

**GUIDANCE/CHECKLIST
FOR TITLE I, PART D, APPLICATION
2015-16**

Section/Component	Minimum Content Requirements
<p>DOE 100A</p> <p>The DOE 100 must be completed, signed and submitted to the Florida Department of Education prior to the release of any funds.</p>	<ul style="list-style-type: none"> ❖ Address of Eligible Applicant <ul style="list-style-type: none"> • Contact information for the school district receiving funding <ul style="list-style-type: none"> ○ Address ❖ Applicant Contact Information <ul style="list-style-type: none"> • Contact information for the school district staff completing the application <ul style="list-style-type: none"> ○ Program Office Contact ○ Fiscal Office Contact ○ DUNS number ○ FEIN number • Agency Head <ul style="list-style-type: none"> ○ Name of the Superintendent or designee that is authorized to sign the DOE 100

Section/Component	Minimum Content Requirements
<p>BUDGET</p> <p>All budget items should be supplemental to the overall educational program at neglected and delinquent facilities. Budget items should not supplant funding for mandated activities.</p> <p>All budget items must be linked directly to these Title I, Part D evaluation focus areas:</p> <ul style="list-style-type: none"> • Educational Achievement • Credit Retrieval • Transition • Post-Release • Postsecondary 	<p>❖ Activity</p> <ul style="list-style-type: none"> • Identify the Activity associated with the budget item that is being described. <ul style="list-style-type: none"> ○ Select activities that will be defined later in the application. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>Example: Provide Credit Recovery Opportunities</i></p> </div> <ul style="list-style-type: none"> ○ Multiple activities can be listed <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>Example: Provide Credit Recovery Opportunities and Enhance GED Preparation</i></p> </div> <p>❖ Applicant Contact Information</p> <ul style="list-style-type: none"> • Contact information for the school district staff completing the application <ul style="list-style-type: none"> ○ Program Office Contact ○ Fiscal Office Contact ○ DUNS number ○ FEIN number • Agency Head <ul style="list-style-type: none"> ○ Name of the Superintendent or designee that will sign the DOE 100. <p>❖ Function</p> <ul style="list-style-type: none"> • Select the appropriate function code from the list. <p>❖ Object</p> <ul style="list-style-type: none"> • Select the appropriate object code from the list. <p>❖ Account Title and Description</p> <ul style="list-style-type: none"> • Provide a narrative description of the budget item. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>Example: Desktop Computers to support educational software purchased by this grant. The software will be used to provide credit recovery opportunities and enhance the GED preparation classes.</i></p> </div> <p>❖ FTE</p> <ul style="list-style-type: none"> • Complete for expenditures coded to Object Codes 100 (Salaries) and 750 (Other Personnel Services). <p>❖ Amount</p> <ul style="list-style-type: none"> • Provide the budget amount requested for each item

Section/Component	Minimum Content Requirements
<p>ACTIVITIES</p> <p>Describe all activities funded by this program.</p>	<ul style="list-style-type: none"> ❖ Activity Title <ul style="list-style-type: none"> • Identify an activity that will be funded with 2015-16 Title I, Part D funds. <div style="border: 1px solid black; padding: 5px; margin: 10px 0; text-align: center;"> Example: Implement a Transitional Specialist </div> ❖ District Level or Facility Level Activity <ul style="list-style-type: none"> • District-wide or Facility Level ❖ Budget Items <ul style="list-style-type: none"> • Select all budget items that will be used to implement this activity. ❖ Activity Description <ul style="list-style-type: none"> • Provide a thorough description of the activity <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> Example: The Transition Specialist will provide support for students transitioning into and out of DJJ facilities. The employee will be responsible for ensuring completion of the DJJ Electronic Education Plan and facilitating information exchange with the receiving school districts of students transitioning out of the DJJ facility. The employee will also support identifying relevant resources for students returning to the district. </div> ❖ Timeline and Frequency <ul style="list-style-type: none"> • Describe how long and how often this activity will be implemented <div style="border: 1px solid black; padding: 5px; margin: 10px 0; text-align: center;"> Example: Transition services will be provided daily throughout the year. </div> ❖ How will the effectiveness of this activity be measured? <ul style="list-style-type: none"> • All activities must be measurable. • All activities must have the potential to positively impact the CSPR reporting area. <ul style="list-style-type: none"> ○ <i>Transition</i> ○ <i>Earn High School Credits</i> ○ <i>Earn GED</i> ○ <i>Obtain High School Diploma</i> ○ <i>Acceptance in Post-Secondary Education Programs</i> ○ <i>Job Training/Vocational/Employment</i> ○ <i>Academic Improvement</i> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> Example: Effectiveness will be measured by the number of students who successfully transition to the appropriate educational setting. </div>

