



Title I, Part A **Improving the Academic Achievement** **of the Disadvantaged**

Bureau of Federal Educational Programs
2020-21 Application Webinar
March 2, 2020

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Good morning. Thank you for attending today's technical assistance webinar for Title I, Part A, Improving the Academic Achievement of the Disadvantaged. My name is Melissa Ramsey, and I am the Vice Chancellor of K-12 Strategic Improvement. Joining me today is Amanda Meeks, the Grant Manager of Strategic Improvement. We would also like to welcome Michelle Gaines as the new bureau chief for federal programs. We will be sharing a great deal of information today, and we hope to answer many (if not all) of the questions you may have regarding Title I, Part A. As we proceed throughout the webinar, you may have a question. Please type any questions you may have in the appropriate section on your screen. For future use, we will be posting this PowerPoint presentation in www.Floridacims.org after the conclusion of the webinar. Florida CIMS is a public website, so you do not need a username or password to access this content. We will review how to access Florida CIMS and all resources at the end of this webinar.

Funding Purpose

The purpose of these funds are to ensure that all eligible students have access to a fair, equal and significant opportunity to obtain a high quality education and to meet or exceed proficiency on state standards and assessments.

These funds further ensure students, teachers, parents and administrators have access to the services necessary for supporting student academic achievement.

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These funds further ensure students, teachers, parents and administrators have access to the services necessary for supporting student academic achievement.

Funding Priorities

The target population to benefit from these funds are students attending Title I schools with high concentrations of poverty as defined by the Every Student Succeeds Act (ESSA).

Eligible Applicants include local educational agencies (LEAs) including school districts, Florida Virtual School, charter LEAs, Florida School for the Deaf and Blind, and Developmental Laboratory Research Schools.

The grant cycle is from July 1, 2020- June 30, 2021.

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The grant cycle is from July 1, 2020 through June 30, 2021.

Webinar Objectives

1. Provide a summary of changes to the 2020-21 Title I, Part A plan and application process
2. Provide an overview of the submission requirements for the 2020-21 online application
3. Provide examples of the new budget entry expectations
4. Review the amendment process
5. Provide a brief update on the comparability and monitoring processes for the 2020-21 grant cycle

The objectives for today's webinar include the following:

First, we will provide a summary of changes to the 2020-21 Title I, Part A plan and application process. Second, we will provide an overview of the submission requirements of the 2020-21 online application which include:

Equitable Proportion of Funds

18 Assurances

11 Areas of Focus

Reporting Requirements

Public School Eligibility Survey

Non-Public School Eligibility Survey and

Budget and Reservation Calculations.

Third, we will provide examples of the new budget entry expectations.

Fourth, we will review the amendment process and

Last, we will provide a brief update on the comparability and monitoring processes for the 2020-21 grant cycle.



Summary of Changes for the 2020-21 Plan and Application Process

We will now discuss a summary of changes for 2020-21 plan and application process.

Summary of Changes

- Streamlined length of online application
- Several of the previous application requirements were shifted to be collected and reviewed during monitoring
- LEAs will use the 2019-20 revised final allocation as the 2020-21 preliminary allocation to complete the application
- **All applications are due May 1, 2020**
- Applications will receive a comprehensive programmatic review, in the order that they are received
- Goal is to have all projects awarded by July 1, 2020
- Monitoring and comparability processes are currently being revised and guidance will be provided once revisions are finalized

The summary of the changes to the new 2020-21 plan and application process are as follows:

The length of the online application was streamlined,

Several of the previous application requirements were shifted to be collected and reviewed during monitoring,

LEAs will use the 2019-20 revised final allocation as the 2020-21 preliminary allocation to complete the application

***Please note: this allocation is a preliminary allocation and is subject to change based on the LEA's enrollment and poverty data.**

All Applications are due May 1, 2020.

Applications will receive a comprehensive programmatic review, in the order that they are received.

The goal is to have all projects awarded by July 1, 2020 and

Monitoring and Comparability processes are currently being revised and guidance will be provided once revisions are finalized.

Application Revision Process

- Request from LEAs and external stakeholders
 - Can entitlement grant funds be awarded in a more timely manner than in previous years?
 - Can the application be streamlined?
- Solution
 - Development of the Collaborative Calendar
 - Revision of the Title I, Part A application
 - Used draft of Title, I Part A application and federal law as a performance task for bureau chief applicants to review and suggest edits to the application
 - Provided draft to external partners to request feedback

Thank you to our external stakeholders for their timely and comprehensive feedback on the collaborative calendar and the revised application. We appreciate your support as we streamline and improve our processes.

We would like to share the rationale for the application revision process.

The department received the following 2 main requests from LEAs and external stakeholders:

1. Can entitlement grant funds be awarded in a more timely manner than in previous years and
2. Can the application be streamlined?

The solution to these requests are as follows:

The development of the Collaborative Calendar which included input from internal and external stakeholders and

the revision of the Title I, Part A application. This process included using the draft of the application and federal law as a performance task for bureau chief applicants to review and suggest edits to the application. The department also provided a draft to external partners to request feedback before finalizing the application.

Due to the revisions of the application, LEAs will be unable to cut and paste information from previous year's applications.

Thank you to our external stakeholders for their timely and comprehensive feedback on the collaborative calendar and the revised application. We appreciate your support as

we streamline and improve our processes.



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Accessing the Application

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Let's take a look at the first step to beginning the online application process.

Online Application Link

The application link to the online system
for new or returning users is:

<https://web03.fldoe.org/grantsreporting/>

To access the application please use the link provided on this screen.

New Users to the Online System

Online Grant System
Login

To access the online Grant Application System and the Grant Reporting System for your agency select the appropriate option below. If you have already created a login for any grant and are a returning user, enter your login information at "Returning User Login" box below. Once you are logged in you can register for additional grants if necessary, by editing your profile. If you are a new user to this system, go to the "New User Registration" box below.

<p>Returning User Login: If you are already registered, login here.</p> <p>Returning User Login</p> <p>Login Name: <input type="text"/></p> <p>Password: <input type="password"/></p> <p>Log In</p> <p>Forgot Password?</p>	<p>New User Registration: If you are a new user, register for a user account here.</p> <p>Enter your agency access code and default password, and then click continue. You will be guided through the steps to create a login for grant applications and/or grant reporting. You will be asked to select the grants that you are responsible for and then provide contact information and indicate your specific roles in the process.</p> <p>New User Registration</p> <p>Agency Code: <input type="text"/></p> <p>Password: <input type="password"/></p> <p>Continue</p>
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Contact
BFEP@fldoe.org
for next steps

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After clicking on the provided link you will be directed to the login page. If you are a new user to the online system please contact BFEP@fldoe.org for next steps.

Returning Users to the Online System

Online Grant System
Login

To access the online Grant Application System and the Grant Reporting System for your agency select the appropriate option below. If you have already created a login for any grant and are a returning user, enter your login information at "Returning User Login" box below. Once you are logged in you can register for additional grants if necessary, by editing your profile. If you are a new user to this system, go to the "New User Registration" box below.

<p>Returning User Login: If you are already registered, login here.</p> <p>Returning User Login</p> <p>Login Name: <input type="text"/></p> <p>Password: <input type="password"/></p> <p>Log In</p> <p>Forgot Password?</p>	<p>New User Registration: If you are a new user, register for a user account here.</p> <p>Enter your agency access code and default password, and then click continue. You will be guided through the steps to create a login for grant applications and/or grant reporting. You will be asked to select the grants that you are responsible for and then provide contact information and indicate your specific roles in the process.</p> <p>New User Registration</p> <p>Agency Code: <input type="text"/></p> <p>Password: <input type="password"/></p> <p>Continue</p>
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If you do not remember your password, click the **Forgot Password?** link and enter your **Login Name** to retrieve your password.

If you are returning user to the online system enter your Login Name and Password, then click the Log In button. If you do not remember your password, use the Forgot Password link to retrieve it.

Edit Profile

Online Grant System

Welcome: Shyam Kandi, Alachua County District School Board, Your Access Level: recipient | [Main Menu](#) | [Log Out](#)

Main Menu

Application

Click on the "Online Grant Applications" link below to access online grant application(s) for which you have registered. **NOTE:** If you are a returning user and have co on "Edit My Profile" at the bottom of the screen.

- [Online Grant Applications](#)

User

Click on the "Edit My Profile" link below to modify user information and change or add access to grant programs and roles. To view roles for other registered users in

- [Edit My Profile](#)
- [View Registered User Roles for this Agency](#)

If you have questions [Contact Us](#)

[Instructions for cookie settings.](#)

Once you have logged in, click on the Edit My Profile link. This step is required for all users even if you have previously set up your profile.

Registration

Online Grant System

User Profile

[Main Menu](#)

You will be guided through the steps to create a login for grant applications and/or grant reporting. You will be asked to select the grants that you are process.

- If this is incorrect, click the "back" link below and enter the correct agency information.

This login allows access to the Grant Expenditure Reporting System and the Grant Application System. If you are **reporting expenditures** for grant **System**". If you are **applying for grants** for your district/agency select "[I am registering for the Grant Application System](#)".

Select all that apply:

- I am registering for the Expenditure Reporting System
 I am registering for the Grant Application System

[Continue](#)

Note: The Grant Application System requires that you allow cookies from the fldoe.org domain. [Instructions for cookie settings.](#)

Next, check the box for *I am registering for the Grant Application System* and then click Continue to expand the screen.

Program Selection

Online Grant System

User Profile

[Main Menu](#)

You will be guided through the steps to create a login for grant applications and/or grant reporting. You will be asked to select the grants that you are responsible for and information and indicate your specific roles in the process.

- If this is incorrect, click the "back" link below and enter the correct agency information.

This login allows access to the Grant Expenditure Reporting System and the Grant Application System. If you are **reporting expenditures** for grants that have already **am registering for the Expenditure Reporting System**". If you are **applying for grants** for your district/agency select "I am registering for the Grant Application System".

Select all that apply:

- I am registering for the Expenditure Reporting System
 I am registering for the Grant Application System

[Continue](#)

Note: The Grant Application System requires that you allow cookies from the fldoe.org domain. [Instructions for cookie settings.](#)

[back](#)

Application

Select the programs for which you are applying and click on the continue button below:

- 2020-2021 Title I, Part A: Improving the Academic Achievement of the Disadvantaged, 010-211B-1C801

After clicking continue, make sure you select the checkbox for 2020-2021 Title I, Part A: Improving the Academic Achievement of the Disadvantaged. Then scroll down to the bottom of the list and click Continue.

