Title I, Part D: *Neglected, Delinquent and At-Risk*
February 24, 2021

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My name is Carla Greene. I am the Director of Comprehensive Support and Improvement Ungraded Schools.   I am pleased to introduce the Title I, Part D program office team: Ms. Alvita Howard, Program Director and Ms. Colinthia Walker, Program Specialist. Although a Title I, federal program, leadership moved this program office to the Bureau of School Improvement. We are aligning our support for districts and schools to improve outcomes for students in ungraded schools, the majority of which are alternative, DJJ and county jail schools and are also served under Title I, Part D.

The objectives for today's presentation include the following:

First, we will provide an overview of the new streamlined application for the 2021-22 grant cycle.

Second, we will provide a review of the current monitoring requirements for the 2020-21 grant cycle.

Third, we will share an overview of Florida's new Universal Monitoring System for the 2021-22 grant cycle which includes program specific tier one and tier two monitoring and support that all LEAs will receive.

And fourth, we will share some additional program resources.

NEW 2021-22 Application Review
Title I, Part D

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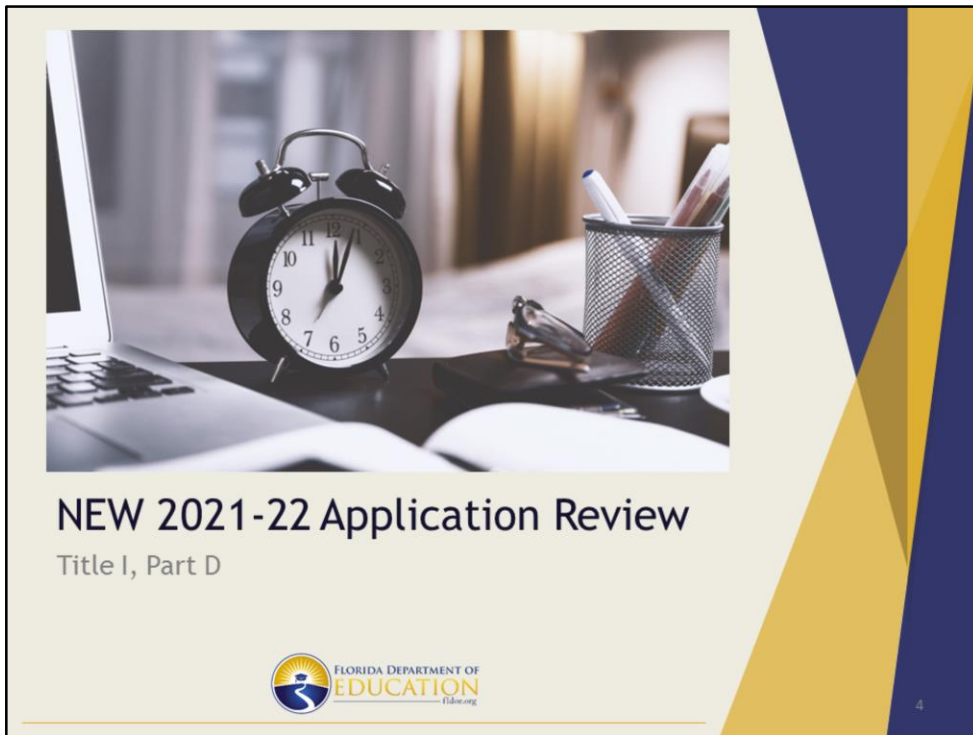
Florida is pivoting to a streamlined system for federal programs through alignment of all ESEA programs within the Strategic Improvement framework. The creation of a NEW federal program's application within one toolkit aligns with Florida's Strategic Plan. The application process has been updated to ensure that the coordination of supplemental federal funds can positively impact all students and their academic performance. This new application allows LEAs the flexibility to choose which of the federal programs they would like to apply for in a consolidated toolkit. LEAs may choose to apply for one or multiple federal programs depending on the LEAs strategic planning, staffing and individualized needs. The request to streamline and update the application process has been requested by several LEAs. Collaboration among LEAs and internal stakeholders have occurred in the development of these updates throughout the last year. This section of the presentation will walk you though each tab of the new toolkit and provide program specific guidance for the completion of the NEW 2021-22 application. Additionally, please note that we have also created a 2021-22 companion guide that will provide technical and program specific guidance as LEAs navigate though each section of the new application. This guide is hyperlinked on the new application and is also located in www.floridacims.org for your convenience.

The first tab in the new application is the title page. The title page allows the LEA to identify authorized users, as well as provide information for other required contacts, as described below.

Fiscal Contact Information Section

In this section the LEA will enter the fiscal contact. The LEA is required to complete the following sections : Fiscal Contact Name, Title, Phone Number (with extension if applicable), Contact Email, DUNS Number and FEIN Number. The fiscal contact listed in this section will receive fiscal related information in regards to the application.

