The Coordinator will work in collaboration with the Title 1 office to communicate federal regulations and state and district policy on the education of homeless children and youth to school, shelter, and community agency personnel.

F. Collaborate with FDLRS, Early Childhood Education, and Pre-K departments to meet the unique needs of pre-school homeless students.

G. Participate in the KIDS Coordinating Council on a monthly basis.

H. Facilitate annual school supply give-away days as designated and publicized locations.

Timeline: Participation in coalition meetings will be as scheduled. Coordinator will provide updates monthly and be available for consultation as needed. Annual give-away events are scheduled prior to the start of school year and as needed thereafter.

Objective 6 – Increased academic achievement through tutorial services and parent involvement

- A. Provide tutoring services that include assessment of skill achievement.
- B. Provide monthly literature to parents of students to increase parental involvement, improve study skills, and aid in the development of learning tools.
- C. Provide initial training and monthly literature to Project R.E.A.C.H. Kids tutors.
- D. Provide instructional book inventory, lap tops with individualized programs, and needed supplies to Project R.E.A.C.H. Kids tutors.
- E. Facilitate monthly parent education group at domestic violence shelter.
- F. ACCESS database developed grant year 2005-06 established FCAT and attendance baseline. This database allows better tracking of the student's progress and assists in the monitoring of student's strengths and weaknesses to focus on individual interventions based on findings.

Timeline: Tutor assignment as requested by family/teacher, monthly literature provided to parents via tutor, quarterly parent involvement information sent to all families. Tutors will be trained to provide appropriate interventions based on identified needs.

Objective 7 – Records will be maintained on all identified students.

- A. Coordinator will maintain accurate account of homeless students receiving services through school district data base and through Access, student service designed data base.
- B. Collect weekly/monthly documentation of students receiving tutoring to include; lesson plans, progress notes, report cards, and goal sheet.
- C. Coordinator will work closely with Clay County Homeless Coalition to assure accurate homeless count.
- D. Coordinator will maintain an accounting of Title 1 tutoring funds.

Timeline: Records updated as student is identified; monthly district print out review of eligible students; quarterly report of homeless student activity; and monthly communication with Title 1 office regarding tutor funding.

Objective 8 – Project Coordinator Qualifications (Title X, Subpart B)

- A. Coordinators are Master Level Social Workers in addition to State Certified Teachers.
- B. Project personnel may include Bachelor level or higher.

Timeline: Qualifications and grant allocations reviewed yearly.

Objective 9 – Coordination with Title 1, Part A/Title 1 Coordinator

- A. The Project Coordinator will collaborate with the Title 1 Coordinator on the McKinney-Vento Act and how the Project and Title 1, Part A, can work jointly to meet the needs of the homeless children and youth.
- B. The Project Coordinator and the Title 1 Coordinator will attend the Title 1/ Migrant Statewide Technical

Assistance Conferences and any other professional development opportunities.

C. The Project Coordinator and Title 1 office will coordinate funds to provide tutoring within our local domestic violence shelter and transitional housing units.

D. The Project Coordinator will invite and encourage parents to utilize services offered through Title 1, especially the parent involvement workshops, offered throughout the year at different locations countywide.

E. The Project Coordinator will collaborate with the Title 1 Coordinator prior to selection of parent involvement materials.

Timeline: Initial review of Title 1 funds available to assist Project services and conference participation as scheduled. Quarterly meetings with Title 1 to ensure grant compliance.

Evaluation

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

- The evaluation instruments are appropriate to effectively measure program success. Examples include, but are not limited to: a combination of surveys, enrollment forms, baseline attendance data, pre- and post-reading assessment, data collected to compare the number of homeless students identified compared to the number served.
- Methods used to evaluate project activities are comprehensive, likely to result in a successful project, and include an effective approach for using evaluation results to guide necessary adjustments to the project.
- The grantee will submit a brief report describing progress on implementing objectives of the project by December 31, 2006. The grantee will submit an initial year report describing progress on the activities undertaken to meet the objectives of the project by June 30, 2007. Grantees will collect and provide requested data on homeless children and youth to the FDOE as requested.

