



K12 Federal Programs

Back-to-School Kickoff

Virtual Meeting - Tuesday, September 15, 2020



Agenda Review

- Welcome/Agenda Review 8:00-8:15
Amanda Meeks, Grant Manager of Strategic Improvement
 - K-12 Division of Public Schools Updates 8:15-8:45
Jacob Oliva, Chancellor of K-12 Public Schools;
Melissa Ramsey, Vice Chancellor of Strategic Improvement
 - Office of Grants Management (OGM) Updates 8:45-9:15
Miki Presley, Assistant Deputy Commissioner, Finance and Operations
Janice Brown, Bureau Chief, Bureau of Contracts, Grants and Procurement Management Services;
Felicia Williams-Taylor, Director, Office of Grants Management
 - Strategic Improvement Grants Updates 9:15-9:30
Amanda Meeks, Grant Manager of Strategic Improvement
- Break 9:30-9:45**

Agenda Review

- Bureau of Federal Programs (BFEP) 9:45-12:00
Michelle L. Gaines, Bureau Chief, Bureau of Federal Education Programs
 - Title I, Part A
Shonda Goldsmith, Program Specialist
 - Title I, Part C (Migrant)
Dr. Dinh Nguyen, Program Director
 - Title IV, Part A (SSAE)
Cassandra Brown, Program Director
 - Title V, Part B (RLIS)
Kravier White, Program Specialist
 - Title IX, Part A (Homeless)
Courtney Walker, Interim State Coordinator;
Lorraine Allen, Senior Program Specialist;
Derek Hemenway, Program Specialist

Agenda Review

Lunch

12:00-1:00

- Title II, Part A
Lynn Talley, Program Director, Bureau of School Improvement 1:00-1:25
- Title III, Part A (ELL)
Chane Eplin, Bureau Chief, Bureau of Student Achievement through Language Acquisition 1:30-1:55
- Title I, Part D (N&D)
Alvita Howard, Program Director, Bureau of Federal Education Programs 2:00-2:25
- Title IV, Part B (21st Century)
Kimberly Berry, Assistant Bureau Chief;
Liliana Murphy, Assistant Director, Nina M. Lowey 21st Century Community Learning Centers,
Bureau of Family and Community Outreach 2:30-2:55

Agenda Review

Break

3:00-3:15

- Individuals with Disabilities Act, Part B (IDEA) 3:15-3:40
Heidi Metcalf, Senior Educational Program Director;
Cyrilla Hackley, Program Specialist, Bureau of Exceptional Education and Student Services

- School Improvement 3:45-4:10
Jennifer Kruis, Grant Manager, Bureau of School Improvement
 - Unified School Improvement Grant (UniSIG)
 - UniSIG Supplemental Teacher Allocation
 - Turnaround School Supplemental Services Allocation (TSSSA)

- Equitable Services 4:15-4:40
Nicolle Leider, Equitable Services Ombudsman

- Closing 4:45-5:00



Back to School K12 Virtual Meeting

Florida Department of Education

September 15, 2020



K-12 Overview

- **2019-20 Reflection**
- **2020-21 Division of Public Schools Updates**
 - [FDOE COVID Resources and District Reopening Plans](#)

2019-20 Reflection

- **Reorganization- Strategic Improvement**
 - Collaboration within Department
 - Requested external feedback
- **Streamlined Application and Timelines**
 - Updated the Title I, Part A application
 - Revised application deadlines
- **Celebrations and Accomplishments**
 - Working with directors and grant managers
 - Awarded all Title I grants by Sept. 1st (as well as ESSER)

Strategic Improvement Vision

Every student receives equitable services and support to prepare them for a high-quality education that leads to world class career pathways to become a productive citizen.

We have three focus areas aligned to ESSA to accomplish our goal of equitable outcomes for ALL of Florida's students by streamlining systems of support for Florida's districts and schools.

Comprehensive Support & Improvement (CS&I)

- Bureau of School Improvement (BSI)- internal and external team
- Office of Equal Educational Opportunity (OEEEO)
- Juvenile Justice Education

Targeted Support & Improvement (TS&I)

- Bureau of Exceptional Education and Student Services (BEESS)
- Bureau of Family and Community Outreach (BFCO)- Title IV B- 21st Century
- Bureau of Student Achievement through Language Acquisition (SALA)- Title III

Alignment of Federal and State Programs/ Grants

- Bureau of Federal Educational Programs (BFEP) Title I, Homeless, Migrant and Title IV, A-Student Support and Academic Enrichment (SSAE)
- Bureau of School Improvement- Unified School Improvement Grant (UniSIG), Turnaround Schools Supplemental Services Allocation (TSSSA), School Improvement Grant, Cohort 4 (SIG 4) and Title II, Professional Development



77 Local Education Agencies

4,006 Total Schools

Based on 2018-19 Data:

476 Comprehensive Support & Improvement Schools (12%)

189 Graded and 287 Ungraded

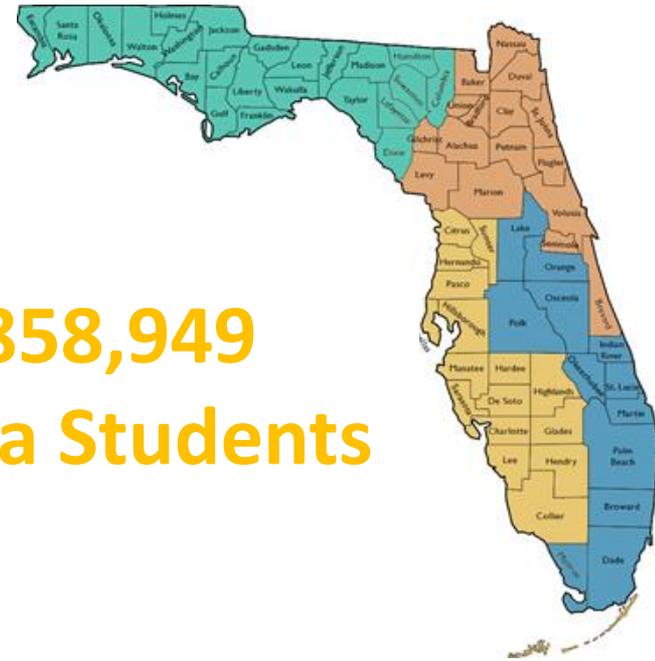
1,775 Target Support & Improvement Schools (44%)

Top 3 subgroups: over 1.28 million students

91% Students with Disabilities (1,621 schools)

30% Black/African Americans (534 schools)

23% English Language Learners (411 schools)



2,858,949
Florida Students

ESSA Subgroups	# of students	% of total population
White	1,054,650	36.9%
Hispanic	986,891	34.5%
Black/African American	618,792	21.6%
Multiracial	106,463	3.7%
Asian	79,522	2.8%
American Indian/Alaskan Native	7,769	0.3%
Pacific Islander	4,862	0.2%
Students with Disabilities	414,352	14.5%
English Language Learners	255,624	10.1%
Economically Disadvantaged	1,054,650	61.4%



2020-21 Division of Public Schools Update

Next Steps for A Healthy and Safe Florida



ONE GOAL ONE FLORIDA
GOVERNOR RON DESANTIS

TEXT "FLCOVID19" TO 888-777



CORONAVIRUS PREVENTION



4 KEY POINTS TO REMEMBER

- 1** If you feel sick or see symptoms of sickness, stay home or send home.
- 2** Protect the vulnerable.
- 3** If a COVID-19 case arises - don't panic, be surgical not sweeping. Quickly assess and limit the impact.
- 4** Communicate, communicate, communicate.

Current Reality for Florida Students

- Approximately **62%** of students are attending school full or part-time in-person
- Approximately **55%** of students are participating in an innovative model (includes blended models)
- Approximately **4%** of students are participating in a traditional virtual model

COVID Impact

- Everyone is impacted- students and educators, as well as families and communities.
- The most impacted and at risk are students who are economically disadvantaged and have not had any contact with their educational family.

Restart and Recovery- Considerations for Teaching and Learning

- Prioritize the connection and wellbeing of our education family and community.
- Create a culture of care in which growth and wellbeing are prioritized and all feel safe, connected, supported engages, and valued, both individually and collectively.
- High quality education should be mirrored at ALL schools across a district, especially alternative/DJJ programs.

Considerations for Teaching and Learning during COVID

- Ensure instructional coherence- not dependent on learning option
- Prioritize resources for the most vulnerable students
- Assess gaps in learning opportunities (versus achievement gaps)
 - [Free Optional Progress Monitoring Tool Available to Public Schools](#)
- Provide learning opportunities for the educators
- Communicate with families and communities



Division of Finance and Operations Bureau of Contracts, Grants and Procurement Management Services

K12 Federal Grants Back-to-School Kickoff

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Division of Finance and Operations

Mari "Miki" Presley

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Bureau of Contracts, Grants and Procurement Management Services

Janice Brown

Chief

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Office of Grants Management

Felicia Williams-Taylor

Director

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CARES ACT K-12 UPDATES

- ESSER Formula Grants
- GEER Summer Recovery
- GEER CTE Infrastructure
- Private School Stabilization
- GEER Prevent and Respond
- Progress Monitoring and Literacy Supports

CARES ACT EQUITABLE SERVICES

U.S. Department of Education:

On July 1, 2020, the U.S. Department of Education (department) published an Interim Final Rule (IFR) regarding equitable services under the Coronavirus Aid, Relief, and Economic Security (CARES) Act. (The rule is available at: <https://www.govinfo.gov/content/pkg/FR-2020-07-01/pdf/2020-14224.pdf>). On September 4, 2020, in NAACP v. DeVos, the U.S. District Court for the District of Columbia issued an opinion and an order vacating the IFR. Accordingly, the IFR is no longer in effect.

CARES ACT EQUITABLE SERVICES - REIMBURSEMENTS

Private school reimbursements are only allowable for necessary expenditures incurred in response to COVID-19 on or after March 13, 2020, but before the onset of equitable services by an LEA.

CARES ACT EQUITABLE SERVICES - DISPOSITION OF PROPERTY

Equipment and supplies purchased with CARES Act funds for equitable services may be used for the authorized purposes of the CARES Act during the period of performance, or until the equipment and supplies are no longer needed for the purposes of a CARES Act program

MAINTENANCE OF EFFORT

ESEA:

8521(b). No penalty provision: If an LEA has met MOE for 5 years, the LEA can fail to meet MOE for one year with no reduction of its allocation.

MAINTENANCE OF EFFORT

ESEA:

8521(c). Waiver. USED Secretary may waive MOE, if she determines there are

- Exceptional or uncontrollable circumstances; or
- Precipitous decline in financial resources of the LEA



Grants Management Updates

Janice Brown, Chief

Bureau of Contracts, Grants and Procurement
Management Services



Grants Management Topics

- DOE 100A and DOE 150
 - Authorization of these forms
 - E-signature
 - District contacts identified these forms
- Budgetary discrepancies
 - Indirect Cost Calculations
 - Allocation and budget
 - Function and object codes

Required Grant Forms

Original Project Application Request Forms

- Project Application Form ([DOE 100A](#))*
- Budget Narrative Form ([DOE 101](#))

Project Amendment Forms

- Project Amendment Request Form ([DOE150](#))*
- Budget Amendment Narrative Form ([DOE151](#))

*These forms may be downloaded at shorturl.at/muDK0.

We have shortened the URL for your convenience.

Authorization of Forms

- The DOE 100A and DOE 150 must be authorized by the current agency head.
- A designation letter must accompany each form giving another individual to sign on behalf of the agency head.

E-Signatures

The FDOE will accept electronic signatures from the agency head/designee in accordance with section 668.50(2)(h), Florida Statutes.

Indirect Cost Plans and Rates

- Indirect cost plans for districts are annually negotiated by district finance officers and approved by the Comptroller.
 - Start Date: July 1 and End Date: June 30
- Plans A and B are available to school districts
 - Function and object codes are driven by these plans to determine the maximum indirect cost rate a district may claim for each program.

Indirect Calculations

- **Plan A**

- Excludes sub-awards for professional and technical services over \$25,000 (code 312)
- Excludes sub-awards for other purchased services over \$25,000 (code 392)
- Excludes capital outlay (code 6xx)

Indirect Calculations

- **Plan B**
 - Excludes specific instruction – professional and technical services (function 5xxx & object 31x)
 - Excludes specific student transportation – professional and technical services (function 7800 object 31x)
 - Excludes capital outlay (object 6xx)

Sue Wilkinson Is Retiring



The FDOE would like to thank Sue for serving as the Director of Grants Management for 18 years. While she will be missed; her retirement is well deserved. Sue's official end date of service is 9/30/20.



ShareFile: FDOE Grant Submissions

Felicia Williams-Taylor, Director
Office of Grants Management (OGM)



The OGM ShareFile Experience

- The FDOE implemented ShareFile in April 2020, as a response to the statewide closure of governmental agencies due to COVID-19.
- ShareFile (SF) is a secure content collaboration, file sharing and sync solution that supports document-centric tasks and workflow needs.
- The transmission of documents from agencies to the FDOE has quickly eliminated hard copy mail; it is faster than overnight mail, cost-effective and significantly decreased our reliance upon paper.



Live OGM ShareFiles

- Bureau of Educator Recruitment, Development and Retention – 4
- Bureau of Exceptional Education and Student Services – 35
- Bureau of Family and Community Outreach – 15
- Bureau of Federal Educational Programs – 10
- Bureau of School Improvement – 3
- Bureau of Standards and Instructional Support – 16
- Bureau of Student Language and Acquisition – 3
- CARES ACT (ESSER and GEER) - 2
- CARES ACT CTE Programs - 2
- Division of Career and Technical Education – 26
- Division of Vocational Rehabilitation - 10
- Independent Education and Parental Choice – 1
- Public Broadcasting – 8

ShareFile Technical Assistance

- The FDOE has a dedicated email box to support the OGM's ShareFile environment.
 - OGM@fldoe.org
- Access to ShareFile begins with FDOE Bureau/Division based on their list of contacts.
 - District staff should make sure your contact information is current for each program you support.
- Access to ShareFile is specific to your name and email address.

No Access to ShareFile

- Have you logged in to the FDOE ShareFile?
- Has 30 days past since you last accessed ShareFile?
 - Please see page 3 of the instructions for assistance.
- Has your email address or domain name changed?
 - Please send an email to OGM@fldoe.org providing your previous email address and the new one to gain access.

Where Did My Documents Go?

- OGM will remove documents submitted in the 1-Local Educational Agency Folder to complete intake and move forward for program office approval.
 - Districts only have upload rights and cannot delete information from this folder.

ShareFile Notifications

- There are many reasons end-users may not receive notifications from ShareFile.
 - Firewalls; agency needs to whitelist IP addresses.
 - Notifications may be in Junk/Clutter folders in Outlook.
 - Notifications setting may not be set to real-time
 - Individual does not have access to a particular folder.

ShareFile Award Status Check

If you do not receive an email notification and desire to check on the status of an award.

- Consult your finance/budget officer to see if there is an award in FLAGS.

OR

- Login to ShareFile, access the 7-Notifications folder for the specific program to see if the project award is in the folder.

Thank you!

- Thanks for your patience and embracing this new way of work.
- You've quickly become familiar and comfortable with ShareFile in only 4-5 months.
- Together, we have taken telework and communications to another level. Where there is a will, there is a way!



Questions?



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Strategic Improvement

K12 Federal Grants Back-to-School Kickoff

Virtual Meeting

September 15, 2020



Strategic Improvement

- K12 Grant Team
- 2021-22 Collaborative Calendar
- Common Federal Guidance
- Amendments

K12 Grant Team

- Monthly Meetings
 - 25-35 participants
- 6 Bureaus including OGM
- Major Accomplishments
 - Increased collaboration
 - Streamlined/revised Title I, Part A application
 - ShareFile submission process
 - Collaborative Calendar
 - K12 Common Federal Program Guidance

K12 Common Federal Program Guidance

K-12 ESEA Common Federal Program Guidance



1. Contracted Services

For contracted services that do not exceed \$3,000 per full day of service, a contract shall be submitted for review at the time of the request. If a contract is not available to submit for review at the time of the request, a detailed scope of work or proposed contract of services must be provided. The submission must include a purpose, rationale, projected number of individuals to be served and a cost breakdown of the services to be performed to determine if the request is allowable, reasonable and necessary. Materials to support the services may be requested as an additional expense. Any contracted service requested in excess of \$3,000 per full day of service, including travel, will be presumed unreasonable.