❖ **Indicate whether each activity is coordinated with Title I, Part A**

- Yes - If yes, please provide evaluation information that supports the continuation of this activity. What percentage of students was positively affected by the previous implementation of this activity?

***Example:* During the 2014-15 school year the Transitional Specialist was able to ensure the appropriate educational placement of 50 students that returned to the school district.**

- No - If no, please provide actual research that supports the new implementation of this activity.

***Example:* According to research provided by Dr. James Keeley (2004), former director of Pennsylvania Juvenile Correctional Education, transition decreases recidivism.**

❖ **List the other federal programs that this activity coordinated with**

***Example:* IDEA, Title I, Part C, Homeless.**

❖ **Indicate the targeted population(s) for this activity.**

- Neglected, Delinquent or At-Risk

❖ **Indicate the Title I, Part D focus areas addressed by this activity.**

- High Quality Educational Programs for Neglected and Delinquent Students,
- Transition and/or
- At-risk Programs

❖ **Indicate how each activity will align with Title I, Part D Evaluation Focus Areas**

- Educational Achievement
- Credit Retrieval
- Transition
- Postsecondary
- Post-Release

Section/Component	Minimum Content Requirements
<p>DELINQUENT EDUCATION SERVICES</p> <p>Provide information on delinquent facilities that are not being supported by Title I, Part D dollars. At a minimum, please include all DJJ programs and County Jail not being served.</p>	<ul style="list-style-type: none"> ❖ Facility Name <ul style="list-style-type: none"> • Indicate the name of the facility. <div style="border: 1px solid black; padding: 2px; margin-left: 40px; text-align: center;"><i>Example: County Jail</i></div> ❖ MSID Number <ul style="list-style-type: none"> • Include the MSID number ❖ Program Type <ul style="list-style-type: none"> • Indicate whether the facility is a DJJ facility or Other Correctional Facility. ❖ Academic Service <ul style="list-style-type: none"> • Indicate whether the academic services are provided by the LEA or Contracted Provider. ❖ Academic Program Description <ul style="list-style-type: none"> • Please describe the academic program that is provided at the facility. <div style="border: 1px solid black; padding: 5px; margin-left: 20px;"><i>Example: The LEA provides GED preparation services at the facility. The LEA is also administers the GED by providing a proctor, hardware and GED software.</i></div> ❖ Why has the LEA chosen not to serve this facility? <ul style="list-style-type: none"> • Provide an explanation for choosing not to provide services during the 2015-16 school year. <div style="border: 1px solid black; padding: 5px; margin-left: 20px;"><i>Example: The LEA purchased supplemental GED prep materials for the facility in the past. The small population does not support the expenditure of additional dollars.</i></div>

