



Florida's 2021-22 Elementary and Secondary Education Act (ESEA) Federal Programs Application Companion Guide

Bureau of Federal Educational Programs

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Introduction

Florida's 2021-22 ESEA Federal Program Application allows Local Education Agencies (LEAs) flexibility to choose which of the federal programs they would like to apply for in a new consolidated toolkit. LEAs may choose to apply for one or multiple federal programs depending on the LEAs strategic planning, staffing and individualized needs. Florida is pivoting to a streamlined system for federal programs through alignment of all ESEA programs within the Strategic Improvement framework.

Select LEAs will also be piloting the opportunity for a consolidated federal programs application during the 2021-22 program cycle. We appreciate the support of the following LEAs who represent various size-alike LEAs from across the state who have volunteered to participate in the pilot project: Charlotte, Citrus, Clay, Collier, Desoto, FAMU Lab School, FAU Lab School, FLVS, Franklin, Hardee, Hendry, Lake Wales, Levy, Osceola, Pasco, Sarasota, Seminole and Taylor.

Program Contact Information

Program	Program Contact	Grants Management Contact
1. Title I, Part A: Improving the Academic Achievement of the Disadvantaged (TIPA)	Michelle Gaines Bureau Chief, BFEP 850-245-9614 Michelle.Gaines@fldoe.org	Kinisha Murphy Operation & Management Consultant I 850-245-0731 Kinisha.Murphy@fldoe.org
2. Title I, Part C: Migrant Education Program (MEP)	Dr. Dinh Nguyen Director, MEP 850-245- 0811 Dinh.Nguyen@fldoe.org	Gwendolyn Jackson Program Specialist IV 850-245-0653 Gwendolyn.Jackson@fldoe.org
3. Title I, Part D, Subpart 2: Neglected & Delinquent Youth (N&D)	Carla Greene Director, CSI Ungraded Schools 850-245-0983 Carla.Greene@fldoe.org	Gwendolyn Jackson Program Specialist IV 850-245-0653 Gwendolyn.Jackson@fldoe.org
4. Title II, Part A: Supporting Effective Instruction	Amanda Meeks Grant Manager, Strategic Improvement 850-245-0906 Amanda.Meeks@fldoe.org	Shaunita Pompey Operation & Management Consultant I (850) 245-9614 Shaunita.Pompey@fldoe.org
5. Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement	Ginger Alberto Director, Title III 850-245-0894 Ginger.Alberto@fldoe.org	Mark Curtis Grants Specialist III (850) 245-0714 Mark.Curtis@fldoe.org
6. Title IV, Part A: Student Support and Academic Enrichment (SSAE)	Cassandra Brown Director, Title IV, Part A 850-245-9947 Cassandra.Brown@fldoe.org	Lucinda Coverston Educational Consultant 850-245-7827 Lucinda.Coverston@fldoe.org
7. Title V, Part B, Subpart 2: Rural and Low-Income Schools (RLIS)	Cassandra Brown Director, Title IV, Part A 850-245-9947 Cassandra.Brown@fldoe.org	Kinisha Murphy Operation & Management Consultant I 850-245-0731 Kinisha.Murphy@fldoe.org

Request for Application (RFA) Information

Application Period

Application Due Date and Budget / Program Performance Period

The due date refers to the date of receipt in the Office of Grants Management. For Federal programs, the project effective date will be the date that the application is received within the Office of Grants Management meeting conditions for acceptance, or the budget period specified in the Federal Award Notification, whichever is later.

If an LEA submits a separate application for each program or a combination of programs, the application is due on the earlier of the due dates listed below. If an LEA is selected to participate in the 2021-22 Pilot Consolidated Application the due date is May 1, 2021.

Program	Due Date	Budget Period
1. Title I, Part A	May 1, 2021	July 1 – June 30
2. Title I, Part C	June 15, 2021	July 1 – Aug 31
3. Title I, Part D, Subpart 2	June 1, 2021	July 1 – June 30
4. Title II, Part A	June 1, 2021	July 1 – June 30
5. Title III, Part A	June 30, 2021	July 1 – June 30
6. Title IV, Part A	July 31, 2021	Aug 1 – July 31
7. Title V, Part B, Subpart 2	June 1, 2021	July 1 – June 30

Type of Award

1. **Title I, Part A:** Entitlement
2. **Title I, Part C:** Entitlement
3. **Title I, Part D, Subpart 2:** Entitlement
4. **Title II, Part A:** Entitlement
5. **Title III, Part A:** Entitlement
6. **Title IV, Part A:** Entitlement
7. **Title V, Part B, Subpart 2:** Discretionary

Target Population(s)

1. **Title I, Part A:** Students attending Title I schools
2. **Title I, Part C:** Migratory children and youth ages 3-21 and their families
3. **Title I, Part D, Subpart 2:** Children and youth who are neglected, delinquent or at-risk of dropping out of school
4. **Title II, Part A:** Educators, administrators and staff
5. **Title III, Part A:** ELLs in grades K-12
6. **Title IV, Part A:** Students in grades K-12
7. **Title V, Part B, Subpart 2:** Children ages 5-17 from families with incomes below the poverty line

Risk Analysis

Every agency must complete a Risk Analysis form. The appropriate DOE 610 or DOE 620 form will be required prior to a project award being issued.

School Districts, State Colleges, and State Universities, and State Agencies must use the DOE 610 form. Once submitted and approved, the risk analysis will remain in effect unless changes are required by changes in federal or state law, changes in the circumstances affecting the financial and administrative capabilities of the agency or requested by the Department. A change in the agency head or the agency's head of financial management requires an amendment to the form. The DOE 610 form may be found at <http://www.fl DOE.org/core/fileparse.php/5625/urlt/doe610.xls>

Funding Method

Federal Cash Advance (Public Entities only as authorized by the FLDOE)

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient or subrecipient for disbursements. For federally-funded programs, requests for federal cash advance must be made through FLDOE's

Florida Grants System (FLAGS). Supporting documentation for expenditures should be kept on file at the program. Examples of such documentation include, but are not limited to, payroll records, contracts, invoices with check numbers verifying payment and/or bank statements – all or any of these items must be available upon request.

Fiscal Records Requirements and Documentation

Applicants must complete a Budget Narrative form, DOE101S. Budget pages must be completed to provide sufficient information to enable FLDOE reviewers to understand the nature and reason for the line item cost.

All accounts, records, and other supporting documentation pertaining to costs incurred shall be maintained by the recipient for five years. Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: invoices with check numbers verifying payment, and/or bank statements; time and effort logs for staff, salary/benefits schedules for staff. All must be available upon request.

Funded programs and any amendments are subject to the procedures outlined in the FLDOE Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs, which may be found at www.fl DOE.org/grants/greenbook/.

Budgeted items must correlate with the narrative portion of the project application that describes the specific activities, tasks and deliverables to be implemented.

All project recipients must submit a completed DOE 399 form, Final Project Disbursement Report by the dates specified on the DOE 200 form, Project Award Notification.

Financial Consequences

If the Contractor fails to meet the minimum level of service or performance identified, the Department will be injured as a result thereof. If the requirements are not timely and satisfactorily performed, the Contractor shall be subject to one or more of the financial consequences listed. The contract manager shall periodically review the progress made on the activities and deliverables. If the Contractor fails to meet and comply with the activities/deliverables established or to make appropriate progress and they are not resolved within two weeks of written notice; the contract manager may approve: (1) withholding of payment until the deficiency is cured, (2) request the contractor redo the work, or (3) a reduced payment by the rate established under this contract. The contract manager must assess one or more of the financial consequences based on the severity of the failure to perform and the impact of such failure on the ability of the contract to meet the timely and desired results. These financial consequences shall not be considered penalties. The Department; at its sole discretion, may offer the Contractor an extension for any listed tasks, timelines, or deliverables during which the indicated financial consequences shall not apply. Notification of any extension shall be provided to the Contractor in writing. If financial consequences are imposed and due; the Department may offset the financial consequences from the next invoice or from the final retained payment, or require separate payment. Any payment made in reliance on the Contractor's evidence of performance; which evidence is subsequently determined to be erroneous, will be immediately due as an over payment.

Allowable Expenses

Program funds must be used solely for activities that directly support the accomplishment of the program purpose, priorities and expected outcomes during the program period. All expenditures must be consistent with the approved application, as well as applicable state and federal laws, regulations and guidance. Allowable expenditures may include costs associated with employing appropriate staff for administering the project, office materials and supplies and other relevant costs associated with the administration of the project, including meeting room rentals, consultant fees, printing, etc.

Expenses for personal digital assistants (PDA), cell phones, smart phones and similar devices, including the service costs to support such devices may be allowable, with FLDOE prior approval. Applicants will need to describe and justify the need for such devices, identify the amount that will be applicable to the project and how the device will kept secure.

Unallowable Expenses

Below is a list of items or services that are generally not allowed or authorized as expenditures. This is not an all-inclusive list of unallowable items. Sub recipients are expected to consult the FLDOE program office with questions regarding allowable costs.

- Pre-award costs
- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
- Meals, refreshments or snacks
- End-of-year celebrations, parties or socials
- Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)
- Out-of-state travel without FLDOE pre-approval
- Overnight field trips (e.g. retreats, lock-ins)
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- Gift cards
- Decorations
- Advertisement
- Promotional or marketing items (e.g., flags, banners)
- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
- Land acquisition
- Furniture
- Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
- Tuition
- Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
- Dues to organizations, federations or societies for personal benefit
- Clothing or uniforms
- Costs for items/services already covered by indirect costs allocation
- Costs not allowable for federal programs per the U.S. Education Department General Administration Regulations (EDGAR), which may be found at <https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html> and the Reference Guide for State Expenditures, which may be found at <https://www.myfloridacfo.com/division/aa/manuals/documents/ReferenceGuideforStateExpenditures.pdf>

For additional guidance regarding allowable expenditures for each program, please see the appendix.

Equipment Purchases

Any equipment purchased under this program must follow the Uniform Grants Guidance found at http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl or the [Reference Guide for State Expenditures](#).

Any equipment purchases not listed on the original budget approved by the FLDOE require an amendment submission and approval prior to purchase by the agency awarded the funding.

Further guidance and instruction on property records, inventory and disposition requirements for property are outlined in the Green Book, www.fldoe.org/grants/greenbook/.

Administrative Costs including Indirect Costs

School Districts

The Florida Department of Education has been given the authority by the U.S. Department of Education to negotiate indirect cost proposals and to approve indirect cost rates for school districts. School districts are not required to develop an indirect cost proposal, but if they fail to do so, they will not be allowed to recover any indirect costs. Amounts from zero to the maximum negotiated rate may be approved for a program by the Florida Department of Education's

Comptroller. **Indirect costs shall only apply to federal programs.** Additional information and forms are available at www.fldoe.org/finance/comptroller/.

State Agencies, Public Universities and State Colleges

The Florida Department of Education will allow other state agencies, state universities and state colleges to charge an indirect cost (administrative and/or overhead) up to 8 percent or the recipient's rate approved by the appropriate cognizant agency, whichever is lower. This rate may be charged on the total direct costs disbursed less the amounts of subcontracts in excess of \$25,000 and for items of equipment, alterations, renovations and flow-through funds ("pass through" to another entity) on programs issued by the department. This rate is intended to be all-inclusive of typical administrative and overhead costs, including but not limited to rental of office space, costs for bookkeeping and accounting services, and utilities. In the alternative, the department will approve an indirect cost rate of 8 percent plus the direct charges for typical administrative and overhead costs such as office space rental when such costs can be directly and appropriately allocated to the program. **Indirect costs shall only apply to federal programs.**

Chapter 1010.06 F.S. Indirect cost limitation. —State funds appropriated by the Legislature to the Division of Public Schools within the Department of Education may not be used to pay indirect costs to a university, state university, school district, or any other entity.

State of Florida, Executive Order 11-116

The employment of unauthorized aliens by any contractor is considered a violation of section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term. Executive Order 11-116 may be viewed at <http://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf>.

General Education Provisions Act (GEPA)

Applicants must provide a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to: <http://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

Equitable Services for Private School Participation

In accordance with P.L. 107-110, Title IX, Subpart 1, Section 1117, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school.

Program Allocation

Allocation

Each LEA knows the climate within their district and should only use these preliminary allocation amounts for planning purposes. Specific preliminary allocation can be found in the allocation tab of the toolkit.

Program	TAPS #	Preliminary Funding Amount
1. Title I, Part A: Improving the Academic Achievement of the Disadvantaged (TIPA)	22A001	\$827,047,509
2. Title I, Part C: Migrant Education Program (MEP)	22A020	\$21,324,052
3. Title I, Part D, Subpart 2: Neglected & Delinquent Youth (N&D)	22A009	\$7,869,802
4. Title II, Part A: Supporting Effective Instruction	22A011	\$105,372,205
5. Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement	22A014	\$41,109,425
6. Title IV, Part A: Student Support and Academic Enrichment (SSAE)	22A120	\$64,303,490
7. Title V, Part B, Subpart 2: Rural and Low-Income Schools (RLIS)	22A007	\$2,734,786
Grand Total		\$1,069,761,269

An amendment may be required to be submitted after 2021-22 final allocations are available. FLDOE will provide further guidance should an amendment be required.

Specific Funding Authority

- Title I, Part A:** Catalog of Federal Domestic Assistance (CFDA) #84.010A, Public Law (P.L.) 114-95, Every Student Succeeds Act of 2015 (ESSA), Title I, Part A
- Title I, Part C:** CFDA #84.011A, P.L. 114-95, Title I, Part C, Education of Migratory Children
- Title I, Part D, Subpart 2:** Every Student Succeeds Act of 2015, P.L. 115-224, Title I, Part D, Subpart 2; CFDA #84.010A
- Title II, Part A:** Federal, Every Student Succeeds Act (ESSA), 2015, Sec. 2001-2104, Title II, Part A – Supporting Effective Instruction, CFDA 84.367A
- Title III, Part A:** CFDA #84.365A, Public Law 107-110, Title III of the Elementary and Secondary Education Act of 1965 (ESEA), as amended through every Student Succeeds Act (ESSA), P.L. 114-95
- Title IV, Part A:** Elementary and Secondary Education Act of 1965 (ESEA), as amended – Title IV, Part A – Catalog of Federal Domestic Assistance (CFDA) #84.186A
- Title V, Part B, Subpart 2:** Catalog of Federal Domestic Assistance (CFDA) #84.358, Public Law (P.L.) 115-224, Every Student Succeeds Act of 2015, Title V, Part B, Subpart 2

Funding Purpose/ Priorities

- 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.
- Title I, Part C:** The purpose of these funds is to ensure that high-quality education programs and supplemental support services are available to migratory children.
- Title I, Part D, Subpart 2:** The purpose of these funds is to improve educational services for children and youth in local, tribal, and state institutions who are neglected, or delinquent children and youth, so that they have the opportunity to meet the same challenging state academic standards that all children in the State are expected to meet and to provide these children and youth with services to successfully transition to further schooling or employment.
- Title II, Part A:** The purpose of these funds is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality.

5. **Title III, Part A:** The purpose of these funds is to improve the education of English Learner (EL) children and youth by helping them learn English and meet challenging state academic content and student academic achievement standards.
6. **Title IV, Part A:** The purpose of these funds is to improve students' academic achievement by increasing school district capacity to provide all students with access to a well-rounded education; improve school conditions for student learning; and increase the use of technology to enhance the academic achievement and digital literacy of all students. Distribution of funds shall be prioritized to schools served by the LEA based on one or more of the following criteria:
- Are among the schools with the greatest needs;
 - Have the highest percentages or numbers of children counted under section 1124(c) (i.e., children counted for purposes of basic grants to LEAs under Title I, Part A of the ESEA);
 - Are identified for comprehensive support and improvement under section 1111(c)(4)(D)(I) (i.e., are among the lowest-achieving schools);
 - Are implementing targeted support and improvement plans as described in section 1111(d)(2) (i.e., have consistently underperforming student subgroups); or
 - Are identified as a persistently dangerous public elementary school or secondary school under section 8532. (ESEA section 4106(e)(2)(A)).
7. **Title V, Part B, Subpart 2:** The purpose of these funds is to address the unique needs of rural school districts that frequently lack personnel and resources needed to compete effectively for federal competitive grants and receive formula grant allocations in amounts too small to be effective in meeting their intended purposes.

Application Submission Process and Awards

ShareFile Process

To submit the application, utilize the 2021-22 Consolidated Application ShareFile. For further assistance or to access a file, contact OGM@fldoe.org.

Award notifications (DOE 200) will be distributed within the LEA's specific ShareFile folder.

Consolidated Application Toolkit

Application Design

The Consolidated Application Toolkit's modular design provides flexibility for working within the Microsoft Office Excel platform. This platform allows applicants to move from one program to another without having to complete the previous program first.

Program Narrative Guidance

In the Consolidated Application Toolkit, Local Educational Agencies (LEAs) will be required to respond to questions, as applicable, based on the funding accepted by the LEA. The narrative questions are built upon five essential components:

- A comprehensive needs assessment and prioritization of funded activities;
- Meaningful, ongoing consultation with parents, teachers, and other community stakeholders that reflect the student population of the schools and LEA;
- Identification of students who need additional supports and services, specifically the subgroups of students highlighted in ESEA;
- Delivery of evidence-based student supports and services aligned to individual needs and supports for teachers, principals, and instructional support staff in delivering evidence-based student supports; and
- Progress monitoring, periodic program reviews, and program evaluation of activities and programs funded by ESEA.

Format and Purpose:

Each program section provides a set of Questions, Check Boxes, Response Guidance, and/or Additional Considerations, Guidance and Resources. Several sections of this application are locked (locked cells are shaded in blue) to ensure that formulas and formatting are not modified thus affecting the functionality of the application.

Questions

To minimize what is asked of LEAs in the narrative sections and to maximize the efforts of the LEAs and ESEA funds, FLDOE has aligned the narrative questions to be strategic to the requirements of ESEA and the program.

Check Boxes

Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; and Title V, Part B, Subpart 2 have option to select whether funds within the program will be used to address the specified Area of Focus. If the LEA selects that that funds will not be used for activities within that Area of Focus, the LEA does not need to complete the budget portion. *However, the LEA is still required to describe how the LEA will address this Area of Focus within other narrative sections of that specific Area of Focus, if applicable.*

Response Guidance

Response Guidance provides support and context for drafting a response to the LEA plan questions. In developing a response, the LEA can describe suggested elements, as they apply to the LEA's context. Program offices will use this information when evaluating the LEA plan and feedback will be developed based on the LEA's context.

Navigation

The program tabs are hyperlinked on the Title Page. To quickly navigate to a specific program, click on the program title. You may also move from tab to tab by clicking on the desired program/budget tab on the bottom of the page.

I. Title Page

Contacts

The modular platform permits the LEA to identify authorized users, as well as provide information for other required contacts, as described below.

Fiscal Contact Information

The fiscal contact listed in this section will receive fiscal related information for programs within the toolkit. 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.

Fiscal Contact Information	
Fiscal Contact Name	
Title	
Phone Number	
Contact Email	
DUNS Number	
FEIN Number	

Program Contact

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. FLDOE encourages LEAs to limit themselves to one authorized representative. The LEA is required to complete the following sections: Program Contact Name, Title, Phone Number (with extension if applicable) and Contact Email.

Program Name	
Program Contact Name	
Title	
Phone Number	
Contact Email	

II. Florida Department of Education 100A

Project Application

The LEA will complete this tab for each program they are requesting funding for within the submitted application. Further guidance on each section is below:

1. **Program Name:** Type an "X" in the green box for each corresponding program that the LEA chooses to apply for within this application.
2. **Project Number:** The LEA is responsible for completing this cell with the Project Number for each specific program within the 2021-22 ESEA Federal Program Application.
3. **TAPS Number:** This has been prefilled for you.
4. **2021-22 allocation:** This information can be found on the allocation tab.
5. **2020-21 Roll Forward Funds Requested:** LEA will submit the amount of "roll forward" from 2020-21.
6. **Total Funds Requested:** This cell will auto-calculate based off the amounts in cells "2021-22 Funds Requested" and "2020-21 Roll Forward Funds Requested."
7. **Name:** Complete with the name of the authorized agency head that will sign this document.
8. **Signature of Agency Head:** Electronic signatures are allowable.
9. **Title:** Fill with the title of the agency head.
10. **Date:** Fill with the date of signature.

Elementary and Secondary Education Act (ESEA) Federal Programs

Florida 2021-22 ESEA Federal Program Applications

Project Application (DOE 100A)

{Enter LEA Name Here}

1	Program Name	2	3	4	5	6
	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.

7	Printed Name of Agency Head		
8	Signature of Agency Head	9	Title
		10	Date

III. Assurances

In this section, the LEA will certify that they agree to the general assurances and the specific assurances of the selected programs on the DOE 100A tab, and will abide by all federal, state and local laws. The general assurances section includes hyperlinks to additional information. Please review the linked items within the general assurances.

