



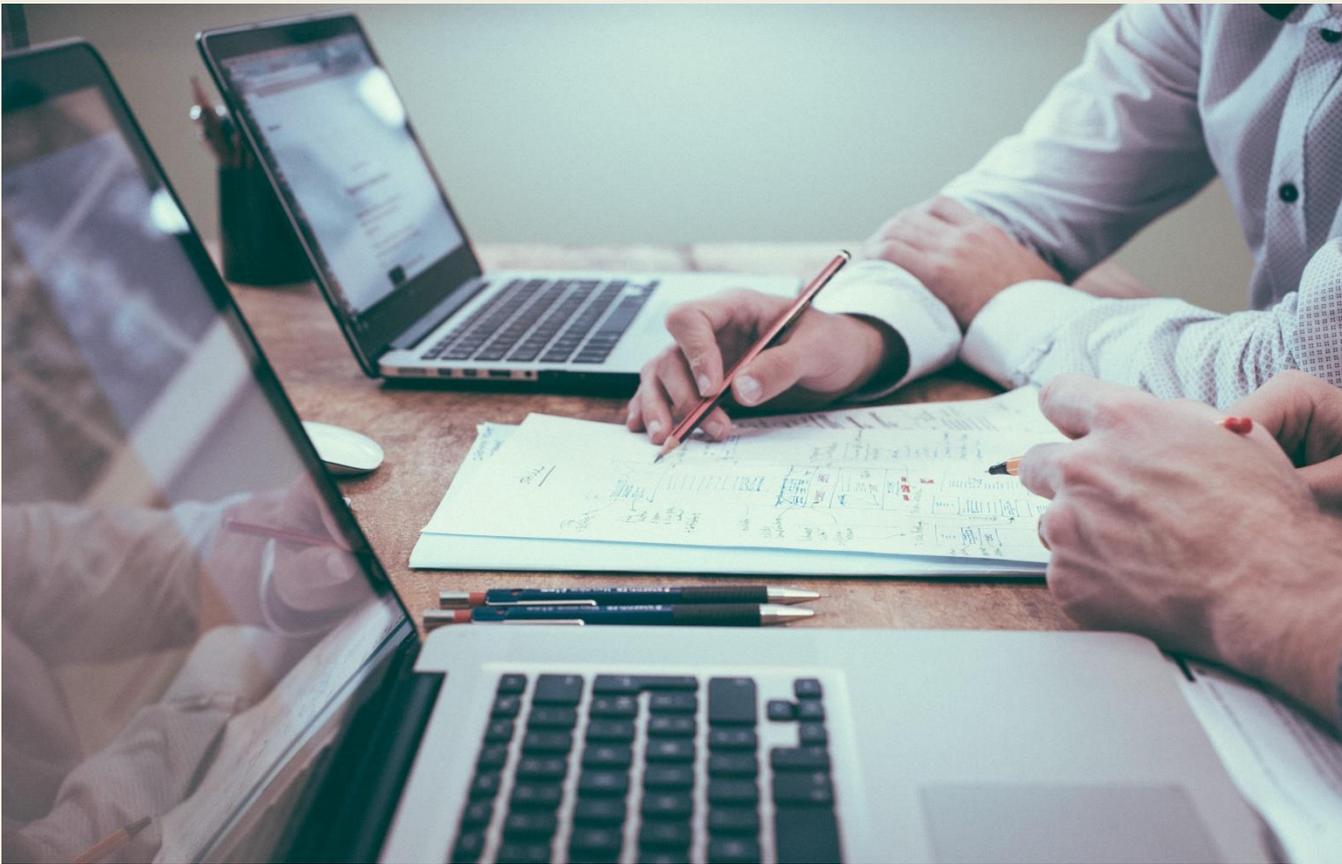
**Title I, Part A Improving the Academic Achievement for
Economically Disadvantaged Students**
2021-22 Federal Programs Back to School Module

Program Purpose

Title I, Part A: The purpose of these funds is to provide economically disadvantaged students significant opportunity to receive a fair, equitable and high-quality education and to close educational achievement gaps.