User Responsibility Options

*First Name:	John
*Last Name:	Smith
*Address:	525 West Gaines Street
*City:	Tallahassee FL
*Zip:	32399
*Phone (xxx-xxx-xxxx):	000-000-0000
Extension:	
*Fax (xxx-xxx-xxxx):	000-000-0000
*Email:	Johnsmith@fldoe.org
*Login Name (at least 8 characters):	Johnsmith
*Set/Change password: Passwords must be 8 to 15 characters long. Must contain at least one number.	
*Re-type password:	
Select data entry responsibilities for each selection: <i>If the checkbox is grey it has already been selected by another user.</i>	
	2019-2019 Title I, Part A, Improving the Academic Achievement of the Disadvantaged, 010-21259-9C201 <input checked="" type="checkbox"/> Online Grant Applications <input checked="" type="checkbox"/> Budget Data for Applications
	2017-2019 Title I, Part A, Improving the Academic Achievement of the Disadvantaged, 010-17169-8C201 <input checked="" type="checkbox"/> Online Grant Applications <input checked="" type="checkbox"/> Budget Data for Applications
	2016-2017 Title I, Part A, Improving the Academic Achievement of the Disadvantaged, 010-21279-7C201 <input checked="" type="checkbox"/> Online Grant Applications <input checked="" type="checkbox"/> Budget Data for Applications
	2015-2016 School Improvement Initiative 1003(a), 010-22969-4C201 <input checked="" type="checkbox"/> Online Grant Applications <input checked="" type="checkbox"/> Budget Data for Applications

On the next screen you can update user information if necessary. In this section you will also select the responsibilities for the user. There are 2 responsibility options for the user to select. One option is to select *online grant application* and the other option to select is *budget data for the application*. Please note each option can only have one user per LEA. If another user from the LEA has already selected the responsibility option the check box will be grey.

Once you have made your selections, click the save button at the bottom of the page.

Online Application Access

Online Grant System

Welcome: Shyam Kandi, Alachua County District School Board, Your Access Level: recipient | [Main Menu](#) | [Log Out](#)

Main Menu

Application

Click on the "Online Grant Applications" link below to access online grant application(s) for which you have registered. **NOTE:** If you are a returning user and have completed on "Edit My Profile" at the bottom of the screen.

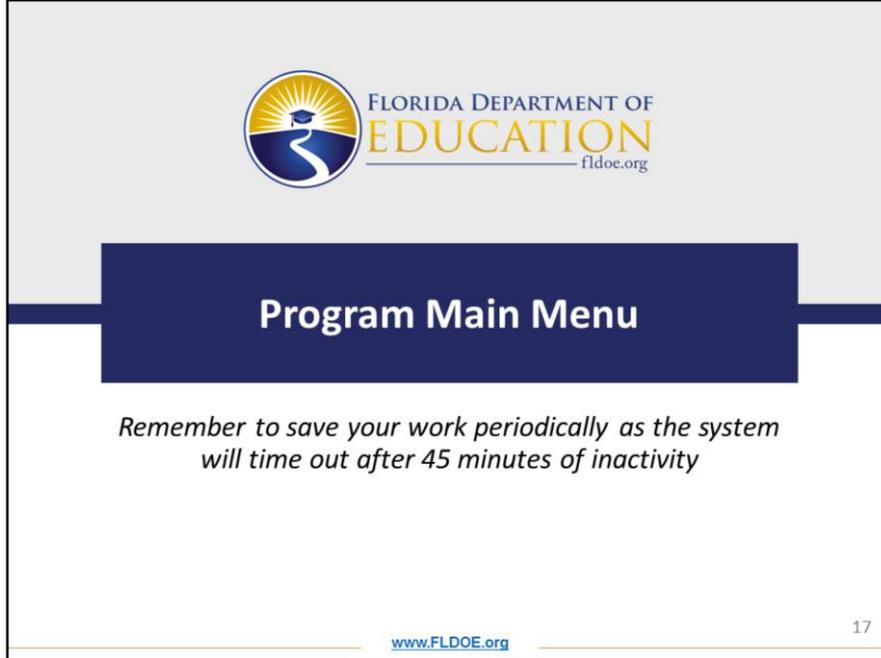
 [Online Grant Applications](#)

User

Click on the "Edit My Profile" link below to modify user information and change or add access to grant programs and roles. To view roles for other registered users in your agency:

- [Edit My Profile](#)
- [View Registered User Roles for this Agency](#)

Next click the Online Grant Applications link to access your LEA's application.



After you select the Online Grant Applications link you will be directed to the Program Main Menu page.

Also, please remember to save your work periodically as the system will time out after 45 minutes of inactivity.

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Program Main Menu

Title I Part A

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Local educational agencies (LEAs) are required to complete each section. Click on the "Application Complete" button at the bottom of this page to submit the LEA's final application to the Florida Department of Education for review.
A checkmark indicates that the section has been reviewed and information has been entered by the LEA.

- ✓ [Equitable Proportion of Funds](#)
- ✓ [Federal Requirements- Specific Program Assurances](#)
- ✓ [Areas of Focus](#)
- ✓ [Other Requirements](#)
- ✓ [Public School Eligibility Survey](#)
- ✓ [Non-Public School Eligibility Survey](#)
- ✓ [Reservations Calculations](#)
- [Edit DOE 100 Form](#)
- [Edit Budget](#)
- [Print Budget](#)
- [Print DOE 100 Form](#)

Final

Note the Budget is **not** balanced. Return to the [main grant page](#) to complete the budget. Then return to this screen to do the final submit to DOE.

DOE only: [Administrator Menu](#)

For further assistance, contact the program office at: (850) 245-0479.

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The program main menu page displays the sections that shall be completed within the online system. Please note that the items listed on this page have changed to reflect the edits made to the new 2020-21 online application. The sections for the new 2020-21 application are as follows:

Equitable Proportion of Funds, Federal Requirements-Specific Program Assurances, Areas of Focus, Other Requirements, Public School Eligibility Survey, Non-Public School Eligibility Survey, Reservations Calculations, Edit DOE 100 Form, and the Edit Budget sections.

As you complete each section of the application, a green check mark will be visible to indicate that the section is complete.

It is important to note that the print function will go live and be available for use on Monday, March 16, 2020.



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Equitable Proportion of Funds

*No changes have been made to this section for the
2020-21 grant cycle*

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The first section on the program main menu page is Equitable Proportion of Funds. *No changes have been made to this section for the 2020-21 grant cycle.*

Equitable Proportion of Funds

Title I Part A

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[Grant Application Menu](#)
[Program Main Menu](#)

EQUITABLE PROPORTION OF FUNDS

Step 1: Enter the number of public school children from low-income families in Title I attendance areas (Number of Public CLIF). Be sure to include children from low-income families in an eligible Title I school that has been "skipped" in accordance with Section 1113(b)(1)(D) of ESSA.

Step 2: Enter the number of private school children from low-income families that reside in Title I attendance areas (Number of Private CLIF).

Step 3: Enter the cost reservation to administer private school equitable services.

Step 4: Click the save button when completed.

Total District Allocation		\$8,154,987.00
Number of Public CLIF	Number of Private CLIF	Total CLIF
7216	94	7310.00
Total Public School Proportion	Total Private School Proportion	
98.71%	1.29%	
Total Public School Allocation	Total Private School Allocation	
\$ 8,049,788.00	\$ 105,199.00	
	Private School Administrative Cost Reservation	
	\$ 4,473.00	
SAVE		

DOE only [Administrator Menu](#)

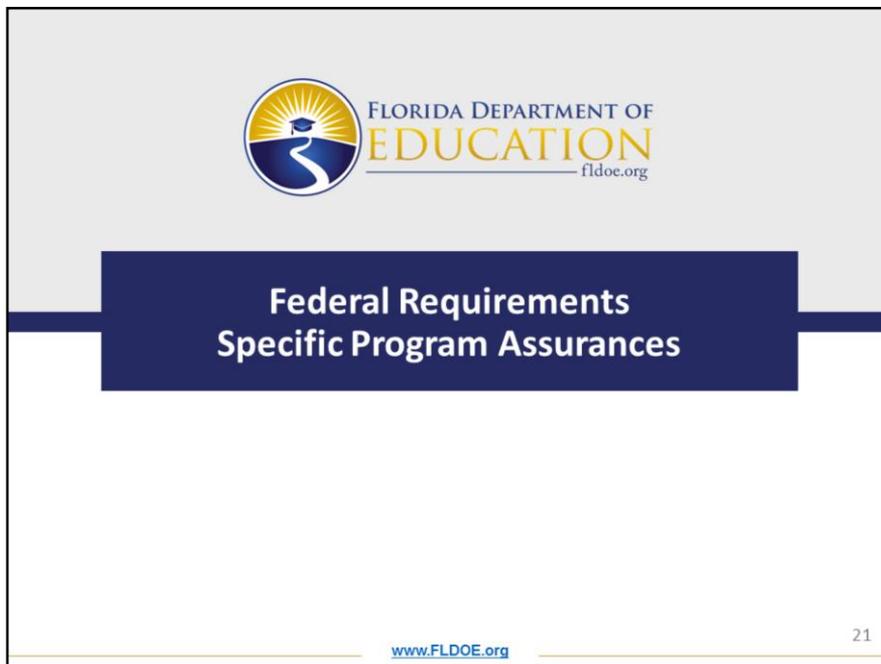
For further assistance, contact the program office at (850) 245-0479.

To complete this section enter the total number of public school children from low-income families (CLIF) who reside in participating public school attendance areas (PSAAs), and enter the total number of private school children from low-income families (CLIF) who reside in participating public school attendance areas (PSAAs). For LEAs with no participating private schools, zero must be entered in the **Number of Private CLIF** field.

Based on the information entered in those boxes, the public school and private school proportions and allocations will calculate automatically when the page is saved.

You must also enter the amount to be reserved from the **Total Private School Allocation** for private school administrative costs.

Don't forget to click the save button after entering your information.



The second section on the program main menu page is the Federal Requirements-Specific Program Assurances section.

In this section the LEA must agree to meet the requirements of the 18 assurances listed within the RFA.

18 Assurances

Assurance 1: Collaboration	Assurance 10: Early Childhood Education
Assurance 2: Coordination of Programs	Assurance 11: Parent and Family Engagement
Assurance 3: Migratory Children	Assurance 12: Private School Consultation
Assurance 4: Private Schools	Assurance 13: Private School and LEA Agreement
Assurance 5: National Assessment of Education Progress (NAEP)	Assurance 14: Affirmation of Agreement
Assurance 6: Cross Coordination	Assurance 15: Methodology
Assurance 7: Child Welfare Agency Point of Contact	Assurance 16: Comparability
Assurance 8: Child Welfare Agency Procedures	Assurance 17: English Language Learners (ELLs) Notification Requirements
Assurance 9: Certification	Assurance 18: Constitutionally Protected Prayer

This slide outlines the 18 assurances that each LEA is required to complete. A detailed description of all 18 assurances can be found in the RFA that will also be posted in www.floridacims.org following this webinar. These 18 assurances are subject to monitoring in the 2020-21 school year. More information will be provided in regards to monitoring later in the webinar.

