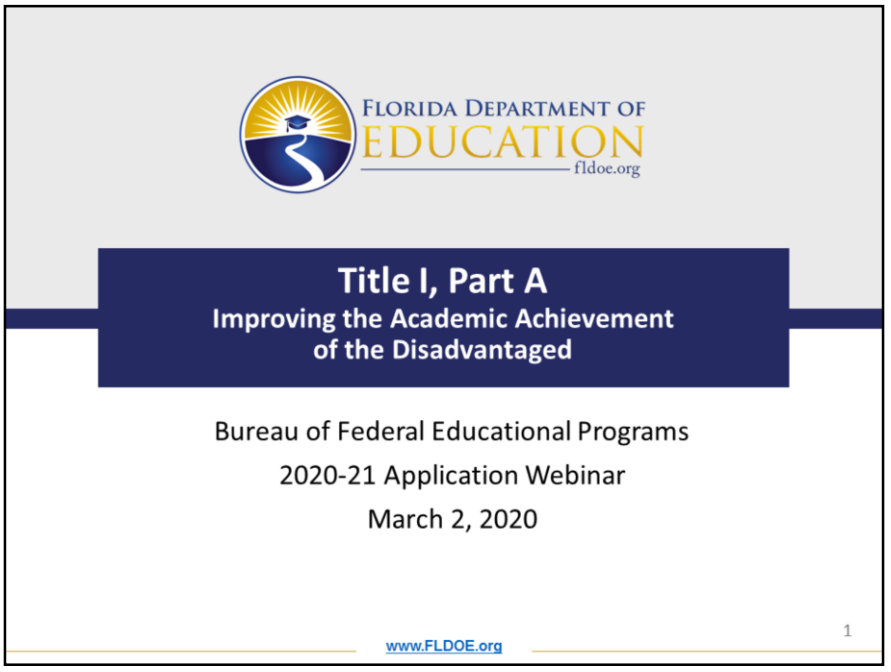
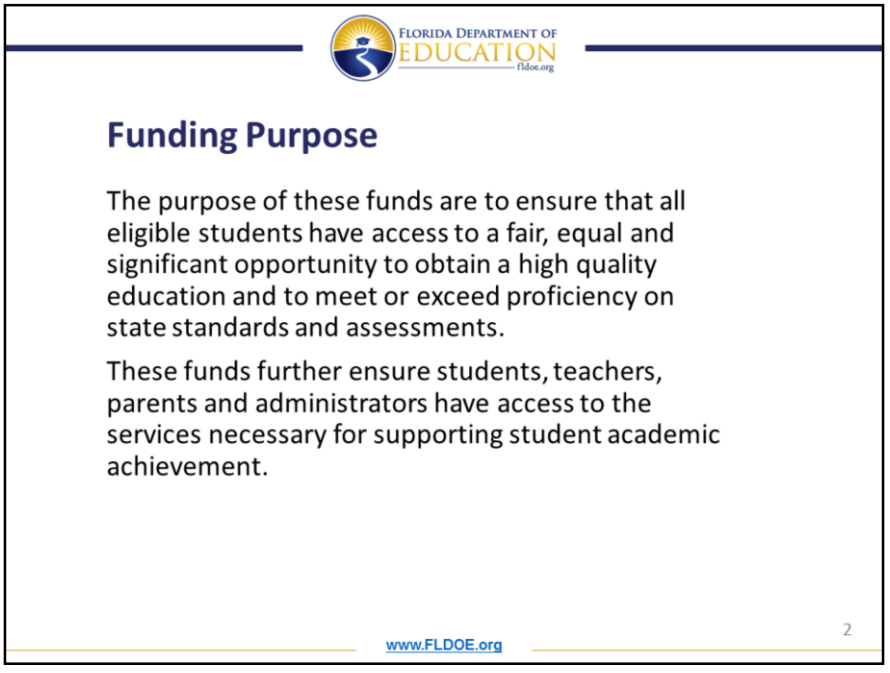
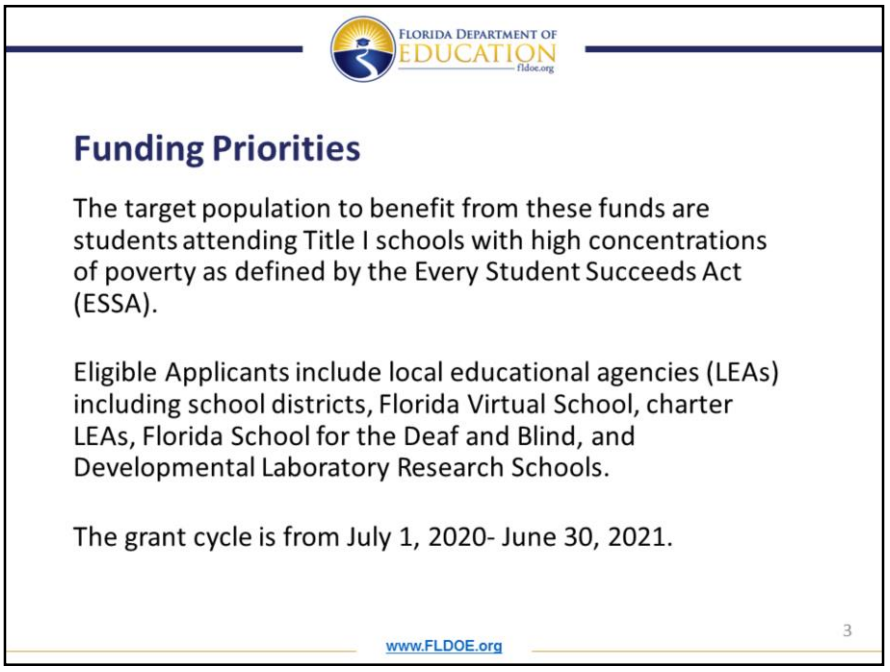


Good morning. Thank you for attending today's technical assistance webinar for Title I, Part A, Improving the Academic Achievement of the Disadvantaged. My name is Melissa Ramsey, and I am the Vice Chancellor of K-12 Strategic Improvement. Joining me today is Amanda Meeks, the Grant Manager of Strategic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



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

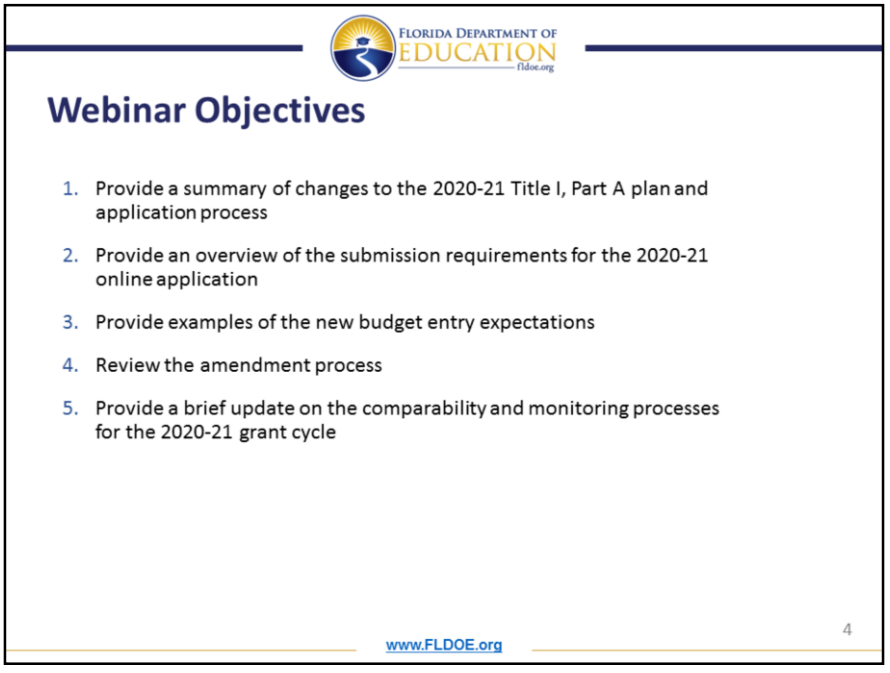
These funds further ensure students, teachers, parents and administrators have access to the services necessary for supporting student academic achievement.



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

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

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



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

Equitable Proportion of Funds

18 Assurances

11 Areas of Focus

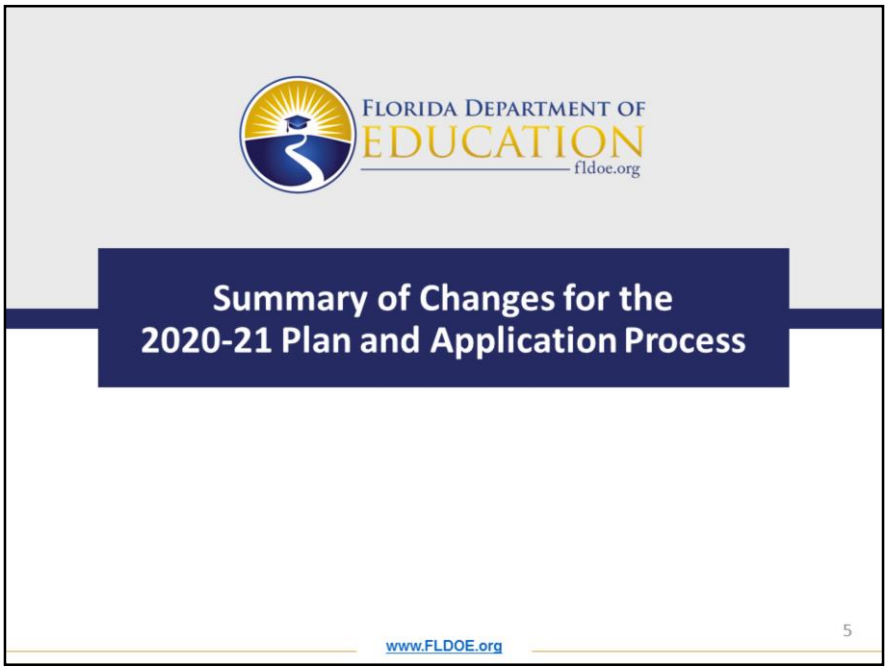
Reporting Requirements

Public School Eligibility Survey

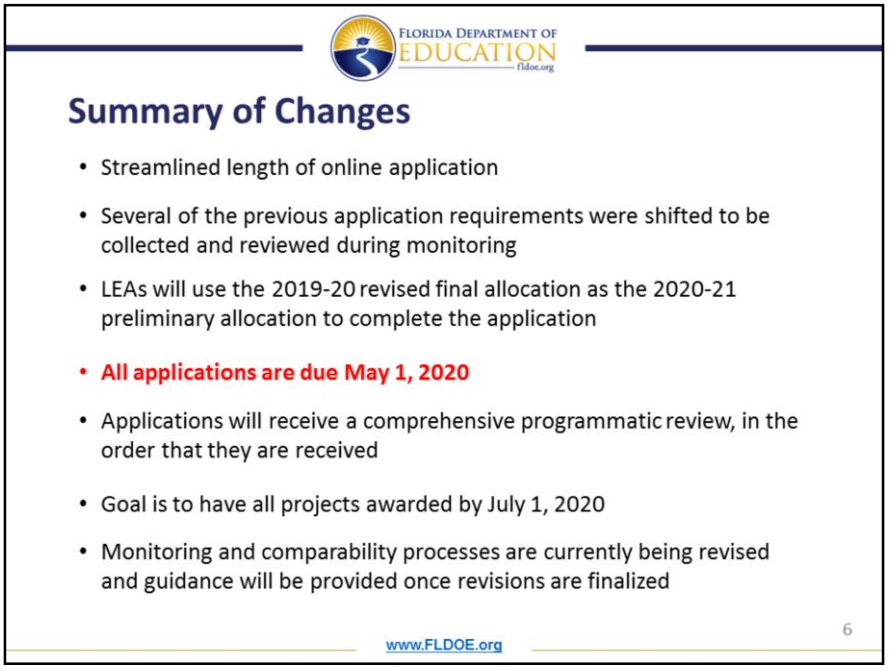
Non-Public School Eligibility Survey and

Budget and Reservation Calculations.

Third, we will provide examples of the new budget entry expectations.
Fourth, we will review the amendment process and
Last, we will provide a brief update on the comparability and monitoring processes for the 2020-21 grant cycle.



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



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

The length of the online application was streamlined,

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

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

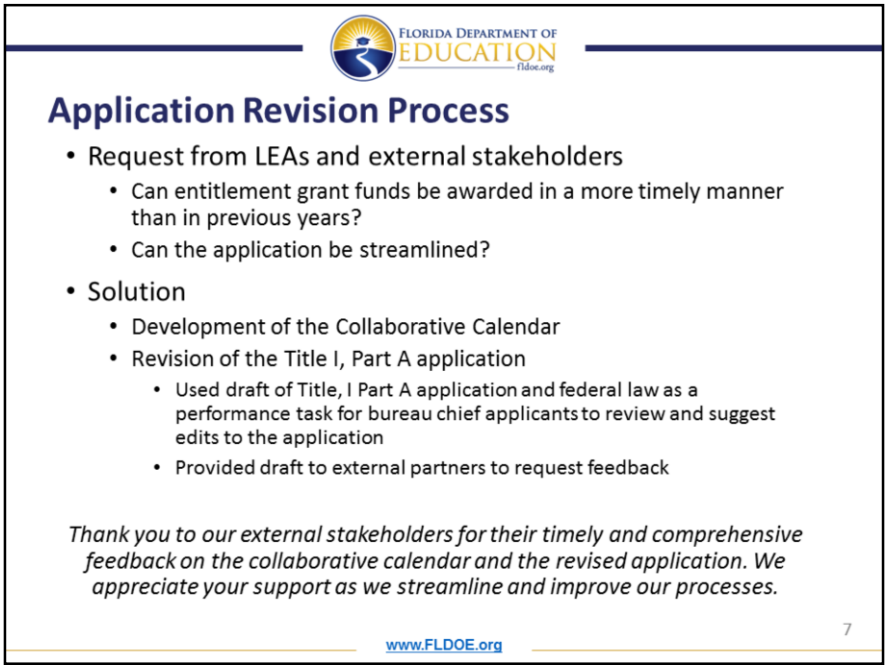
*Please note: this allocation is a preliminary allocation and is subject to change based on the LEA's enrollment and poverty data.

All Applications are due May 1, 2020.

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

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

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



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

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

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

The solution to these requests are as follows:

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

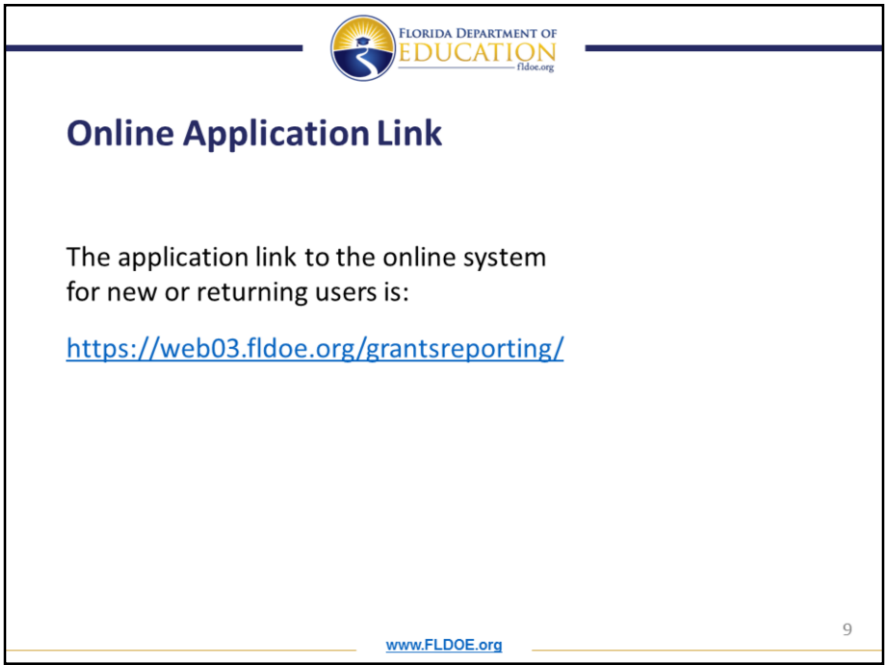
the revision of the Title I, Part A application. This process included using the draft of the application and federal law as a performance task for bureau chief applicants to review and suggest edits to the application. The department also provided a draft to external partners to request feedback before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

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

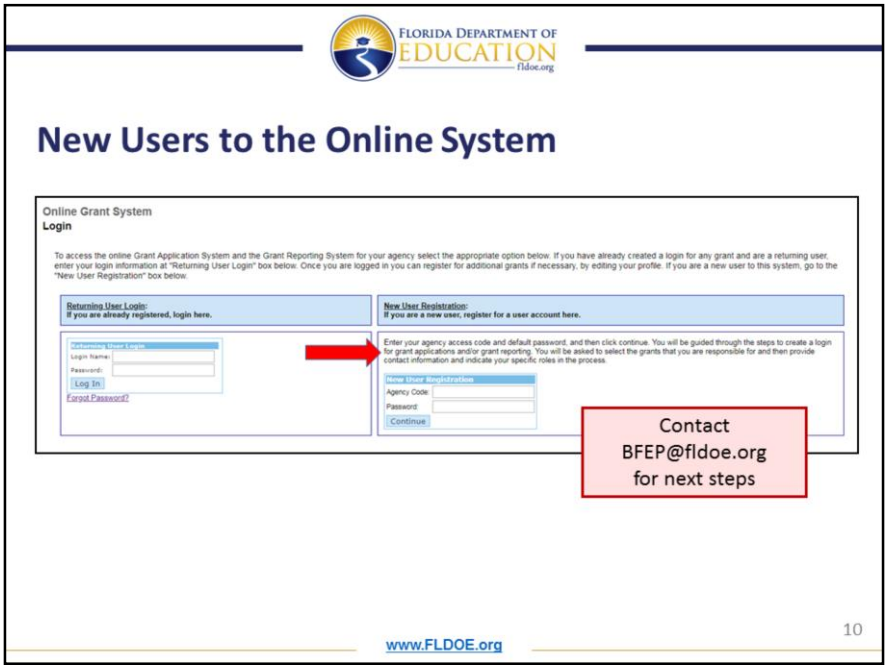
Thank you to our external stakeholders for their timely and comprehensive feedback on the collaborative calendar and the revised application. We appreciate your support as

we streamline and improve our processes.

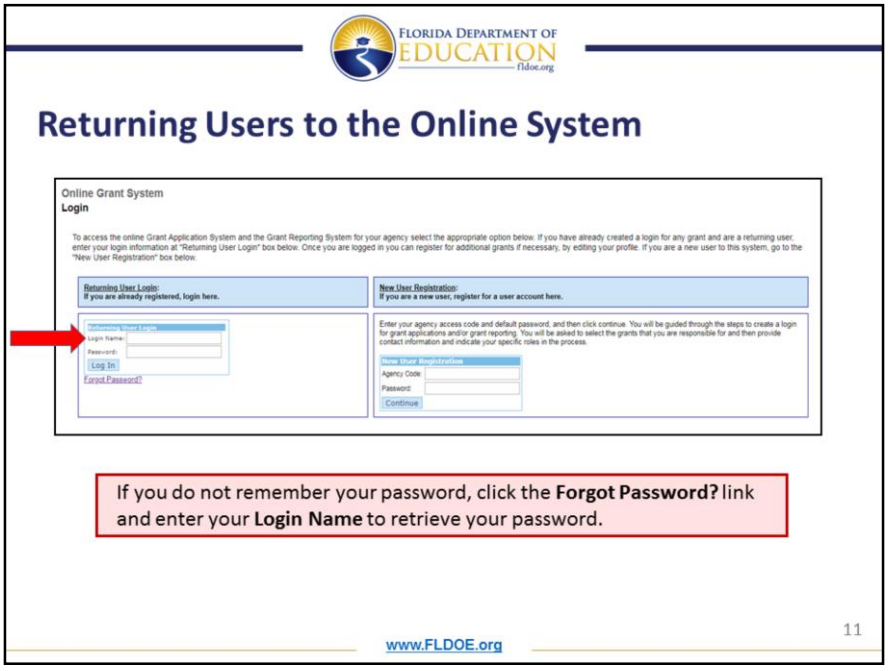
Let’s take a look at the first step to beginning the online application process.