If an extenuating circumstance requires a contracted service in excess of \$3,000 per full day a detailed cost analysis must be submitted to Vice-Chancellor, Melissa Ramsey at Melissa.Ramsey@fldoe.org and the Assistant Deputy Commissioner, Miki Presley at Mari.Presley@fldoe.org for review.

2. Field Trips

Educational field trips may be allowable if the field trips are planned instructional activities that engage students in learning experiences that are difficult to duplicate in a classroom situation. Field trips must be reasonable in cost and necessary to accomplish the objectives of the grant program. The request must include the destination, entrance fee if applicable, number of attendees per grade level and transportation costs. Academic lesson plans are required and shall include activities that prepare students for the trip and follow-up activities that allow students to summarize, apply, and evaluate what they learned. For monitoring purposes, the local educational agency (LEA) must maintain documentation that provides evidence of student learning connected to the objectives of the grant program.

3. Recruitment, Retention and Reward Incentives

Recruitment, retention and reward incentives must be based on a three-year aggregate state value-added model (VAM) score. If state VAM is not available, another student growth model may be proposed. The student growth model must be fair and reliable. The LEA must submit the model demonstrating the classification and distribution of non-state VAM teacher scores for approval. A state-approved teacher evaluation system does not necessarily meet this requirement. Incentives can be part of a structured pay system or a Memorandum of Understanding (MOU); however, the above criteria shall apply. Incentives for attendance and non-instructional personnel are not allowable. Recruitment incentives for teachers with less than one year of experience or for hard to staff positions will be considered on a case by case basis.

4. Out-of-State Travel

Out-of-state travel may be allowable if the services requested are reasonable, necessary and meet the intent and purpose of the grant program. No later than 30 days prior to the travel, a justification must be provided to the program office for preapproval. The justification must include the purpose for the travel, why it cannot be provided within the state of Florida, the projected number of attendees and a cost breakdown (registration fees, hotel, per diem, car rental/airline ticket, etc.) of the travel. The number of attendees requested shall also be reasonable.

K12 Grant Team-Future Goals

- Streamlining application and the monitoring processes
 - Multi-year options for applications
 - Cross-program training for efficient reviews
- Providing cohesive amendment guidance
- Evolving the Common Federal Program Guidance
 - Common language for FTE grant requests
 - Other common areas among programs and districts
- Revising the Collaborative Calendar for 2021-22

Collaborative Calendar



The K-12 ESEA Federal Grant Programs Collaborative Calendar Overview

The K-12 ESEA federal grant programs collaborative calendar was created to increase collaboration across multiple federal programs and provide clarity on deadlines for external stakeholders.

GOAL: Disperse 2021-22 Collaborative Calendar by November 1, 2020

<p>TITLE I, PART A (TIPA):</p> <p>Application Release: March 2 Application Due Date: May 1 Program Period: July 1 – June 30</p>	<p>TITLE I, PART C (MIGRANT):</p> <p>Application Release: April Application Due Date: June 12 Program Period: July 1 – Aug 31</p>	<p>TITLE I, PART D (N&D):</p> <p>Application Release: April Application Due Date: June 1 Program Period: July 1 – June 30</p>
<p>TITLE II, PART A:</p> <p>Application Release: April 1 Application Due Date: June 1 Program Period: July 1 – June 30</p>	<p>TITLE III, PART A (ELL):</p> <p>Application Release: May Application Due Date: June 30 Program Period: July 1 – June 30</p>	<p>TITLE IV, PART A (SSAE):</p> <p>Application Release: June Application Due Date: July 31 Program Period: Aug 1 – Aug 31</p>
<p>TITLE IV, PART B, RFP (21ST CCLC FOR NEW RECIPIENTS):</p> <p>Application Release: March Application Due Date: May 15 Program Period: Aug 1 – July 31</p>	<p>TITLE IV, PART B, RFA (21ST CCLC FOR EXISTING RECIPIENTS):</p> <p>Application Release: May Application Due Date: June 26 Program Period: Aug 1 – July 31</p>	<p>TITLE V, PART B, SUBPART 2 (RLIS):</p> <p>Application Release: April Application Due Date: June 1 Program Period: July 1 – June 30</p>
<p>TITLE IX, PART A (HOMELESS):</p> <p>Application Release: May Application Due Date: June 12 Program Period: July 1 – June 30</p>	<p>TURNAROUND SCHOOL SUPPLEMENTAL SERVICES ALLOCATION (TSSSA):</p> <p>Application Release: May Application Due Date: June 30 Program Period: Sept FEPP – June 30 <i>(state award)</i></p>	<p>SCHOOL IMPROVEMENT (UNISIG):</p> <p>Application Release: May Application Due Date: June 30 Program Period: Sept 1 – Aug 31</p>

**All dates are tentative*



Overview of Amendment Process

K12 Federal Programs

Amendments-Overview

- Amendments are requests to modify your approved application and *are subject to approval* by the Florida Department of Education
- Amendments follow the same approval process as applications
 - **Program amendments** are to be submitted prior to the change in the programming requested
 - **Budget amendments** are to be submitted prior to the purchase being made

Amendments-Submission Process

- Amendments shall be submitted through the respective LEA folder in the Office of Grants Management ShareFile (if applicable)
 - Project Amendment Request Form ([DOE150](#))
 - Budget Amendment Narrative Form ([DOE151](#))
- Amendments must be submitted by no later than the date listed on the DOE200
- Additional information – [FLDOE Green Book](#)

Amendments-Myth Busters

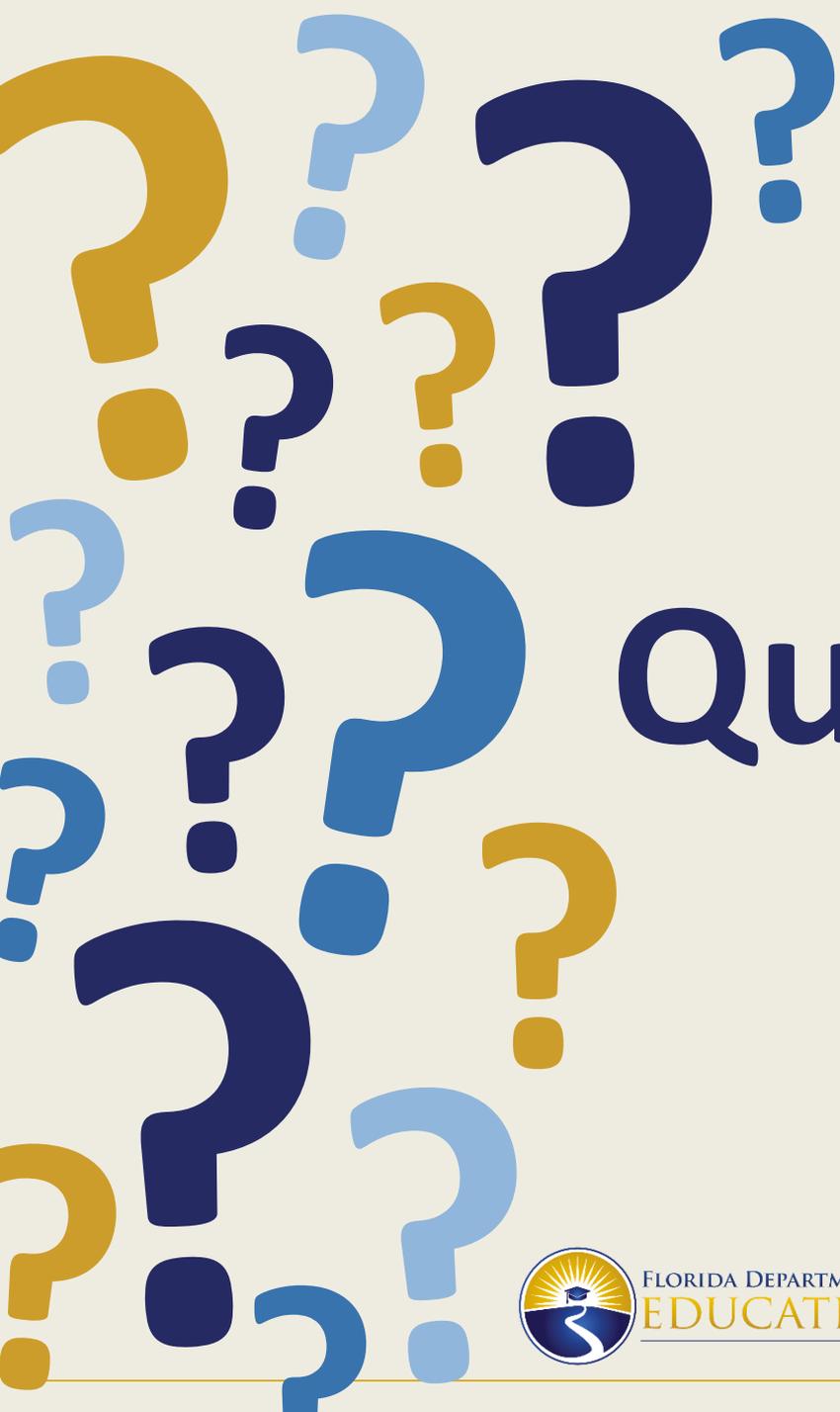
Myth: If there is an open line in the budget then an amendment is not required

Reality: Changes to an approved budget require an amendment if the scope of work is modified

Amendments-Myth Busters

Myth: If a budget changes by less than 10% then an amendment is not required

Reality: Changes to an approved budget require an amendment if the scope of work is modified



Questions?



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Agenda Review

Break

9:30-9:45

- Bureau of Federal Programs (BFEP) 9:45-12:00
Michelle L. Gaines, Bureau Chief, Bureau of Federal Education Programs
 - Title I, Part A
Shonda Goldsmith, Program Specialist
 - Title I, Part C (Migrant)
Dr. Dinh Nguyen, Program Director
 - Title IV, Part A (SSAE)
Cassandra Brown, Program Director
 - Title V, Part B (RLIS)
Kravien White, Program Specialist
 - Title IX, Part A (Homeless)
*Courtney Walker, Interim State Coordinator;
Lorraine Allen, Senior Program Specialist;
Derek Hemenway, Program Specialist*



Bureau of Federal Educational Programs (BFEP)

Michelle L. Gaines, Bureau Chief, Bureau of Federal Educational Programs





Title I, Part A

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Title I, Part A Team

The Title I, Part A (TIPA) program is committed to providing quality and timely technical assistance to local educational agencies (LEA). Each LEA has a designated specialist to support efforts throughout the fiscal year.

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Program Office Contacts



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Bureau of Federal Educational Programs

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Application Basics

Title I, Part A

Application Basics and Updates

- All LEAs have been awarded!!
- Preparations for FY 2021-22 will begin in November.

The screenshot shows the Florida Department of Education's Online Grant System Login page. At the top, the Florida Department of Education logo and name are displayed. Below the header, the page is titled "Online Grant System Login". A paragraph of instructions explains that returning users should use the "Returning User Login" box, while new users should use the "New User Registration" box. The "Returning User Login" section includes fields for "Login Name" and "Password", a "Log In" button, and a "Forgot Password?" link. The "New User Registration" section includes a "New User Registration" header, a "Continue" button, and fields for "Agency Code" and "Password".



Monitoring Basics

Title I, Part A

Monitoring Process



Revision to risk assessment methodology, risk factors and monitoring determination.



Monitoring work papers are being revised to reflect changes in regulations, rules, grant terms and conditions.



Desktop and virtual monitoring in current fiscal year.



Monitoring plan will be disseminated in a recorded webinar on September 28 through the TIPA listserv.

Committee of Practitioners (COP)



Florida Department of Education

Federal Educational Programs

Committee of Practitioners

FloridaCOP@fldoe.org



Committee of Practitioners

Part I — General Provisions

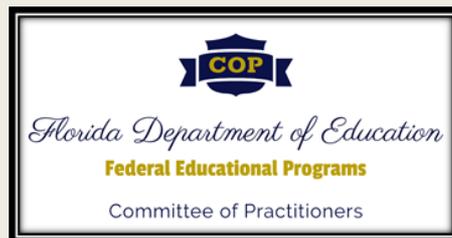
SEC. 1903. STATE ADMINISTRATION

§ Section 1603(b) requires each state educational agency (SEA) that receives funds under Title I to create a state committee of practitioners (COP) to advise the state in carrying out its responsibilities under Title I.

The COP is required to review, before publication, any proposed or final state rule or regulation pursuant to Title I. The duties of such committee shall include a review of any proposed or final State rule or regulation pursuant to this title.

FloridaCOP@fldoe.org

The COP also provides advice and support to the Bureau of Federal Educational Programs on the implementation of Title I programs, including review technical assistance documents, templates and other tools that support the quality implementation of Title I in Florida.



Committee of Practitioners

- The Committee is seeking to fill 10 vacancies.
- New members applications will be available on October 19 through October 30, 2020.
- The final meeting for 2020 will be held virtually in October.
 - **The date and time will be announced at the TIPA monthly meeting on October 8, 2020.**
- Interested in learning more, please contact FloridaCOP@fldoe.org



Important Dates and Timelines

Title I, Part A

2020-21 TIPA Calendar

Conference Calls and Webinars

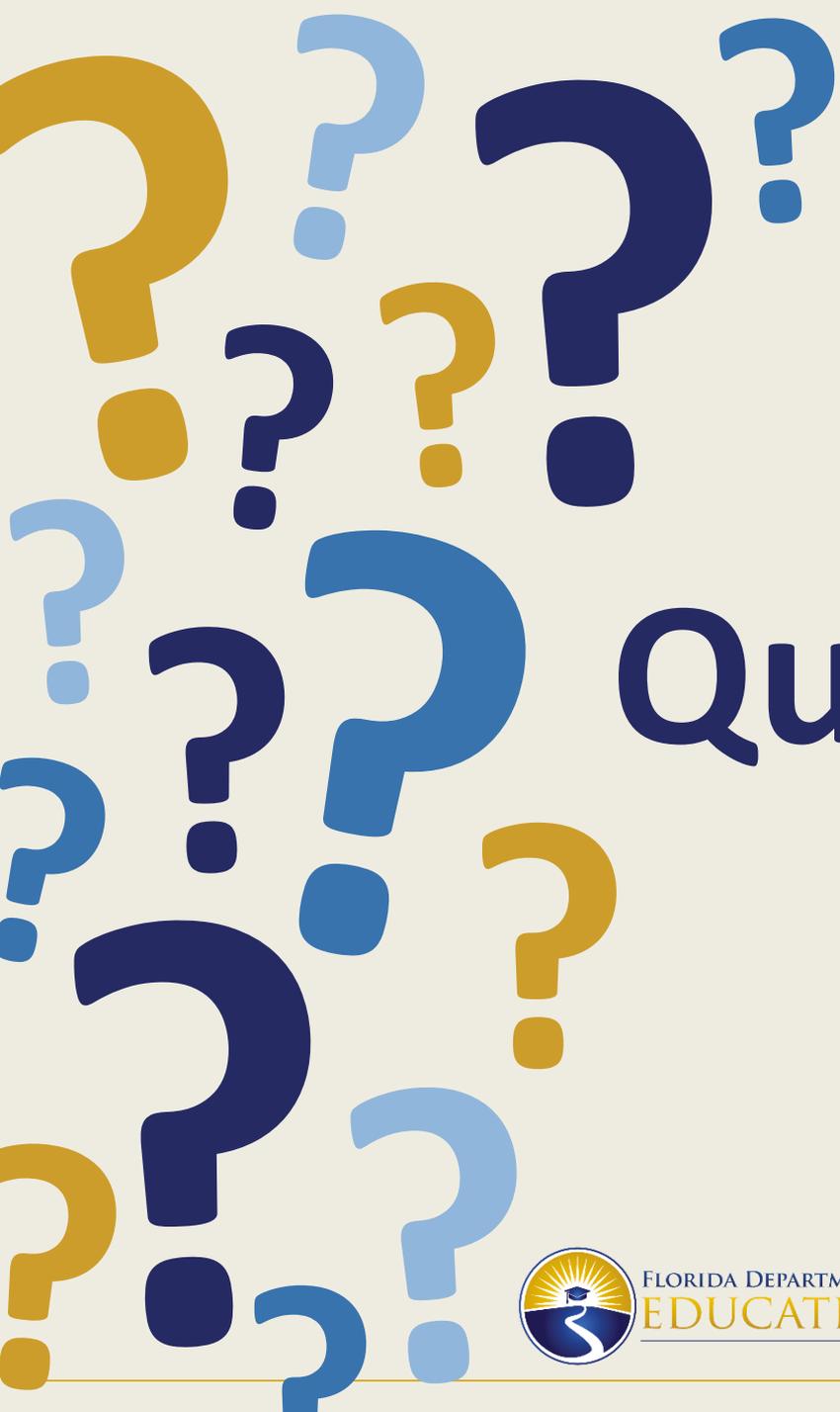


T PA TALKS

Title I, Part A

Areas of Focus

- Anitra Young
Parent and Family Engagement (PFE)
- Ashley Dowdy
Private Schools
- Casey Graham
Charter Schools
- Jacqueline Hill
Early Learning Programs & PFE
- Janet Capps
Monitoring and Comparability
- Lori Saunders
Foster Care
- Matthew Caldwell
Coordination and Collaboration with Other Federal Programs
- Matthew Wiley
College and Career Readiness & Constitutionally Protected Prayer
- Samantha Mosley
ShareFile
- Shonda Goldsmith
Committee of Practitioners (COP)
- Valerie Henry
Public School Eligibility Survey (PSES) & Data



Questions?