Federal Requirements- Specific Program Assurances

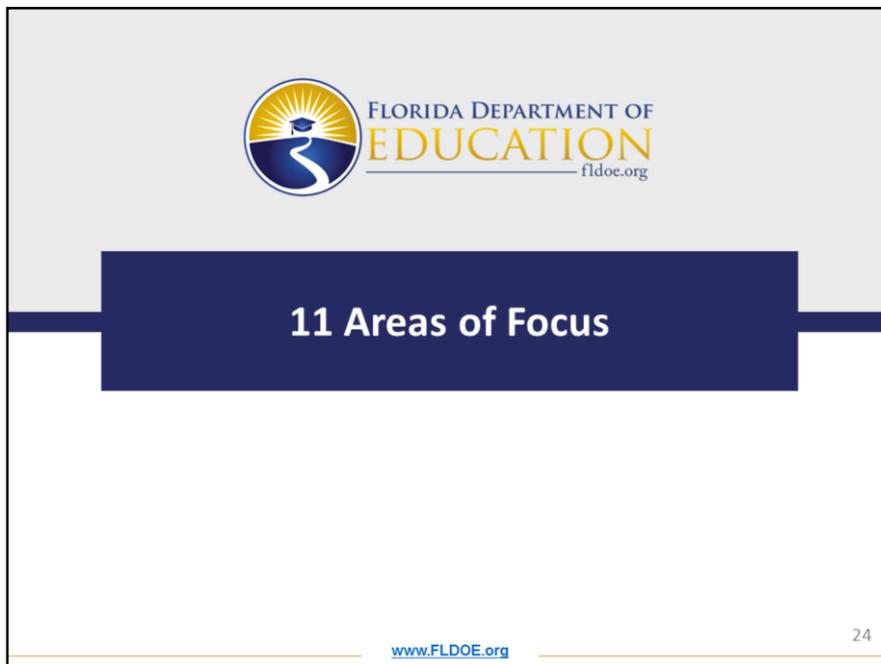
Assurance 17, English Language Learners (ELLs) Notification Requirements: The LEA is in compliance with the requirements of section 1112(e)(3)(A-B), the use of Title I, Part A and/or Title III funds to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents using the 'Annual Parent Notification Letter' of an English learner identified for participation or participating in such a program. For children who have not been identified as English learners prior to the beginning of the school year, but are identified as English learners during such school year, the LEA shall notify the children's parents during the first two weeks of the child being placed in a language instruction educational program using the 'Initial Parent Notification Letter'.

Assurance 18, Constitutionally Protected Prayer: The LEA must certify in writing to the Department that no policy of the LEA prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools. An LEA must provide this certification to the Bureau of Federal Educational Programs by October 1 of each year.



By checking this box, I hereby certify that the **Alachua County District School Board** agrees to all Federal Assurances, and will abide by all federal, state and local laws.

The LEA must check the box at the bottom of this section and click save to confirm that all 18 assurances will be met.



The next section on the program main menu page is the Area of Focus section. Within this section there are 11 Areas of Focus that the LEA must complete to request funds for the 2020-21 grant cycle.

11 Areas of Focus

Area of Focus 1: Student Achievement

Area of Focus 2: Parent and Family Engagement Plan (PFEP)

Area of Focus 3: Homeless Education

Area of Focus 4: Neglected and Delinquent Education

Area of Focus 5: Educational Services Funded at the LEA-Level

Area of Focus 6: Discretionary Educational Services Funded at the School-Level
(if applicable)

Area of Focus 7: Early Childhood Services

Area of Focus 8: Private Schools

Area of Focus 9: Foster Care

Area of Focus 10: College/Career Readiness

Area of Focus 11: Administrative Costs

This chart provides an overview of the 11 Areas of Focus within the 2020-21 application. Now we will review each Area of Focus individually.



Area of Focus 1

Student Achievement

Let's look at the requirements for Area of Focus 1: Student Achievement.

Area of Focus 1: Student Achievement

For question number 1 (indicated with the blue arrow) the LEA will provide a narrative response to the following questions:

1. Describe how the LEA will monitor students' progress in meeting Florida's challenging academic standards by:
 - a. developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
 - b. identifying students who may be at risk for academic failure. LEAs may use Early Warning Systems indicators located in your Schoolwide Improvement Plan.
 - c. providing additional educational assistance to individual students the LEA or school determines need help in meeting Florida's challenging academic standards; and
 - d. identifying and implementing instructional and other strategies intended to strengthen and improve school conditions for student learning.

For question number 2 (indicated with the green arrow) the LEA will describe and must list by number, the detailed activities that will be implemented to address Student Achievement. Please note that numbering the activities is essential to connect each activity to a budget line in the budget section of the online application. The estimated quantity and price shall be identified for each activity within the Area of Focus.

Let's take a look at an example of how activities should be numbered and the expectation of the

details that shall be provided by the LEA. Again, the numbering of activities is essential for the connection to the budget section which will be reviewed later in the webinar.

Example-Area of Focus 1

2. Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus.
(Numbering the activities will be essential to connect each activity to a budget line.)

1. Salaries for supplemental science intervention teachers to provide additional support to targeted 5th and 8th grade students within the LEA (approximately 550 students total). Four (4) Science Intervention Teachers - \$50,000 @ 0.75 FTE each = \$150,000 total.
2. Purchase Rockstar Science Online Software licenses for 550 targeted 5th and 8th grade students. 550 licenses @ \$50 each = \$27,500 total.
3. Purchase 50 laptop computers to replace broken and outdated/obsolete laptops. These laptops will be used by the 550 targeted 5th and 8th grade students for Rockstar Science Online Software. 50 laptops @ \$200 each = \$10,000 total.
4. Purchase consumable Rockstar Science workbooks for targeted 5th and 8th grade students for use in Science intervention classrooms. 550 workbooks @ \$20 each = \$11,000 total.
5. Purchase general consumable supplies, such as pencils, notebook paper, pens, markers, and chart paper to support Science intervention teachers and targeted 5th and 8th grade students. \$1,000 total.

Save

This slide provides an example of how activities shall be numbered within an Area of Focus. Please note that in addition to a description of each numbered activity, quantitative details are provided to explain the estimated quantity and price breakdown of costs associated with the activity. These activity details are essential to the programmatic and fiscal review of the application. The program office and the Office of Grants Management will utilize this information to determine if the request is allowable, reasonable, necessary, and allocable. Later in the webinar we will discuss how to easily transfer the activity information entered in this section into the budget section by only entering one number.

Let's review the following five activities for this example:

1. Salaries for supplemental science intervention teachers to provide additional support to targeted 5th and 8th grade students within the LEA (approximately 550 students total). The LEA will fund Four (4) Science Intervention Teachers, with a salary of \$50,000 per school year, and this grant will fund 75% of each salary. The total amount for this activity is \$150,000.
2. Purchase Rockstar Science Online Software licenses for 550 targeted 5th and 8th grade students. 550 licenses @ \$50 each = \$27,500 total.
3. Purchase 50 laptop computers to replace broken and outdated and obsolete

science laptops. These laptops will be used by the 550 targeted 5th and 8th grade students for Rockstar Science Online Software. 50 laptops @ \$200 each = \$10,000 total.

4. Purchase consumable Rockstar Science workbooks for targeted 5th and 8th grade students for use in Science intervention classrooms. 550 workbooks @ \$20 each = \$11,000 total.
5. Purchase general consumable supplies, such as pencils, notebook paper, pens, markers, and chart paper to support Science intervention teachers and targeted 5th and 8th grade students. \$1,000 total. Please note that general consumable supplies for this example do not need an estimated quantity and price breakdown by item, because the requested dollar amount for supplies is reasonable. The total is less than 1% of this activity.



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Area of Focus 2

Parent and Family Engagement Plan (PFEP)

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Now we will review the requirements for Area of Focus 2: Parent and Family Engagement Plan (PFEP)

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Area of Focus 2: Parent and Family Engagement Plan (PFEP)

Title I Part A
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Area of Focus

Area of Focus 2: Parent and Family Engagement Plan (PFEP)

Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus.

a Identify if the activity is at the LEA level and include the evidence-based research for each activity. The four levels of evidence may be used.
(Numbering the activities will be essential to connect each activity to a budget line.)

1

Limit to 1000 characters

b Identify if the activity is at the school level and include the evidence-based research for each activity. The four levels of evidence may be used.
(Numbering the activities will be essential to connect each activity to a budget line.)

1

Limit to 1000 characters

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Area of Focus 2: Parent and Family Engagement Plan (PFEP)

For question number 1a. (indicated with the blue arrow) the LEA will describe and must list by number, the detailed activities that will be implemented to address the Parent and Family Engagement Plan (PFEP) at the LEA level and include the evidence-based research for each activity. The four levels of evidence must be used. **(Numbering the activities is essential to connect each activity to a budget line.)**

For question number 1b. (indicated with the green arrow) the LEA will describe and must list by number, the detailed activities that will be implemented to address the Parent and Family Engagement Plan (PFEP) at the school level and include the evidence-based research for each activity. The four levels of evidence must be used. **(Numbering the activities is essential to connect each activity to a budget line.)**

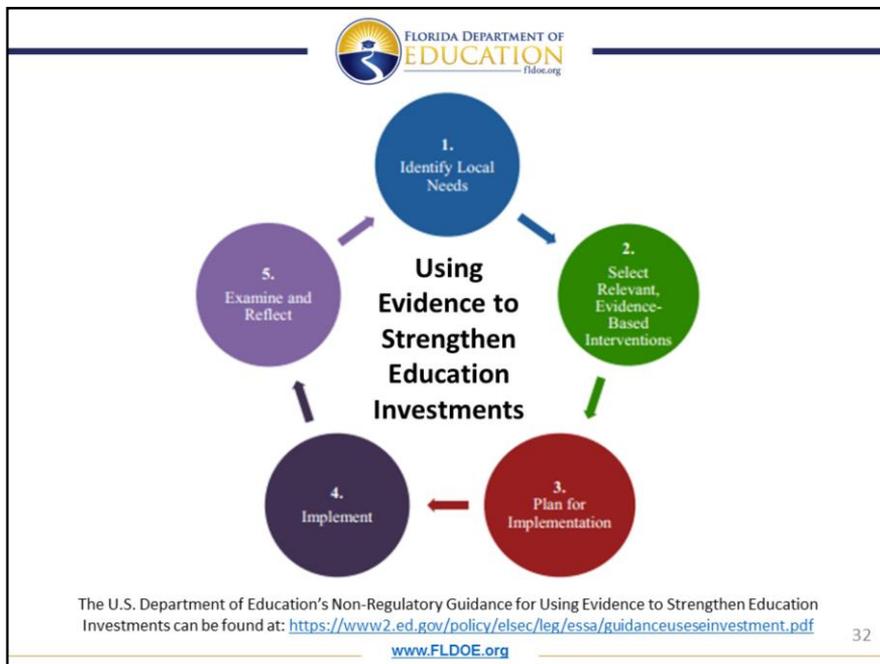
LEAs must use the findings of the annual evaluation of the parent and family engagement policy to design evidence-based strategies for more effective parent involvement Sec 1116(b)(3)(E)

Evidence-based Interventions/Strategies

Evidence-based interventions are practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** supported by one or more well-designed and well-implemented randomized control experimental studies.
- **Tier 2 – Moderate Evidence:** supported by one or more well-designed and well-implemented quasi-experimental studies.
- **Tier 3 – Promising Evidence:** supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

Evidence-based interventions are practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence as detailed on this slide.