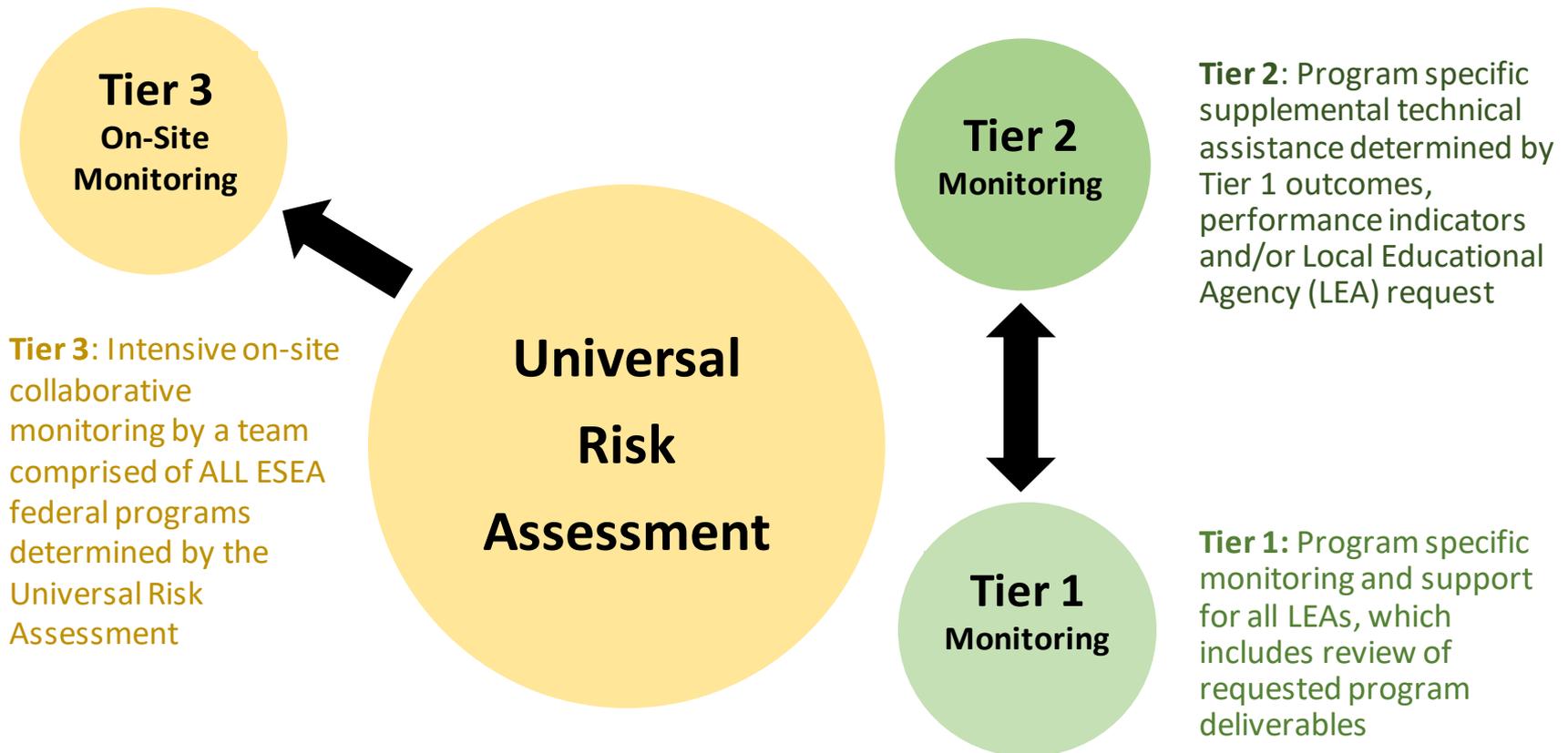
2021-22 Objectives

- 2021-22 Universal Monitoring System
 - Risk Assessment
 - Tiered Monitoring
- Program Monitoring
 - Tier 1-October Topic and Uploads
 - Tier 2-Support
- Program Updates
- Program Resources
- Important Dates and Timelines
- Program Contacts



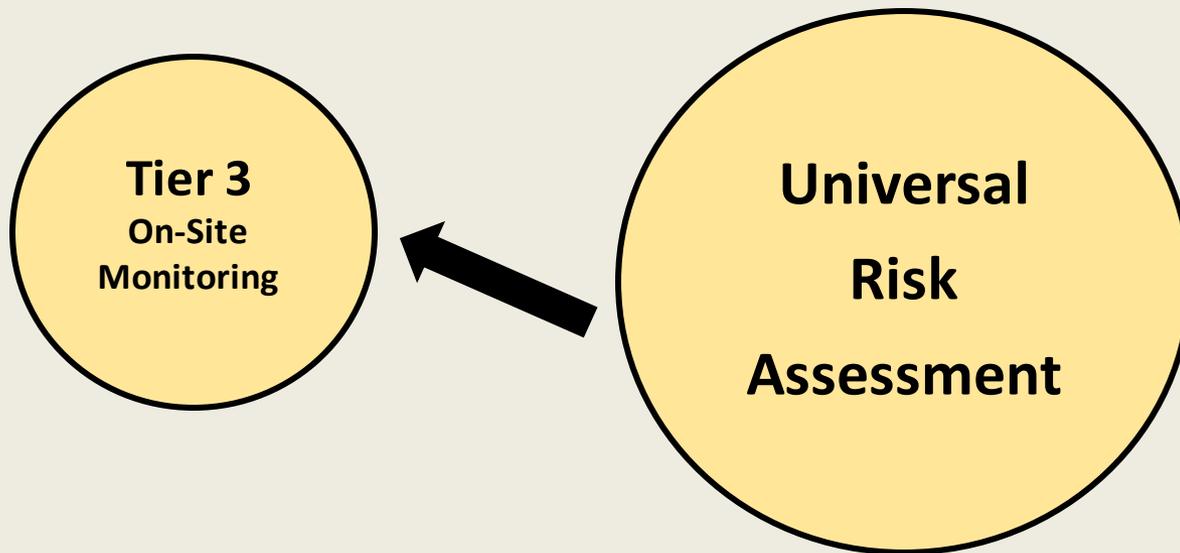
2021-22 Universal Monitoring System and Risk Assessment

2021-22 Universal Monitoring System for K12 ESEA Federal Programs



2021-22 Universal Risk Assessment

- **Goal:** Identify high-risk LEAs for intensive on-site collaborative monitoring



2021-22 Universal Risk Assessment

- **Risk** is evaluated to determine the likelihood and potential impact of an LEA not achieving grant goals and compliance requirements.
- The 2021-22 Universal Risk Assessment analyzes quantifiable data points/**indicators** using **risk criteria** levels to determine a total **risk score** for each LEA.
- The LEA's total **risk score** will be used to determine if Tier 3 intensive on-site collaborative monitoring will be conducted by a team comprised of ALL ESEA federal programs.