Section/Component	Minimum Content Requirements
<p>DESCRIPTION OF PROGRAMS TO BE ASSISTED</p> <p>Describe only the programs that will be assisted by funds from this project. Include the program focus, how the goals will be met and measurable expected outcomes.</p>	<ul style="list-style-type: none"> ❖ Facility Name <ul style="list-style-type: none"> • Indicate the school name where the program is being implemented as identified on the Master School Identification (MSID) File. ❖ MSID Number <ul style="list-style-type: none"> • Include the MSID number ❖ Facility Type <ul style="list-style-type: none"> • Indicate whether the facility is for neglected, delinquent or at-risk students and if the facility is residential or non-residential. <ul style="list-style-type: none"> ○ Delinquent, Residential, ○ Delinquent, Non-Residential, ○ Neglected, Residential, ○ Neglected, Non-Residential, ○ At-Risk, Residential, and ○ At-Risk, Non-Residential • Upload Formal Agreements for all Delinquent Facilities ❖ Student Population <ul style="list-style-type: none"> • The approximate number of students receiving services through this program. ❖ Population Age Range <ul style="list-style-type: none"> • The age or grade range of students receiving services through this program. ❖ Length of Commitment <ul style="list-style-type: none"> • Indicate the average length of stay for students assigned to the facility. ❖ Facility Description <ul style="list-style-type: none"> • Describe the students being served at the facility. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Example: Alachua Delinquent facility is a commitment facility for moderate-risk juveniles.</i></p> </div>

❖ **Describe the Academic Program of the Facility**

Example: Students are enrolled in school for 6 hours a day. Courses are taught by certified Herring District teachers and are aligned with the Florida Course code which enables them to earn credit towards graduation

❖ **Activities**

- Select the activities that are relevant to this facility.

❖ **Assessments**

- All facilities with an average length of stay beyond 90 days must report Academic Performance on Survey 5 or using alternative data reporting mechanisms. Please indicate the assessment(s) that will be used to report Academic Performance/Outcomes on the Consolidated State Performance Report (CSPR) in section 2.4.2.6.

Example: DJJ Standard Assessment and Star

❖ **Additional CSPR Alignment**

- Please indicate additional alignment with data reporting requirements established by CSPR section 2.4.2.3.2. All facilities with an average length of stay beyond 90 days must report Academic Performance/Outcomes on Survey 5 or using alternative data reporting mechanisms.
 - Enrollment in their local district school
 - Earn high school course credits
 - Enrollment in a GED program
 - Earn a GED?
 - Obtain a high school diploma
 - Acceptance and/or enrollment into post-secondary education
 - Enrollment in job training courses/programs
 - Obtain Employment

Section/Component	Minimum Content Requirements
<p>CHARACTERISTICS AND PROGRAM COORDINATION FOR AT-RISK YOUTH</p> <p>Describe the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and appropriately identify other at-risk children and youth expected to be served by the program. Provide a description of how the school will coordinate existing educational programs to meet unique educational of such children and youth.</p>	<p>❖ Percentage of Students with Learning Disabilities</p> <ul style="list-style-type: none"> • Indicate the percentage of neglected, delinquent, and at-risk students who have been identified as having a learning disability. • Describe what the LEA has in place for students with disabilities after returning to the local school from a correctional facility or community day center for neglected, delinquent or at-risk youth. <div data-bbox="632 431 1997 672" style="border: 1px solid black; padding: 5px;"> <p><i>Example: The LEA assigns an ESE Staffing Specialist to work with each program or facility to serve as LEA Representative at IEP team meetings and as liaison with the District ESE team as well as to ensure compliance with state and federal law. The ESE specialist is responsible for retrieving the most recent IEP for each student returning to the district. The ESE staffing specialist team reviews and/or updates the IEP's and coordinates with local schools to determine the most appropriate placement for each student. When a new IEP is developed an ESE staff specialist is assigned to each student in the local school.</i></p> </div> <p>❖ Percentage of Students with Substance Abuse Problems</p> <ul style="list-style-type: none"> • Indicate the percentage of neglected, delinquent, and at-risk students who have been identified as having a history of substance abuse. • Describe how this program coordinates existing educational programs to meet the unique educational needs of students with substance abuse problems. <div data-bbox="632 911 2011 1086" style="border: 1px solid black; padding: 5px;"> <p><i>Example: The school district has a local agreement with SalusCare, Inc. to provide counseling to students with addiction problems. In addition, teachers and all educational staff are trained to recognize signs of substance abuse. Teachers are encouraged to utilize some of the same strategies that are used for learning disabilities, documented in lesson plans. We also have computer-based programs that will allow the students to participate in credit recovery if they fall behind due to treatment.</i></p> </div> <ul style="list-style-type: none"> • Describe what the LEA has in place for students with substance abuse issues after returning to the local school from a correctional facility or community day center for neglected, delinquent or at-risk children and youth. <div data-bbox="632 1230 1997 1406" style="border: 1px solid black; padding: 5px;"> <p><i>Example: The LEA has established a support system for all students, including those with disabilities. The support system consists of the teacher on assignment to perform transition services, school counselor, Staffing specialist, and mental health services. The LEA has contracted with Southwest Florida Addiction Services and Lee Mental Health Services to assist those students experiencing difficulties.</i></p> </div>