This slide provides a model of a process for using evidence to strengthen education investments that can be used by LEAs. The steps of this model include the following:

- 1. Identifying local needs:** States and districts should do extensive outreach to communities, including pouring over data and talking to parents, teachers, and students to get a sense of where a school's problems may stem from. They should consider whether the school, or a particular population within the school, is getting access to a fair share of resources (including effective teachers).
- 2. Selecting evidence:** States and districts should go with the highest level of evidence possible and consider whether there is evidence that a strategy has worked in the context they want it to.
- 3. Plan for implementation:** LEAs should develop clear goals and timelines and figure out what resources a school needs.
- 4. Implement:** This is the implementation cycle, where you put into action Steps 1-3.
- Lastly, 5. Examine and reflect:** Schools, districts, and states should think carefully about why the intervention has worked—or hasn't—and what needs to be tweaked. And they should make sure that the school shares what worked and what didn't with others.

A link to the U.S Department of Education’s Non-Regulatory Guidance for Using Evidence to Strengthen Education Investments is provided on this slide.

Please cite the level of evidence and the source citation.



Area of Focus 2: Parent and Family Engagement Plan (PFEP)



2 LEA Written Policy-Each LEA that receives funds under this part shall develop jointly with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy. The policy shall establish the agency's expectations and objectives for meaningful parent and family involvement. Describe how the agency will:

- involve parents and family members in jointly developing the LEA plan under section 1112, and the development of support and improvement plans under paragraphs (1)-(2) of section 1111(d);
- provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;
- conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying:
 - i. barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
 - ii. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - iii. strategies to support successful school and family interactions;
- use the findings of such evaluation in subparagraph (D) to design evidence based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and
- involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population served by each agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

LEA Written Policy

CHARACTER COUNTS

Save

For question number 2 (indicated with the blue arrow) the LEA will describe how they will meet the requirements of the written policy rather than submitting the policy itself.

Don't forget to click save at the end of each Area of Focus page.



Area of Focus 3

Homeless Education

Now we will review the requirements for Area of Focus 3: Homeless Education

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Area of Focus 3: Homeless Education

Title I Part A
You are logged in as: **Alachua County District School Board - 1** [logout](#)

[Grant Application Menu](#)
[Program Main Menu](#)

Area of Focus

Area of Focus 3: Homeless Education

1 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus.
(Numbering the activities will be essential to connect each activity to a budget line.)

The estimated quantity and price shall be identified for each activity within the Area of Focus.

(limited to 15000 characters)

[Save](#)

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Area of Focus 3: Homeless Education

For question number 1 (indicated with the blue arrow) the LEA will describe and must list by number, the detailed activities that will be implemented to address Homeless Education. **(Numbering the activities is essential to connect each activity to a budget line.)**



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Area of Focus 4

Neglected and Delinquent Education

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Next we will review the requirements for Area of Focus 4: Neglected and Delinquent Education



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Area of Focus 4: Neglected and Delinquent Education

Title I Part A

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Area of Focus

Area of Focus 4: Neglected and Delinquent Education

1 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus. **(Numbering the activities will be essential to connect each activity to a budget line.)**

LIMIT TO 1000 CHARACTERS

2 Describe how the LEA plan addresses the following Neglected and Delinquent Education areas between correctional and LEA facilities:

- a. Transitioning
- b. Dropout Prevention (View [Dropout Prevention Contact List](#))
- c. Educational Achievement
- d. Educational Quality

LIMIT TO 1000 CHARACTERS

The estimated quantity and price shall be identified for each activity within the Area of Focus.

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For question number 1 (indicated with the blue arrow) the LEA will describe and must list by number, the detailed activities that will be implemented to address Neglected and Delinquent Education. **(Numbering the activities is essential to connect each activity to a budget line.)**

For question number 2 (indicated with the green arrow) Describe how the LEA plan addresses the following Neglected and Delinquent Education areas between correctional and LEA facilities:

- a. Transitioning
- b. Dropout Prevention
- c. Educational Achievement; and
- d. Educational Quality



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Area of Focus 5

Educational Services Funded at the LEA Level

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Now we will review the requirements for Area of Focus 5: Educational Services Funded at the LEA Level

For question number 1 (indicated with the blue arrow) the LEA will describe and must list by number, the detailed activities that will be implemented to address Educational Services Funded at the LEA Level. **(Numbering the activities is essential to connect each activity to a budget line.)**

This Area of Focus should be used to describe the LEA’s plan for using Title I funds to provide LEA-wide educational services. For example, if the LEA determined that all Title I schools need support through supplemental math interventions, then funds may be allocated at the LEA level to provide related professional development and classroom materials to all Title I schools.

Funding LEA staff positions in this section must clearly support the implementation of a specific service or activity designed to meet student academic needs. For example, a secretary would not be an allowable request under this Area of Focus.

Keep in mind, the amount reserved for these services must not exceed 1 percent of the total allocation.



Area of Focus 6

Discretionary Educational Services Funded at the School Level

Next we will review the requirements for Area of Focus 6: Discretionary Educational Services Funded at the School Level

Area of Focus 6: Discretionary Educational Services Funded at the School Level

Title I Part A
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Area of Focus

Area of Focus 6: Discretionary Educational Services Funded at the School Level

The LEA will not implement any Discretionary Educational Services. If checked, then this section is not required.

1 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus. (Numbering the activities will be essential to connect each activity to a budget line.)

(Limit to 1500 characters)

Save

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This section is not required if the LEA will not implement any Discretionary Educational Services. Click the check box in the grey area if this section is not applicable for your LEA.

For question number 1 (indicated with the blue arrow) the LEA will describe and must list by number, the detailed activities that will be implemented to address Discretionary Educational Services Funded at the School Level. **(Numbering the activities is essential to connect each activity to a budget line.)**

This Area of Focus should be used to describe the LEA’s plan for using Title I funds to provide discretionary educational services. These are services funded at the school level, but administered by the LEA.

This means, the LEA must first allocate funds to its school, and then the schools may elect to use a portion of their allocation to pay for participation in a discretionary educational service offered by the LEA.

Remember, schools are opting to use a portion of their allocation to receive an *educational service*. This means if positions are funded under this section, they must be necessary to implement the educational service.

Don’t forget to click save at the end of each Area of Focus page.



Area of Focus 7

Early Childhood Services

Next we will review the requirements for Area of Focus 7: Early Childhood Services

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Area of Focus 7: Early Childhood Services

Title I Part A
You are logged in as:
Alachua County District School Board - 1 Logout

Area of Focus

Area of Focus 7: Early Childhood Services

1 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus.
(Numbering the activities will be essential to connect each activity to a budget line.)

Link to 1001 overview

2 Describe how the LEA will coordinate Title I preschool programs with other preschool educational services in the district.

Link to 1001 overview

3 Describe how the LEA will ensure on-going progress monitoring measures will:

a. align with Head Start Education Standards
b. be administered multiple times throughout the program.
c. provide data to inform instructional focus and strategies for use by the classroom teacher.

Link to 1001 overview

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For question number 1 (indicated with the blue arrow) the LEA will describe and must list by number, the detailed activities that will be implemented to address Early Childhood Services. **(Numbering the activities is essential to connect each activity to a budget line.)**

For question number 2 (indicated with the green arrow) describe how the LEA will coordinate Title I preschool programs with other preschool educational services in the district.

For question number 3 (indicated with the yellow arrow) describe how the LEA will ensure on-going progress monitoring measures will:

- a. Align with Head Start Education Standards
- b. Be administered multiple times throughout the program; and
- c. Provide data to inform instructional focus and strategies for use by the classroom teacher.

Area of Focus 7: Early Childhood Services

4 Describe how the LEA will assist parents in effectively transitioning their preschool children to kindergarten.

(Enter in 1000 character)

5 In the Title I blended preschool chart, enter information regarding other early childhood programs that are blended with Title I, Part A (TIPA) early childhood programs.

Title Program Service and:	Number of students served with Title I				Describe method which will be used to identify students	Title (TIPA) funds used
	Age 3	Age 4	Age 5	Age 6		
Early Head Start/Head Start/Pre-K and Extended Head Start	1.00	1.00	1.00	1.00	x <input type="text"/>	1.00
Home Visitation for Parents of Preschool Youngsters (HPV)	1.00	1.00	1.00	1.00	x <input type="text"/>	1.00
LEA-Approved Pre-K Program	1.00	1.00	1.00	1.00	x <input type="text"/>	1.00
Pre-Kindergarten Program for Children with Disabilities	1.00	1.00	1.00	1.00	x <input type="text"/>	1.00
Homeless Pre-Kindergarten (HPEK)	1.00	1.00	1.00	1.00	x <input type="text"/>	1.00
Other (please specify): x <input type="text"/>	1.00	1.00	1.00	1.00	x <input type="text"/>	1.00
Other (please specify): x <input type="text"/>	1.00	1.00	1.00	11.00	x <input type="text"/>	1.00

Save

For question number 4 (indicated with the blue arrow) describe how the LEA will assist parents in effectively transitioning their preschool children to kindergarten.

For question number 5 (indicated with the green arrow) in the Title I blended preschool chart, enter information regarding other early childhood programs that are blended with Title I, Part A early childhood programs.

Don't forget to click save at the end of each Area of Focus page.



Area of Focus 8

Private Schools

Now we will review the requirements for Area of Focus 8: Private Schools

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Area of Focus 8: Private Schools

Title I Part A
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Area of Focus

Area of Focus 8: Private Schools

1 Provide the timeline and frequency of activities that outline the detailed plan of action for providing timely and meaningful consultation and equitable services to eligible children, parents, and teachers in private school within the LEA's service area.

X

LEA's 1000 number

If checked, the LEA does not have any eligible participating private schools.