2021-22 Universal Risk Assessment

| # | Indicator | Low Risk Value | Medium Risk Value | High Risk Value | Low Risk Criteria | Medium Risk Criteria | High Risk Criteria | Data Source |
|---|--|----------------|-------------------|-----------------|-----------------------|-----------------------|------------------------|---|
| 1 | % of Schools in the District with Comprehensive Support & Improvement (CS&I) Status (most recent available) | 5 | 10 | 15 | Less than 10% | 10% - 19.99% | 20% or more | 2018-2019 Federal Index and ESSA Support Categories, by School |
| 2 | % of Schools in the District with Targeted Support & Improvement (TS&I) Status (most recent available) | 3 | 6 | 10 | Less than 50% | 50% - 69.99% | 70% or more | 2018-2019 Federal Index and ESSA Support Categories, by School |
| 3 | Total Allocation of Federal Grants, FY 2021-22 | 5 | 10 | 15 | Less than \$3 million | \$3-10 million | More than \$10 million | Sum of preliminary 2021-22 Federal grant allocations for 7 programs within the consolidated application |
| 4 | Total Number of Federal Grants, FY 2021-22 | 3 | 6 | 10 | 3 grants or less | 4 to 5 grants | 6 -7 grants | Number of Federal grants per district for 2021-22 within the consolidated application |
| 5 | % of Unexpended Federal Grant Funds (2019-2020) | 5 | 10 | 15 | 10.00% or less | 10.01% - 20.00% | 20.01% or more | Sum of unexpended funds from 2019-2020 FLAGS detail reports for 7 grants within the consolidated application |
| 6 | Timeliness of Grant Applications, FY 2021-22 | 3 | 6 | 10 | 90% to 100% on time | 80% to 89.99% on time | Less than 80% on time | Timeliness of grant applications for 2021-22 fiscal year as indicated on internal ShareFile Tracker as of 8/18/2021 |
| 7 | The LEA's average school-level percentage of federal funds comprising the total per-pupil expenditure amount | 3 | 6 | 10 | Less than 7% | 7.00% - 8.99% | 9% or more | 2018-19 School per-pupil expenditures report as of April 7, 2021 |



2021-22 Monitoring: Tier 1

Common across all participating programs

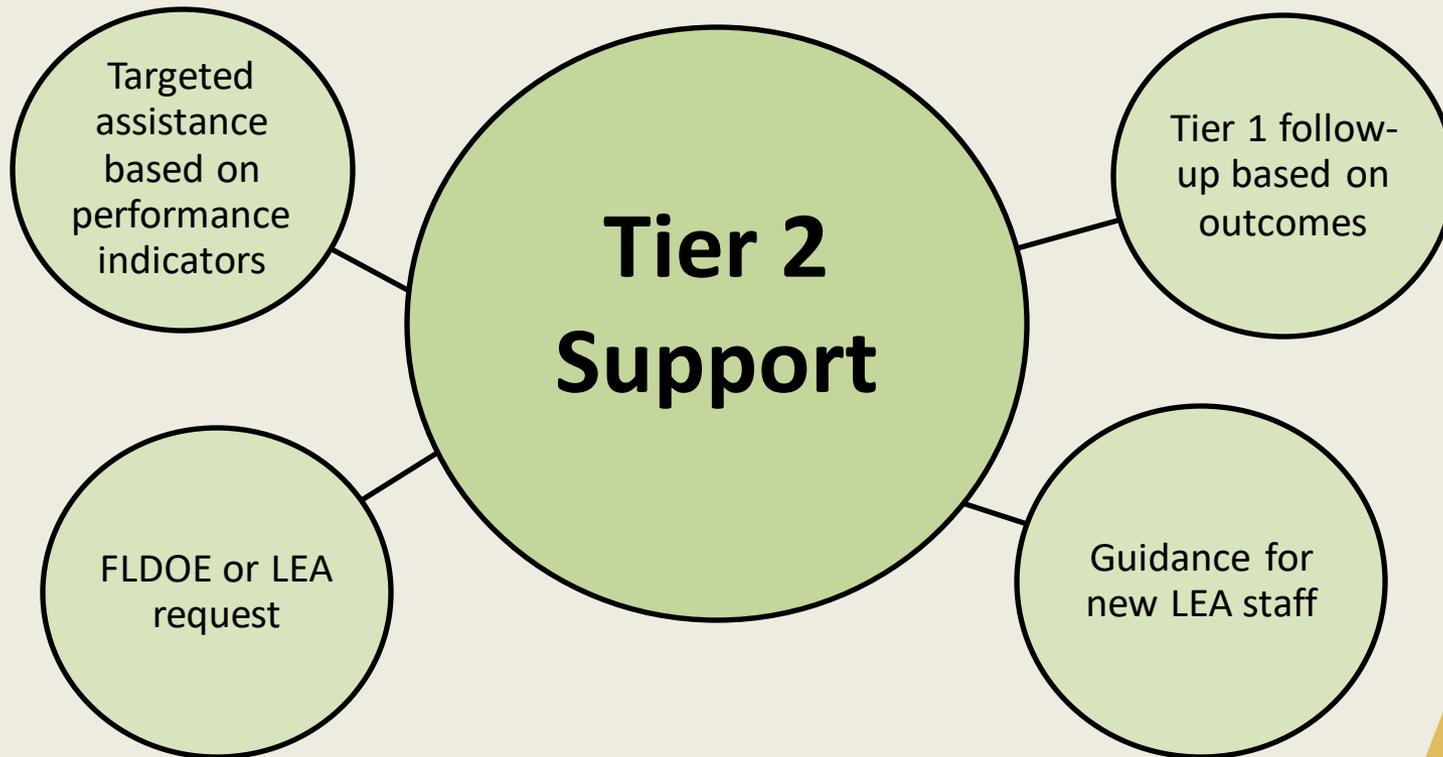
- Supports are provided during real-time implementation.
- All LEAs participate in Tier 1 supports.
- All LEAs upload program-specific bucket documentation via program-specific ShareFile.
- All LEA program-level uploads are due by the last day of each of the four designated upload months.
- Upload months are October, November, February, and March.