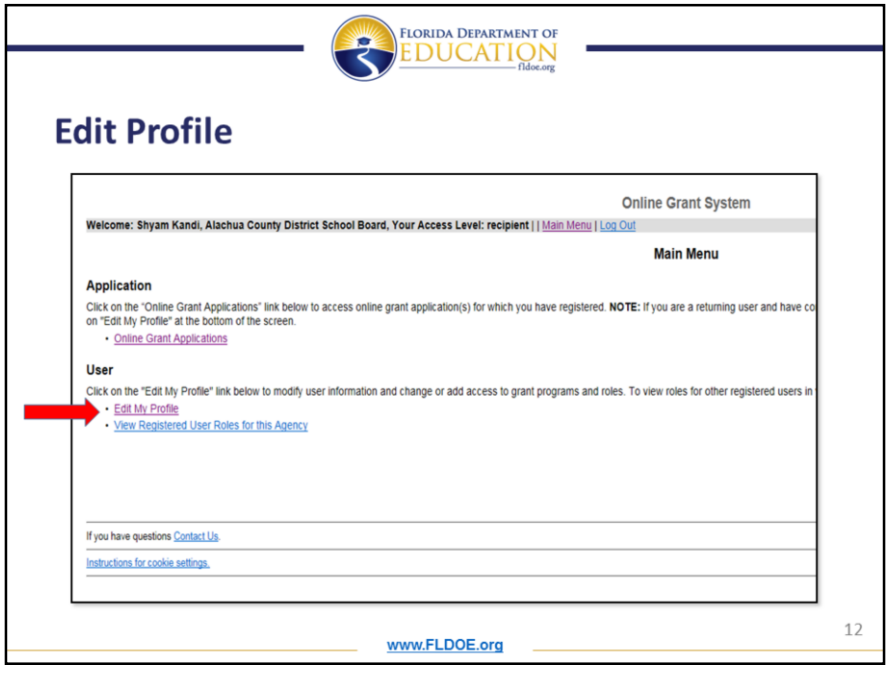
To access the application please use the link provided on this screen.



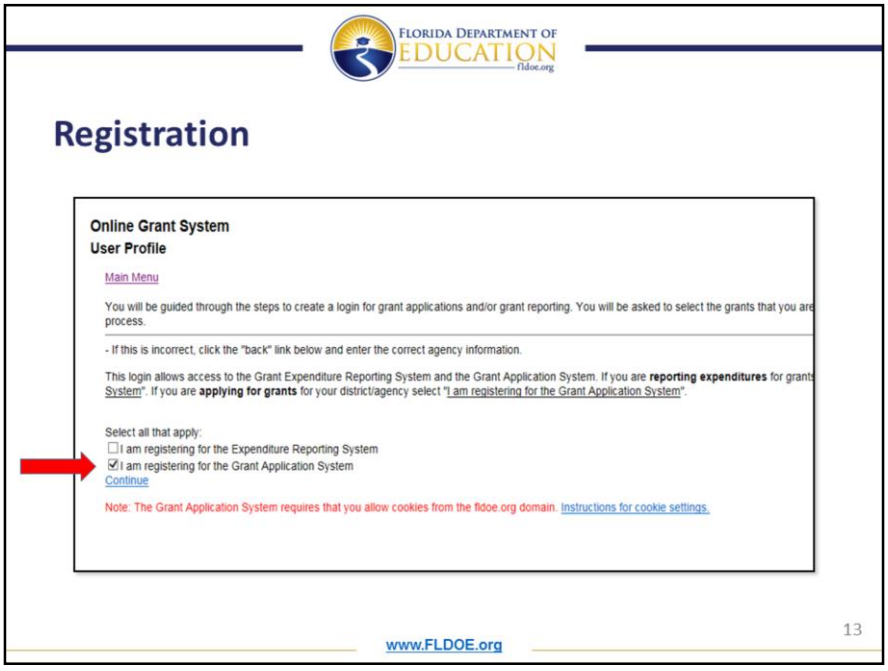
After clicking on the provided link you will be directed to the login page. If you are a new user to the online system please contact BFEP@fldoe.org for next steps.



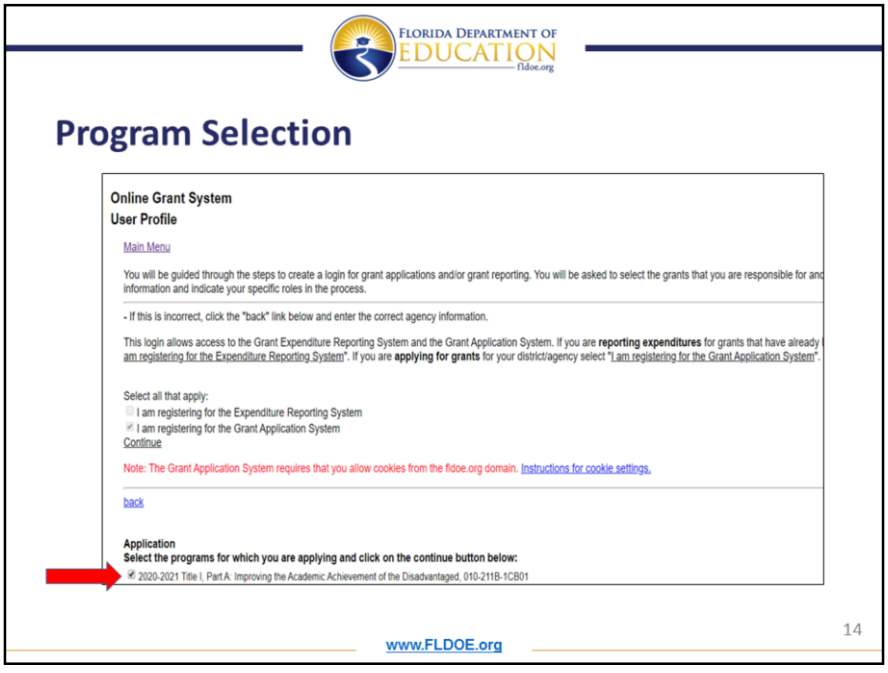
If you are returning user to the online system enter your Login Name and Password, then click the Log In button. If you do not remember your password, use the Forgot Password link to retrieve it.



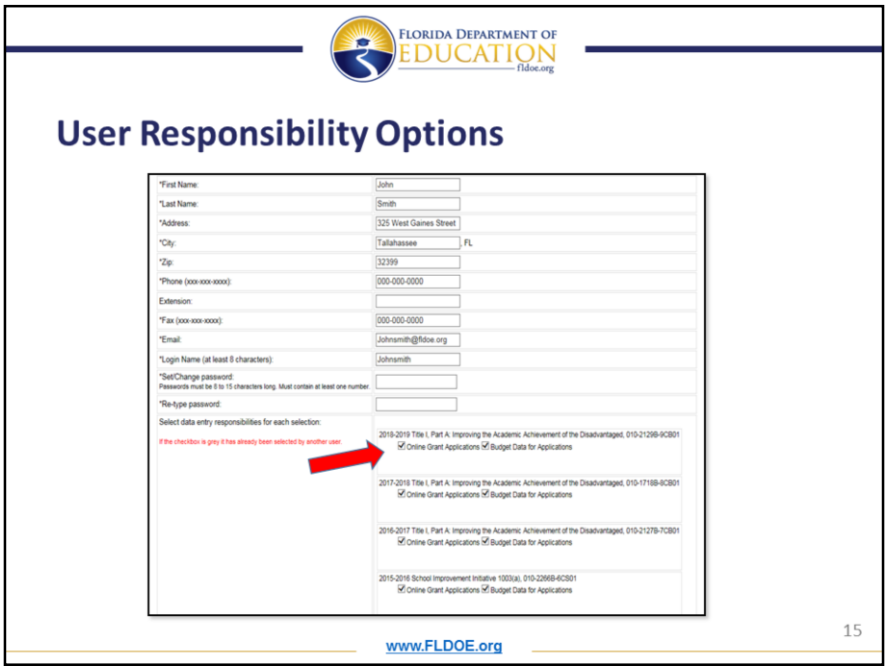
Once you have logged in, click on the Edit My Profile link. This step is required for all users even if you have previously set up your profile.



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

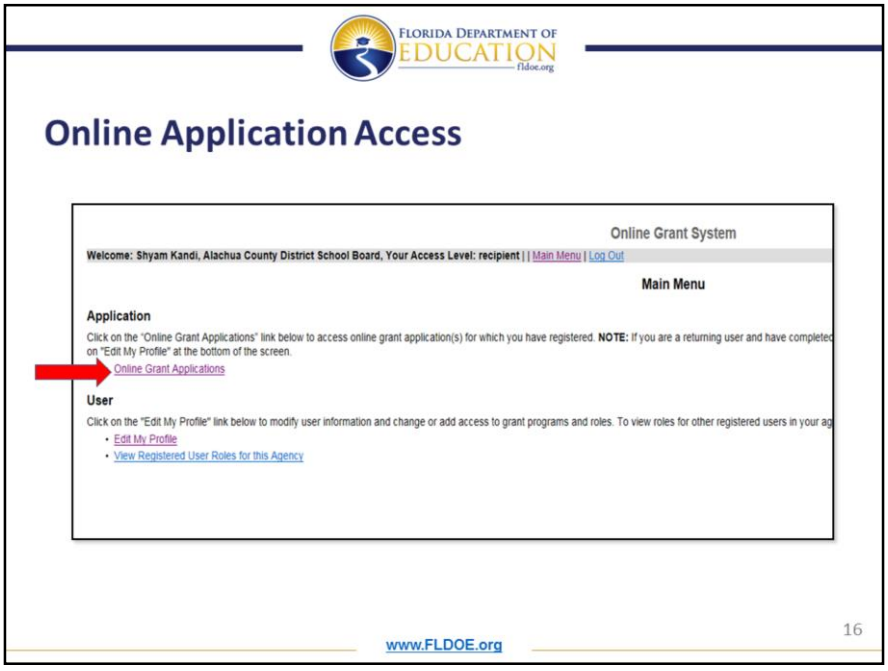


After clicking continue, make sure you select the checkbox for 2020-2021 Title I, Part A: Improving the Academic Achievement of the Disadvantaged. Then scroll down to the bottom of the list and click Continue.

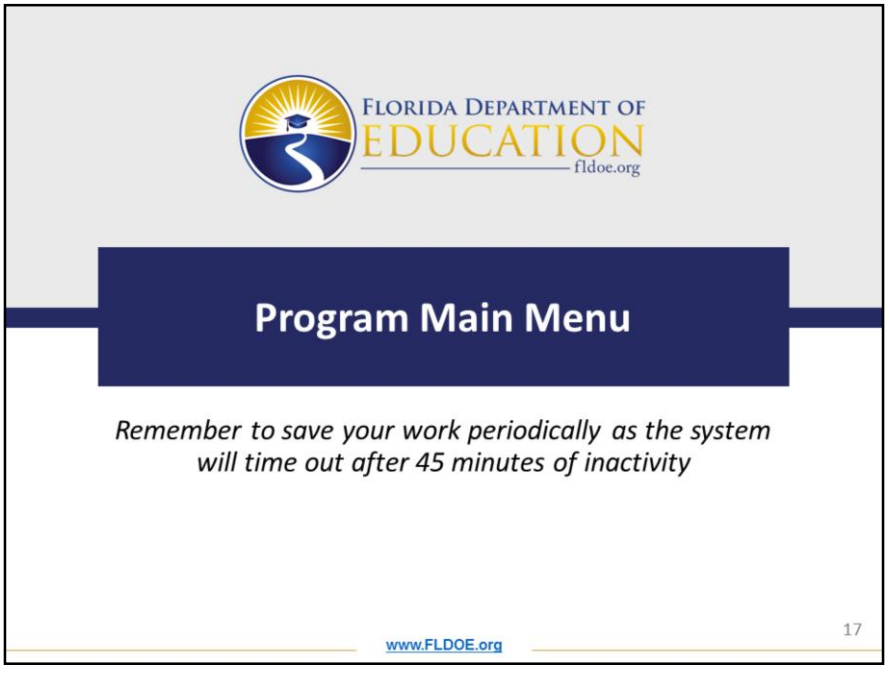


On the next screen you can update user information if necessary. In this section you will also select the responsibilities for the user. There are 2 responsibility options for the user to select. One option is to select *online grant application* and the other option to select is *budget data for the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

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

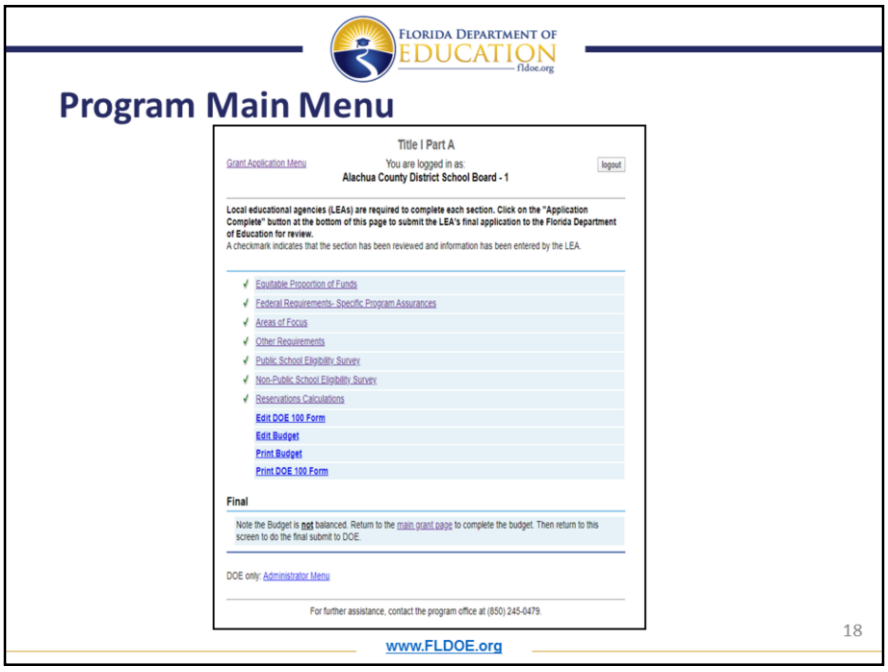


Next click the Online Grant Applications link to access your LEA's application.



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

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

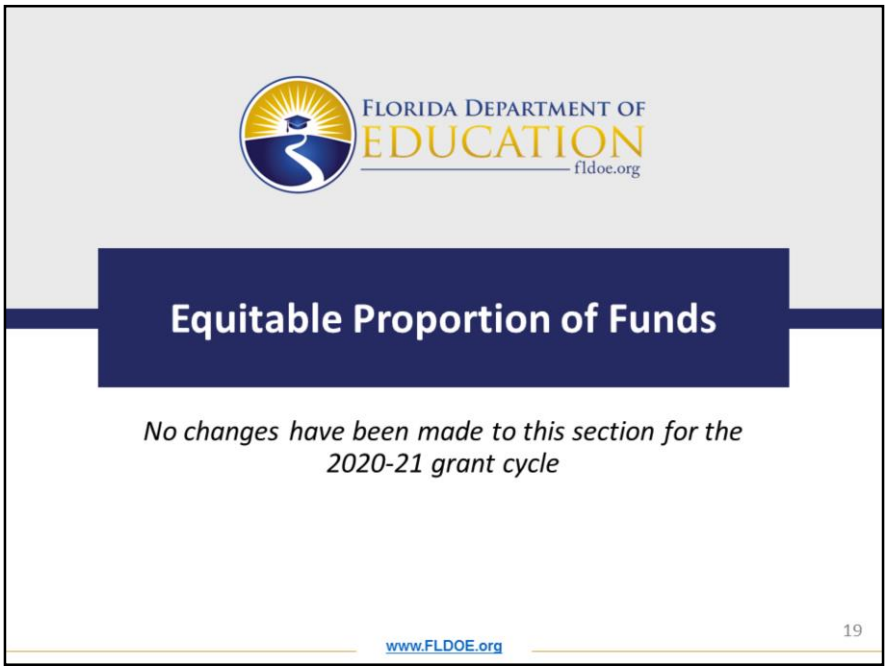


The program main menu page displays the sections that shall be completed within the online system. Please note that the items listed on this page have changed to reflect the edits made to the new 2020-21 online application. The sections for the new 2020-21 application are as follows:

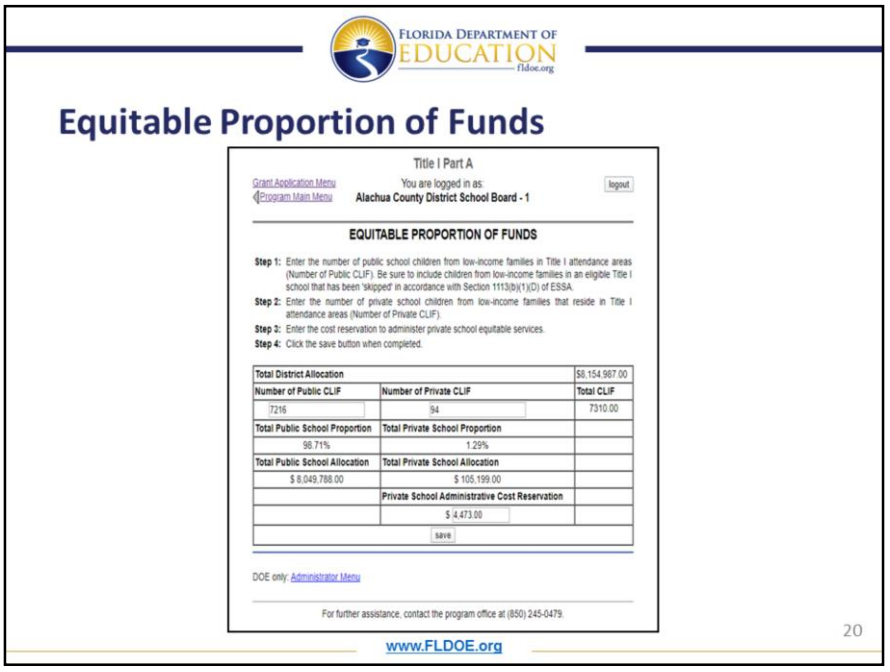
Equitable Proportion of Funds, Federal Requirements-Specific Program Assurances, Areas of Focus, Other Requirements, Public School Eligibility Survey, Non-Public School Eligibility Survey, Reservations Calculations, Edit DOE 100 Form, and the Edit Budget sections.

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

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



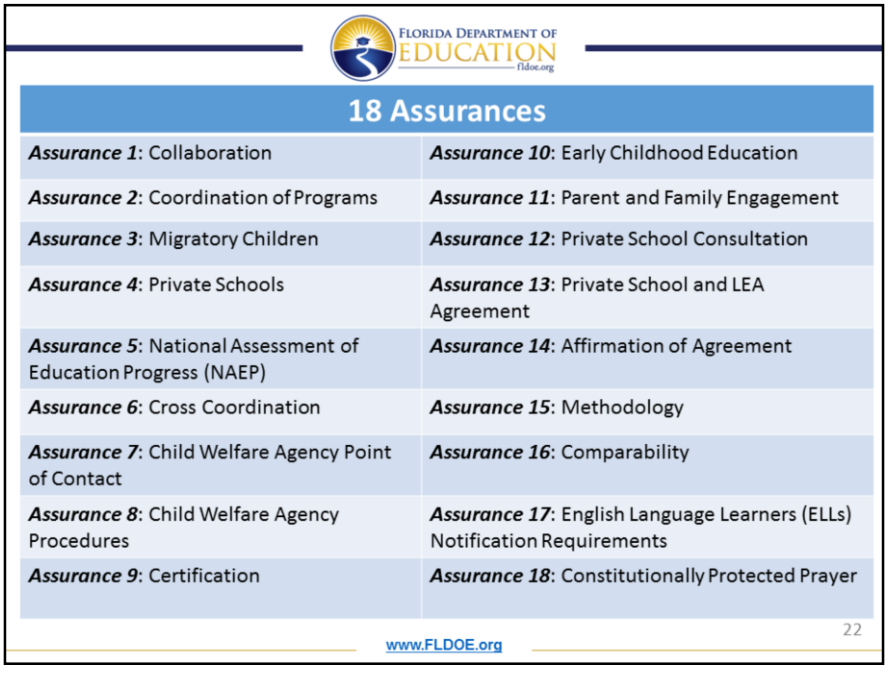
The first section on the program main menu page is Equitable Proportion of Funds. *No changes have been made to this section for the 2020-21 grant cycle.*



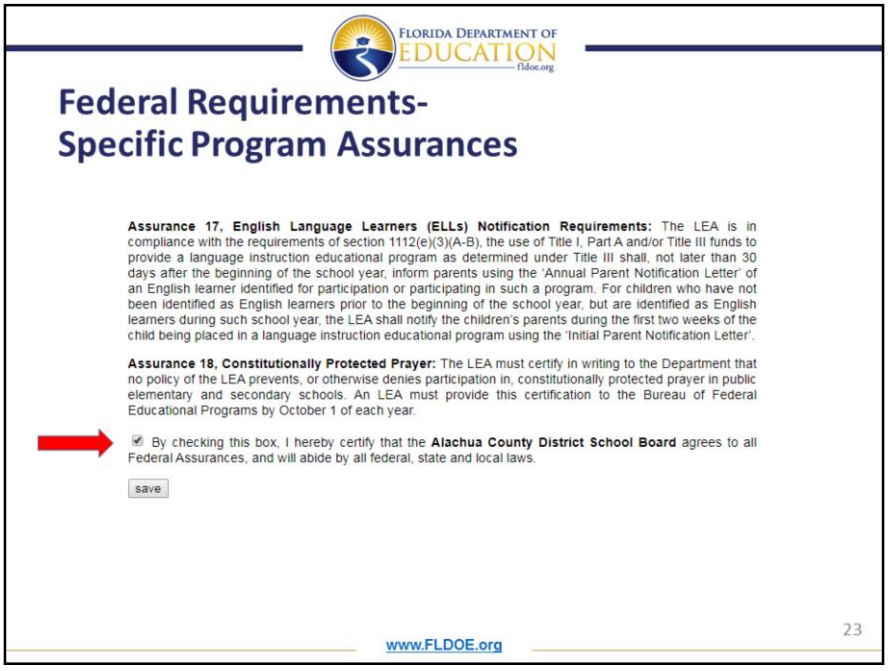
To complete this section enter the total number of public school children from low-income families(CLIF) who reside in participating public school attendance areas (PSAAs), and enter the total number of private school children from low-income families (CLIF) who reside in participating public school attendance areas(PSAAs).
For LEAs with no participating private schools, zero must be entered in the **Number of Private CLIF** field.
Based on the information entered in those boxes, the public school and private school proportions and allocations will calculate automatically when the page is saved.
You must also enter the amount to be reserved from the **Total Private School Allocation** for private school administrative costs.
Don’t forget to click the save button after entering your information.