2 Provide the method used for identifying low-income students for services in private schools. List the criteria used to identify private school students for Title I educational services as a result of consulting with private school officials. Provide a description of services (if the LEA is not using a third party contractor). If applicable, clearly identify and describe the services that will be funded with roll forward.

a. List each specific service (including frequency and duration) to be provided to private school students, their parents, and, if applicable, their teachers.

X

LEA's 1000 number

b. Explain how the LEA will evaluate the effectiveness and implementation of the services provided to the private school students, their parents, and their teachers. How often will this evaluation occur?

X

LEA's 1000 number

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Area of Focus 8: Private Schools

For question number 1 (indicated with the blue arrow) the LEA will provide the timeline and frequency of activities that outline the detailed plan of action for providing timely and meaningful consultation and equitable services to eligible children, parents, and teachers in private school within the LEA's service area.

If applicable, for question number 2, (indicated with the green arrow) provide the method used for identifying low-income students for services in private schools and list the criteria used to identify private school students for Title I educational services as a result of consulting with private school officials. Provide a description of services if the LEA is not using a third party contractor.

For question 2a List each specific service (include the frequency and duration) to be provided to private school students, their parents, and teachers. The LEA must list by number, the detailed activities that will be implemented to address Private Schools. **(Numbering the activities is essential to connect each activity to a budget line.)**

For question 2b-Explain how the LEA will evaluate the effectiveness and implementation of the services provided to the private school students, their parents, and teachers.

Area of Focus 8: Private Schools

3 If checked, the LEA provides services to private school students through a third party contractor and shall complete this section.

Indicate the services provided to private school students, their parents, and their teachers through a third-party contractor. If applicable, clearly identify and describe the services that will be funded with roll forward.

x

(Limited to 3000 characters)

4 List the LEA's private school Point of Contact:

Name:	<input type="text"/>
Title:	<input type="text"/>
Phone Number:	<input type="text"/>
Email Address:	<input type="text"/>

Save

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This section shall only be completed if the LEA provides services to private school students through a third party contractor.

If this section is applicable, for question number 3 indicate the services provided to private school students, their parents, and their teachers through a third party contractor.

For question number 4 list the LEA's private school Point of Contact information.

Don't forget to click save at the end of each Area of Focus page.



Area of Focus 9

Foster Care

Next we will review the requirements for Area of Focus 9: Foster Care



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Area of Focus 9: Foster Care

Area of Focus 9: Foster Care

1 Enter the amount of funds the LEA is reserving for this Area of Focus using Title I, Part A funds.

2 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus.
(Numbering the activities will be essential to connect each activity to a budget line.)

a. Transportation will be provided to maintain children in foster care in the school of origin unless there is a determination that is not in the child's best interest.

(Limited to 1000 characters)

b. Successful enrollment and transfer of records of children enrolled in a new school, even if they do not have the required documentation.

(Limited to 1000 characters)

c. Development and implementation of clear, written procedures for how transportation will be provided, arranged, and funded for a child's duration of time in foster care in collaboration with the appropriate Child Welfare Agency (CWA).

(Limited to 1000 characters)

3 List the LEA's Foster Care Point of Contact:

Name:	Daniel
Title:	Program
Phone Number:	8502450956
Email Address:	daniel.ring@fldoe.org



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Area of Focus 9: Foster Care

For question number 1 (indicated with the blue arrow) enter the amount of funds the LEA is reserving for this Area of Focus using Title I, Part A funds.

For question number 2 (indicated with the green arrow) describe how the LEA will describe and must list by number, the detailed activities that will be implemented to address Foster Care. **(Numbering the activities is essential to connect each activity to a budget line.)**

- a. Transportation will be provided to maintain children in foster care in the school of origin unless there is a determination that is not in the child's best interest.
- b. Successful enrollment and transfer of records of children enrolled in a new school, even if they do not have the required documentation.
- c. Development and implementation of clear, written procedures for how transportation will be provided, arranged, and funded for a child's duration of time in foster care in collaboration with the appropriate Child Welfare Agency (CWA).

For question number 3 (indicated with the yellow arrow) list the LEA's Foster Care Point of Contact information:



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Area of Focus 10

College and Career Readiness

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Next we will review the requirements for Area of Focus 10: College and Career Readiness


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Area of Focus 10: College and Career Readiness

Title I Part A
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Alachua County District School Board - 1 Logout

Area of Focus

Area of Focus 10: College and Career Readiness

1 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus. (Numbering the activities will be essential to connect each activity to a budget line.)

LEA ID: NEED CHANGES

2 Describe the LEA's strategy for implementing the following:

a. Increasing students access to early college, high school, dual or concurrent enrollment opportunities, or career counseling to identify student's interests and skills. Describe how programs are aligned to high skill, high need, and high wage occupations.

LEA ID: NEED CHANGES

b. Supporting efforts to reduce the overuse of discipline practices that remove students from the classroom. This may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as identified in section 1112(c)(2).

LEA ID: NEED CHANGES

c. Supporting work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, provide academic credit.

LEA ID: NEED CHANGES

[Save](#)

The estimated quantity and price shall be identified for each activity within the Area of Focus.

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Area of Focus 10: College and Career Readiness

For question number 1 (indicated with the blue arrow) the LEA will describe and must list by number, the detailed activities that will be implemented to address College and Career Readiness. **(Numbering the activities is essential to connect each activity to a budget line.)**

For question number 2 (indicated with the green arrow) describe the LEA's strategy for implementing the following:

- a. Increasing students access to early college, high school, dual or concurrent enrollment opportunities, or career counseling to identify student's interests and skills. Describe how programs are aligned to high skill, high need, and high wage occupations.
- b. Supporting efforts to reduce the overuse of discipline practices that remove students from the classroom. This may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as identified in section 1112(c)(2).
- c. Supporting work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, provide academic credit.



Area of Focus 11

Administrative Costs

Next we will review the requirements for Area of Focus 11: Administrative Costs

The screenshot displays the 'Area of Focus 11: Administrative Costs' form within the FLDOE system. At the top, the Florida Department of Education logo is present, along with navigation links for 'Grant Application Menu' and 'Program Main Menu'. The user is logged in as 'Alachua County District School Board - 1'. The form's title is 'Area of Focus 11: Administrative Costs'. Below the title, there is a question prompt: '1 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus. (Numbering the activities will be essential to connect each activity to a budget line.)'. A text input field is provided for the user to enter their response, with a character limit of 15000. A 'Save' button is located at the bottom of the form. A yellow callout box with a starburst border contains the text: 'The estimated quantity and price shall be identified for each activity within the Area of Focus.' The page number '53' and the website URL 'www.FLDOE.org' are visible at the bottom of the page.

Area of Focus 11: Administrative Costs

For question number 1 describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address administrative cost. **(Numbering the activities is essential to connect each activity to a budget line.)**

Don't forget to click save at the end of each Area of Focus page.

Now, I will turn it over to Melissa Ramsey.



Thank you, Amanda.

The next section on the program main menu page is the Other Requirements section.

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All fields are required.

Other Requirements

1 Reporting Requirements

a. Describe the methods and timelines the LEA utilizes to disseminate information about this plan to the appropriate stakeholders and to report student and program outcomes to school staff, parents, and the community.

LIMITED TO 2000 CHARACTERS

b. Describe the process the LEA will use to ensure the accuracy of the data reported via the student and/or staff data reporting system. Include the process for reporting services provided to students attending private schools, students in targeted assistance programs, migrant students in Title I, Part A programs, neglected and delinquent children and youth served through the Title I, Part A reservation, as well as students experiencing homelessness and who are served through the Title I, Part A reservation.

LIMITED TO 2000 CHARACTERS

2 Requirement of Equitable Representation of Teachers

List the action steps that the LEA will follow to ensure that low-income and minority students are not being taught by ineffective, inexperienced, or out-of-field teachers at a higher rate than other students.

LIMITED TO 2000 CHARACTERS

SAVE

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Other Requirements Section

For question 1a (indicated with the blue arrow) describe the methods and timelines the LEA utilizes to disseminate information about this plan to the appropriate stakeholders and to report student and program outcomes to school staff, parents, and the community.

For question 1b (indicated with the green arrow) describe the process the LEA will use to ensure the accuracy of the data reported via the student and/or staff data reporting system. Include the process for reporting services provided to students attending private schools, students in targeted assistance programs, migrant students in Title I, Part A programs, neglected and delinquent children and youth served through the Title I, Part A reservation, as well as students experiencing homelessness and who are served through the Title I, Part A reservation.

For question 2 (indicated with the yellow arrow) list the action steps that the LEA will follow to ensure that low-income and minority students are not being taught by ineffective, inexperienced or out-of-field teachers at a higher rate than other students. Don't forget to click save at the end of this section.



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Public School Eligibility Survey (PSES)

*No changes have been made to this section for the
2020-21 grant cycle*

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No changes have been made to the Public School Eligibility Survey section for the 2020-21 grant cycle.


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PSES- School Level Data Entry

• 53 Schools found. Click on one of the following to jump to a particular set of records: [1-20](#) | [21-40](#) | [41-53](#)
 • [Add New Schools](#)

Count	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
	School Name	School Number	Grade Code	School Type	Neglected and Delinquent	New School	Reported 2019-2020 Number of Children Attending Public Schools	Reported 2019-2020 Number of Children from Low Income Families	Reported 2019-2020 Percent of Children from Low Income Families	Option I: 2020-2021 Number of Children Attending Public Schools	Option II: 2020-2021 Number of Children from Low Income Families	Option III: 2020-2021 Percent of Children from Low Income Families	Selection Code (codes)	Program Type	2020-2021 EIS Per Pupil Allocation	2020-2021 TSA Total School Allocation	2019-2020 TSA Total School Allocation	1% Allocation for Parent and Family Engagement	Charter School	Delete School	
1	EARLY LEARNING ACADEMY AT DUVAL	0022	PREK-K	Elementary	No	No	113	CEP 101	Option I: 142.91%	113	113	142.48%	A ▼	TA SW NA	0.00	0.00	—	0	NO		
Please explain if Selection Code E, F, H, K or L is selected: _____ Provision 2: _____ Community Eligibility: 20172018 Direct Cert Students: 101 * 1.6 = 161.6 Option I: 142.00849588 Option II: 89.380500725 Option IV: 142.00849588																					
20	CHESTER SHELL ELEMENTARY SCHL	0281	PREK-5	Elementary	No	No	351	CEP 275	Option I: 125.24%	351	351	125.36%	A ▼	TA SW NA	1000.00	351,000.00	—	500	NO		
Please explain if Selection Code E, F, H, K or L is selected: _____ Provision 2: _____ Community Eligibility: 20172018 Direct Cert Students: 275 * 1.6 = 440 Option I: 125.256125356 Option II: 78.2479783476 Option IV: 125.256125356																					

←

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Update: The data that is populated into the PSES is based on the final 2018-19 Survey 3 data.