2021-22 Monitoring: Tier 1

| Tier 1 Supports | | | |
|-------------------------------|-------------------------------------|--------------------------|----------------------------------|
| October Uploads | November Uploads | February Uploads | March Uploads |
| Title I, Part A | Title I, Part A | Title I, Part A | Title I, Part A |
| Transition Supports | Parent and Family Engagement | Equitable Services | Professional Development |
| Title I, Part C | Title I, Part C | Title I, Part C | Title I, Part C |
| Identification and Enrollment | Parent and Family Engagement | Equitable Services | Migrant Student Records Transfer |
| Title I, Part D | Title I, Part D | Title I, Part D | Title I, Part D |
| Transition Supports | Parent and Family Engagement | No Uploads | Student Achievement |
| Title II, Part A | Title II, Part A | Title II, Part A | Title II, Part A |
| Charter School Requirements | Program Activity and Implementation | Equitable Services | Evaluation |
| Title III, Part A | Title III, Part A | Title III, Part A | Title III, Part A |
| Identification and Enrollment | Parent and Family Engagement | Equitable Services | Professional Development |
| Title IV, Part A | Title IV, Part A | Title IV, Part A | Title IV, Part A |
| Stakeholder Consultation | Program Activity and Implementation | Equitable Services | Evaluation |
| Title V, Part B | Title V, Part B | Title V, Part B | Title V, Part B |
| Identification and Enrollment | Program Activity and Implementation | No Uploads | Evaluation |
| Title IX, Part A | Title IX, Part A | Title IX, Part A | Title IX, Part A |
| Identification and Enrollment | Professional Development | No Uploads | LEA McKinney-Vento Policy |