Response: During grant year 05-06, FCAT and attendance data was collected through our newly developed ACCESS program to provide an opportunity to review baseline data and thus program success. Using the data, documents, and materials noted below, the Coordinator will analyze the data and report on the project's outcomes. Successful outcomes will include that provisions under the McKinney-Vento Act are implemented to include free meals, transportation needs are met, and immediate school enrollment. Especially important, the project will continue an analysis of the impact of tutoring on individual student achievement in an effort to bridge the gap for FCAT proficiency. Goal achievement will be based on FCAT comparisons and through the evaluation of the following objectives that coordinate with our PROJECT DESIGN AND IMPLEMENTATION.

Obj. 1- Professional Development Evaluation- 1)Interagency council meetings will be maintained. 2) Documentation of professional development for school-based staff will be on file. 3)Coordinator will furnish a copy of informational posters and will maintain a distribution list. 4)Registration packet will be on file. 5)The district home page can be accessed at www.clay.k12.fl.us. 6)Active list of tutors, credential and trainings on file.

Obj. 2- Identification and Enrollment Evaluation- 1)Records of homeless contact personnel for each school will be maintained. Project brochures to be distributed upon registration. 2)Documentation of professional development for school-based and District staff will be on file. 3)Documentation of meeting with shelter and school staff will be maintained. 4)Interagency council meeting minutes will be maintained. 5)Data will be maintained on individual students through ACCESS program. 6)Transportation needs will be assessed, provided and documented.

Obj. 3- Transportation Evaluation- 1)Transportation request will be immediately forwarded to the Project personnel. 2)On-going communication with District Director of Transportation to coordinate transportation needs. 3)Continued assessment of transportation strategies.

Obj. 4- Food Service Evaluation- 1)Daily review of new enrollments in program to ensure immediate free meals. 2)Periodic meetings with Food Service staff to ensure proper documentation and implementation of McKinney-Vento regulations.

Obj. 5- Coordination of Services Evaluation- 1)Records of expenditures of Title 1 set-aside funds will be maintained. 2)Minutes of advisory board, interagency councils, and Kids Coordinating Council will be kept on file. 3)Coordinator will maintain copies of coalition minutes. 4)Copies of memos, technical assistance papers,

and other materials used, will be maintained. 5)A list of referral agencies available. 6)Documentation of services provided and funded expended will be maintained. 7)Participation in community Homeless Stand-Down Day. 8)Provision of school supplies on a semi-annual basis.

Obj. 6- Tutoring Services Evaluation- 1)Documentation of tutor training sessions and sign-in sheets will be filed. 2)Student data will be maintained of each tutored student. 3)Monthly and quarterly literature to be provided to parents. 4)Book list and computer check out procedure to be provided to tutors.

Obj. 7- Records Evaluation- 1)ACCESS program to maintain and collect student data. 2)School District MIS comparisons monthly. 3)Coordinator to participate in Clay Homeless Coalition. 4)Maintenance of Title 1 funds available.

Obj. 8- Qualifications Evaluation- 1)Coordinators will be Master`s Level and maintain state certification requirements. 2)Paraprofessional staff will receive training through Coordinators and state offered workshops.

Obj. 9- Title 1 Coordination Evaluation- 1)Project Coordinator to meet quarterly with Title 1 Coordinator to address project needs, utilization of set-aside funds, and parental involvement activities. 2)Project Coordinator to jointly participate and attend technical assistance and homeless conferences.

Support for Strategic Imperatives

Describe how the proposed project will address the Just Read, Florida! Initiative and incorporate one or more of the Florida State Board of Education (SBE) Strategic Imperatives. URL: http://www.fl DOE.org/meetings/2005_01_18/StratPlanDetails.pdf.

- The proposed project clearly addresses the Just Read, Florida! Initiative and incorporates one or more of the Florida State Board of Education (SBE) Strategic Imperatives. The Imperatives can be viewed at the following URL: http://www.fl DOE.org/meetings/2005_01_18/StratPlanDetails.pdf.
- The project describes a comprehensive professional development plan to include the Just Read, Florida! Initiative, and other State and Federal programs.

Response: Project Reach supports the Just Read Florida! reading initiative by addressing each of these components.

EDUCATORS: Project Reach provides professional development for educators on how to identify and meet the needs of homeless students, the requirements of the McKinney-Vento 2001 Reauthorization, and the services provided through the Project. The Project also uses Clay County School District certified teachers to provide tutoring services. The tutors are trained to assess each student's individual needs and focus on reading as the number one priority. The Project budget contains funds for professional development. A library of academic resources, school supplies, and lap top computers with educational software is available for tutors and students. Plans for 2006-2007 include further implementation of utilization of computer and software and the placement of these resources to include our local domestic violence shelter.