Program Contact Section

In this section the LEA will enter the program contact information for the programs in which the LEA is completing the application for. The LEA is required to complete the following sections: Program Contact Name, Title, Phone Number (with extension if applicable) and Contact Email. The program contact is the individual that coordinates the completion of the application on behalf of the LEA. This individual will receive all communication regarding the application, program requirements and monitoring.

Please note that each program name on the title page (typed in the yellow font) is

hyperlinked to the corresponding application tab. To quickly navigate to a specific program, click on the program title on the title page.

Application: DOE 100A

Elementary and Secondary Education Act (ESEA) Federal Programs

Florida 2021-22 ESEA Federal Program Applications

Project Application (DOE 100A)

{Rockstar School District}

Program Name Type an "X" in the green box below for each corresponding program that the LEA chooses to apply for within this application.	Project Number	TAPS Number	2021-22 Allocation	2020-21 Estimated Roll Forward	Total Funds Requested (Sum of Allocation and Estimated Roll)
Title I, Part A		22A001			$0.00
Title I, Part C		22A020			$0.00
Title I, Part D, Subpart 2		22A009			$0.00
Title II, Part A		22A011			$0.00
Title III, Part A		22A014			$0.00
Title IV, Part A		22A120			$0.00
Title V, Part B, Subpart 2		22A007			$0.00

As the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

Printed Name of Agency Head		
Signature of Agency Head	Title	Date

The second tab in the new application is the DOE 100A. This tab allows LEAs to select the program(s) that they are requesting funding for within the application. Further step by step guidance to complete this section is listed within the 2021-22 Companion Guide. A few highlights to review about the DOE100A:

1. The Name of LEA will auto-populate for the LEA based off the information entered on the Title page.

2. The Project Number and TAPS Numbers entered on the DOE100A will auto-populate on the Program budget tabs

3. Additionally, electronic signatures are allowable within the Signature of Agency Head section of the DOE100A

The third tab in the new application is the General and Program Specific Assurances. Within this tab the LEA will certify that they agree to the general assurances and the assurances of the programs they selected on the DOE 100A tab by checking the box at the bottom of the assurance tab. The program specific assurances will be reviewed throughout the next few slides but first I will review the required General Assurances. It is important to note that the General Assurances section includes hyperlinks to additional information that will provide further guidance for LEAs when reviewing the General Assurances.

The following are the 6 General Assurances that LEAs must agree to:

Assurance 1: The LEA assures that they have on file with the Department a signed statement by the agency head certifying applicant adherence to the General Assurances for Participation in State and Federal Programs.

Assurance 2: The LEA assures that they will comply with the K12 ESEA Common Federal Program Guidance.

Assurance 3: The LEA assures that a comprehensive needs assessment is conducted that takes into account information on the academic achievement of children in relation to the challenging state academic standards.

Assurance 4: The LEA assures that timely and meaningful consultation occur between

LEA and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs subject to equitable participation.

Assurance 5: The LEA assures that if they submit a separate application for each program or a combination of programs, and is not an LEA that was selected to participate in the 2021-22 Pilot Consolidated Application, the application is due on the earlier of the federal program dates listed on the 2021-22 Collaborative Calendar.

Assurance 6: The LEA assures, as appropriate, that stakeholder collaboration across multiple programs will occur as outlined under ESSA.

Especially if you are new in your role, it is helpful to understand the purpose of the funds. When you hear references to Title I, Part D, Subpart 2, this simply means that the FDOE can award subgrants to LEAs to support quality education and transition of student served in DJJ schools, county jails and dropout prevention programs.

The following are the Title I, Part D program specific assurances in the application. As I read them, notice the highlighted key words: achievement and transition.

- Assurance 1: The LEA assures they shall implement effective, research-based methods and instructional strategies likely to accelerate student achievement.

- Assurance 2: The LEA assures they shall provide opportunities for students to meet the same challenging state content standards and student academic achievement standards that all children in Florida are expected to meet.

- Assurance 3: The LEA assures they shall design transitional and supportive programs to meet the needs of children and youth returning to schools within the LEA or other alternative educational programs and assist them in completing their education.

- Assurance 4: The LEA assures they shall, where feasible, involve parents in efforts to improve educational achievement of their children and prevent further delinquent activities.

Application: Preliminary Allocation

Each LEA knows the climate within their district and should only use these preliminary allocation amounts for planning purposes.