2021-22 Monitoring: Tier 2

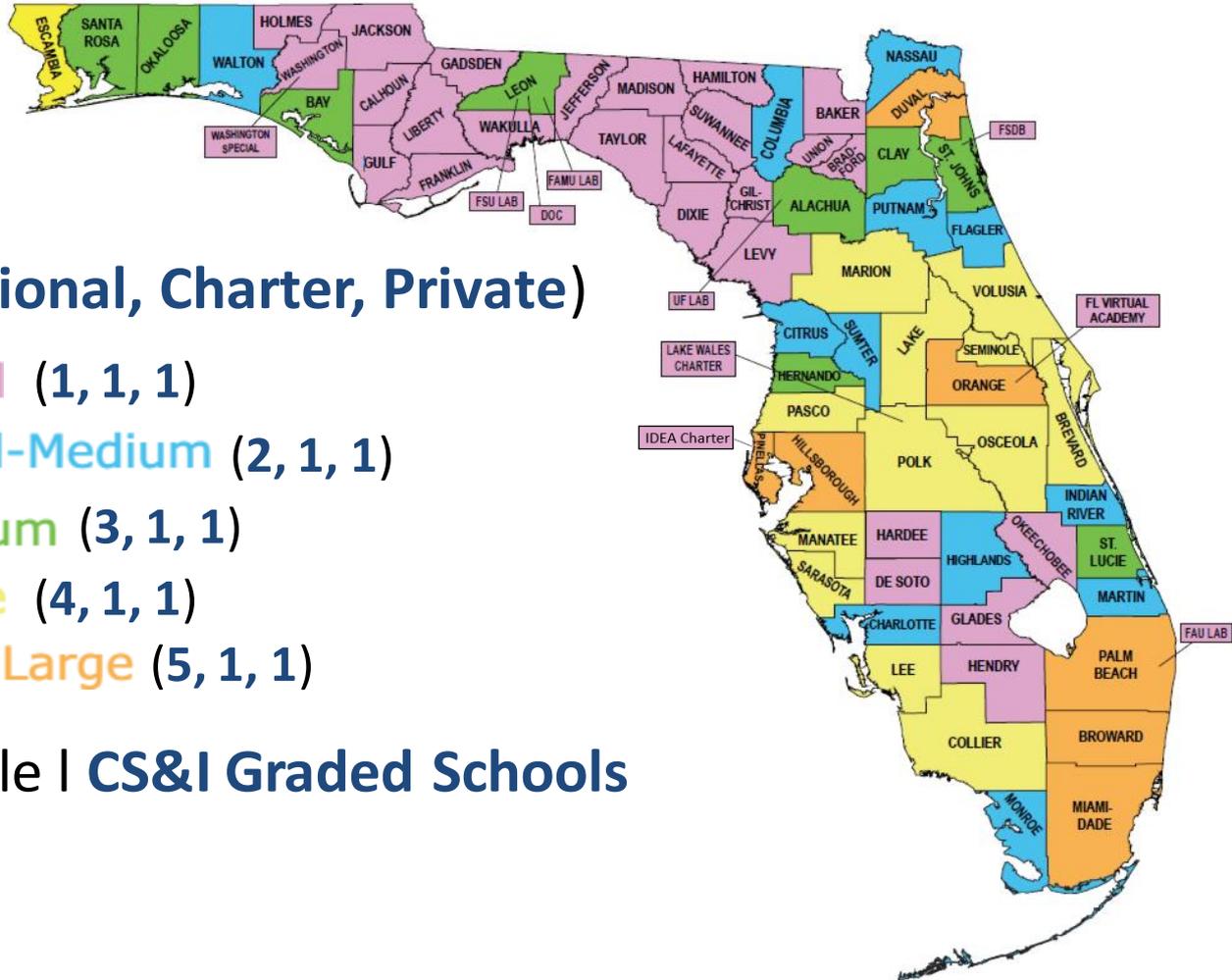




2021-22 Program Monitoring

Title I, Part A

Program Monitoring Tier 1: Sample School Selections



- LEA (Traditional, Charter, Private)

 - Small (1, 1, 1)

 - Small-Medium (2, 1, 1)

 - Medium (3, 1, 1)

 - Large (4, 1, 1)

 - Very Large (5, 1, 1)

- Plus all Title I CS&I Graded Schools

Title I, Part A - Tier 1 Supports

| October Uploads | November Uploads | February Uploads | March Uploads |
|---------------------|------------------------------|--------------------|--------------------------|
| Title I, Part A | Title I, Part A | Title I, Part A | Title I, Part A |
| Transition Supports | Parent and Family Engagement | Equitable Services | Professional Development |

October

- *Transition Supports*

November

- *Parent and Family Engagement*

February

- *Equitable Services*

March

- *Professional Development*

Title I, Part A

What is transition in Title I, Part A?

- Early childhood programs to elementary school
- Middle school to high school
- High school to post secondary options

Transition Supports

College and Career Readiness (CCR)

SEC. 1112. (b) PLAN PROVISIONS. —To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each local educational agency plan shall describe —

(10) how the local educational agency will implement strategies to facilitate **effective transitions** for students from middle grades to high school and from high school to postsecondary education including, **if applicable**—

Transition Support Funding CCR

Examples:

- SAT/ACT prep program
- College fair event
- Magnet program with mentorship from industry professionals
- Career Exploration Lab program
- Personnel:
 - Reading coach for supporting students passage of the ELA state assessment or equivalency to be able to transition to postsecondary option
 - Guidance counselors for college prep administration

Transition Support Evidence CCR

- SAT/ACT prep program sign-in sheets
- College fair event announcements
- Registrations for magnet program with mentorship
- Personnel time and effort logs
- Career Exploration Lab program announcements, registrations, sign-in sheets

Recommendation: When preparing college and career readiness activities, consider the evidence needed to demonstrate **transition supports**.

Transition Supports Early Childhood Education

What do supports look like for students transitioning from preschool to elementary school?

- Provide school enrollment and registration information
- Open house and kindergarten orientation for families and children
- Information provided for kindergarten testing and standards
- Parent and family engagement opportunities
- Outreach activities and home visits

Transition Support Funding Early Childhood Education

Examples of TIPA funds being used:

- Communication efforts through flyers and mailings
- Transition liaison positions or early childhood coordinators
- Supplies and materials for kindergarten open houses and orientations
- Parent and family engagement events with childcare and transportation provided

Title I, Part A: October Upload Transition Supports

Early Childhood Development Coordination

The LEA shall coordinate activities with Head Start agencies and, if feasible, other entities who carry out early childhood development programs.