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Title I, Part C: *Migrant Education Program*

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Program Office Contacts



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Application Basics

Title I, Part C Migrant Education Program

Application Basics

- Applications have three (3) basic components:
 - **DOE100A – Signature Page**
 - **DOE101 – Budget Pages**
 - **Grant Application Narrative**
- Applications must be submitted to FDOE in **substantially approvable form** – all 3 components must be submitted together

Application Basics: Budget

- Districts used **preliminary allocations** to complete DOE100A and DOE101 for project development purposes
- Districts will submit budget amendment to utilize final 2020-2021 TIPC allocation

Application Basics: Narrative

- FMEP focuses on:
 - Reading
 - Math
 - Graduation/Graduation Plus
 - Pre-K
 - Out-of-School Youth
 - Family Literacy
- Based on local needs assessment data

Application Basics: Evaluation

- Needs Assessment Data – Seven Areas of Focus
- Outcome Evaluation – Determine if performance objectives have or have not been met
- At end of project year, finalize data analysis and communicate results with stakeholders, including parents
- Gather feedback from stakeholders to form program plan for next program year



Monitoring Process

Title I, Part C Migrant Education Program

Monitoring Process 2020-21

- FDOE will monitor district programs for compliance with Federal statutory and regulatory requirements
- Will also monitor for compliance with grant terms and conditions
- Districts should be prepared to provide fiscal and program records for FDOE review
- Monitoring procedures and processes will be focused on desktop or virtual monitoring.

Monitoring Risk Assessment

- Risk assessment requirements from UGG
 - State Educational Agencies must conduct risk assessment based on recommended risk factors
- Examples of FDOE Risk Factors:
 - Project allocation
 - Previous monitoring
 - Administrator's years of experience
 - Program performance data
 - Expenditures of grant funds
- Monitoring determination based on risk scores



Important Dates and Timelines

Title I, Part C Migrant Education Program

Project Application Timelines

- Application Released: 4/22/2020
- Application Due: 6/12/2020
- Program Period Began: 7/1/2020
- Program Period Ends: 8/31/2021

Monitoring Timelines

- Work Paper Release: TBA*
- Work Paper Due Date: TBA
- FDOE Work Paper Review Period: TBA
- Desktop and Virtual Monitoring Period: TBA

*To Be Announced

Other Important Dates

- Certified Roll Forward Letter Release: N/A
- Last Day to Submit an Amendment: 7/31/2021
- Last Day for **Obligation** of Funds: 8/31/2021
- Last Day for **Liquidation** of Funds: 10/20/2021



Questions?



FLORIDA DEPARTMENT OF
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Title IV, Part A: *Student Support and Academic Enrichment*

K12 Federal Grants Back-to-School Kickoff

Virtual Meeting

September 15, 2020



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Tracy Sampson

Program Specialist – Safety
and Instruction

Office of Safe Schools

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Specialized Positions



As the Child Trafficking Prevention Education Specialist, Valerie is working to develop a K-12 guide educators can use to provide thoughtful, comprehensive instruction to students. Upon completion of the child trafficking prevention guide for students, Valerie will produce modules to train teachers.



In her shared role with the Office of Safe Schools, Tracy provides monitoring and training to ensure schools are meeting requirements under the Marjory Stoneman Douglas Act. Focusing on preventative measures, Tracy also provides Youth Mental Health First Aid training and workshops on de-escalation techniques.



Rural District Initiative

- The Florida T4A Rural District Initiative addresses the unique challenges of small districts by providing direct access to a collection of programs, activities, and resources that fulfill one or more components of the Student Success and Enrichment Grant.
- The primary support under the Rural District Initiative is a Title IV, Part A liaison at each education consortium in the state.

Rural District Initiative Positions



Panhandle Area Educational Consortium (PAEC)

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North East Florida Educational Consortium (NEFEC)

Kathy Collins
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Heartland Educational Consortium (HEC)

Lonnie Steiert
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Title IV, Part A State Support

- In addition to technical assistance and reviews of applications and amendments, the Title IV, Part A team supports LEAs by:
 - Holding workshops (in-person and now virtual) and professional development opportunities for teachers
 - 3D printing, art inclusion for students with and without disabilities, innovation mindset, human trafficking prevention education, makerspaces, music, virtual and augmented reality
 - Providing additional resources, materials, and supplies to teachers and students
 - Back packs, books, human trafficking guidebooks, reading and mathematics software, robots, STEM Maker Lab kits, walk kits
 - Partnering with other offices within DOE and across the state to provide programming for teachers.
 - Healthy Schools Academy, STEMposium, Innovation and Implementation, HEC, NEFEC, PAEC.



Application Basics

Title IV, Part A

Student Support and Academic Enrichment



Application Basics and Updates

- Applicants must meet the purpose of the grant which is to improve student academic achievement through work in the following areas:
 - providing all students with access to a **well-rounded education**;
 - improving school conditions for student learning to support **safe and healthy students**; and
 - Improving **the effective use of technology** in order to advance digital literacy of all students.

Application Basics

- LEAs receiving more than a \$30,000 allocation must:
 - Complete a comprehensive needs assessment;
 - Work in all component areas;
 - Meet minimum spending requirements.

Component Area	Minimum Amount
Well-rounded Education	20% of allocation
Safe and Healthy Students and School Conditions	20% of allocation
Effective Use of Technology	Must work in this area.

- Special Note** - LEAs may spend no more than 15% of the technology allocation on hardware, software, or digital content. *Applies to all LEAs.*

Application Basics

- In addition to required DOE forms, LEAs complete the following templates as a part of the Title IV, Part A application:
 - Needs Assessment
 - Stakeholder Consultation
 - Equitable Services
 - Well-rounded Education Narrative
 - Safe and Healthy School and Students Narrative
 - Effective Use of Technology Narrative
- Budget line items should be grouped by component area (ex. all well-rounded purchases in rows 4-27).



Amendments

Title IV, Part A

Student Support and Academic Enrichment

Amendments

- Under Title IV, Part A, LEAs may only submit one amendment per quarter.
 - Roll forward and allocation adjustment amendments, if necessary, will not count as the LEAs amendment for that quarter.

Amendment Quarter	Dates
Quarter 1	September 1 – November 30
Quarter 2	December 1 – March 31
Quarter 3	April 1 – June 30
Quarter 4	July 1 – July 31



Monitoring Basics

Title IV, Part A

Student Support and Academic Enrichment

Monitoring Process

- The Title IV, Part A monitoring process is a standard examination of the LEA's implementation of grant activities and administration.
- LEAs demonstrate that project activities and administration focused on
 - Improving student academic achievement,
 - Ensuring resources were appropriately used, and
 - Operated in accordance with statutory and regulatory requirements.
- Title IV, Part A monitoring is conducted through a password-protected online platform.

Monitoring Work Papers

- Work paper questions will cover:
 - Stakeholder engagement, alignment to comprehensive needs assessment, prioritization of funds;
 - Charges to federal awards for salaries and wages;
 - Purchased equipment and supplies accounted for appropriately;
 - Description of programs and activities for each Title IV, Part A component area;
 - Private and charter school services;
- Please note there will only be minor changes to last year's questions.

Monitoring

- Title IV, Part A delayed the release of Year 2 work papers to allow LEAs to focus on supporting students and educators during the transition to virtual learning and later re-opening efforts.
- Work papers will be released Fall 2020.
- Results of Year 1 monitoring available Fall 2020.



Important Dates and Timelines

Title IV, Part A

Student Support and Academic Enrichment

Application Timelines

- Application Release: July 27, 2020
- Application Due Date: August 31, 2020 (*revised*)
- Program Period Begins: August 1, 2020
- Program Period Ends: August 31, 2021

Monitoring Timelines

- Work Paper Release: September 21, 2020
- Work Paper Due Date: November 2, 2020
- FLDOE Work Paper Review Period:
 - Nov-Dec 2020
- Onsite and Desktop Monitoring Period:
 - Feb 2021

Other Important Dates

- Certified Roll Forward Letter Release:
 - January 2021
- Last Day to Submit an Amendment:
 - July 31, 2021



Questions?



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Title V, Part B, Subpart 2

K12 Federal Grants Back-to-School Kickoff

Virtual Meeting

September 15, 2020



Program Office Contacts



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Application Basics

Title V, Part B, Subpart 2

Application Basics

- **Program Purpose-** A grantee awarded a Rural Low-Income School (RLIS) allocation shall use funding to address one or more program purpose from the list below:
 - **Title I, Part A** – Authorized Services to Improve Educational Services
 - **Title II, Part A** – Authorized Services for Teacher Recruitment and retention
 - **Title III** – Authorized Services language Instruction for Limited English Proficient and Immigration Students
 - **Title IV, Part A** – Authorized Services Utilize Technology to Improve Teaching and Safe and Drug-Free Schools Program
 - Authorized Services support **Parental Involvement Activities**

Application Updates

2020-2021 Title V Applications:

- Applications Pending Intake- 0
- Intake Complete- 27
- Reviewed Applications- 12
- Submitted for Approval- 5



Monitoring Basics

Title V, Part B, Subpart 2

Monitoring 2020-2021

- Desktop Monitoring
- Self-Monitoring



Important Dates and Timelines

Title V, Part B, Subpart 2

Other Important Dates

- ESSEI Conference: September –December 2020

<http://www.fldoe.org/schools/family-community/essei/>



Questions?



FLORIDA DEPARTMENT OF
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Title IX, Part A - Homeless Education Program

K12 Federal Grants Back-to-School Kickoff

Virtual Meeting

September 15, 2020



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Program Overview

Title IX, Part A - Homeless Education Program

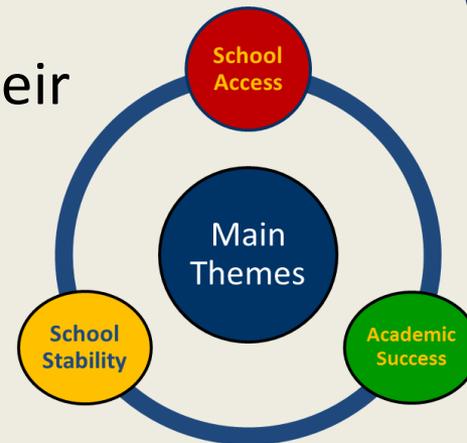
What is Homeless Education?

- McKinney-Vento Homeless Assistance Improvements Act of 2015
- Protects the educational rights of children and youth experiencing homelessness
 - Definition: Lacking fixed, regular, and adequate living situation
 - Examples: Living in a hotel/motel, with another family due to economic hardship, shelters, places not suitable for living

State Homeless Education Program Goals

All Florida LEAs will:

- consistently identify at least 5% of their FRPL enrollment as homeless in a school year
- consistently achieve at least a 90% school attendance rate for students identified as homeless in a school year
- consistently promote at least 90% of students identified as homeless in a school year to the next grade at the end of each year



Homeless Education Five-Year Trend Data

Homeless Student Counts

STATE*	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020**
	72,957	76,211	95,860	91,675	79,717

Title IX, Part A District Allocations

STATE	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	\$3,878,550	\$3,878,550	\$3,878,550	\$3,616,228	\$4,481,880

*Source: FLDOE Survey 5

**Preliminary 2019-2020 Data





Application Basics

Title IX, Part A - Homeless Education Program

Identify and Address Needs

- Outcome need areas:
 - Identification of homeless children and youth
 - Enrollment and attendance of homeless children and youth
 - Academic Achievement of homeless students
- Program operations improvements in
 - Collaboration with and relevant capacity of other LEA programs
 - Collaboration with and relevant capacity of community service providers

Time for a Funding Poll!



Apply Resources

- Title I, Part A Homeless Set-Aside

NOTE: Homeless set-aside funds may be used for services not ordinarily provided to **other Title I students**, including transportation to the school of origin and [other educationally related support services](#).

- Other Federal funds (as eligibility permits)
- General Funds
- Donations
- Title IX, Part A funds (Competitive; Three-Year)
 - Program Period: July 1 – June 30
 - Application Release: March 1, 2021 (tentative)
 - Application Due Date: 6 weeks after release





Monitoring Basics

Title IX, Part A - Homeless Education Program

Monitoring Process

- FDOE conducts TIXPA Risk Analysis and determines Desktop and Virtual LEAs.
- All LEAs (including Self-Certification) use Online Monitoring System to certify compliance or non-compliance.
- Additionally, selected Desktop and Virtual LEAs complete all questions and upload documents to support evidence of compliance in the online system.
- Monitoring Timeline: Stay Tuned!

Monitoring Work Papers

- Work papers include questions about LEA performance in the areas of:
 - ✓ Homeless Students Policy and Dispute Resolution Process
 - ✓ Homeless education required activities
 - ✓ Credit accrual process for homeless students
 - ✓ Use of federal and non-federal resources for homeless education activities, including Title I, Part A homeless set-aside.

Online Resources

- [Florida Department of Education Homeless Education Program](#) (HEP)
- [National Center for Homeless Education](#) (NCHE)
- [SchoolHouse Connection](#) (SHC)
- [National Association for the Education of Homeless Children and Youth](#) (NAEHCY)



Questions?



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Agenda Review

Lunch

12:00-1:00

- Title II, Part A 1:00-1:25
Lynn Talley, Program Director, Bureau of School Improvement
- Title III, Part A (ELL) 1:30-1:55
Chane Eplin, Bureau Chief, Bureau of Student Achievement through Language Acquisition
- Title I, Part D (N&D) 2:00-2:25
Alvita Howard, Program Director, Bureau of Federal Education Programs
- Title IV, Part B (21st Century) 2:30-2:55
*Kimberly Berry, Assistant Bureau Chief;
Liliana Murphy, Assistant Director, Nina M. Lowey 21st Century Community Learning Centers,
Bureau of Family and Community Outreach*



Title II, Part A: *Supporting Effective Instruction*

K12 Federal Grants Back-to-School Kickoff

Virtual Meeting

September 15, 2020



Program Office Contacts



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Program Specialist

Bureau of School Improvement

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Application Basics

Title II, Part A

Application Basics and Updates

- Progress Stats:
 - Award Letters: 37
 - Program Approved: 6
 - Feedback Provided: 11
 - Currently Under Review: 6
 - To Be Reviewed: 15
 - Not Submitted: 2
- Total: 77

Application Basics - Cost Breakdowns

- Any activities that pay stipends should give the stipend rate (either by hour or by day), how many hours or days, number of teachers, and total stipends to be paid for that particular activity.
- Any activities that have subs should give the sub cost per day, number of days, number of teachers, and total sub amount for that particular activity.
- Any activities with contracted services should include the name of the vendor/consultant, a narrative description about the service to be provided, the number of days of service, the number of hours per day, number of teacher participants, and total cost for the contracted service.
- Any travel should list the specific conference name, location, registration cost, hotel rate, mileage/car rental expense, per diem (if offered), number of participants, number of days, and the total cost for the entire conference for all participants for all days.

