



2023-24

Elementary and Secondary

Education Act (ESEA)

Federal Programs Application

Companion Guide

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Introduction

Florida's 2023-24 Elementary and Secondary Education Act (ESEA) Federal Programs Application Companion Guide is designed to support local educational agencies (LEAs) in completing Florida's 2023-24 consolidated application.

This guide is essential to completing the application as it provides guidance and establishes expectations for application responses.

The guide contains the application toolkit overview which introduces the format and purpose of the various components contained within the Microsoft Office Excel platform. Following the description of the common application tabs, program-specific requirements and guidance are provided.

Florida's 2023-24 ESEA Federal Programs Consolidated Application, developed with internal and external stakeholder input, streamlines the process for LEAs to request and coordinate strategic uses of grant funds for the following seven federal grant programs:

- Title I, Part A: Improving the Basic Programs Operated by Local Educational Agencies (TIPA)
- Title I, Part C: Migrant Education Program (MEP)
- Title I, Part D, Subpart 2: Neglected & Delinquent Youth (N&D)
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: English Language Acquisition, Language Enhancement and Academic Achievement
- Title IV, Part A: Student Support and Academic Enrichment (SSAE)
- Title V, Part B, Subpart 2: Rural and Low-Income Schools (RLIS)

Title Page

Contact Information

This tab permits the LEA to insert the Unique Entity Identifier (UEI), identify authorized users, as well as provide information for other required contacts, as described below.

2023-24 ESEA Federal Program Companion Guide (A)

A link permits quick access to the 2023-24 ESEA Federal Program Companion Guide.

LEA name (B)

The LEA selects the LEA name from the dropdown menu. Using the dropdown menu selection will prefill the LEA name and preliminary allocation information to the DOE 100A tab and program tabs. **Please note that this step must be completed before continuing to the program application as allocations are auto-filled based on the LEA name.**

UEI (C)

The LEA enters their Unique Entity Identifier (UEI). The UEI is the official name of the “new, non-proprietary identifier” that replaced the D-U-N-S® number, according to the General Services Administration (GSA). The UEI may be requested in, and assigned by, the System for Award Management ([SAM.gov](https://sam.gov)).

Fiscal Contact Information (D)

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) and Contact Email.

Program Contact (E)

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. The Florida Department of Education (FDOE) 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.



Elementary and Secondary Education Act (ESEA) Federal Programs

Florida's 2023-24 ESEA Federal Programs Application	
A	Click here to access the 2023-24 ESEA Federal Program Companion Guide
B	<i>Please select the LEA from the dropdown menu.</i>
C	UEI Number
D	Fiscal Contact Information
	Fiscal Contact Name
	Title
	Phone Number
	Contact Email
E	Title I, Part A
	Program Contact Name
	Title
	Phone Number
	Contact Email

Assurances

In this section, the LEA will read the general and specific assurances of the selected programs before certifying on the DOE 100A tab that they will abide by all federal, state and local laws. Please see Appendix A for a full list of program assurances.

General Assurances

Assurance 1: The Local Educational Agency (LEA) has on file with the FDOE, Office of the Comptroller, 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 FDOE 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 all applicable supplement not supplant requirements under ESEA [Sections 1118(b), 1304(c)(2), 1415(b), 2301, 3115(g), 4110, 5232 of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015].

Assurance 3: The LEA assures that they will comply with the K-12 ESEA Common Federal Program Guidance.

Assurance 4: The LEA assures, as appropriate, that stakeholder collaboration across multiple programs will occur as outlined under ESEA.

Assurance 5: The LEA assures that a comprehensive needs assessment is conducted that takes into account information on the academic achievement of children in relation to the challenging state academic standards.

Assurance 6: The LEA assures that timely and meaningful consultation occurs between LEA and private school officials before any decision that affects the opportunities of eligible private school children, teachers and other educational personnel to participate in programs subject to equitable participation [Section 8501(a)(1)].

Assurance 7: The LEA assures they will periodically monitor and evaluate the effectiveness of the activities approved within the program application.

Assurance 8: The LEA assures compliance with all state laws and regulations, including the State Board of Education rules.

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:

Unique Entity Identifier (A): The LEA enters their [Unique Entity Identifier](#).

LEA Name (B): The LEA name will be prefilled for you.

Program Name (C): Type an "X" in the green box for each corresponding program that the LEA chooses to apply for within this application.

Project Number (D): The LEA is responsible for completing this cell with the Project Number for each specific program within the 2023-24 ESEA Federal Program Application.

TAPS Number (E): This will be prefilled for you.

2023-24 Preliminary allocation (F): This information will be prefilled based off the LEA name selected on the Title Page.

Requested Allocation (G): This information will auto-fill based off the amounts indicated within the programs budget sections.

Estimated Roll Forward (H): LEA will submit the amount of "roll forward" from 2022-23. This information will auto-fill based off the amounts indicated for roll forward within the programs budget sections.

Total Funds Requested (I): This cell will auto-calculate based off the amounts requested within the program's budget section.

Name (J): Complete with the name of the authorized agency head that will sign this document.

Signature of Agency Head, Title, Date (K): Electronic signatures are allowable.

Elementary and Secondary Education Act (ESEA) Federal Programs Florida 2023-24 ESEA Federal Program Applications						
Project Application (DOE 100A)						
A UEI Number		Enter UEI Number here				
B Please select the LEA from the dropdown menu.						
Program Name Type an "X" in the green box below for the program(s) in which the LEA is applying for funds. C	Project Number D	TAPS Number E	2023-24 Preliminary Allocation F	Requested Allocation G	Estimated Roll Forward H	Total Funds Requested (Sum of Allocation and Estimated Roll) I
<input type="checkbox"/> Title I, Part A		24A001	#N/A	\$0.00	\$0.00	\$0.00
<input type="checkbox"/> Title I, Part C		24A020	#N/A	\$0.00		\$0.00
<input type="checkbox"/> Title I, Part D, Subpart 2		24A009	#N/A	\$0.00		\$0.00
<input type="checkbox"/> Title II, Part A		24A011	#N/A	\$0.00	\$0.00	\$0.00
<input type="checkbox"/> Title III, Part A		24A014	#N/A	\$0.00	\$0.00	\$0.00
<input type="checkbox"/> Title IV, Part A		24A120	#N/A	\$0.00	\$0.00	\$0.00
<input type="checkbox"/> Title V, Part B, Subpart 2		24A007	#N/A	\$0.00		\$0.00
As the official who is authorized to legally bind the agency/organization, I 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.						
J						
Printed Name of Agency Head						
K						
Signature of Agency Head				Title	Date	

Application Toolkit Overview

Application Design

The 2023-24 ESEA Federal Programs Application modular design provides flexibility for working within the Microsoft Office Excel platform.

Format and Purpose:

Each program section provides the LEA preliminary allocation, Questions, Check Boxes, budget lines and auto-calculating budget totals. Several sections of this application are locked to ensure that formulas and formatting are not modified thus affecting the functionality of the application.

Statements

To minimize the narrative sections and to maximize the efforts of the LEAs and ESEA funds, FDOE has aligned the narrative statements 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 IV, Part A; and Title V, Part B, Subpart 2 have the option to select whether funds within the program will be used to address the specified Area of Focus. If the LEA is not requesting funds within a specific 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.*

Guidance for Navigating the Program Tab

Each program within the 2023-24 ESEA Federal Programs Application follows the same outline.

Federal Program Title			
LEA Name			
ESEA Federal Program Name			
Program Description			
		A Preliminary Allocation	#N/A
		B Requested Allocation Amount	\$0.00
		C Estimated Roll Forward	\$0.00
		D Total Funds Requested (Including Roll Forward) (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		
Area of Focus 4	Sample 4		

Allocation Section:

- **Preliminary Allocation (A):** The allocation amount prepopulates from the allocation tab after the LEA selects their name on the applications Title Page.
- **Requested Allocation Amount (B):** The allocation will auto-calculate based off the total amounts in each programs budget section without a roll-forward designation.
- **Estimated Roll Forward (C):** The allocation will auto-calculate based off total amounts of each item requested with a roll-forward (RF) designation.
- **Total Funds Requested (D):** The allocation will auto-calculate based off the total amounts in each programs budget section, includes funded items through roll-forward.
- Please note that the **Requested Allocation Amount (B)** must match the **Preliminary Allocation (A)** before submitting.

Area of Focus

Identified at the top of each programs tab are the Areas of Focus. Each Area of Focus is hyperlinked for ease to navigate quickly to the specific section.

Guidance for Program Budget Sections within the Program Tab

Budget Narrative Section

Within Title I, Part C; Title I, Part D, Subpart 2; Title II, Part A; Title III, Part A; Title IV, Part A; and 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.

To request funded activities, the LEA shall describe the activities that address the corresponding Area of Focus. The LEA shall describe the requested activities within each activities row. The LEA should provide as much detail to explain the request.