Florida 2021-2022 ESEA Federal Programs Preliminary Allocations*

Agency Number	DISTRICT	Title I, Part A	Title I, Part C	Title I, Part D, Subpart 2	Title II, Part A	Title III, Part A	Title IV, Part A	Title V, Part B, Subpart 2
010	Alachua County School Board	$8,154,987.00	$1,013,947.00	$149,963.00	$1,170,147.00	$134,517.00	$639,190.44	NA
015	UF, PK Yonge Devm't Research School	$141,760.00	NA	NA	$26,257.00	NA	$11,111.19	NA
020	Baker County School Board	$1,196,741.00	NA	NA	$224,577.00	NA	$93,800.93	$117,788.00
030	Bay County School Board	$7,506,151.00	NA	$109,064.00	$1,024,555.00	$141,000.00	$588,394.47	NA
040	Bradford County School Board	$1,127,490.00	NA	NA	$152,704.00	NA	$88,373.02	$71,877.00
050	Brevard County School Board	$20,648,420.00	NA	$248,802.00	$2,258,176.00	$398,837.00	$1,818,429.63	NA
060	Broward County School Board	$73,384,309.00	$111,162.00	$611,782.00	$9,471,048.00	$4,473,550.00	$5,751,885.14	NA
070	Calhoun County School Board	$721,226.00	NA	NA	$98,907.00	NA	$56,529.92	$45,735.00
080	Charlotte County School Board	$3,796,614.00	NA	NA	$659,539.00	$63,060.00	$297,579.80	NA
090	Citrus County School Board	$5,041,616.00	NA	$64,757.00	$596,803.00	$19,006.00	$395,163.44	NA
100	Clay County School Board	$4,779,695.00	NA	NA	$1,186,817.00	$137,759.00	$374,633.99	NA
110	Collier County School Board	$10,357,649.00	$4,437,245.00	$151,667.00	$1,773,360.00	$1,012,343.00	$811,835.78	NA
120	Columbia County School Board	$3,020,106.00	NA	NA	$471,040.00	$21,364.00	$236,716.85	$231,135.00
130	Miami-Dade County School Board	$141,180,866.00	$1,846,745.00	$264,139.00	$13,977,178.00	$9,011,485.00	$11,037,029.45	NA
140	DeSoto County School Board	$2,423,750.00	$629,317.00	NA	$248,437.00	$63,796.00	$189,974.28	$117,462.00
150	Dixie County School Board	$894,607.00	NA	NA	$117,296.00	NA	$70,119.58	$49,674.00
160	Duval County School Board	$41,835,614.00	NA	$542,529.00	$5,133,354.00	$1,184,873.00	$3,279,088.54	NA
170	Escambia County School Board	$14,607,042.00	$122,487.00	$310,151.00	$1,633,153.00	$94,442.00	$1,144,904.53	NA
180	Flagler County School Board	$2,842,458.00	NA	NA	$446,780.00	$59,818.00	$222,792.75	NA
190	Franklin County School Board	$561,639.00	NA	NA	$66,038.00	NA	$44,021.44	$29,077.00
200	Gadsden County School Board	$3,118,205.00	NA	NA	$276,012.00	$62,618.00	$244,405.89	$125,063.00
210	Gilchrist County School Board	$707,662.00	NA	NA	$128,146.00	$11,934.00	$55,466.77	$63,748.00
220	Glades County School Board	$497,094.00	$40,820.00	NA	$62,690.00	$10,313.00	$38,962.38	$41,671.00
230	Gulf County School Board	$548,864.00	NA	NA	$64,535.00	NA	$43,020.13	$41,621.00
240	Hamilton County School Board	$966,223.00	NA	$59,320.00	$85,348.00	$29,025.00	$75,732.86	$34,897.00
250	Hardee County School Board	$1,973,120.00	$708,278.00	NA	$272,880.00	$53,041.00	$154,653.76	$119,895.00
260	Hendry County School Board	$3,155,911.00	$1,060,367.00	NA	$451,108.00	$127,151.00	$247,361.29	$169,695.00
270	Hernando County School Board	$5,909,187.00	NA	$66,925.00	$1,064,607.00	$81,919.00	$463,163.93	NA
280	Highlands County School Board	$5,058,614.00	$905,961.00	NA	$615,100.00	$85,307.00	$396,495.75	$284,598.00
290	Hillsborough County School Board	$64,835,196.00	$2,874,486.00	$577,700.00	$7,823,350.00	$3,249,339.00	$5,081,802.99	NA

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Within this tab of the toolkit application the preliminary allocations for 2021-22 are listed by program title for each LEA. Each LEA knows the climate within their district and should only use these preliminary allocation amounts for planning purposes. All preliminary allocations are based on the 2020-21 final program allocations with the exception of Title I, Part A. The Title I, Part A preliminary allocation is based on the 2021-22 preliminary allocation from USED (using Final Survey 3 data from 2019-20). Again, I would like to reiterate that these allocation amounts are preliminary and should only be used for planning purposes. An amendment may be required to be submitted after 2021-22 final allocations are available. FDOE will provide further guidance should an amendment be required.

The Title I, Part D tab in the application is the primary tab for this specific program area. For fiscal year 2021-22 Title I, Part D, Subpart 2 will have four areas of focus in the application to support the request for funding.

▪Student Achievement

▪Transition and Dropout Prevention Support Services

There are two new areas of focus in the application this year:

▪Coordination and Collaboration

▪Administrative Costs

The next few slides are the actual questions that correspond with the Areas of Focus sections within the application.

Area of Focus 1: Student Achievement

A. Describe how participating schools will work to ensure education staff and facility staff are aware of a student's individualized education program.

B. Describe the steps participating schools will take to find alternative placements for students interested in continuing their education but not able to attend a traditional public-school program.