Application Basics

- Remember that all contracted services, vendors, consultants, subscription services, etc. must include a copy of the contract from the provider.
 - The contract should be within the time frame of the fiscal year.
 - The contract must not exceed \$3,000/day
- Cost breakdowns and specific details should go in the program application.
 - Keep the budget “clean” for OGM’s review.

Application Basics

- Next year's application will stay the same in terms of information gathered
- The format of the strategic activities section will change slightly to be easier for LEAs to include cost breakdowns



Monitoring Basics

Title II, Part A

Monitoring Process

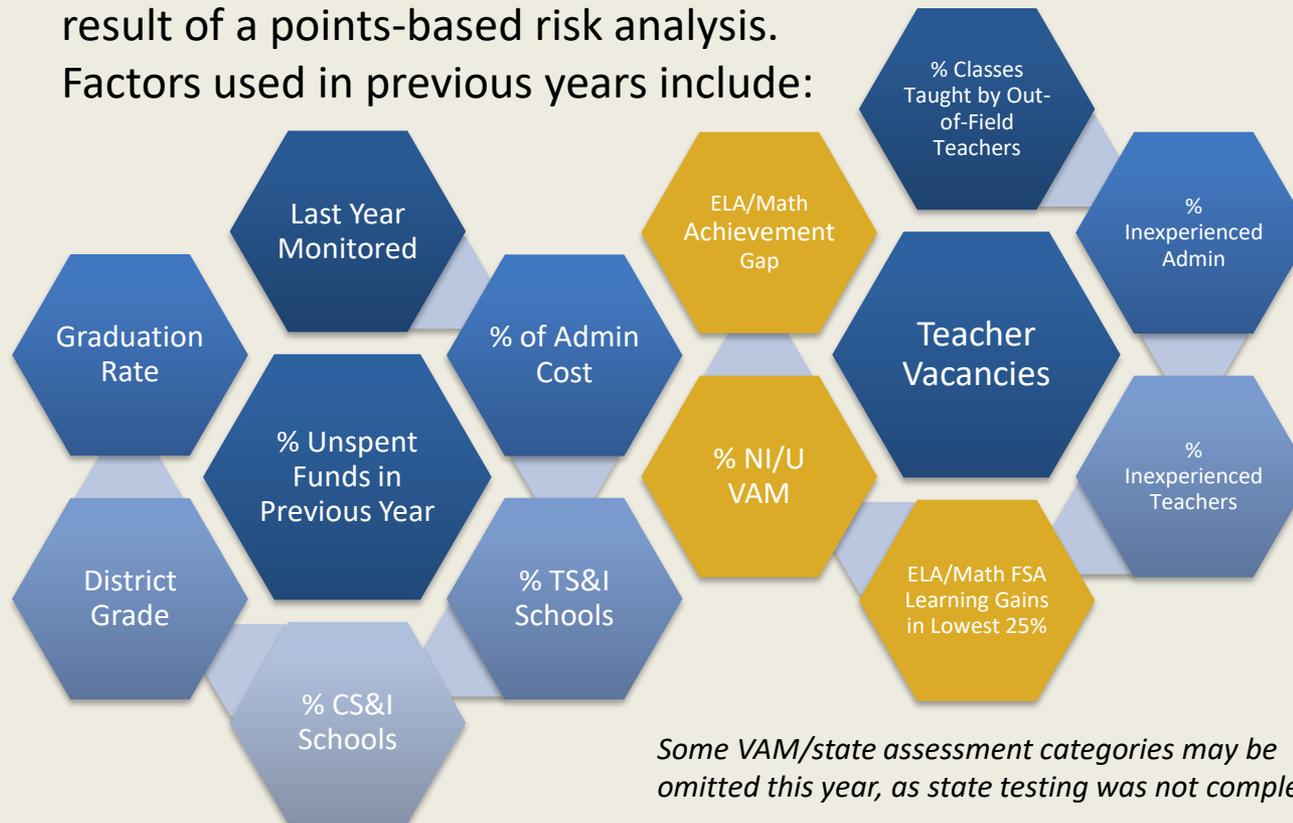
- Title II, Part A will continue with the “Desktop” and “Desktop PLUS” model for the 20-21 school year
- Currently there are no on-site monitoring visits scheduled
- Work Papers can be expected for release in November 2020

Monitoring Work Papers

- Work papers will stay the same in terms of information gathered
- The format of the work papers will change slightly to be easier for LEAs to respond to questions and submit evidence documentation

Monitoring - Risk Analysis

- LEAs to be monitored are selected as a result of a points-based risk analysis. Factors used in previous years include:



Some VAM/state assessment categories may be omitted this year, as state testing was not completed.



Important Dates and Timelines

Title II, Part A

Application Timelines

- Application Release: May
- Application Due Date: June 30
- Program Period Begins: July 1
- Program Period Ends: June 30

Monitoring Timelines

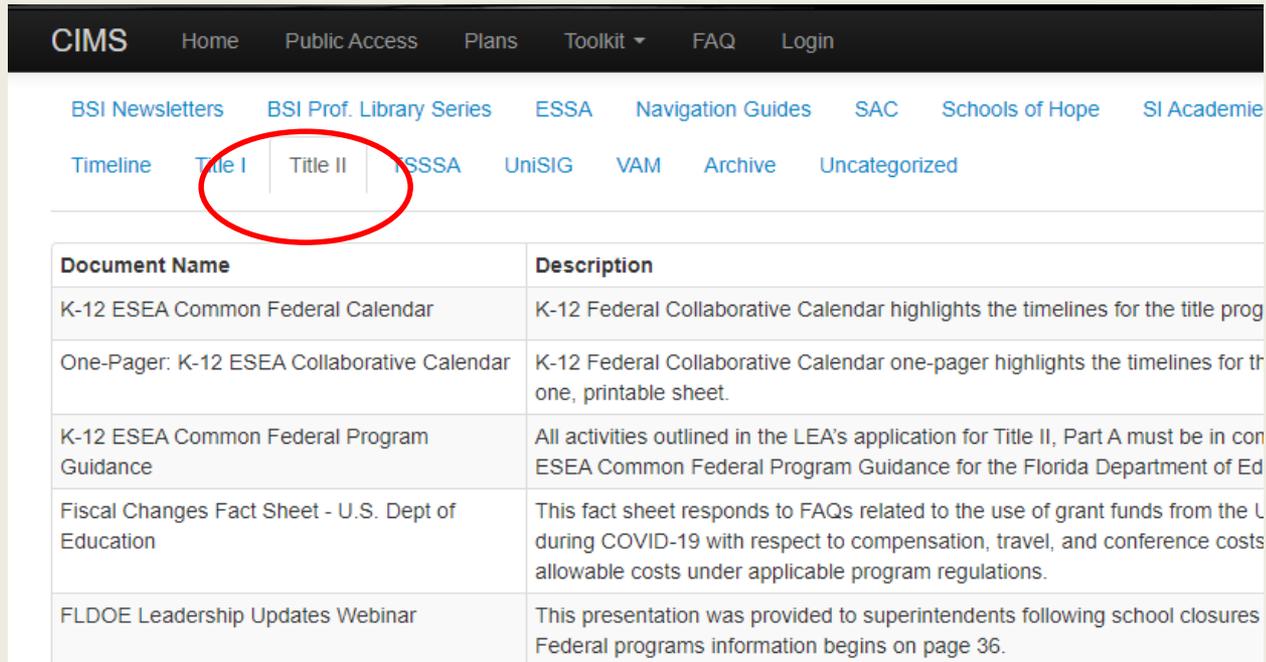
- Work Paper Release: November
- Work Paper Due Date: end of December
- Program Office Review Period: January – May
- Desktop Monitoring Period: January – May

Other Important Dates

- Certified Roll Forward Letter Release: January
- Last Day to Submit an Amendment: May 31

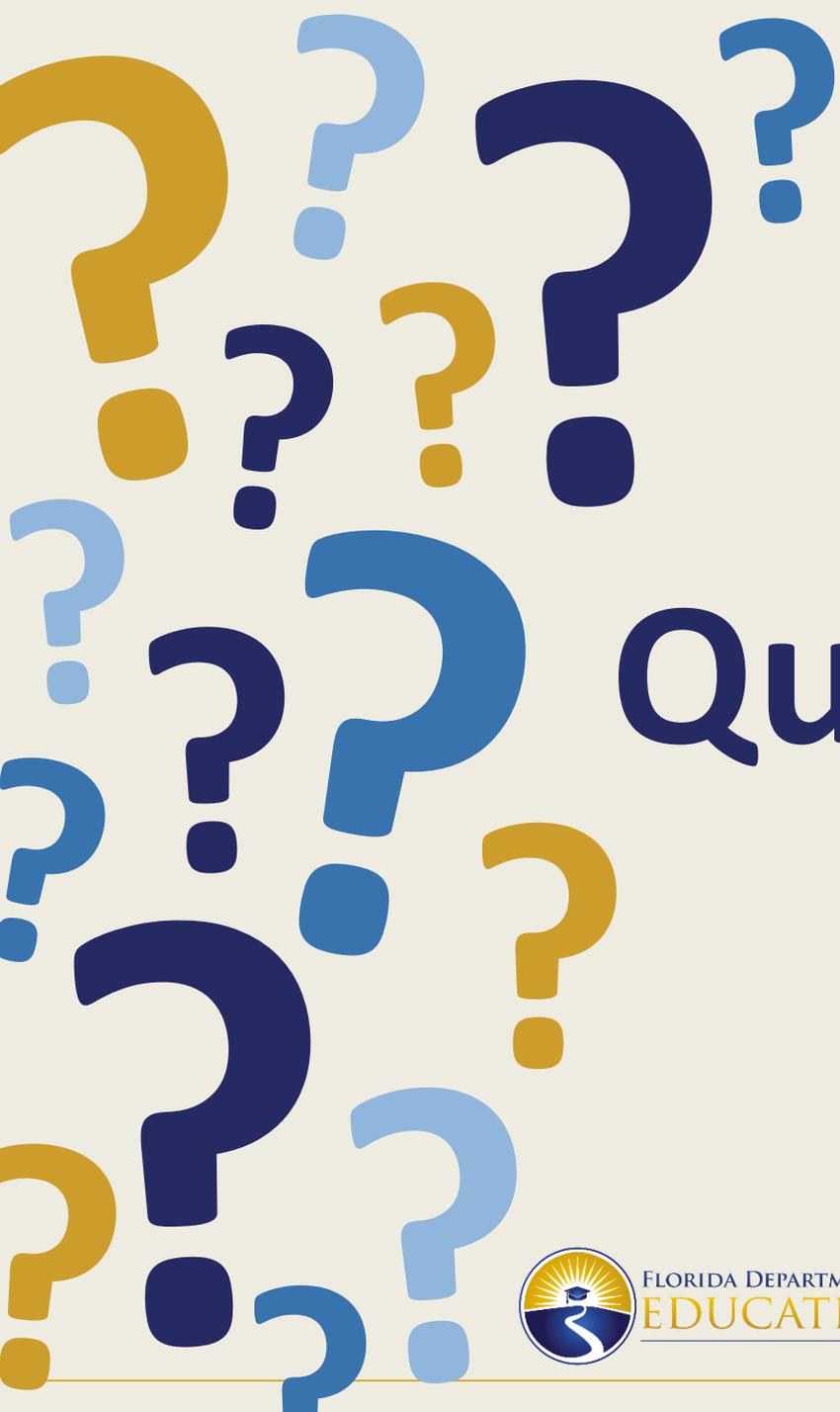
FloridaCIMS.org

- All important Title II, Part A documents can be found on FloridaCIMS.org



The screenshot shows the FloridaCIMS.org website. The navigation menu includes links for Home, Public Access, Plans, Toolkit, FAQ, and Login. Below the menu, there are several categories of documents, with 'Title II' highlighted by a red circle. The main content area displays a table of documents with the following data:

Document Name	Description
K-12 ESEA Common Federal Calendar	K-12 Federal Collaborative Calendar highlights the timelines for the title prog
One-Pager: K-12 ESEA Collaborative Calendar	K-12 Federal Collaborative Calendar one-pager highlights the timelines for th one, printable sheet.
K-12 ESEA Common Federal Program Guidance	All activities outlined in the LEA's application for Title II, Part A must be in con ESEA Common Federal Program Guidance for the Florida Department of Ed
Fiscal Changes Fact Sheet - U.S. Dept of Education	This fact sheet responds to FAQs related to the use of grant funds from the U during COVID-19 with respect to compensation, travel, and conference costs allowable costs under applicable program regulations.
FLDOE Leadership Updates Webinar	This presentation was provided to superintendents following school closures Federal programs information begins on page 36.



Questions?



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Title III: Language Instruction for English Learners and Immigrant Students

K12 Federal Grants Back-to-School Kickoff

Virtual Meeting

September 15, 2020



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Title III - Basics & Overview

Supplemental Services to English Language Learners
(ELLs)

Title III Overview

Supplemental Services – Defined

Title III programs are for enrichment. The provision of basic civil rights of language acquisition approaches and English for Speakers of Other Languages (ESOL) strategies to provide equal access for ELLs to all appropriate educational programs and opportunities and high academic achievement is already required by law. Reference Supreme Court Decision in Lau v. Nichols in 1974.

Title III Overview (continued)

ELLs - Defined [F.S. 1003.56](#)

- Not born in the United States (U.S.) and native language is not English, or
- From home environment where a language other than English is spoken in the home, or
- An American Indian or Alaskan native and from non-English speaking environment that has significant impact on individual's ability to speak, read, write or listen to English, therefore denies opportunity to learn successfully in classroom where language of instruction is English.

Title III Overview

Immigrant Children and Youth (ICY)

- Are aged three through 21; and
- Were not born in any U.S. state, District of Columbia or Puerto Rico (PR); and
- Have not been attending one or more schools in any one or more states for more than three full academic years.
- Note: no immigrant student (Y) can have the country of birth reported as the U.S. or PR.

Title III Overview

ICY Projects

- Eligibility: Students adopted by U.S. citizens and foreign exchange students may be identified as Immigrant (for the purpose of Title III) if they meet the above three criteria. Also, children born outside the U.S. to military personnel and children born outside the U.S. and adopted by U.S. citizens are considered “not born in the U.S.”
- Note: Immigrant funds do not roll forward; must be used within the project period.

Title III Overview

ICY Projects

- Starting point for the three full academic years is *Date Entered a US School (DEUSS)*.
- Local Educational Agencies (LEAs) must track the amount of time a student attends school in the U.S.
- Count applies to non consecutive stay in the U.S.
- After three full academic years, the immigrant code of Y should be changed to N indicating that the student eligibility timeframe is exhausted.



Title III Funding

Where does the money go?

Title III Funding

- Title III focuses on helping ELLs achieve English proficiency – as a means to academic achievement.
- Title III funds are intended to improve the educational achievement of ELLs by increasing their English language proficiency and ability to meet the same state standards and challenging academic content as all children are expected to meet.
- Title III funding is awarded annually to states; LEAs receive funds according to the number of ELLs.
- Title III prohibits supplanting state, local, and other federal funds.