B. Describe the funded activities that will be implemented to address Area of Focus 1.	
Activity 1	
Activity 2	
Activity 3	

After providing the activity details in the budget narrative section, the LEA will list the detailed activities that will be implemented to address the Area of Focus. To complete this are, the LEA will:

- Select the corresponding **function and object (A)** using the dropdown menu. After selecting the Function and Object Code, the **activity description (D)** will auto-fill based on the FDOE [Red Book](#). Please note that if a desired code is not listed in the dropdown, select the most similar available code. You may input the description of your desired code in Section B above.
- Input the corresponding **activity number (C)** or numbers from the previous narrative section. When listing more than one activity number, the activity numbers should be separated by a comma.
- Indicate the **FTE (E)**, if applicable.
- Enter the **amount (F)** of the requested funds for the activities.
- Assign the funded **activity level (G)** using the dropdown menu; for example, indicate as an LEA-level or School-level activity, if applicable

List the detailed activities that will be implemented to address this Area of Focus.							
Function A	Object B	Area of Focus	Activity Number C	Activity Description D	FTE (If applicable) E	Amount F	Please use the dropdown to select LEA or School G
6100	110	AOF 1	1	Student Personnel Services-Administrator	1	\$75,000.00	
6100	120	AOF 1	1, 7, 8	Student Personnel Services-Classroom Teacher	1	\$50,000.00	
6100	220	AOF 1	1	Student Personnel Services-Federal Insurance Contributions Act (FICA)	1	\$45.00	

Guidance for Summary Budget

As the LEA enters items into the budget section within each Area of Focus, the requested amounts will automatically 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.

- School Total
- LEA Total
- Area of Focus Total
- Estimated Roll Forward Area of Focus Total
- Area of Focus Grand Total
- Percent of Allocation

Area of Focus	LEA Total	Private	Area of Focus Total	Estimated Roll Forward Total	Area of Focus Grand Total	Percent of Allocation
Area of Focus 1 Sample	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
Area of Focus 2 Sample	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
Area of Focus 3 Sample	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
Area of Focus 4 Sample	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
Grand Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!

Guidance for Program 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 program summary budget tab.

Title I, Part A Summary Budget DOE 101						
Please select the LEA from the dropdown		Project Number		TAPS Number		
Name of LEA		Project Number		TAPS Number		
Requested Allocation Amount						
Estimated Roll Forward						
Total Funds Requested (sum of allocation and estimated roll)						
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
		AOF 1				
		AOF 1				
		AOF 1				
		AOF 1				

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

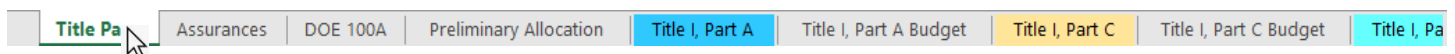
Name of LEA (A): This will auto-fill from the LEA name supplied on the title page.

Project Number (B): This will auto-fill from the information the LEA entered on the DOE 100A tab.

TAPS Number (C): This program-specific number will auto-fill from 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.



The program tabs are also hyperlinked on the Title Page. To quickly navigate to a specific program, click on the Title.

Title I, Part A	
Program Contact Name	
Title	
Phone Number	
Contact Email	
Title I, Part C	
Program Contact Name	
Title	
Phone Number	
Contact Email	
Title I, Part D, Subpart 2	

Guidance to Select Roll Forward Funding

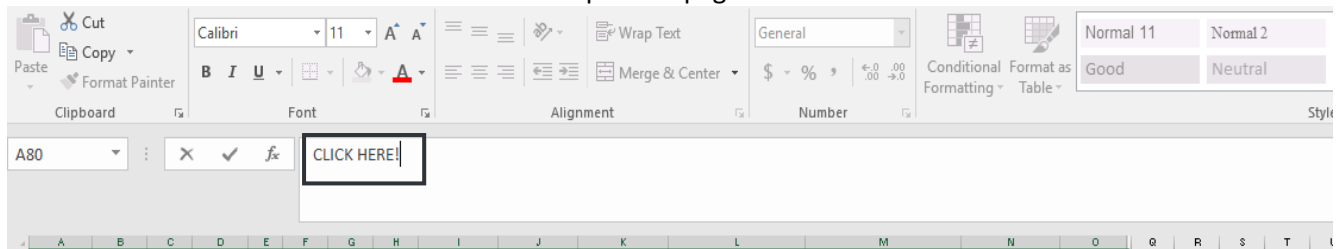
To select roll forward funds in Title I, Part A; Title II, Part A; Title III, Part A; and Title IV, Part A use the drop within each budget section to select “RF: AOF.”

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					
		ADF 1					
		ADF 1					
		ADF 1					

Guidance to Copy and Paste into the Textbox

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

- Select the desired cell.
- 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.”

Title I, Part A

Title I, Part A Program Requirements

The purpose of Title I, Part A is to provide all children significant opportunity to receive a fair, equitable and high-quality education and to close educational achievement gaps [ESEA section 1001]. At a minimum, program implementation objectives should include proficiency on challenging state academic achievement standards, as aligned with the state's accountability system, to 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 Areas of Focus, Set-Asides and Reservations

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 identifies the ten Title I, Part A Areas of Focus and associated set-asides and reservations included in the consolidated application. A reservation is a required set-aside of funds for a specific set of activities under Every Student Succeeds Act (ESSA).

Areas of Focus, Set-Asides and Reservations	Description
Area of Focus 1: Student Achievement	<ul style="list-style-type: none">For LEAs to identify their plan for using Title I, Part A funds to strengthen academic achievement, paying particular attention to students failing, or at risk of failing, to meet the state standards.
Area of Focus 2: Parent and Family Engagement Plan (required for LEAs with a Total Allocation of \$500,000 or greater)	<ul style="list-style-type: none">For LEAs with a Total Allocation under \$500,000, budget is not to exceed 2 percent of the total allocation.For LEAs with a Total Allocation of \$500,000 or greater, budget must reserve at least 1 percent of the total allocation and allocate a minimum of 90 percent of the 1 percent directly to schools. Florida Statutes allow for LEAs to reserve an additional 1 percent, in addition to the one percent the LEA must reserve under federal law for allocations to eligible schools for parent involvement, not to exceed 2 percent of the total allocation.<ul style="list-style-type: none">Parents must be involved in schools' decision on how to use these funds.LEA may retain remaining 10 percent of the amount set-aside to support district-level parental involvement activities.LEA Managed Activities can be used to reserve additional funds for district level parent and family engagement activities.
Area of Focus 3: Homeless Education (required)	<ul style="list-style-type: none">LEAs must set aside funds for services for homeless students attending both Title I and non-Title I school. LEAs have discretion to determine how much they need to reserve to meet this requirement, but the set-aside should be based on a needs assessment or on a count of homeless students in the district.

Areas of Focus, Set-Asides and Reservations	Description
Area of Focus 4: Neglected (required) and Delinquent (optional) Reservation	<ul style="list-style-type: none"> LEAs must reserve Title I, Part A funds to provide services to children in local institutions for neglected children and youth and, if appropriate, children in local institutions for delinquent children, as well as neglected and delinquent children in community day programs that are comparable to services provided to students attending Title I schools.
Area of Focus 5: Early Childhood (optional)	<ul style="list-style-type: none"> LEAs have the option to reserve funds to support school-based preschool activities. <ul style="list-style-type: none"> Direct intervention with students Transition to kindergarten support Professional learning for preschool teachers
Area of Focus 6: Private School (required for LEAs that have participating non-profit private schools)	<ul style="list-style-type: none"> 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.
Area of Focus 7: Transportation and Foster Care (optional)	<ul style="list-style-type: none"> LEAs may reserve not more than 5 percent of its Title I, Part A allocation for the provision of transportation for students who transfer out of schools for comprehensive support and improvement. This area also includes transportation for foster care children to their school of origin or choice programs as well as a description of foster care services.
Area of Focus 8: College and Career Readiness (optional)	<ul style="list-style-type: none"> LEAs have the option to reserve funds to support incoming and outgoing cohorts of students in transition from one school level to another, particularly to ensure students are college and career ready.
Area of Focus 9: Educational Services Funded at the LEA Level (optional)	<ul style="list-style-type: none"> LEAs have the option to reserve funds to provide LEA-wide educational services. The amount reserved for these services must not exceed one percent of the LEA's total allocation.
Area of Focus 10: Financial Rewards and Incentives (optional)	<ul style="list-style-type: none"> LEAs have the option to reserve funds to provide financial incentives and rewards to teachers for the purpose of attracting and retaining qualified and effective teachers. The amount reserved must not exceed 5 percent of the total allocation.
Area of Focus 11: Administrative Costs (optional)	<ul style="list-style-type: none"> LEAs have the option to reserve funds to provide administrative costs, which include indirect costs. The amount reserved must not exceed 10 percent of the total allocation.

Title I, Part A Areas of Focus and Narrative Statements

Area of Focus 1 - Student Achievement

Use this section to capture the LEA's plan for using Title I, Part A funds to strengthen academic achievement, paying particular attention to students failing, or at risk of failing, to meet the state standards. At a minimum, be sure to address the subjects assessed through the state's accountability system. Keep in mind, all activities included in your application must be designed to improve or strengthen academic achievement.