C. Describe how participating schools will ensure students are enrolled in an education program that is comparable to the one in the local school they would otherwise attend.

D. Describe the activities that will be implemented to address Area of Focus 1.

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I will present each Area of Focus, the questions to be answered by the LEA within the application, as well as an exemplar descriptions. For the sake of time today, the descriptions may be brief. More details can certainly be added in the application as they should be specific to the LEA and participating schools.

Area of Focus 1 is student achievement.

A. Describe how participating schools will work to ensure education staff and facility staff are aware of a student's individualized education program

As an example of an exemplar description: The record's clerk will request the student's academic records from the sending school within three school days of the student entering the school or obtain the records through the juvenile justice information system. The school counselor will analyze the transcripts and assess additional student records, including an IEP. The school counselor will share the IEP and other records, such as progress monitoring and supporting documents, with the ESE liaison. Together, they will determine the most appropriate education program for the student, including appropriate course enrollment, intervention and services. The education team will ensure the education staff and facility staff are notified of the student's individualized education program, including the required progress monitoring plan and IEP.

B. Describe the steps participating schools will take to find alternative placements for students interested in continuing their education but not able to attend a traditional public-school program.

Exemplar: During the community re-entry team meeting at the DJJ residential program, the LEA's transition representative will discuss the alternative school placement options with the student and parent or guardian. For example, pregnant or teen parents may be referred and receive additional support from the teen parenting program. The transition representative will notify the student of any other required meetings the student will need to attend upon return to the district.

C. Describe how participating schools will ensure students are enrolled in an education program that is comparable to the one in the local school they would otherwise attend.

Exemplar: A school counselor will analyze the transcripts and enroll the students in the appropriate courses toward a standard diploma or its equivalent based on the district student progression plan . The courses will be taught by qualified teachers implementing Florida standards.

D. Describe the activities that will be implemented to address Area of Focus 1.

Activities submitted for request in this Area of Focus must ensure the LEA will be able to assess progress and outcomes of students, even after they leave a DJJ school or county jail.

The following are examples of prior-year approved activities:

1. Credit recovery software and materials

2. GED preparation software and materials

3. Diagnostic and progress monitoring materials

4. Acquisition of equipment (e.g., Chromebooks, projectors, printers)

Area of Focus 2: Transition and Dropout Prevention (DOP) and Support Services

A. Describe how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, students at risk of dropping out of school, and other participating children and youth.

B. As appropriate, describe partnerships with institutions of higher learning and local businesses to facilitate postsecondary and workforce success for students returning from correctional facilities, such as participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education (CTE) programming and mentoring for participating students.

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The 2nd Area of Focus is Transition, Dropout Prevention and Support Services. For each student that comes in contact with the juvenile justice system the LEA will provide transition, dropout prevention and support services to prevent the youth from further delinquent activity. A big focus of this grant is transition. These first two questions really address how dropout preventions programs and services, such as social and health services, career and technical education and workforce opportunities, and mentoring are coordinated for students returning from a DJJ school or county jail

A. Describe how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, students at risk of dropping out of school, and other participating children and youth.

Exemplar: The LEA's transition representative and district dropout prevention coordinator will obtain student records, education transition plan, and documentation of current services to assess the student's individual needs and determine the best school placement and coordination of services.

B. As appropriate, describe partnerships with institutions of higher learning and local businesses to facilitate postsecondary and workforce success for students returning from correctional facilities, such as participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in

career and technical education (CTE) programming and mentoring for participating students.

Exemplar: In collaboration with a school counselor, the transition representative will analyze transcripts and individual students' needs to place students in appropriate programs. Eligible students through Alligator County Schools can be dually enrolled at the Alligator Technical College.

Area of Focus 2: Transition, DOP and Support Services Continued

C. Describe how the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities and prevent the involvement of their children in delinquent activities.

D. Describe how schools will work with probation officers to help meet the needs of students returning from correctional facilities.

E. Describe the participating school's program to facilitate the successful transition of students returning from correctional facilities and as appropriate, the services provided to those students and other students who are at risk.

F. Describe the activities that will be implemented to address Area of Focus 2.

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The next 3 questions ask how parents are involved, how schools work with probation officers to meet the needs of students returning from DJJ schools and county jails and how dropout prevention programs facilitate the transition and services of students returning from DJJ schools and county jails.

C.   Describe how the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities and prevent the involvement of their children in delinquent activities.

Exemplar: Parents are encouraged to be involved in the educational achievement of their child through the use of parent letters and e-mail, news bulletins, progress reports and treatment team meetings. The educational team will report progress for attendance, educational or behavioral issues. The educational team will ensure flexible hours for parent participation, such as after-school or evening meetings.

D.   Describe how schools will work with probation officers to help meet the needs of students returning from correctional facilities.

Exemplar: Because the LEA has a cooperative agreement with DJJ, records are provided to juvenile probation offers upon request. Probation officers provide information and post-release goals during entry and exit meetings and assist with follow-up when students return from correctional facilities.