Title III Funding - Two Subsets

Title III

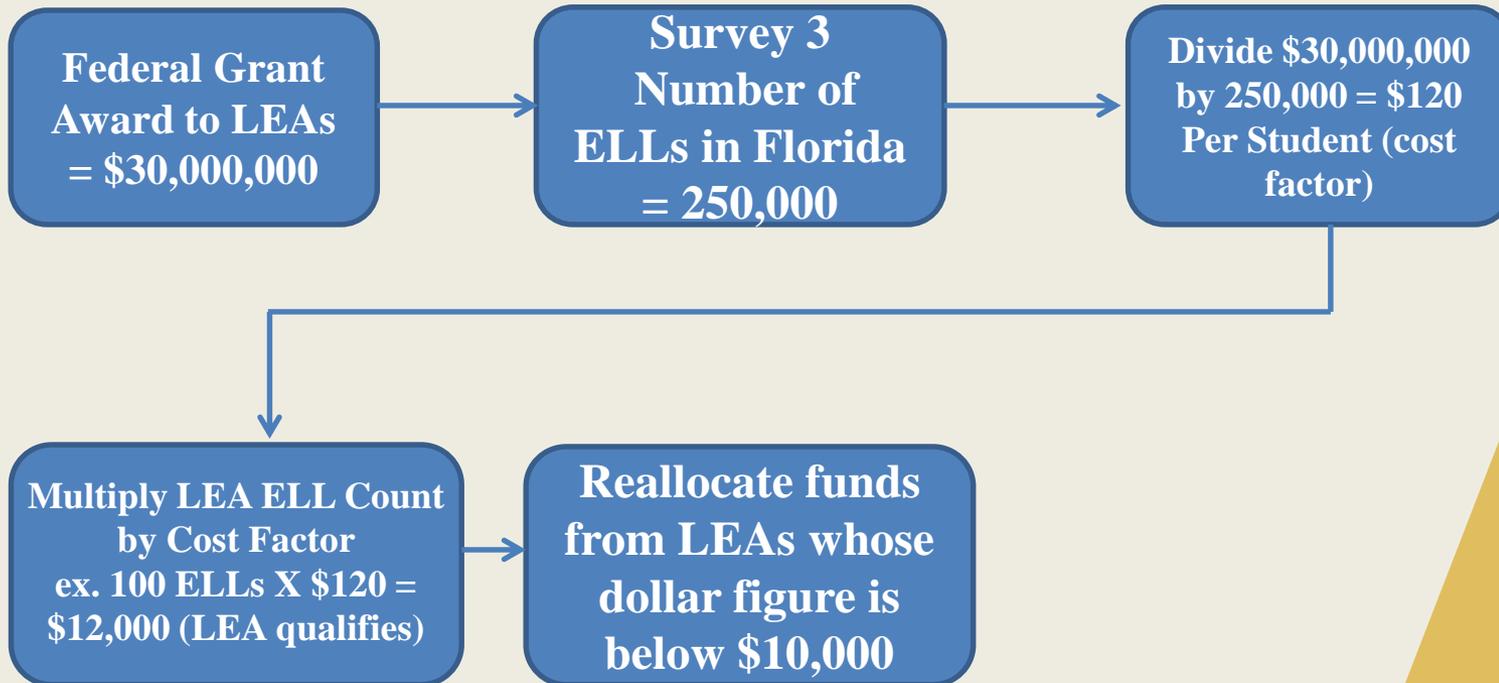
- Allocations to LEAs are determined on a per pupil basis.

Immigrant Children and Youth (ICY)

- State reserves up to 15 percent of Title III funds for ICY allocations to eligible LEAs.
- Only LEAs that have a significant increase of ICY students as compared to the average of the two preceding fiscal years qualify for funds.
- LEAs allocated ICY funds may apply for funds via the Title III ICY application.

Title III Funding Formula

LEA's ELLs must represent \$10,000 or more in Title III funds. All numbers are examples.



Required Uses of Funds for Title III Projects

Funds must be used for:

- Supplemental programs that increase English language proficiency and student achievement in core academic content classes and cause ELLs to master challenging academic standards.
- Supplemental high-quality professional development to classroom teachers, principals, administrators, and other school personnel regarding ELLs. Examples: WIDA training not required endorsement training
- Parental and Community Participation in the Educational Experience of ELLs.

Allowable Uses of Funds for Title III Projects

Title III funds may be used for:

- upgrading program objectives and instructional strategies to improve the English proficiency and academic achievement of ELLs;
- improving ELL instruction through updating/upgrading ELL curriculum, materials, or technology;
- tutoring, including extended day/summer programs;
- developing/implementing elementary or secondary language instruction programs coordinated with other relevant programs, including dual language programs;

Allowable Uses of Funds for Title III Projects (continued)

- providing family involvement activities, including parent literacy workshops and acculturation support;
- collaborating with community partners to create programs for ELLs and their families;
- supplemental professional development, including WIDA training, and registration, travel costs and stipends for state and federal ELL-related conferences. Note: state-required courses mandated by the Florida Consent Decree (META Agreement Settlement) cannot be paid through Title III funds.

Appropriate Use of Title III Funds

- Supplemental materials for sole use of ELLs
- Additional hardware (e.g., headsets)
- Additional software (e.g., language acquisition software)
- Additional reading materials (e.g., novels, magazines, newspaper, picture dictionaries)
- Manipulatives (e.g., blocks, objects that represent an item to reinforce a lesson)
- Visual Aides (e.g., pictures, posters, flash cards)
- Listening Centers (e.g., books on tape)

Allowable Uses of Funds for Immigrant Children & Youth (ICY) Projects

ICY funds may be used for:

- family literacy and parental outreach;
- acculturation activities;
- support for personnel;
- tutoring or mentoring;
- identification and acquisition of curricular materials, educational software, technologies and classroom supplies and;
- supplemental professional development, including cultural and diversity training.

Title III ESOL and Immigrant Calculations

- Survey 3, End of State Processing
- Formula for Immigrants – average of two previous years compared to current year Survey 3 and showing an increase.

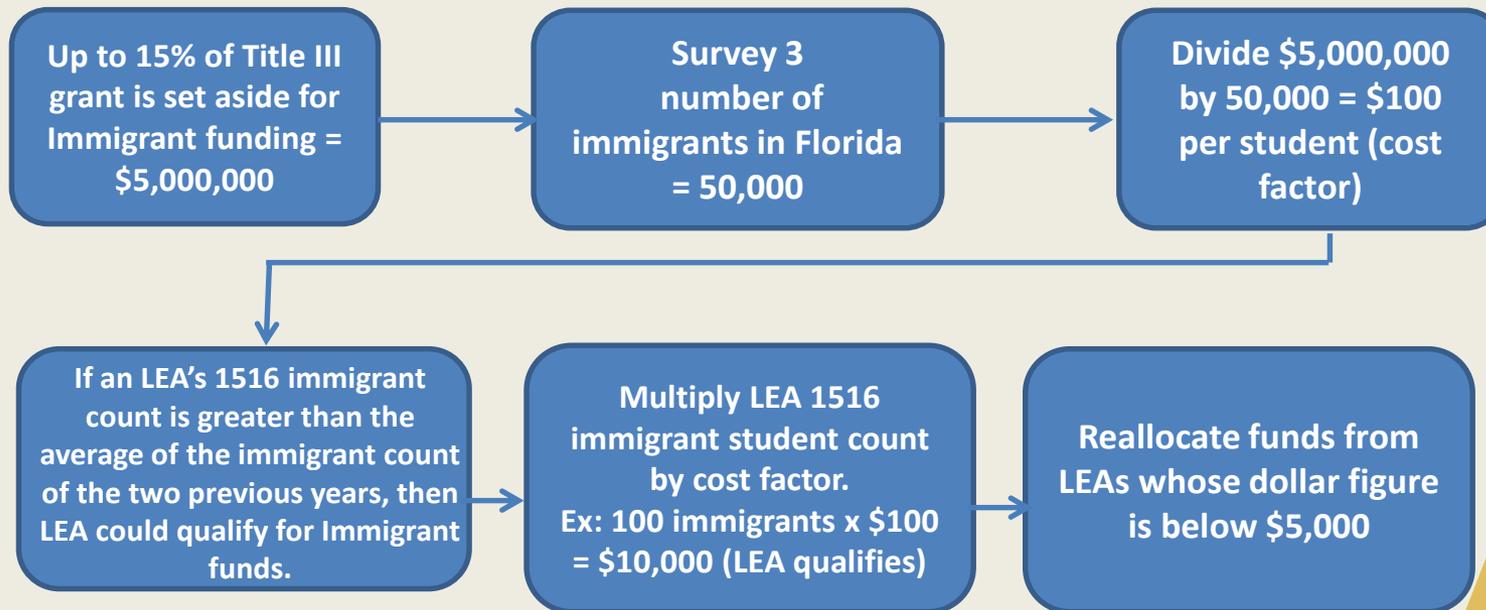
Example:

- 2013-2014 = 90 immigrants
- 2014-2015 = 100 immigrants
- 2015-2016 = 105 immigrants

$90+100 = 190$. $190/2 = 95$. $95 < 105 = \text{increase}$

Immigrant Funding Formula

LEA immigrant students must represent \$5,000 or more in funds.
Students counted are K-12, Immigrant code=Y, no U.S. or PR.
All numbers are examples.





Application Basics

Title III - Language Instruction for English Learners
and Immigrant Students

Title III ELL Project Application

- 1. Introductory Section** – Funding Authority, Type of Award, Timeframes
Contact person, Assurances, Fiscal Requirements, Administrative Costs, etc.
- 2. Program Narrative Sections** - Needs Assessment, Activities, English Language Learner Achievement Targets, Increasing Supplemental Professional Development, Increasing Parental & Community Participation in the Educational Experience of ELLs, Consultation with Private Schools (Equitable Services for Private School Participation), Collaborative Partners, Accountability for Schools with ELLs, Dissemination of Information, Reporting Outcomes
- 3. Budget Narrative Section** – Direct Costs: project specific – Indirect Costs: 2% cap incurred for common or joint objectives and cannot be identified readily and specifically with a particular sponsored project or an instructional activity. 2 CFR Part 200 (Uniform Guidance)
<http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html>

Title III Project Application - Suggestions

- No data blocks – the needs and activities sections should be narratives. These sections can be supported with data, and mention data sources, but just having numbers by themselves is not helpful.
- 7200-790 is the code for indirect cost.
- A best practice has been to include the budget line number in the activities section, and elsewhere, so that budgeted items and activities are clearly linked.
- For needs assessment data, provide the source and year.

Restrictions of Title III Funds

Title III funds cannot be used for:

- any manager or director position associated with the Title III project (unless funded from indirect cost, which caps at 2%),
- travel to conferences that do not have an ELL component,
- technology or equipment that the LEA would otherwise have purchased.
- support personnel, such as bilingual guidance counselors, unless the position provides supplemental services geared specifically towards ELLs and their families.

Remember: The Title III Project, including the budget, is public record.

Title III Fiscal Information

- Allow ability procedures must be in writing
- Must have a documented system of internal controls
- Must have policies in place to ensure control over vulnerable assets (high-value and/or mobile items)
- Self-Assessment process from the United States Department of Education (USDE) fiscal monitoring review of Florida indicates future way of work for monitoring
- Review of all 399s by state

Suggested Uses for Title III Funds

Title III funds may be used for:

- technology, but remember that it is the software rather than the hardware alone (iPads, tablets, etc.) that engages the student;
- travel to ESOL-related conferences;
- supplemental paraprofessionals for the classroom to assist ELLs and their families;
- summer programs (excluding state-mandated programs such as summer reading camps or credit recovery summer options);
- support personnel that work directly with teachers and/or ELLs to enhance academic and language needs.

Remember: Involve your schools, including private schools, in the Title III needs assessment. School-based ELL contacts should be aware of allowable Title III purchases and its impact on ELLs academic success.

Project Activities Section

- Briefly describe the LEA's major proposed programs, services, and activities.
- Include how the activities are aligned with the needs assessment, state content standards, and state English language development standards.
- Indicate how the activities are based on evidence-based practices.
- Describe how the activities will close the achievement gap and increase ELL achievement and language acquisition and meet the ELL achievement targets.

Project Activities Section

Activities must be:

- relevant to the rationale and needs identified
 - supported by evidence-based practices
1. If the proposed activity was conducted in the previous year, the outcomes must be included.
 2. If it was not successful, why replicate it?
 3. What is the expected outcome?
 4. What will be done differently from last year?



Monitoring Basics

Title III - Language Instruction for English Learners
and Immigrant Students

Monitoring Work Papers

- The 2020-2021 ESOL-Title III Monitoring Work Papers expected to have no major changes
- Same emphasis on ELL achievement and closing the achievement gap
- Streamline of Title III and ESOL

Title III Monitoring

Compliance Notes for LEAs

- *Project-Funded positions must use 100 percent of their time and effort for project activities.*
- Redirection of a large amount of funds should not be made without following the amendment process.
- Professional development must be offered at a level and *scope* proportionate to the number of ELLs at each school.

Compliance Notes for LEAs (continued)

- Focus on supplement not supplant provisions of the law. PPE and Hotspots not from Title III per feds.
- Collaboration must occur between the Title III initiatives, other departments and local stakeholders/businesses so that parents, the community, and others are involved in the academic achievement of the ELLs at each school.
- LEAs should ensure information is provided in Spanish, at a minimum, and in other languages with significant student representation.
- Update definition of “immigrant children and youth” in registration forms and all documents.

Compliance Notes for LEAs (continued)

- Date Entered a United States School (DEUSS)
- No students born in the US or PR should ever be coded as immigrants
- Deleting immigrants after three full academic years
- Timeliness of uploads of evidence
- Procedures to ensure private school participation
- Procedures to disseminate student outcomes to parents and stakeholders
- Training for teachers and paraprofessionals
- Timeliness of Title III applications
- Correct forms – check Florida Department of Education – Office of Grants Management web site



Important Dates and Timelines

Title III - Language Instruction for English Learners
and Immigrant Students

Application Timelines

- Application Release: May 1, 2020
- Application Due Date: June 30, 2020
- Program Period Begins: July 1, 2020
- Program Period Ends: June 30, 2021

Monitoring Timelines

- Work Paper Release: Fall 2020
- Work Paper Due Date: TBD
- FLDOE Work Paper Review Period: TBD
- Onsite and Desktop Monitoring Period: TBD

Other Important Dates

- Certified Roll Forward Letter Release: TBD
- Last Day to Submit an Amendment: TBD

Questions?



FLORIDA DEPARTMENT OF
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Title I, Part D: Neglected, Delinquent and At-Risk Programs

K12 Federal Grants Back-to-School Kickoff

Virtual Meeting

September 15, 2020



Program Office Contacts



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Application Basics

Title I, Part D: Neglected, Delinquent and At-Risk Programs

Application Basics: Purpose

Per sections 1401-1432 Title I, Part D program primarily focuses on the following:

- Improving educational services for neglected, delinquent, and at-risk youths, so they have the opportunity to meet challenging State academic content and achievement standards.
- Successfully provide transition services from institutionalization to further schooling or employment.
- Preventing youths who are at risk of dropping out of school, and to provide dropouts and children and youth returning from correctional facilities with a support system to ensure their continued education.

Application Basics

Based on the October caseload data Education Department uses to determine eligibility under Subpart 2, a child or youth must:

- Be age 5 through 17;
- Live in a locally operated facility that meets the definition of an institution for neglected children, an institution for delinquent children and youth or an adult correctional institution as provided in section 1432(1) or (4)(B) of Subpart 2—and not be counted in the enrollment data submitted to ED for Subpart 1 State agency N or D program allocation purposes; and
- Live in the institution for at least one day during the 30-day count period.

Application Basics

Alachua

Jackson

Orange

Walton

Bay

Lake

Osceola

Brevard

Lee

Palm Beach

Welcome!!