- A. Describe how the LEA will develop and implement a well-rounded Title I, Part A program of instruction to meet the academic needs of all students.

Response Guidance

The response should include a description of how the LEA and schools prioritize the types of services and supports that will be provided with Title I, Part A funds, inclusive of instructional, resiliency and other services to address the opportunities for improvement identified through the comprehensive needs assessment. Include how the LEA will ensure that schools, as applicable, 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.

- B. Describe how the LEA will identify students who may be at risk for academic failure (may use early warning systems in schoolwide improvement plans to identify at-risk students).

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.

- C. Describe how the LEA will provide additional educational assistance to individual students the LEA or school determine need help in meeting Florida's challenging academic standards.

Response Guidance

The response should include a description of how the supplemental 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. Include the strengths and needs of the following subgroups of students, as appropriate:

- Low-income students
- Lowest achieving students
- English Language Learners (ELLs)
- Students 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

- D. Describe how the LEA will identify and implement instruction and other strategies intended to strengthen and improve school conditions for student learning.

Response Guidance

The response should include a description of how the LEA will meet the linguistic, resiliency, and academic needs of students served in schoolwide and/or targeted assistance programs and neglected/delinquent institutions, including specific supports for both residential and day treatment centers, if applicable.

- E. Describe the LEA's strategy for implementing 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 1111(c)(2).

Response Guidance

The response should include a description of discipline practices that foster safe, supportive, and productive learning environments while ensuring academic engagement and success for all students. Include any LEA-level effective alternatives to exclusionary discipline, such as the addition of resiliency learning to curricula; implementation of positive behavior intervention and support frameworks; building and sustaining of community partnerships; use of intervention teams to help struggling students and their families; and professional learning for school staff to better equip them to address problem behaviors while keeping students engaged in instruction to the greatest extent possible.

- F. Describe the funded activities that will be implemented to address Area of Focus 1.

Response Guidance

Descriptions of funded activities must address prioritized needs, program objectives and intended outcomes. There should be a clear connection between the identified needs and funded activities.

Area of Focus 2 - Parent and Family Engagement

Use this section to capture the LEA's plan for using the Title I, Part A parent and family engagement reservation to better engage parents and families in their children's education, and to describe its evaluation of the prior year's plan. LEAs with a total allocation over \$500,000 must reserve at least one percent of the total allocation for this purpose and must allocate a minimum of 90 percent of the one percent directly to schools. For all LEAs, the overall amount reserved for parent and family engagement must not exceed two percent of the total allocation.

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

Response Guidance

The response should include the LEA's points of strength and opportunities for improvement and the process the LEA uses to review school-level parent and family engagement policies to ensure stakeholder involvement and notification, cross-program coordination, compliance, evaluation and effectiveness in building capacity.

Parent and family engagement funds must be used to carry out activities and strategies:

- Supporting schools and nonprofit organizations in providing professional learning 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 subgrants 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 LEA determines are appropriate and consistent with the LEA's parent and family engagement policy.

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

Response Guidance

Descriptions of funded activities must address prioritized needs, program objectives and intended outcomes. There should be a clear connection between the identified needs and funded activities.

Area of Focus 3 - Homeless Education

Use this section to capture the LEA's plan for using the Title I, Part A homeless education reservation, also referred to as the set-aside, to support the enrollment, attendance, and success of homeless children and youth. Remember, the purpose of the homeless reservation is to reduce or remove the unique barriers to academic success faced by such students.

A. Provide a description of how the LEA will address the education of homeless children and youth.

Response Guidance

The response should include activities to be implemented to address the opportunities for improvement identified through the needs assessment, how the effectiveness of the supports will be evaluated and consider the following questions:

- How will the LEA support all homeless students even if they do not attend a Title I school? Note: All homeless students must receive services comparable to those received by children attending Title I schools. They may receive comparable services in shelters and other locations where they may live.
- The set-aside reserved funds may be used to provide a wide variety of services to homeless students. In addition to providing services to assist them in meeting the state's academic standards, Title I, Part A funds may be used to provide services to all homeless children and youth, including those in Title I schools, that may not ordinarily be provided to other Title I students. A Title I schoolwide plan should identify the unique educational needs of its homeless students and specify how the schoolwide program will meet those needs. Will any additional supplementary activities be implemented?
- Title I, Part A funds may be used to pay for the homeless liaison position and the excess cost of transportation to and from the school of origin, as determined under the McKinney-Vento Act. Were these supports identified in the needs assessment?
- Did the LEA's Title I, Part A staff collaborate with its McKinney-Vento program staff or other public or private funding source partners prior to the decision of how to use the homeless set-aside?

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

Response Guidance

Descriptions of funded activities must address prioritized needs, program objectives and intended outcomes. There should be a clear connection between the identified needs and funded activities.

The following are some examples of allowable use of funds:

- Items of clothing, particularly if necessary, to meet a school's dress or uniform requirement
- Clothing and shoes necessary to participate in physical education classes
- Student fees that are necessary to participate in the general education program
- Personal school supplies
- Copies of birth certificates
- Immunizations
- Medical and dental services
- Eyeglasses and hearing aids
- Counseling services to address anxiety related to homelessness that is impeding learning
- Outreach services to students living in shelters, motels and other temporary residences
- Extended learning time (before and after school, Saturday classes, summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions
- Tutoring services, especially in shelters or other locations where homeless students live
- Parental involvement specifically oriented to parents of homeless students
- Fees for advanced studies testing

- Fees for college entrance exams such as the SAT or ACT
- GED® testing for school-age students

Two principles govern the use of Title I, Part A funds to provide such services to homeless students:

- First, the services must be reasonable and necessary to assist homeless students to take advantage of educational opportunities.
- Second, Title I, Part A funds must be used only as a last resort when funds or services are not available from other public or private sources, such as the USDA's National School Lunch Program and Breakfast Program, public health clinics, or local discretionary funds (sometimes provided by the Parent-Teacher Association) used to provide similar services for economically disadvantaged students generally.

Area of Focus 4 - Neglected and Delinquent Reservation

Use this section to capture the LEA's plan for using the Title I, Part A neglected and delinquent education reservation to provide services comparable to those provided to children participating in Title I, Part A programs.

Neglected Reservation

The purpose of Title I, Part A, neglected set aside or reservation is to support public or private residential facilities, other than foster homes, that are operated for the care of children who have been committed to the institution or voluntarily placed in the institution under applicable State law due to the abandonment, neglect or death of their parents.

ESEA does not prescribe a specific amount of Title I, Part A funds LEAs must reserve; however, ESEA requires the amount be sufficient to provide services to students in neglected institutions. Three possible options:

- District-wide, per pupil amount. This may be an option for LEAs with a small number of students.
- Percentage of their total Title I, Part A allocation. This may be an option for LEAs with a large number of students.
- Determine reasonable and necessary amount to provide comparable Title I services.

For LEAs with a neglected institution, the LEA must reserve funds as necessary to:

- Provide comparable Title I services to the students who do not attend a Title I school.
- Provide comparable supplementary academic and support services (over and above Title I, Part A basic services) to students who attend a Title I school.

Delinquent Reservation

LEAs may set-aside funds for delinquent institutions, such as the Department of Juvenile Justice (DJJ) program. The LEA has the option to set aside additional funds to provide Title I, Part A services, which are separate from Part D services. Transition, delinquency and dropout prevention services must be budgeted under Title I, Part D.

- 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.

Response Guidance

The response should include the name of the non-Title I neglected institution/school (educational services provided at the facility) or non-school institution where children and youth attend a non-Title I school within the LEA) and the services to be provided with the required set-aside funds.

- 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).

Response Guidance

The response should include the name of the Title I neglected institution/school (educational services provided at the facility) or non-school institution where children and youth attend a Title I school within the LEA and the services to be provided with the required set-aside funds.

- 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.

Response Guidance

The response should include the name of the school(s) serving delinquent children and youth in DJJ schools and county jails with the optional set-aside funds.

- D. Describe the funded activities that will be implemented to address Area of Focus 4.

Response Guidance

Descriptions of funded activities must address prioritized needs, program objectives and intended outcomes. There should be a clear connection between the identified needs and funded activities.