The data in columns 1-9 (as indicated with the green highlight) cannot be changed. However, the data in columns **10, 11, 13, 14, 15, 16 and 19** (as indicated with the yellow highlight) **may be changed by the LEA to reflect the district’s best estimate of schools that will be served for the 2020-21 grant cycle.**

As a reminder LEAs will not have the capability to upload a data file to the PSES section. The LEA is responsible for entering the data. If an LEA has more than 20 schools to enter, the LEA must enter and save information for 20 schools at a time. After entering the information for the first 20 schools click *the save and continue to the next 20 records* button(as indicated with the blue arrow).



Non-Public School Eligibility Survey (NPSES)

*No changes have been made to this section for the
2020-21 grant cycle*

No changes have been made to the Non-Public School Eligibility Survey section for the 2020-21 grant cycle.



Reservation Calculations

NOTE: *This section will not be populated until the PSES and budget sections are completed.*

Please note the Reservation Calculation section will not be populated until the Public School Eligibility Survey and the budget sections of the application are completed.

Reservation Calculations

B. Parent and Family Engagement Calculation [Section 1116(2)(A-D) of ESSA]:

	Minimum Reservations	Actual Reservations Amount
REQUIRED reservation - 1% of the LEA's Title I Allocation:	\$ 81,549.87	\$ 81,587.68
Indicate the amount to be allocated (dollar amount) to public schools for parent and family engagement (minimum of 90% is required):	\$ 73,094.88	18,000.00
If applicable, Balance to be used for LEA-level Parent and Family Engagement Activities:	N/A	6357.68

C. Homeless Education Reservations:

An LEA shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live. [Section 1113(C)(3)(A) of ESSA]

LEA's amount reserved: \$ 86,000.00

D. Neglected and Delinquent Education Reservations:

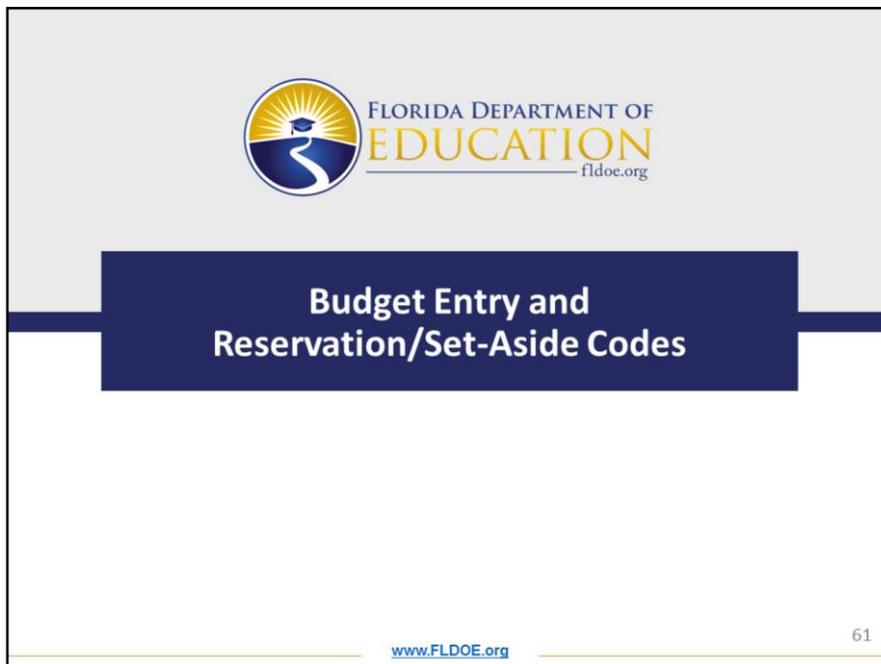
An LEA shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve children in local institutions for neglected children, and if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs. [Section 1113(C)(3)(A)(ii)(B) of ESSA]

LEA's amount reserved: \$ 40,000.00

M. Transportation for School Choice (Not to Exceed 5%)

\$

After the Public School Eligibility Survey (PSES) and the budget sections are completed, the LEA must verify the accuracy of the budget lines associated with each reservation or set-aside code. This reservation calculation page displays the amount reserved for each code based on the information entered into the budget. Completing this section is an essential process that is used to double check the information entered into the budget. If any updates are made to the budget after this section is submitted then this section must be reviewed again to verify the information. Don't forget to click the submit button at the end of this section each time the information is verified. Please note that this slide is not a comprehensive view of the reservation calculation section, it has been modified for this slide only to point out the importance of the submit button shown at the bottom of the slide.



In the program main menu click on the edit budget section to begin entering the budget.



Area of Focus	Corresponding Reservation/Set-Aside Codes
Area of Focus 1:	Student Achievement (Aof1)
Area of Focus 2:	Parent and Family Engagement for LEAs with a Total Allocation under \$500,000 (B-1; not to exceed two percent of the total allocation) Parent and Family Engagement for LEAs with a Total Allocation of \$500,000 or greater (B-2; must reserve at least one percent of the total allocation and allocate a minimum of 90 percent of the one percent directly to schools; not to exceed two percent of the total allocation)
Area of Focus 3:	Homeless Education (C)
Area of Focus 4:	Neglected and Delinquent Education (D)
Area of Focus 5:	Educational Services Funded at the LEA Level (E; not to exceed one percent of the total allocation)
Area of Focus 6:	Discretionary Educational Services Funded at the School Level (F)
Area of Focus 7:	Early Childhood (G)
Area of Focus 8:	Private School Administrative Costs (H-1) Private School Parent and Family Engagement (H-2) Private School Professional Development (H-3) Private School Instructional Services (H-4) Roll Forward for Equitable Services (H-5)
Area of Focus 9:	Transportation for Foster Care Children (J)
Area of Focus 10:	College/Career Readiness (Aof10)
Area of Focus 11:	Administrative Costs (including indirect costs) (K; not to exceed 10 percent of the total allocation)

- Reservation Codes Not Directly Corresponding to an Area of Focus:**
- 2019-20 Roll Forward (I)
 - Reimbursements for Charter School Expenditures (L)
 - Transportation for School Choice (M; not to exceed five percent of the total allocation)

This slide is a one-pager that can be used as a reference for LEAs when entering information into the budget section of the application. We recommend that you print this document for an at a glance view of the reservation/set-aside codes and their corresponding Area of Focus for the new 2020-21 application.

Step 1- Program Set-Aside Code Entry

If you prefer, you may upload your budget data in a "tab delimited" text file format. [Go to Data Upload Screen](#)
[Green Book](#) | [Red Book](#) | [Budget Instructions](#) |
Funds Requested: \$723,226.00 | Budget Total: \$0.00 | Amount Remaining: \$723,226 (rounded to the nearest dollar) Edit the budget data in the rows provided and click the "Save" button to add to the table.
NOTE: Only rows that have a function and object code will be saved. If the function or object code is left blank, the row will be ignored.

Save Records

count	Program Set-Aside Code <small>see codes</small>	Activity	Function <small>see codes</small>	Object <small>see codes</small>	Account Title and Description	FTE <small>(decimal value)</small>	Amount <small>(decimal value, no dollar signs)</small>	delete
1	N/A		<input type="checkbox"/>	<input type="checkbox"/> exception to FTE rule Alt. desc:				<input type="checkbox"/>
2	N/A		<input type="checkbox"/>	<input type="checkbox"/> exception to FTE rule Alt. desc:				<input type="checkbox"/>
3	N/A		<input type="checkbox"/>	<input type="checkbox"/> exception to FTE rule Alt. desc:				<input type="checkbox"/>
4	N/A		<input type="checkbox"/>	<input type="checkbox"/> exception to FTE rule Alt. desc:				<input type="checkbox"/>
5	N/A		<input type="checkbox"/>	<input type="checkbox"/> exception to FTE rule Alt. desc:				<input type="checkbox"/>

"Set-aside codes" are referred to as "reservation codes" in the RFA

To begin entering the budget information, select the corresponding reservation/set-aside code from the drop-down menu (indicated with the blue arrow) for the specific activity that will be entered for an Area of Focus.

Step 2- Activity Entry

If you prefer, you may upload your budget data in a "tab delimited" text file format. [Go to Data Upload Screen](#)
[Green Book](#) | [Red Book](#) | [Budget Instructions](#) |
Funds Requested: \$723,226.00 | Budget Total: \$0.00 | Amount Remaining: \$723,226 (rounded to the nearest dollar) Edit the budget data in the rows provided and click the "Save" button to add the data to the table.
NOTE: Only rows that have a function and object code will be saved. If the function or object code is left blank, the row will be ignored.

Save Records

count	Program Set-Aside Code <small>set-aside codes</small>	Activity	Function <small>func codes</small>	Object <small>obj codes</small>	Account Title and Description	FTE <small>(decimal value)</small>	Amount <small>(decimal value, no dollar signs)</small>	delete
1	N/A		<input type="checkbox"/>	<input type="checkbox"/> exception to FTE rule Alt. desc:				<input type="checkbox"/>
2	N/A		<input type="checkbox"/>	<input type="checkbox"/> exception to FTE rule Alt. desc:				<input type="checkbox"/>
3	N/A		<input type="checkbox"/>	<input type="checkbox"/> exception to FTE rule Alt. desc:				<input type="checkbox"/>
4	N/A		<input type="checkbox"/>	<input type="checkbox"/> exception to FTE rule Alt. desc:				<input type="checkbox"/>
5	N/A		<input type="checkbox"/>	<input type="checkbox"/> exception to FTE rule Alt. desc:				<input type="checkbox"/>

To enter information in the Activity column indicated with the blue arrow, refer to the Area of Focus section of the application that correlates with the selected reservation/set-aside code (see chart on slide 62). Next, enter the activity number created by the LEA in the Area of Focus section of the application rather than re-typing the details of the narrative that were entered into the application. It is important to note that the activity number is the only entry needed in this section. This eliminates the duplication of efforts on the part of the LEA.

In the application last year, the LEA had to define the activity, list priority activities and then provide additional narrative in the budget, sometimes creating inconsistencies. This change allows for activities within an Area of Focus and the budget to have a direct connection.

Please note: For the 3 reservation/set-aside codes ***Not Directly Corresponding to an Area of Focus:***

- 2019-20 Roll Forward (**I**)
- Reimbursements for Charter School Expenditures (**L**)
- Transportation for School Choice (**M**; not to exceed five percent of the total allocation)

the LEA must provide specific details of the activity in the activity box. These 3 reservation/set-aside codes are the only reservation/set-aside codes that require a narrative to be entered within the activity column of the budget.