Broward

Leon

Pasco

Hamilton

Citrus

Liberty

Pinellas

Hernando

Collier

Madison

Polk

Dade

Manatee

St. Johns

De Soto

Marion

St. Lucie

Duval

Martin

Seminole

Escambia

Okaloosa

Union

Hillsborough

Okeechobee

Volusia

Application Basics

- 1. Student Achievement** – Ensure that neglected, delinquent and at-risk students have the opportunity to meet the same challenging State academic standards.
- 2. Transition** – Neglected, delinquent and at-risk students make a successful transition from institutionalization to the appropriate educational program or employment.
- 3. Dropout Prevention** – Provide services that will increase the chances to become productive members.
- 4. Educator Quality** – Students in neglected, delinquent and at-risk programs have access to instruction and educators that are as good or better than traditional schools.

Application Basics

Prior Year Approved Activities Under Subpart 2

- Transitional Specialists or Coordinators
- Credit Recovery Instruction and Software Rentals
- C-Tech Industry Certification Programs
- Truancy Coach

Administrator's Role

Administrators are responsible for:

- **Planning** – continuous efforts in; ensuring policies and procedures are current, and manage sub grantee contracts and plans.
- **Allocating Funds** – completing the application process for funding. Disburse the funds to meet the needs of the students and to align with the goals of the project. **Ensure that all purchases are reasonable, allowable, and necessary.**
- **Monitoring-** participate in containing and providing the necessary documents to the department in accordance to the Work Papers. The Work Papers contains of a series of questions that helps determine whether or not you are in compliance per federal and state guidelines.
- **Reporting/Data Collection-** collecting and reporting accurate data is important and essential components of the programs. The U.S. Department of Education and State need to assess student progress, demonstrate whether programs are meeting requirements, and identify needs so resources can be targeted appropriately.

Data Collection - Survey 5

The purpose of Survey 5 is program evaluation:

- Identify students in dropout prevention programs that were served by Title I, Part D funds.
- Report the types of programs that students are enrolled.
- Reports the student's prescribed length of program and actual length of enrollment
- Reports student Pre- and Post-test data outcomes.

Data Collection - Survey 9

The purpose of Survey 9 is funding allocation:

- The purpose of the *Survey 9/Annual Report* is to provide the Department with data required by Title I, Parts A and D, of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA), for use in the computation of grants to local educational agencies (LEAs) and State agencies responsible for providing free public education for children in institutions or community day programs for neglected or delinquent children.



Monitoring Basics

Title I, Part D: Neglected, Delinquent and At-Risk Programs

Monitoring

- A program-specific risk assessment is conducted each year for all Title I, Part D eligible districts. Based on the risk assessment selected LEAs will be notified to participate in the upcoming monitoring cycle.
- For fiscal year 2020-2021 the program office will only be conducting desktop and virtual monitoring. A tentative monitoring schedule will be provided at a later date.

Program Evaluation

Per Section 1431

Each year, participating Title I, Part D LEAs submit a Mid-year and Final report to the program office. Each report objective is the following:

- Measure program implementation outlined in the grant application.
- Evaluate allocation spend rate.
- Accurately verify student numbers by programs.
- Verify student assessment outcomes.

Online Resources

- FDOE, Office of Grants Management

<http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/index.stml>

- Project Application and Amendment Procedures for Federal and State Programs (Green Book)

<http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml>

- Financial and Program Cost Accounting and Reporting for Florida Schools (Red Book)

<http://www.fldoe.org/core/fileparse.php/7731/urlt/0074852-redbook.pdf>

- NDTAC – National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth

<https://neglected-delinquent.ed.gov/>



Important Dates and Timelines

Title I, Part D: Neglected, Delinquent and At-Risk Programs

Application Timelines

- Application Release: TBA
- Application Due Date: TBA
- Program Period Begins: July 1
- Program Period Ends: June 30

Program Evaluation

Mid-Year Report

- Due February 26, 2021
- Review Mid-Report with the LEA
- Adjust the project through the amendment process if necessary

Final Year End Report

- Due September 30, 2021
- Complete report from July 1, 2020 – June 30, 2021



Questions?



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Title IV, Part B-Nita M. Lowey 21st Century Community Learning Centers

K12 Federal Grants Back-to-School Kickoff

Virtual Meeting

September 15, 2020



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Application Basics

21st CCLC

Application Basics and Updates

- 21st CCLC applications are submitted through an online system.
- Each agency is assigned a Program Development Specialist (PDS) who will work with the agency on the budget and technical review of the application.
- The 21st CCLC Program Office has a multi-tiered review of all applications
 - PDS
 - Lead PDS
 - Contract and Grants Manager

Application Basics

- After passing the multi-level program office review, the application moves to the Office of Grants Management for the budget review.
- The Office of Grants Management reviews budgets for code alignment based on the Red Book, University Codes or Agency Chart of Accounts, as applicable.
- Both offices review the expenditures for allowability
 - Reasonable + Allocable + Necessary = Allowable

Application Basics

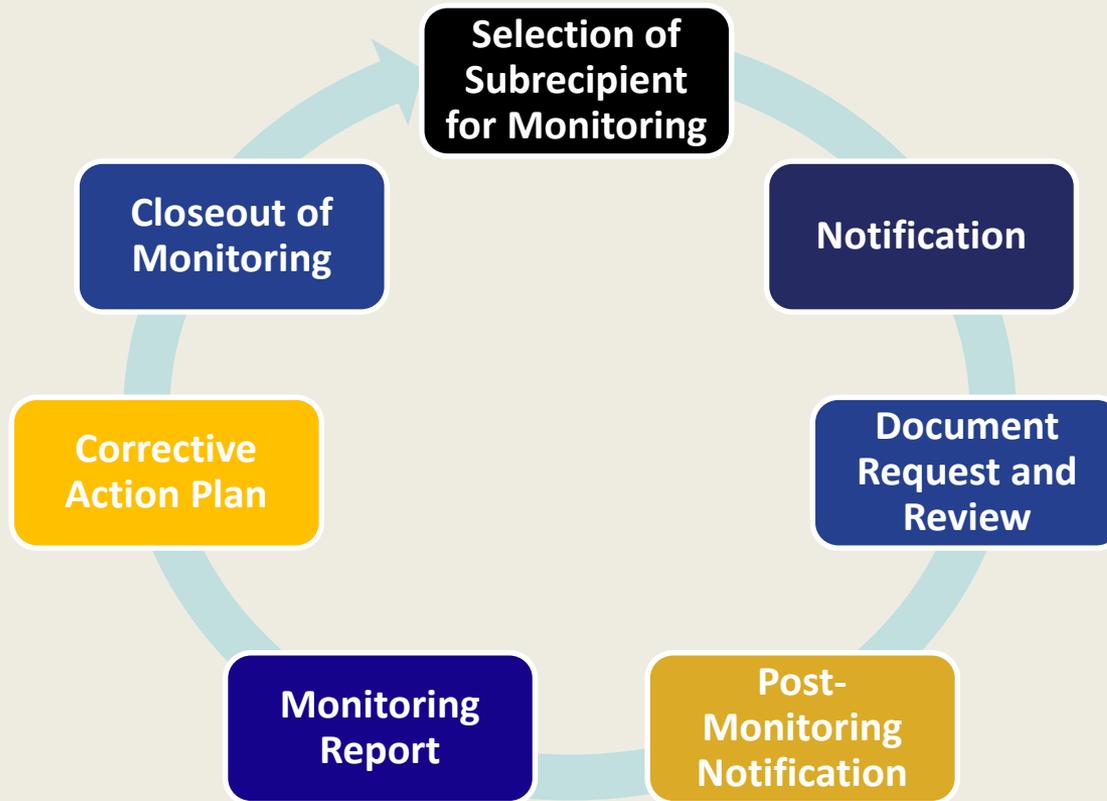
- All agencies that are on reimbursement with performance are required to submit an annual DOE 620, risk assessment to the department.
- The risk assessment must be approved by the department prior to an award being issued.
 - The risk assessment includes the agency chart of accounts that are used to review the budget codes.
- If there are any revisions needed to your DOE 620, the Office of Grants Management will reach out to you to request them.



Monitoring Basics

21st CCLC

Monitoring Process



Monitoring Work Papers

- In 21st CCLC, we select subrecipients for monitoring through the use of a program-specific risk assessment.
- Based on the level of risk identified, we will monitor via one of three options
 - Onsite monitoring
 - Desktop monitoring
 - Comprehensive technical assistance
- For each monitoring, we use a monitoring tool that can be found on our 21st CCLC Monitoring and Compliance website.

Monitoring - Misc.

- For comprehensive technical assistance, the return of the completed monitoring tool concludes the monitoring activity for the year.
- For onsite and desktop monitoring, we allow sub recipients to submit a response to rectify any potential monitoring findings.
- If the finding is not rectified through this process, the Program Office will require the agency to submit a corrective action plan.
- Unresolved corrective action plans may result in special conditions applied to the next award.



Important Dates and Timelines

21st CCLC

Application Timelines

- Application Release: May
- Application Due Date: June
- Program Period Begins: August 1
- Program Period Ends: July 31

Monitoring Timelines

- Monitoring Tool Release: September
- Monitoring Tool Due Date: Found in visit letter
- Onsite and Desktop Monitoring Period:
September to May

Other Important Dates

- Last Day to Submit an Amendment: May 31
 - Amendment deadlines are 60 days prior to the end of the project period due to allowability concerns and application deadlines
- Last Day to Incur Expenditures: July 31
- Last Day to Submit Final Disbursement report (DOE 399): September 20



Questions?



Agenda Review

Break

3:00-3:15

- Individuals with Disabilities Act, Part B (IDEA) 3:15-3:40
*Heidi Metcalf, Senior Educational Program Director;
Cyrilla Hackley, Program Specialist, Bureau of Exceptional Education and Student Services*

- School Improvement 3:45-4:10
Jennifer Kruis, Grant Manager, Bureau of School Improvement
 - Unified School Improvement Grant (UniSIG)
 - UniSIG Supplemental Teacher Allocation
 - Turnaround School Supplemental Services Allocation (TSSSA)

- Equitable Services 4:15-4:40
Nicolle Leider, Equitable Services Ombudsman

- Closing 4:45-5:00



Individuals with Disabilities Education Improvement Act (IDEA) Part B and Preschool Entitlements

K12 Federal Grants Back-to-School Kickoff

Virtual Meeting

September 15, 2020



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Application Basics

IDEA, Part B and Preschool Entitlements

Application Basics

IDEA Part B, K-12 and Preschool Entitlements

- To ensure all students with disabilities (SWD), ages 3 through 21, have the right to a free appropriate public education designed to meet their individual needs and prepare them for employment and independent living. Funds shall be used to supplement the **excess costs** of providing special education and related services to students with disabilities.
- Florida school districts, university research schools, and other LEAs, as defined in 34 Code of Federal Regulations (C.F.R.) § 300.18, providing educational programs and services to SWD.

Excess Cost - Guiding Questions

- In the absence of special education needs, would this cost exist?

If the answer is

NO—then the cost is an excess cost and may be eligible.

YES—then the cost is NOT an excess cost and is NOT allowed.

- Is this cost also generated by non-disabled students?

If the answer is

NO—then the cost is an excess cost and may be eligible.

YES—then the cost is NOT an excess cost and is NOT allowed.

- If it is a child specific service, is the service documented in the student's IEP?

If the answer is

YES—then the cost is an excess cost and may be eligible.

NO—then the cost is NOT an excess cost and is not allowed.

Application Basics

IDEA Part B, Entitlement and Preschool Entitlements

- Submitted via the Online Grant Application System at <https://web03.fldoe.org/GrantsReporting/Default.aspx>
- Project Application (DOE 100s) submitted to OGM@fldoe.org
- Components
 - Application Narrative
 - Entitlement and Preschool Budget
- Review process
 - Program Office
 - Office of Grants Management (OGM)
 - Certified by the Comptroller's Office

Application Basics

- **Total Funding Amount (Preliminary)**
 - IDEA, Part B, Entitlement: \$ 637,491,315
 - IDEA, Part B, Preschool: \$ 15,660,715
- Final allocations are determined around December during roll forward amendment process.

Application Basics and Updates

- Applications are under review
- Number of applications reviewed and approved
- Project Award Notifications (DOE 200s)
 - Uploaded to ShareFile
 - Program office emails DOE 200s to the ESE Director

Application Basics and Updates: COVID-19

- IDEA Part B funds may only be used to pay the excess costs of activities that directly relate to providing, and ensuring the continuity of, special education and related services to children with disabilities.
 - [IDEA Part B Use of Funds in COVID-19 Environment Q & A Document \(June 25, 2020\)](#)
 - [Flexibility in Implementation of IDEA Part B Fiscal Requirement \(June 26, 2020\)](#)

Application Basics and Updates: COVID-19

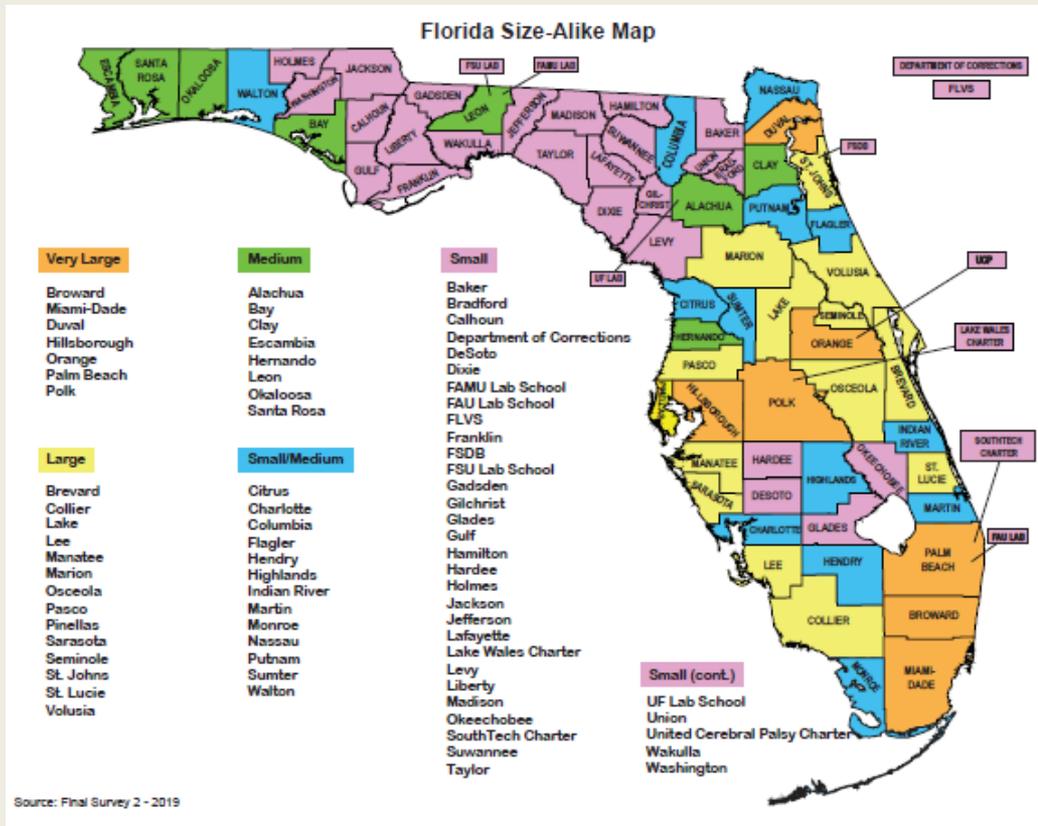
- To review other Q & A documents that OSEP has provided related to COVID-19, please visit <https://sites.ed.gov/idea/topic-areas/#COVID-19>.
- Additional information specific to the COVID-19 pandemic may be found online at <https://www.ed.gov/coronavirus>.