E.   Describe the participating school's program to facilitate the successful transition of

students returning from correctional facilities and as appropriate, the services provided to those students and other students who are at risk.

Exemplar: As determined by the transition team, the participating school with dropout prevention programs for students returning from a DJJ program or county jail and other students at risk of dropping out of school will be provided services as needed, such as credit recovery, remedial support, ESE services, mental health counseling and tutoring.

F. Describe the activities that will be implemented to address Area of Focus 2.

A few examples of activities to support transition, dropout prevention and support services may include:

- Salary or partial salary of a transition specialist
- Parent and family engagement activities after normal hours
- Mentoring services
- Job-placement services

Area of Focus 3: Coordination and Collaboration

A. Describe how the program will be coordinated with other Federal, State, and local programs, such as those under Title I and CTE programs serving students who are at risk of dropping out of school.

B. Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974, reauthorized in 2018 as the Juvenile Justice Reform Act (e.g., gang violence prevention, human trafficking, mentoring), and other comparable programs, if applicable.

C. Describe the activities that will be implemented to address Areas of Focus 3.

A. Describe how the program will be coordinated with other Federal, State, and local programs, such as those under Title I and CTE programs serving students who are at risk of dropping out of school.

Because there has been a decline in the Annual Count each year which generates the allocation amount, the program office encourages each LEA to assess the needs of the programs and students served, and then collaborate with other federal programs to provide additional supplemental funding to support Title I, Part D programs. For example:

1. Title II, Part A - Teacher Recruitment and Support. Use funds to pay for teacher certification preparation materials.

2. Title V, Part B – Rural Low Income School Program. Use funds to pay for tutoring.

3. Title IV, Part A – Human Trafficking, School Safety, and Technology Support. Use funds to update technology.

4. Title I, Part A Set-Aside – Neglected Residential Programs. Use funds to pay for personnel.

5. Carl Perkins Program – Career and Technical education programs. Use funds to provide CTE instructors.

6. IDEA – Exceptional Student Education. Use funds to pay for ESE liaisons who implement IDEA requirements. Liaisons make referrals to Vocational Rehabilitation for students with disabilities.

B. Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974, reauthorized in 2018 as the Juvenile Justice Reform Act (e.g., gang violence prevention, human trafficking, mentoring), and other comparable programs, if applicable.

   Exemplar: As students are referred by DJJ to Project Bridge and Project Connect, the LEA collaborates with their transition specialists to determine continued educational, vocational and mentoring services. The LEA will also provide and coordinate educational and transitional services with the local county jail.

C. Describe the activities that will be implemented to address Areas of Focus 3.

In Area of Focus four, describe how the LEA will use Title I, Part D, Subpart 2 funds to provide oversight and implementation of the program. This would include personnel that provide technical assistance and support to ensure successful implementation of the program. The activities could help fund the Title I, Part D Coordinator's position. The activities could also include helping to fund the district juvenile justice education manager as that position oversee the DJJ education programs and outcomes.

Application: Budget Narrative for each Area of Focus

In this section, the LEA must describe the activities that will be implemented to address the corresponding Area of Focus. Within this response, the LEA must describe and number the activities that will be implemented to address the Area of Focus. The LEA should provide as much detail that is needed to explain the request.

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

1. Salaries for supplemental science intervention teachers to provide additional support to targeted 5th and 8th grade students within the LEA (approximately 550 students total). The LEA will fund Four (4) Science Intervention Teachers, with a salary of $50,000 per school year, and this grant will fund 75% of each salary. The total amount for this activity is $150,000.

2. Purchase Rockstar Science Online Software licenses for 550 targeted 5thand 8thgrade students. 550 licenses @ $50 each = $27,500 total.

3. Purchase 50 laptop computers to replace broken and outdated and obsolete science laptops. These laptops will be used by the 550 targeted 5thand 8thgrade students for Rockstar Science Online Software. 50 laptops @ $200 each = $10,000 total.

4. Purchase consumable Rockstar Science workbooks for targeted 5thand 8thgrade students for use in Science intervention classrooms. 550 workbooks @ $20 each = $11,000 total.

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

In this section the LEA must describe the activities that will be implemented to address the corresponding Area of Focus. Within this response the LEA must describe and number the activities that will be implemented to address the Area of Focus. The LEA should provide as much detail that is needed to explain the request. Similar items should be grouped together. Please note that activities must be listed by number to ensure connectivity when entering the budget details which will be discussed in the next slide.

Let's review an example of the level of detail that is required when responding to the narrative section within each Area of Focus. Please note that this is an example for a Title I, Part A request and the items listed may not be allowable within (add specific program name here).

1. Salaries for supplemental science intervention teachers to provide additional support to targeted 5th and 8th grade students within the LEA (approximately 550 students total). The LEA will fund Four (4) Science Intervention Teachers, with a salary of $50,000 per school year, and this grant will fund 75% of each salary. The total amount for this activity is $150,000.

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

3. Purchase 50 laptop computers to replace broken and outdated and obsolete science laptops. These laptops will be used by the 550 targeted 5th and 8th grade students for Rockstar Science Online Software. 50 laptops @ $200 each = $10,000 total.