- Implementation of channels of communication between school staff and their counterparts in Head Start (or other early childhood development programs) to facilitate the coordination of programs,
- The LEA ensures meetings are conducted involving parents, kindergarten or elementary teachers, Head Start teachers, or teachers from other early childhood development programs to discuss the developmental and other needs of individual children,

ESEA Sections 1119(a) and 1119(b)(1-5)

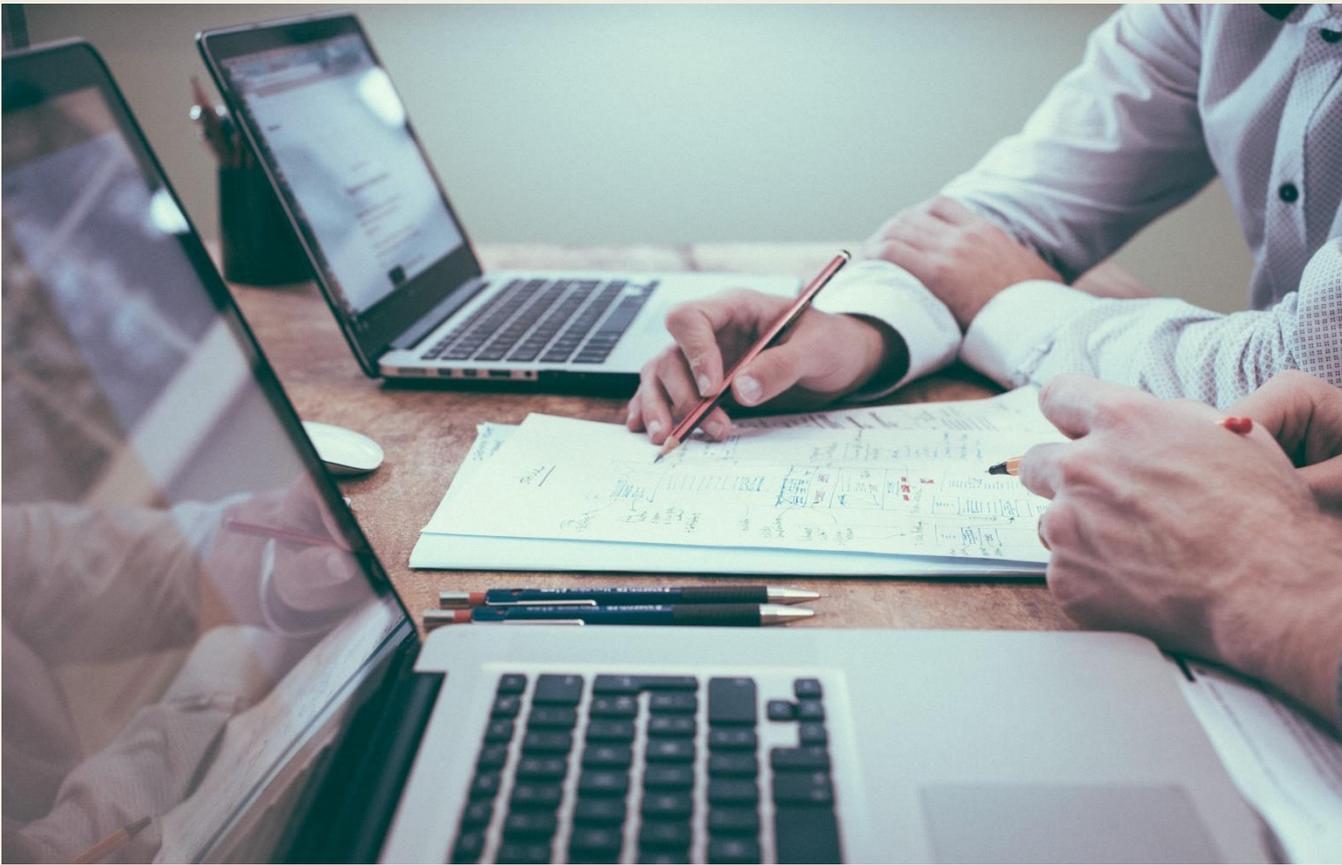
Title I, Part A: October Upload Transition Supports

Early Childhood Development Coordination

Sample of required documentation:

- LEA and program transition coordination:
Documentation of agendas, meeting minutes with sign-in sheets, and/or emails demonstrating coordination with Title I blended preschool programs as stated in the LEA's approved application
- LEA and transition coordination involving stakeholders:
Documentation of agendas, meeting minutes with sign-in sheets, and/or redacted MTSS documentation

ESEA Sections 1119(a) and 1119(b)(1-5)



Constitutionally Protected Prayer and Religious Expression

Constitutionally Protected Prayer and Religious Expression

- In order to receive funds under the ESEA, the LEA must certify in writing to the Florida Department of Education (FDOE) that no policy of the LEA prevents, or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools.
- An LEA must provide this certification to the Department by October 1 of each subsequent year during which the LEA participates in an ESEA program. Only the Superintendent can sign off on the Prayer Certification.

Constitutionally Protected Prayer and Religious Expression

 **FLORIDA DEPARTMENT OF
EDUCATION**
fldoe.org

State Board of Education

Tom Grady, Chair
Ben Gibson, Vice Chair
Members:
Monesia Brown
Marva Johnson
Ryan Petty
Andy Tuck
Joe York

Richard Corcoran
Commissioner of Education

**2021-2022 Certification of Compliance for
Constitutionally Protected Prayer
and Religious Expression**

Having reviewed the United States Department of Education's (USED) January 16, 2020, *Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools*, pursuant to the requirement of 20 U.S. Code Section 8524, I hereby certify that:

LEA Name

has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary or secondary schools.