Monitoring Basics

IDEA, Part B and Preschool Entitlements

2019-20 LEAs in Florida

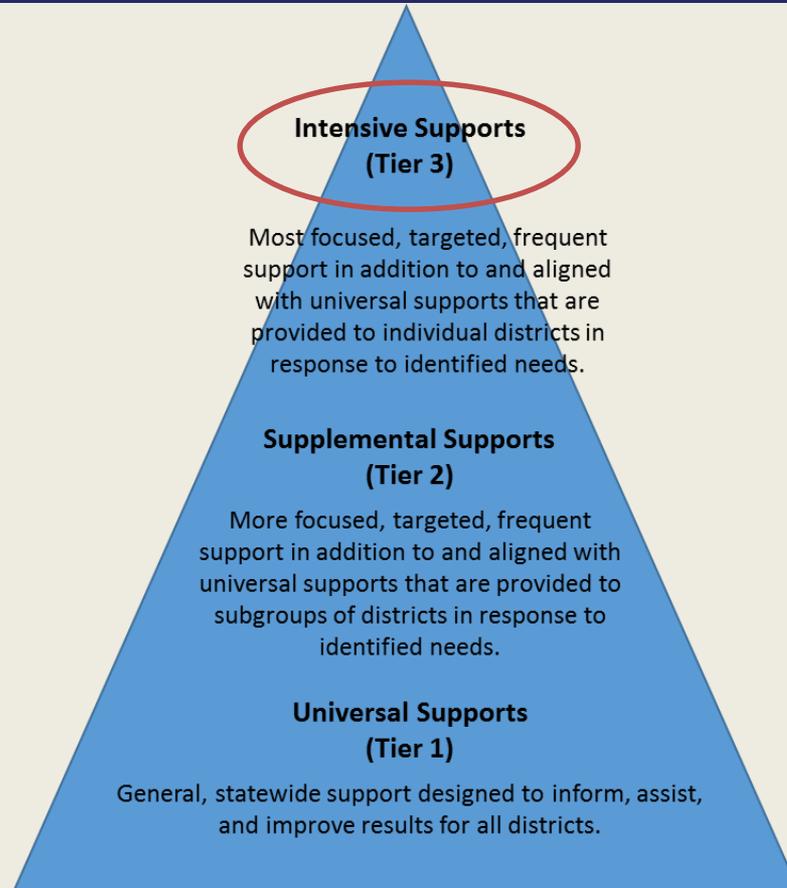


- 67 traditional school districts
 - 6 (4 lab schools, FSDB and FLVS)
 - 3 charters (Lake Wales, South Tech and UCP)
 - **new for 2020-21 (KIPP)*
- Total 77 for 2020-21**

BEESS COVID-19 Disclaimer

“BEESS recognizes the current challenges that LEAs are enduring but, will continue to provide support (including monitoring) while offering flexibility and grace when possible.”

Multi-tiered System of Support (MTSS) for LEAs



Intensive Supports for LEAs that are provided by BEESS

- BEESS Strategic Team Tier 3 Supports
- Desk Top Monitoring Calls
- Follow-Up Calls to Districts Visited in 2019-20
- On-Site Monitoring Visits

BEES level of support, for LEAs, is based on annual LEA Determinations and selected compliance and performance indicators

- A review of the compliance and performance areas where points were not earned in the LEA Determination
- A review of additional data (not included in LEA determination) for areas that a district did not meet the state target
- BEES determines how best to support a district based on their needs

Focus on Equity and Access to Reduce Barriers to College and Career Readiness

- LEA Determinations
- Significant Disproportionality for Comprehensive Coordinated Early Intervening Services (CCEIS)
- SPP Indicator 1: Graduation rate (federal four-year cohort)
- SPP Indicator 2: Dropout rate
- SPP Indicators 4A/4B Discipline: (suspension and expulsion)
- SPP Indicator 5: Least restrictive environment (regular class placement)
- SPP Indicator 13 Transition IEPs Aligned with Postsecondary Outcomes
- Incidents of seclusion and restraint for SWD
- PreK - proficiency in Communication
- Math scores for Middle Grades SWD
- ELA scores for 3rd Grade SWD
- *ESSA
 - One percent cap for SWD participating in the alternate assessment
 - Schools identified as Comprehensive Support and Improvement (CS&I) and Targeted (TS&I)
 - Ungraded schools support (including alternative and ESE center schools)

* Indicates a new area of focus



BEES Strategic Plan Team Support

- BEES Strategic Plan teams set targets and annual action plans that support the work for each of their indicators and the FDOE strategic plan
- Each strategic plan team uses data to set criteria to tier districts based on need
- Teams review the districts in need of intensive supports (tier 3) to determine which are not receiving an on-site visit or DTM call
- Teams then determine how supports can be provided by the discretionary projects to the districts in need
- LEAs are contacted and discretionary projects coordinate support and technical assistance to LEAs as needed

Desk Top Monitoring (DTM) Call

- LEAs are selected to participate in a DTM call if they received an LEA Determination of *Needs Assistance* or *Needs Interventions* in lieu of an on-site visit. An LEA could also be selected for a DTM call if they received a determination of *Meets Requirements*, but have other targeted areas not included in the Determination.
- DTM Call Overview:
 - Call Participants:
 - ESE Director and other district staff that assist with the various targeted areas, including the ESE Director's supervisor.
 - BEESS staff
 - Discretionary Project Staff
 - Review the data and the reason for the DTM call
 - ESE Director and staff share their most current data for each focus area and the strategies being used to address each of them
 - Project Staff share the work that they are doing to assist the district
 - BEESS provides feedback and assists with coordinating any additional support needed

Follow-Up Call From Previous School Year's On-Site Visit

- During the follow-up call, the LEA shares most current data and what strategies are in place to address targeted areas.
- Applicable BEESS and project staff who participated on the visit are invited.
- The LEA includes staff on the call who can share the strategies being implemented on the school-level and the district-level staff who are providing supports.
- BEESS coordinates any additional support that might be needed.

On-Site Visit Brief Overview

- BEESS works with ESE Director to plan the details of the visit.
- State Support Team (SST) consists of staff members from BEESS, Discretionary Projects and Peer Monitors from other districts.
- Usually last 2-3 days and consists of :
 - Welcome Meeting to share data and reasons for visit with district and school staff.
 - SST conducts focus groups at selected schools with administrators, teachers, itinerant staff, paraprofessionals, students and parents.
 - SST shares general themes from the focus groups at the schools visited with the district and school administration.
 - District and school staff participate in problem solving session to determine resources and barriers for each of the “6 Key Practices”.
 - District and school staff select top 3 and determine next steps.

After the Visit

A final report will be written that includes:

- Focus areas for the visit which include three years of data and state targets
- Themes gathered during the focus groups
- Next steps, including a summary of each focus area, recommendations and required action, if applicable.
- Technical Assistance/Resources
- Contact information for on-site team members and discretionary project staff
- Final report is emailed to the Superintendent and is posted on BEESS website at www.fldoe.org/academics/exceptional-student-edu/monitoring

BEESS On-Site Monitoring 2013-14 to 2019-20

Where Visited

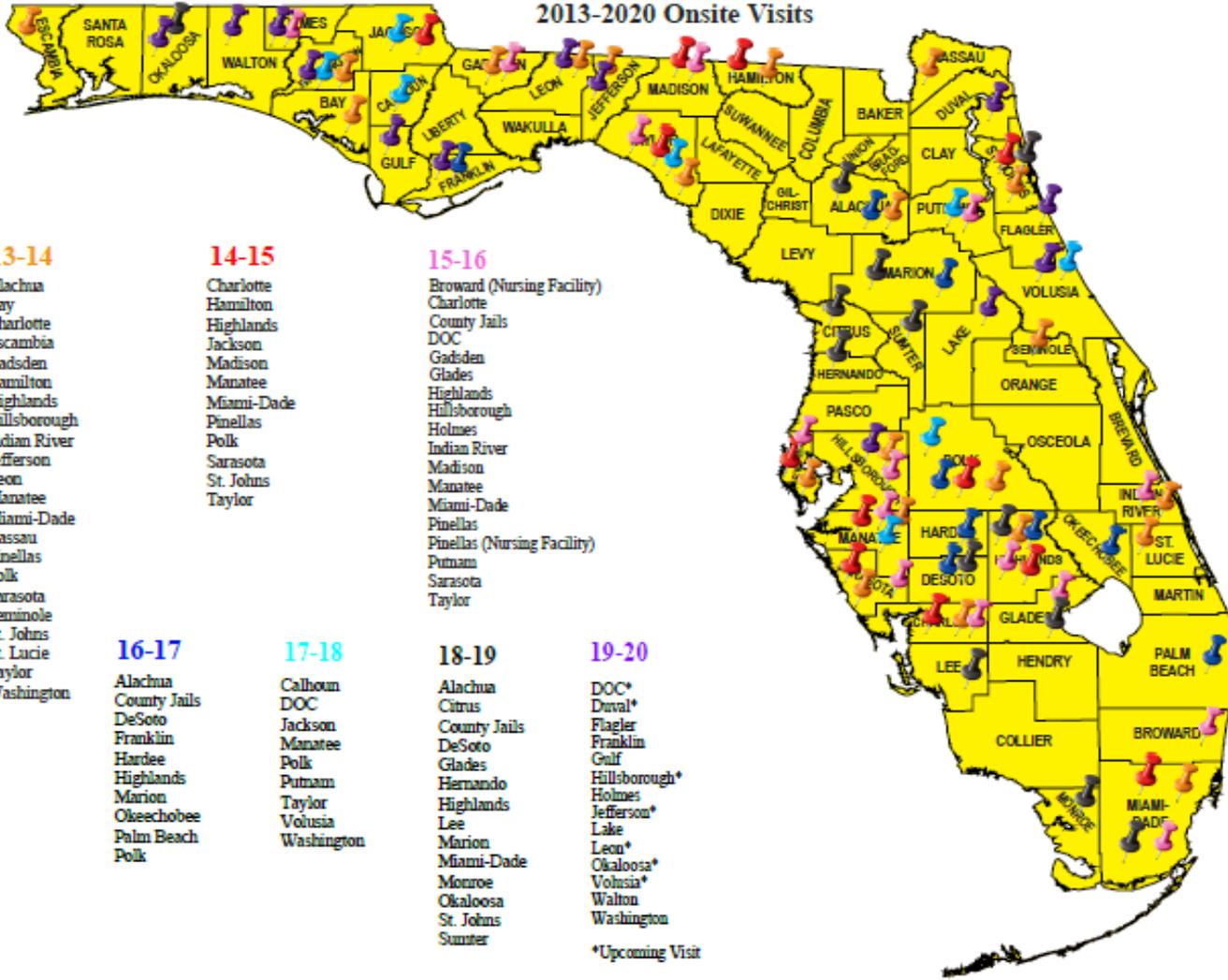
- **94** on-site visits
- **25** districts received multiple visits
- **5 DOC** facilities
- **6** county jails
- **2** nursing facilities for students who are medically-fragile

Participants

- **87** BEESS staff members
- **22** FDOE staff
- **199** Project staff
- **72** Peer monitors



2013-2020 Onsite Visits



*Upcoming Visit



Positive Outcomes for On-site Monitoring

“All Means All”

- Executive district-level leadership and key school staff members (*boots on the ground*) are participating in day 1 and day 3 of the on-site visit meetings
- Outcomes for students with disabilities are becoming part of district-wide initiatives rather than just an ESE concern!
- More transparency when sharing barriers and resources
- Districts are accessing data at the district level and taking ownership of data
- Increase in collaboration with discretionary project staff
- Implementation of effective MTSS framework systems is understood

Positive Outcomes to On-Site Visits (con't)

- Utilizing early warning tracking systems to track students who are at- risk of not graduating
- Ability to project graduation rates and develop strategies to enable at- risk students to keep on track in order to graduate with their cohort
- Districts working to ensure that error codes are corrected prior to submission to FDOE
- Conducting root cause analysis for disproportionate over-identification of specific ethnic groups
- Effective professional development and training being offered

Evidence-based Assistance Provided by Discretionary Projects



Florida Inclusion Network (FIN)



ESSA Implications on BEESS

- Federal 1% Cap
- Support for School Improvement for SWD

1% Cap

ESSA Language on Prohibition of Local Cap

(D)(ii)(II) PROHIBITION ON LOCAL CAP.—Nothing in this subparagraph shall be construed to permit the Secretary or a State educational agency to impose on any local educational agency a cap on the percentage of students administered an alternate assessment under this subparagraph, except that a local educational agency exceeding the cap applied to the State under clause (i)(I) shall submit information to the State educational agency justifying the need to exceed such cap.

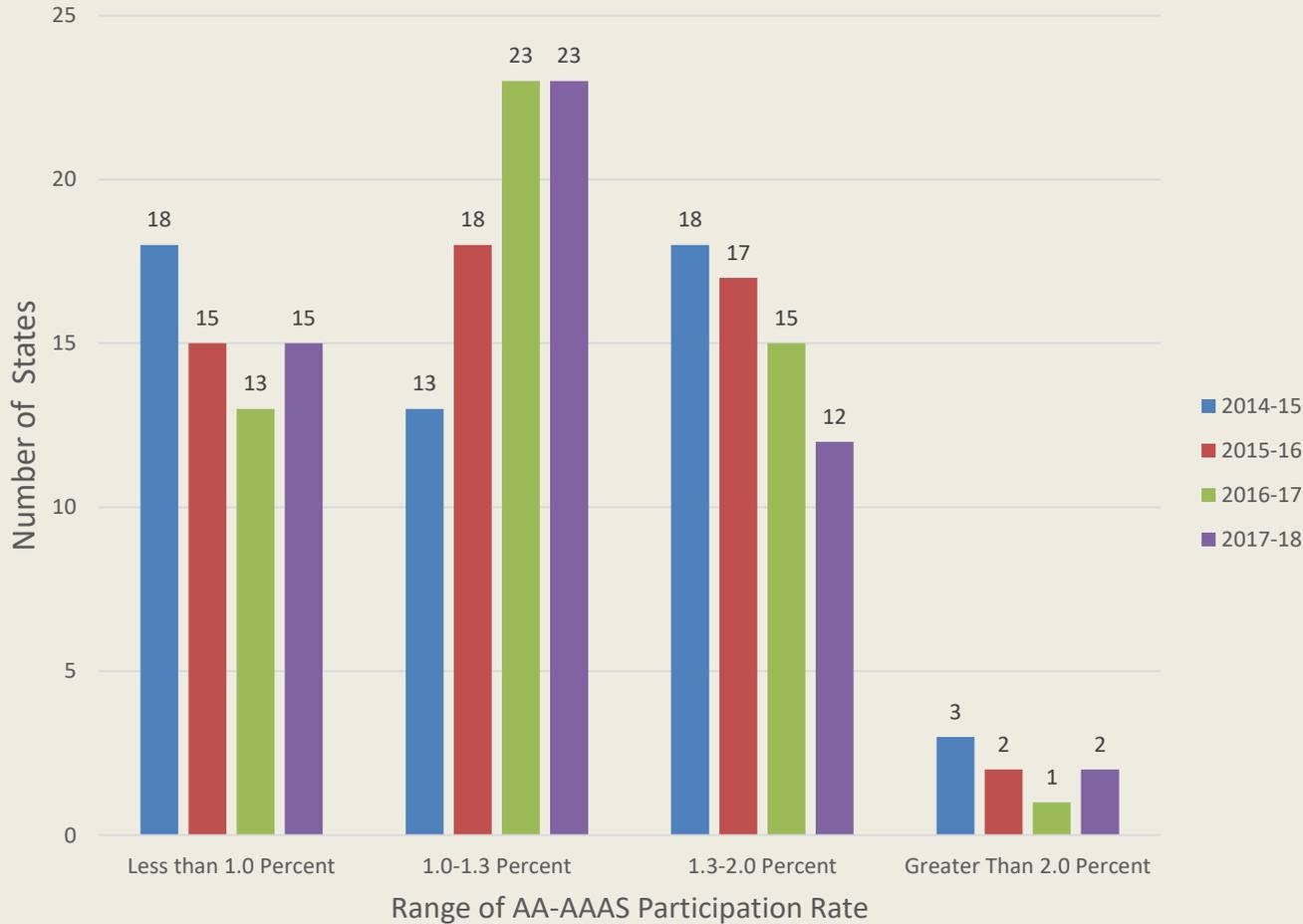
Implications for Title 1, Part A Award

- On June 4, 2019, FDOE received a letter from USED, stating that FDOE, in 2017-18, had rates of AA-AAAS participation that were high (more than 1.3%) in reading/language arts, mathematics, and science without a waiver and informed us that the USED would be placing a grant condition on Florida's 2019 fiscal year Title I, Part A award.
- Florida submitted a plan to reduce the rate of AA-AAAS participation to come into compliance with the 1.0 percent requirement on 8/01/2019.
- Florida submitted a waiver request to assess more than 1% of students using FSAA in 2019-2020 school year and it was approved and the grant condition lifted on 2/21/20.