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

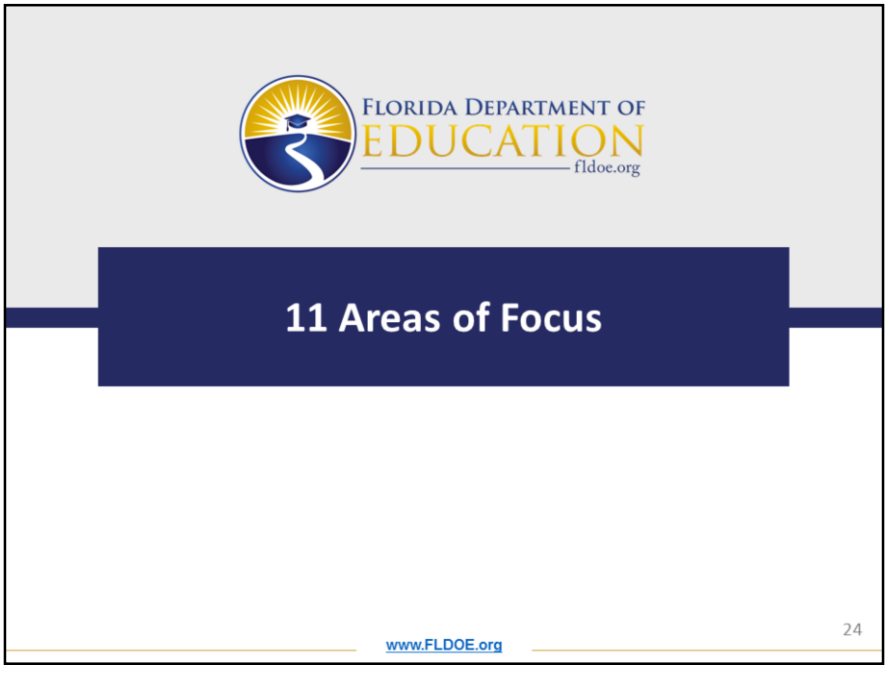
In this section the LEA must agree to meet the requirements of the 18 assurances listed within the RFA.



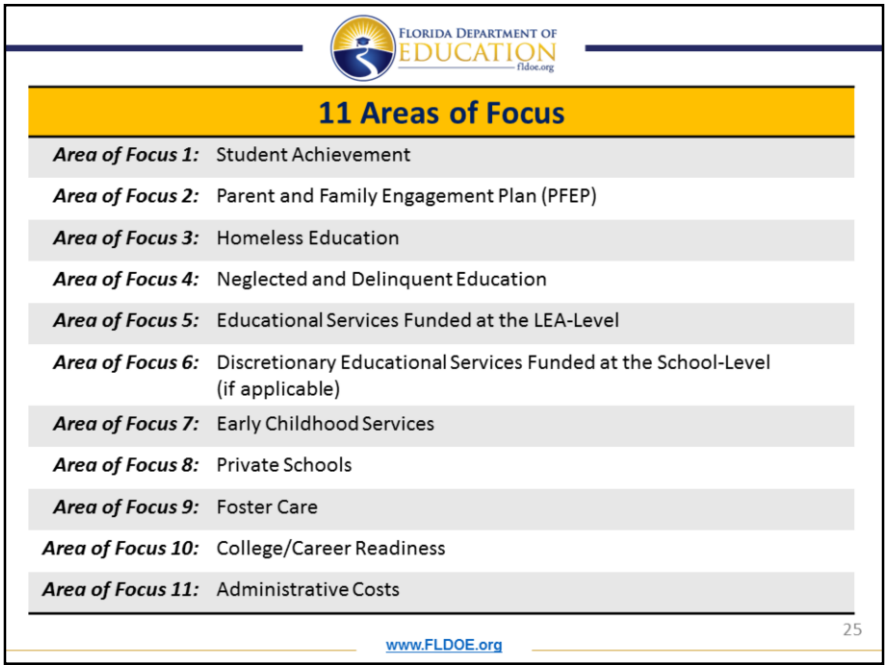
This slide outlines the 18 assurances that each LEA is required to complete. A detailed description of all 18 assurances can be found in the RFA that will also be posted in www.floridacims.org following this webinar. These 18 assurances are subject to monitoring in the 2020-21 school year. More information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



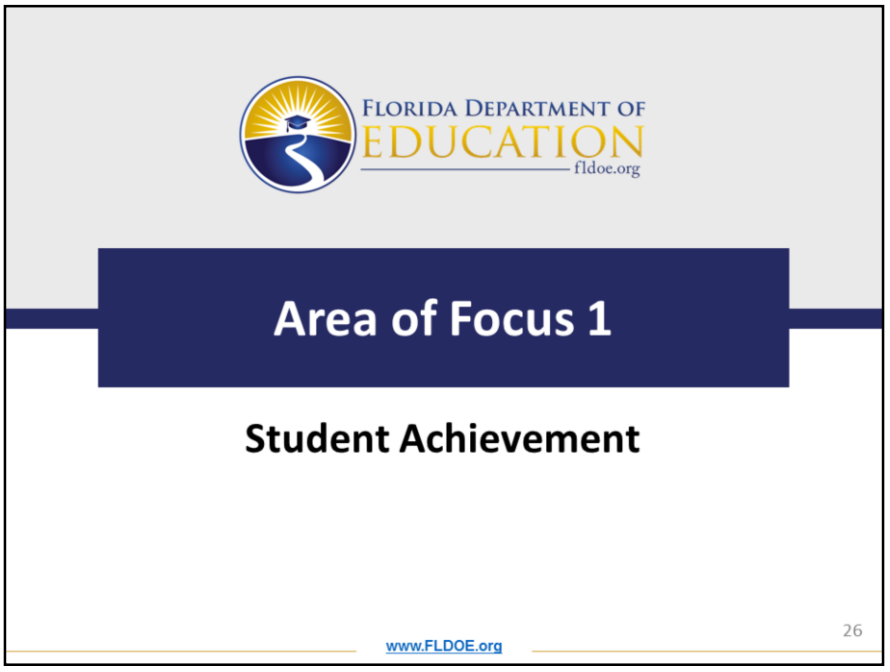
The LEA must check the box at the bottom of this section and click save to confirm that all 18 assurances will be met.



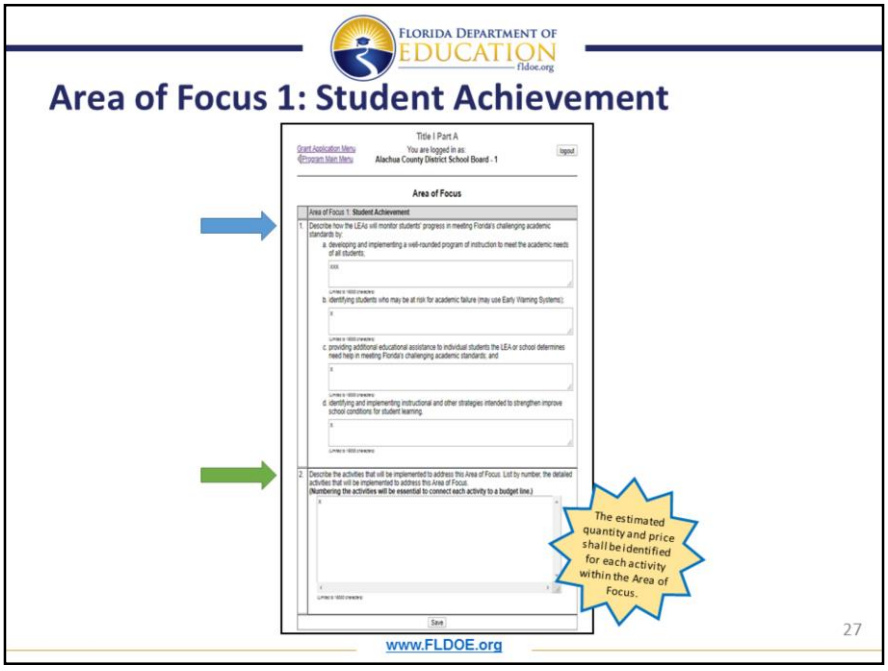
The next section on the program main menu page is the Area of Focus section. Within this section there are 11 Areas of Focus that the LEA must complete to request funds for the 2020-21 grant cycle.



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



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



Area of Focus 1: Student Achievement

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

1. Describe how the LEA will monitor students' progress in meeting Florida's challenging academic standards by:

a. developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

b. identifying students who may be at risk for academic failure. LEAs may use Early Warning Systems indicators located in your Schoolwide Improvement Plan.

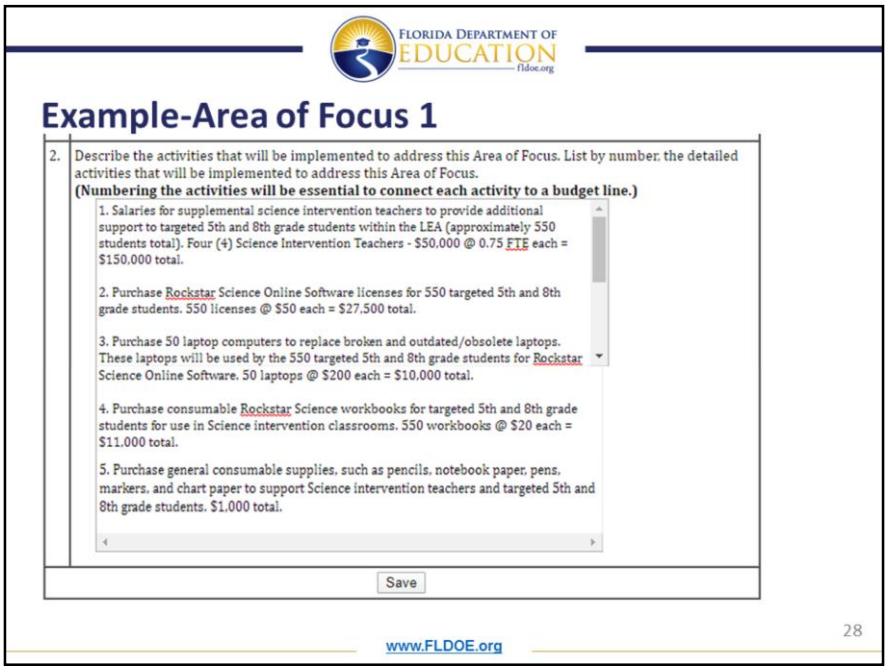
c. providing additional educational assistance to individual students the LEA or school determines need help in meeting Florida's challenging academic standards; and

d. identifying and implementing instructional and other strategies intended to strengthen and improve school conditions for student learning.

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

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

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



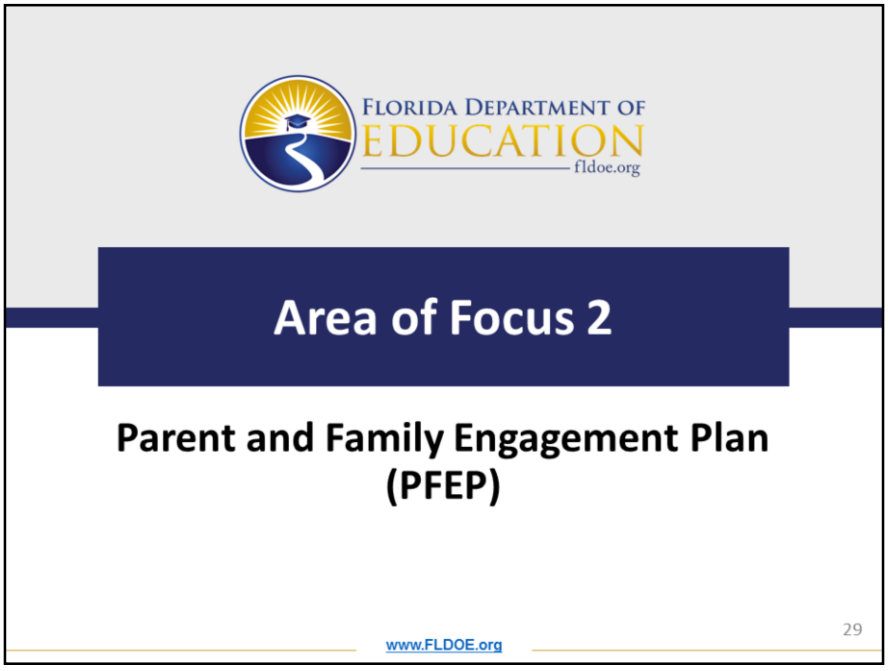
This slide provides an example of how activities shall be numbered within an Area of Focus. Please note that in addition to a description of each numbered activity, quantitative details are provided to explain the estimated quantity and price breakdown of costs associated with the activity. These activity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

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

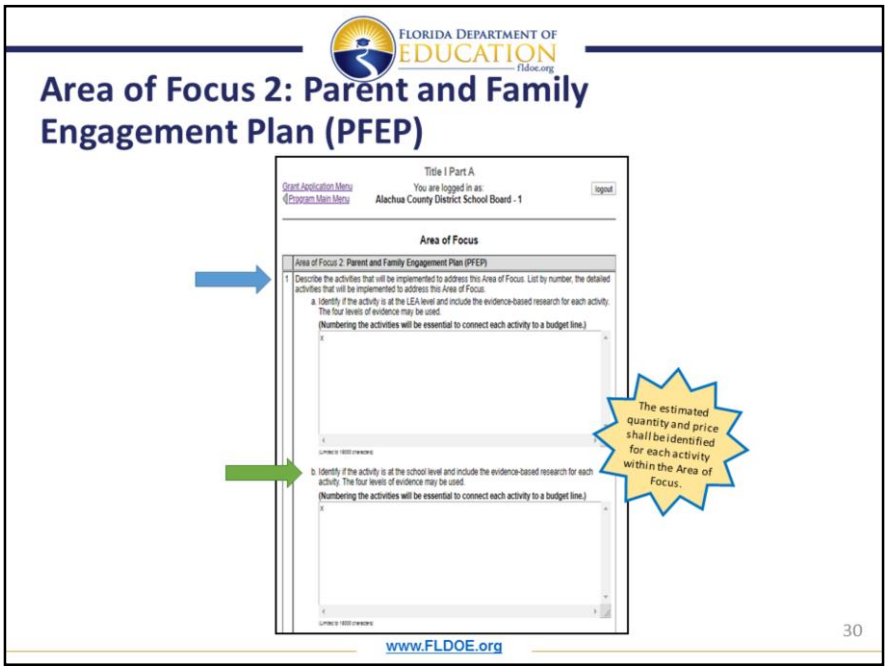
1. Salaries for supplemental science intervention teachers to provide additional support to targeted 5th and 8th grade students within the LEA (approximately 550 students total). The LEA will fund Four (4) Science Intervention Teachers, with a salary of $50,000 per school year, and this grant will fund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

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

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



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

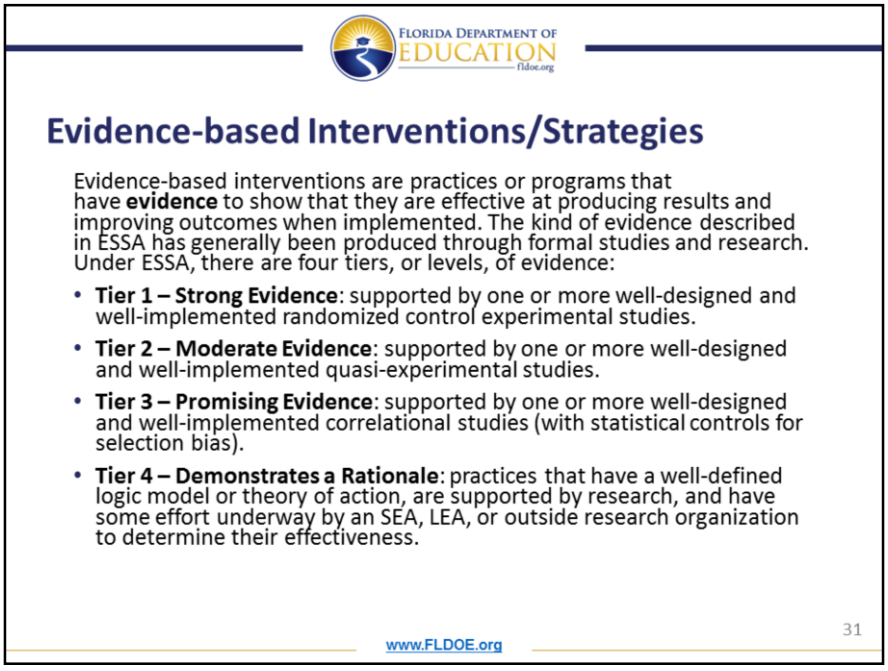


Area of Focus 2: Parent and Family Engagement Plan (PFEP)

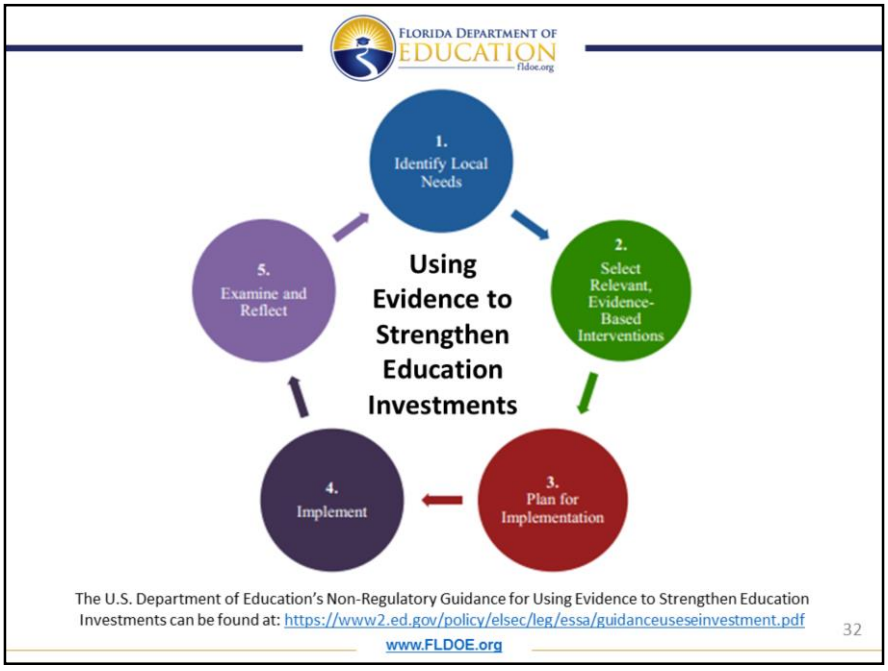
For question number 1a. (indicated with the blue arrow) the LEA will describe and must list by number, the detailed activities that will be implemented to address the Parent and Family Engagement Plan (PFEP) at the LEA level and include the evidence-based research for each activity. The four levels of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

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

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



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



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

1. Identifying local needs: States and districts should do extensive outreach to communities, including pouring over data and talking to parents, teachers, and students to get a sense of where a school's problems may stem from. They should consider whether the school, or a particular population within the school, is getting access to a fair share of resources (including effective teachers).

2. Selecting evidence: States and districts should go with the highest level of evidence possible and consider whether there is evidence that a strategy has worked in the context they want it to.