Printed Name of Superintendent or Designee Signature

Superintendent or Designee Signature (Required)

The Florida Department of Education will certify compliance/non-compliance to USED by November 1, annually. Please upload the signed 2021-2022 Certification to TIPA@fldoe.org.

www.fldoe.org
325 W. Gaines Street | Tallahassee, FL 32399-0400 | 850-245-0505



Comparability

Comparability Review Cycles

| Cycle A (Every Odd Year) 2018-2019, 2020-2021, etc. | | Cycle B (Every Even Year) 2019-2020, 2021-2022, etc. | |
|--|---|---|---|
| <ul style="list-style-type: none"> • Charlotte • Clay • Duval • Escambia • FAU Lab School • Flagler • Franklin • Gilchrist • Hendry • Hillsborough • IDEA Charter • Indian River • Lake Wales • Levy • Liberty • Madison • FLVS | <ul style="list-style-type: none"> • Marion • Martin • Nassau • Okeechobee • Osceola • Palm Beach • Pinellas • Santa Rosa • Seminole • St. Lucie • South Tech • Suwannee • UCP • Volusia • Wakulla • Washington | <ul style="list-style-type: none"> • Alachua • Baker • Bay • Bradford • Brevard • Broward • Calhoun • Citrus • Collier • Columbia • DeSoto • Dixie • FAMU Lab School • FSDB • FSU Lab School • Gadsden • Glades • Gulf • Hamilton • Hardee • Hernando • Highlands • Holmes | <ul style="list-style-type: none"> • Jackson • Jefferson-Somerset • KIPP-Miami • Lafayette • Lake • Lee • Leon • Manatee • Miami- Dade • Monroe • Okaloosa • Orange • Pasco • Polk • Putnam • Sarasota • St. Johns • Sumter • Taylor • UF Lab School • Union • Walton |
| <div style="background-color: #76b82a; color: white; padding: 10px; display: inline-block;"> Reporting Year </div> | | | |



Comparability 2021-22

New
Changes

| The LEA ... | Cycle A | Cycle B |
|--|---------|---------|
| Conducts comparability calculations | ✓ | ✓ |
| Uploads comparability calculations | | ✓ |
| Uploads updated written procedure | | ✓ |
| Uploads comparability Attestation | ✓ | ✓ |
| Uploads Action Plan if the LEA has any remaining non-comparable schools | ✓ | ✓ |

The 2021-22 comparability reporting notification communications will be released in September 2021.

Comparability Written Procedure

An LEA's written procedures must include:

- the identification and responsibilities of the office(s) involved in making comparability calculations, including identification of the certifying official;
- the LEA's timeline for demonstrating comparability;
- an identification of data sources used in comparability calculations;
- the LEA's date certain for comparability calculations;
- the measure and process used to determine whether schools are comparable;
- the manner and timelines for making adjustments in schools that are non-comparable; and
- procedures to specify and define non-federal instructional staff.



Program Updates

Title I, Part A

2021-22 Application Updates

- LEA's submitted TIPA applications
 - Applications programmatically approved
 - Applications fully approved

Committee of Practitioners



Florida Department of Education

Federal Educational Programs

Committee of Practitioners

Committee of Practitioners (COP)

History

- No Child Left Behind (NCLB) required each state educational agency (SEA) to establish a state Committee of Practitioners (CoP).
- In 2006, Florida established a CoP under section 1008.332, Florida Statutes.
- In the reauthorization of the Every Student Succeeds Act (ESSA) of 2015, section 1603(b), each SEA is required to establish a state COP.

Committee of Practitioners (COP)

Purpose

- Provides feedback on documents, templates and other tools that support quality implementation of federally funded programs in Florida)
- Provides an official annual report to the legislature regarding the committee's work

Committee of Practitioners (COP)

Committee Composition

- Local educational agency representatives
- Administrators
- Career and technical educators
- Principals and other school leaders
- Parents
- Members of local school boards
- Private school representatives
- Specialized instructional support personnel
- Paraprofessionals
- Charter agency representatives
- Charter school leaders

Committee of Practitioners (COP)

Items to Note

- The Committee has two (2) remaining vacancies
- We will have our first face-to-face meeting during the Fall FASFEPA meeting
- The final meeting for 2021 will be held virtually on October 14, 2021 from 11:30-12:00 pm
- Interested in learning more, please contact FloridaCOP@fldoe.org



Program Resources

Title I, Part A

Program Resources

- [FLDOE-TIPA](#)
- [TIPA Monitoring](#)
- [BFEP website](#)
- [Florida CIMS](#)
- [Transition Supports](#)
- [Non-Regulatory Guidance Early Learning](#)
- [ESSA](#)

Title I, Part A Regional Assignments

| Region 1 Anitra Young | | Region 2 Matthew Wiley | | Region 3 Casey Graham | Region 4 Jacqueline Hill | Region 5 Lori Saunders Shonda Goldsmith |
|--------------------------|------------|---------------------------|-----------|--------------------------|-----------------------------|---|
| Bay | Calhoun | Alachua | Baker | Orange | Charlotte | Broward |
| Escambia | FAMU | Bradford | Clay | FLVS | Citrus | Collier |
| Franklin | FSU | Columbia | Dixie | Indian River | DeSoto | Dade |
| Gadsden | Gulf | Duval | Flagler | Lake | Hardee | FAU |
| Holmes | Jackson | FSDB | Gilchrist | Lake Wales Charter | Hernando | Glades |
| Jefferson | Leon | Hamilton | Lafayette | Martin | Highlands | Hendry |
| Liberty | Madison | Levy | Marion | Okeechobee | Hillsborough | KIPP |
| Okaloosa | Santa Rosa | Nassau | Union | Orange | Manatee | Monroe |
| Taylor | Wakulla | Volusia | | Osceola | Pasco | Palm Beach |
| Walton | Washington | | | Polk | Pinellas | South Tech |
| | | | | St. Lucie | Sarasota | |
| | | | | UCP | Sumter | |