State Level Data for 1% Cap 2017-18 and 2018-19

Subject	2017-18	2018-19
ELA	1.4%	1.5%
Math	1.5%	1.6%
Science	1.5%	1.6%

Range of AA-AAAS Participation% in R/LA (Based on EDFacts)



Action steps for LEAs

- Memo sent to districts July 2017 explaining that the 1% cap is at the state level and appropriate participation in the alternate assessment would be monitored
- Chancellor Oliva sent memo regarding the 2020 FSAA Assurance to all superintendents (11/22/19) requiring districts to provide verification of assurances for each student scheduled to participate in the FSAA and securely transfer information to FDOE.
- LEAs that were over 1% in 2018-19 is required to provide a justification for the overage as part of the annual Exceptional Student Education Policies and Procedures which will be publically posted when they have been approved at <https://beessgsw.org/#/spp/institution/public/>



Important Dates and Timelines

IDEA, Part B and Preschool Entitlements

Application Timelines

- Application Release: May 6, 2020
- Application Due Date: June 2, 2020
- Program Period Begins: July 1, 2020
- Program Period Ends: June 30, 2021

Other Important Dates

- Certified Roll Forward Letter Release:
12/20 - 1/21
- Last Day to Submit an Amendment: 5/30/2021
- Last date for incurring expenditures and issuing purchase orders: 06/30/2021
- Date that all obligations are to be liquidated and final disbursement reports submitted:
08/20/2021



Questions?



FLORIDA DEPARTMENT OF
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fldoe.org



Bureau of School Improvement
K12 Federal Grants Back-to-School Kickoff
Virtual Meeting
September 15, 2020



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Application Basics

Unified School Improvement Grant (UniSIG)

Application Basics

Eligibility for 2020-21 (Eligibility was based on 2019 school grades)

- Title I schools that earned a 2019 school grade of D or F (including charter schools)
- Title I or non-Title I graded schools with a 2018-19 graduation rate of 67% or less (including charter schools)

Application Basics

- Approximately \$35 million for 2020-21
- Based on Per-Pupil Allocation (PPA) according to the 2019-20 Preliminary Survey 3 data
- Up to \$500 per student
- Pro-rated by the Free or Reduced Lunch (FRL) percentage, ranging from 93-100%
- For graduation only schools, funding is based on total enrollment at the designated school

Application Basics

- Program funds must only be used for supplemental activities that directly impact student achievement
- Each requested budget item must impact student achievement in the 2020-21 school year and correlate with a specific Area of Focus identified in the school's Schoolwide Improvement Plan(SIP)
- Allowable UniSIG expenses may include up to a maximum of:
 - 5% grant administration
 - 10% per school for technology
 - 5% per school for office supplies

Application Updates

- 30 eligible districts
 - 134 traditional schools
 - 21 charter schools
- 21 districts have received final approval



Amendments

Unified School Improvement Grant (UniSIG)

Amendment Guide

Purpose

The purpose of this guide is for a district to prepare an approvable UniSIG amendment. All requested program and budget amendments must receive prior approval from the Bureau of School Improvement (BSI). Amendment requests must be tied to an Area of Focus in the School Improvement Plan. All requested amendment items must supplement the current Scope of Work that demonstrates effectiveness and must impact student achievement. The BSI team is available via email at bsi@fldoe.org or phone at (850)245-0900 to discuss proposed amendments.

Amendment Process

All amendments require submission of a Project Amendment Request (DOE150) and a Budget Amendment Narrative Form (DOE151) using the following protocol:

1. The district will email a draft of the DOE 150/151 forms to the BSI at bsi@fldoe.org.
 - If the request is for multiple schools, break down and subtotal requests by school site on the DOE 150/151.
2. BSI will review the proposed amendment to determine that it meets the Reasonable, Allowable, and Necessary criteria and does not change the original Scope of Work.
3. If BSI has clarifying questions, the district will respond within 30 days or the request will be void.
4. Once notified by BSI to proceed, the district will finalize the DOE 150/151 and obtain the superintendent's signature.
5. The district will mail the original signed copy of the DOE 150/151 to the Office of Grants Management (OGM) at the Department. OGM may require additional information prior to final approval.

Part I: Scope of Work and Allowable Expenditures

All requested amendment items must supplement the current Scope of Work that demonstrates effectiveness and must impact student achievement. Amendment requests must also meet the Reasonable, Allowable, and Necessary criteria.

Part II: Supplemental Supplies

Supplemental Supplies include several subcategories such as technology, textbooks, and consumables. Each of these subcategories should receive its own budget line and narrative support. UniSIG supplies shall be supplemental and not supplant a district initiative. Office supplies shall not exceed 5% of your overall UniSIG allocation. At a minimum, provide answers to the following statements/questions within the narrative.

1. Provide the rationale/data that supports how the supplies will impact student achievement.
2. What are the quantities and cost per unit?
3. Which students will be using the supplies and how will they be used?
4. If requesting textbooks, explain how they are supplemental to your core curriculum.
5. If requesting technology, explain how it is supplemental to your Digital Classrooms Allocation.

Part III: Contracted Services and Professional Learning

Contracted services must not exceed \$3,000 per day in total cost. Dividing the cost, if above \$3,000, between funding sources is not allowable. At a minimum, provide answers to the following statements/questions within the narrative.

1. Has the school or district worked with this provider before? How was the prior service funded?
2. Provide the proposed contract. The contract must include the start and end date, the number of days/hours, and the proposed services with a detailed cost breakdown of each service.
3. Provide the qualifications of the provider including experience, evidence of effectiveness, and impact on student achievement.
4. Provide the number of participants and their roles (teachers, coaches, and school administration). Provide the details of participation, the cycle of learning, and how it is embedded into professional development.
5. Provide information if substitutes will be necessary to cover instructional time in the classroom. Requesting substitutes shall be limited due to the concern of students missing valuable instructional time.

Part IV: Personnel

Each position shall be new to the school unless previously funded through UniSIG. The requested position(s) shall supplement an Area of Focus. At a minimum, provide answers to the following statements/questions within the narrative.

1. Provide a job description and qualifications for the requested position(s).
2. Provide the estimated start/end date, the number of hours/days worked per week, and the hourly rate.
3. What is the timeline(s) to ensure that position(s) will be filled in a timely manner?
4. What is the contingency plan if the position(s) are vacant past the proposed timeline?

Part V: Recruitment, Retention, and Reward Incentives

Incentive pay shall be based on measurable objectives and should demonstrate that Highly Effective and Effective state VAM teachers are being recruited, retained, and rewarded for being at a DA school. At a minimum, provide answers to the following statements/questions within the narrative.

1. Provide a Memorandum of Understanding with the criteria to earn the recruitment, retention, and reward funds.
2. Provide the payment schedule and stipulations (if any) to receive the incentive pay.
3. What system will be used to determine effectiveness of non-state VAM personnel? Provide a teacher breakdown of non-state VAM personnel using the proposed system.
4. Is there other incentive pay being offered? If yes, provide the details.
5. What is the contingency plan if incentive pay is not awarded?



Monitoring Basics

Unified School Improvement Grant (UniSIG)

Monitoring Process

- New streamlined monitoring process in ShareFile to be communicated in October
 - Tentative webinar October 20 @ 10:00AM



Important Dates and Timelines

Unified School Improvement Grant (UniSIG)

Important Dates and Timeline

2020

April	Preliminary UniSIG allocation list posted to CIMS
May 11	UniSIG technical assistance webinar
June 30	UniSIG budget in SIP and UniSIG district survey due in CIMS
September 1	UniSIG funding cycle begins with approved plan
September 15	2019-20 UniSIG deliverables due in ShareFile
October 20	Tentative date for 2020-21 UniSIG monitoring webinar

2021

July 31	Last day to submit an amendment
August 31	UniSIG funding cycle ends



Application Basics

UniSIG Supplemental Teacher Allocation

Application Basics

To be eligible a teacher must:

- Have a 2019 Highly Effective or Effective 3-year aggregate state VAM or a 1-year Algebra state VAM,
- Have 10 observations within the state VAM,
- Teach at a Title I school with a 2019 school grade of D or F as of August 31, 2020 and
- Provide direct instruction to students for the 2020-21 school year

Application Basics

- Highly Effective state VAM teachers may receive **up to \$15,000**
- Effective state VAM teachers may receive **up to \$7,500**

Application Basics

- **Step 1:** DOE notified the district of instructional roster template process on August 5, 2020
- **Step 2:** District accountability contact submitted the instructional roster in the secured ShareFile system managed by the Bureau of Accountability, Research, and Measurement (ARM) by September 4, 2020
- **Step 3:** District submitted the DOE 100A in the Grant ShareFile system by September 4, 2020
- **Step 4:** After ARM verifies the roster, BSI will email the district accountability contact to review accuracy
- **Step 5:** District confirms accuracy of the roster and emails BSI@fldoe.org
- **Step 6:** District receives award notification in Grant ShareFile system

Application Basics

- 2nd roster verification will be in January due to impact of innovative learning models that have disrupted teacher placement
- BSI will send updated communication for 2nd roster verification with the district award notification



Monitoring Basics

UniSIG Supplemental Teacher Allocation

Monitoring Process

- FA399 review for the 2019-20 school year
- Districts will be contacted to provide confirmation that all eligible teachers who received the 2019-20 UniSIG Supplemental Teacher Allocation remained teaching at an eligible school through the end of the 2019-20 school year



Important Dates and Timelines

UniSIG Supplemental Teacher Allocation

Application Timelines

2020

May 11	UniSIG technical assistance webinar
August	BSI notifies district of initial Instructional Roster Template verification process
August 31	Instructional personnel must be providing direct instruction at the eligible school and meet qualifications for the UniSIG Supplemental Teacher Allocation
September 4	Instructional rosters due for the UniSIG Supplemental Teacher Allocation
October 1	UniSIG Supplemental Teacher Allocation effective date may begin or when the district resubmits the DOE verified allocation list with any changes of eligibility or confirmation that it is correct. BSI notifies district of 2nd Instructional Roster Template verification process
End of Semester 1	Recommended disbursement of UniSIG Supplemental Teacher Allocation

2021

January 31	2 nd verification of Instructional rosters due for UniSIG Supplemental Teacher Allocation
End of Semester 2	Recommended disbursement of UniSIG Supplemental Teacher Allocation
August 20	Submit FA399 to Comptroller and BSI for review no later than August 20



Application Basics

Turnaround School Supplemental Services Allocation
(TSSSA)

Application Basics

Eligibility

- A school that is implementing a turnaround plan
- A former turnaround school that has improved to a “C” or higher and is no longer in turnaround status within the last two years.

Application Basics

- Approximately \$26 million for 2020-21
 - Each school district's allocation is based on the unweighted FTE student enrollment at the eligible schools and a per-FTE funding amount of \$500 or as provided by the General Appropriations Act.
 - \$500 per student

Application Basics-District Plan

The school district shall:

- develop and submit a plan for implementation to its school board for approval no later than August 1
- submit its school board approved plan to BSI no later than September 1
- explain the sustainability plan, by school, that will be implemented for continuing to provide services after the school(s) is/are no longer in turnaround status.

Application Basics-School Plan

A school plan, at a minimum, **must**:

1. Establish comprehensive support services that develop family and community partnerships
2. Establish clearly defined and measurable high academic and character standards
3. Increase parental involvement and engagement in the child's education
4. Describe how instructional personnel will be identified, recruited, retained, and rewarded
5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards; and
6. Provide focused instruction to improve student academic proficiency, which may include instructional time beyond the normal school day or year.

Application Basics

- 26 eligible districts with 99 eligible schools
 - 11 districts and 58 schools are programmatically approved



Amendments

Turnaround School Supplemental Services Allocation
(TSSSA)

Amendments

- New streamlined amendment process to be communicated via email soon
 - Updated amendment form
 - Amendment requests will be submitted through the "Track and Submit" feature within the CIMS platform.



Important Dates and Timelines

Turnaround School Supplemental Services Allocation
(TSSSA)

Application Timelines

2020

May 18	TSSSA technical assistance webinar *District and School plans opens in CIMS
June 30	Recommended date for submission of school plans to expedite BSI approval
August 1	The deadline for submission of school plans to be submitted to the district school board for approval
September 1	The deadline for submission of district and school plans to BSI
September 10	TSSSA disbursements begin for districts with a plan approved by BSI



Questions?





Equitable Services

K12 Federal Grants Back-to-School Kickoff

Virtual Meeting

September 15, 2020



Program Office Contacts



Nicolle Leider

Equitable Services Ombudsman

Nicolle.Leider@fldoe.org

EquitableServices@fldoe.org

(850) 245-9349

ESSA's Equitable Services Requirements

Section 1117:

- Title I Part A - Academic Achievement of At-Risk Students

Section 8501:

- Title I Part C - Education of Migratory Children
- Title II Part A - Supporting Effective Instruction
- Title III Part A - Language Instruction for Limited English Proficient and Immigrant Students
- Title IV Part A - Student Support and Academic Enrichment
- Title IV Part B - 21st Century Community Learning Centers (CCLC)



Equitable Services Allocations

Equitable Services Set Aside Calculations and Updates

Equitable Services Allocations

- Sections 1117(a)(4)(C) and 8501(a)(4)(C), ESEA as amended by ESSA, require the department to provide the allocations of funds set aside to provide equitable services to appropriate private school officials.

Equitable Services Allocations

- Starting this year all applicable programs require LEAs to submit their equitable services set aside amounts in their applications
- This information is published in the department's [equitable services page](#)

Equitable Services Calculations

- Title I Part A: calculate the proportion of eligible public and private school students
- Title I Part C and Title III Part A: identify eligible public and private school students to determine PPA
- Title II Part A and Title IV Part A: use public and private enrollment to determine PPA

Title I Part A Example

Served Public School Attendance Area	Number of Public School Low-Income Children	Number of Private School Low-Income Children	Total Number of Low-Income Children
A	500	200	700
B	300	75	375
C	100	25	125
Total	900	300	1,200
Proportion	75%	25%	

If the overall allocation in this example was \$100,000 then the equitable services set aside would be \$25,000.

Title II Part A Example

A. Number of Students

A1. LEA Enrollment	900
A2. Participating Private Schools Enrollment	100
A3. Total Enrollment= A1 + A2	1,000

B. Title II Part A Base Preliminary Allocation

B1. Total LEA Base Preliminary Allocation	\$1,000,000
B2. Administrative Cost (public + private)	\$50,000
B3. LEA Base Preliminary Allocation minus Admin Cost= B1- B2	\$950,000

C. Per Pupil Rate

C1. B3 divided by A3	\$950
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D. Equitable Services Set Aside

Equitable Services Set Aside= A2 x C1	\$95,000
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Title I Part A Equitable Services

Consultation Agreements

Title I Part A Equitable Services

- The goal of consultation is for LEAs and private school officials to reach agreement on how to provide equitable and effective programs for eligible private school children, their teachers, and their families.
- Per Section 1117 (b)(1), ESEA as amended by ESSA, the results of such agreement must be transmitted to the ombudsman.

Title I Part A Equitable Services

- LEAs must submit a copy of their Title I Part A equitable services written affirmations as proof of consultation agreements.
- Submit this information to ombudsman via email at equitable.services@fldoe.org



Important Dates and Timelines

Equitable Services

Equitable Services Timelines





Common Mistakes

Equitable Services

Common Mistakes

- Lack of transparency
- Miscommunication and lack of clear communication
- Pre-determined decisions
- Consultation is Ongoing and not an information session



Questions?



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Closing

K12 Federal Grants Back-to-School Kickoff

Virtual Meeting

September 15, 2020