❖ **Percentage of Students with Other Special Needs**

- Indicate the percentage of neglected, delinquent, and at-risk students who have been identified as having special needs (i.e. mentally or physically handicapped).
- Describe how this program coordinates existing educational programs to meet the unique educational needs of students with other special needs.

Example: Response to Intervention will provide mechanism for providing and developing customized educational programs to meet the unique needs of all the students enrolled in N&D, at risk sites. As part of the District's Three Year Academic Plan all schools will move to full inclusion and will implement RTI to differentiate instruction to meet the unique needs of at risk students. Summer training will be provided for staff; all staff will receive materials for implementing RTI. Each school will have an allocation of an Intervention Support Specialist who will be able to support the returning students who have been out due to teen pregnancy, substance abuse, suspension, inappropriate behaviors such as gang activities. A multi-tiered system of support is implemented for at risk students returning and therefore in need of extra support in order to be academically successful.

- Describe what the LEA has in place for students with special needs after returning to the local school from a correctional facility or community day center for neglected, delinquent or at-risk children and youth.

Example: Pregnant teens and teens who are parents may receive instruction in prenatal care, nutrition, financial planning, and have the option of receiving free childcare while attending school. Students with physical impairments are provided with accommodations identified in their IEP that will allow them to participate with their non-disabled peers.

Section/Component	Minimum Content Requirements
EDUCATIONAL PROGRAM COMPARABILITY	<ul style="list-style-type: none"> <li data-bbox="625 256 2034 966"> <p>❖ Describe how the LEA will coordinate with facilities working with neglected, delinquent, and at-risk children and youth to ensure the education program is comparable to that being implemented at the public school such youth would attend. (Example: similar curriculum, implementation of district academic initiative, or any comparable aspects of the programs)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Example The school district provides oversight to the DJJ schools to ensure that services are comparable to those in the "traditional" schools. The school district has an open door policy regarding the accessibility of school district resources that are available to all of the public schools in the district, as well as providing connections to local school faculty and staff. Local schools have contributed various resources such as textbooks, supplemental instructional materials, library books, use of audio visual equipment, etc. to ensure that the DJJ schools have equitable supplies and resources. Furthermore, the school district provides unimpeded access to district level support personnel who includes but is not limited to, MIS, Fiscal, Professional Development, Teacher Certification, ESE, and Guidance Services.</i></p> <p><i>The DJJ facility provides the basic education program that meets the needs of students in completing standards and benchmarks. The LEA works with the program to ensure the necessary materials and resources are in place to allow for these services to be provided. The Title I, Part D grant is supporting the supplemental materials to the DJJ program that are provided as supplemental materials to public schools. The Title I, Part A grant supports additional technology in the public schools' classroom. To ensure comparable services are provided, additional technology will be installed for use in the classroom. Professional development will be done through PAEC.</i></p> <p><i>Comparable ESE services are provided through the district's ESE department by providing assistance in oversight of program implementation.</i></p> </div> <li data-bbox="625 1015 2034 1177"> <p>❖ Describe how high school credit retrieval programs and/or middle school class completion opportunities will be implemented in programs supported by Title I, Part D dollars.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Example: The two hired ESE teachers and the Director of Education at the DJJ facility are all certified in ESE and are qualified to effectively work with this student population.</i></p> </div> <li data-bbox="625 1201 2034 1372"> <p>❖ Describe the professional development that will be provided to teachers and other staff.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Example: All teachers within the DJJ programs in the County hold ESE K-12 certification. Professional development opportunities are available from the school district. Teachers also work closely with the ESE Staffing Specialist to ensure that students are receiving any accommodations and/or modifications, special testing, and progress monitoring necessary.</i></p> </div>