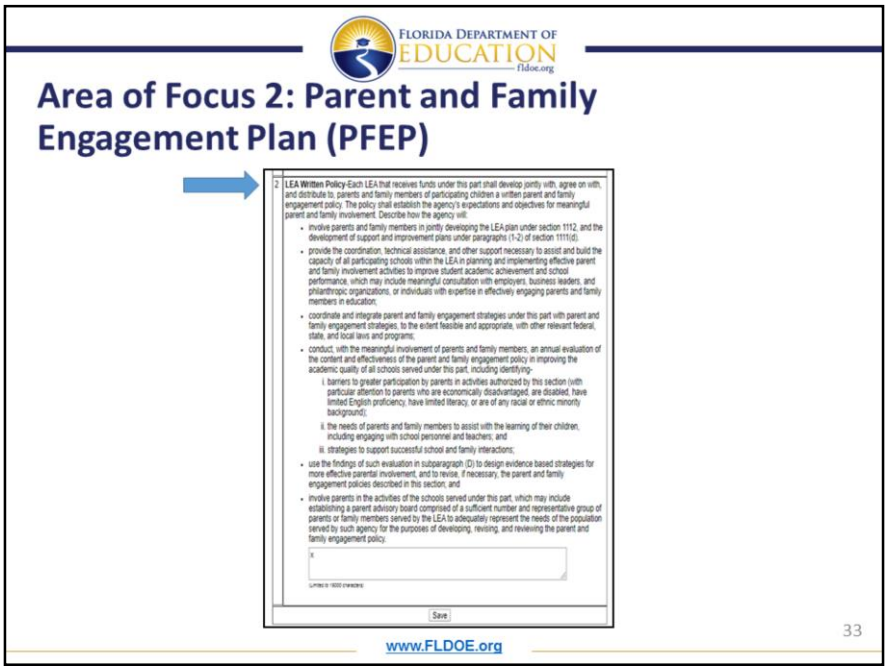
3. Plan for implementation: LEAs should develop clear goals and timelines and figure out what resources a school needs.

4. Implement: This is the implementation cycle, where you put into action Steps 1-3.

Lastly, 5. Examine and reflect: Schools, districts, and states should think carefully about why the intervention has worked—or hasn't—and what needs to be tweaked. And they should make sure that the school shares what worked and what didn't with others.

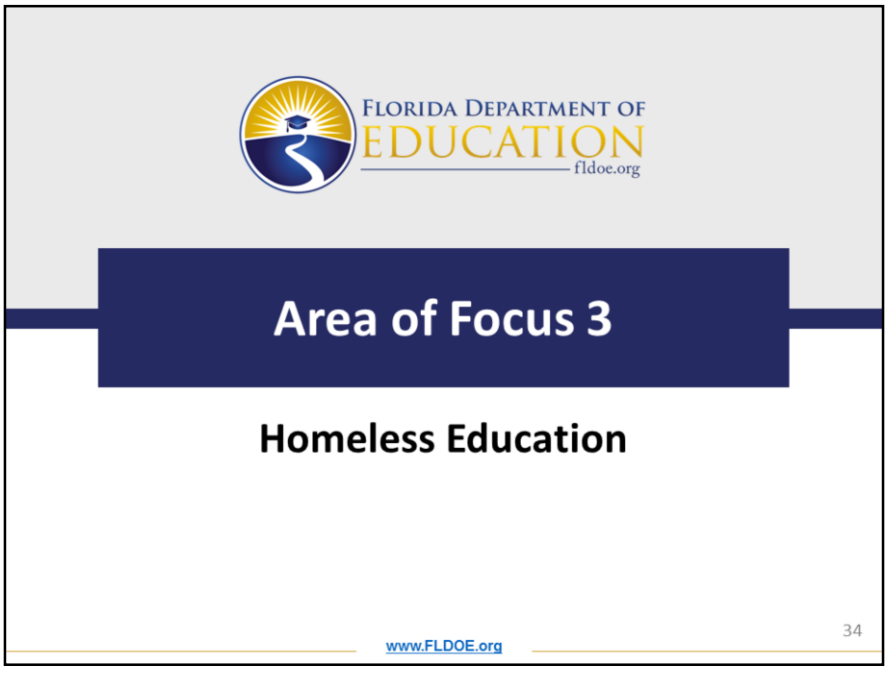
A link to the U.S Department of Education's Non-Regulatory Guidance for Using Evidence to Strengthen Education Investments is provided on this slide.

Please cite the level of evidence and the source citation.

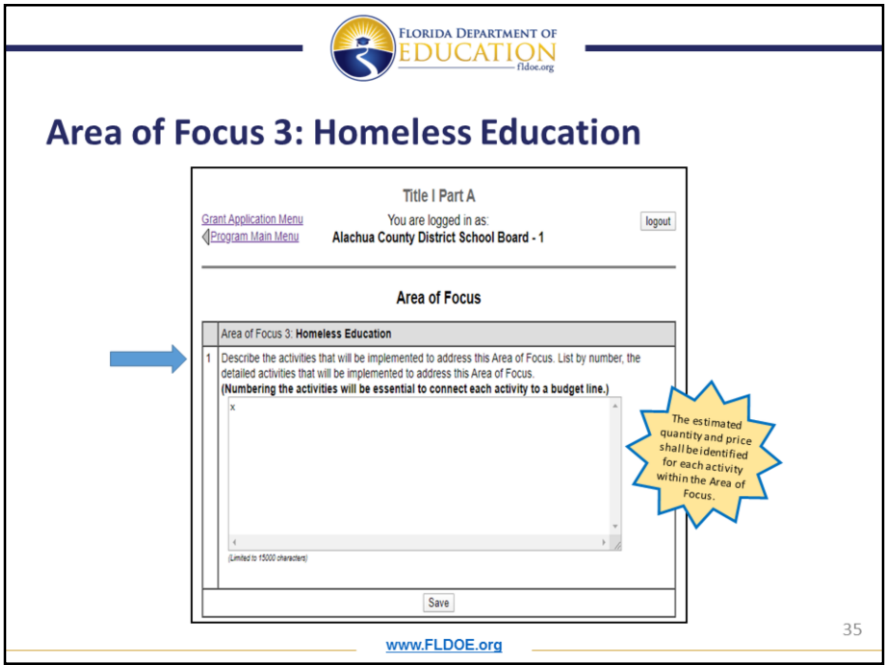


For question number 2 (indicated with the blue arrow) the LEA will describe how they will meet the requirements of the written policy rather than submitting the policy itself.

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

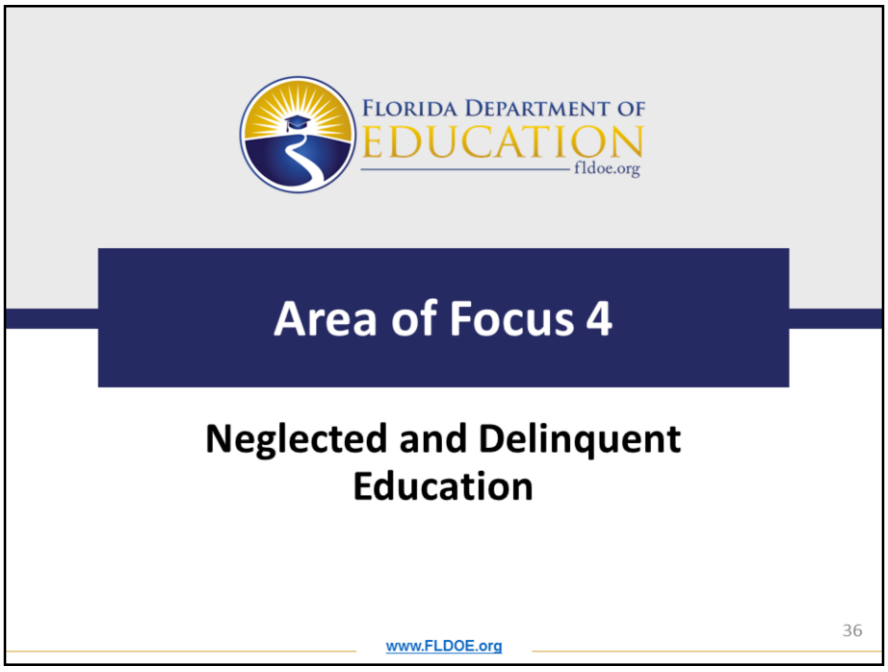


Now we will review the requirements for Area of Focus 3: Homeless Education

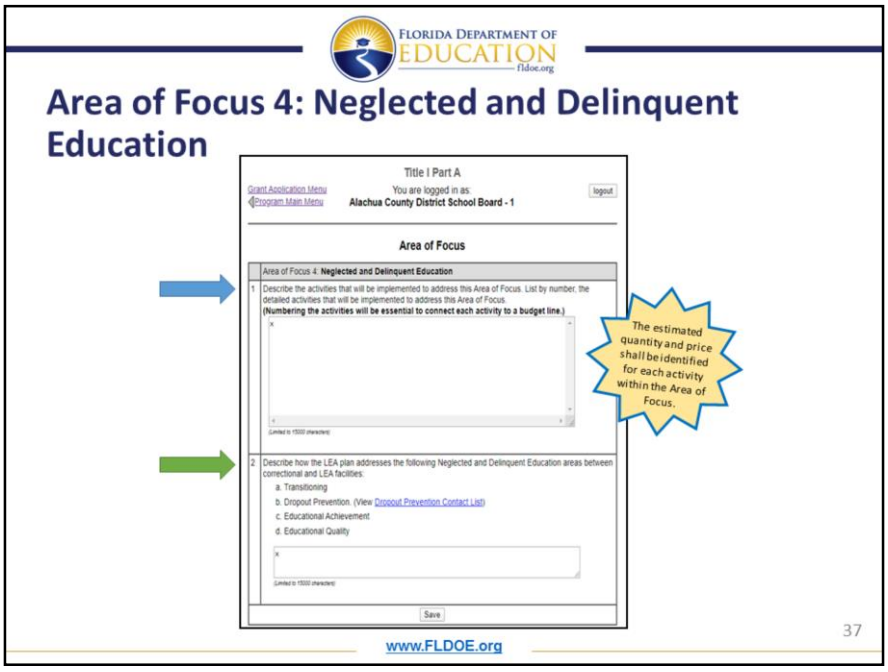


Area of Focus 3: Homeless Education

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



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



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

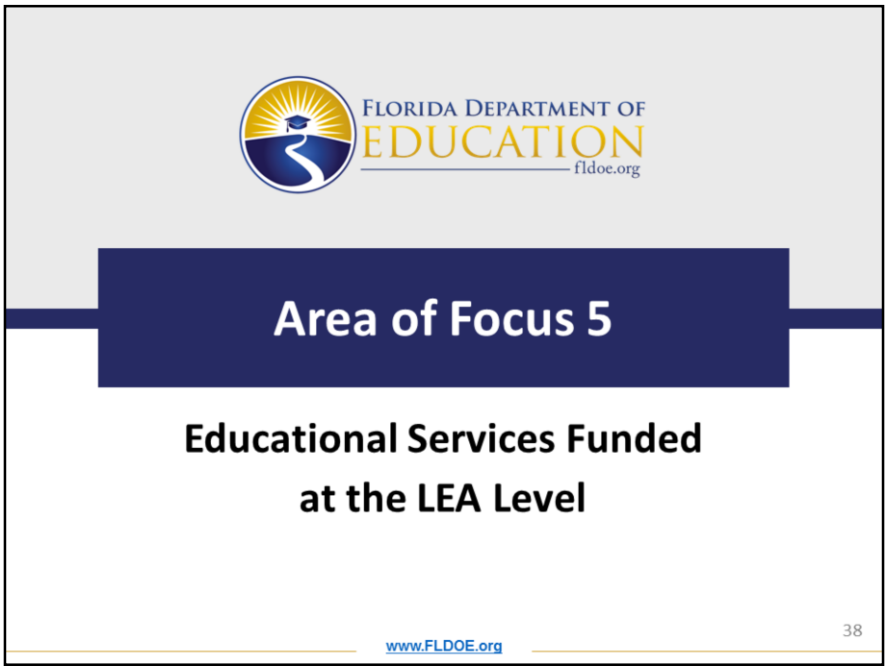
For question number 2 (indicated with the green arrow) Describe how the LEA plan addresses the following Neglected and Delinquent Education areas between correctional and LEA facilities:

a. Transitioning

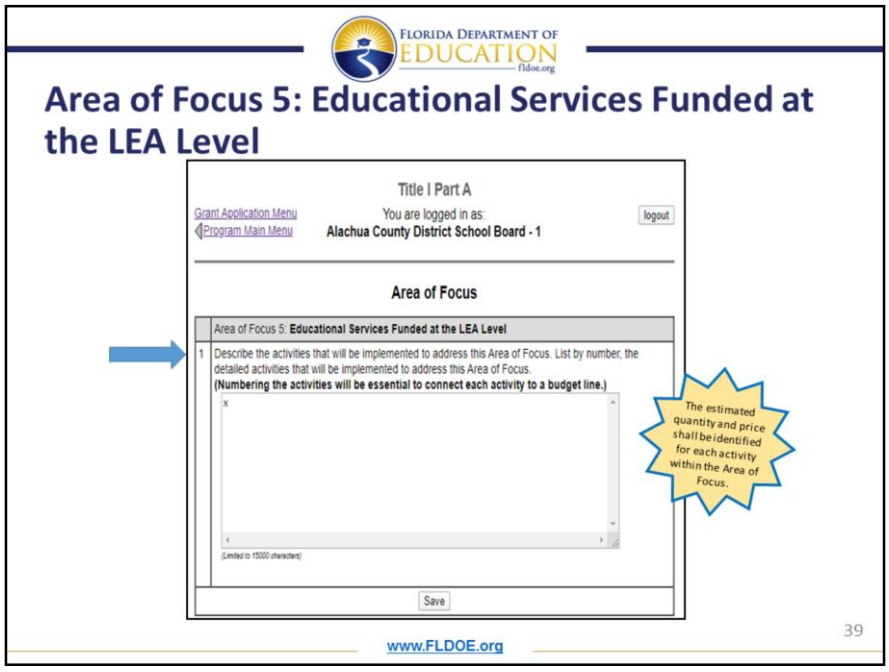
b. Dropout Prevention

c. Educational Achievement; and

d. Educational Quality



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

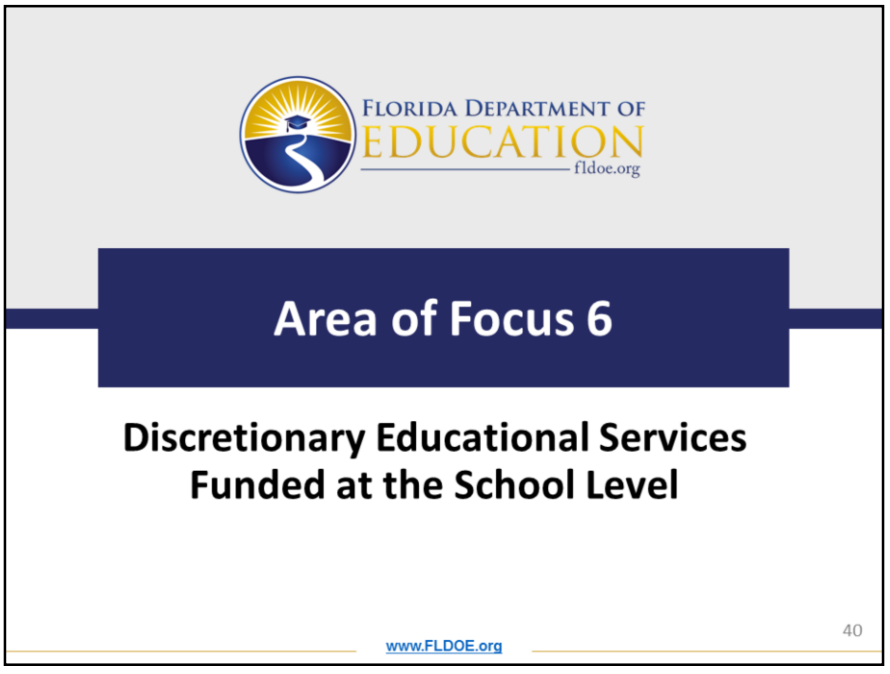


For question number 1 (indicated with the blue arrow) the LEA will describe and must list by number, the detailed activities that will be implemented to address Educational Services Funded at the LEA Level. (**Numbering the activities is essential to connect each activity to a budget line.**)

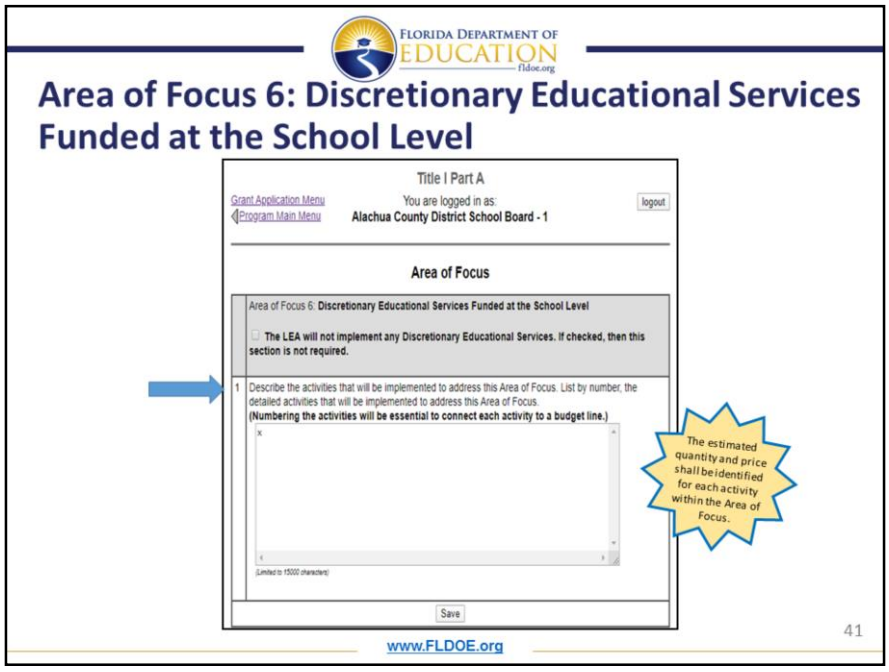
This Area of Focus should be used to describe the LEA's plan for using Title I funds to provide LEA-wide educational services. For example, if the LEA determined that all Title I schools need support through supplemental math interventions, then funds may be allocated at the LEA level to provide related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

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

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



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



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

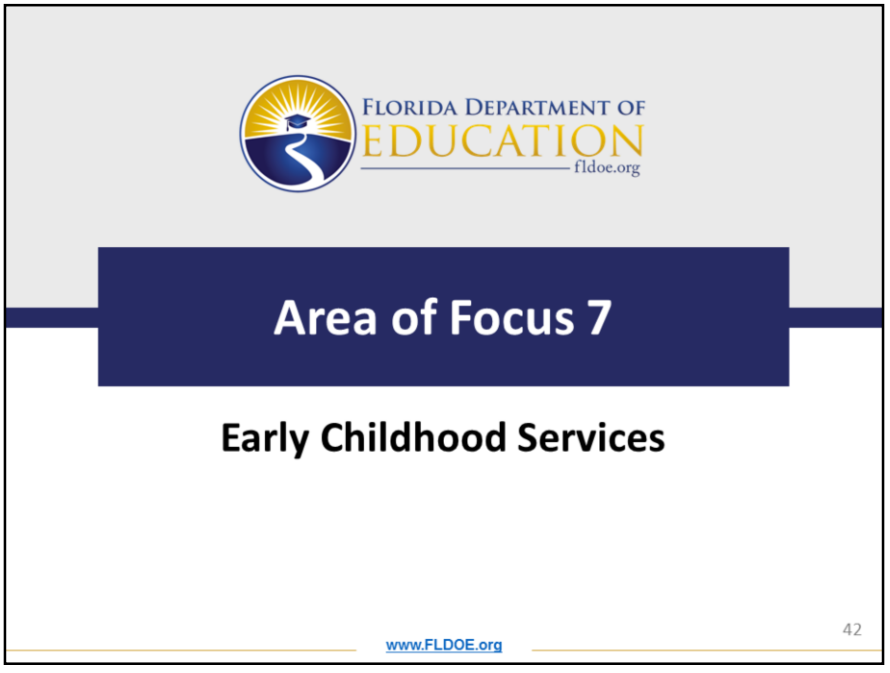
For question number 1 (indicated with the blue arrow) the LEA will describe and must list by number, the detailed activities that will be implemented to address Discretionary Educational Services Funded at the School Level. (**Numbering the activities is essential to connect each activity to a budget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

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

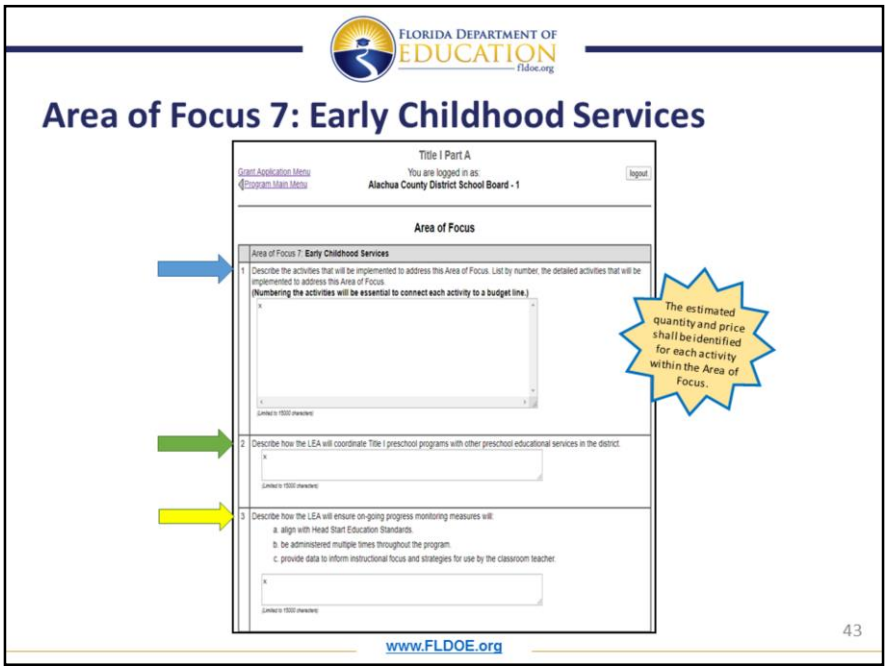
This means, the LEA must first allocate funds to its school, and then the schools may elect to use a portion of their allocation to pay for participation in a discretionary educational service offered by the LEA.