Allowable Use of Funds

The Title I, Part A Neglected Reservation may be used to provide a variety of services to students in neglected institutions. In addition to providing academic services, such as reading interventions to assist students in neglected institutions to meet the state's challenging academic standards, the reservation may be used to provide services that may not ordinarily be provided to other Title I students or are provided to students attending schools that do not receive Title I, Part A funds. For example, an LEA may use the reservation to provide, where appropriate, services including, but not limited to:

- Carrying out high-quality education programs supporting youth in meeting the state academic standards. This can include but is not limited to tutoring programs, credit recovery or high school graduation supports, or other evidence-based interventions.
- Providing activities that facilitate the transition of such children and youth if they are moving between facilities or schools (e.g., increasing family engagement in transition by paying for transportation so parents can participate in transition team meetings or prerelease programming, paying for a transition specialist that works with youth in developing a plan and connects the student with available services.)
- Coordinating health and social services so these students have the supports necessary for meeting the state academic standards. Examples include planning time and coordination time for meetings between service providers, professional learning for educators to coordinate solutions that are working for students, providing space and time after school for the students and their families to have access to services they might not have easy access to during the school day.
- Special programming to meet the student's academic needs, including vocational and technical education, career counseling, curriculum-based entrepreneurship education and assistance in securing of student loans or grants for postsecondary education.
- Providing mentoring and peer mediation.
- Transporting students placed in neglected institutions to and from their school of origin.
- Offering professional learning opportunities for school district staff in order to support the identified needs of youth in neglected facilities.
- Paying LEA staff to coordinate and collaborate with the local child welfare agency and neglected institution to develop systems to transfer data in order for transitions to be as least disruptive as possible on the youth's education.

Area of Focus 5 - Early Childhood

Use this section to capture the LEA's plan for using Title I, Part A funds to implement strategies that support transition from an early childhood program to elementary school, or to provide early childhood education programs.

- A. Describe how the LEA will coordinate Title I preschool programs with other early learning educational services in the LEA.

Response Guidance

The response should include how a school that operates a schoolwide program will use the funds to establish or enhance the early learning programs for children who are under 6 years of age [ESEA section 1114(c)]. Include how the LEA will coordinate services to assist preschool children in the transition from early childhood education programs such as Head Start, the School Readiness Program, the literacy program under Title II, Part B, Subpart 2, or State-run preschool programs to elementary school programs.

- B. Describe how the LEA will ensure on-going progress monitoring measures will align with Florida Early Learning and Developmental Standards.

Response Guidance

The response should include the names of the progress monitoring tools used for the alignment.

- C. Describe how the LEA will ensure on-going progress monitoring measures will be administered multiple times throughout the program.

Response Guidance

The response should include how the ongoing monitoring measures are to be communicated with parents/caregivers.

- D. Describe how the LEA will ensure ongoing progress monitoring measures will provide data to inform instructional focus and strategies for use by the classroom teacher.

Response Guidance

The response should include how the LEA will support the classroom teacher with instructional strategies to interpret and apply data. What next steps the LEA would take and how change would be implemented should be considered in the response, for example, if kindergarten readiness data does not indicate student growth.

- E. Describe how the LEA will assist parents in effectively transitioning their preschool children to kindergarten.

Response Guidance

The response should include strategies the LEA employs to ensure transitional activities. Transition supports include, but are not limited to, the following:

- Developing a specific orientation program to provide students and families with an opportunity to learn about the school program, meet school staff, and tour the school.
- Conducting home visits during the summer before school starts to build relationships with students and families.
- Partnering with local early learning programs and community centers to provide information and resources to assist families with transitioning students.

- F. In the Title I blended preschool chart, enter information regarding other early childhood programs that are blended TIPA early childhood programs.

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

Response Guidance

Descriptions of funded activities must address prioritized needs, program objectives and intended outcomes. There should be a clear connection between the identified needs and funded activities.

Area of Focus 6 - Private School

Use this section to record the LEA's Non-Public School Eligibility Survey (NPSES) equitable services formula information and to describe the plan for using Title I, Part A funds to provide equitable services to eligible non-profit private school students, their parents, and, if applicable, their teachers. If the LEA has no participating private schools, check the box at the beginning of this section and move on to the next Area of Focus.

Equitable Services Formula

Area of Focus 6: Private Schools			
<input type="checkbox"/> If checked, the LEA does not have any eligible participating private schools.			
Preliminary Allocation			
\$8,097,548.00			
Number of Public CLIF		Number of Private CLIF	
Total CLIF			
0			
Total Public School Proportion		Total Private School Proportion	
#DIV/0!		#DIV/0!	
Total Public School Allocation		Total Private School Allocation	
#DIV/0!		#DIV/0!	
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.

Response Guidance

The response should provide an overview of the activities in which the LEA and private school officials engage and the timeframes in which the activities occur.

Sample Timeline for Equitable Services

September-November	The LEA contacts all private schools eligible for equitable services.
December-January	The LEA conducts an initial meeting with private school officials about equitable services and begins consultation process. This meeting includes setting up a consultation calendar for the year.
February-April	The LEA conducts ongoing consultation meetings with private school officials to determine needs and develop the program (e.g., method used to determine eligible students, services to be provided, complaint process).
May-July	The LEA conducts ongoing consultation meetings to discuss training and program evaluation results, and to project the number of students participating in the program.
August-September	The LEA ensures services begin in private schools at the same time services begin in public schools. This includes services related to instruction, parent and family engagement, and, when applicable, professional learning.
October-November	The LEA begins progress monitoring of private school services.

- 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.

Response Guidance

The response should include a description of the services to be implemented to address the needs of private school students, their parents and, if applicable, their teachers. Use the following questions as a guide when composing your response:

- What is the service?
 - Please note that simply purchasing items (e.g., supplies, equipment) is *not* considered an activity. Rather, such purchases support implementation of an activity.
 - How frequently will the activity occur (e.g., three days per week, monthly)?
 - What is the duration of the service (e.g., during the summer, from fall to spring)?
 - Who will participate or receive the service?
 - Where will it be held or provided?
 - If it is a professional learning activity, describe the type. Is it a workshop, conference, or course? What skills or knowledge is it designed to improve or increase?
- 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.

Response Guidance

The response should include how implementation and effectiveness of the services will be evaluated and consider the following questions:

- What tangible evidence or documentation will the LEA collect and review to determine services are being implemented on time and in the manner intended?
 - When, how often, and by whom (position titles only) will the evidence be collected and reviewed?
 - What next steps will be taken if the evidence does not show fidelity of implementation?
 - What data will the LEA collect and review to determine services are meeting the identified need and achieving the desired outcomes? That is, how will progress toward the established objectives be monitored throughout the year?
 - When, how often, and by whom (position titles only) will the data be collected and reviewed? Keep in mind that evaluation should occur at *multiple* points throughout the year.
 - What next steps will be taken if the evidence does not show desired progress is being made?
- 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.

Response Guidance

If the LEA is not providing any services through a third-party contractor, move to Area of Focus 6 E to list any funded activities.

If the LEA will provide services to private school students through a third party contractor, the LEA will check the option box and complete item D. As applicable, third part contractor response information should include

- What services will be provided by the third-party contractor? For example:
 - Instructional services provided to students
 - Parent and family engagement activities
 - Professional learning activities
- What services will be funded with roll forward?

- What method(s) will be used to evaluate the implementation and effectiveness of the activity? When, how often, and by whom will data be collected and reviewed?

E. Describe the funded activities that will be implemented to address Area of Focus 6.

Response Guidance

Descriptions of funded activities must address prioritized needs, program objectives and intended outcomes. There should be a clear connection between the identified needs and funded activities.

Area of Focus 7 – Transportation and Foster Care

Use this section to capture the LEA's plan for using Title I, Part A funds for the provision of transportation for students who transfer out of schools for comprehensive support and improvement. This area also includes transportation for foster care children to and from their school of origin or choice programs as well as a description of foster care services. The LEA may not reserve more than 5 percent of its Title I, Part A allocation.

A. Describe the activities that will be implemented to ensure that transportation will be provided for students who transfer out of schools for comprehensive support and improvement and 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.

Response Guidance

The response should include consideration of the following questions:

- How was the overall reservation amount calculated for this Area of Focus?
- How is transportation provided for these children?
 - Keep in mind, an LEA must ensure transportation is provided for children in foster care even if the LEA does not provide transportation for children who are not in foster care.
- How does the LEA make "best interest" determinations? What factors are considered?
 - Remember, transportation cost should not be considered when making a best interest determination.
- How does the LEA ensure the child remains in the school of origin while a best interest determination is made?
- What funding sources are used to pay for additional transportation costs incurred to maintain children in their schools of origin?

B. 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.

Response Guidance

The response should include consideration of the following questions:

- How does the LEA ensure the enrolling school contacts the student's prior school for relevant records?
- How are policies and practices reviewed and revised to remove any barrier to immediate enrollment and records transfer for children in foster care?
- How does the LEA ensure children in foster care are regularly attending and fully participating in school and their educational needs are being met?

C. 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).

Response Guidance

The response should include consideration of the following questions:

- Which stakeholders were involved in the development of the written procedures?

- What process was used to develop the procedures?
- How does the LEA ensure the procedures are implemented with fidelity?
- What is the process for reviewing and revising the procedures as needed?

D. Describe the funded activities that will be implemented to address Area of Focus 7.

Response Guidance

Descriptions of funded activities must address prioritized needs, program objectives and intended outcomes. There should be a clear connection between the identified needs and funded activities.

Area of Focus 8 - College and Career Readiness

Use this section to capture the LEA's plan for using Title I, Part A funds to support incoming and outgoing cohorts of students in transition from one school level to another, particularly to ensure students are college and career ready.