Section/Component	Minimum Content Requirements
PARENTAL INVOLVEMENT	<ul style="list-style-type: none"> ❖ Please identify the staff member(s) responsible for Parental Involvement services for students. <ul style="list-style-type: none"> • Multiple staff members can be identified, if necessary. ❖ Describe how the program will involve parents in efforts in: <ul style="list-style-type: none"> • Improve the educational achievement of their children. <div data-bbox="632 428 2007 662" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Example: Parental involvement is an integral part of the treatment planning and transition processes for all students in N&D programs. Parents are formally invited to attend meetings and to provide input that will assist in identifying educational needs and interests of their children (family sessions, treatment team meetings, IEP & IAP meetings, and re-entry transition meetings). Case Managers also promote parental involvement by holding telephone conferences and by providing parents (JPOs for out-of-district students) with the contact information for the receiving school to which the student will be assigned upon release.</i></p> </div> <ul style="list-style-type: none"> • Assist in dropout prevention activities. <div data-bbox="632 721 2007 1019" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Example: The program provides the services of a full-time Transition Coordinator to assist with the transition process of all N&D students back to alternative or zoned schools. For in-district students, Graduation Enhancement informational booklets that describe available educational options have been developed and are disseminated to parents during the transition process. Students who transition through the detention center receive information on resources provided by the school district and the community. The booklets are also available through the School Counselor office for each school, as well as during special events to which parents are invited, such as Open House and the Pasco County Family Fair. Parents seeking greater involvement with their students school are also invited to participate on School Advisory Committees.</i></p> </div> <ul style="list-style-type: none"> • Prevent the involvement of their children in delinquent activities. <div data-bbox="632 1094 2007 1291" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Example: The Parental Involvement in coordination with school leaders will coordinate meetings/activities for parents/guardians of neglected & delinquent youth. Parents and guardians will be provided with community, vocational, family, health, mental health and substance abuse resources available in their area. In addition, students served in non-residential programs, correctional facility, and other at-risk youth programs in Pasco County are referred to the local one-stop programs in New Port Richey, Zephyrhills, and Hernando County for workforce and post-secondary transition services.</i></p> </div>

Section/Component	Minimum Content Requirements
COORDINATION	<p data-bbox="625 232 1205 256">❖ Coordination with Non-Academic Services</p> <ul data-bbox="716 261 2003 407" style="list-style-type: none"> • Describe how schools will coordinate with existing social, health and other services to meet the needs of students returning from correctional facilities, at-risk children or youth and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referral to community resources and scheduling flexibility. <div data-bbox="659 410 2003 553" style="border: 1px solid black; padding: 5px;"> <p data-bbox="674 418 1988 540"><i>Example: Student needs will be evaluated as they return to their home community. Referrals to service agencies (such as Workforce, Team Temps, and other employment agencies) and the programs offered by the District (such as Adult Education, Teen parenting, and other support programs) will be considered for use in assisting these students with a smooth transition back into the community</i></p> </div> <p data-bbox="625 594 1419 618">❖ Coordination with other Federal, State, and Local Programs</p> <ul data-bbox="716 623 2024 769" style="list-style-type: none"> • Describe how this program will coordinate with other Federal, State, and local programs, such as programs under title I of Public Law 105-220 and vocational and technical education programs serving at-risk children and youth. <ul data-bbox="884 716 1969 769" style="list-style-type: none"> ○ This sub-section should highlight coordination with programs such as IDEA, Perkins, Title I Part C, DARE, DJJ programs. <div data-bbox="638 781 1976 956" style="border: 1px solid black; padding: 5px;"> <p data-bbox="653 789 1961 948"><i>Example: The Title I, Part D program will be coordinated with other programs to improve effectiveness, eliminate duplication, and to better utilize funds and resources. The program is coordinated by written cooperative agreement with the Department of Education, the Department of Juvenile Justice, and the Union County School District. Federal funds from Title IIA are used to provide professional development activities.</i></p> </div> <ul data-bbox="716 992 2024 1203" style="list-style-type: none"> • In accordance with Section 1113(c)(3)(B)(C), the LEA shall reserve funds as necessary under Title I, Part A to provide services comparable to those provided to children in schools funded under this part to serve children in local institutions for delinquent children, and neglected or delinquent children in community day school programs. <ul data-bbox="884 1117 1944 1203" style="list-style-type: none"> ○ This sub-section should be used to describe coordination with Title I, Part A. ○ Identify the amount of Title I, Part A funds set aside. ○ Provide a description of how Title I, Part A set-asides will be used to assist this program. <div data-bbox="638 1219 2003 1330" style="border: 1px solid black; padding: 5px;"> <p data-bbox="653 1227 1934 1321"><i>Example: Title I, Part A Set-Asides will be used to fund the salary of a Teacher to provide Vocational Education opportunities and industry certification to students enrolled in a neglected and delinquent program.</i></p> </div>