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

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



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



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

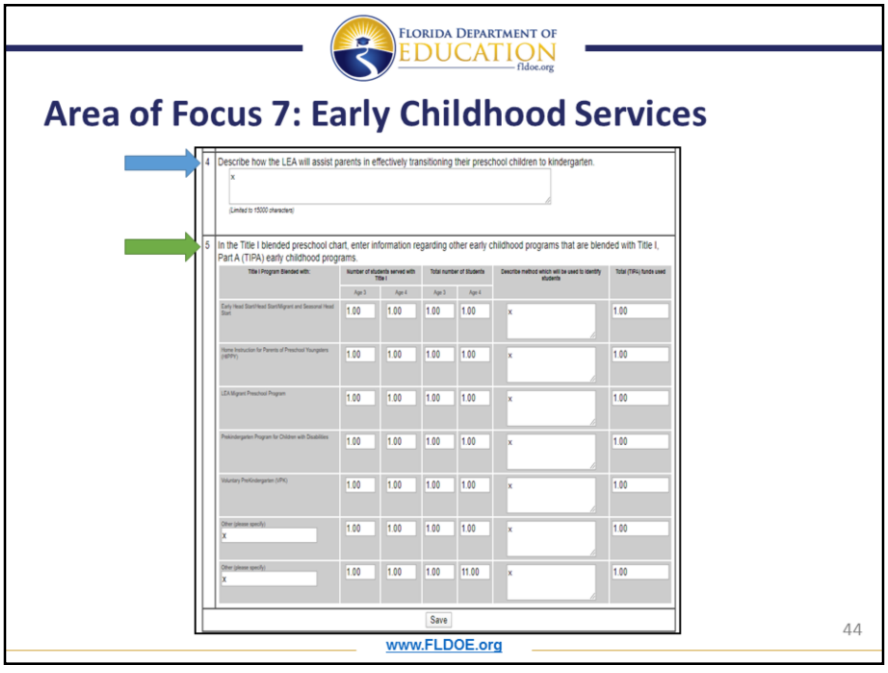
For question number 2 (indicated with the green arrow) describe how the LEA will coordinate Title I preschool programs with other preschool educational services in the district.

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

a. Align with Head Start Education Standards

b. Be administered multiple times throughout the program; and

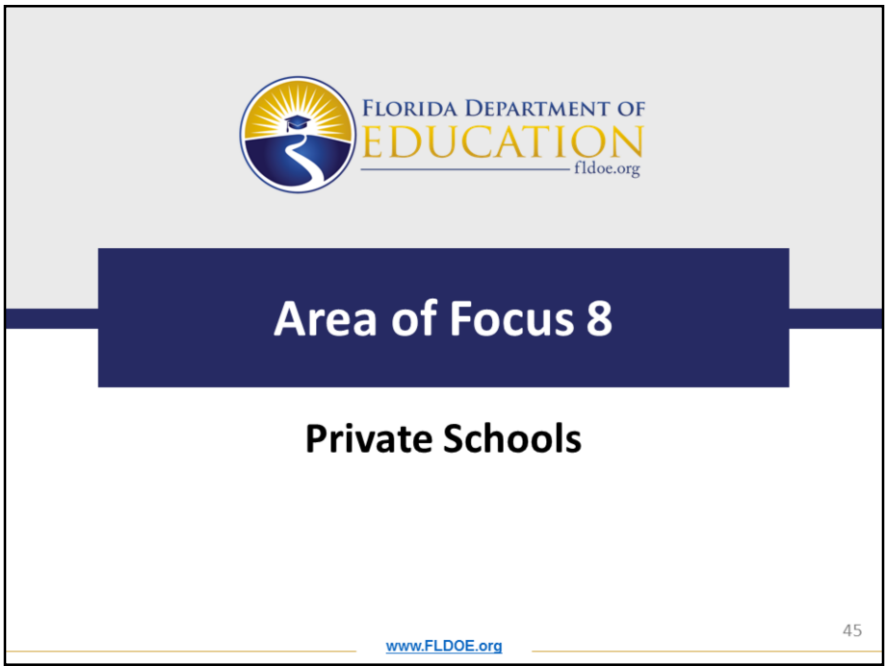
c. Provide data to inform instructional focus and strategies for use by the classroom teacher.



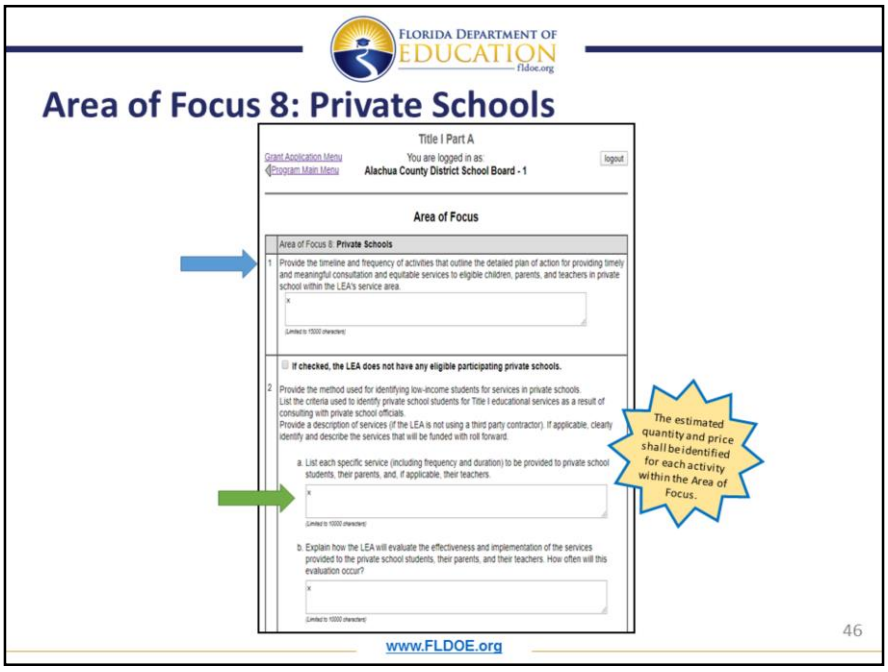
For question number 4 (indicated with the blue arrow) describe how the LEA will assist parents in effectively transitioning their preschool children to kindergarten.

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

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



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



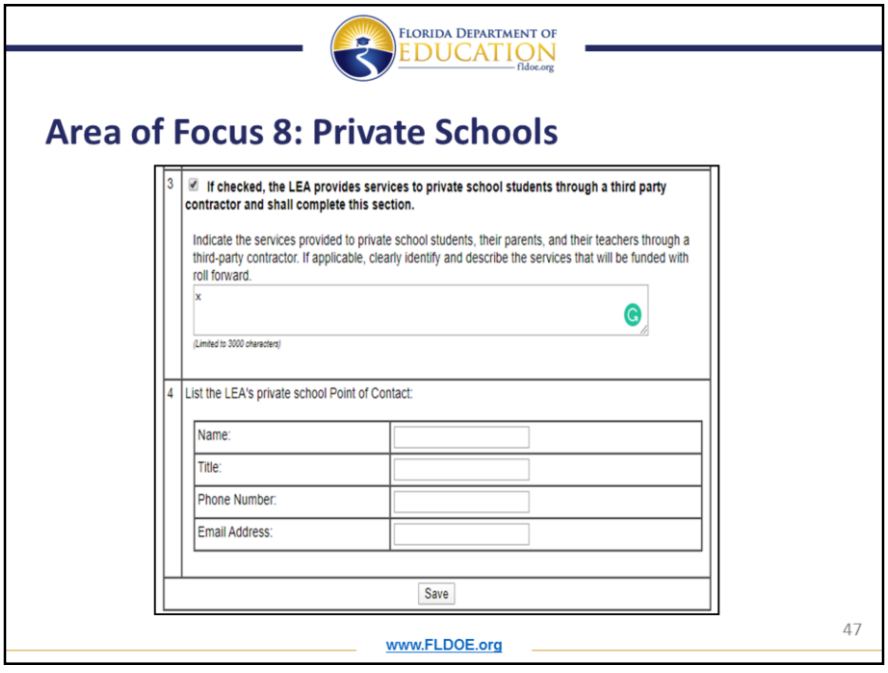
Area of Focus 8: Private Schools

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

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

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

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

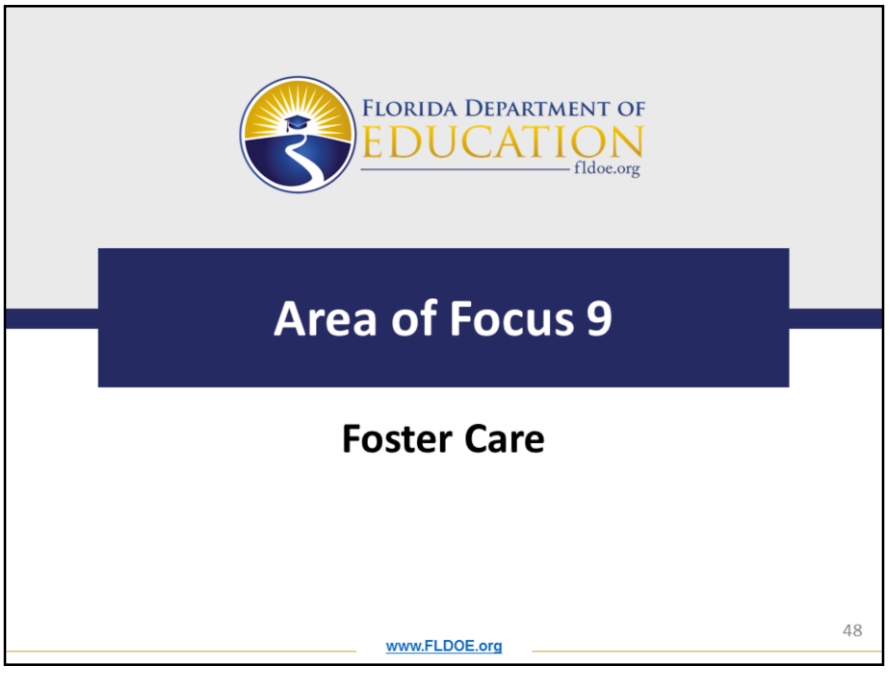


This section shall only be completed if the LEA provides services to private school students through a third party contractor.

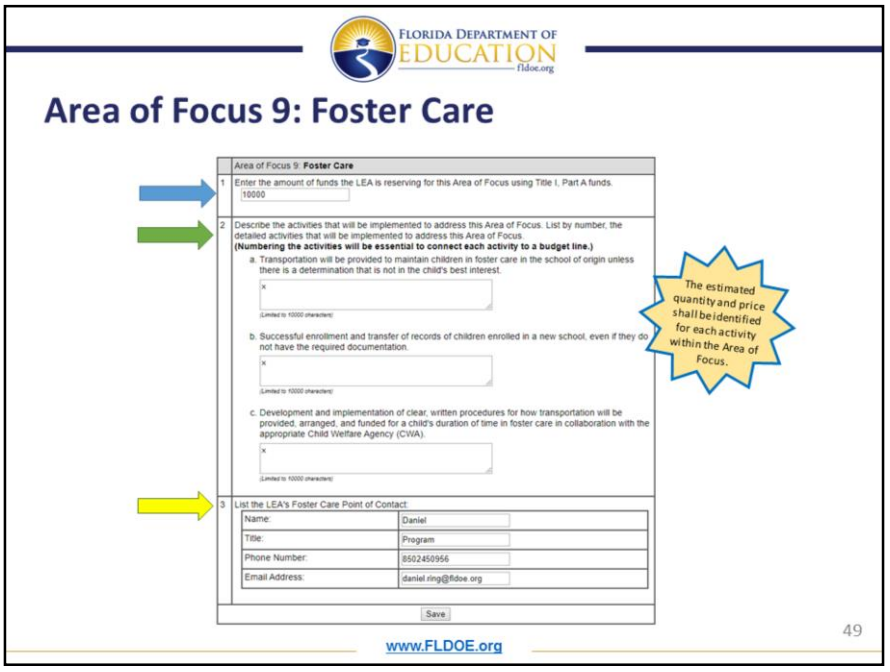
If this section is applicable, for question number 3 indicate the services provided to private school students, their parents, and their teachers through a third party contractor.

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

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



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



Area of Focus 9: Foster Care

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

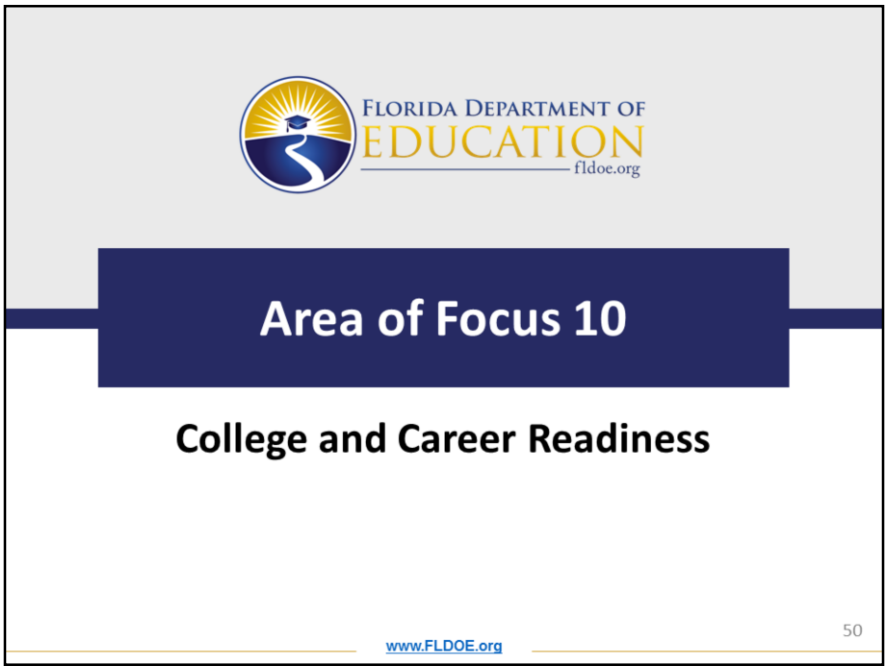
For question number 2 (indicated with the green arrow) describe how the LEA will describe and must list by number, the detailed activities that will be implemented to address Foster Care. (**Numbering the activities is essential to connect each activity to a budget line.**)

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

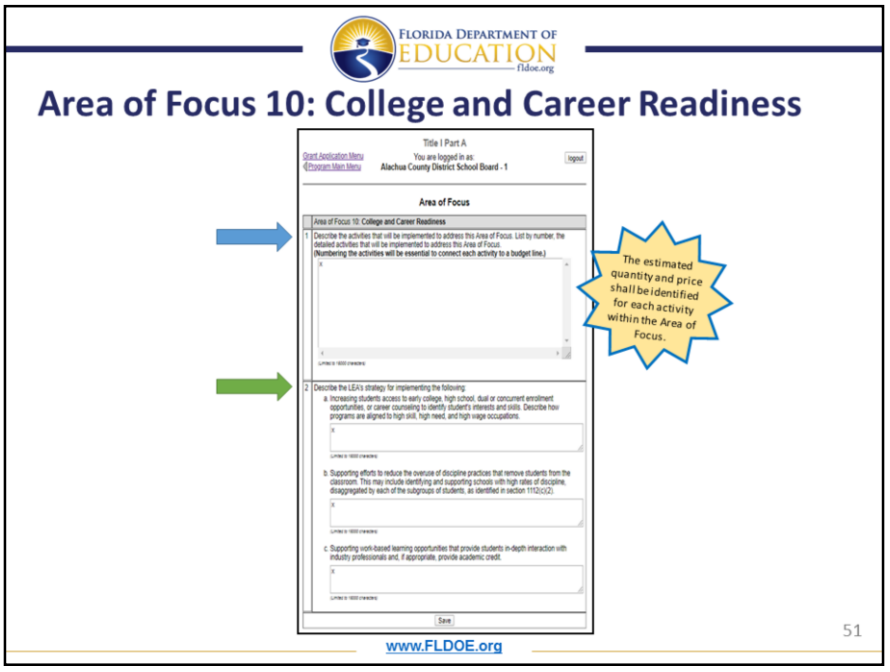
b. Successful enrollment and transfer of records of children enrolled in a new school, even if they do not have the required documentation.

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

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



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



Area of Focus 10: College and Career Readiness

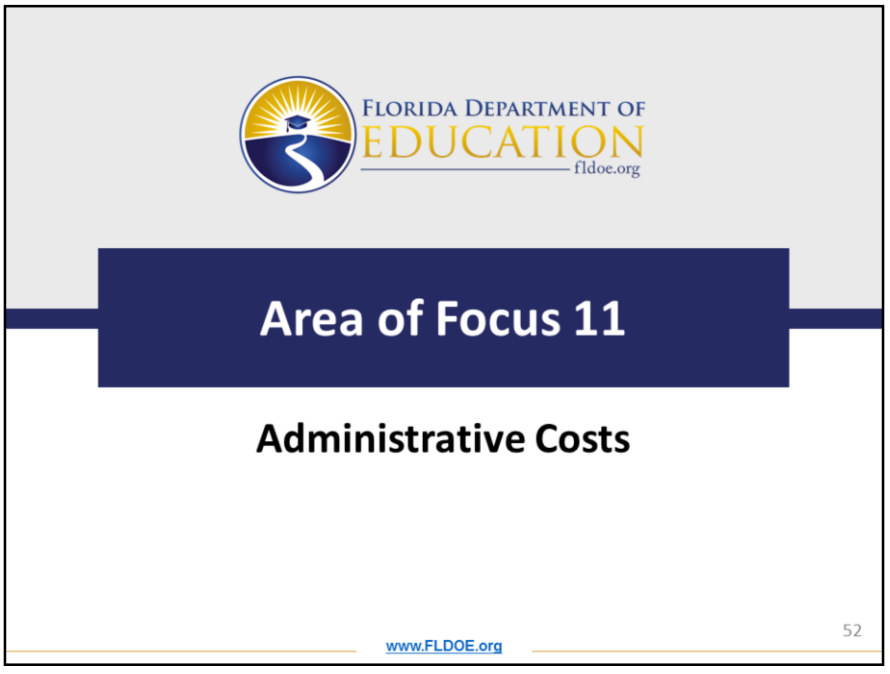
For question number 1 (indicated with the blue arrow) the LEA will describe and must list by number, the detailed activities that will be implemented to address College and Career Readiness. (**Numbering the activities is essential to connect each activity to a budget line.**)

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

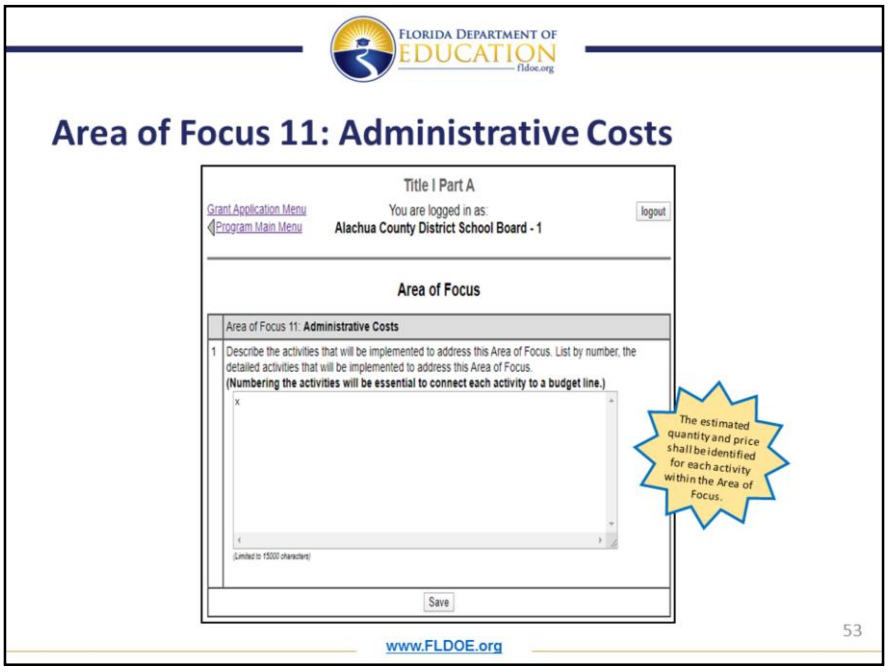
a. Increasing students access to early college, high school, dual or concurrent enrollment opportunities, or career counseling to identify student's interests and skills. Describe how programs are aligned to high skill, high need, and high wage occupations.