PARENTS AND FAMILIES: The Project Tutor communicates with parents directly to discuss and plan for the individual needs of each student. Parents are provided with "Parent Involvement Packets" that include information about the Project and services, parent tips (for reading success, etc.) informational flyers on library hours, resource information lists, locations and services, helpful websites that support parents in strategies and activities with their children, and workshops available through Title 1.

COMMUNITIES AND BUSINESSES: The Project offers resources to help provide medical, dental, vision, and pharmaceutical services. The Coordinator collaborates with other community agencies through interagency councils addressing the needs of the homeless. The Coordinator continues to encourage individual and school sponsored volunteer involvement to include Bright Futures students, National Honor Society students, and many women's organizations within our community. Additionally, we have successfully collaborated with the Clay County Retired Educator's Association who assists with back to school supplies and clothing.

THE EARLY CHILDHOOD COMMUNITY: The Coordinator is an officer on the Kids Council. Representatives attend the Council from all agencies serving infants and young children in the county. The Coordinator provides Project updates at each monthly meeting and gains information from other presenters. Outreach is being conducted to include more of our Pre-K population including a resource base of voluntary pre-k providers.

Our proposed project will support several of the Florida State Board of Education Strategic Imperatives:

Imperative 1: Increase the Supply of Highly Effective Teachers: All of our hired tutors must be Florida State Certified Teachers. Several of our tutors are also National Certified Teachers. In order to assure the effectiveness of our tutors, the program will conduct on site reviews and monitoring. There will be random records monitoring. We will also offer on site professional development. The program will provide intensive

training for each tutor before a student assignment is made. This training will focus on helping to identify the unique needs of homeless children, the need for academic support, goal setting, and required documentation.

Imperative 3: Improve Student Rate of Learning: Our tutoring program will focus on reading and mathematics. There will be special attention given to elementary students in grade 3 to offer extra academic support to insure FCAT proficiency. There will be an additional focus on high school students to increase the percentage of high school graduates. The goal of our tutoring program will be annual improvement in reading and math skills as shown by standardized test scores and grades.

The Project will collaborate with Title I to offer services to students. Set-aside dollars will be utilized to benefit students and their parents through parent involvement programs.

Dissemination Plan

Describe the methods /strategies to disseminate and market information about the project to appropriate populations.

- Methods used to share services provided by the McKinney–Vento Homeless Education Program to other community services in their districts, schools, parents, public or private shelters and businesses, are creative and likely to benefit the target population. Examples include, but are not limited to: marketing through awareness of activities for school staff, newspapers, outreach of posters where there is a frequent influx of low-income families and youth.

Response: The Project Coordinator continues to develop multiple ways of disseminating information about the Project to include; participation in community service organizations, presentations to community groups, staff in-service and development, and through media coverage.

- Upon referral, parents of eligible students receive printed and verbal information about the Project and services available. Thereafter, quarterly educational materials will be sent to parents.

- Monthly parent education group to be held at domestic violence shelter.

- Participation in annual Homeless Stand-Down in order to identify eligible students and disseminate information to families and community agencies.

- Weekly contact with local domestic violence shelter and transitional housing units to insure appropriate service delivery. Monthly contact with local hotel and lodging facilities where homeless are residing to distribute informational flyers.

- Annual supply give-away days to distribute needed school supplies and information about homeless services.

- Posters, brochures and flyers are provided to parents, agencies, and schools describing the McKinney-Vento 2001 Reauthorization Act and services available to homeless students under the law and through the Project. Updated informational flyers to be obtained through the Homeless Demonstration Project and the National Homeless Coalition.

- Professional Development through in-service and community agency memberships to allow opportunities for education to schools and community groups.

- A web page is continuously updated describing the McKinney-Vento law and the Project R.E.A.C.H. Kids and is accessed through the District school website.

- Participation in the State and National Homeless Conference to share in local and state projects and network to better establish services locally.

- Community awareness presentations on homelessness provided at the request of agencies, organizations and schools.