❖ **Coordination with Juvenile Justice Delinquency Prevention Act**

- If the district receives funds for programs operated under the Juvenile Justice and Delinquency Prevention Act of 2002 and other comparable programs, describe how those funds will coordinate with this program.

Example: Coordination for programs operated under the Juvenile Justice and Delinquency Prevention Act of 2002 will be handled and monitored through our district's Student Service Department working collaboratively with the Sheriff's Office. Quarterly reports will be maintained and reviewed by the Student Services Department. Our presence, as well as that of student services, will be maintained on the Creating Lasting Family Connections which is part of the Juvenile Justice program for the district. Students returning from DJJ programs often transition through the Renaissance Center before returning to their regular middle/high school. We consult with after care officers to provide students a greater opportunity for a successful transition.

❖ **Coordination with Probation Officers**

- Describe how schools will facilitate the involvement of probation officers to assist in meeting the needs children and youth returning to schools in the district from correctional facilities.

Example: The district will continue to meet regularly with DJJ to ensure that probation officers have access to students and that the district obtains the information needed to provide for effective educational and transition opportunities. The district will continue to provide information, as requested by probation officers and in compliance with FERPA, to be used in writing reports to court officials and in making probation and commitment decisions.

❖ **Coordination with Businesses**

- Describe how the LEA will endeavor to coordinate with businesses for training and mentoring for participating children and youth.

Example: The district continues to partner with Home Builders Institute - a hands-on vocational program. The district also invites community guest speakers from various post-secondary educational institutions to provide students with different career options. Other partners include Big Brothers, Urban League and various agencies to serve at-risk students throughout the community.

Section/Component	Minimum Content Requirements
INDIVIDUALIZED EDUCATION PROGRAMS	<p>❖ Describe the process in which the LEA will ensure correctional facilities working with children and youth are aware of a child's or youth's individualized education program.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><i>Example: IEPs are kept on file at the facilities and are available to the TITLE I, PART D teachers. Sites maintain a database on all students that documents if a student is a student with disability (SWD) along with IEP dates, 3 YR reevaluation dates and diploma options. The database is shared between educational department and correctional facility. IEP goals, objectives and programs are reviewed monthly at treatment team meetings. Info on IEP's progress, diploma options, and service delivery models are discussed at transition and exit staffing at correctional facilities where all appropriate personnel are invited to attend.</i></p> <p><i>Collaboration between the regular classroom teacher and the TITLE I, PART D teacher ensures awareness and addresses of each student's needs.</i></p> <p><i>The transition team ensures a smooth transition for all students returning from correctional facilities and reentering the public school system. The transition team assists with school placement for ESE students returning from out-of –county DJJ Programs. The team helps coordinate date, time, and location of ESE reentry meetings, create IEP template and input transferring data onto draft IEP prior ESE reentry meetings, attend ESE reentry meetings as an active participant, and demonstrate knowledge of school placement options such as charter schools, magnet schools, adult education, alternative education and career centers, Home Builder's Institute/Project Craft , PACE Center for Girls, AMIkids, Exceptional Centers, and Homebased Instruction, and colleges.</i></p> </div>