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

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



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



Area of Focus 11: Administrative Costs

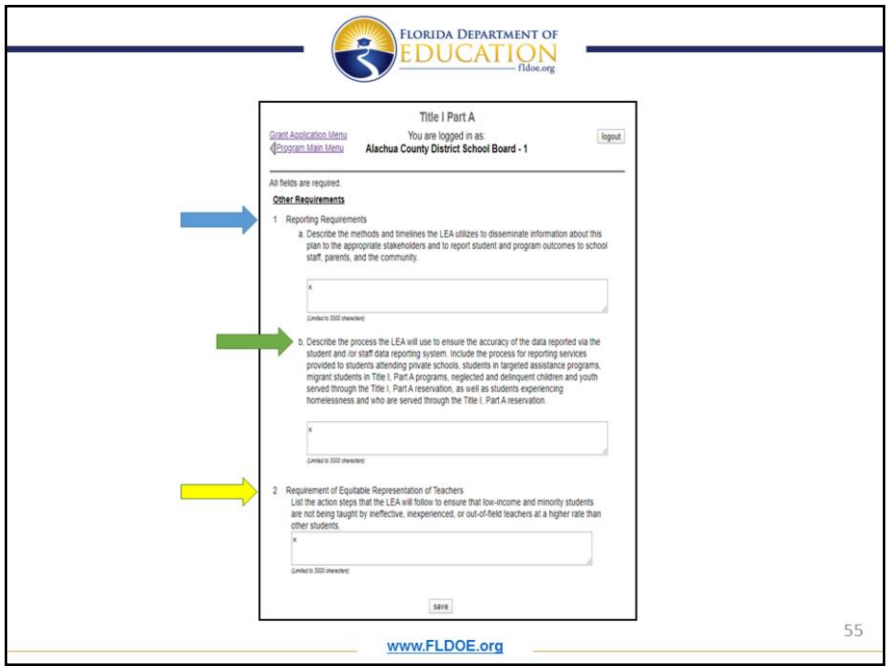
For question number 1 describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address administrative cost. (**Numbering the activities is essential to connect each activity to a budget line.**)

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

Now, I will turn it over to Melissa Ramsey.

Thank you, Amanda.

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



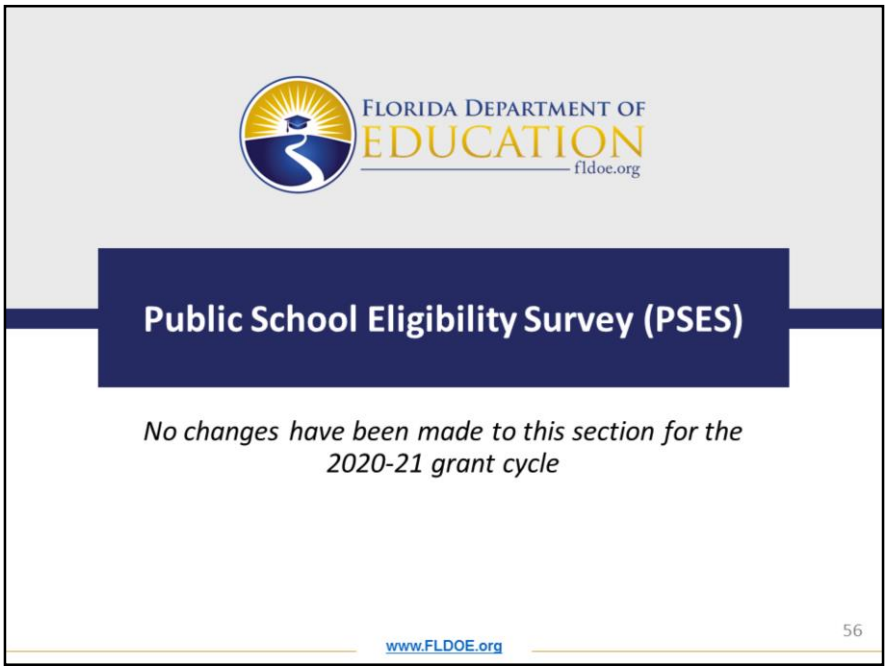
Other Requirements Section

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

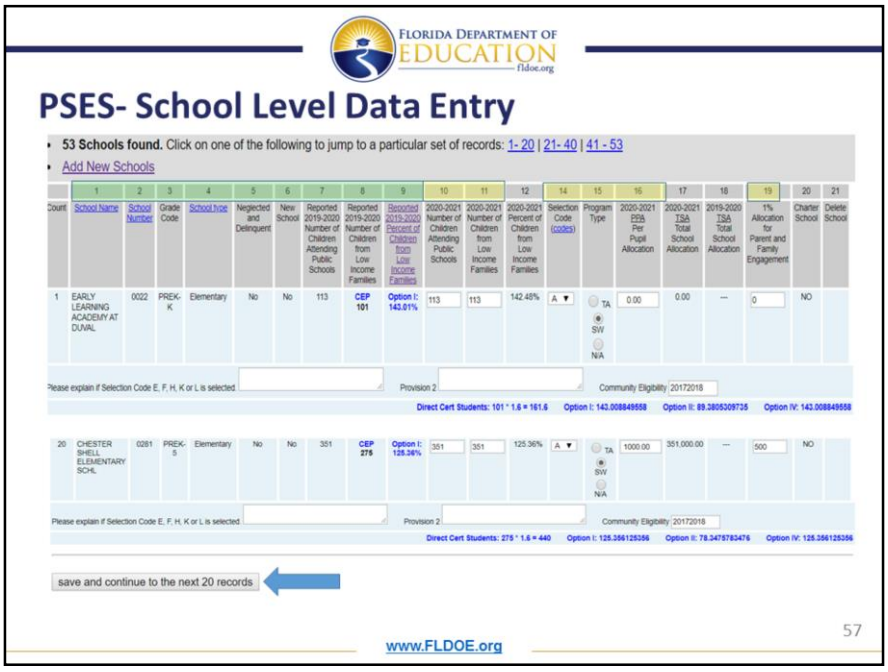
For question 1b (indicated with the green arrow) describe the process the LEA will use to ensure the accuracy of the data reported via the student and /or staff data reporting system. Include the process for reporting services provided to students attending private schools, students in targeted assistance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

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

Don’t forget to click save at the end of this section.



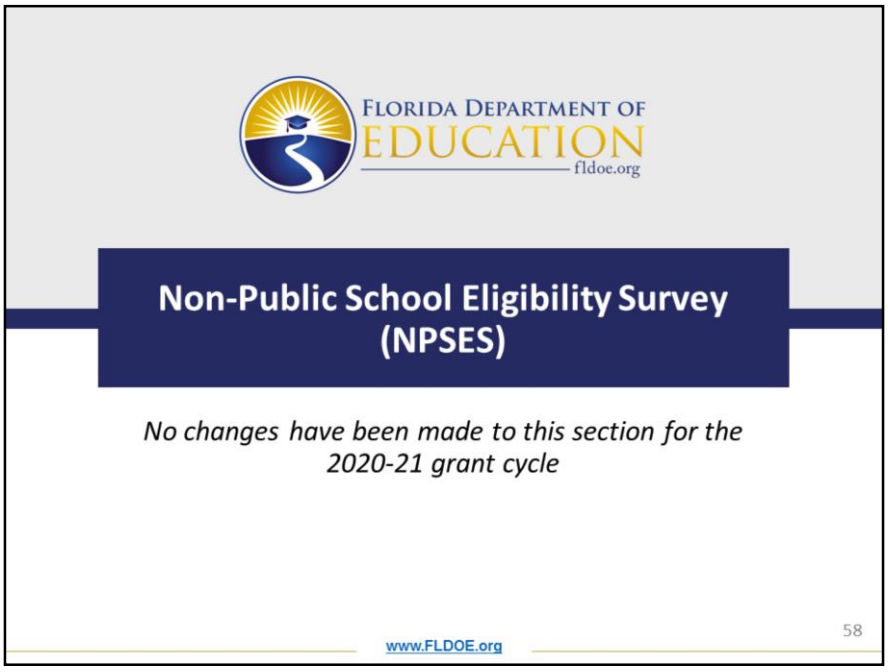
No changes have been made to the Public School Eligibility Survey section for the 2020-21 grant cycle.



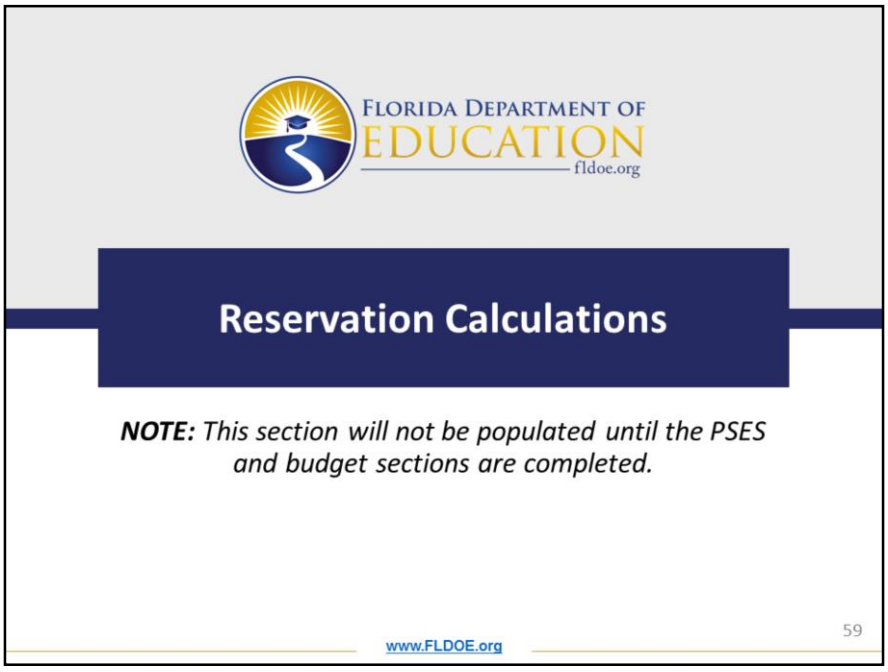
Update: The data that is populated into the PSES is based on the final 2018-19 Survey 3 data.

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

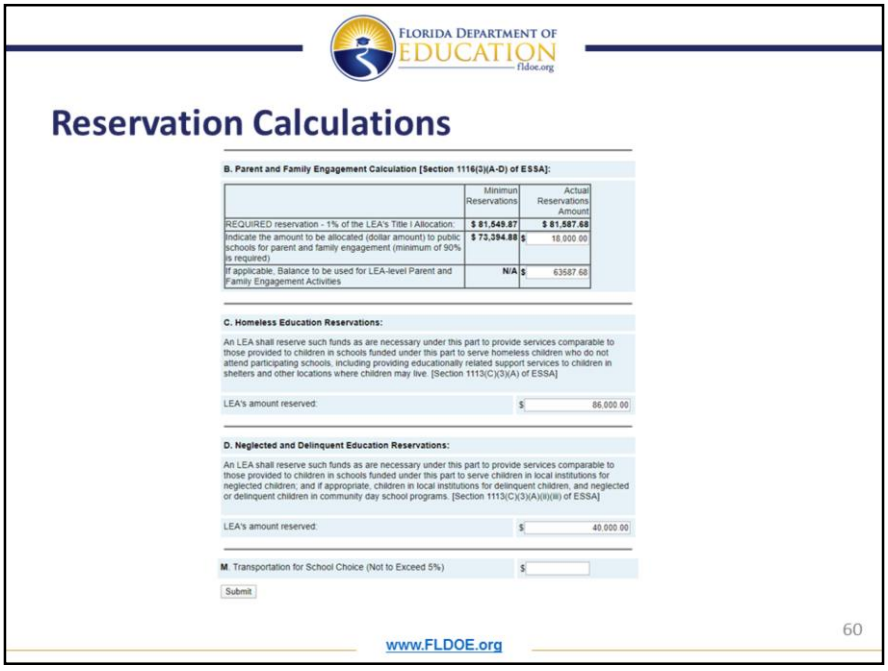
As a reminder LEAs will not have the capability to upload a data file to the PSES section. The LEA is responsible for entering the data. If an LEA has more than 20 schools to enter, the LEA must enter and save information for 20 schools at a time. After entering the information for the first 20 schools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



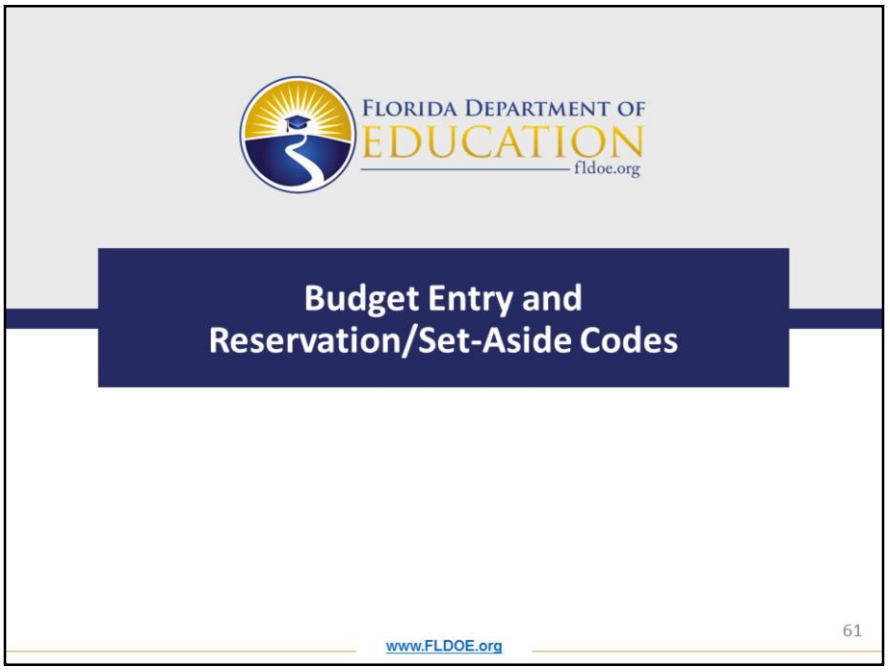
No changes have been made to the Non-Public School Eligibility Survey section for the 2020-21 grant cycle.



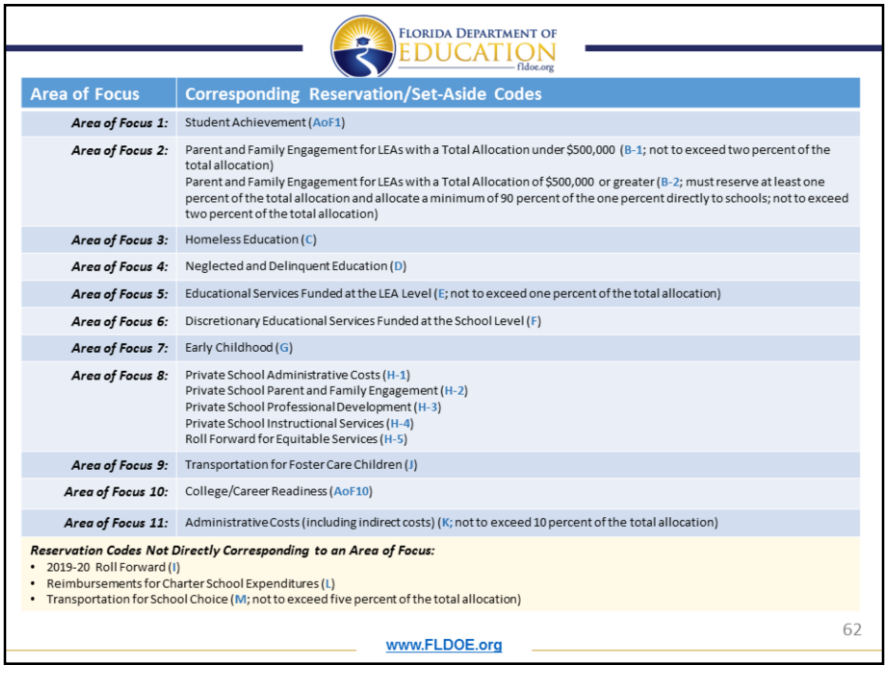
Please note the Reservation Calculation section will not be populated until the Public School Eligibility Survey and the budget sections of the application are completed.



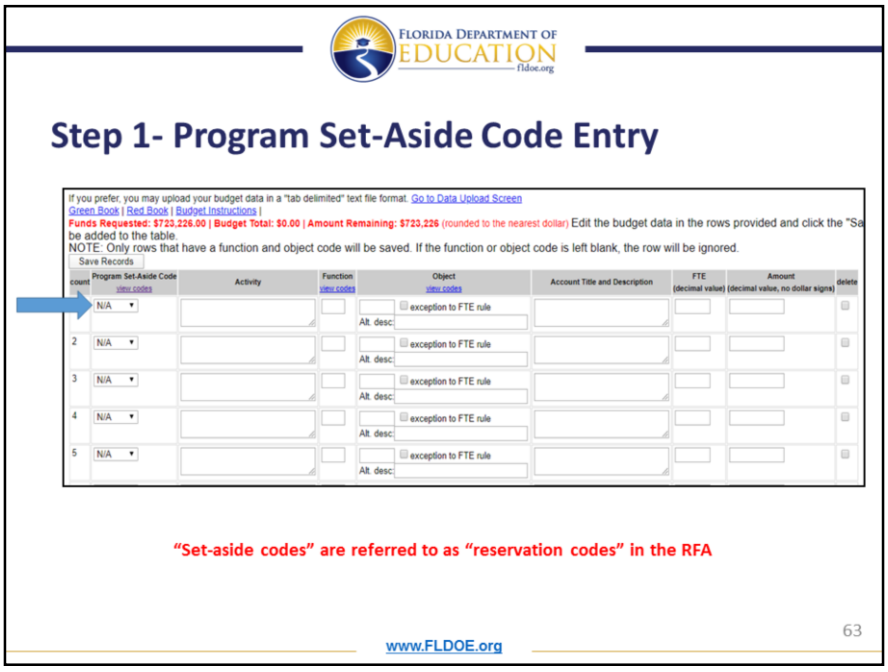
After the Public School Eligibility Survey (PSES) and the budget sections are completed, the LEA must verify the accuracy of the budget lines associated with each reservation or set-aside code. This reservation calculation page displays the amount reserved for each code based on the information entered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



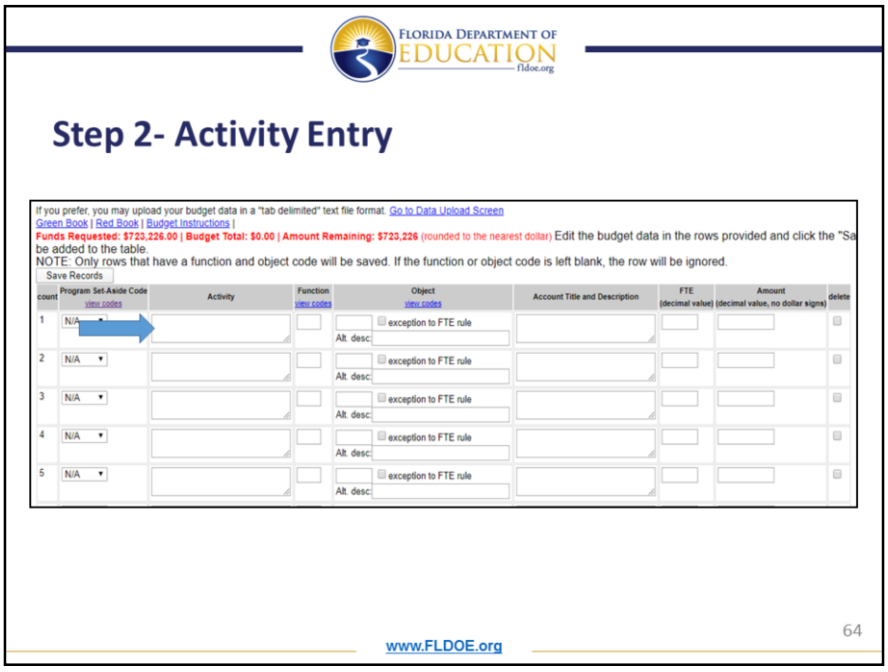
In the program main menu click on the edit budget section to begin entering the budget.