General Assurances

Assurance 1: The Local Educational Agency (LEA) has on file with the FLDOE, Office of the Comptroller and a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs. The complete text may be found in Section D of the Green Book. The certification of adherence, currently on file with the FLDOE Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance or condition.

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. Click on the link for access to [Know Your Schools](#).

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. The LEA may use the linked template: [Stakeholder Collaboration](#).

Specific Assurances for Each Program

Title I, Part A Assurances

Assurance 1, Collaboration: The LEA assures the plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a LEA that has charter schools), administrators (including administrators of programs described in other parts of this Title), other appropriate school personnel, and parents of children in schools served under Title I. §1112(a)(1)(A).

Assurance 2, Coordination of Programs: As appropriate, the LEA assures the plan is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate. §1112(a)(1)(B).

Assurance 3, Migratory Children: The LEA assures that migratory and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part. §1112(c)(1).

Assurance 4, Private Schools: The LEA assures they will provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services unless there are no eligible private schools. §1112(c)(2).

Assurance 5, NAEP: The LEA assures they will participate, if selected, in the National Assessment of Educational Progress (NAEP) in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)). §1112(c)(3).

Assurance 6, Cross Coordination: The LEA assures they will coordinate and integrate services provided under Title I with other educational services at the LEA or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. §1112(c)(4).

Assurance 7, Child Welfare Agency Point of Contact: The LEA assures they will collaborate with the state or local child welfare agency to designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA. §1112(c)(5)(A).

Assurance 8, Child Welfare Agency Procedures: The LEA assures they will collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care. The procedures will: ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if: the local child welfare agency agrees to reimburse the LEA for the cost of such transportation; the LEA agrees to pay for the cost of such transportation; or the LEA and the local child welfare agency agree to share the cost of such transportation. §1112(c)(5)(B).

Assurance 9, Certification: The LEA assures that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. §1112(c)(6). The LEA will also ensure parents are notified appropriately according to the "Parents Right-To-Know" provision. §1112(e)(1)(A-B).

Assurance 10, Early Childhood Education: The LEA assures that in the case of a LEA that chooses to use Title I, Part A funds to provide early childhood education services to low-income children below the age of compulsory school attendance, such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)). §1112(c)(7).

Assurance 11a, Parent Consultation: The LEA assures that in order to receive parent and family engagement funds under section 1116 the agency will conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

Assurance 11b, School Parent and Family Engagement Policy: The LEA assures that the requirements outlined in section 1116(b)(1-4) are met:

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurances 11c-f. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school; If the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection; If the LEA involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, such agency may amend that policy, if necessary, to meet the requirements of this subsection; and If the plan under section 1112 is not satisfactory to the parents of participating children, the LEA shall submit any parent comments with such plan when such LEA submits the plan to the state.

Assurance 11c, Policy Involvement: The LEA assures that each school served under this part shall meet the requirements outlined in section 1116(c)(1-5):

convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved; offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school wide program plan under section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children; provide parents of participating children — (A) timely information about programs under this part; (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida's challenging academic standards; and (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and if the school wide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA.

Assurance 11d, Shared Responsibilities for Student Achievement: The LEA assures that the requirements outlined in section 1116(d)(1-2) are met: as a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the Florida's challenging academic standards. Such compact shall — (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida's challenging academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum — (A) parent-teacher conferences in elementary schools, at least annually,

during which the compact shall be discussed as it relates to the individual child's achievement; (B) frequent reports to parents on their children's progress; (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and (D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Assurance 11e, Building Capacity for Involvement: The LEA assures that effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and LEA assisted under this part will meet the requirements outlined in section 1116(e)(1-5, 14).

Assurance 11f, Accessibility: The LEA assures that in carrying out the parent and family engagement requirements of this part, LEAs and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

Assurance 11g, Family Engagement in Education Programs: The LEA assures that in a state operating a program under part E of Title IV, each LEA or school that receives assistance under this part shall inform parents and organizations of the existence of the program.

Assurance 12, Private School Consultation: The LEA assures they conducted timely and meaningful consultation with appropriate private school officials, will provide special educational services, instructional services, counseling, mentoring, one-on-one tutoring, or other benefits that address the needs of eligible children identified under section 1115(c); and, ensures that teachers and families of eligible children participate, on an equitable basis, in services and activities pursuant to section 1116. §1117(a)(1)(A), §1117(a)(3)(B)

Assurance 13, Private School and LEA Agreement: The LEA assures after conducting the timely and meaningful consultation with appropriate private school officials, the LEA will submit a copy of the agreement between the LEA and the private school to the ombudsman. §1117(b)(1)

Assurance 14, Affirmation of Agreement: The LEA assures they will submit to the ombudsman a written affirmation, signed by officials of each participating private school, that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the LEA shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the state educational agency. §1117(b)(5)

Assurance 15, Methodology: The LEA assures they are in compliance with paragraph (1) a LEA shall demonstrate that the methodology used to allocate state and local funds to each school receiving assistance under this part ensures that such school receives all of the state and local funds it would otherwise receive if it were not receiving assistance under Title I, Part A. §1118(b)(1-2).

Assurance 16, Comparability: The LEA assures they are in compliance with the requirements of section 1118(c)(2)(A) concerning comparability if such agency has filed with the state educational agency a written assurance that such agency has established and implemented: a LEA-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; or a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

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

Assurance 18, Constitutionally Protected Prayer: The LEA assures they will certify in writing to the Department that no policy of the LEA prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary

and secondary schools. An LEA must provide this certification to the Bureau of Federal Educational Programs by October 1 of each year.

Title I, Part C Assurances

Assurance 1: The LEA assures funds received under this part will be used only for programs and projects, including the acquisition of equipment, in accordance with ESSA, section 1306; and to coordinate such programs and projects with similar programs and projects within the state and in other states, as well as with other Federal programs that can benefit migratory children and their families.

Assurance 2: The LEA assures such programs and projects will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 1118, and part F.

Assurance 3: The LEA assures in the planning and operation of programs and projects at both the state and local operating level, there is consultation with parents of migratory children, including parent advisory councils for programs of not less than 1 (one) school year in duration, and that all such programs and projects are carried out in a manner that provides for the same parental involvement as is required for programs and projects under section 1116, unless extraordinary circumstances make such provision impractical; and in a format and language understandable to the parents.

Assurance 4: The LEA assures in planning and carrying out such programs and projects, there has been, and will be, adequate provision for addressing the unmet educational needs of preschool migratory children.

Assurance 5: The LEA assures the effectiveness of such programs and projects will be determined, where feasible, using the same and standards approaches that used to assess the performance of students, schools, and local educational agencies under Part A.

Assurance 6: The LEA assures, to the extent feasible, such programs and projects will provide for advocacy and outreach activities for migratory children and their families, including helping such children and families gain access to other education, health, nutrition, and social services; professional development programs, including mentoring, for teachers and other program personnel; family literacy programs; the integration of information technology into educational and related programs; and programs to facilitate the transition of secondary school students to postsecondary education or employment.

Title I, Part D Assurances

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.

Title II, Part A Assurances

Assurance 1: The LEA assures they will comply with section 8501 regarding participation by private school children and teachers.

Assurance 2: The LEA assures they will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.

Title III, Part A Assurances

Assurance 1: The LEA assures they shall comply with section 1112(e) prior to, and throughout, each school year as of the date of application.

Assurance 2: The LEA assures the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126.

Assurance 3: The LEA assures the eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such plan.

Assurance 4: The LEA assures the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.

Title IV, Part A Assurances

Assurance 1: The LEA assures they shall prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that—are among the schools with the greatest needs, as determined by such local educational agency, or consortium; have the highest percentages or numbers of children counted under section 1124(c); are identified for comprehensive support and improvement under section 1111(c)(4)(D)(I); are implementing targeted support and improvement plans as described in section 1111(d)(2); or are identified as a persistently dangerous public elementary school or secondary school under section 8532

Assurance 2: The LEA assures they shall comply with section 8501 regarding equitable participation by private school children and teachers.

Assurance 3: Absent a waiver specifying otherwise, the LEA assures they will use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107.

Assurance 4: Absent a waiver specifying otherwise, the LEA assures they will use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108.

Assurance 5: The LEA assures they will use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b).

Assurance 6: The LEA assures they will annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).

Assurance 7: The LEA assures that if receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2) of the Every Student Succeeds Act.

Title V, Part B, Subpart 2 Assurances

Assurance 1: The LEA assures they will comply with all program requirements and activities authorized under the following ESEA Title programs: Title I, Part A; Title II, Part A; Title III, Part A; and Title IV, Part A.

Assurance 2: The LEA assures that no more than 5 percent of the amount of the grant shall be used for administrative costs.

IV. Allocation

Program Specific Allocations

This tab includes the preliminary allocation for 2021-22 ESEA federal programs included in the consolidated application. Each LEA knows the climate within their district and should only use these preliminary allocation amounts for planning purposes. An amendment may be required to be submitted after 2021-22 final allocations are available. FLDOE will provide further guidance should an amendment be required.

V. Title I, Part A

Title I, Part A Program Requirements

The purpose of Title I, Part A is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments and close the achievement gap between high and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers.

Activities supported with Title I, Part A funds must be planned based on a comprehensive needs assessment and developed in consultation with parents, teachers, principals, and other relevant stakeholders. The LEA must also actively engage stakeholders in continued consultation to improve supported activities. Descriptions of funded activities must address prioritized needs, program objectives, and intended outcomes.

Title I, Part A Set-Asides

LEAs may be required to allocate funds for specific activities based on the size of the allocation and/or existence of eligible facilities. The table below describes the various set-asides included in the Consolidated Application, and their grant codes.

Set-Aside	Description
Area of Focus 2: Parent and Family Engagement Plan	<ul style="list-style-type: none">• For LEAs with a Total Allocation under \$500,000 - budget is not to exceed 2% of the total allocation.• For LEAs with a Total Allocation of \$500,000 or greater - budget must reserve at least 1% of the total allocation and allocate a minimum of 90% of the 1% directly to schools; not to exceed 2% of the total allocation.<ul style="list-style-type: none">○ Parents must be involved in schools' decision on how to use these funds○ District may retain remaining 10% of the amount set-aside to support district-level parental involvement activities• District Managed Activities can be used to reserve additional funds for district level parent and family engagement activities. Parent and family engagement funds must be used to carry out activities and strategies:• Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.• Supporting programs that reach parents and family members at home, in the community and at school.• Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.• Collaborating, or providing sub grants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.• Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with the LEA's parent and family engagement policy.
Area of Focus 4: Neglected and Delinquent Reservation	<ul style="list-style-type: none">• Input allocations for districts with a neglected facility.
Area of Focus 5: Early Childhood	<ul style="list-style-type: none">• District support for school-based preschool activities<ul style="list-style-type: none">○ Direct intervention with students○ Transition to kindergarten support○ Professional learning for preschool teachers

Set-Aside	Description
Area of Focus 6: Private School	<ul style="list-style-type: none"> Required set-aside if LEAs have participating non-public schools. LEAs must determine the proportionate share of funds used to provide equitable services under Title I, Part A based on the entire Title I, Part A allocation, prior to taking any other set-aside off the top. LEAs must obligate the set-aside to provide equitable services to eligible students attending non-public schools in the first fiscal year in which funds are available.

Title I, Part A Areas of Focus and Narrative Questions

Area of Focus 1 - Student Achievement

- Describe how the LEA will use Title I, Part A funds to develop and implement a well-rounded program of instruction to meet the academic needs of all students.
- Describe how the LEA will use Title I, Part A funds to identify students who may be at risk for academic failure (may use Early Warning Systems in School Wide Improvement Plans to identify at-risk students).
- Describe how the LEA will use Title I, Part A funds to provide additional educational assistance to individual students the LEA or school determines need help in meeting Florida's challenging academic standards.
- Describe how the LEA will use Title I, Part A funds to identify and implement instruction and other strategies intended to strengthen and improve school conditions for student learning.
- Describe the LEA's strategy for implement 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).
- 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

List the detailed activities that will be implemented to address this 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
		AOF 1					
		AOF 1					
		AOF 1					
		AOF 1					

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

District Total	\$0.00
School Total	\$0.00
Charter Total	\$0.00
2021-22 Allocation Total	\$0.00
2020-21 Estimated Roll Forward Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Response Guidance

- The response should include a description of the guidance, support, and systemic process (es) the LEA uses in identifying, prioritizing, progress-monitoring, modifying, and evaluating students most at risk of not meeting standards.
- How a body of evidence is used to inform instruction, monitor practice, promote proficiency, and meet accountability requirements at the school/district level.
- How the LEA utilizes, or provides guidance and support regarding Multi-Tiered Systems of Support (MTSS) to identify, align supports, progress-monitor students, and evaluate program effectiveness.
- How the LEA and schools prioritize the types of services and supports that will be provided with Title I funds, inclusive of instructional, social-emotional and others.
- How additional instructional materials and supports from Title I-A funds align to and enhance the curriculum and instructional materials adopted by LEAs and schools.
- What the LEA does, or guidance and support it provides to schools, to ensure: best first instruction is aligned to Florida standards; rigorous, effective instructional planning; Title I-A-funded activities provide supplemental supports to enhance/modify best first instruction.
- How the standards-based instructional program actively engages **all** students by using effective, varied, and evidence-based practices to provide additional opportunities to accelerate student academic performance.
- How the LEA will meet the linguistic, social-emotional, and academic needs of students served in school wide and targeted assistance programs and neglected/delinquent institutions.
- Specific supports for both residential and day treatment centers, if applicable.
- How the LEA will ensure that schools are provided information and support regarding options for using their funds for the following purposes:
 - Support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA/school level, including plans for the transition of participants to their local elementary school.
 - Support programs that coordinate and integrate academic and career and technical education (CTE) content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in Florida.
 - Support programs that coordinate and integrate work-based learning opportunities that provide students with in-depth interaction with industry professionals and, if appropriate, academic credit.
 - Assist schools in identifying and serving gifted and talented students.
 - Assist schools in developing effective library programs to provide students opportunities to develop digital literacy skills and improve academic achievement.
- Describe the process and data used to identify students and the frequency with which data is evaluated.
- How the process to identify students not meeting or at risk of not meeting Florida standards considers the strengths and needs of the following subgroups of students, as appropriate:
 - Low-income students
 - Lowest achieving students
 - English learners
 - Children with disabilities
 - Children and youth in foster care
 - Migratory children
 - Children and youth experiencing homelessness
 - Neglected, delinquent, and at-risk students identified under Title I, Part D
 - Immigrant children and youth
 - American Indian and Alaska Native students
- How the LEA supports collaborative and systematic processes in schools to identify children most in need of receiving services under a Targeted Assistance program.

Area of Focus 2 - Parent and Family Engagement

- A. Provide a description of how the LEA will address Parent and Family Engagement.

- B. Describe the activities that will be implemented to address Area of Focus 2. 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

List the detailed activities that will be implemented to address this 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
		AOF 2					
		AOF 2					
		AOF 2					

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

District Total	\$0.00
School Total	\$0.00
Charter Total	\$0.00
2021-22 Allocation Total	\$0.00
2020-21 Estimated Roll Forward Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Area of Focus 3 - Homeless Education

- A. Provide a description of how the LEA will address Homeless Education.
- B. Describe the activities that will be implemented to address Area of Focus 3. 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

List the detailed activities that will be implemented to address this 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
		AOF 3					
		AOF 3					
		AOF 3					

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

District Total	\$0.00
School Total	\$0.00
Charter Total	\$0.00
2021-22 Allocation Total	\$0.00
2020-21 Estimated Roll Forward Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Area of Focus 4 - Neglected and Delinquent Reservation

- A. If the LEA has an eligible local institution for neglected children and youth, describe how the LEA will use the required Title I, neglected reservation to provide comparable Title I services to such students who do not attend a Title I school.
- B. If the LEA has an eligible local institution for neglected children and youth, describe how the LEA will use Title I, neglected reservation to provide comparable supplementary academic and support services to such students who attend a Title I school (this is in addition to the Title I, Part A services).
- C. If the LEA is setting aside optional, additional funds for delinquent children and youth in DJJ residential schools and county jails, describe how the LEA will provide comparable Title I services to such students. The services should be separate from Title I, Part D services.
- D. Describe the activities that will be implemented to address Area of Focus 4. 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

List the detailed activities that will be implemented to address this 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
		AOF 4					
		AOF 4					
		AOF 4					
		AOF 4					

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

District Total	\$0.00
School Total	\$0.00
Charter Total	\$0.00
2021-22 Allocation Total	\$0.00
2020-21 Estimated Roll Forward Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Area of Focus 5 - Early Childhood

- A. Describe how the LEA will coordinate Title I preschool programs with other preschool educational services in the district.
- B. Describe how the LEA will ensure on-going progress monitoring measures will align with Florida Early Learning and Developmental Standards.
- C. Describe how the LEA will ensure on-going progress monitoring measures will be administered multiple times throughout the program.
- D. Describe how the LEA will ensure on-going progress monitoring measures will provide data to inform instructional focus and strategies for use by the classroom teacher.
- E. Describe how the LEA will assist parents in effectively transitioning their preschool children to kindergarten.
- F. In the Title I blended preschool chart, enter information regarding other early childhood programs that are blended TIPA early childhood programs.

Title I Program Blended with:	Number of Students served with Title I		Total Number of Students		Describe method which will be used to identify students	Total (Title I, Part A) funds used
	Age 3	Age 4	Age 3	Age 4		
Early Head Start/ Head Start/ Migrant and Seasonal Head Start						
Home Instruction for Parents of Preschool Youngsters (HIPPY)						
LEA Migrant Preschool Program						
Prekindergarten Program for Children with Disabilities						
Voluntary Prekindergarten (VPK)						
Other (Please Specify)						
Other (Please Specify)						

- G. Describe the activities that will be implemented to address Area of Focus 5. 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

List the detailed activities that will be implemented to address this 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
		AOF 5					
		AOF 5					
		AOF 5					

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

District Total	\$0.00
School Total	\$0.00
Charter Total	\$0.00
2021-22 Allocation Total	\$0.00
2020-21 Estimated Roll Forward Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Area of Focus 6 - Private School

If the LEA does not have eligible participating private schools, the LEA will check the box, as pictured below.

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

List the LEA's private school Point of Contact	
Name:	
Title:	
Phone Number:	
Email Address:	

- A. 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.
- B. Provide the method used for identifying low-income students for services in private schools. List the criteria used to identify private school students for Title I educational services as a result of consulting with private school officials. Provide a description of services (if the LEA is not using a third party contractor). If applicable, clearly identify and describe the services that will be funded with roll forward.
- C. Explain how the LEA will evaluate the effectiveness and implementation of the services provided to the private school students, their parents, and their teachers. Include how often this evaluation will occur.

If the LEA will provide services to private school students through a third party contractor, the LEA will check the box, as pictured below, and complete the question D.

<input type="checkbox"/>	If checked, the LEA provides services to private school students through a third party contractor and shall complete this section.
--------------------------	--

- D. Indicate the services provided to private school students, their parents, and their teachers through a third-party contractor. If applicable, clearly identify and describe the services that will be funded with roll forward.
- E. Describe the activities that will be implemented to address Area of Focus 6. 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

List the detailed activities that will be implemented to address this Area of Focus.						
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
		AOF 6				
		AOF 6				
		AOF 6				

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

2021-22 Allocation Total	\$0.00
2020-21 Estimated Roll Forward Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Area of Focus 7 - Transportation for Foster Care Children

List the LEA's Foster Care Point of Contact	
Name:	
Title:	
Phone Number:	
Email Address:	

The LEA will enter the amount of funds the LEA is reserving for this Area of Focus using Title I, Part A funds.