Final Steps- Fiscal Entries

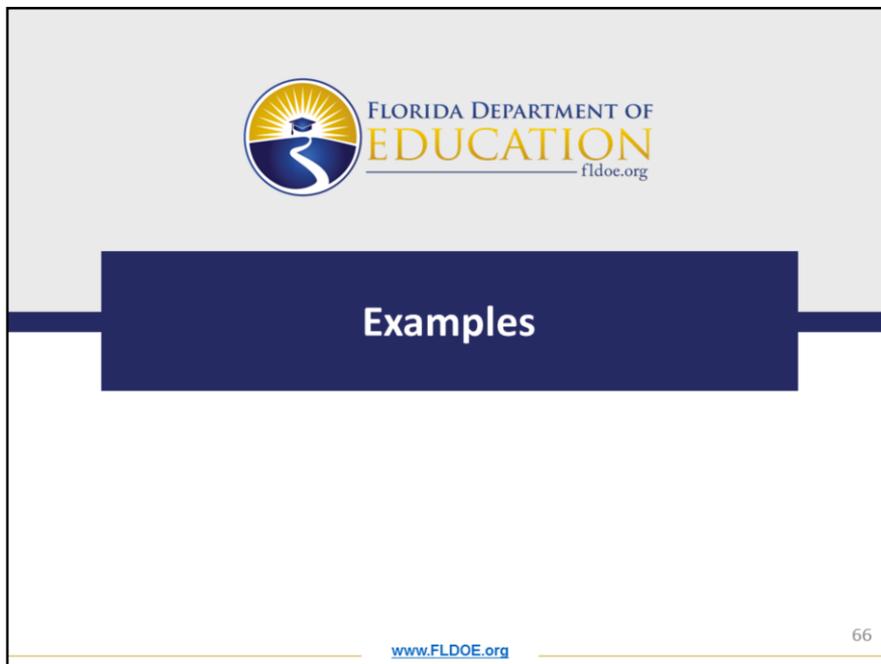
If you prefer, you may upload your budget data in a "tab delimited" text file format: [Go to Data Upload Screen](#)
[Green Book](#) | [Red Book](#) | [Budget Instructions](#) |

Funds Requested: \$723,226.00 | Budget Total: \$0.00 | Amount Remaining: \$723,226 (rounded to the nearest dollar) Edit the budget data in the rows provided and click the "Save" button to add to the table.

NOTE: Only rows that have a function and object code will be saved. If the function or object code is left blank, the row will be ignored.

Save Records								
count	Program Set-Aside Code <small>year codes</small>	Activity	Function <small>year codes</small>	Object <small>year codes</small>	Account Title and Description	FTE <small>(decimal value)</small>	Amount <small>(decimal value, no dollar signs)</small>	delete
1	N/A	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/> exception to FTE rule Alt. desc: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
2	N/A	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/> exception to FTE rule Alt. desc: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
3	N/A	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/> exception to FTE rule Alt. desc: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
4	N/A	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/> exception to FTE rule Alt. desc: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
5	N/A	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/> exception to FTE rule Alt. desc: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>

To begin the final steps of the budget entry, type the appropriate function and object code. Next, in the account title and description box (indicated with the blue arrow) the LEA will simply duplicate the activity number that was entered into the activity column for the same line item. Then, enter FTE information, if applicable and the amount of the request.



Let's look at an example of how to enter the budget items associated with Area of Focus 1.

Example – Budget Entries

For Activity 1, Science Intervention Teachers in Area of Focus 1

2. Describe the activities that will be implemented to address this Area of Focus. List by number; the detailed activities that will be implemented to address this Area of Focus. **(Numbering the activities will be essential to connect each activity to a budget line.)**
1. Salaries for supplemental science intervention teachers to provide additional support to targeted 5th and 8th grade students within the LEA (approximately 550 students total). Four (4) Science Intervention Teachers - \$50,000 @ 0.75 FTE each = \$150,000 total.

Program Set-Aside Code <small>view codes</small>	Activity	Function <small>view codes</small>	Object <small>view codes</small>	Account Title and Description	FTE <small>(decimal value)</small>	Amount <small>(decimal value, no dollar signs)</small>
AoF-1 ▾	1	5100	120 <input type="checkbox"/> exception to FTE rule Alt. desc:	1	3.000	150,000.00
AoF-1 ▾	1	5100	210 <input type="checkbox"/> exception to FTE rule Alt. desc:	1	0.000	1,000.00
AoF-1 ▾	1	5100	230 <input type="checkbox"/> exception to FTE rule Alt. desc:	1	0.000	1,000.00
AoF-1 ▾	1	5100	240 <input type="checkbox"/> exception to FTE rule Alt. desc:	1	0.000	1,000.00

At the top of this slide you will see a screenshot of question 2 from Area of Focus 1. The blue arrow is pointing to the first activity that was entered by the LEA for Area of Focus 1. The screenshot on the bottom represents how the LEA would enter the information from Area of Focus 1, Activity 1, into the budget section of the application. Please note that only the activity number should be entered into the activity column and account title and description column.

No additional narrative is necessary in these columns as the detailed description shall be typed as a part of each activity number for the Areas of Focus.

Don't forget to save periodically when entering your budget.

Example – Budget Entries

For Activity 2, Online Software Licenses in Area of Focus 1

2. Describe the activities that will be implemented to address this Area of Focus. List by number activities that will be implemented to address this Area of Focus.
(Numbering the activities will be essential to connect each activity to a budget line.)

2. Purchase Rockstar Science Online Software licenses for 550 targeted 5th and 8th grade students. 550 licenses @ \$50 each = \$27,500 total.

Program Set-Aside Code <small>view codes</small>	Activity	Function <small>view codes</small>	Object <small>view codes</small>	Account Title and Description	FTE <small>(decimal value)</small>	Amount <small>(decimal value, no dollar signs)</small>
AoF-1	2	5100	369 <input type="checkbox"/> exception to FTE rule Alt. desc:	2		27,500.00

At the top of this slide you will see another screenshot of question 2 from Area of Focus 1. The blue arrow is pointing to the second activity that was entered by the LEA for Area of Focus 1. The screenshot on the bottom represents how the LEA would enter the information from Area of Focus 1, Activity 2, into the budget section of the application.

Please note that only the activity number should be entered into the activity column and account title and description column.

No additional narrative is necessary in these columns as the detailed description shall be typed as a part of each activity number for the Areas of Focus.

Example – Budget Entries

For **Activity 3, Laptops** in Area of Focus 1

2. Describe the activities that will be implemented to address this Area of Focus. List by number activities that will be implemented to address this Area of Focus.
(Numbering the activities will be essential to connect each activity to a budget line.)
3. Purchase 50 laptop computers to replace broken and outdated/obsolete laptops. These laptops will be used by the 550 targeted 5th and 8th grade students for Rockstar Science Online Software. 50 laptops @ \$200 each = \$10,000 total.

Program Set-Aside Code <small>view codes</small>	Activity	Function <small>view codes</small>	Object <small>view codes</small>	Account Title and Description	FTE (decimal value)	Amount (decimal value, no dollar signs)
AoF-1	3	5100	644 <input type="checkbox"/> exception to FTE rule Alt. desc:	3		10,000.00

At the top of this slide you will see another screenshot of question 2 from Area of Focus 1. The blue arrow is pointing to the third activity that was entered by the LEA for Area of Focus 1. The screenshot on the bottom represents how the LEA would enter the information from Area of Focus 1, Activity 3, into the budget section of the application.

Again, please note that only the activity number should be entered into the activity column and account title and description column.

No additional narrative is necessary in these columns as the detailed description shall be typed as a part of each activity number for the Areas of Focus.

Example – Budget Entries

For Activity 4, Science Workbooks in Area of Focus 1

2. Describe the activities that will be implemented to address this Area of Focus. List by number activities that will be implemented to address this Area of Focus.
(Numbering the activities will be essential to connect each activity to a budget line.)
4. Purchase consumable **Rockstar** Science workbooks for targeted 5th and 8th grade students for use in Science intervention classrooms. 550 workbooks @ \$20 each = \$11,000 total.

Program Set-Aside Code <small>user codes</small>	Activity	Function <small>user codes</small>	Object <small>user codes</small>	Account Title and Description	FTE <small>(decimal value)</small>	Amount <small>(decimal value, no dollar signs)</small>
AoF-1	4	5100	520 <input type="checkbox"/> exception to FTE rule			11,000.00
			Alt. desc:			

At the top of this slide you will see another screenshot of question 2 from Area of Focus 1. The blue arrow is pointing to the fourth activity that was entered by the LEA for Area of Focus 1. The screenshot on the bottom represents how the LEA would enter the information from Area of Focus 1, Activity 4, into the budget section of the application.

Please note that only the activity number should be entered into the activity column and account title and description column.

No additional narrative is necessary in these columns as the detailed description shall be typed as a part of each activity number for the Areas of Focus.

Example – Budget Entries

For Activity 5, General Supplies in Area of Focus 1

2. Describe the activities that will be implemented to address this Area of Focus. List by number activities that will be implemented to address this Area of Focus.
(Numbering the activities will be essential to connect each activity to a budget line.)

5. Purchase general consumable supplies, such as pencils, notebook paper, pens, markers, and chart paper to support Science intervention teachers and targeted 5th and 8th grade students. \$1,000 total.

Program Set/Aside Code <small>func. codes</small>	Activity	Function <small>func. codes</small>	Object <small>func. codes</small>	Account Title and Description	FTE <small>(decimal value)</small>	Amount <small>(decimal value, no dollar signs)</small>
AoF-1	5	5100	510 <input type="checkbox"/> exception to FTE rule Alt. desc:	\$		1,000.00

At the top of this slide you will see another screenshot of question 2 from Area of Focus 1. The blue arrow is pointing to the fifth activity that was entered by the LEA for Area of Focus 1. The screenshot on the bottom represents how the LEA would enter the information from Area of Focus 1, Activity 5, into the budget section of the application.

Please note that only the activity number should be entered into the activity column and account title and description column.

No additional narrative is necessary in these columns as the detailed description shall be typed as a part of each activity number for the Areas of Focus.

As a reminder, don't forget to save periodically when entering your budget.

Account Title and Description Header will Pre-Populate Once the Budget is Printed

FLORIDA DEPARTMENT OF EDUCATION
BUDGET

[Grant Application Menu](#) | [Print or View Budget Data](#) ←

For Title I, Part A: Improving the Academic Achievement of the Disadvantaged 070-211B-1CB01

If you prefer, you may upload your budget data in a "tab delimited" text file format. [Go to Data Upload Screen](#)
[Green Book](#) | [Red Book](#) | [Budget Instructions](#) |

Funds Requested: \$723,226.00 | Budget Total: \$153,000.00 | Amount Remaining: \$570,226 (rounded to the nearest dollar) Edit the budget data in the rows added to the table.