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



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



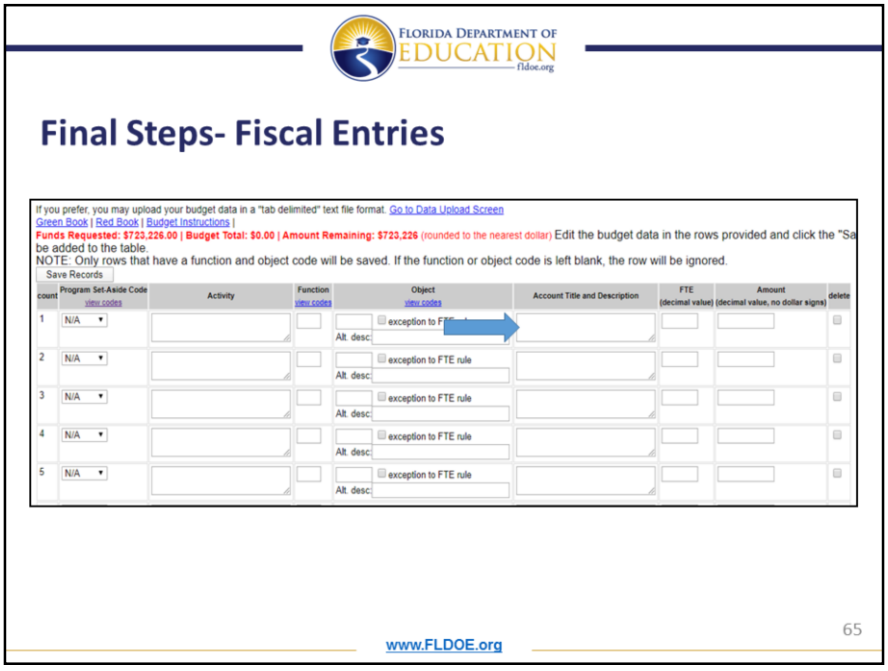
To enter information in the Activity column indicated with the blue arrow, refer to the Area of Focus section of the application that correlates with the selected reservation/set-aside code (see chart on slide 62). Next, enter the activity number created by the LEA in the Area of Focus section of the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

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

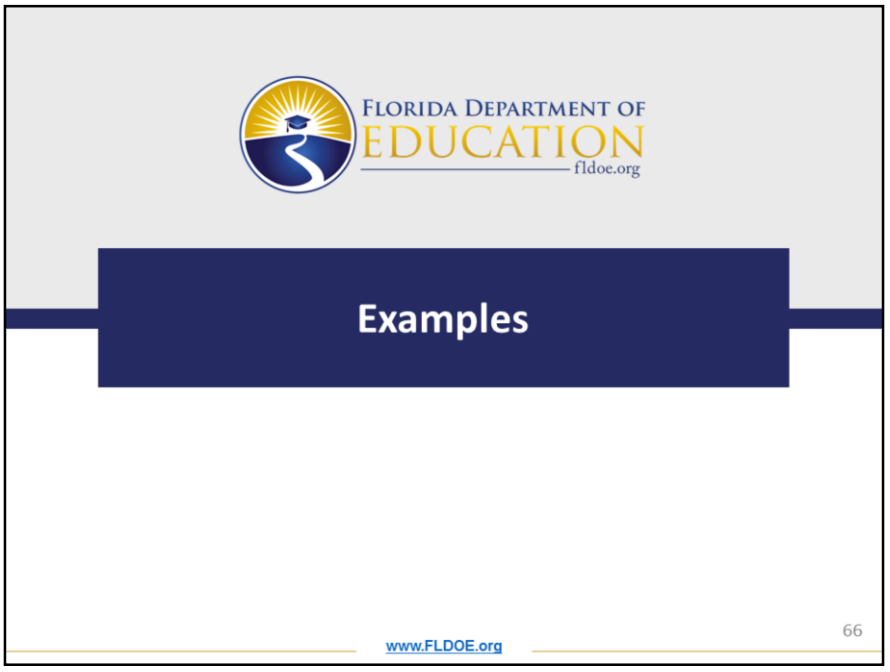
Please note: For the 3 reservation/set-aside codes ***Not Directly Corresponding to an Area of Focus:***

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

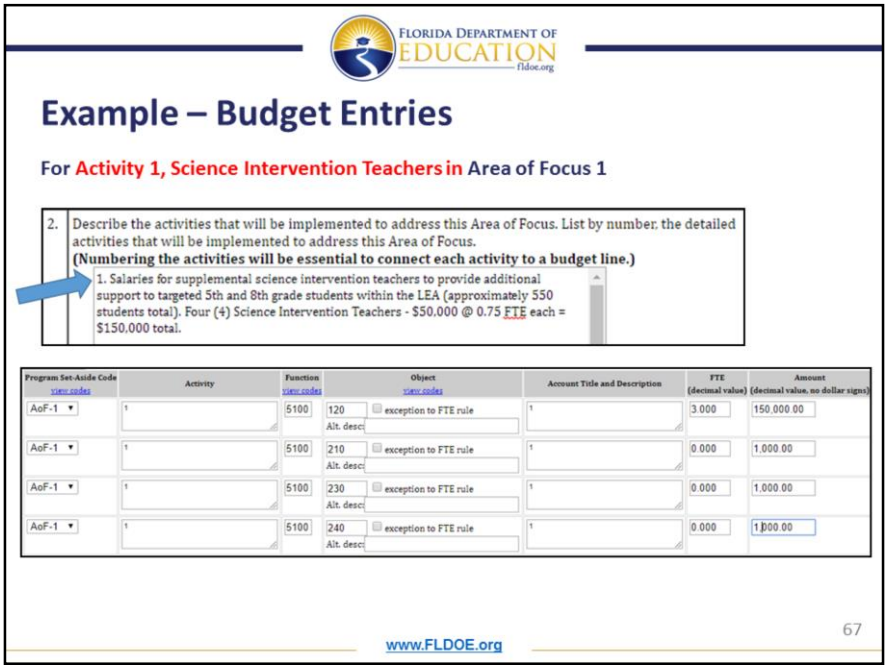
the LEA must provide specific details of the activity in the activity box. These 3 reservation/set-aside codes are the only reservation/set-aside codes that require a narrative to be entered within the activity column of the budget.



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



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

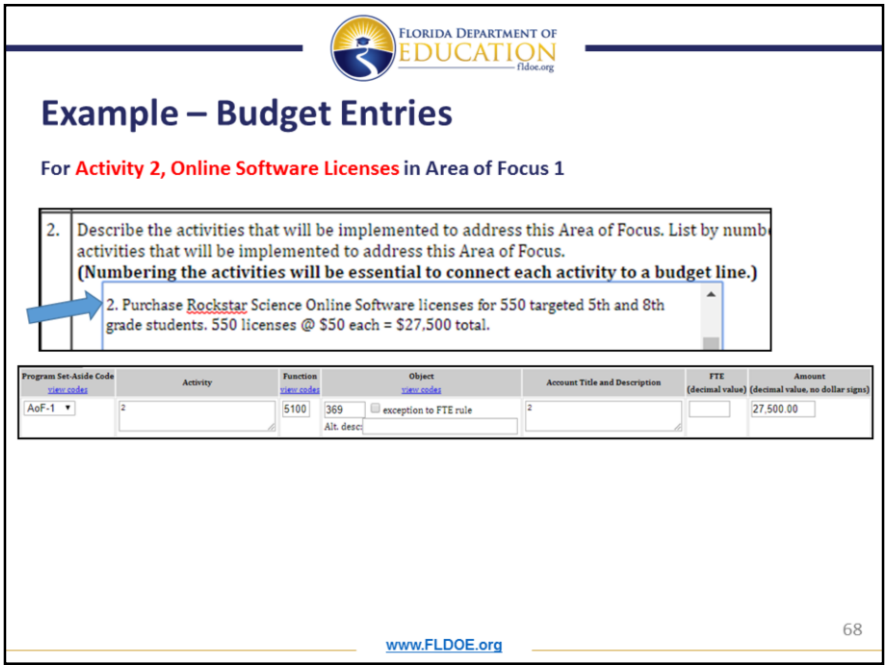


At the top of this slide you will see a screenshot of question 2 from Area of Focus 1. The blue arrow is pointing to the first activity that was entered by the LEA for Area of Focus 1. The screenshot on the bottom represents how the LEA would enter the information from Area of Focus 1, Activity 1, into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

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

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

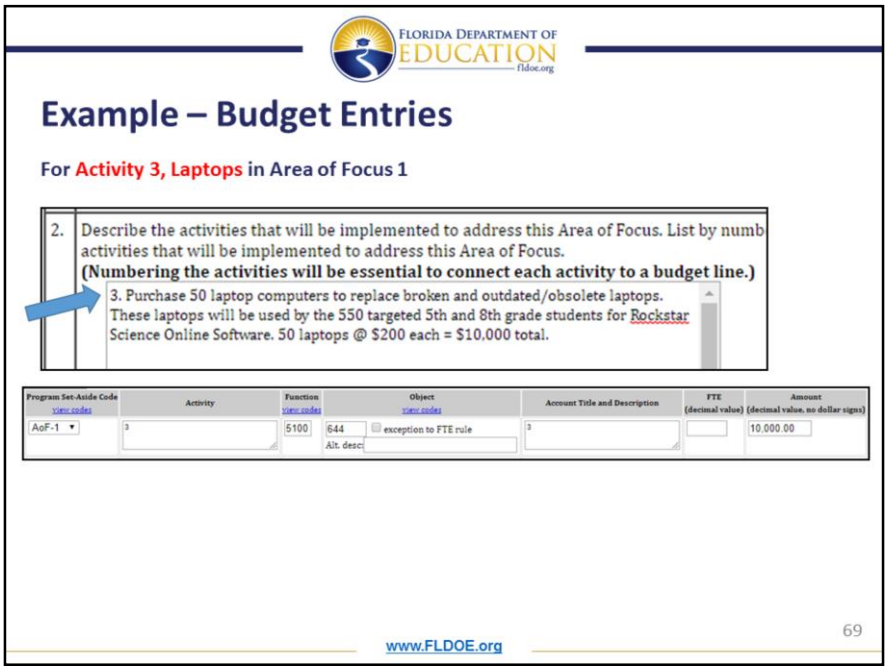
Don’t forget to save periodically when entering your budget.



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

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

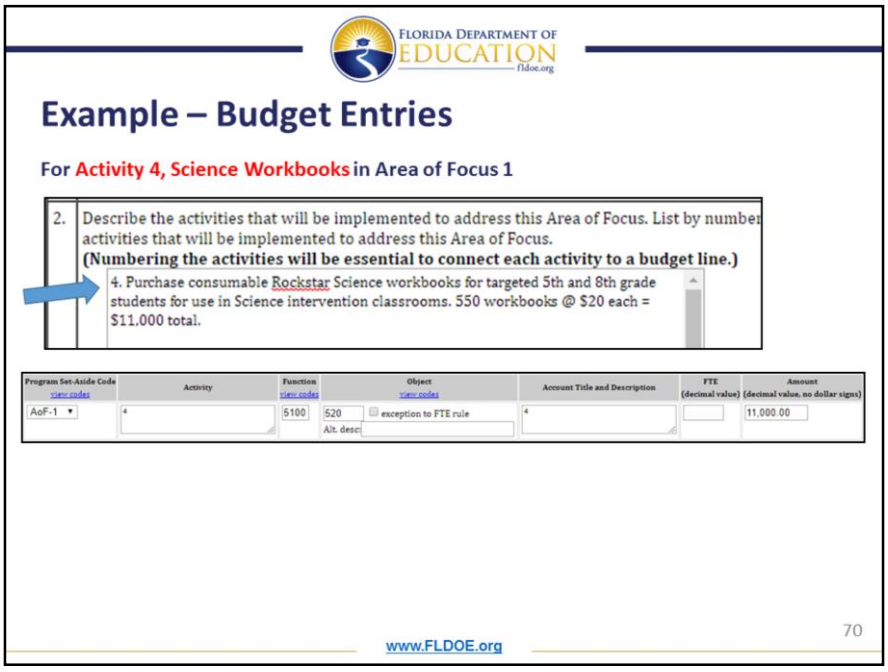
No additional narrative is necessary in these columns as the detailed description shall be typed as a part of each activity number for the Areas of Focus.



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

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

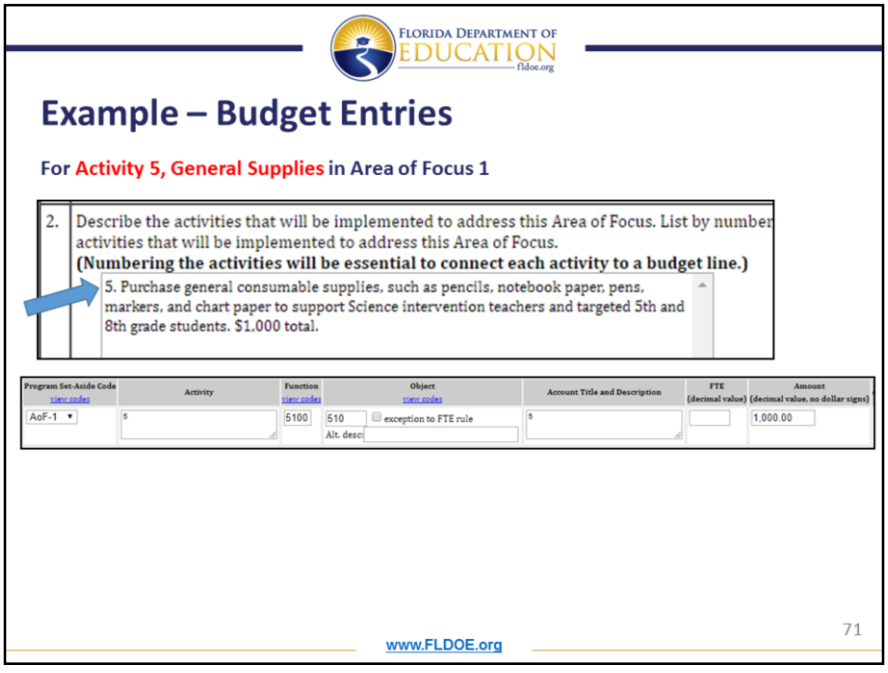
No additional narrative is necessary in these columns as the detailed description shall be typed as a part of each activity number for the Areas of Focus.



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

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

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

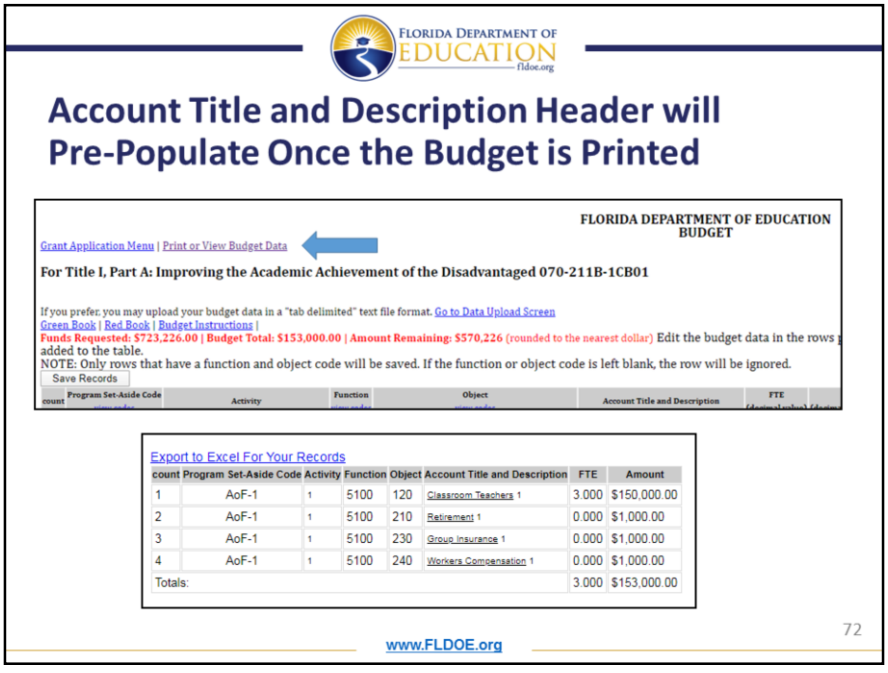


At the top of this slide you will see another screenshot of question 2 from Area of Focus 1. The blue arrow is pointing to the fifth activity that was entered by the LEA for Area of Focus 1. The screenshot on the bottom represents how the LEA would enter the information from Area of Focus 1, Activity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

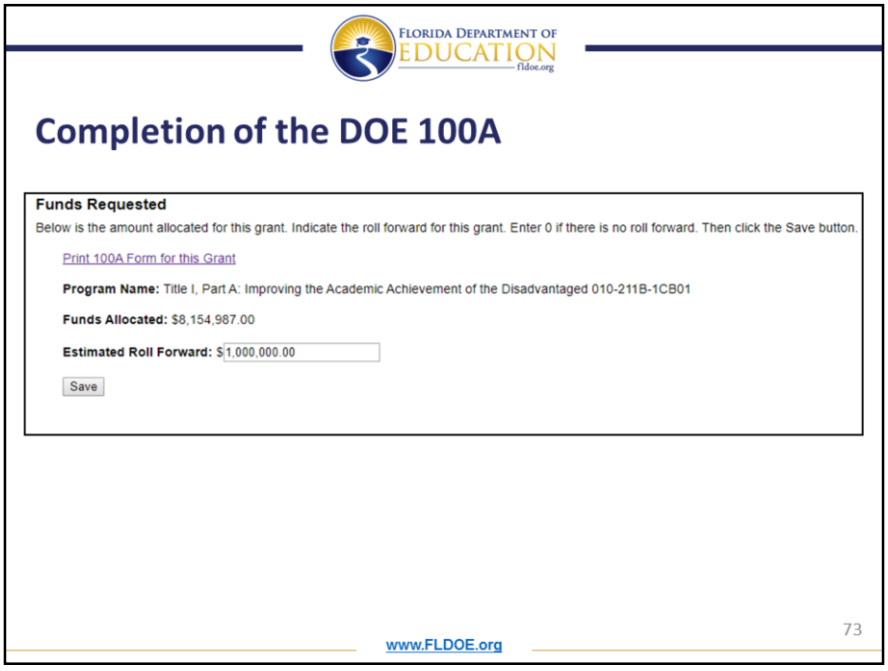
Please note that only the activity number should be entered into the activity column and account title and description column.

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

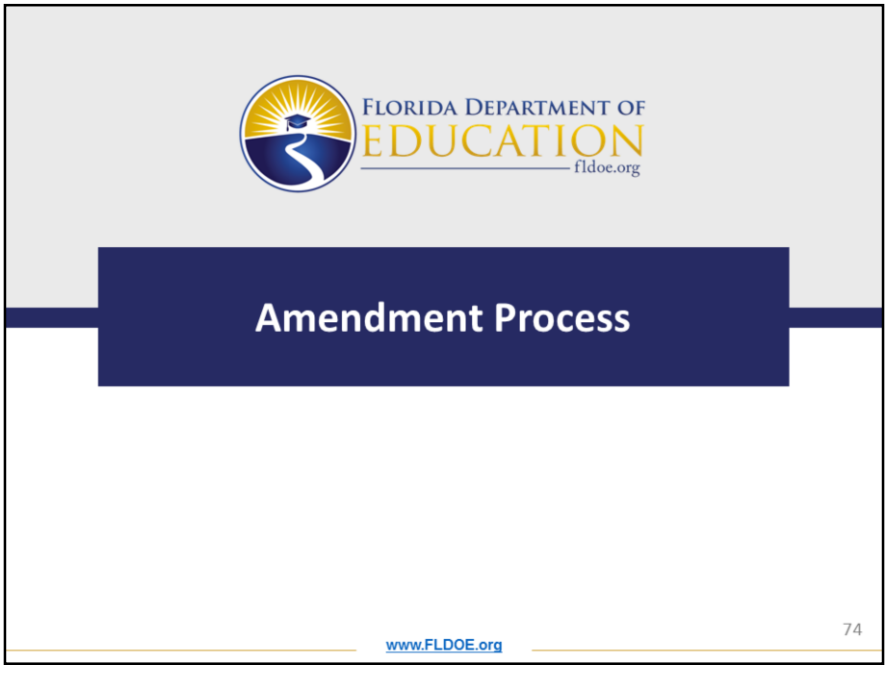
As a reminder, don't forget to save periodically when entering your budget.