Enter the amount of funds the LEA is reserving for this Area of Focus using Title I, Part A funds.
\$0.00

- Describe the activities that will be implemented to ensure that 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.
- Describe the activities that will be implemented to ensure the successful enrollment and transfer of records of children enrolled in a new school, even if they do not have the required documentation.
- Describe the activities that will be implemented to ensure the 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).
- Describe the activities that will be implemented to address Area of Focus 7. 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

List the detailed activities that will be implemented to address this 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
		AOF 7					
		AOF 7					
		AOF 7					

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

District Total	\$0.00
School Total	\$0.00
Charter Total	\$0.00
2021-22 Allocation Total	\$0.00
2020-21 Estimated Roll Forward Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Area of Focus 8 - College and Career Readiness

- Describe the LEA's strategy to increase student's 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. Describe the LEA's strategy to support work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, provide academic credit.
- C. Describe the activities that will be implemented to address Area of Focus 8. 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

List the detailed activities that will be implemented to address this 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
		AOE 8					
		AOE 8					
		AOE 8					
		AOE 8					

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

District Total	\$0.00
School Total	\$0.00
Charter Total	\$0.00
2021-22 Allocation Total	\$0.00
2020-21 Estimated Roll Forward Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Area of Focus 9 - Administrative Costs

- A. Describe the activities that will be implemented to address Area of Focus 9. 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

List the detailed activities that will be implemented to address this Area of Focus.						
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
		AOE 9				
		AOE 9				
		AOE 9				

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

2021-22 Allocation Total	\$0.00
2020-21 Estimated Roll Forward Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Budget Summary for Title I, Part A

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 picture 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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
Area of Focus 2 Parent and Family Engagement	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
Area of Focus 3 Homeless Education	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
Area of Focus 4 Neglected and Delinquent Education	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
Area of Focus 5 Early Childhood	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
Area of Focus 6 Private School				\$0.00	\$0.00	\$0.00	#DIV/0!
Area of Focus 7 Transportation for Foster Care Children	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
Area of Focus 8 College and Career Readiness	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
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	#DIV/0!

Title I, Part A Program Summary Budget Tab (DOE 101)

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 within the program tab and edit the budget narrative and budget details accordingly. Any edits within the budget details section will automatically update on this summary budget tab.

The following sections will auto-populate for the LEA based off the information from the Title page, DOE 100A and program tab:

- Name of LEA:** This is populated from the title page.
- Project Number:** This information can be found on the DOE 100A tab.
- TAPS Number:** This information can be found on the DOE 100A tab.
- 2021-22 Allocation Amount-** This will be the total amount of funds requested from all Areas of Focus.
- 2021-22 Estimated Roll Forward-** This will be the total amount of funds requested from the Roll Forward- Areas of Focus.
- 2021-22 Total Funds Requested-** This will be the total amount of funds requested from all Areas of Focus and Estimated Roll Forward within the program.

Title I, Part A Toolkit Summary Budget									
{Enter LEA name here}		1		2	22A001		3	DOE 101	
Name of LEA				Project Number		TAPS Number			
2021-22 Allocation Amount								4	
2020-21 Estimated Roll Forward									5
2021-22 Total Funds Requested (sum of allocation and estimated roll)									6
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Funding Location		Program
		AOF 1							Title 1, Part A
		AOF 1							Title 1, Part A
		AOF 1							Title 1, Part A
		AOF 1							Title 1, Part A
		AOF 1							Title 1, Part A
		AOF 1							Title 1, Part A

VI. Title I, Part C

Title I, Part C Program Requirements

The Title I, Part C-Migrant Education Program (MEP) funds additional educational programs for migrant children (ages 3-21). Migrant students have the same risk factors as other students. These students also face further challenges because of their frequent moves. Migrant students usually account for only a small percentage of the total student population. Many school districts find it difficult to provide the level of services needed to ensure the best educational experience possible for migrant students. The MEP attempts to ensure that migrant students do not face additional educational challenges because of the differences in academic standards throughout the country. The program also promotes the coordination of educational and support services including the timely transfer of academic records.

Title I, Part C Areas of Focus and Narrative Questions

Data and Consultation

- A. Provide a description of how the local educational agency will use data and ongoing collaboration with stakeholders to continually update and improve activities supported under this part.

Equitable Services Formula

Title I, Part C Equitable Services Formula	
Number of Students	
A1. LEA Enrollment of Migrant Students	
A2. Participating Private Schools' Enrollment of Migrant Students	
A3. Total Enrollment of Migrant Students = A1 + A2	0
Title I, Part C Base Preliminary Allocation	
B1. Total LEA Base Preliminary Allocation (from the allocation tab)	
B2. Administrative Costs (for public and private school programs)	
B3. LEA Base Preliminary Allocation Minus Admin Costs = B1-B2	\$0.00
Per Pupil Rate	
C1. B3 divided by A3	#DIV/0!
Equitable Services	
Amount LEA must reserve for equitable services for private school teachers and other educational personnel = A2 x C1	#DIV/0!

Area of Focus 1 - English Language Arts

- A. Describe how the LEA will address English Language Arts in the Migrant Education Program.

Response Guidance

The LEA will describe activities designed to bridge identified gaps in English Language Arts achievement migrant and non-migrant students. MEP funds or funds from other sources may be used to address these gaps.

Example: The district will provide an afterschool program focusing on ELA support to approximately 250 migrant students in 3rd-8th grade at 4 identified schools (4 school names). The program will be 2 hours a day, 4 days a week and focus on academic support, counseling and access to information technology.

In this example, the district's plan specifies the academic services to be provided, the target population (grades 3-8), the identified locations, the timeframe and the anticipated number of participants of the proposed activity.

If no Title I, Part C funds will be used to address this Area of Focus, the LEA will check the box as pictured below.

☐ No Title I, Part C funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

- B. 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

List the detailed activities that will be implemented to address this Area of Focus.							
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (if applicable)	Amount	Please use the dropdown to select District, Charter or Private
		AOF 1					
		AOF 1					
		AOF 1					

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

District Total	\$0.00
Charter Total	\$0.00
Private Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Area of Focus 2 - Mathematics

- A. Describe how the LEA will address Mathematics in the Migrant Education Program.

Response Guidance

The LEA will describe activities designed to bridge identified gaps in mathematics achievement migrant and non-migrant students. MEP funds or funds from other sources may be used to address these gaps.

Example: The district will address math, specifically Algebra I and Geometry, by providing a summer program to 100 middle and high school migrant students at the 2 high schools (2 school names). The program will be 20 hours a week, 4 days a week for 3 weeks in July 2021 and focus on academic support, counseling and access to information technology.

In this example, the district's plan specifies the academic services to be provided, the target population, the location, the timeframe, and the anticipated number of participants of the proposed activity.

If no Title I, Part C funds will be used to address this Area of Focus, the LEA will check the box as pictured below.

☐ No Title I, Part C funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

- B. Describe the activities that will be implemented to address Area of Focus 2. 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

List the detailed activities that will be implemented to address this Area of Focus.							
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (if applicable)	Amount	Please use the dropdown to select District, Charter or Private
		AOF 2					
		AOF 2					
		AOF 2					

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

District Total	\$0.00
Charter Total	\$0.00
Private Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Area of Focus 3 - Graduation Rate

- A. Describe how the LEA will address graduation rate in the Migrant Education Program.

Response Guidance

The LEA will describe activities designed to increase the on-time graduation rate of its migrant students as well as provide them access to accelerated courses such as AP, IB, and special certification courses for post-secondary education purposes.

Example: The district will address high school graduation rates by assisting 100 middle and high school migrant students to enroll in Florida PASS courses and extended school day programs for the purpose of credit accrual and retrieval. In addition, the district will assist 50 high school students to enroll in AP and IB courses to address accelerated learning.

In this example, the district describes how it will collaborate with school district-level and other resource providers to meet these objectives.

If no Title I, Part C funds will be used to address this Area of Focus, the LEA will check the box as pictured below.

☐ No Title I, Part C funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

- B. Describe the activities that will be implemented to address Area of Focus 3. 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

List the detailed activities that will be implemented to address this Area of Focus.							
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select District, Charter or Private
		AOF 3					
		AOF 3					
		AOF 3					

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

District Total	\$0.00
Charter Total	\$0.00
Private Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Area of Focus 4 - Out of School Youth

- A. Describe how the LEA will address Out of School Youth in the Migrant Education Program.

Response Guidance

The LEA should describe how it will intensify its efforts to collaborate with local entities, such as agribusinesses, to locate and identify OSY. As soon as the youth are located, identified as eligible migrant OSY, and enrolled into the local migrant education program, the district should conduct a needs assessment on the OSY. Such data may be gathered from OSY interviews and surveys. Based on that data, the district should prioritize its available resources and galvanize resources available from other local programs to meet the identified needs of OSY.

Example: The district will collaborate with local agribusinesses and the county health agency to identify potential migrant OSY. After OSY are identified and enrolled into the migrant program, the district will provide educational and supportive services to 30 to 50 OSY such as English survival skills, GED preparation and life skills.

If no Title I, Part C funds will be used to address this Area of Focus, the LEA will check the box as pictured below.

☐ No Title I, Part C funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

- B. Describe the activities that will be implemented to address Area of Focus 4. 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

List the detailed activities that will be implemented to address this Area of Focus.							
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select District, Charter or Private
		AOF 4					
		AOF 4					
		AOF 4					

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

District Total	\$0.00
Charter Total	\$0.00
Private Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Area of Focus 5 - Early Childhood

- A. Describe how the LEA will address Early Childhood in the Migrant Education Program.

Response Guidance

The LEA will describe activities that will help migrant preschool children be prepared to enter Kindergarten. Activities should address the needs of migrant preschool children as identified by local needs assessment data. Such data may be gathered from sources such as Florida Kindergarten Readiness Screener (FLKRS) scores and parent surveys.

Example: The district will collaborate with local Pre-K service providers, such as VPK or Title I Part A, to enroll approximately 50 migrant preschool children in early childhood education programs. The district will provide

family literacy training and resources to the parents of these children, focusing on teaching parents how to practice foundational literacy skills with their children at home.

In this example, the district plans to coordinate with early childhood education providers to enroll migrant students in early learning programs, and will also provide parents of migrant preschool children with resources to help their children learn at home.

If no Title I, Part C funds will be used to address this Area of Focus, the LEA will check the box as pictured below.

☐ No Title I, Part C funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

- B. Describe the activities that will be implemented to address Area of Focus 5. 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select District, Charter or Private
		AOF 5					
		AOF 5					
		AOF 5					

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

District Total	\$0.00
Charter Total	\$0.00
Private Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Area of Focus 6 - Identification and Recruitment (ID&R)

- A. Describe how the LEA will address Identification and Recruitment in the Migrant Education Program.

Response Guidance

The LEA will describe its plan for intensive recruitment of potentially eligible migratory children. The district should also describe its quality control process to ensure that all children are eligible according to Federal requirements.

Example: District migrant recruiters will identify and enroll migrant students through: communicating with school registrars regarding new student enrollment surveys; collaborating with local agribusinesses to receive notices of new migrant worker families; and contacting families identified through MSIX move notices. District recruiters will attend training regarding student eligibility, recruitment strategies and re-interview processes through statewide ID&R training.

In this example, the district describes a plan to implement specific strategies for identifying and recruiting potential migratory children. The narrative also includes a staff development plan to ensure its recruiters have up-to-date training in eligibility requirements and ID&R techniques.

If no Title I, Part C funds will be used to address this Area of Focus, the LEA will check the box as pictured below.

☐ No Title I, Part C funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

- B. Describe the activities that will be implemented to address Area of Focus 6. 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

List the detailed activities that will be implemented to address this Area of Focus.							
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select District, Charter or Private
		AOF 6					
		AOF 6					
		AOF 6					

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

District Total	\$0.00
Charter Total	\$0.00
Private Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Area of Focus 7 - Parent and Family Engagement

- A. Describe how the LEA will address Parent and Family Engagement in the Migrant Education Program.

Response Guidance

The LEA will describe its plan for a local Migrant Parent Advisory Council meetings. The district will also describe activities designed to meet identified needs of migrant families in the areas of family literacy and knowledge of academic requirements in the areas of English Language Arts, Mathematics, Early Childhood Education, and High School Graduation.

Example: The district will conduct at least three (3) Migrant Parent Advisory Council meetings during the project performance period. During these meetings, the district will provide information to migrant parents regarding their students' academic requirements and opportunities, and will seek out parent feedback regarding the implementation of the migrant program. Additionally, literacy nights for families of K-8 migrant students will be hosted once per month in order to increase parent engagement in their children's education. All MPAC meetings, advocacy, outreach, and family literacy activities will be conducted in a format and language understandable to migrant families.

In this example, the district describes timeframes for MPAC meetings and family literacy nights, identifies the population it will focus its efforts on (families of migrant student's grades K-8), and specifies that all information will be in a format and language understandable to migrant family members.

If no Title I, Part C funds will be used to address this Area of Focus, the LEA will check the box as pictured below.

☐ No Title I, Part C funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

- B. Describe the activities that will be implemented to address Area of Focus 7. 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

List the detailed activities that will be implemented to address this Area of Focus.							
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select District, Charter or Private
		AOF 7					
		AOF 7					
		AOF 7					

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

District Total	\$0.00
Charter Total	\$0.00
Private Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Area of Focus 8 - Support Services

- A. Describe how the LEA will address Identification and Recruitment in the Migrant Education Program.

Response Guidance

The LEA will describe its plan for collaborating and coordinating with other federally-funded programs in an effort to address identified support service needs of migratory children. The district may also include plans to collaborate with non-federally-funded programs to provide support services.

Example: The district MEP will collaborate with other federally-funded programs including Title I Part A, Title II, Title III, Title IV Part A and Title IX to ensure migratory children have equitable access to support services available through these programs. MEP staff will meet four times a year with representatives of these programs to share information regarding the support service needs of migratory children and establish a plan to coordinate services.

If no Title I, Part C funds will be used to address this Area of Focus, the LEA will check the box as pictured below.

<input type="checkbox"/> No Title I, Part C funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

- B. Describe the activities that will be implemented to address Area of Focus 8. 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

List the detailed activities that will be implemented to address this Area of Focus.							
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select District, Charter or Private
		AOF 8					
		AOF 8					
		AOF 8					

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

District Total	\$0.00
Charter Total	\$0.00
Private Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Area of Focus 9 - Administrative Costs

- A. Describe the activities that will be implemented to address Area of Focus 9. 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

List the detailed activities that will be implemented to address this Area of Focus.							
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	
		AOF 9					
		AOF 9					
		AOF 9					
		AOF 9					

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

2021-22 Total Funds Requested	\$0.00
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Budget Summary for Title I, Part C

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 picture 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	Charter Total	Private Total	2021-22 Area of Focus Total	% of Total 2021-22 Allocation
Area of Focus 1	English Language Arts	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
Area of Focus 2	Mathematics	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
Area of Focus 3	Graduation Rate and Accelerated Learning	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
Area of Focus 4	Out of School Youth	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
Area of Focus 5	Early Childhood	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
Area of Focus 6	Identification and Recruitment (ID&R)	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
Area of Focus 7	Parent and Family Engagement	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
Area of Focus 8	Support Services	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
Area of Focus 9	Administrative Costs				\$0.00	#DIV/0!

Title I, Part C Program Summary Budget Tab (DOE 101)

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 within the program tab and edit the budget narrative and budget details accordingly. Any edits within the budget details section will automatically update on this summary budget tab.

The following sections will auto-populate for the LEA based off the information from the Title page, DOE 100A and program tab.

1. **Name of LEA:** This is populated from the title page.
2. **Project Number:** This information can be found on the DOE 100A tab.
3. **TAPS Number:** This information can be found on the DOE 100A tab.
4. **2021-22 Total Funds Requested-** This will be the total amount of funds requested from all Areas of Focus within the program.

Title I, Part C Toolkit Summary Budget								
{Enter LEA name here}		1	2		22A020	3	DOE 101	
Name of LEA			Project Number		TAP Number			
2021-22 Total Funds Requested							4	
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Funding Location	Program
		AOF 1						Title I, Part C
		AOF 1						Title I, Part C
		AOF 1						Title I, Part C
		AOF 1						Title I, Part C

VII. Title I, Part D, Subpart 2

Title I, Part D, Subpart 2 Program Requirements

The purpose of Title I, Part D, Subpart 2 is to improve educational services for children and youth in local, tribal, and State institutions for neglected and delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic standards all children are expected to meet; provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment, prevent at-risk youth from dropping out of school, and provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education and the involvement of their families and communities.

It is the LEA's responsibility to ensure that timely and meaningful information is shared with neglected facilities so they can make informed decisions about whether to apply to participate with the district in federal programs. This section ensures that information is disseminated in a timely and meaningful way.

Title I, Part D, Subpart 2 funds in a facility must be used to:

- Implement effective, research-based methods and instructional strategies likely to accelerate student achievement.
- 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.
- 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.
- Where feasible, involve parents in efforts to improve educational achievement of their children and prevent further delinquent activities.

All neglected facilities served by the LEA should be budgeted under Title I, Part A.

Title I, Part D Areas of Focus and Narrative Questions

Population to be Served and Its Needs

- A. Provide a description of the program and how the school(s) will coordinate with existing programs to meet the unique educational needs of such eligible students. If the participating schools do not include delinquent residential facilities, why not?
- B. Describe the characteristics of the students to be served by the program including learning difficulties, substance abuse problems and other special needs.
- C. Describe the cooperative agreements that exist between the LEA and correctional facilities serving children and youth involved in the juvenile justice system and the contracts for educational services that exist between the LEA and contracted education provider at the correctional facilities serving children and youth involved in the juvenile justice system.

Response Guidance

- Response includes description of characteristics of children and youth to be served.
- Response describes how the school will coordinate with existing programs.
- Response describes how facilities will work to ensure awareness of IEPs.
- Response describes steps schools will take to find alternative placements, as appropriate.

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.

Response Guidance

Example Response: 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.

Response Guidance

Example Response: 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.

Response Guidance

Example Response: 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.

If no Title I, Part D funds will be used to address this Area of Focus, the LEA will check the box as pictured below.

☐ No Title I, Part D funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

- D. 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).

Response Guidance

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)

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

List the detailed activities that will be implemented to address this Area of Focus.							
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (if applicable)	Amount	Enter school or facility name (if applicable)
		AOF 1					
		AOF 1					
		AOF 1					

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

2021-22 Total Funds Requested	\$0.00
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Area of Focus 2 - 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.

Response Guidance

Example Response: 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 programming and mentoring for participating students.

Response Guidance

Example Response: 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.

The next 3 questions within Area of Focus 2 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/guardians 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.

Response Guidance

Example Response: 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.

Response Guidance

Example Response: The LEA has a cooperative agreement with DJJ, records are provided to juvenile probation officers 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.

Response Guidance

Example Response: 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.

If no Title I, Part D funds will be used to address this Area of Focus, the LEA will check the box as pictured below.

☐ No Title I, Part D funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

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

Response Guidance

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

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

List the detailed activities that will be implemented to address this Area of Focus.							
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (if applicable)	Amount	Enter school or facility name (if applicable)
		AOF 2					
		AOF 2					
		AOF 2					

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

2021-22 Total Funds Requested	\$0.00
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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 career and technical education programs serving students who are at risk of dropping out of school.

Response Guidance

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, Subpart 2 – 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.

Response Guidance

Example Response: 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.

If no Title I, Part D funds will be used to address this Area of Focus, the LEA will check the box as pictured below.

☐ No Title I, Part D funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

- C. Describe the activities that will be implemented to address Area of Focus 3. 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

List the detailed activities that will be implemented to address this Area of Focus.						
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
		AOF 3				
		AOF 3				
		AOF 3				

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

2021-22 Total Funds Requested	\$0.00
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Area of Focus 4 - Administrative Costs

- A. Describe the activities that will be implemented to address Area of Focus 4. 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).

Response Guidance

The LEA will 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.

List the detailed activities that will be implemented to address this Area of Focus.						
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (if applicable)	Amount
		AOF 4				
		AOF 4				
		AOF 4				
		AOF 4				
		AOF 4				

2021-22 Total Funds Requested	\$0.00
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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 picture below shows the information that will be calculated at the bottom of the program tab, if applicable to the program.

Area of Focus		2021-22 Area of Focus Total	% of Total 2021-22 Allocation
Area of Focus 1	Student Achievement	\$0.00	#DIV/0!
Area of Focus 2	Transition, Dropout Prevention (DOP) and Support Services	\$0.00	#DIV/0!
Area of Focus 3	Coordination and Collaboration	\$0.00	#DIV/0!
Area of Focus 4	Administrative Costs	\$0.00	#DIV/0!

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 within the program tab and edit the budget narrative and budget details accordingly. Any edits within the budget details section will automatically update on this summary budget tab.

1. **Name of LEA:** This is populated from the title page.
2. **Project Number:** This information can be found on the DOE 100A tab.
3. **TAPS Number:** This information can be found on the DOE 100A tab.
4. **2021-22 Total Funds Requested-** This will be the total amount of funds requested from all Areas of Focus within the program.