Transition can mean from early childhood programs to elementary school, elementary to middle school, middle to high school, or high school to postsecondary education or career. Depending on the school(s), transition can also mean from special education to general education setting or from restrictive to nonrestrictive setting.

A. 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.

Response Guidance

The response should include how the LEA, if determined appropriate, will coordinate and integrate academic and career and technical education content through coordinated instructional strategies that may incorporate experimental learning opportunities and promote skill attainment important to in-demand occupations or industries in the State.

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.

Response Guidance

The response should include a description of opportunities that allow students not only to apply academic and technical skills, but also to develop employability skills.

C. Describe the funded activities that will be implemented to address Area of Focus 8.

Response Guidance

Descriptions of funded activities must address prioritized needs, program objectives and intended outcomes. There should be a clear connection between the identified needs and funded activities.

Area of Focus 9 – Educational Services Funded at the LEA Level

Use this section to capture the LEA's plan for using Title I funds to provide LEA-wide educational services. Activities included in this section must be those funded at the LEA level, meaning those to be funded out of the LEA's cost center budget, rather than out of the school allocations. Keep in mind, the amount reserved for these services must not exceed one percent of the LEA's total allocation.

A. Describe the LEA's strategy for using Title I funds to provide LEA-wide educational services. Include the LEA's points of strength and opportunities for improvement, as well as the data source(s) used.

Response Guidance

The response should include a description of how the LEA will evaluate the implementation and effectiveness of the services.

- B. Describe the activities that will be implemented to address Area of Focus 9, if applicable, that will be funded at the LEA level, meaning those funded out of the LEA's cost center budget, rather than out of the school allocations.

Response Guidance

Use the following questions as a guide when composing your response:

- What is the service or benefit?
- Please note that simply purchasing items (e.g., supplies, equipment) is *not* considered an activity. Rather, such purchases support implementation of an activity.
- Similarly, funding LEA staff positions is *not* considered an activity. Any positions funded must clearly support the implementation of an activity designed to meet student academic needs.
- Has it been implemented previously in the LEA? If so, was it implemented well? Was it effective? Will implementation be improved upon for the coming year?
- Who will participate or receive the service or benefit? Will it be implemented LEA-wide or in select Title I schools?
- Where will it be held or provided?
- If it is a professional learning activity, describe the type. Is it a workshop, conference or course? What skills or knowledge is the professional learning designed to improve or increase?

Area of Focus 10 – Financial Rewards and Incentives

Use this section to capture the LEA's plan to provide financial incentives and rewards to teachers for the purpose of attracting and retaining qualified and effective teachers.

- A. Describe the LEA's strategy for providing financial incentives and rewards to teachers who serve in Title I schools for the purpose of attracting and retaining qualified and effective teachers.

Response Guidance

The LEA should describe in detail the activities that will be funded through Title I, as are necessary under Title II, which may include financial rewards and incentives geared toward professional learning, recruitment and retention, and prioritizing teachers for high need students.

Area of Focus 11 - Administrative Costs (not to exceed 10% of the total allocation)

Describe the funded activities that will be implemented to address Area of Focus 10.

Response Guidance

Descriptions of the activities may include both administrative costs and indirect costs. These activities are not to exceed 10 percent of the total allocation.

- Administrative costs: These optional activities are generally the costs of running the project. An example might be paying an LEA office staff member to oversee the project. LEAs should consult the Uniform Grant Guidance (UGG) for allowable costs.
- Indirect costs: The LEA negotiated indirect rate applies to optional supplemental activity cost incurred for a common or joint purpose benefiting more than one cost objective and not readily assignable to the cost objectives specifically benefited without effort disproportionate to the results achieved.

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

A summary of all requested budget items prefills on the Title I, Part A summary budget tab. The LEA may use the "sort and filter" option to filter by Function, Object, Area of Focus, Activity Number, Activity Description, FTE (if applicable) and Amount. Line items are prefilled from the corresponding program tab. Entries cannot be edited on this Summary Budget Tab.

The summary budget tab shall serve as the Budget Narrative Form (DOE 101) for each program.

Title I, Part C

Title I, Part C Program Requirements

The Title I, Part C Migrant Education Program (MEP) provides funds for supplemental educational programs and support services for migratory children and their families. Migrant students face unique challenges because of the frequent moves they experience. 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 and facilitates the timely transfer of migrant students' academic records between school districts and between states.

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	
Estimated amount of MEP funds to be spent for services to migrant students in private schools= A2 x C1	#DIV/0!

Response Guidance

If applicable, LEAs should include descriptions of expenditures for private school equitable services in the activity description sections of each area of focus.

Title I, Part C Areas of Focus and Narrative Statements

Area of Focus 1 - K-12 Instructional Services

Use this section to capture how the LEA will address selected Measurable Program Outcomes (MPOs), address any other identified migrant student needs in the area of K-12 Academic Services and monitor K-12 migrant student learning gains throughout the project year.

- A. Describe the LEA's plan for addressing migrant students' needs in the area of K-12 Academic Services. The plan should include descriptions of how the LEA will address selected Measurable Program Outcomes (MPOs) from the 2022 Migrant Education Program Service Delivery Plan (SDP).

Response Guidance

- Describe the specific strategies and interventions the LEA will use to address each MPO listed below. If applicable, the descriptions may include services that will be provided to migrant students through collaboration with other federal and non-federal programs.
 - Reading MPO:** By the end of project year 2023-24, the percent of migrant students in Grades 3-8 receiving at least 12 hours of fully or partially MEP-funded academic instruction in ELA who achieve grade-level performance on the state assessment in English language arts (ELA) will increase by four (4) percentage points over the 2020-21 baseline.
 - Mathematics MPO:** By the end of project year 2023-24, the percent of migrant students in Grades 3-8 receiving at least 12 hours of fully or partially MEP-funded academic instruction in Mathematics who achieve grade-level performance on the state assessment in Mathematics will increase by four (4) percentage points over the 2020-21 baseline.
 - Graduation MPO 1:** By end of project year 2023-24, the percent of migrant students in grade 12 who a) received fully or partially MEP-funded academic or support services while in high school and b) graduate from high school with a standard diploma will increase by five (5) percentage points over the 2020-21 baseline.

- **Graduation MPO 2:** By end of project year 2023-24, the percent of migrant students in grades 9-12 who: a) are identified via district early warning systems as at risk of failing or dropping out, b) receive migrant education program services, and c) stay in school will increase by two (2) percentage points over the 2020-21 baseline.
- **Graduation MPO 3:** By the end of project year 2023-24, the percent of migrant students in grades 9-12 served by the migrant education program who successfully complete at least one accelerated course or certification will increase by five (5) percentage points over the 2020-21 baseline.

Example response: Reading MPO

The LEA MEP 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 LEA'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.

- Describe any other identified migrant student needs in the area of K-12 Academic Services, such as closing achievement gaps in end-of-course exams. Additionally, describe the specific strategies and interventions the LEA will use to address the needs. If applicable, the description may include academic services that will be provided to migrant students through collaboration with other federal and non-federal programs.
- Describe how the LEA will monitor K-12 migrant student learning gains throughout the project year. For example, the LEA may indicate that it will use report card grades, mid-year exams, or pre- and post-tests to gauge student learning.

B. If applicable, describe the funded activities to address Area of Focus 1.

Response Guidance

Input one activity per cell. An activity may consist of several components. If needed, one activity may have multiple line items.

Area of Focus 2 - Early Childhood Education

Use this section to capture how the LEA will address the Early Childhood Measurable Program Outcome (MPO), address any other identified needs of Pre-Kindergarten (Pre-K) migrant students and how the LEA will monitor Pre-K learning gains.

A. *Describe the LEA's plan for addressing migratory children's needs in the area of Early Childhood Education. The plan should include descriptions of how the LEA will address the selected Measurable Program Outcome (MPO) from the 2022 Migrant Education Program Service Delivery Plan (SDP).*

Response Guidance

- Describe the specific strategies and interventions the LEA will use to address the MPO listed below to achieve the intended goal of increased school readiness. If applicable, the description may include services that will be provided to Pre-K migrant students through collaboration with other federal and non-federal programs.
 - **Early Childhood MPO:** By the end of project year 2023-24, the percent of migrant Pre-K children who a) are served by the migrant education program; b) complete the Florida statewide school readiness assessment; and c) are determined to be ready for school will increase by three (3) percentage points over the 2020-21 baseline.

Example Response: Early Childhood MPO: 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-home family literacy training will be provided to PFS preschool children and their families 2 times per week, for one hour each session.

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.

- Describe how the LEA will address any other identified migrant student needs in the area of Early Childhood Education, such as access to wrap-around services or transportation.
- Describe how the LEA will monitor Pre-K student learning gains throughout the project year.

B. If applicable, describe the funded activities to address Area of Focus 2.

Response Guidance

Input one activity per cell. An activity may consist of several components. If needed, one activity may have multiple line items.