Program Support

Shonda Goldsmith
*Committee of Practitioners
Monitoring*

Casey Graham
*Charter Schools
Comparability
Professional Development*

Jacqueline Hill
*Early Learning Programs
Foster Care*

Samantha Mosely
Sharefile Support

Lori Saunders
Comparability

Matthew Wiley
*College and Career
Readiness
Equitable Services*

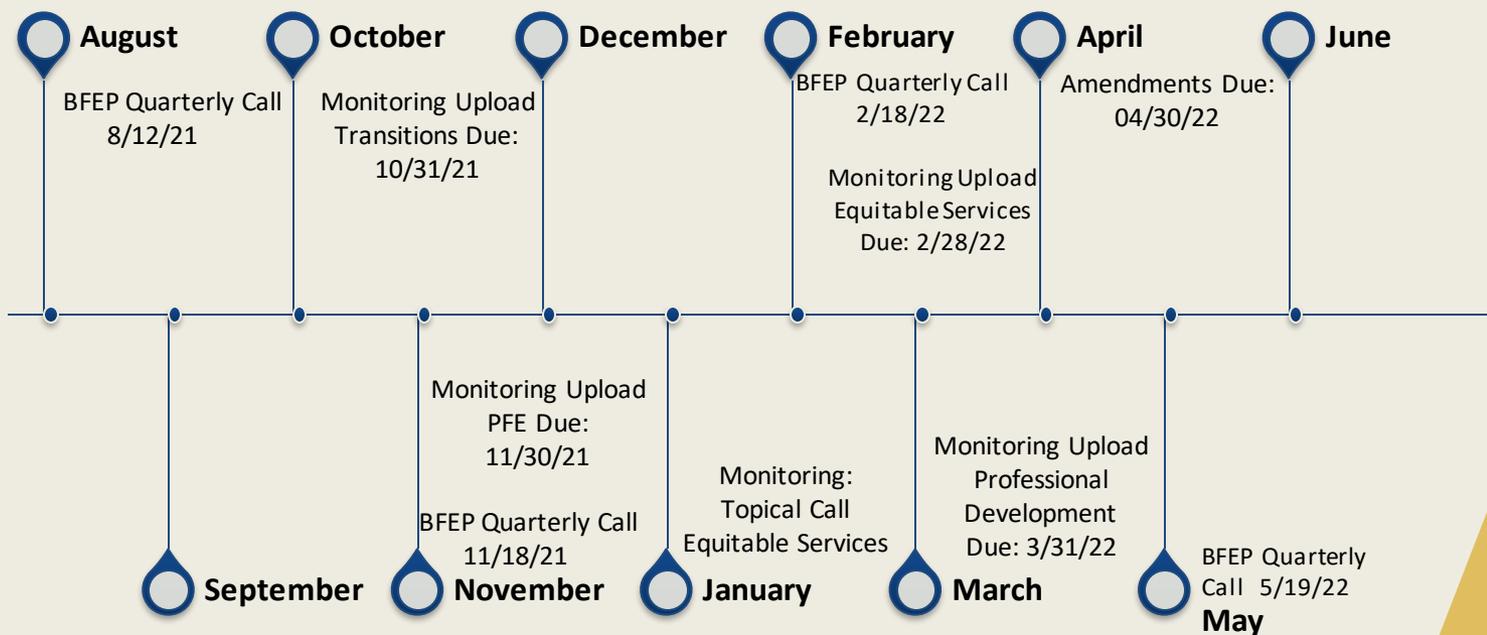
Anitra Young
*Parent and Family
Engagement (PFE)
Constitutionally Protected
Prayer*



Important Dates and Timelines

Title I, Part A Federal Programs

Dates and Timelines



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Matthew Wiley

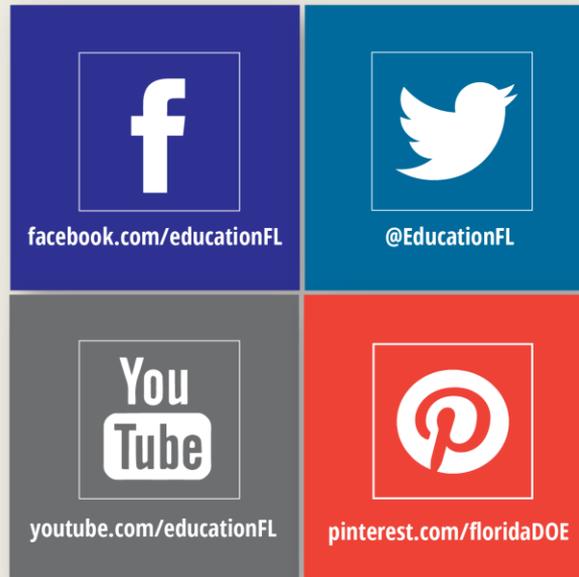
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