Title I, Part D Toolkit Summary Budget									
[Enter LEA name here]		1	Project Number		2	22A009		3	DOE 101
Name of LEA						TAPS Number			
2021-22 Total Funds Requested									4
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Funding Location	Program	
		AO1						Title I, Part D	
		AO1						Title I, Part D	

VIII. Title II, Part A

Title II, Part A Program Requirements

The purpose of Title II, Part A is to increase student achievement consistent with challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving academic achievement in schools; and provide low-income and minority students equitable access to effective teachers, principals, and other school leaders.

All activities supported with Title II, Part A funds shall be in accordance with the purpose of this program and address the learning needs of all students including children with disabilities, English learners, and gifted and talented students.

Title II, Part A Areas of Focus and Narrative Questions

Data and Consultation

- A. Provide a description of how the local educational agency will use data and ongoing consultation to continually update and improve activities supported under this part.

Equitable Services Formula

Title II, Part A Equitable Services Formula	
Number of Students (ages 5-17)	
A1. LEA Total Enrollment	
A2. Participating Private Schools Total Enrollment	
A3. Total Enrollment = A1 + A2	0
Title II, Part A Base Preliminary Allocation	
B1. Total LEA Base Preliminary Allocation (from the allocation tab)	
B2. Administrative Costs (for public and private school programs)	
B3. LEA Base Preliminary Allocation Minus Admin Costs = B1 - B2	\$0.00
Per Pupil Rate	
C1. B3 divided by A3	#DIV/0!
Equitable Services	
Amount LEA must reserve for equitable services for private school teachers and other educational personnel = A2 x C1	#DIV/0!

Area of Focus 1 - Professional Development

- A. Provide a description of the activities to be carried out by the local educational agency under this section and how these activities will be aligned with Florida's challenging academic standards.

Response Guidance

The LEA should provide a narrative response that includes the professional development activities that the LEA plans to implement and how they will be aligned with Florida's challenging academic standards. Specifically, within the narrative the LEA should include the following information about each professional development activity:

- What is the purpose or topic of the professional development being requested?
- Who is receiving (for example, teachers or coaches) and facilitating the professional development and what is the estimated number of participants and facilitators? As a reminder, if requesting a contracted service to provide the professional development the proposed scope of work and/or contract must be provided as supplemental documentation with this application and must comply with K12 ESEA Common Federal Program Guidance. *If an extenuating circumstance requires a contracted service in excess of \$3,000 per full day a [Contracted Services Extenuating Circumstance Request form](#) must be submitted for review.*
- What is the timeline of implementation and the intended outcome of the requested professional development?

If no Title II, Part A funds will be used to address this Area of Focus, the LEA will check the box as pictured below.

☐ No Title II, Part A funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

- B. 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

List the detailed activities that will be implemented to address this Area of Focus.							
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select District, Charter or Private
		AOF 1					
		AOF 1					
		AOF 1					

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

District Total	\$0.00
Charter Total	\$0.00
Private Total	\$0.00
2021-22 Allocation Total	\$0.00
2020-21 Estimated Roll Forward Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Area of Focus 2 - Recruitment and Retention

- A. Provide a description of the local educational agency's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Response Guidance

The LEA should provide a narrative response that includes the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. Specifically, within the narrative the LEA should include the following information about each professional growth and improvement activity:

- What are the professional growth and improvement supports provided with the Title II funds?
- How are the activities supplemental to the support provided with state and local funds and/or efforts?
- If requesting incentives for non-state VAM, please ensure that the K12 Common Federal Guidance is followed and the requested model is submitted for review.

If no Title II, Part A funds will be used to address this Area of Focus, the LEA will check the box as pictured below.

☐ No Title II, Part A funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

- B. Describe the activities that will be implemented to address Area of Focus 2. 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit

Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

List the detailed activities that will be implemented to address this Area of Focus.							
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select District, Charter or Private
		AOF 2					
		AOF 2					
		AOF 2					

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

District Total	\$0.00
Charter Total	\$0.00
Private Total	\$0.00
2021-22 Allocation Total	\$0.00
2020-21 Estimated Roll Forward Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Area of Focus 3 - Prioritize Effective Teachers for High Needs Students

- A. Provide a description of how the local educational agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c).

Response Guidance

The LEA should provide a narrative response that describes how the LEA will prioritize Title II, Part A funds to schools implementing comprehensive or targeted support and improvement activities and among those schools, have the highest percentage of children identified as low-income. Specifically, within the narrative the LEA should at a minimum include the following information about each implementation and improvement activity:

- What is the purpose of the implementation and improvement activity being requested?
- What is the timeline of implementation and the intended outcome of the proposed activity?

If no Title II, Part A funds will be used to address this Area of Focus, the LEA will check the box as pictured below.

☐ No Title II, Part A funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

- B. Describe the activities that will be implemented to address Area of Focus 3. 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

List the detailed activities that will be implemented to address this Area of Focus.							
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select District, Charter or Private
		AOF 3					
		AOF 3					
		AOF 3					

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

District Total	\$0.00
Charter Total	\$0.00
Private Total	\$0.00
2021-22 Allocation Total	\$0.00
2020-21 Estimated Roll Forward Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Area of Focus 4 - Administrative Costs

- A. Describe the activities that will be implemented to address Area of Focus 4. 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).

Response Guidance

The LEA should provide a detailed numerical list of Administrative Costs with examples such as 15% of the Federal Program Director's salary of time spent on Title II and 15% of shared printer cost for the federal programs office.

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

List the detailed activities that will be implemented to address this Area of Focus.						
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
		AOF 4				
		AOF 4				
		AOF 4				
		AOF 4				

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

2021-22 Allocation Total	\$0.00
2020-21 Estimated Roll Forward Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Budget Summary for Title II, Part A

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 picture 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	Charter Total	Private Total	2021-22 Area of Focus Total	2020-21 Estimated	Area of Focus Grand Total	% of Total 2021-22 Allocation
Area of Focus 1	Professional Development	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
Area of Focus 2	Recruitment and Retention	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
Area of Focus 3	Prioritize Effective Teachers for High Needs Students	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
Area of Focus 4	Administrative Costs				\$0.00	\$0.00	\$0.00	#DIV/0!

Title II, Part A Program Summary Budget Tab (DOE 101)

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 within the program tab and edit the budget narrative and budget details accordingly. Any edits within the budget details section will automatically update on this summary budget tab.

The following sections will auto-populate for the LEA based off the information from the Title page, DOE 100A and program tab.

1. **Name of LEA:** This is populated from the title page.
2. **Project Number:** This information can be found on the DOE 100A tab.
3. **TAPS Number:** This information can be found on the DOE 100A tab.
4. **2021-22 Allocation Amount-** This will be the total amount of funds requested from all Areas of Focus.
5. **2021-22 Estimated Roll Forward-** This will be the total amount of funds requested from the Roll Forward- Areas of Focus.
6. **2021-22 Total Funds Requested-** This will be the total amount of funds requested from all Areas of Focus and Estimated Roll Forward within the program.

Title II, Part A Toolkit Summary Budget									
{Enter LEA name here}		1	Project Number		2	22A011		3	DOE 101
Name of LEA						TAPS Number			
2021-22 Allocation Amount						4			
2020-21 Estimated Roll Forward						5			
2021-22 Total Funds Requested (sum of allocation and estimated roll)						6			
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Funding Location	Program	
		AOF 1						Title II, Part A	
		AOF 1						Title II, Part A	
		AOF 1						Title II, Part A	

IX. Title III, Part A

Title III, Part A Program Requirements

The purpose of Title III, Part A is to help ensure that English learners (ELs), including immigrant children and youth, attain English proficiency and attain high levels of academic achievement in English; assist ELs to achieve at high levels in academic subjects so that all ELs can meet the same challenging State academic standards that all children are expected to meet; assist teachers (including preschool), principals and other school leaders, SEAs, LEAs, and schools in establishing, implementing, and sustaining effective language instruction educational programs (LIEPs)/English language development (ELD) programs designed to assist in teaching ELs; assist teachers (including preschool), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare ELs to enter all-English instructional settings; and, promote parental, family, and community participation in LIEPs/ELD programs for parents, families, and communities of ELs. § 3102.

Activities funded under Title III, Part A must include activities in support of high quality LIEP/ELD programs and parent, family and community engagement activities, as well as the provision of high-quality professional development.

Response Guidance

- The response for the Title III Narrative should include professional development activity descriptions that detail how the PD will be delivered throughout the year and who/what/where/when.
- The professional development should be provided to classroom teachers (including teachers in classroom settings that are not designed for only language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.
- The response should describe how the PD will be of sufficient (ongoing) duration (length and time throughout year) and intensity (amount of time).
- The response should also include a description of how the professional development will improve the instruction of ELs and meet the linguistic needs of EL students, how the professional development will enhance the ability of teachers to understand and use curricula, assessment measures, and/or instructional strategies for EL, and how the professional development is scientifically research-based and specific to the needs of ELs/ELD.

Title III, Part A Areas of Focus and Narrative Questions

Data and Consultation

- A. Provide a description of how the local educational agency will use data and ongoing consultation to continually update and improve activities supported under this part.

Equitable Services

Number of Students	
A1. LEA EL Enrollment	
A2. Participating Private Schools' EL Enrollment	
A3. Total Enrollment of EL Students = A1 + A2	0
Title III, Part A Base Preliminary Allocation	
B1. Total LEA Base Preliminary Allocation (from the allocation tab)	
B2. Administrative Costs (for public and private school programs)	
B3. LEA Base Preliminary Allocation Minus Admin Costs = B1 - B2	\$0.00
Per Pupil Rate	
C1. B3 divided by A3	#DIV/0!
Equitable Services	
Amount LEA must reserve for equitable services for private school teachers and other educational personnel = A2 x C1	#DIV/0!

Area of Focus 1 - English Language Proficiency

- A. Describe how the LEA will use Title III, Part A funds to supplement English Language Proficiency activities within the English Learner student population.

Response Guidance

Your responses should be based on your most current ACCESS for ELL and statewide assessment data that we will provide. If the percent of your English Learners is at or above the state average, your goal should be a 2% increase. If below the state average, a 5% increase should be your target.

After determining your target goals, describe how your project application will ensure that your activities include ways to increase language proficiency and academic achievement. As shown in this slide, purchases of evidence-based resources such as language acquisition software or bilingual textbooks are common funding requests. Support personnel including supplemental bilingual paraprofessionals to aid in native language assistance, and afterschool programs or additional tutoring that focus on content is also allowable and encouraged.

If no Title III, Part A funds will be used to address this Area of Focus, the LEA will check the box as pictured below.

☐ No Title III, Part A funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

- B. 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select District, Charter or Private
		DOF 1					
		DOF 1					
		DOF 1					
		DOF 1					
		DOF 1					

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

District Total	\$0.00
Charter Total	\$0.00
Private Total	\$0.00
2021-22 Allocation Total	\$0.00
2020-21 Estimated Roll Forward Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Area of Focus 2 - Supplemental Professional Development

- A. Describe how the LEA will identify and provide supplemental professional development within the English Learners student population.

Response Guidance

Applications must include a detailed description of professional development opportunities that align to the needs assessment. Teacher training must be supplemental and focus specifically on the needs of the ELLs in their classrooms. Topics can range from scaffolding instruction to cultural competence. Although Title III cannot fund required ESOL endorsement training, materials or stipends, it can be used for WIDA workshops, ESOL related and curriculum conferences. Allowable expenses also include stipends for attendance, substitutes if needed and travel costs. Please make sure that your narrative and description of conferences align to your requested budget.

If no Title III, Part A funds will be used to address this Area of Focus, the LEA will check the box as pictured below.

☐ No Title III, Part A funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

- B. Describe the activities that will be implemented to address Area of Focus 2. 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select District, Charter or Private
		ADF 2					
		ADF 2					
		ADF 2					
		ADF 2					

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

District Total	\$0.00
Charter Total	\$0.00
Private Total	\$0.00
2021-22 Allocation Total	\$0.00
2020-21 Estimated Roll Forward Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Area of Focus 3 - Parental and Community Participation

- A. Describe how the LEA will address Parental and Community Participation within the English Learners student population.

Response Guidance

In addition to instructional strategies, teachers and staff may need training on interacting with newly arrived students and their families. Understanding the linguistic and unique needs of ELLs is essential to their social development and academic achievement, so our third area of focus, increasing parental and community participation in the educational experience of ELLs can directly impact their success. Research has shown that when parents are involved with their child's education, academic achievement increases. This is especially true for ELL families. Title III funding specifically supports family engagement opportunities, such as workshops that focus on literacy skills, and acculturation activities. Parent liaisons that can help families navigate through the school system and community resources, as well as interpreters and translations services are common and an essential part of Title III services. Make sure that your application includes a detailed description of these activities that align to your needs assessment and budgeted items.

If no Title III, Part A funds will be used to address this Area of Focus, the LEA will check the box as pictured below.

☐ No Title III, Part A funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

- B. Describe the activities that will be implemented to address Area of Focus 3. 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

List the detailed activities that will be implemented to address this Area of Focus.						
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
		AOF 3				
		AOF 3				
		AOF 3				

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

District Total	\$0.00
Charter Total	\$0.00
Private Total	\$0.00
2021-22 Allocation Total	\$0.00
2020-21 Estimated Roll Forward Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Area of Focus 4 - Administrative Costs

- A. Describe the activities that will be implemented to address Area of Focus 4. 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

List the detailed activities that will be implemented to address this Area of Focus.						
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
		AOF 4				
		AOF 4				
		AOF 4				
		AOF 4				

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

2021-22 Allocation Total	\$0.00
2020-21 Estimated Roll Forward Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Budget Summary for Title III, Part A

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 picture 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	Charter Total	Private Total	2021-22 Area of Focus Total	2020-21 Estimated Roll Forward	Area of Focus Grand Total	% of Total 2021-22 Allocation
Area of Focus 1	English language Proficiency	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
Area of Focus 2	Supplemental Professional Development	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
Area of Focus 3	Parental and Community Participation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
Area of Focus 4	Administrative Costs				\$0.00	\$0.00	\$0.00	#DIV/0!

Title III, Part A Program Summary Budget Tab (DOE 101)

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 within the program tab and edit the budget narrative and budget details accordingly. Any edits within the budget details section will automatically update on this summary budget tab.

The following sections will auto-populate for the LEA based off the information from the Title page, DOE 100A and program tab.

1. **Name of LEA:** This is populated from the title page.
2. **Project Number:** This information can be found on the DOE 100A tab.
3. **TAPS Number:** This information can be found on the DOE 100A tab.
4. **2021-22 Allocation Amount-** This will be the total amount of funds requested from all Areas of Focus.
5. **2021-22 Estimated Roll Forward-** This will be the total amount of funds requested from the Roll Forward- Areas of Focus.
6. **2021-22 Total Funds Requested-** This will be the total amount of funds requested from all Areas of Focus and Estimated Roll Forward within the program.

Title III, Part A Toolkit Summary Budget									
{Enter LEA name here}		1	Project Number		2	TAPS Number		3	DOE 101
								4	
								5	
								6	
2021-22 Allocation Amount									
2020-21 Estimated Roll Forward									
2021-22 Total Funds Requested (sum of allocation and estimated roll)									
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Funding Location	Program	
		AOF 1						Title III, Part A	
		AOF 1						Title III, Part A	
		AOF 1						Title III, Part A	

X. Title IV, Part A

Title IV, Part A Program Requirements

The purpose of Title IV, Part A is to improve academic achievement by increasing the capacity of states, LEAs, schools, and communities to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students. § 4101.

LEAs whose allocation is \$30,000 or more, in addition to meeting the above requirements, must:

- Use funds to support well-rounded educational opportunities;
- Use funds to support school conditions for student learning; and
- Use funds to support access to personalized learning experiences supported by technology.

LEAs whose allocation is less than \$30,000, in addition to meeting the equitable service to non-public schools and prioritization requirement, must assure to use funds to support one or more of the following:

- Well-Rounded Educational Opportunities;
- Safe and Healthy Students; or
- Effective Use of Technology.

Effective Use of Technology Special Rule

At least 85 percent of the educational technology funds must be used to support professional learning to enable the effective use of educational technology. LEAs or consortiums of LEAs may not spend more than 15 percent of funding in this section on devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases.

Title IV, Part A Areas of Focus and Narrative Questions

Data and Consultation

- A. Provide a description of how the local educational agency will use data and ongoing consultation to continually update and improve activities supported under this part.

Data and Consultation

Title IV, Part A Equitable Services Formula	
Number of Students (ages 5-17)	
A1. LEA Total Enrollment	
A2. Participating Private Schools Total Enrollment	
A3. Total Enrollment = A1 + A2	0
Title IV, Part A Base Preliminary Allocation	
B1. Total LEA Base Preliminary Allocation (from the allocation tab)	
B2. Administrative Costs (for public and private school programs)	
B3. LEA Base Preliminary Allocation Minus Admin Costs = B1 - B2	\$0.00
Per Pupil Rate	
C1. B3 divided by A3	#DIV/0!
Equitable Services	
Amount LEA must reserve for equitable services for private school teachers and other educational personnel = A2 x C1	#DIV/0!

Area of Focus 1 - Well-Rounded Educational Opportunities

- A. Describe how the LEA will address this Area of Focus, if applicable.

Response Guidance

Well-rounded educational opportunities are programs and activities that provide an enriched curriculum and educational experience to all students.

This may include: an expansion of successful programs and activities to additional schools such as an afterschool club or tutoring opportunity for students; equipment that would enhance classroom instruction such as microscopes in science, a diversified classroom library in English; and implementation of new initiatives such as the creation of a new CTE course or opportunity for students to receive certifications.

Examples of previous district activities are STEAM supplies including robotics kits, professional development for teachers, supplemental materials for core subjects, college and career readiness including tutoring and tuition waivers, and music education which ranges from the purchase of sheet music and instruments to band competitions.

If no Title IV, Part A funds will be used to address this Area of Focus, the LEA will check the box as pictured below.

☐ No Title IV, Part A funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

- B. 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select District, School, Charter or Private
		AOF 1					
		AOF 1					
		AOF 1					

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

District Total	\$0.00
School Total	\$0.00
Charter Total	\$0.00
Private Total	\$0.00
2021-22 Allocation Total	\$0.00
2020-21 Estimated Roll Forward Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Area of Focus 2 - Safe and Healthy Conditions

- A. Describe how the LEA will address this Area of Focus, if applicable.

Response Guidance

Safe and healthy learning conditions are programs and activities that foster safe, healthy, supportive, and drug-free school environments.

This may include: adding wellness programs for both students and faculty such as a calm down area or additional school nurses; additional mental health supports and instruction beyond state requirements; and the creation of a dropout prevention program which may include afterschool tutoring, credit recovery, and additional testing opportunities.

Examples of previous district activities are

- Social and Emotional Learning (SEL) and mental health programs and resources
- Professional development
- Additional personnel (graduation coaches, SEL specialist, paraprofessionals, behavior interventionist)
- Physical education enhancement with additional supplies and new activities
- Parental and community involvement

If no Title IV, Part A funds will be used to address this Area of Focus, the LEA will check the box as pictured below.

☐ No Title IV, Part A funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

- B. Describe the activities that will be implemented to address Area of Focus 2. 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (if applicable)	Amount	Please use the dropdown to select District, School, Charter or Private
		ADF 2					
		ADF 2					
		ADF 2					

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

District Total	\$0.00
School Total	\$0.00
Charter Total	\$0.00
Private Total	\$0.00
2021-22 Allocation Total	\$0.00
2020-21 Estimated Roll Forward Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Area of Focus 3 - Effective Use of Technology

- A. Describe how the LEA will address this Area of Focus, if applicable.

Response Guidance

The effective use of technology component includes programs and activities, including hardware, software, and digital content, that improve the academic achievement, academic growth, and digital literacy of all students. This may include: the creation of a credit recovery or advanced course. An LEA created an advanced algebra course for middle school students completing Algebra I; teachers receiving a supplement to serve as a technology coach at their school; and student and parent sessions to show them how to access virtual materials.

Examples of previous district activities are

- The purchase of equipment including computers, 3D printers, tablets, hotspots
- Professional development
- Online resources
- Software
- STEM/STEAM equipment

If no Title IV, Part A funds will be used to address this Area of Focus, the LEA will check the box as pictured below.

☐ No Title IV, Part A funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

- B. Describe the activities that will be implemented to address Area of Focus 3. 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select District, School, Charter or Private
		AOF 3					
		AOF 3					
		AOF 3					
		AOF 3					

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

District Total	\$0.00
School Total	\$0.00
Charter Total	\$0.00
Private Total	\$0.00
2021-22 Allocation Total	\$0.00
2020-21 Estimated Roll Forward Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Area of Focus 4 - Administrative Costs

- A. Describe the activities that will be implemented to address Area of Focus 4. 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).

Response Guidance

When responding to the statement describe how the LEA will address this Area of Focus, if applicable for Administrative Costs, please outline the administrative costs for the grant.