Area of Focus 3 - Identification and Recruitment and Services for Out of School Youth

Use this section to capture the LEA's plan for identifying and enrolling migratory children and providing services to Out-of-School Youth (OSY).

A. Describe the LEA's plan for identifying migratory children in its service area and recruiting them to enroll in the LEA's Migrant Education Program, including identifying and serving out-of-school youth (OSY). Include descriptions of how the LEA will address the following Measurable Program Outcome (MPO) from the 2021 Migrant Education Program Service Delivery Plan.

Response Guidance

- Describe how the LEA will carry out the intensive recruitment of potentially eligible migrant students. Include the LEA's quality control process for ensuring that all children are eligible according to Federal requirements.

Example Response: LEA 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 Migrant Student Information Exchange (MSIX) move notices. LEA recruiters will attend training regarding student eligibility, recruitment strategies and re-interview processes through statewide Identification and Recruitment (ID&R) training. Additionally, the LEA ID&R team will meet weekly to review recruitment trends and ensure documentation of Certificates of Eligibility have been properly reviewed and submitted.

In this example, the LEA 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.

- Describe the specific strategies and interventions the LEA will use to address the following MPO to achieve the intended goal of increased school reengagement rates for OSY:

- **OSY MPO:** By the end of project year 2023-24, the percent of migrant students who: a) drop out of school in grades 9-12; b) receive MEP advocacy or academic services; and c) return to school or participate in a high school equivalency program within one (1) year will increase by eight (8) percentage points over the 2020-21 baseline.

As soon as the youth are located, identified as eligible migrant OSY, and enrolled into the local migrant education program, the LEA should conduct a needs assessment on the OSY. Such data may be gathered from OSY interviews and surveys. Based on that data, the LEA should prioritize its available resources and galvanize resources available from other local programs to provide MEP advocacy and academic services.

Example Response: The LEA 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. The LEA migrant intervention specialist will work with each OSY to develop a plan for enrolling in an educational program, based on individual needs.

- B. If applicable, describe the funded activities to address Area of Focus 3.

Response Guidance

Input one activity per cell. An activity may consist of several components. If needed, one activity may have multiple line items.

Area of Focus 4 - Parent and Family Engagement and Support Services

Use this section to capture the LEA's plan for Parent and Family Engagement and support services in the Migrant Education Program.

- A. Describe how the LEA will address Parent and Family Engagement in the Migrant Education Program and how the LEA will address the support and service needs of migratory children and their families.

Response Guidance

- Describe how the LEA will establish and maintain an active Migrant Parent Advisory Council (MPAC). Include a plan for recruiting migrant parents to the local MPAC; how the MPAC will be structured; the planned number of meetings; and potential meeting topics. Also describe how the LEA will meet identified needs of migrant families in the areas of family literacy, academic support in the home and knowledge of their children's academic requirements.

Example Response: The LEA will conduct at least three (3) Migrant Parent Advisory Council meetings during the project performance period. During these meetings, the LEA 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 LEA 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.

- Describe the LEA's plan for addressing identified support service needs of migratory children and their families, either directly or by collaborating and coordinating with other federally-funded programs. The LEA may also include plans to collaborate with non-federally funded programs to provide support services.

Example Response: The LEA 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. Based on the data from our LEA needs assessment, our LEA social services liaison will provide transportation to health visits for identified migrant families and assist with translation during the school enrollment process.

- B. If applicable, describe the funded activities to address Area of Focus 4.

Response Guidance

Input one activity per cell. An activity may consists of several components. If needed, one activity may have multiple line items.

Area of Focus 5 - Administrative Costs

Use this section to describe the LEA's plan for administering the MEP grant. Include descriptions of administrative staff positions and associated expenditures such as supplies or travel. List the detailed activities that will be implemented to address this Area of Focus.

- A. Describe the LEA's plan for administering the MEP grant. Include descriptions of administrative staff positions and associated expenditures such as supplies or travel.

Response Guidance

Input one activity per cell. An activity may consists of several components. If needed, one activity may have multiple line items.

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

A summary of all requested budget items prefills on the Title I, Part C summary budget tab. The LEA may use the "sort and filter" option to filter by Function, Object, Area of Focus, Activity Number, Activity Description, FTE (if applicable) and Amount. Line items are prefilled from the corresponding program tab. Entries cannot be edited on this Summary Budget Tab.

The summary budget tab shall serve as the Budget Narrative Form (DOE 101) for each program.

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 support the operation of LEA programs that involve collaboration with locally operated correctional facilities to carry out high quality education programs to prepare children and youth for secondary school completion, training, employment or further education; provide activities to facilitate the transition of children and youth from the correctional program to further education or employment; and operate programs in local schools, including schools operated or funded by the Bureau of Indian Education, for children and youth returning from correctional facilities and programs which may serve at-risk children and youth.

The LEA may use Title I, Part D, Subpart 2 funds to:

- Implement effective, research-based methods and instructional strategies likely to accelerate student achievement.
- Provide opportunities for students to meet challenging state content standards and student academic achievement standards.
- 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 unless requesting funds to support transition, delinquency and dropout prevention services.

Title I, Part D Areas of Focus and Narrative Statements

Population to be Served and Its Needs

- A. Provide a description of the delinquent schools assisted with Part D funds. Include the following in the description of each school: 1) characteristics of the students (e.g., learning difficulties, substance abuse problems, other special needs) and 2) if the Title I, Part D funds supported the program or school in the last cycle. If the listed schools do not include all delinquent residential facilities, why not?
- B. Provide a description of institutions and non-school institutions for neglected students assisted with Part D funds. Include a description of the transition, delinquency and dropout prevention services in which Part D funds support and if Title I, Part D funds supported the institution in the last cycle.
- C. Provide a description of the at-risk programs assisted with Part D funds. Include the following in the description of each program: 1) characteristics of the students (e.g., teenage parent, credit deficient); 2) if the program was supported with Part D funds in the last grant cycle; and 3) the criteria to determine student eligibility to be served under this program.
- D. 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.
- E. Describe how the LEA will use the results of the most recent evaluation to plan and improve the activities and services supported by Part D funds.

Response Guidance

The criteria to determine student eligibility under this program must include the dropout prevention program in which the eligible students were reported in the Survey 5 Dropout Prevention Reporting Format.

The LEA should provide a description of all neglected and delinquent facilities assisted with Title I, Part D funds and how the LEA used the results of the most recent evaluation to plan and improve activities and services supported by Title I, Part D funds.

A basic requirement of Title I, Part D programs is to use evaluation data to plan and improve subsequent programming for participating students. Recent evaluations should include the demographics of students, the number of students who obtained a standard high school diploma or GED®, earned high school course credits, enrolled in a GED® preparation program, accepted and/or enrolled into postsecondary education and obtained employment while in the facility or 90 days after exit. Data collection should also include academic achievement/performance in reading and mathematics.

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

The LEA should provide a narrative response to include a brief summary of school-level procedures for communicating an individualized education program for a student. For Department of Juvenile Justice schools, the individualized education program should also include a progress-monitoring plan. If the procedures are not the same for each school funded with Title I, Part D funds, include how the procedures are different per school.

Example Response: The records 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 Individual Educational Plan (IEP). The school counselor will share the IEP and other records, such as progress monitoring and supporting documents, with the ESE liaison. The IEP team determines the most appropriate educational program for the student, including appropriate course enrollment, intervention and services. The education team will ensure notification to the education staff and facility staff of the student's IEP, 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

The LEA should provide a narrative response to include a brief summary of school-level procedures.

Example Response: During the community re-entry team meeting at the DJJ residential program, the education representative will provide the post-release LEA's transition representative with the student's academic status (e.g., credits earned while in the program, credits needed toward graduation, assessment results and graduation pathway option). The LEA's transition representative will discuss the alternative school placement options with the student and parent or guardian if the student is not able to attend a traditional public school, due to charges or other varying reasons. For example, pregnant or teen parents may be referred and receive additional support from the teen parenting program. The education representative will follow up with the LEA transition representative to solidify the next school placement or will notify the student of any other required meetings the student will need to attend upon return to the LEA.

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

Response Guidance

The LEA should provide a narrative response which may include, but not be limited to, the following: enrollment in courses toward a standard diploma or its equivalent, courses taught by qualified teachers, progress

monitoring implementation, access to technology, current curricula, access to ESE and ELL services, and virtual instruction.

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 LEA-approved student progression plan. Qualified teachers implementing Florida standards will teach the courses. The school will implement progress monitoring.

- D. If applicable, describe the funded activities to address Area of Focus 1.

Response Guidance

Input one activity per cell. An activity may consist of several components. If needed, one activity may have multiple line items.

Area of Focus 2 - Transition, Dropout Prevention and Support Services

For each student that encounters the juvenile justice system, the LEA will provide transition, dropout prevention and support services to prevent the student from further delinquent activity. A focus of this grant is transition.

- A. Describe how the LEA facilitates 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 of dropping out of school. Include a description of how the coordination of existing educational programs will continue to meet the unique educational needs of those students.