4. Purchase consumable evidence-based Rockstar Science workbooks for targeted 5th and 8th grade students for use in Science intervention classrooms. 550 workbooks @ $20 each =

$11,000 total.

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

Application: Budget Details for each Area of Focus

After the activity details have been provided in the budget narrative section, the LEA should use simplified descriptions when completing the budget details section within the Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select District, School or Charter
5100	120	AOF 1	1	4 Science Intervention Teachers at .75 FTE each	3	$135,000.00	School
5100	210	AOF 1	1	Retirement		$1,000.00	School
5100	220	AOF 1	1	SS		$1,000.00	School
5100	240	AOF 1	1	Worker's Comp		$1,000.00	School
5100	369	AOF 1	2	Software License		$27,500.00	School
5100	644	AOF 1	3	Laptops		$10,000.00	School
5100	520	AOF 1	4	Science Workbooks		$11,000.00	School
5100	510	RF: AOF 1	5	General Consumable Supplies		$1,000.00	District

District Total	$1,000.00
School Total	$186,500.00
Charter Total	$0.00
2021-22 Allocation Total	$186,500.00
2020-21 Estimated Roll Forward Total	$1,000.00
2021-22 Total Funds Requested	$187,500.00

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After the activity details have been provided in the budget narrative section, the LEA should use simplified descriptions when completing the budget details section within the Area of Focus. The screenshot on the top this slide outlines the level of information that would be required based on the narrative example shared on the previous slide. Additionally, at the end of each budget section the amounts entered within each Area of Focus will rollup at the bottom of each Area of Focus as shown by the screenshot on the bottom of this slide.

Application: Budget Summary for Program

As items are entered into the budget section within each Area of Focus, the requested amounts will calculate for each Area of Focus at the bottom of the program tab. The screenshot below shows the information that will be calculated at the bottom of the program tab, if applicable to the program.

Area of Focus		District Total	School Total	Charter Total	2021-22 Area of Focus Total	2020-21 Estimated Roll Forward Area of Focus Total	Area of Focus Grand Total	% of Total 2021-22 Allocation
Area of Focus 1	Student Achievement	$1,000.00	$186,500.00	$0.00	$186,500.00	$1,000.00	$187,500.00	100.00%
Area of Focus 2	Parent and Family Engagement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
Area of Focus 3	Homeless Education	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
Area of Focus 4	Neglected and Delinquent Education	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
Area of Focus 5	Early Childhood	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
Area of Focus 6	Private School				$0.00	$0.00	$0.00	0.00%
Area of Focus 7	Transportation for Foster Care Children	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
Area of Focus 8	College and Career Readiness	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
Area of Focus 9	Administrative Costs including indirect costs (Not to exceed 10 percent of the total 2021-22 allocation)				$0.00	$0.00	$0.00	0.00%

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As the LEA enters items into the budget section within each Area of Focus the requested amounts will calculate for each Area of Focus at the bottom of the program tab. The following information will be calculated at the bottom of the program tab, if applicable to the program.

District total

School total

Charter total

2021-22 Area of Focus Total

2020-21 Estimated Roll Forward Area of Focus Total

Area of Focus Grand Total and

% of Total 2021-22 Allocation

Application: Budget Summary Tab

The detailed activities that are requested within each program will roll-up to a program specific budget tab. To edit a requested activity, the LEA must return to the corresponding Area of Focus and edit the budget narrative and budget details sections accordingly. Any edits within the budget details section will automatically update on the summary budget tab.

Title I, Part A Toolkit Summary Budget

									DOE 101	
[Rockstar School District]				XXX-12345-6789		22A001				
	Name of LEA			*Project Number*		*TAPS Number*				
Funct ▾	Obje ▾	Area of Foc ▾	Activity Numb ▾	Activity Description	▾	FTE (If applicable) ▾	Amoun ▾	Funding Location		Program ▾
5100	120	AOF 1	1	4 Science Intervention Teachers at .75 FTE each		3	$135,000.00	School		Title 1, Part A
5100	210	AOF 1	1	Retirement			$1,000.00	School		Title 1, Part A
5100	220	AOF 1	1	SS			$1,000.00	School		Title 1, Part A
5100	240	AOF 1	1	Worker's Comp			$1,000.00	School		Title 1, Part A
5100	369	AOF 1	2	Software License			$27,500.00	School		Title 1, Part A
5100	644	AOF 1	3	Laptops			$10,000.00	School		Title 1, Part A
5100	520	AOF 1	4	Science Workbooks			$11,000.00	School		Title 1, Part A
5100	510	RF: AOF 1	5	General Consumable Supplies			$1,000.00	District		Title 1, Part A

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The detailed activities that will be implemented within each program will roll-up to a program specific budget tab. This tab includes the "Filter and Sort" ability. The LEA is able to filter by function/object code, Area of Focus, Activity Description, FTE and by Amount. The LEA is unable to edit a program specific budget item from this tab. However, to edit a requested activity, the LEA must return to the corresponding Area of Focus and edit the budget narrative and budget details accordingly. Any edits within the budget details section will automatically update on this summary budget tab.