- Districts may use up to 2% of their allocated amount for administrative costs.
- LEAs should also list indirect costs in this section of the application.
- Please note, LEAs may choose to use all funds for student support and academic enrichment. An LEA is not required to include administrative costs or indirect costs.

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

List the detailed activities that will be implemented to address this Area of Focus.							
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	
		AOF 4					
		AOF 4					
		AOF 4					
		AOF 4					

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

2021-22 Allocation Total	\$0.00
2020-21 Estimated Roll Forward Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Budget Summary for Title IV, Part A

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 picture 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	Private Total	2021-22 Area of Focus Total	2020-21 Estimated Roll Forward	Area of Focus Grand Total	% of Total 2021-22 Allocation
Well-rounded Educational Opportunities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
Safe and Healthy Conditions	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
Effective Use of Technology	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
Administrative Costs					\$0.00	\$0.00	\$0.00	#DIV/0!

Title IV, Part A Program Summary Budget Tab (DOE 101)

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 within the program tab and edit the budget narrative and budget details accordingly. Any edits within the budget details section will automatically update on this summary budget tab.

The following sections will auto-populate for the LEA based off the information from the Title page, DOE 100A and program tab.

1. **Name of LEA:** This is populated from the title page.
2. **Project Number:** This information can be found on the DOE 100A tab.
3. **TAPS Number:** This information can be found on the DOE 100A tab.
4. **2021-22 Allocation Amount-** This will be the total amount of funds requested from all Areas of Focus.
5. **2021-22 Estimated Roll Forward-** This will be the total amount of funds requested from the Roll Forward- Areas of Focus.
6. **2021-22 Total Funds Requested-** This will be the total amount of funds requested from all Areas of Focus and Estimated Roll Forward within the program.

Title IV, Part A Toolkit Summary Budget											
{Enter LEA Name Here}		1	Project Number		2	22A120		TAPs Number	3	DOE 101	
Name of LEA											
2021-22 Allocation Amount										4	
2020-21 Estimated Roll Forward										5	
2021-22 Total Funds Requested (sum of allocation and estimated roll)										6	
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Funding Location	Program			
		AOF 1						Title IV, Part A			
		AOF 1						Title IV, Part A			
		AOF 1						Title IV, Part A			
		AOF 1						Title IV, Part A			
		AOF 1						Title IV, Part A			
		AOF 1						Title IV, Part A			
		AOF 1						Title IV, Part A			

XI. Title V, Part B, Subpart 2

Title V, Part B, Subpart 2 Program Requirements

The purpose of Title V, Part B, Subpart 2 the Rural Education Achievement Program (REAP), is to address the unique needs of rural school districts that frequently lack personnel and resources needed to compete effectively for federal competitive grants and receive formula grant allocations in amounts too small to be effective in meeting their intended purposes. REAP is comprised of two formula grant programs: The Rural, Low-Income School (RLIS) grant program and the Small, Rural School Achievement (SRSA) grant program. RLIS funds are awarded and distributed to LEAs through FLDOE and budgeted within the Consolidated Application.

Eligible LEAs may use Title V, Part B, Subpart 2 funds to carry out local activities authorized under Title I, Part A; Title II, Part A; Title III, Part A; or Title IV, Part A. § 5222(a). Title V, Part B, Subpart 2 funds may be used for any allowable activity under other Title programs the LEA elects to implement. By accepting the funds awarded under the Rural Education Achievement Program the LEA intends to use the funds in accordance and compliance with the requirements under the applicable Title programs. Title V, Part B funds may be used to support any activities authorized under ESEA, including:

- Activities to support well-rounded educational opportunities, safe and healthy students, and the effective use of technology as described in Title IV, Part A
- Activities authorized under Title I, Part A, Improving Basic Programs Operated by LEAs
- Activities authorized under Title III, Language Instruction for English Learners and Immigrant Students
- Activities to support the lowest performing schools receiving Title I, Part A funds
- PD for teachers and leaders; includes programs that train teachers to utilize technology to improve teaching and to train teachers of students with special needs
- Parental involvement activities

Title V, Part B, Subpart 2 Areas of Focus and Narrative Questions

Area of Focus 1 - Title I, Part A

- A. Describe how these funds will be used to supplement Title I, Part A activities, if applicable.

Response Guidance

- A detailed description of the program activity and how the program will be implemented.
- The group, grade-level, and number of students impacted by the program activity and the timeline for implementation.
- The expected student benefit (even if the program focuses on professional development for administrators, teachers, and/or staff).
- An explanation of the measurable outcomes that will be used to monitor implementation and evaluate the program activity.
- An explanation of if this project is continuing from the previous year and why the project should continue (previous successes, expansion, or how issues will be addressed).
- Consider the following examples of allowable activities:
 - Instructional coaches to provide high-quality, school-based professional development.
 - Increased learning time.
 - Equipment, materials, and training needed to compile and analyze student achievement data to monitor progress, alert the school to struggling students, and drive decision making.
 - Devices and software for students to access digital learning materials and collaborate with peers, and related training for educators (including accessible devices and software needed by students with disabilities).

If no Title V, Part B, Subpart 2 funds will be used to address this Area of Focus, the LEA will check the box as pictured below.

☐ No Title V, Part B funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

- B. 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

List the detailed activities that will be implemented to address this Area of Focus.							
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select District, Charter or Private
		AOF 1					
		AOF 1					
		AOF 1					

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

District Total	\$0.00
Charter Total	\$0.00
Private Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Area of Focus 2 - Title II, Part A

- A. Describe how these funds will be used to supplement Title II, Part A activities, if applicable.

Response Guidance

- A detailed description of the program activity and how the program will be implemented.
- The group, grade-level, and number of students impacted by the program activity and the timeline for implementation.
- The expected student benefit even if the program focuses on professional development for administrators, teachers, and/or staff.
- An explanation of the measurable outcomes that will be used to monitor implementation and evaluate the program activity.
- An explanation of if this project is continuing from the previous year and why the project should continue (previous successes, expansion, or how issues will be addressed).
- Consider the following examples of allowable activities:
 - Implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools (e.g. early hiring, differential and incentive pay, leadership opportunities).
 - Trainings for teachers, principals and other school leaders on how to accurately differentiate teacher performance and constructively utilize evaluation results.
 - High quality professional development to train teachers, principals, and other school leaders about topics such as technology in the classroom, student data privacy, parent and family engagement, academic readiness skills, school policy decision-making, and experiential learning through observation.

If no Title V, Part B, Subpart 2 funds will be used to address this Area of Focus, the LEA will check the box as pictured below.

☐ No Title V, Part B funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

- B. 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

List the detailed activities that will be implemented to address this Area of Focus.							
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select District, Charter or Private
		AOF 2					
		AOF 2					
		AOF 2					

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

District Total	\$0.00
Charter Total	\$0.00
Private Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Area of Focus 3 - Title III, Part A

- A. Describe how these funds will be used to supplement Title III, Part A activities, if applicable.

Response Guidance

- A detailed description of the program activity and how the program will be implemented.
- The group, grade-level, and number of students impacted by the program activity and the timeline for implementation.
- The expected student benefit even if the program focuses on professional development for administrators, teachers, and/or staff.
- An explanation of the measurable outcomes that will be used to monitor implementation and evaluate the program activity.
- An explanation of if this project is continuing from the previous year and why the project should continue (previous successes, expansion, or how issues will be addressed).
- Consider the following examples of allowable activities:
 - Providing and implementing effective activities and strategies that enhance or supplement language instruction and educational programs for English learners.
 - Increasing the English language proficiency of English learners by providing supplemental resources.

If no Title V, Part B, Subpart 2 funds will be used to address this Area of Focus, the LEA will check the box as pictured below.

☐ No Title V, Part B funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

- B. 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

List the detailed activities that will be implemented to address this Area of Focus.							
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select District, Charter or Private
		AOF 3					
		AOF 3					
		AOF 3					

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

District Total	\$0.00
Charter Total	\$0.00
Private Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Area of Focus 4 - Title IV, Part A

- A. Describe how these funds will be used to supplement Title IV, Part A activities, if applicable.

Response Guidance

- A detailed description of the program activity and how the program will be implemented.
- The group, grade-level, and number of students impacted by the program activity and the timeline for implementation.
- The expected student benefit even if the program focuses on professional development for administrators, teachers, and/or staff.
- An explanation of the measurable outcomes that will be used to monitor implementation and evaluate the program activity.
- An explanation of if this project is continuing from the previous year and why the project should continue (previous successes, expansion, or how issues will be addressed).
- Consider the following examples of allowable activities:
 - Supporting college and career counseling.
 - Strengthening instruction in core subject areas.
 - Improving instruction and student engagement in science, technology, engineering and mathematics (STEM), including computer science, and increasing access to these subjects for underrepresented groups

If no Title V, Part B, Subpart 2 funds will be used to address this Area of Focus, the LEA will check the box as pictured below.

☐ No Title V, Part B funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

- B. 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).

Response Guidance

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

List the detailed activities that will be implemented to address this Area of Focus.							
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select District, Charter or Private
		AOF 4					
		AOF 4					
		AOF 4					

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

District Total	\$0.00
Charter Total	\$0.00
Private Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Area of Focus 5- Parental Involvement

- A. Describe how these funds will be used to address Parental Involvement.

Response Guidance

- A detailed description of the program activity and how the program will be implemented.
- The group, grade-level, and number of students impacted by the program activity and the timeline for implementation.
- The expected student benefit even if the program focuses on professional development for administrators, teachers, and/or staff.
- An explanation of the measurable outcomes that will be used to monitor implementation and evaluate the program activity.
- An explanation of if this project is continuing from the previous year and why the project should continue (previous successes, expansion, or how issues will be addressed).
- Consider the following examples of allowable activities:
 - Providing materials to help parents improve their child's academic achievement.
 - Enable parents to participate in school-related meetings and training sessions.
 - Establish formal parental advisory council.

If no Title V, Part B, Subpart 2 funds will be used to address this Area of Focus, the LEA will check the box as pictured below.

☐ No Title V, Part B funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

- B. Describe the activities that will be implemented to address Area of Focus 5. 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).

Response Guidance

LEAs should list indirect costs in this section of the application. The most recent indirect cost plan is available on the FLDOE's Comptroller's website. LEAs are not required to include indirect costs.

An LEA may choose to use all funds for activities and programs in any of the Areas of Focus outlined previously.

After the activity details have been provided in the budget narrative section above, the LEA should use simplified descriptions when completing the budget details section pictured below. See the ESEA Federal Program Toolkit Technical Assistance of this companion guide for an example of the required level of detail necessary when completing both the budget narrative and budget detail sections.

List the detailed activities that will be implemented to address this Area of Focus.							
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select District, Charter or Private
		AOF 5					
		AOF 5					
		AOF 5					

Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot below.

District Total	\$0.00
Charter Total	\$0.00
Private Total	\$0.00
2021-22 Total Funds Requested	\$0.00

Budget Summary for Title V, Part B, Subpart 2

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 picture 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	Charter Total	Private Total	2021-22 Area of Focus Total	% of Total 2021-22 Allocation
Area of Focus 1	Title I, Part A	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
Area of Focus 2	Title II, Part A	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
Area of Focus 3	Title III, Part A	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
Area of Focus 4	Title IV, Part A	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
Area of Focus 5	Parental Involvement	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!

Title V, Part B, Subpart 2 Program Summary Budget Tab (DOE 101)

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.

The following sections will auto-populate for the LEA based off the information from the Title page, DOE 100A and program tab.

1. **Name of LEA:** This is populated from the title page.
2. **Project Number:** This information can be found on the DOE 100A tab.
3. **TAPS Number:** This information can be found on the DOE 100A tab.
4. **2021-22 Total Funds Requested-** This will be the total amount of funds requested from all Areas of Focus within the program.

Title V, Part B Toolkit Summary Budget										
{Enter LEA Name Here}		1			2	22A007		3	DOE 101	
Name of LEA			Project Number			TAPS Number				
2021-22 Total Funds Requested									4	
Function	Object	Area of Focus	Activity Number	Activity Description		FTE (If applicable)	Amount	Funding Location		Program
		AOF 1								Title V, Part B
		AOF 1								Title V, Part B

XII. Summary Budget

All budget sections for each program completed within the Consolidated Application will roll up a summary budget tab. This feature allows the LEA to be strategic across program areas to requested activities best support student achievement. The LEA is able to filter by function/object code, Area of Focus, Activity Description, FTE, Amount and by program.

The LEA is unable to edit a program specific budget item from this tab. To edit a requested activity, the LEA should return to the program tab and edit the row within that Area of Focus. All changes within the budget sections on the program tab will automatically update on the summary budget tab.

[illegible]

ESEA Federal Programs Toolkit Technical Assistance

Guidance for Navigating the Program Tab

Each program within the Consolidated Application follows the same outline. Further guidance on navigating the program tab is below.

1 ESEA Title Program	
2 ESEA Federal Program Name	
3 Program Description	
4 USED Link	Link to the USED Website
5 FLDOE Link	Link to the FLDOE Website
6 2021-22 Allocation Amount	\$0.00
7 2020-21 Estimated Roll Forward	\$0.00
8 2021-22 Total Funds Requested (sum of allocation and estimated roll)	\$0.00
Area of Focus 1	Sample 1
Area of Focus 2	Sample 2
Area of Focus 3	Sample 3

- The ESEA title program**
- The ESEA Federal Program Name**
- Program description**
- USED Link:** The LEA can click on this link for additional guidance on the program level from the USED.
- FLDOE Link:** The LEA can click on this link for additional guidance from the FLDOE.
- 2021-22 Allocation Amount:** This number will populate based off the sum of the amount of the requested activities within each Area of Focus.
- 2020-21 Estimated Roll Forward:** This number will populate based off the sum of the amount of the requested activities that have a Roll Forward designation.
- 2021-22 Total Funds Requested:** This amount will populate as a sum of the allocation amount and estimated roll forward.
- Area of Focus:** Each area of focus within the program will appear here.

Guidance for Program Budget Sections within the Program Tab

Budget Narrative Section

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. *Note: that this is an example for a Title I, Part A request and the items listed may not be allowable within each program or section.*

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

Within 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 the LEA is not required to fund activities within each area of focus. If the LEA does not wish to use funds within a certain Area of Focus, the LEA may check the box next to “No funds are used to address this Area of Focus” as indicated by the blue arrow. ***Note that the LEA is still required to describe how the LEA will address the Area of Focus.**



☐ No funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this 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. The picture below outlines the level of information that would be required based on the narrative example. Additionally, at the end of each budget section the amounts entered within each Area of Focus will roll up at the bottom of each Area of Focus as shown by the screenshot on the bottom of this slide.

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	ADF 1	1	4 Science Intervention Teachers at .75 FTE each	3	\$135,000.00	School
5100	210	ADF 1	1	Retirement		\$1,000.00	School
5100	220	ADF 1	1	SS		\$1,000.00	School
5100	240	ADF 1	1	Worker's Comp		\$1,000.00	School
5100	369	ADF 1	2	Software License		\$27,500.00	School
5100	644	ADF 1	3	Laptops		\$10,000.00	School
5100	520	ADF 1	4	Science Workbooks		\$11,000.00	School
5100	510	RF: ADF 1	5	General Consumable Supplies		\$1,000.00	District

Guidance for Summary Budget

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

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	\$5,000.00	\$30,000.00	\$0.00	\$35,000.00	\$0.00	\$35,000.00	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%

Guidance for Budget Summary Tab

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 within the program tab and edit the budget narrative and budget details accordingly. Any edits within the budget details section will automatically update on this summary budget tab.

Title I, Part A Toolkit Summary Budget								
{Rockstar School District}			XXX-12345-6789			22A001		DOE 101
Name of LEA			Project Number			TAPS Number		
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	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

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

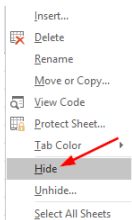
Name of LEA: This will auto-populate from the LEA name supplied on the title page.

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

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

Guidance to Navigate Tabs

To navigate between program tabs, the LEA can click on the desired tab on the bottom of the Microsoft Office Excel document. If the LEA would like to hide program tabs, prior to submitting the application, right-click on the tab and select "Hide" as indicated by the arrow.



Title Page	DOE 100A	Assurances	Preliminary Allocation	Title I, Part A	Title I, Part A Budget	Title I, Part C	Title I, Part C Budget
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Guidance to Select Roll Forward Funding

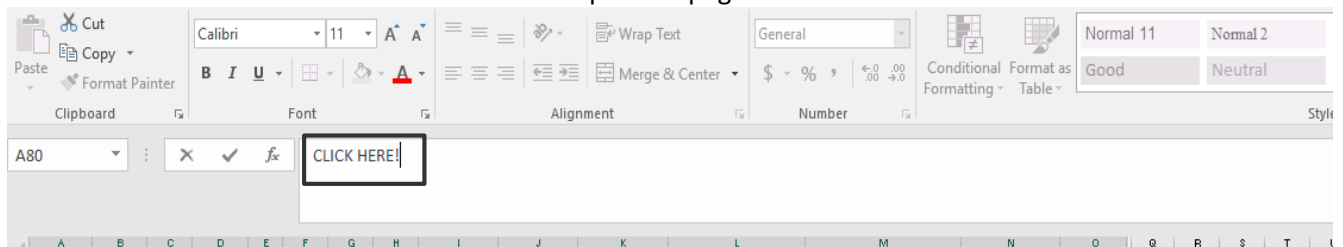
To select roll forward funds in Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A use the drop within each budget section to select "RF: AOF".

List the detailed activities that will be implemented to address this 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
		RF: AOF 1					
		AOF 1					
		AOF 1					
		AOF 1					

Guidance to Copy and Paste into the Textbox

To copy and paste into the textbox follow the below directions:

- Select the desired cell that you would like to copy information into.
- Click the function box under the header at the top of the page.



- Use the keyboard command: Control (Ctrl) + V or right click and select "Paste"

Appendix A: Allowable/ Unallowable Activities

Title I, Part A

As a reminder, all allowable activities must follow the [K12 ESEA Common Federal Program Guidance](#).