Section/Component	Minimum Content Requirements
TRANSITION PLANS	<ul style="list-style-type: none"> ❖ Identify the staff member(s) responsible for transitional services for students who return to the LEA from neglected, delinquent, and at-risk facilities, as well as students leaving the LEA's neglected, delinquent, and at-risk facilities returning to other LEAs. ❖ Transition services for students in programs supported by Title I, Part D funds. Describe the transition program operated in participating facilities. <ul style="list-style-type: none"> • What is the process for obtaining academic records from a student's home school district? <div data-bbox="653 477 2003 621" style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><i>Example: Upon a student's enrollment into a district facility, a temporary schedule is created. Each site requests student's records from the previous school district either through email or fax. Once these records are received and reviewed, the student's schedule may be adjusted to meet the requirements for course completion.</i></p> </div> • Describe the services in career counseling, distance learning, and assistance in securing student loans and grants that will be provided to children and youth who have earned a GED. <div data-bbox="653 721 2003 833" style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><i>Example: Career counseling is part of the instructional day at each DJJ facility through the use of the CHOICES program. Students who have earned a GED or high school diploma are provided information related to distance learning, student financial assistance and grant opportunities.</i></p> </div> • Describe the transitional services for neglected, delinquent, or at-risk children who have returned from a correctional institution or community day programs for neglected, delinquent, or at-risk children and have decided to take the GED. <div data-bbox="653 964 2003 1044" style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><i>Example: Students who have decided to take the GED are referred to the district's adult education program or the adult program. Some facilities provide transportation to a testing site.</i></p> </div> • In compliance with the reporting requirements identified in the Consolidated State Performance Report section 2.4.2.3.1, LEAs must be prepared to identify the number of students that receive transition services. <ul style="list-style-type: none"> ○ How will the LEA provide transition services for students that address further schooling? <div data-bbox="653 1208 2003 1320" style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><i>Example: Students returning to the district from a DJJ facility are provided transition services which place them in a traditional school setting, alternative school setting, or a recommended adult or vocational program.</i></p> </div>

- How will the LEA provide transition services for students that address employment?

Example: The students will be referred to Career Source Gulf Coast to help them obtain employment. Career Source will participate in the Career Week held at the detention center and representatives from there come to the center several times throughout the year to speak with the students and educate them on how to obtain employment--resume writing, job application completion, interview etiquette etc.

- ❖ **Follow-up transitional services for students who have left the facility. In compliance with the reporting requirements identified in the Consolidated State Performance Report section 2.4.2.3.1, LEAs must describe the method to follow-up on students once they leave the facility.**
 - How will the LEA collect data on student outcomes once they have left the facility? Please include a timeline for collecting data.

Example: A running list is compiled by the transition clerk on a weekly basis on students who leave the detention center and on a monthly basis for students leaving a juvenile program.

- ❖ **Transition services for students returning from programs for neglected, delinquent and at-risk students.**
 - Describe the transitional services provided to children who have returned from a correctional or community day program for neglected, delinquent, or at-risk children to a transitional educational setting. Your response include alternative placement for children and youth interested in continuing their education, but who are unable to participate in a regular public school program.

Example: Students who cannot return to a mainstream school setting have the option of attending alternative schools, an ESE center school, an adult education program at the technical vocational school, enrolling in virtual school or home school. At the monthly transition meeting, Anne Martin, makes arrangements for the students unable to return to regular school.

- Describe the services provided to students who have returned from a correctional institution or community day program for neglected, delinquent, or at-risk children to the workplace.

Example: Most of our students return to school, but if we have a student who wishes to enter the work force, we refer them to Career Source Gulf Coast and Job Corps. Vocational Rehab attends the monthly transition meetings to assist ESE students in need of employment. The district also employs job coaches for the ESE population.

- Describe the transitional services encouraging neglected, delinquent, or at-risk children who have returned from a correctional institution or community day program for neglected, delinquent or at-risk children to reenter school, if they have dropped out.

Example: Students who have dropped out and wish to re-enroll are assisted by transition staff. When the students are identified transition staff members contact the parent to see if they can be of assistance to get the student back in school.