Response Guidance

The LEA should provide a narrative response to include a brief summary of LEA procedures.

Example Response: The LEA's transition representative and 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 such as credit recovery, remedial support, ESE services, tutoring and mental health counseling.

- B. Describe the participating school's process to facilitate the successful transition of students exiting the facility, coordinate next school placement, and continued support services with the post-release LEA.

Response Guidance

The LEA should provide a narrative response to include a brief summary of school-level procedures.

Example Response: During the community re-entry team meeting at the DJJ residential program, the education representative will provide the post-release LEA's transition representative with the student's academic status (e.g., credits earned while in the program, credits needed towards graduation, assessment results and graduation pathway option). The LEA's transition representative will discuss the next school placement options with the student and parent or guardian. The education representative will follow up with the LEA transition representative to solidify the next school placement or will notify the student of any other required meetings the student will need to attend upon return to the LEA.

- C. 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 will enroll at the Alligator Technical College.

- D. 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

The LEA should provide a narrative response to include parent and family communication and engagement activities.

Example Response: Parents are encouraged to be involved in the educational achievement of their child through various activities such as informational brochures (e.g., education expectations while the student is in a program; graduation requirements; career and technical education opportunities; progress monitoring plan and reporting of progress), newsletters, flyers, virtual informational opportunities and e-mail blasts. The educational team will ensure flexible hours for parent participation, such as after-school or evening meetings.

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

Response Guidance

The LEA should provide a narrative response to include a brief summary of school-level procedures. The LEA should also include how they, as the post-release LEA, will coordinate with juvenile probation officers (JPOs) for students on probation.

Example Response: During the community re-entry meeting and exit transition meeting, the education representative will ensure the JPO has the contact information of the post-release LEA transition representative to coordinate next school placement and continued or additional services. For students returning to the LEA, the transition team will determine communication and coordination of services for students on probation, including notification to the principal of the student's school placement.

- F. If applicable, describe the funded activities to address Area of Focus 2.

Response Guidance

Input one activity per cell. An activity may consist of several components. If needed, one activity may have multiple line items.

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 that generates the allocation amount. After assessing the needs of the programs and students served, the LEA should collaborate with other federal programs to provide additional supplemental funding to support Title I, Part D programs. For example:

- Title II, Part A – Teacher Recruitment and Support. Use funds to pay for teacher certification preparation materials.
- Title V, Part B, Subpart 2 – Rural Low Income School Program. Use funds to pay for tutoring.
- Title IV, Part A – Human Trafficking, School Safety and Technology Support. Use funds to update technology.

- Title I, Part A Set-Aside – Neglected Residential Programs. Use funds to pay for transition personnel.
- Carl Perkins Program – Career and Technical education programs. Use funds to provide CTE instructors.
- 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 DJJ refers students to Project Bridge and Project Connect, the LEA collaborates with their transition specialists to determine continued educational, vocational and mentoring services. The day treatment program coordinates with school-wide substance abuse prevention efforts, including presentations and instruction by JPOs, School Resource Officers and other Student Services staff. The program utilizes licensed staff and community agencies such as the Department of Health, and community mental health and substance abuse agencies. The prevention program addresses human trafficking, mental health and substance abuse topics.

C. If applicable, describe the funded activities to address Area of Focus 3.

Response Guidance

Input one activity per cell. An activity may consists of several components. If needed, one activity may have multiple line items.

Area of Focus 4 - Administrative Costs

A. Describe the funded activities to address Area of Focus 4.

Response Guidance

Input one activity per cell. An activity may consists of several components. If needed, one activity may have multiple line items.

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

A summary of all requested budget items prefills on the Title I, Part A summary budget tab. The LEA may use the “sort and filter” option to filter by Function, Object, Area of Focus, Activity Number, Activity Description, FTE (if applicable) and Amount. Line items are prefilled from the corresponding program tab. Entries cannot be edited on this Summary Budget Tab.

The summary budget tab shall serve as the Budget Narrative Form (DOE 101) for each program.

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 student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals and other school leaders.

Title II, Part A Equitable Services Formula

Title II, Part A Equitable Services Formula	
Number of Students (ages 5-17)	
A1. LEA Total (Including Roll Forward) 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!

Response Guidance

If applicable, LEAs should include descriptions of expenditures for private school equitable services in the activity description sections of each area of focus. *Please note the LEA may deduct administrative costs from the total LEA Base preliminary allocation prior to calculating the per pupil rate.*

Title II, Part A Areas of Focus and Narrative Statements

Area of Focus 1 - Professional learning

- A. Provide a description of how the LEA will address professional learning and how these activities align to Florida's challenging academic standards.

Response Guidance

The narrative response shall provide a holistic overview of the LEA's goals and include how the LEA selected the activities. Specific information for each activity such as the cost, dates and number of participants will be input in Section B.

- B. If applicable, describe the funded activities to address Area of Focus 1.

Response Guidance

Input one activity per cell. An activity may consists of several components. If needed, one activity may have multiple line items in the budget section.

- What is the focus or topic of the professional learning?
- Who is receiving (for example, teachers or coaches) and facilitating the professional learning and what is the estimated number of participants and facilitators?
- If requesting a contracted service to provide professional learning, please include the proposed scope of work and/or contract as supplemental documentation with this application. All contracted services must comply with K-12 ESEA Common Federal Program Guidance. *If an extenuating circumstance requires a contracted service in excess of \$3,000 per full day, submit a Contracted Services Extenuating Circumstance Request form for review.*

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 response shall reflect why the LEA selected specific activities and how these activities build capacity and develop meaningful leadership for teachers, principals and other school leaders.

- B. If applicable, describe the funded activities to address Area of Focus 2.

Response Guidance

Input one activity per cell. An activity may consists of several components. If needed, one activity may have multiple line items in the budget section.

- Provide a description of the activity including cost, number of participants and facilitators, if applicable.
- How are the activities supplemental to the support provided with state and local funds and/or efforts?
- The LEA shall follow the K-12 Common Federal Guidance and submit a non-state Value-Added Model (VAM) growth model, if applicable.

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

- A. Provide a description of how the LEA 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/or have the highest percentage of children counted under Title I [Section 1124(c)].

Response Guidance

If the LEA does not serve any schools implementing comprehensive or targeted support and improvement activities, please focus the response on the LEA's plans to provide low-income and minority student's greater access to effective teachers, principals and other school leaders.

- B. If applicable, describe the funded activities to address Area of Focus 3.

Response Guidance

Input one activity per cell. An activity may consists of several components. If needed, one activity may have multiple line items in the budget section.

- How are the activities supplemental to the support provided with state and local funds and/or efforts?
- The LEA shall follow the K-12 Common Federal Guidance and submit a non-state VAM growth model, if applicable.

Area of Focus 4 - Administrative Costs

- A. Describe the funded activities to address Area of Focus 4.

Response Guidance

Input one activity per cell. An activity may consists of several components. If needed, one activity may have multiple line items in the budget section.

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

A summary of all requested budget items prefills on the Title II, Part A summary budget tab. The LEA may use the "sort and filter" option to filter by Function, Object, Area of Focus, Activity Number, Activity Description, FTE (if applicable) and Amount. Line items are prefilled from the corresponding program tab. Entries cannot be edited on this Summary Budget Tab.

The summary budget tab shall serve as the Budget Narrative Form (DOE 101) for each program.

Title III, Part A

Title III, Part A Program Requirements

The purpose of Title III, Part A is to improve the education of English Language Learner (ELL) children and youth by helping them learn English and meet challenging state academic content and student academic achievement standards.

Title III, Part A Areas of Focus and Narrative Statements

Title III, Part A Equitable Services Formula

Title III, Part A Equitable Services Formula	
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 reserves for equitable services for private schools with ELL students = A2 x C1	#DIV/0!

Before completing the Title III portion of the application, please note the following:

- LEAs must generate, based on ELL student count, \$10,000 or more in funds to be eligible for Title III, Part A funding to the individual LEA.
- Per ESEA Section 3201, LEAs receiving less than \$10,000, based on ELL student count, may choose to form a consortium. If more information is needed about forming a consortium, please contact the Title III, Part A program office.
- Areas of Focus 1-3 must be funded.
- The amount generated in the equitable services formula for private schools must be reflected in the budget using the private schools dropdown.

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 Language Learner (ELL) student population.

Response Guidance

Base your response on your current ACCESS for ELL and academic assessment data. After determining your needs and goals for ELLs, describe how your activities increase language proficiency and academic achievement.

- B. Describe the funded activities to address Area of Focus 1.

Response Guidance

Input one activity per cell. An activity may consist of several components. If needed, one activity may have multiple line items.

If personnel activities are funded, please include:

- Job responsibilities and description of the Title III funded position
- Number of funded staff per position and FTE
- LEA employee benefits
- Stipends for tutoring or extended school day activities (no FTE needed)

If non-staff activities are funded, please include:

- Name of supplemental software or instructional materials, price per license/unit, and quantity
- Description of supplemental supplies for classrooms
- Supplemental bilingual dictionaries and consumables, price per unit, and quantity

Area of Focus 2 - Supplemental Professional Learning

- A. Describe how the LEA will use Title III, Part A funds to supplement English Language Proficiency and academic content activities within the ELL student population. Include the data sources used to determine the need for

the funded activities.