Project Performance Accountability

Deliverables

Manuals, reports, videos, CD ROMs, training materials, brochures, and any other tangible product to be developed by the project

	(1) Name of Deliverable and Brief Description	(2) Standard(s) for Acceptance	(3) Due Date(s)
1	Training Materials - Presentation PowerPoint)	Attractive. Content accurate. Design & Content Appropriate to Intended Audience. Grammatically Correct.	October 2006
2	Database ACCESS program.	Content accurate. Appropriately organized. User-friendly.	Initially 8/31/06 On-going through 06/07 School year.
3	Website Project R.E.A.C.H. on district web page.	Review by other entity. User-friendly. Attractive. Content accurate. Format consistent with content and intended audience.	August 31, 2006 On-going updates as needed.
4	Lesson Plans Tutor Lesson Plans	User-friendly. Grammatically correct. Sufficient copies provided.	Weekly as tutoring program begins. Quarterly progress report following the beginning of tutoring.

5	<p>Brochure (Homeless Brochure)</p>	<p>Format consistent with content and intended audience.</p> <p>Grammatically correct.</p> <p>Sufficient copies provided.</p> <p>Content accurate.</p> <p>Appropriate for duplication.</p>	<p>August 2006</p>
6	<p>Display (For Homeless Stand-Down, Student fairs)</p>	<p>Attractive.</p> <p>Appropriately Organized.</p> <p>Design and Content appropriate to intended audience.</p>	<p>October 2006</p>

Project Performance Accountability

Training, Technical Assistance, and Dissemination

All training and technical assistance (TA) activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies

	(1) Name of Activity and Brief Description	(2) Quantity and Quality Standards for Acceptance	(3) Method of Documentation	(4) Critical Timelines
1	Education. District Staff Education	Intended audience. Usefulness. Appropriately organized. Use of consultants.	List of participants. Self-reporting. Verification of Dissemination to target.	Beginning 8/06. On-going throughout school year.
2	Exhibits. Homeless Stand-Down District Inservice.	Delivery appropriate to content and audience. Follow-up data indicative of effectiveness.	List of participants. Anecdotal Data. Sign-in sheets.	August 2006 On-going through 06/07 school year.
3	Distribution of Printed Materials. (Homeless Students Identified)	User-friendly. Content accurate. Design and content appropriate to intended audience.	List of participants. Analysis of requests & responses.	October 2006.
4	In-service Training (Beginning Tutors)	Appropriately organized. Content accurate. User-friendly.	Sign-in sheets. List of participants. Participant feedback summaries.	November 2006.
5	Conferences. (Coordinator Training)	Usefulness. Format consistent with content and intended audience.	Travel itineraries. Sign-in sheets. Self-reporting.	August 2006 and other conferences as scheduled.

Project Performance Accountability

Student Performance

Any measure that is specific to student performance; e.g., test scores, attendance, behavior, award of diplomas, certificates, etc. Students may include pre-k, K-12, and adult learners

	(1) Name of Performance and Brief Description	(2) Method of Evaluating Performance	(3) Method of DOE Verification	(4) Timelines for Data Collection
1	Attendance. (Increased attendance, monitoring and intervention as needed)	Participation records.	Other-Review of school records.	Monthly beginning October 1, 2006.
2	State adopted assessment. (FCAT)	Placement data. Participation records.	Evaluation summaries.	Yearly.
3	Academic Achievement - Reading. (Increased reading proficiency for tutored students)	School grades. Standardized tests. FCAT.	Evaluation summaries.	Yearly.
4	Academic achievement- Math (Increased math proficiency among tutored students.	FCAT. School grades.	Evaluation summaries.	Yearly.

Project Performance Accountability

Service Delivery

Delivery of intended services to target population; e.g., adult literacy services, child find services, student evaluation services, etc.

	(1) Name of Service and Brief Description	(2) Standard(s) for Acceptance	(3) Method of DOE Verification	(4) Timeline for Service Delivery
1	Referrals for other services. (Case management)	Referrals are appropriate to identified needs.	Case records.	Quarterly reporting and on-going throughout 06/07 school year.
2	Interagency collaboration. (Networking to establish services)	Specified agencies collaborate.	Meeting agendas. Meeting minutes.	Monthly.
3	Other-Tutoring Program.	Referrals are appropriate to identified needs. Tutoring meets established minimums.	Case records.	On-going throughout school year as tutoring program begins.
4	Participation in Defined program. (Identification of target population).	Quantity of service meets established minimums.	Case records. List of participants.	Monthly reporting.
5	Other- Service Delivery	Other- 100% of participants receive free meals. Other- Direct enrollment.	Case records.	Reported monthly.

Project Performance Accountability

Formal Third-Party Evaluation

A formal evaluation conducted by a party not employed by the fiscal agent either under contract with the project recipient or under the auspices of the DOE

Not Applicable