Allowable Activities	Unallowable Activities
<ul style="list-style-type: none"> • Academic Support for at Risk Students (AIS, RTI, counseling, credit recovery, etc.): <ul style="list-style-type: none"> ○ Certified teachers, coaches and paraprofessionals ○ Guidance counselors, social workers and other professionals providing supplemental services ○ Proportional benefits for Title I salaries ○ Equitable services for private school students ○ Pre-K, summer and extended day programs ○ Transportation for Title I extended day and summer programs, if not otherwise available • Support Staff for Title I Programs: <ul style="list-style-type: none"> ○ Teacher aides (non-instructional services) ○ Data management staff for Title I only ○ Secretary and/or clerks for Title I only ○ Title I Coordinators and administrators ○ Nurses for summer and extended day Title I programs • Title I program supplies and materials: <ul style="list-style-type: none"> ○ Supplemental instructional materials ○ Computer aided instruction software for Title I programs ○ Diagnostic and progress monitoring materials ○ Title I data management software ○ Technology to upgrade the educational program • Title I Parent and Family Engagement: <ul style="list-style-type: none"> ○ Parent Liaison or Coordinator ○ Consultants ○ Stipends for staff to plan for or participate in Title I activities outside contract hours ○ Costs for activities including materials, transportation, childcare, and light refreshments • Professional Development aligned with Title I: <ul style="list-style-type: none"> ○ Stipends and/or substitutes for staff, preserving classroom time with teacher as much as possible ○ Educational Consultants ○ Reasonable supplies and materials for PD ○ Conference costs that meet state and federal guidelines 	<ul style="list-style-type: none"> • General Expenditures <ul style="list-style-type: none"> ○ Base pay for principals (contract hours) ○ Superintendents and Deputies with districtwide responsibilities ○ Direct reimbursements to private schools • Targeted Assistance Programs <ul style="list-style-type: none"> ○ Special Education services (OT, PT, Speech) ○ Part 154 services for English Learners ○ Costs for standardized screening to determine mandated guidance counselors, social workers, nurses, etc. ○ eligibility for Title I services ○ Costs for administering, scoring and reporting results for mandated state assessments ○ Teachers providing core instruction • Supplies and materials: <ul style="list-style-type: none"> ○ Food and refreshments for staff activities, including working lunches ○ Promotional items, such as T-shirts, caps, tote bags, imprinted pens, and key chains ○ Door prizes, movie tickets, gift certificates, pass to amusement parks, etc. ○ Ceremonies, banquets, or celebrations • Professional Development: <ul style="list-style-type: none"> ○ PD that is stand-alone, 1-day, or short-term workshops not aligned to a plan or school improvement initiative • Other: <ul style="list-style-type: none"> ○ Field trips for entertainment or recreational purposes only ○ Construction, Remodeling, or Renovation ○ Costs that do not meet federal Supplement/Not Supplant guidelines

Title I, Part D

Allowable Activities	Unallowable Activities
<ul style="list-style-type: none"> • Teachers, assistants and/or other staff providing supplemental instruction/services for the Title I, Part D Neglected and Delinquent program (N&D) may include: <ul style="list-style-type: none"> ○ Teacher for supplemental instruction, such as academic intervention services <ul style="list-style-type: none"> ▪ All N&D funded staff must be appropriately certified ○ Guidance counselor for N&D students (supplemental) ○ Social workers for N&D students (supplemental) ○ Career and technical educational instruction (Vocational) ○ Tutors ○ Transition coordinator and transition staff ○ Substitutes for allowable positions ○ Teacher assistant under the supervision of a teacher ○ Paraprofessional (providing non-instructional duties) ○ Data management staff (N&D focused) ○ Secretary and/or clerical position (N&D focused duties only) ○ Reasonable benefits costs (per usual district policies) proportionately linked with FTEs/salaries • Cost related to the provision of ongoing, sustained professional development (PD): <ul style="list-style-type: none"> ○ Professional development opportunities for individuals that work with N&D students ○ Conference fees, travel and hotel costs, meal reimbursements, and mileage reimbursements that adhere to state and federal travel guidelines as detailed here: ○ Stipends for N&D program staff attending appropriate professional development ○ Educational Consultants ○ Materials, supplies, and equipment for use in N&D program PD sessions that are reasonable and necessary to carry out PD • Transition Services: <ul style="list-style-type: none"> ○ Transition coordinator/transition staff for intake and discharge activities ○ Transitional services needed to ensure a successful transition of a student into, through and from the facility to further education or employment ○ Vocational instruction ○ Career and technical educational instruction (Vocational) ○ Career counseling 	<ul style="list-style-type: none"> • Staff not providing supplemental instruction or transitional services. Expenditures may not include: <ul style="list-style-type: none"> ○ Teachers providing core instruction ○ Base pay of principals ○ Special education related services (OT, PT, Speech) ○ Secretary and/or clerical position (with agency/facility focused duties) ○ Teacher assistant, when they are <u>not</u> performing duties that are under the supervision of a teacher ○ Correctional/security officers (with agency/facility focused duties) ○ Benefits for any core or NON-N&D position • Professional Development: <ul style="list-style-type: none"> ○ Professional development not related to the N&D program ○ Professional development for NON-N&D staff or instructors ○ Single day stand-alone conferences • Supplies, materials and equipment: <ul style="list-style-type: none"> ○ Supplies and equipment for classes, activities and staff not paid with N&D funds, even if they work with N&D students at that time ○ Equipment for administration or business staff ○ Security monitoring equipment/software ○ Textbooks ○ Core reading series ○ Permanent structural items • Travel: <ul style="list-style-type: none"> ○ Travel not related to the N&D program ○ Travel for NON-N&D staff or instructors not involved with the N&D program • Other: <ul style="list-style-type: none"> ○ Credit-bearing after school and summer programs ○ Standardized screening tests to determine student eligibility ○ Fees, registration, and dues for non-allowable N&D activities/expenses such as, but not limited to <ul style="list-style-type: none"> ▪ YMCA/ YWCA memberships ▪ mobile phone contracts ▪ cable service ▪ internet provider service

Title I, Part D Allowable Activities (continued)

- **Supplies, materials and equipment that supplement the N&D program:**
 - Materials, supplies, and equipment directly related and used by students and approved N&D staff, aligned with program goals (laptops, Smartboards, iPads, copiers, printers, etc.).
 - Computers for use by Title I students:
 - All equipment must be inventoried and include the acquisition cost and date, item description, serial number, funding source, and item location
 - Classroom libraries
- **Other:**
 - Academic intervention services
 - Workbooks
 - Software Licenses
 - Diagnostic tests
 - Materials, light refreshments, etc. for parent/family engagement activities.
 - Transporting parent's/family members to meetings
 - After school and summer programs (non-credit bearing)
 - Transportation for N&D students to attend N&D program activities

Title II, Part A

Allowable Activities	Unallowable Activities
<ul style="list-style-type: none"> • Salaries, stipends, or contractor/consultant fees for instructional coaches in public schools • Contractor/consultant fees for instructional coaches in non-public schools • Recruitment and retention initiatives, certification or licensure costs, contracted professional development providers for public schools • Stipends and/or substitute costs to participate in professional development or mentorship initiatives in public schools • Stipends allowed for non-public instructional personnel for after or before school, and summer professional development • Stipends and/or substitute coverage that allows collaborative educator work, such as planning, peer observations, and curriculum writing in the public schools • Administrative costs for coordinating professional development programs for public and non-public schools • Negotiated administrative fees for third-party contractors on behalf of nonpublic schools • Conference fees, travel and hotel costs, meal reimbursements, and mileage reimbursements that adhere to state and federal travel guidelines for both nonpublic and public school educational personnel • Program development costs for allowable Title II A-funded programs, such as conducting a needs assessment, contracting with program developers, or administering and analyzing surveys in the public schools • Materials, supplies, and equipment for use in professional development sessions that are reasonable and necessary to carry out development sessions in both the public and nonpublic schools; or for implementing collaborative educator work in public schools • Reasonable benefits costs (i.e. per usual district policies) proportionately linked with FTEs/salaries for public school personnel 	<ul style="list-style-type: none"> • Professional development that is stand-alone, one-day, or short-term workshops with no connection to a larger school-wide or individualized plan or initiative for both public and nonpublic school personnel • Salaries/stipends for non-public instructional personnel during the regular school day • Benefits costs for non-public personnel • Any direct reimbursement to a nonpublic school • Food and refreshments, including working lunches, are not allowed for both public and nonpublic school personnel • Materials and supplies that are not directly connected to professional development (e.g. individual teacher iPads that are used outside the scope of professional development environment, unrestricted training rooms for other than instructional staff in both public and nonpublic schools, white boards for classroom use, software programs for students, copiers, computers, carts and professional library that is unrelated to any specific professional development) • Materials and supplies that are not secular, neutral and no ideological • Payment of expenditures incurred by nonpublic schools without prior knowledge and/or authorization by an LEA

Title IV, Part A

Allowable Activities	Unallowable Activities
<p>General Allowable Expenditures:</p> <ul style="list-style-type: none"> ○ Salaries of personnel to carry out identified programs and services ○ Supplemental educational resources and equipment ○ Direct services for students ○ Equitable services for eligible private school students and teachers <p>Activities to support a well-rounded education:</p> <ul style="list-style-type: none"> ○ Improving access to foreign language instruction, arts, and music education ○ Supporting college and career counseling, including providing information on opportunities for financial aid through the early FAFSA ○ Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including computer science, and increasing access to these subjects for underrepresented groups ○ Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent enrollment programs and early college high schools ○ Strengthening instruction in American history, civics, economics, geography, government education and environmental education <p>Activities to support Safe and Healthy Students:</p> <ul style="list-style-type: none"> ○ Promoting community and parent involvement in schools ○ Providing school-based mental health services and counseling ○ Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline ○ Establishing or improving dropout prevention ○ Supporting re-entry programs and transition services for justice-involved youth ○ Implementing programs that support a healthy, active lifestyle(nutritional and physical education) ○ Implementing systems and practices to prevent bullying and harassment ○ Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse ○ Establishing community partnerships <p>Activities to support Effective Use of Technology:</p> <ul style="list-style-type: none"> ○ Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement ○ Building technological capacity and infrastructure ○ Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities ○ Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology 	<ul style="list-style-type: none"> • Administrative costs that exceed 2% • Technology infrastructure costs that exceed 15% of funds allocated for Effective Use of Technology. These include: devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases • Costs for activities that supplant and are not supplemental • Costs associated with purchase of firearms, storage and training

Appendix B: Collaborative Calendar



The K-12 ESEA Federal Grant Programs Collaborative Calendar Overview 2021-22 Fiscal Year

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

TITLE I, PART A (TIPA):

Application Release: March 1
Application Due Date: May 1
Program Period: July 1 – June 30

TITLE I, PART C (MIGRANT):

Application Release: March 1
Application Due Date: June 15
Program Period: July 1 – Aug 31

TITLE I, PART D (N&D):

Application Release: March 1
Application Due Date: June 1
Program Period: July 1 – June 30

TITLE II, PART A:

Application Release: March 1
Application Due Date: June 1
Program Period: July 1 – June 30

TITLE III, PART A (ELL):

Application Release: March 1
Application Due Date: June 30
Program Period: July 1 – June 30

TITLE IV, PART A (SSAE):

Application Release: March 1
Application Due Date: July 31
Program Period: Aug 1 – July 31

TITLE IV, PART B, RFP (21ST CCLC FOR NEW RECIPIENTS):

21-22 fiscal year CCLC
competition grant will not be
conducted

TITLE IV, PART B, RFA (21ST CCLC FOR EXISTING RECIPIENTS):

Application Release: March 15
Application Due Date: April 30
Program Period: Aug 1 – July 31

TITLE V, PART B, SUBPART 2 (RLIS):

Application Release: March 1
Application Due Date: June 1
Program Period: July 1 – June 30

TITLE IX, PART A (HOMELESS):

Application Release: March 1
Application Due Date: April 15
Program Period: July 1 – June 30

TURNAROUND SCHOOL SUPPLEMENTAL SERVICES ALLOCATION (TSSSA):

Application Release: May
Application Due Date: June 30
Program Period: Sept FEFP –
June 30
(state award)

SCHOOL IMPROVEMENT (UNISIG):

Application Release: July
Application Due Date: Aug 1
Program Period: Sept 1 – Aug 31

**All dates are tentative*

Appendix C: K-12 ESEA Common Federal Program Guidance

This guidance applies to all requests from LEAs in regards to traditional, charter and private schools.

1. Contracted Services

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

*If an extenuating circumstance requires a contracted service in excess of \$3,000 per full day, a **ESEA Contracted Services Extenuating Circumstance Request form** - located on www.FloridaCIMS.org under the Common Federal Guidance tab - must be submitted to Vice-Chancellor, Melissa Ramsey at Melissa.Ramsey@fldoe.org and the Assistant Deputy Commissioner, Miki Presley at Mari.Presley@fldoe.org for review.*

2. Field Trips

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

3. Recruitment, Retention and Reward Incentives

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

4. Out-of-State Travel

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

Appendix D: Contracted Services Extenuating Circumstances Request

The purpose of this document is to guide Local Educational Agencies (LEAs) in strategic planning for the review and implementation of contracted services for services at the district or school level (for traditional, charter and private schools) in alignment with the K-12 ESEA Common Federal Program Guidance. The LEA shall provide this request for review of extenuating circumstances.

Guidance

For contracted services that do not exceed \$3,000 per full day of service, a contract shall be submitted for review at the time of the request. If a contract is not available to submit for review at the time of the request, a detailed scope of work or proposed contract of services must be provided. The submission must include a purpose, rationale, projected number of individuals to be served and a cost breakdown of the services to be performed to determine if the request is allowable, reasonable and necessary. Materials to support the services may be requested as an additional expense. Any contracted service requested in excess of \$3,000 per full day of service, including travel, will be presumed unreasonable. *If an extenuating circumstance requires a contracted service in excess of \$3,000 per full day, a **ESEA Contracted Services Extenuating Circumstance Request form** - located on www.FloridaCIMS.org under the Common Federal Guidance tab - must be submitted to Vice-Chancellor, Melissa Ramsey at Melissa.Ramsey@fldoe.org and the Assistant Deputy Commissioner, Miki Presley at Mari.Presley@fldoe.org for review.*

Provider Information

In the box below identify the provider and evidence of effectiveness of their services.

Provider/ Evidence of Effectiveness

Supporting Evidence for Request

In the box below provide answers to the following six reflections for review as a part of the cost analysis that is submitted for a request due to an extenuating circumstance:

1. Provide how the services are correlated to the district’s strategic plan or professional development plan;
2. Provide the qualifications of the provider including experience, evidence of effectiveness, and impact on student achievement (if a previous provider) to project Return On Investment (ROI);
3. Provide how the service was funded in previous year(s) if a previous provider and the district plan to sustain the services in the decrease or absence of funds;
4. Provide the proposed contract or scope of work that includes the start and end date, the number of days/hours, and the proposed services with a detailed explanation and cost breakdown of each service to determine reasonableness;

5. Provide the number of participants and their roles (school and district administration, teachers and coaches), as well as how will the learning benefit students; and
6. Provide the plan on how the service will be embedded into ongoing professional development as well as the plan to build internal capacity to continue to support the learning.

Supporting Evidence for Request

Contact Information

For follow-up questions or to schedule a conference call the following LEA contact is the lead on this request.

Name and title of person who is the lead for this request
Contact information: email, phone number

Appendix E: Recruitment and Retention Request Guidance

The purpose of this document is to provide guidance to districts for:

- Devising a fair and reliable system to identify high performing teachers who provide direct instruction to students but do not receive state value-added model (VAM) scores (hereafter referred to as non-state VAM teachers), and
- Submitting a request for the review of a proposal of an Alternative Student Growth Model for these teachers.

Developing and receiving funding for an Alternative Student Growth Model is an opportunity to incentivize either recruitment at the beginning of a school year or retention at the end of the school year. This will ensure that teachers who have demonstrated their effectiveness, but do not teach VAM core content subjects, help support and build the foundation of learning through their service to our most fragile students and schools.

Guidance

The Alternative Student Growth Model must follow the K12 ESEA Common Federal Program Guidance.

K12 ESEA Common Federal Program Guidance - Recruitment, Retention and Reward Incentives

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

Suggested programs that may fund incentives are Title I- Part A, Title II, Unified School Improvement Grant (UniSIG) and Turnaround School Supplemental Services Allocation (TSSSA). The program office will review the submitted proposed Alternative Student Growth Model and may ask for additional information. As a reminder, the district should not negotiate or agree to incentivize an Alternative Student Growth Model and/or agree to a Memorandum of Understanding (MOU) with the use of these program funds without approval, unless the district has already secured an alternative funding source.

District and school-based leadership, paraprofessionals or other school personnel who do not provide content area direct instruction are not eligible for this incentive. Also, because they are already eligible for other incentive programs, teachers who receive VAM scores from the state are not eligible to receive an incentive under this model. Teachers who receive a district teacher evaluation system rating of Needs Improvement/ Developing or Unsatisfactory are also not eligible.

Further Guidance and Assurances

When submitting a request for an Alternative Student Growth Model the district shall:

- Identify the student assessment tool used to calculate the growth model and assure that it measures at least a one-year snapshot of student growth. For example, the pre and post measurement should be at least seven months apart and should demonstrate an average of at least a year's worth of growth. Furthermore, the teacher's score as compared to other peer teachers should show evidence of effective teaching and significant positive impact.
- Assure that the assigned score and classification will be based on the students who received direct instruction from the teacher.

- Calculate an average district score that includes data collected from the student assessment tool and shall include information from all teachers providing instruction to the students represented in the model, regardless of whether they have a state VAM score or not.

Example of an Approvable Alternative Student Growth Model

Proposal for Incentives:

- The rating of non-state VAM teachers is within the following thresholds:
 - No more than 10% of the instructional staff is classified Highly Effective (HE)
 - No more than 15% of the instructional staff is classified Effective (E)

District Submission of Proposal

The district proposal shall be explained and submitted below for review to Melissa.Ramsey@fldoe.org.

Supporting Evidence for Request

Contact Information

For follow-up questions or to schedule a conference call the following district contact is the lead on this request.

Name and title of person who is the lead for this request
Email and phone number

Appendix F: Non-Public School Consultation Template

CONSULTATION REQUIREMENT:

Sections 1117(b) and 8501(c) of every Student Succeeds Act (ESSA) require that timely and meaningful consultation occur between the local education agency (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. ESSA requires that consultation continue throughout the implementation and assessment of activities in programs subject to equitable participation requirements. For Title I, Part A programs, section 1117(b)(1) also requires that such consultation occur during the design and development of the LEA's Title I, Part A programs.

PROGRAMS REQUIRING CONSULTATION:

Section 1117 requires that LEAs consult with appropriate private school officials from any private school serving district-resident students regarding Title I Part A – Improving Basic Programs Operated by Local Educational Agencies.

Section 8501 requires that LEAs consult with appropriate private school officials from any private school located within an LEA's geographic catchment area regarding the following ESSA programs:

Title I Part C - Education of Migratory Children

Title II Part A - Supporting Effective Instruction Grants

Title III Part A - English Language Acquisition, Language Enhancement, and Academic Achievement

Title IV Part A - Student Support and Academic Enrichment Grants

Title IV Part B - 21st Century Community Learning Centers (this is a competitive grant opportunity)

GOAL OF CONSULTATION:

Sections 1117(b)(1) and 8501(c) of ESSA state that the goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children. The "goal of reaching agreement" between an LEA and appropriate private school officials is grounded in timely, meaningful, and open communication between the LEA and the private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers and other education personnel, and families in ESSA programs.

TIMELY AND MEANINGFUL CONSULTATION:

Meaningful consultation provides ample time and a genuine opportunity for all parties to express their views, to have their views seriously considered, and to discuss viable options for ensuring equitable participation of eligible private school students, teachers and other education personnel, and families. Consultation for all programs must be conducted before the LEA has made any decisions that will impact the participation of private school students and teachers in applicable programs and shall continue throughout implementation and assessment of services provided. Additionally, with respect to Title I, Part A programs, consultation must also be conducted during the design and development of the LEA's Title I, Part A programs. An LEA should consult with private school officials about the timeline for consultation and provide adequate notice of such consultation to ensure meaningful consultation and the likelihood that those involved will be well prepared with the necessary information and data for decision-making. Successful consultation begins well before the implementation of services, establishes positive and productive working relationships, makes planning effective, continues throughout implementation of equitable services, and serves to ensure that the services provided meet the needs of eligible students and teachers.

DOCUMENTATION:

Each local educational agency must maintain in the agency's records, and provide to the Florida Education Department (FLDOE), a written affirmation signed by officials of **each** participating private school that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If private school officials do not provide such affirmation within a reasonable period of time, the LEA shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the Florida Education Department.

OMBUDSMAN:

To ensure such equity for private school children, teachers, and other educational personnel, FLDOE will designate an ombudsman to monitor and enforce the requirements of equitable services. Copies of all written affirmation forms will be provided to the

ombudsman for the purposes of review, technical assistance, and monitoring related to the LEA's programmatic and fiscal obligations.

Questions and/or concerns about the provision of equitable services may be directed to the FLDOE Ombudsmen at equitable-services@fldoe.org.

Private school students, parents, and teachers may receive appropriate benefits and services from ESSA programs, but private schools cannot receive direct funding from these programs. The district must always maintain control of the funds.

LEA Name	LEA Contact Person
Private School Name	Contact Person / Title
Street Address	Contact Telephone
City/Town, Zip Code	Contact Email

SECTION 1: INTENT TO PARTICIPATE IN ESSA PROGRAMS

For each ESSA program below, private school officials should indicate their intent to participate by marking the most appropriate box. Please note that due to eligibility criteria, a district may not participate in each of the programs listed below.

Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies (LEA)

- ☐ Yes, I am interested in participating in Title I, Part A during the 2021-22 school year.
☐ No, I am not interested in participating in Title I, Part A during the 2021-22 school year.
☐ No, I have no eligible Title I students at this time.

The Title I, Part A federal program provides services to both public and private school children who need additional educational help who reside in Title I public school attendance areas. Title I, Part A supports supplementary instruction by public school teachers or through a third-party contractor to students who are educationally disadvantaged and failing, or most at risk of failing, to meet high academic standards and who live in participating public school attendance areas. In addition to student services, Title I may provide professional development activities for private school teachers of Title I students and parents of Title I students in parent and family engagement activities. District funds for services to private school students are generated on the number of private school students who qualify as low-income **and** reside in a Title I public school attendance area.

To be eligible to receive Title I services, a private school student must reside in one of the district's public school Title I attendance areas and meet multiple educationally related, objective criteria determined by the District and the private school officials during consultation. Title I services may include but are not limited to: a targeted assistance pull-out/push-in model, before/after school instruction, computer-assisted instruction, tutoring, counseling, family literacy, professional development, and early childhood programs.

The exact number of qualifying students and services provided will be determined with the LEA during a more detailed consultation with the private school. **Participation in the Title I, Part A program will require the private school to provide counts and addresses of income-eligible, district-resident students to the district before an equitable services allocation can be determined.**

- ☐ I have data on my students' qualification for low-income eligibility that can be shared as part of future consultation.
☐ I do not have data on my students' qualification for low income eligibility that can be shared as part of future consultation.
☐ I need assistance in determining my students' qualification for low income eligibility as part of future consultation.