NOTE: Only rows that have a function and object code will be saved. If the function or object code is left blank, the row will be ignored.

Save Records

count	Program	Set-Aside Code	Activity	Function	Object	Account Title and Description	FTE	Amount
1		AoF-1	1	5100	120	Classroom Teachers 1	3.000	\$150,000.00
2		AoF-1	1	5100	210	Retirement 1	0.000	\$1,000.00
3		AoF-1	1	5100	230	Group Insurance 1	0.000	\$1,000.00
4		AoF-1	1	5100	240	Workers Compensation 1	0.000	\$1,000.00
Totals:							3.000	\$153,000.00

[Export to Excel For Your Records](#)

After entering your budget details click the save records button. After the budget has been successfully saved you will have the option to click on the *print or view budget data link* (indicated with the blue arrow) in the screenshot at the top of this page. After clicking on the *print or view budget data link* the budget view will format to look like the screenshot at the bottom of this slide. Please note that after clicking on the *print or view budget data link* the Account Title and Description column have pre-populated with the corresponding red book narrative for the function and object code entered by the LEA.

Completion of the DOE 100A

Funds Requested

Below is the amount allocated for this grant. Indicate the roll forward for this grant. Enter 0 if there is no roll forward. Then click the Save button.

[Print 100A Form for this Grant](#)

Program Name: Title I, Part A: Improving the Academic Achievement of the Disadvantaged 010-211B-1CB01

Funds Allocated: \$8,154,987.00

Estimated Roll Forward:

Don't forget to complete and print the 100A as a part of your grant application.



Amendment Process

Now we will discuss the amendment process.

Amendment Procedure

When requesting an amendment to an approved award the LEA must identify which Area of Focus and activity number is being amended (increased and decreased) as well as provide narrative to explain the request.

When requesting an amendment to an approved award the LEA must identify which Area of Focus and activity number is being amended (increased and decreased) as well as provide narrative to explain the request.



Comparability

The comparability processes for the 2020-21 grant cycle is currently being revised.

The comparability processes for the 2020-21 grant cycle is currently being revised. LEAs will be notified once the changes are complete.



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

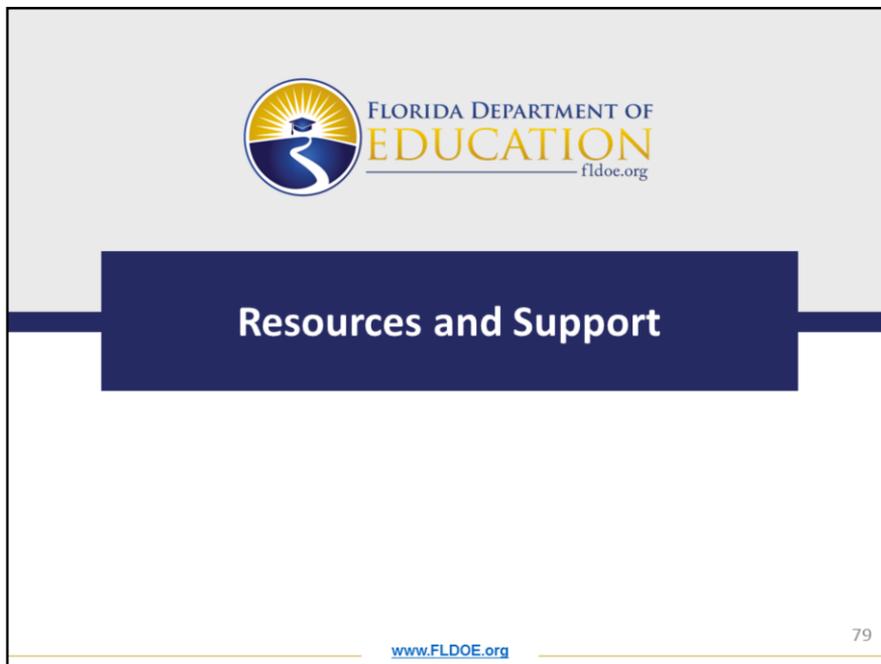
Monitoring

Now we will discuss the updates to monitoring for the 2020-21 grant cycle.

2020-21 Monitoring

- Internal and external stakeholders have been involved in the selection process to identify the priority assurances that will be used for monitoring
- Updated monitoring work papers will be developed that are aligned to the 18 assurances in the new 2020-21 application
- More details will be provided at the spring FASFEPA forum

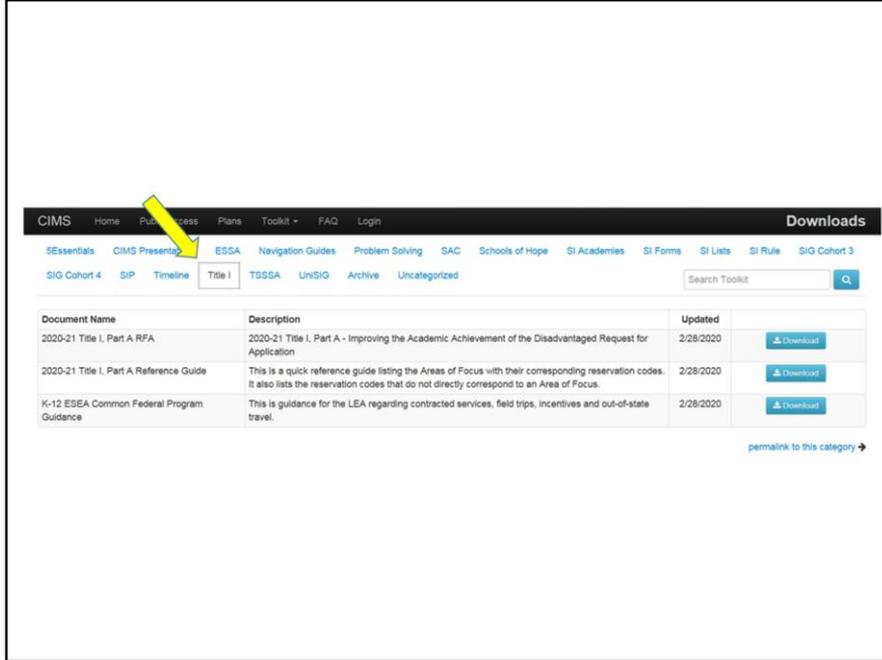
After receiving feedback from LEAs in regards to the alignment of monitoring with the Title I, Part A plan and application the department is currently revising the monitoring process. To begin the revision process, internal and external stakeholders were involved in the selection process to identify the priority assurances that will be used for future monitoring cycles. Additionally, updated monitoring work papers will be developed that are aligned to the 18 assurances in the new 2020-21 application. The department will provide more details at the spring FASFEPA forum on the status of the monitoring revisions.



Now we will share some helpful resources that are available to you and your team for the 2020-21 grant cycle.



This is a screenshot of the Continuous Improvement Management System (CIMS) where the resources from today's webinar will be available. This website allows public access, so you will not need login information to access the resources mentioned today. To access the resources go to www.floridacims.org, and click on the Toolkit tab in the black ribbon on the top of the screen. Next, select documents from the dropdown menu.



After selecting *documents* from the dropdown menu you will then select the Title I category. After clicking on the Title I category all of the associated resources, including this PowerPoint, will be listed on the page with the availability for you to download.



Title I, Part A: 2020-21 Grant Cycle Timeline (SUMMER/FALL 2020)

March 2, 2020: BFEP releases RFA and opens Title I, Part A application to LEAs

March 16, 2020: Print function is available

March, April 2020: LEA submits Title I, Part A program application *(reviewed in order received)*

May 1, 2020: **Title I, Part A program application due date**

July 1, 2020: Program period begins

July, Aug 2020: BFEP releases final allocations

Aug 2020: BFEP releases monitoring workpapers *(for previous grant cycle)*

Aug 15, 2020: BFEP notifies LEA of monitoring status

Aug, Sept 2020: LEA completes monitoring uploads in online system

Sept 30, 2020: Deadline to submit monitoring uploads in online system

Oct, Nov 2020: Monitoring review period

Oct, Nov 2020: Comparability online reporting

Oct, Nov, Dec 2020: K code amendment period (after October FTE)

Nov, Dec 2020: Comparability review and LEA correction period

Nov, Dec, Jan 2020-21: BFEP conducts onsite and desktop monitoring

This slide and the next provide a tentative timeline of important dates and deadlines for Title I, Part A.

Please remember that March 16th the print function will go live.

Title I, Part A: 2020-21 Grant Cycle Timeline (SPRING 2021)

- Jan 2021:** *(continued)* BFEP conducts onsite and desktop monitoring
- Jan 2021:** Deadline for LEAs to meet comparability requirements
- Jan 2021:** BFEP releases annual guide to calculations
- Jan 2021:** BFEP mails certified roll forward letters to LEAs
- Jan, Feb, March 2021:** Certified roll forward amendment period
- June 30, 2021:** Program period ends

This timeline as well as the other resources are posted in www.floridacims.org for your convenience.

K-12 ESEA Common Federal Program Guidance

- Contracted Services
- Field Trips
- Recruitment, Retention and Reward Incentives
- Out-of-State Travel

As a reminder the K-12 ESEA common federal program guidance must be used by LEAs when developing the activities and budget for this application. The K-12 ESEA common federal program guidance can be found in the RFA and is also posted in www.floridacims.org for your convenience.

Conditions for Acceptance

The requirements listed below must be met for applications to be considered for review:

- Application is completed within the on-line system and is received in the Office of Grants Management no later than 5:00 p.m. Eastern Time on Friday, May 1, 2020.
- The application includes the required forms: DOE 100A Project Application Form and DOE 101 Budget Narrative Form.
- All required forms have the assigned TAPS Number included.
- All required forms have original signatures by an authorized entity. *NOTE: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.*
- The application is submitted to:
Office of Grants Management
Florida Department of Education
325 W. Gaines Street, Room 332
Tallahassee, Florida 32399-0400

The requirements listed below must be met for applications to be considered for review:

1. Application is completed within the on-line system and is received in the Office of Grants Management no later than 5:00 p.m. Eastern Time on Friday, May 1, 2020.
2. The application includes the required forms: DOE 100A Project Application Form and DOE 101 Budget Narrative Form.
3. All required forms have the assigned TAPS Number included.
4. All required forms have original signatures by an authorized entity.

The application shall be submitted to the Office of Grants Management at the address on the screen.



Additional Application Support

For additional application support please contact the Bureau of Federal Educational Programs at 850-245-0479 or BFEP@fldoe.org.

For additional application support please contact the Bureau of Federal Educational Programs at 850-245-0479 or BFEP@fldoe.org.



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850-245-0906



Questions?

At this time we will answer any questions.



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