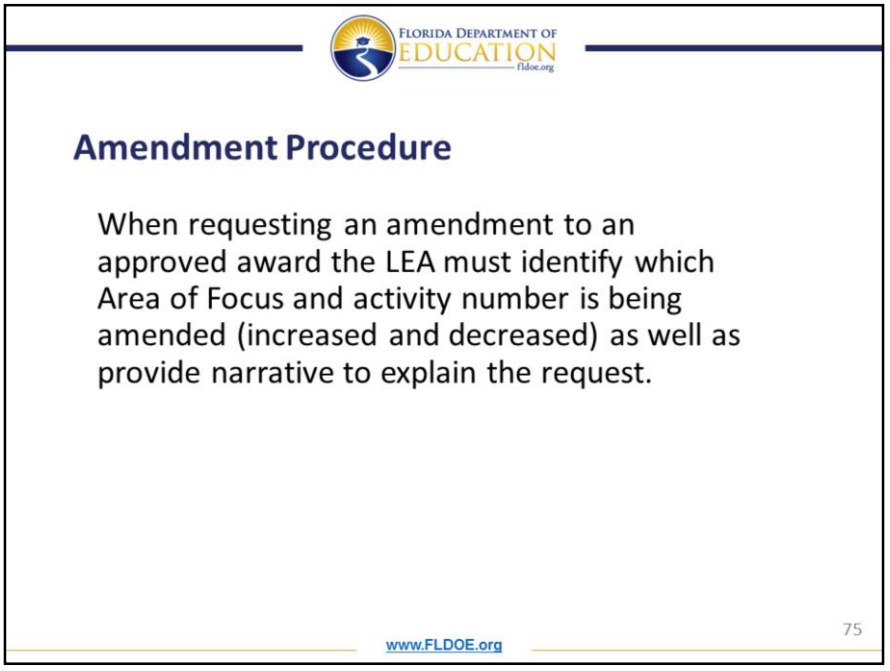
After entering your budget details click the save records button. After the budget has been successfully saved you will have the option to click on the *print or view budget data link* (indicated with the blue arrow) in the screenshot at the top of this page. After clicking on the *print or view budget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



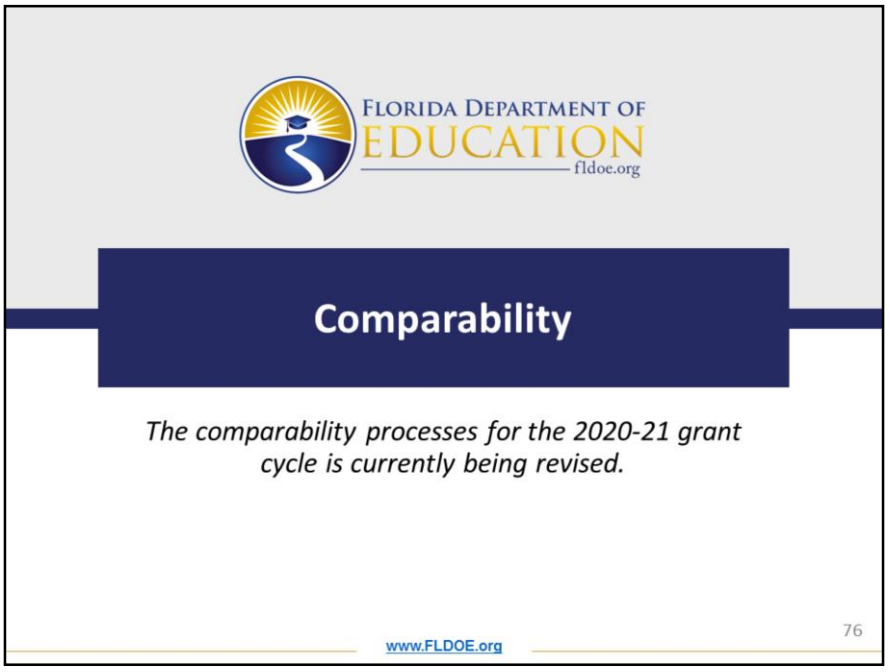
Don’t forget to complete and print the 100A as a part of your grant application.



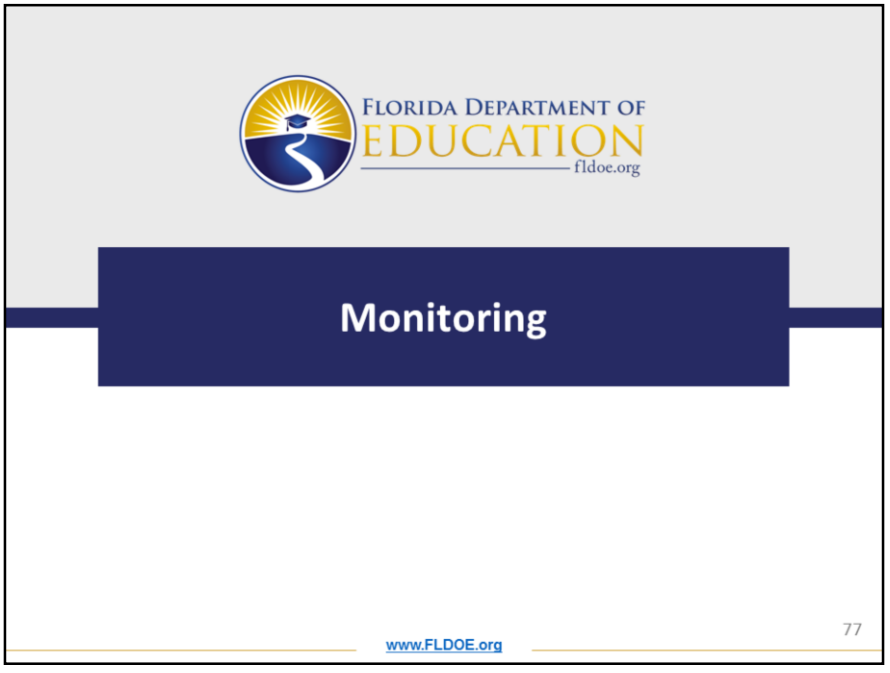
Now we will discuss the amendment process.



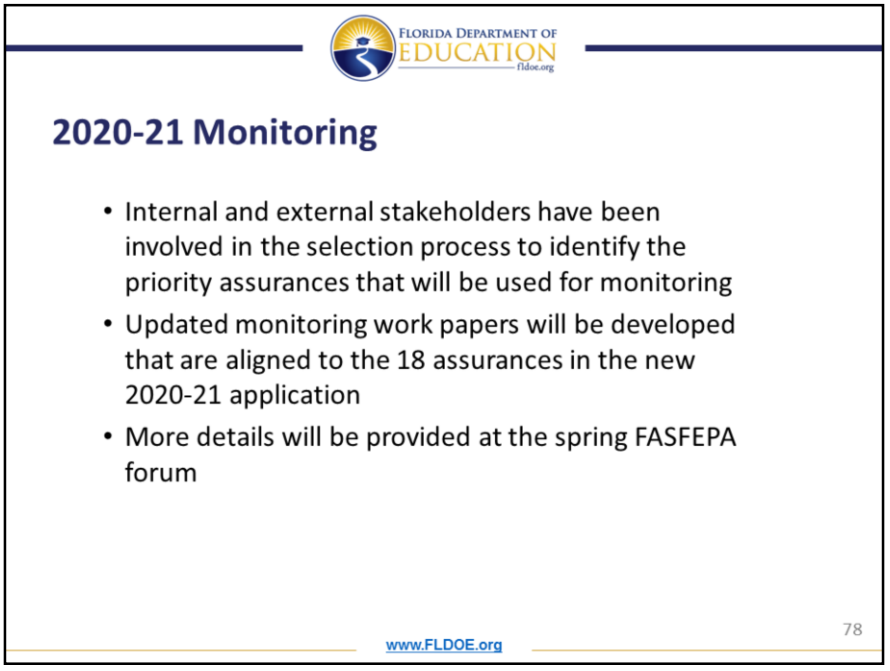
When requesting an amendment to an approved award the LEA must identify which Area of Focus and activity number is being amended (increased and decreased) as well as provide narrative to explain the request.



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



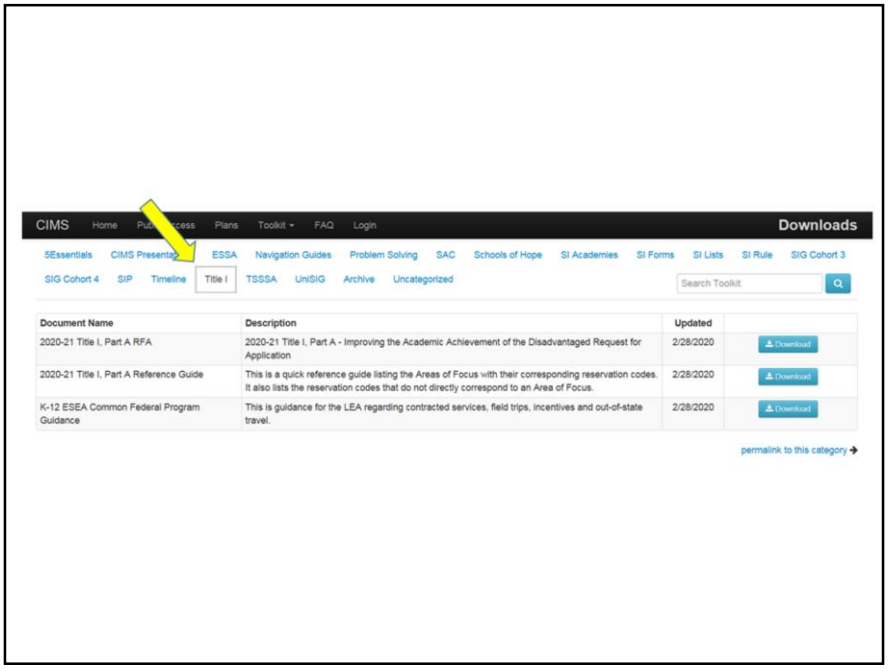
Now we will discuss the updates to monitoring for the 2020-21 grant cycle.



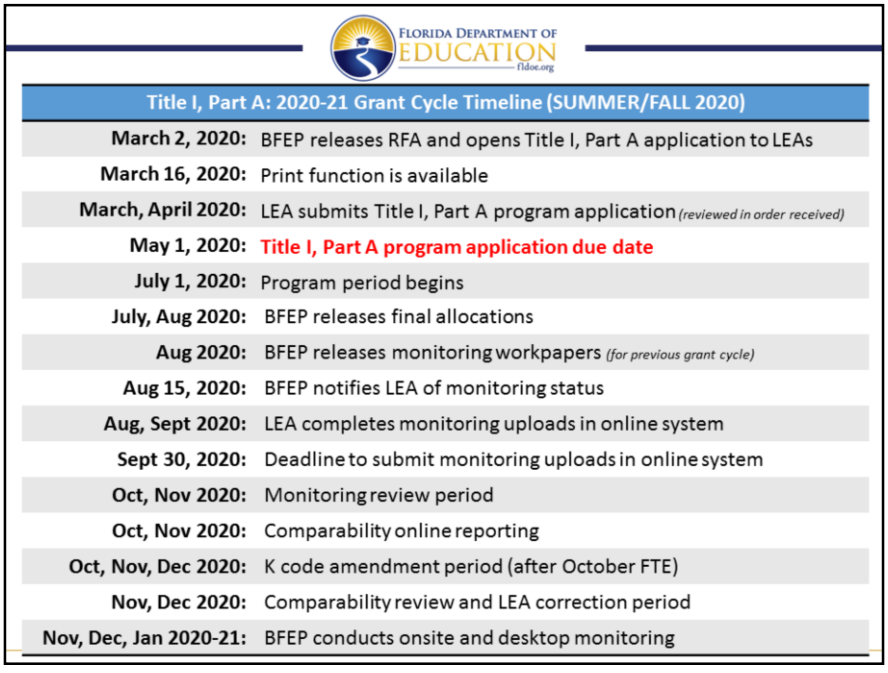
After receiving feedback from LEAs in regards to the alignment of monitoring with the Title I, Part A plan and application the department is currently revising the monitoring process. To begin the revision process, internal and external stakeholders were involved in the selection process to identify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

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

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

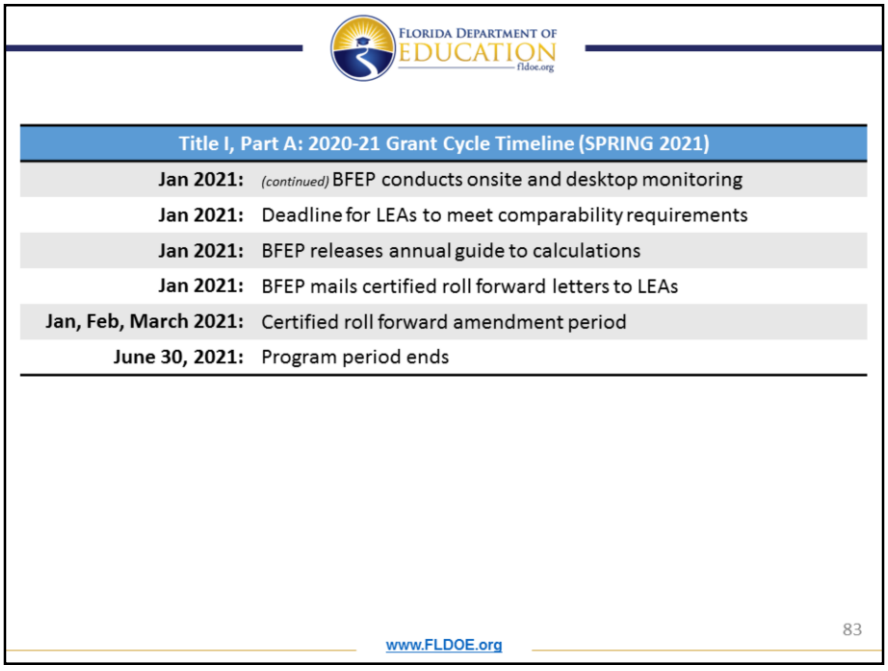


After selecting *documents* from the dropdown menu you will then select the Title I category. After clicking on the Title I category all of the associated resources, including this PowerPoint, will be listed on the page with the availability for you to download.

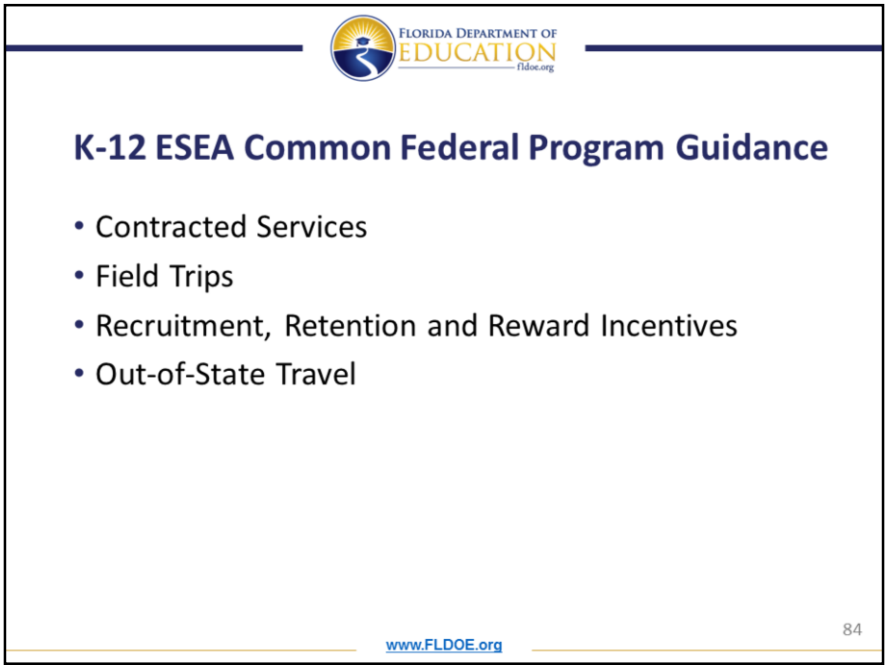


This slide and the next provide a tentative timeline of important dates and deadlines for Title I, Part A.

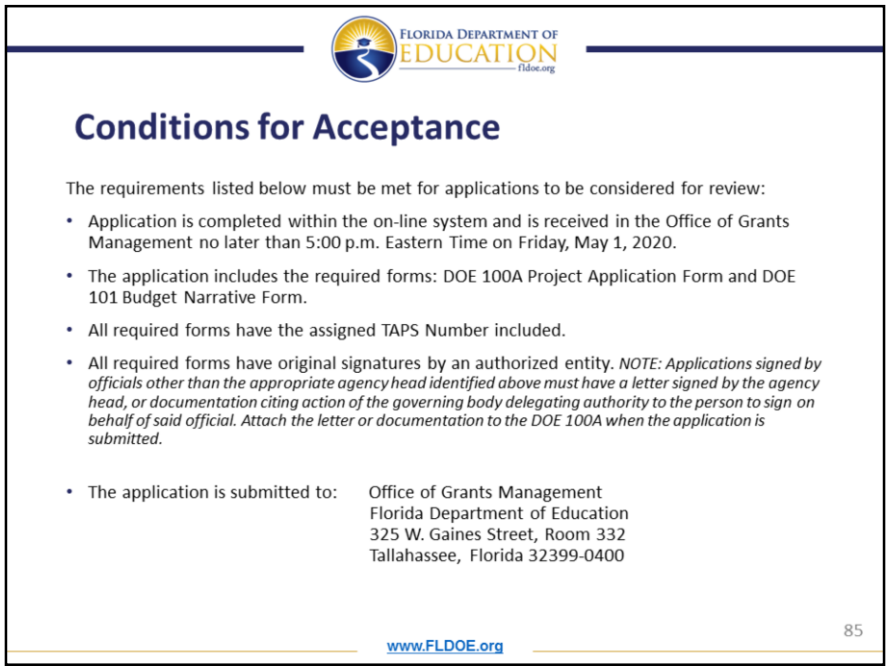
Please remember that March 16th the print function will go live.



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



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



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

1. Application is completed within the on-line system and is received in the Office of Grants Management no later than 5:00 p.m. Eastern Time on Friday, May 1, 2020.

2. The application includes the required forms: DOE 100A Project Application Form and DOE 101 Budget Narrative Form.

3. All required forms have the assigned TAPS Number included.

4. All required forms have original signatures by an authorized entity.

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

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

Contacts

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Amanda Meeks

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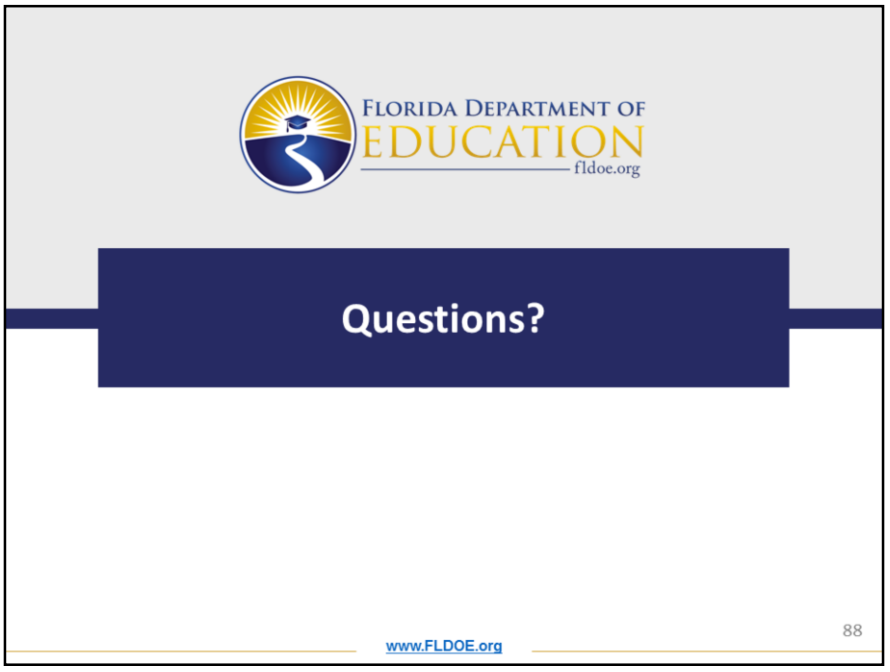
850-245-0906



At this time we will answer any questions.

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