Title I, Part C –

- ☐ Yes, I am interested in participating in Title I, Part C during the 2021-22 school year.
☐ No, I am not interested in participating in Title I, Part C during the 2021-22 school year.
☐ No, I have no eligible students at this time.

Title II, Part A – Supporting Effective Instruction

- ☐ Yes, I am interested in participating in Title II, Part A during the 2021-22 school year.
☐ No, I am not interested in participating in Title II, Part A during the 2021-22 school year.
☐ Not Applicable – My private school is located outside of the geographic catchment area of the district.

Title II, Part A is designed to provide students from low-income families and minority students with greater access to effective educators. Private school teachers, principals and other educational personnel are eligible to participate in professional development activities (with available services based on LEA funds calculated, on a per-pupil basis, on the LEA's total Title II, Part A allocation, less administrative costs). Activities include those that are an integral part of school and strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with effective instructional teaching strategies; technology integration training; teaching students with different learning styles; using assessments to improve instruction and student outcomes; involving parents more effectively; and educational leadership development. The appropriate benefits, services, and materials provided will be determined with the LEA during consultation with the private school. **Participation in the Title II, Part A program will require the private school to provide the total count of students age 5-17 in grades K-12 (regardless of a student's district of residence) before an equitable services allocation can be determined.**

Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement

- ☐ Yes, I am interested in participating in Title III, Part A ELL during the 2021-22 school year.
- ☐ No, I am not interested in participating in Title III, Part A ELL during the 2021-22 school year.
- ☐ No, I have no eligible Title III ELL students at this time.
- ☐ Not Applicable – My private school is located outside of the geographic catchment area of the district.

Title III, Part A provides for supplemental services that improve the English language proficiency and academic achievement of English Language Learners (ELLs). The appropriate benefits, services, and materials provided will be determined with the LEA during consultation with the private school. How the LEA and the private schools identify ELL students and determine their needs is subject to ongoing timely and meaningful consultation and the LEA is allowed to assist in the identification process. **Participation in the Title III, Part A ELL program will require the private school to provide counts of English Language Learners students (regardless of a student's district of residence) to the district before an equitable services allocation can be determined.**

Title IV, Part A – Student Support and Academic Enrichment Grants

- ☐ Yes, I am interested in participating in Title IV, Part A during the 2021-22 school year.
- ☐ No, I am not interested in participating in Title IV, Part A during the 2021-22 school year.
- ☐ Not Applicable – My private school is located outside of the geographic catchment area of the district.

The purpose of Title IV, Part A is to improve students' achievement by increasing the capacity of states and LEAs to provide opportunities for students to access a well-rounded education; improve school conditions for student learning; and improve the use of technology in order to improve the academic achievement and digital literacy of all students. The appropriate benefits, services, and materials provided will be determined with the LEA during consultation with the private school. **Participation in the Title IV, Part A program will require the private school to provide the total count of students age 5-17 in grades K-12 (regardless of a student's district of residence) before an equitable services allocation can be determined.**

Private School Administrator's Signature: _____ Date signed: _____

LEA Name:

Private School Name:

SECTION 2: TITLE IA and Title IC CONSULTATION

If the private school has elected to participate in Title I Part A and /or Title I, Part C the LEA is required to complete the chart below. The following topics must be discussed during the **ongoing consultation** process:

Topics of Consultation Title I, Part A and Title I, Part C	Date(s) Discussed	Agreement Reached?
• How the children's needs will be identified		
• What services will be offered		
• How, where, and by whom the services will be provided		
• How the services will be academically assessed and how the results of that assessment will be used to improve those services		
• The size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds that is allocated for such services, and how that proportion of funds is determined		
• The method or sources of data that are used under section 1117(c) and 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools		
• How and when the agency will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers		
• How, if the agency disagrees with the views of the private school officials on the provision of services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor		
• Whether the agency shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor		
• Whether to provide equitable services to eligible private school children by creating a pool or pools of funds with all of the funds allocated under section 1117(a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools <u>or</u> in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under section 1117(a)(4)(A) based on the number of children from low-income families who attend private schools		
• When, including the approximate time of day, services will be provided		
• Whether to consolidate and use funds provided under 1117(a)(4) in coordination with eligible funds available for services to private school children under applicable programs, as defined in section 8501(b)(1) to provide services to eligible private school children participating in programs.		

The private school representative must check one of the following:

☐ I agree that timely and meaningful consultation occurred before the LEA made any decision that affected the participation of eligible private school students.

☐ I do not agree that timely and meaningful consultation occurred before the LEA made any decision that affected the participation of eligible private school students.

The private school representative may check if applicable:

☐ The program design is not equitable with respect to private school students or does not meet the needs of private school students.

Private School Administrator's Signature: _____ Date signed: _____

Private School Feedback:

LEA Name:

Private School Name:

SECTION 3: TITLE IIA, TITLE IIIA AND TITLE IVA CONSULTATION

If the private school has elected to participate in the Title II Part A, Title III Part A, and/or Title IV Part A programs, the LEA is required to complete the chart below. In such a case, the LEA should submit a fully completed copy of pages 5 and 6, including signatures, as part of its 2021-22 Consolidated Application.

The following topics must be discussed during the **ongoing consultation** process:

Topics of Consultation Title II Part A, Title III Part A and Title IV Part A	Date(s) Discussed	Agreement Reached?
• How the children's needs will be identified		
• What services will be offered		
• How, where, and by whom the services will be provided		
• How the services will be assessed and how the results of that assessment will be used to improve those services		
• The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, the amount of funds available for those services, and how that amount is determined		
• How and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through potential third-party providers		
• Whether the agency, consortium, or entity shall provide services directly or through a separate government agency, consortium, or entity, or through a third-party contractor		
• Whether to provide equitable services to eligible private school children by creating a pool or pools of funds with all of the funds allocated under 8501(a)(4)(C) based on all the children from low-income families in a participating school attendance area who attend private schools <u>or</u> in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection 8501(a)(4)(C) based on the number of children from low-income families who attend private schools.		

The private school representative must check one of the following:

☐ I agree that timely and meaningful consultation occurred before the LEA made any decision that affected the participation of eligible private school children, teachers, and/or other educational personnel.

☐ I do not agree that timely and meaningful consultation occurred before the LEA made any decision that affected the participation of eligible private school children, teachers, and/or other educational personnel.

The private school representative may check if applicable:

☐ The program design is not equitable with respect to private school students/teachers or does not meet the needs of private school students/teachers.

Private School Administrator's Signature: _____ Date signed: _____

Private School Feedback:

LEA Name:

Private School Name:

SECTION 4: SERVICES TO BE PROVIDED

In the boxes below, provide a short description of the services to be provided for each program. Include the amount of funds allocated.

Program Name	Student Count	Per Pupil Amount	School Allocation	Participation	Program Services Description (See Allowable Activities Guidance)
Title I Part A	# of Low-Income Students Living in Title I Attendance Areas	\$	\$	<input type="checkbox"/> Receiving Services <input type="checkbox"/> Declining Services <input type="checkbox"/> No Eligible Students	
Title I Part A Parent and Family Engagement	# of Low-Income Students Living in Title I Attendance Areas	\$	\$	<input type="checkbox"/> Receiving Services <input type="checkbox"/> Declining Services <input type="checkbox"/> No Eligible Students <input type="checkbox"/> District Allocation is Less Than \$500,000 – No Reserve Required	
Title I Part C	# of Eligible Title I, Part A Students	\$	\$	<input type="checkbox"/> Receiving Services <input type="checkbox"/> Declining Services <input type="checkbox"/> No Eligible Students	
Title II Part A	# of Students Ages 5-17 in Grades K-12, Regardless of LEA of Residence	\$	\$	<input type="checkbox"/> Receiving Services <input type="checkbox"/> Declining Services <input type="checkbox"/> Out of District Private School	
Title III Part A English Language Learner	# of ELL Students in Grades K-12, Regardless of LEA of Residence	\$	\$	<input type="checkbox"/> Receiving Services <input type="checkbox"/> Declining Services <input type="checkbox"/> No Eligible Students <input type="checkbox"/> Out of District Private School	
Title III Part A Immigrant	# of Immigrant Students in Grades K-12, Regardless of LEA of Residence	\$	\$	<input type="checkbox"/> Receiving Services <input type="checkbox"/> Declining Services <input type="checkbox"/> No Eligible Students <input type="checkbox"/> Out of District Private School	
Title IV Part A	# of Students Ages 5-17 in Grades K-12, Regardless of LEA of Residence	\$	\$	<input type="checkbox"/> Receiving Services <input type="checkbox"/> Declining Services <input type="checkbox"/> Out of District Private School	
Title V, Part A	# of Students in Grades K-12, Regardless of LEA of Residence	\$	\$	<input type="checkbox"/> Receiving Services <input type="checkbox"/> Declining Services <input type="checkbox"/> Out of District Private School	

Private School Administrator's Signature: _____ Date signed: _____

LEA Name:

Private School Name:

SECTION 5: DISAGREEMENT

If a LEA disagrees with the views of private school officials with respect to the topics of consultation listed above, the LEA must provide in writing to such private school officials the reasons why the LEA disagrees.

If agreement was not reached on any of the topics listed above, the **LEA** should describe the nature of the disagreement here. If necessary, the LEA may provide this description on an additional page.

If agreement was not reached on any of the topics listed above, the **private school representative** should describe the nature of the disagreement here. If necessary, the private school representative may provide this description on an additional page.

I CERTIFY that the information provided above is, to the best of my knowledge, complete and accurate.

Private School Representative Name

LEA Representative Name

Private School Representative Signature

Date

LEA Representative Signature

Date

Appendix G: Stakeholder Collaboration Form

2021-22 Stakeholder Collaboration Documentation Form Consolidated Application for ESSA-Funded Programs

LEA Name:

The Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA), contains several provisions requiring LEAs to consult and/or collaborate with various groups in the development of the LEA's Consolidated Application and programs related to each Title program.

The required constituency groups the LEA must consult and/or collaborate with pursuant to ESEA/ESSA are listed below. Methods of consultation may include face to face meetings, e-mail, fax, telephone calls, letters and/or video conferencing. ESEA/ESSA does not restrict consultation to the listed constituency groups; LEAs are encouraged to consult and/or collaborate with other groups as well.

Title I, Part A	Title I, Part C	Title I, Part D	Title II, Part A
Parents of children in Title I school(s); Teachers from Title I school(s); Principals and/or Administrators; Other School Leaders; Paraprofessionals; Specialized Instructional Support Personnel; <u>and</u> Other School Personnel	Parents of children in Title I school(s); Teachers from Title I school(s); Principals and/or Administrators; Other School Leaders; Paraprofessionals; Specialized Instructional Support Personnel; <u>and</u> Other School Personnel	Parents of children in Title I school(s); Teachers from Title I school(s); Principals and/or Administrators; Other School Leaders; Paraprofessionals; Specialized Instructional Support Personnel; <u>and</u> Other School Personnel	Parents; Teachers from Title I school(s); Principals and/or Administrators; Other School Leaders; Paraprofessionals; Specialized Instructional Support Personnel; Community Partners (if appropriate); <u>and</u> Organizations with Demonstrated Expertise (if appropriate)
Title III, Part A	Title IV, Part A	Title V, Part B, Subpart 2	
Parents; Teachers; Principals and/or Administrators; Researchers; Community Members (if appropriate); Public or Private Entities (if appropriate); <u>and</u> Institutions of Higher Education (if appropriate)	Parents; Students; Teachers; Principals and/or Administrators; Other School Leaders; Specialized Instructional Support Personnel; Community-Based Organizations; Local Government Representatives; <u>and</u> Tribal Organizations (if appropriate)	Parents; Teachers; Principals and/or Administrators; <u>and</u> Other School Staff	

In signing this form, representatives of required constituency groups are affirming that appropriate consultation has occurred. The signature does not indicate agreement. For individuals whose signatures are unobtainable, documentation of outreach must be maintained by the district (and made available upon request).

Individual's Name (Print/Type)	Title and Constituency Group (As noted above)	Title I Part A	Title I Part C	Title I Part D	Title II Part A	Title III Part A	Title IV Part A	Title V Part B	Dates and Types of Collaboration
Example: Jane Bennet	Parent from Title I school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	5/11/20 – in-person meeting
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

In order to document that appropriate consultation/collaboration has occurred or was attempted with required constituency groups, this form must be maintained on file by the district. Supporting documentation (e.g., meeting agenda, minutes, and rosters) must be maintained on file in the district.

Additional forms should be completed as necessary.

Note: Do not use this form for consultation/collaboration with private school representatives. Private School consultation must be documented using the Written Affirmation of LEA Consultation with Private School Officials Form. **Note: Do not use this form for consultation/collaboration with private school representatives.** Private School consultation must be documented using the Written Affirmation of LEA Consultation with Private School Officials Form.

Appendix H: Public School and Non-Public School Eligibility Survey (PSES/NPSES) Guide

PURPOSE

This document is intended to serve as a reference guide for Local Educational Agency (LEA) staff and others involved in preparing, reporting, and reviewing the Bureau of Federal Educational Program, Title I, Part A Public School Eligibility Survey (PSES).

Public School Eligibility Survey (PSES) - Option 1

Required File:

1. Title I, Part A Public School Eligibility Survey (PSES) State Dist Sch GQUH F71251 – Final Survey 3 report

Methodology:

1. Copy and paste the LEA's final survey 3 data (include rows for column header and district totals) into a new spreadsheet.
2. Add 7 additional columns to the report (V – AB) and label and complete the following calculations.
 - **Column V - #FRPL:** The number of students qualified for Free and Reduced Price Lunch (Eligibility Survey Application) **Column O** – # Reduced (code 3) + **Column P** – #Reduced Direct Cert. (code E) + **Column Q** – Free Direct Cert. (code D) + **Column R** – #Free (code F) + **Column S** – Provision 2 (code 4) **=SUM(O1:S1)**
 - **Column W - #CEP:** The number of students in a free and reduced direct certification file for Community Eligibility Provision (CEP) **Column T** – #Free Direct Cert. (code C) + **Column U** – #Reduced Direct Cert. (code R) **=SUM(T1,U1)**
 - **Column X - %FRPL:** The percentage of students qualifying for Free and Reduced Price Lunch (Eligibility Survey Application) **Column V** – #FRPL / **Column N** – Membership (Ages 5-17) **=V1/N1**
 - **Column Y - %CEP:** The percentage of students in a free and reduced direct certification file for Community Eligibility Provision (CEP) **Column W** – #CEP / **Column N** – Membership (Ages 5-17) **=W1/N1**
 - **Column Z – Option #1 #CEP w/ 1.6:** The number #CEP **Column V** * 1.6 **=W3*1.6**
 - **Column AA – Option #1 %CEP w/1.6:** The percentage CEP **Column Z3** - Option #2 #Direct Cert / **Column N** – Membership (Ages 5-17) **=Z3/N3**

Note: Rank and serve is calculated based on the percentages identified in **Column AC**.

Public School Eligibility Survey (PSES) - Option 2

Required File:

1. Title I, Part A Public School Eligibility Survey (PSES) State Dist Sch GQUH F71251 – Final Survey 3 report

Methodology:

1. Copy and paste the LEA's final survey 3 data (include rows for column header and district totals) into a new spreadsheet.
2. Add 7 additional columns to the report (V – AB) and label and complete the following calculations.
 - **Column V - #FRPL:** The number of students qualified for Free and Reduced Price Lunch (Eligibility Survey Application) **Column O** – # Reduced (code 3) + **Column P** – #Reduced Direct Cert. (code E) + **Column Q** – Free Direct Cert. (code D) + **Column R** – #Free (code F) + **Column S** – Provision 2 (code 4) **=SUM(O1:S1)**
 - **Column W - #CEP:** The number of students in a free and reduced direct certification file for Community Eligibility Provision (CEP) **Column T** – #Free Direct Cert. (code C) + **Column U** – #Reduced Direct Cert. (code R) **=SUM(T1,U1)**
 - **Column X - %FRPL:** The percentage of students qualifying for Free and Reduced Price Lunch (Eligibility Survey Application) **Column V** – #FRPL / **Column N** – Membership (Ages 5-17) **=V1/N1**
 - **Column Y - %CEP:** The percentage of students in a free and reduced direct certification file for Community Eligibility Provision (CEP) **Column W** – #CEP / **Column N** – Membership (Ages 5-17) **=W1/N1**
 - **Column Z – Option #2 #Direct Cert:** The number of direct cert students **Column P** – #Reduced Direct Cert. (code E) + **Column Q** – Free Direct Cert. (code D) + **Column T** – #Free Direct Cert. (code C) + **Column U** – #Reduced Direct Cert. (code R) **=SUM(P3,Q3,T3,U3)**
 - **Column AA – Option #2 %Direct Cert:** The percentage of direct cert students **Column Z** - Option #2 #Direct Cert / **Column N** – Membership (Ages 5-17) **=Z3/N3**

Note: Rank and serve is calculated based on the percentages identified in **Column AA**.

Public School Eligibility Survey (PSES) - Option 3

Required File:

1. Title I, Part A Public School Eligibility Survey (PSES) State Dist Sch GQUH F71251 – Final Survey 3 report

Methodology:

1. Copy and paste the LEA's final survey 3 data (include rows for column header and district totals) into a new spreadsheet.
2. Add 7 additional columns to the report (V – AB) and label and complete the following calculations.
 - **Column V - #FRPL:** The number of students qualified for Free and Reduced Price Lunch (Eligibility Survey Application) Column O – # Reduced (code 3) + Column P – #Reduced Direct Cert. (code E) + Column Q – Free Direct Cert. (code D) + Column R – #Free (code F) + Column S – Provision 2 (code 4) =SUM(O1:S1)
 - **Column W - #CEP:** The number of students in a free and reduced direct certification file for Community Eligibility Provision (CEP) Column T – #Free Direct Cert. (code C) + Column U – #Reduced Direct Cert. (code R) =SUM(T1,U1)
 - **Column X - %FRPL:** The percentage of students qualifying for Free and Reduced Price Lunch (Eligibility Survey Application) Column V –#FRPL/ Column N – Membership (Ages 5-17) =V1/N1
 - **Column Y - %CEP:** The percentage of students in a free and reduced direct certification file for Community Eligibility Provision (CEP) Column W –#CEP/ Column N – Membership (Ages 5-17) =W1/N1

Note: Rank and serve is calculated based on the percentages identified in **Column X - %FRPL**.

Public School Eligibility Survey (PSES) - Option 4

Required File:

1. Title I, Part A Public School Eligibility Survey (PSES) State Dist Sch GQUH F71251 – Final Survey 3 report

Methodology:

1. Copy and paste the LEA's final survey 3 data (include rows for column header and district totals) into a new spreadsheet.
3. Add 7 additional columns to the report (V – AB) and label and complete the following calculations.
 - **Column V - #FRPL:** The number of students qualified for Free and Reduced Price Lunch (Eligibility Survey Application) Column O – # Reduced (code 3) + Column P – #Reduced Direct Cert. (code E) + Column Q – Free Direct Cert. (code D) + Column R – #Free (code F) + Column S – Provision 2 (code 4) =SUM(O1:S1)
 - **Column W - #CEP:** The number of students in a free and reduced direct certification file for Community Eligibility Provision (CEP) Column T – #Free Direct Cert. (code C) + Column U – #Reduced Direct Cert. (code R) =SUM(T1,U1)
 - **Column X - %FRPL:** The percentage of students qualifying for Free and Reduced Price Lunch (Eligibility Survey Application) Column V – #FRPL/ Column N – Membership (Ages 5-17) =V1/N1
 - **Column Y - %CEP:** The percentage of students in a free and reduced direct certification file for Community Eligibility Provision (CEP) Column W – #CEP/ Column N – Membership (Ages 5-17) =W1/N1
 - **Column Z – Option #4 #Direct Cert w/1.6:** The number of direct cert students w/1.6 multiplier Column P – #Reduced Direct Cert. (code E) + Column Q – Free Direct Cert. (code D) + Column T – #Free Direct Cert. (code C) + Column U – #Reduced Direct Cert. (code R) * 1.6 =SUM(P3,Q3,T3,U3)*1.6
 - **Column AA – Option #4 %Direct Cert w/1.6:** The percentage of direct cert students w/ 1.6 multiplier Column Z - Option #4 #Direct Cert w/1.6/ Column N – Membership (Ages 5-17) =Z3/N3

Note: Rank and serve is calculated based on the percentages identified in **Column AA**.