Additionally, please note that the following sections will auto-populate for the LEA based off the information entered on the Title page and DOE 100A.

Name of LEA

Project Number: This information can be found on the DOE 100A tab.

TAPS Number: This information can be found on the DOE 100A tab.

For your convenience, the application will be submitted through the 2021-22 Consolidated Application ShareFile folder.

However, specific program awards will be distributed within the LEA's specific program ShareFile folder.

The 2021-2022 fiscal year grant application for Title I, Part D will be released on March 1, 2021 and will be due on June 1, 2021. As a reminder, within the general assurances in the 2021-22 application the LEA will assure that if they submit a separate application for each program or a combination of programs, and is not an LEA that was selected to participate in the 2021-22 Pilot Consolidated Application, the application is due on the earlier of the federal program dates listed on the 2021-22 Collaborative Calendar.

The program period begins July 1, 2021 and ends June 30, 2022.

Monitoring Updates for 2020-21 and 2021-22

Title I, Part D

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Not only is it a requirement to monitor activities of a federal grant to assure compliance with applicable Federal requirements and performance expectations, but an opportunity for our Title I, Part D monitoring team to provide comprehensive technical assistance to LEAs.

Monitoring Process for 2020-21

- A technical assistance call will be held on March 3rd to explain the new monitoring tool for 2019-20 and 2020-21, which will include the process for uploading all required documentation and evidence into the ShareFile system.

- This process will allow the program to be monitored in real time for the 2021-22 monitoring cycle.

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A technical assistance call will be held on March 3rd to explain the new monitoring tool for 2019-20 and 2020-21, which will include the process for uploading all required documentation and evidence into the ShareFile system.

This process will allow the program to be monitored in real time for the 2021-22 monitoring cycle.

As mentioned, the Title I, Part D program office will facilitate a monitoring process technical assistance call on March 3 from 2:00 p.m. (EST). An invitation was sent to Title I, Part D Coordinators.

The monitoring upload due date for LEAs is the close of business on or before April 2nd.

The completion of all LEA reviews will be completed by the Title I, Part D office by June 1, 2021.
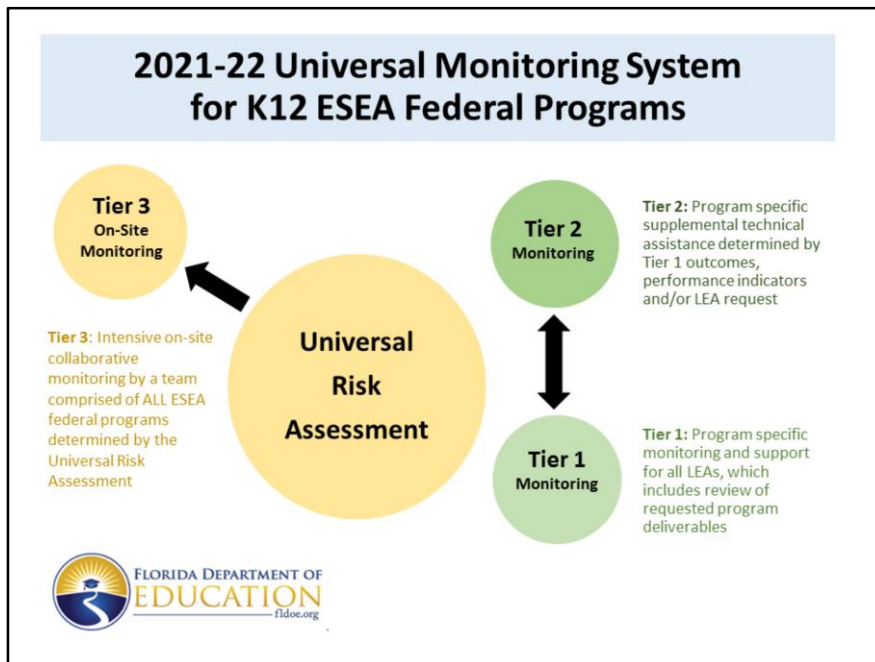
Florida Department of Education's Universal Monitoring System is designed to define a tiered support system to be used by all K12 ESEA Federal Programs. This system identifies the levels of tiered support provide to LEAs. The Universal Risk Assessment contains common performance and fiscal indicators to identify LEAs with high risk for on-site monitoring. Program specific monitoring will be provided for all LEAs and support will be customized based on need or request.

Tier 1 and Tier 2 monitoring will be carried out through a combination of program specific support and technical assistance opportunities.

Tier 1 monitoring and support is defined as program specific monitoring that will be provided to all LEAs including review of program deliverables outlined by the program office. In other words the program office will collect and evaluate information provided by LEAs to demonstrate compliance with program requirements.

Tier 2 monitoring and support is defined as an opportunity to provide technical assistance based on Tier 1 outcomes, performance indicators and/or by an LEAs request.