Equitable Proportion of Funds

Use this section to determine the LEA's total public school and total private school allocations. Remember, the private school equitable share must be taken off the top of the LEA's total Title I, Part A allocation before any allowable expenditures or districtwide reservations are taken, and before the rank and serve process for public school students occurs.

1. **Column A, Row 5**, Enter the total whole number of public school children from low-income families (CLIF) who reside in participating public school attendance areas (PSAAs).
2. **Column B, Row 5**, Enter the total whole number of private school CLIF who reside in participating PSAAs.
 - The **Total CLIF** will calculate automatically (by adding the **Number of Public CLIF** to the **Number of Private CLIF**).
 - The **Number of Private CLIF** must match the total number of private school CLIF in the Non-Public School Eligibility Survey (NPSES). Similarly, the **Number of Public CLIF** must match the total number of public school CLIF for served (and "skipped") schools in the Public School Eligibility Survey (PSES).
 - The **Total Public School Proportion** will calculate automatically based on the **Number of Public CLIF** and **Total CLIF**.
 - The **Total Private School Proportion** will calculate automatically based on the **Number of Private CLIF** and **Total CLIF**.
 - The **Total Public School Allocation**, or the amount of funding available for public school services, will calculate automatically based on the **Total Public School Proportion** and **Total District Allocation**.
 - The **Total Private School Allocation**, or the amount of funding available for private school equitable services, will calculate automatically based on the **Total Private School Proportion** and **Total District Allocation**.
 - Enter the amount to be reserved from the **Total Private School Allocation** for private school administrative costs **(C)**.

Public School Eligibility Survey (PSES)

Use this section to capture the LEA's rank and serve process, as well as its allocation of funds to each school served, as required under section 1113.

1. **Rows 1-4**, (LEA name, school year, ranking type, date certain, and CEP program) Verify that this information is correct and make corrections, as needed.
2. **Row 5 – Allocation Process**, clearly describe the LEA's process for ranking and serving schools, including grade spans served and floor percentages. If a date certain is included in your response, be sure it matches the one selected in the **Date Certain** field.

An LEA must either serve all eligible schools using the 2016-2017 thresholds (as indicated in the approved 2016-17 Title I, Part A application) or serve all schools down to the statewide poverty percentage of economically disadvantaged students, as determined annually.

3. **Columns A – K, Row 6** have been prefilled with information from Final Survey 3 data.
4. **Columns I – K, Row 6** input the data calculations based off of the LEA's chosen poverty metric option (see pages 3-7 for methodologies)
5. **Column L – Selection Code**, enter a selection code, indicating why the school is or is not being served.
 - A. School poverty rate at or above 75.01%
 - B. Served school with a poverty rate greater than the District Poverty Average (DPA), but below 75.01%
 - C. Grade span not served through Title I, Part A based on the LEA Allocation Process
 - D. Selected school has a poverty rate that is above 35%, but is less than the DPA
 - E. School has been skipped; applicant certifies that all of the following conditions are met: (1) the school meets comparability requirements; (2) the school is receiving supplemental state/local funds used in Title I-like programs; and (3) the supplemental state/local funds meet or exceed the amount that would be received under Title I, Part A
 - F. School has been selected based on feeder patterns
 - G. School is served under the Grandfather Clause
 - H. School closed
 - I. Eligible school that will not be served based on the LEA Allocation Process
 - J. Ineligible school under ESSA or the LEA Allocation Process
 - K. School poverty data is projected based on a school's opening/closing, or a significant change in enrollment due to the addition/removal of a grade span
 - L. Not part of the K-12 Education System (i.e., LEA office, pre-K, and adult education)
 - M. The LEA is serving a Title I-eligible high school with a poverty rate between 50 and 75% out of rank order

Selection Code Justification

If selection code E, F, H, K, or L is selected, then a justification is **required**. Use the "selection code justification" spreadsheet (3rd tab) to enter the following information:

- a. School Name (column A)
- b. School Number (column B)
- c. Selection Node (column C)
- d. Selection Code Justification (column D)

If E is selected, the response must describe the source and amount of funding the school receives from supplemental state and local funds. This amount must meet or exceed the amount the school would receive under Title I, Part A.

- The LEA must also verify that the school meets comparability requirements and the supplemental state and local sources are used for Title I-like purposes.
- Supplemental state and local funds are considered “Title I-like” if they meet the intent and purposes of schoolwide or targeted assistance programs. Specifically, supplemental funds would meet the intent of schoolwide programs if the funds:
 - a. Are only allocated to schools that meet the minimum 40 percent poverty threshold required to operate a schoolwide program;
 - b. Promote schoolwide reform and upgrade the entire academic operation of the school [Section 1114(a)(1)(A)]; and
 - c. Are used to meet the academic needs of all children in the school, particularly the needs of children who are failing, or most at risk of failing, to meet the state’s challenging student academic achievement standards [Section 1114(b)(7)(A)(iii)].
- d. Supplemental funds would meet the intent of targeted assistance programs if the funds:
 - e. Are used to serve only children who are failing, or most at risk of failing, to meet the state’s challenging student academic achievement standards [Section 1115(c)];
 - f. Provide supplementary services designed to meet the special academic needs of the children who are participating in the program to support their achievement toward meeting the state’s student academic achievement standards [Section 1115(b)]; and
 - g. Require the use of the state’s assessment system to review the effectiveness of the program [Section 1115(b)(G)(iii)].

Given the requirements outlined above, state supplemental funding sources considered “Title I-like” are Supplemental Academic Instruction, the Exceptional Student Education (ESE) Guaranteed Allocation, and the Reading Allocation.

If F is selected, the response must include the feeder pattern calculation used to determine the adjusted number of CLIF. The feeder pattern option allows the LEA to project the number of low-income children in a middle or high school based on the average poverty rate of the elementary school attendance areas that feed into those schools [Section 1113(a)(5)(B)(ii)].

Example of Feeder Pattern Calculation:

	Enrollment	Number of Students from Low-Income Families
Elementary Schools		
School A	512	360
School B	322	142

School C	450	200
School D	376	301
Total	1,660	1,003
High School	1,599	966

Calculate the average percentage of poverty for the four elementary attendance areas by dividing the total number of low-income children by the total enrollment (i.e., $1,003 \div 1,660$). The average percentage of poverty is 60.42 percent. Because these four elementary schools feed into the high school, the poverty percentage of the high school is projected to be 60.42 percent.

To calculate the number of low-income students in the high school, multiply the total school enrollment by the average percentage of poverty for the four elementary feeder schools (i.e., $1,599 \times 0.6042$). **This is the number used for allocating Title I funds to the high school.**

If H is selected, the response must provide the date the school closed. The LEA must also ensure the Master School Identification (MSID) file indicates the school is closed.

If K is selected, the response must include the reason for the expected change in the number of children attending the school and number of CLIF (e.g., new school, addition of a grade level). The LEA must also verify the data will be updated after the release of Survey 2 data.

If L is selected, the response must indicate the school is not part of the K-12 education system.

6. **Column M – Program Type**, enter **TA** (targeted assistance), **SW** (schoolwide), or **N/A** (not applicable) to indicate the type of Title I program to be implemented. Schools with a selection code of C, E, H, I, J, and L (i.e., those not being served) must have a program type of N/A; grade spans with a selection code of A, B, D, F, G, K, and M (i.e., those being served) must have a program type of **SW** or **TA**, whichever corresponds to the program type identified in the final survey 3 file.

7. **Column N – 2021-2022 Per Pupil Allocation (PPA)**, enter the school's PPA for 2021-2022.

- Schools with selection code E **must** still include a PPA; schools with a selection code of C, H, I, J, and L **must not** include a PPA. The district total PPA must not include the PPAs for schools with selection code E (do this by **subtracting** the total PPA amount for schools selection code E from the district total PPA)
- For those schools that will not receive a PPA, enter **0** in the field.

8. **Column O – 2021-2022 Total School Allocation (TSA)**, enter the 2021-2022 TSA for each grade span.

- Calculate the TSA by multiplying the 2021-2022 PPA by the 2021-2022 Number of Children from Low-Income Families (CLIF), and enter the 2021-2022 TSA for each grade span.
- Calculate the TSA for schools with a CEP program with the 1.6 multiplier, by multiplying the 2021-2022 PPA by the 2021-2022 CLIF **with the 1.6 multiplier**.
- Schools with selection code E **must** still include a TSA; schools with a selection code of C, H, I, J, and L **must not** include a TSA. The district total TSA **must not** include the PPAs for schools with selection code E – do this by **subtracting** the total PPA amount for schools selection code E from the district total TSA)
- Enter **0** in the field for those grade spans with a selection code of **C, H, I, J, or L**.

9. **Column P – Provision 2 or CEP**, enter the baseline year (first year of participation or renewal).
 - If the school does not participate in Provision 2 or CEP, then input **N/A**.
 - Keep in mind, this is **required, even if the school is not being served**.
10. **Column Q – 1% Allocation for Parent and Family Engagement**, enter the school's total allocation for parent and family engagement. This required amount is separate from the total school allocation and comes out of the LEA's parent and family engagement reservation. Enter **0** for schools with a selection code of C, E, H, I, J, and L.
11. **Column R – Grade Span Grouping Code**, this column has been color –coded and prefilled (see key below), for LEAs whose ranking type included grade span grouping.

Grade Span	Grade Span Code	Color
75% and above	A	
Combination Elementary and Secondary	B	
Elementary	C	
Middle/Junior	D	
Senior High	E	

Split Funding

An LEA may choose to serve only certain grade spans in a school (e.g., the K-5 portion of a K-12 school) in accordance with its allocation process, or to treat each grade span in a school like its own school and rank it with other schools serving that same grade span.

*If the LEA will use split funding, then the **Split Funding** tab spreadsheet must be completed. This option is only available for schools that serve **more than one** grade span and have a percent of CLIF **at or below 75 %**.*

1. In the PSES, change the font for the skipped school(s) to **red**.
2. **Rows 1-2**, (LEA name, school year) Verify that this information is correct and make corrections, as needed.
3. **Columns A – D, Row 4** (school identifying information) Verify that this information is correct and make corrections, as needed.
4. The general listing for the school is in **red** contains overall school information and then, exclusively for each grade span as follows:
 - **Column C, Grade Code**: enter the grade span served by the school in the rows provided.
 - **Columns F and I, Number of Children Attending Public Schools** Enter the number of children (ages 5-17) in each grade span attending the school. The membership reported for all grade spans together must **equal** the total number of children (ages 5-17) attending the school, as indicated in the general school listing.
 - **Columns H and J, Number of Children from Low-Income Families**: Enter the number of children (ages 5-17) from low-income families in each grade span. The number of children reported for all grade spans together must **equal the total number of CLIF**, as indicated in the general school listing.
 - **Columns F and K, Number of Children from Low-Income Families and Number of Children Attending Public Schools** fields are used to calculate the **Percent of Children from Low-Income Families**.
 - **Column L, Selection Code**: Select an option to indicate why the grade span is or is not being served.

- **Column M, Selection Code Justification:** If code **E, F, H, K,** or **L** is selected, then a justification is required. Use the selection code justification spreadsheet to enter the information.
- **Column N, Program Type (F):** Select **TA** (targeted assistance), **SW** (schoolwide), or **N/A** (not applicable) to indicate the type of Title I program to be implemented. Grade spans with a selection code of **C, E, H, I, J,** and **L** (i.e., those not being served) must have a program type of **N/A**; grade spans with a selection code of **A, B, D, F, G, K,** and **M** (i.e., those being served) must have a program type of **SW** or **TA**, whichever corresponds to the program type identified in the general school listing.
- **Column O, Per Pupil Allocation (PPA)** Enter the 2021-2022 PPA for each grade span. Enter **0** in the field for those grade spans with a selection code of **C, H, I, J,** or **L**.

Non – Public School Eligibility Survey (NPSES)

Use this section to capture the LEA's process for generating and allocating funds for private school equitable services, in accordance with section 1117(c). The funds generated for services for each participating school must reflect costs associated with instructional services, parent and family engagement activities, and, if applicable, professional development activities. Administrative costs are reserved prior to generating funds for each school's services.

1. Select one of the available methods for determining eligible private school students.
 - **Form A – Free and Reduced-Price Lunch** Select this option when the LEA uses the same, or an equated, measure of poverty to count private school children as public school children.
 - **Form A – Comparable Poverty Data (from a different source)** Select this option when the LEA uses poverty data for private school children that are from a different source than the data it uses for public school children. Private school officials will need to provide the LEA with a count of children who are from low-income families using other comparable sources of poverty data such as eligibility for means-tested tuition scholarship programs.
 - **Form B – Proportionality** Select this option when the LEA applies the low-income percentage of each participating PSAA to the number of private school children who reside in the PSAA.
 - **Form C – Extrapolation** Select this option when the LEA uses comparable poverty data from a survey and the results will be extrapolated.
2. Select a pooling option.
 - **Pooling** Select this option when the LEA will combine all funds generated by eligible students from private schools, or a group of private schools, into a single account and serve students with the greatest educational needs anywhere within the group of schools pooling funds. If Pooling is selected, identify the specific schools that are pooling funds in Row 7. **Note:** The decision whether to pool funds must be made in consultation with private school officials and it is possible for an LEA to have some schools pooling funds and some not pooling funds.
 - **Not Pooling** Select this option when the LEA will use the funds generated by eligible students from each private school to serve only students attending that school.

Note:

The decision for which LEA's NPSES should include students residing in their LEA, but attending private schools in a neighboring LEA is dependent upon the parameters set in the inter-district agreement. The student counts may be included in either LEA's NPSES.

Form A

1. **Row 1**, enter the LEA's name.
2. **Row 2**, enter the date certain – the date the student enrollment and low-income data was collected for participating private schools. The last day of the February FTE count is recommended; however, any date is acceptable providing the student data can be documented and verified.
3. **Row 6 – Total Private School Allocation**, enter the Total Private School Allocation (**Column B, Row 9 – Equitable Proportion of Funds** tab) This is the amount of funding available for private school equitable services, based on the Total Private School Proportion and Total District Allocation.

4. **Row 7 – Private School Administration Cost Reservation**, enter the Private School Administrative Cost Reservation (**Column B, Row 11 – Equitable Proportion of Funds tab**) This reservation is used to identify costs associated with administering Title I, Part A services for participating private schools, as determined through consultation with private school officials. (Line items for private school administrative costs must show a reservation code of H-1 in the budget.)
5. **Row 8 – Total Remaining Allocation (auto-calc.)**, the amount shown here will auto-calculate, based on the Total Private School Allocation and Private School Administrative Cost Reservation.
6. **Column B – Nonpublic School Name** Enter the name of the non-public school attended by students eligible for Title I, Part A.
7. **Column C – Nonpublic School Number** Enter the four-digit school number. If you are unsure of the school number, please use the [Non Public Schools Directory](#) link here or contact the Office of Independent Education and Parental Choice at (850) 245-0502.
8. **Column D – Grade Span** Enter the grade span(s) served by the school (e.g., PreK-5, K-12).
9. **Column E – Number of Private School Students Residing in PSAA** Enter the number of private school students who reside in an eligible PSAA.
10. **Column E – Number of Private School Children from Low-Income Families** Enter the number of private school students from low-income families who reside in an eligible PSAA.
11. **Column G – PPA for Private School Services** Enter the school’s Per-Pupil Allocation (PPA) for equitable services, which includes instructional services, parent and family engagement activities, and, if applicable, professional development
12. **Column H – Dollars Generated** Enter this amount by multiplying the **Number of Children from Low-Income Families** by the **PPA for Private School Services**.
13. **Column I Dollars Allocated (Pooling Form)** Enter the amount of funding allocated to the school based on the educational needs of its students.

Form B

1. **Row 1**, enter the LEA’s name.
2. **Row 2**, enter the date certain – the date the student enrollment and low-income data was collected for participating private schools. The last day of the February FTE count is recommended; however, any date is acceptable providing the student data can be documented and verified.
3. **Row 6 – Total Private School Allocation**, enter the Total Private School Allocation (**Column B, Row 9 – Equitable Proportion of Funds tab**) This is the amount of funding available for private school equitable services, based on the Total Private School Proportion and Total District Allocation.
4. **Row 7 – Private School Administration Cost Reservation**, enter the Private School Administrative Cost Reservation (**Column B, Row 11 – Equitable Proportion of Funds tab**) This reservation is used to identify costs associated with administering Title I, Part A services for participating private schools, as determined through consultation with private school officials. (Line items for private school administrative costs must show a reservation code of H-1 in the budget.)
5. **Row 8 – Total Remaining Allocation (auto-calc.)**, the amount shown here will auto-calculate, based on the Total Private School Allocation and Private School Administrative Cost Reservation.
6. **Column B – Nonpublic School Name** Enter the name of the non-public school attended by students eligible for Title I, Part A.

7. **Column C – Nonpublic School Number** Enter the four-digit school number. If you are unsure of the school number, please use the [Non Public Schools Directory](#) link here or contact the Office of Independent Education and Parental Choice at (850) 245-0502.
8. **Column D – Grade Span** Enter the grade span(s) served by the school (e.g., PreK-5, K-12).
9. **Column E – Number of Private School Students Residing in PSAA** Enter the number of private school students who reside in an eligible PSAA.
10. **Column F – School Number for PSAA in which Private School Students Reside** Enter school number for the PSAA in which the private school children reside. (Remember, proportionality must be completed for each PSAA in which students attending the private school reside. For example, if a private school serves eligible students who reside in three different PSAAs, then three rows must be completed in the NPSES to generate funds based on the low-income percentage of each PSAA).
11. **Column G – Public School Attendance Area FRPL% and CEP%** Enter the FRPL% and CEP% for the PSAA.
12. **Column H – Number of Private School Children from Low-Income Families** Enter the number of private school students from low-income families who reside in an eligible PSAA.
13. **Column I – PPA for Private School Services** Enter the school's Per-Pupil Allocation (PPA) for equitable services, which includes instructional services, parent and family engagement activities, and, if applicable, professional development
14. **Column J – Dollars Generated** Enter this amount by multiplying the **Number of Children from Low-Income Families** by the **PPA for Private School Services**.
15. **Column K – Dollars Allocated (Pooling Form)** Enter the amount of funding allocated to the school based on the educational needs of its students.

Form C

1. **Row 1**, enter the LEA's name.
2. **Row 2**, enter the date certain – the date the student enrollment and low-income data was collected for participating private schools. The last day of the February FTE count is recommended; however, any date is acceptable providing the student data can be documented and verified.
3. **Row 6 – Total Private School Allocation**, enter the Total Private School Allocation (**Column B, Row 9 – Equitable Proportion of Funds** tab) This is the amount of funding available for private school equitable services, based on the Total Private School Proportion and Total District Allocation.
4. **Row 7 – Private School Administration Cost Reservation**, enter the Private School Administrative Cost Reservation (**Column B, Row 11 – Equitable Proportion of Funds** tab) This reservation is used to identify costs associated with administering Title I, Part A services for participating private schools, as determined through consultation with private school officials. (Line items for private school administrative costs must show a reservation code of H-1 in the budget.)
5. **Row 8 – Total Remaining Allocation (auto-calc.)**, the amount shown here will auto-calculate, based on the Total Private School Allocation and Private School Administrative Cost Reservation.
6. **Column B – Nonpublic School Name** Enter the name of the non-public school attended by students eligible for Title I, Part A.
7. **Column C – Nonpublic School Number** Enter the four-digit school number. If you are unsure of the school number, please use the [Non Public Schools Directory](#) link here or contact the Office of Independent Education and Parental Choice at (850) 245-0502.
8. **Column D – Grade Span** Enter the grade span(s) served by the school (e.g., PreK-5, K-12).

9. **Column E – Number of Private School Students Residing in PSAA** Enter the number of private school students who reside in an eligible PSAA.
10. **Column F – Number of Private School Students Submitting Surveys** Enter the number of private school students who submitted an income survey.
11. **Column G – Number of Low – Income Students from Surveys Submitted** Enter the number of students from low-income families who submitted an income survey.
12. **Column H – Extrapolated Number of Low-Income Private School Children** Enter this number based on the **Number of Private School Students Residing in PSAA, Number of Private School Students Submitting Surveys, and Number of Low-Income Students from Surveys Submitted.**
13. **Column I – PPA for Private School Services** Enter the school's Per-Pupil Allocation (PPA) for equitable services, which includes instructional services, parent and family engagement activities, and, if applicable, professional development
14. **Column J – Dollars Generated** Enter this amount by multiplying the **Number of Children from Low-Income Families** by the **PPA for Private School Services.**
15. **Column K – Dollars Allocated (Pooling Form)** Enter the amount of funding allocated to the school based on the educational needs of its students.

For more information, please contact:

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