Tier 3 intensive on-site collaborative monitoring is guided by FDOE's Universal Risk

Assessment. If an LEA is determined as high risk an on-site monitoring visit will we conducted by a team comprised of ALL ESEA federal programs.

In summary, the new 2021-22 Universal Monitoring System is designed to provide differentiated technical assistance based on an LEA's need and performance history. We believe that if we work collaboratively with LEAs, we can increase the effectiveness of ESEA programs which in turn would have a positive impact on student performance.

Monitoring Process for 2021-22 (Tier 1)

- New monitoring tool for 2021-22 that includes five upload dates throughout the year
- Submit required documentation and evidence into the ShareFile system

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The biggest change between the monitoring process for this year (2020-2021) and 2021-2022 is five upload file dates for required documentation and evidence throughout the year instead of one upload. Documentation and evidence will continue to be uploaded in ShareFile.

Monitoring Process for 2021-22 (Tier 1)

Monitoring Schedule

Monitoring Technical Assistance Topical Calls	Monitoring Uploads Due Dates Due on or before close of business (6:00 p.m. EST)
September 01, 2021	October 01, 2021
October 04, 2021	November 05, 2021
December 01, 2021	January 07, 2022
January 10, 2022	February 11, 2022
February 14, 2022	March 14, 2022

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The Title I, program office will facilitate monitoring technical assistance topical calls a month prior to each of the five upload dates. The call will clarify the required documentation and evidence for each upload as well as an opportunity for the Title I, Part D coordinators to ask questions.

This slide provides a brief overview of the performance indicator requirements and the corresponding Areas of Focus. The Areas of Focus vary with each upload and were aligned to meet various deadlines throughout the year. For example, by the time of the first upload, we expect the LEA to have in place formal cooperative agreements or contracts for educational services, procedures for obtaining a student's a list of qualified teachers and staff and a plan for management and oversight.

The 2nd upload will require the verification of the annual count in Survey 9

The 3rd upload will require parent and family engagement activities and transition procedures

The 4th upload will require the coordination of funds with other federal, state and local funds

And the 5th upload will require an LEA to provide documentation of a data collection system; procedures for reporting dropout prevention students and documentation of completed professional development

Monitoring Process for 2021-22 (Tier 2)

Title I, Part D Program Office:

- All required documentation and evidence will be reviewed to determine if each indicator in the Areas of Focus is compliant, non-compliant or not applicable.
- Further LEA action will be requested by the monitoring team for any non-compliant indicators.
- Technical assistance and support will be provided by the monitoring team for any further LEA actions.
- LEAs may also request technical assistance and support.

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Tier 2 is the program specific supplemental technical assistance determined by any non-compliant indicators from the uploaded documentation and required evidence. Further LEA action may be requested, but not without technical assistance and support from the monitoring team.

LEAs may also request technical assistance and support even if they don't have any areas of noncompliance. An LEA may want technical assistance for the use of funds or support in how to implement effective program monitoring.

Monitoring Process for 2021-22 (Tier 2)

Below are examples of non-compliant evidence with corresponding targeted support:

Non-Compliant Evidence	Tier 2 Targeted Support
Cooperative Agreements without the 13 elements as required by the Education and Secondary Education Act, Section 1425.	Program office will provide a template of an agreement with the 13 elements and support for implementation oversight of the cooperative agreement.
Education transition plan does not meet statutory requirements per s. 1003.52(10), Florida Statutes.	Program office will review statutory requirements with the LEA and provide examples.
Non-reporting to FDOE of pre- and post-test outcomes to complete the Consolidated State Performance Report (CSPR).	Program office will provide technical assistance on reporting procedures.

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As examples of Tier 2 support, on the slide you see 3 examples of non-compliant evidence and the corresponding targeted support that could be provided by the Title I, Part D program office.

1. Cooperative Agreements without the 13 Elements as required by ESEA Section 1425. Support could include the program office providing a template of an agreement with the 13 elements and providing targeted support for the implementation oversight of the cooperative agreement.
2. Education transition plan does not meet statutory requirements per s. 1003.52(10), Florida Statutes. The program office will review statutory requirements with the LEA and provide examples.
3. Non-reporting to FDOE of pre and post test outcomes to complete CSPR data report. The program office will provide technical assistance on reporting procedures

Additional Resources

Title I, Part D

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Title I, Part D Resources

- Office of Elementary & Secondary Education - https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/prevention-intervention-programs-children-youths-neglected-delinquent-risk/
- Coordinating Council on Juvenile Justice and Delinquency Prevention - https://juvenilecouncil.ojp.gov/
- U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention - https://ojjdp.ojp.gov/

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On the slide are a few resources for Title, I, Part D programming and juvenile justice delinquency prevention

Please use the survey monkey link provided in the FASFEPA agenda to submit questions you may have after viewing this recorded session.

We will compile questions in advance of FASFEPA Forum and use them to develop what is covered during the Forum concurrent sessions.

During the FASFEPA concurrent session you will have additional opportunity to submit questions in the chat box.