Response Guidance

Applications shall include a description of professional learning opportunities that align to the needs assessment. Teacher training must be supplemental and focus specifically on the needs of the ELLs in their classrooms.

- B. Describe the funded activities to address Area of Focus 2.

Response Guidance

Input one activity per cell. An activity may consist of several components. If needed, one activity may have multiple line items. Consider the following:

- The focus or topic of the professional learning, who is receiving (e.g., teachers or coaches) and facilitating the professional learning, and the estimated number of participants and facilitators.
- Stipends or substitute allocations.
- Travel expenditures (e.g., conference registration fees, lodging, transportation).
- If requesting a contracted service to provide the professional learning, provide the proposed scope of work and/or contract as supplemental documentation with this application. It must comply with K-12 ESEA Common Federal Program Guidance. *If an extenuating circumstance requires a contracted service in excess of \$3,000 per full day, submit a Contracted Services Extenuating Circumstance Request form.*

Area of Focus 3 - Parental and Community Participation

- A. Describe how the LEA will address parental and community participation within the ELL 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 academic achievement, so our third area of focus, increasing parental and community participation in the educational experience of ELLs can directly affect their success.

- B. Describe the funded activities to address Area of Focus 3.

Response Guidance

Input one activity per cell. An activity may consist of several components. If needed, one activity may have multiple line items. Consider the following:

- The focus of the parental engagement activity.
- LEA and school personnel allocation, description of position(s) and FTE.
- Stipends or substitute allocations for LEA staff to attend activities.
- Description of materials and supplies related to family engagement activities.

Area of Focus 4 - Administrative Costs

- A. If applicable, describe the funded activities to address Area of Focus 4. LEAs may claim 2% of administrative costs to manage the Title III program using the appropriate function and object codes.

Response Guidance

Input one activity per cell. An activity may consist of several components. If needed, one activity may have multiple line items. There is a 2% cap on administrative fees for managing the Title III program.

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

A summary of all requested budget items prefills on the Title III, Part A summary budget tab. The LEA may use the “sort and filter” option to filter by Function, Object, Area of Focus, Activity Number, Activity Description, FTE (if applicable) and Amount. Line items are prefilled from the corresponding program tab. Entries cannot be edited on this Summary Budget Tab. The summary budget tab shall serve as the Budget Narrative Form (DOE 101) for each program.

Title IV, Part A

Title IV, Part A Program Requirements

The purpose of Title IV, Part A is to improve students' academic achievement by increasing LEA 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.

Before completing the Title IV, Part A portion of the application, please note the following:

Forming a Consortium

Per ESEA Section 4105(3), LEAs may form a consortium with other surrounding local educational agencies and combine the funds each such agency in the consortium receives to jointly carry out activities.

Required Use of Funds

LEAs whose allocation is \$30,000 or more, must:

- Use at least 20% of funds to support well-rounded educational opportunities.
- Use at least 20% of funds to support safe and healthy students and school conditions for student learning.
- Use funds to support the effective use of technology.

LEAs whose allocation is less than \$30,000 are not required to meet the area of focus allocation minimums outlined above.

Effective Use of Technology Special Rule

LEAs must use at least 85 percent of the educational technology funds to support the effective use of educational technology. LEAs or consortiums of LEAs may not spend more than 15 percent of funding in the technology area of focus on devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases.

Requesting Activities through Multiple Areas of Focus

The LEA needs to determine what percentage of the activity belongs in each Area of Focus. Once determined, describe the activity in the narrative section of an Area of Focus. In the other Area of Focus, the LEA may note the activity number and state the activity is within another Area of Focus. List the costs associated with the activity under each area of focus with the appropriate percentage. For an equally blended activity, list 50% of costs in each Area of Focus.

Narrative 1 – Stakeholder Consultation

Describe how the LEA will engage with stakeholders during the design and development of the district application. Include the types and number of stakeholders that will be engaged and the method of engagement.

Response Guidance

Evaluation method During the design and development of its application, an LEA or consortium of LEAs must engage in consultation with stakeholders in the area served by the LEA. (ESEA section 4106(c)(1)).

Stakeholders must include, but are not limited to, the following:

- Parents • Teachers • Principals • Students • School leaders • Charter school teachers, principals, and other school leaders, when applicable • Specialized instructional support personnel • Indian tribes or tribal organizations, when applicable • Local government representatives • Others with relevant and demonstrated expertise • Community-based organizations

An LEA or consortium of LEAs must continue to consult with the stakeholders identified above to improve the activities it conducts and coordinate implementation with other related activities conducted in the community.

Describe the engagement of stakeholders during the design and development of the application. Include the types and number of stakeholders engaged and the method of engagement. Describe the plan for the frequency and method of continuous stakeholder engagement during the project period. Note that all stakeholders listed above must be included during consultation.

Title IV, Part A Areas of Focus and Narrative Statements

Title IV, Part A Equitable Services Formula

Title IV, Part A Equitable Services Formula	
Number of Students (ages 5-17)	
A1. LEA Total (Including Roll Forward) 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	
B2. Administrative Costs (AOF 4 total [direct costs not exceeding 2% + indirect costs – roll forward funds])	
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 schools = A2 x C1	#DIV/0!

Response Guidance

LEA total enrollment is the number of students ages 5-17 enrolled in public schools. Participating private schools' total enrollment is the number of students ages 5-17 enrolled in all participating private schools. If a private school declines to participate in this program, the number of students enrolled at that school should not be included.

The LEA must use the same time period for the measurement of total enrollment for both public and private students. That is, if the LEA elects to use Survey 3 data to capture LEA total enrollment, the LEA must request total enrollment from participating private schools for the same time period. If the LEA has no participating private schools, enter "0" in the participating private school's total enrollment section.

Area of Focus 1 - Well-Rounded Educational Opportunities

- A. Describe the program objectives and intended outcomes for activities under this Area of Focus, if applicable.

Response Guidance

LEAs receiving over \$30,000 must allocate 20% of funds to this area of focus. The amount allocated under equitable services cannot fulfill this requirement.

Well-rounded educational opportunities are programs and activities that provide an enriched curriculum and unique educational experiences to students. This may include an expansion of successful programs and activities to schools such as an afterschool club or tutoring opportunity for students, equipment that would enhance classroom instruction such as microscopes in science or 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 LEA activities are:

- Science, Technology and Math supplies
- Professional learning
- Supplemental materials for core subjects
- College readiness including tutoring and tuition waivers
- Career and technical education creation and expansion
- Music education and equipment such as instruments and sheet music
- Enhanced foreign language curriculum and activities

- B. Describe how the LEA will periodically evaluate the effectiveness of the activities carried out under this Area of Focus based on objectives and outcomes, if applicable.

Response Guidance

Evaluation methodology should be included and discussed in the initial planning and development of programs and activities. This section should include the LEAs plan to evaluate the effectiveness of each activity. That is, how will the LEA know and measure if the implemented program is successful?

Evaluation methods may include, but are not limited, to:

- Classroom measures such as pre/posttests and grades
- Software and equipment usage reports
- Student and teacher data comparisons such as attendance or disciplinary referrals
- Competition scores or rankings
- Other quantitative or qualitative measures

The LEA may share the evaluation plan for a group of similar activities. For example, the LEA may describe how they will evaluate “enhancing the performing arts programs,” which may include drama, band and dance. A separate evaluation for each activity within a combined program is not required.

- C. If applicable, describe the funded activities to address Area of Focus 1.

Response Guidance

Input one activity per cell. An activity may consists of several components. If needed, one activity may have multiple line items.

Area of Focus 2 - Safe and Healthy Conditions

- A. Describe the program objectives and intended outcomes for activities under this Area of Focus, if applicable

Response Guidance

LEAs receiving over \$30,000 must allocate 20% of funds to this area of focus. The amount allocated under equitable services cannot fulfill this requirement.

Safe and healthy learning conditions are programs and activities that foster safe, healthy, supportive, and drug-free school environments. Activities in this area focus **must** promote the involvement of parents in the activity or program and involve coordination with other schools and community-based services and programs.

Examples of previous LEA activities are:

- Resiliency programs and resources
 - Professional learning
 - Additional personnel (graduation coaches, resiliency specialist, paraprofessionals, behavior interventionist)
 - Physical education enhancement with additional supplies and new activities
 - Parental and community involvement
- B. Describe how the LEA will periodically evaluate the effectiveness of the activities carried out under this Area of Focus based on objectives and outcomes, if applicable.

Response Guidance

Evaluation methodology should be included and discussed in the initial planning and development of programs and activities. This section should include the LEAs plan to evaluate the effectiveness of each activity. That is, how will the LEA know and measure if the implemented program is successful?

Evaluation methods may include, but are not limited, to:

- Classroom measures such as pre/posttests and grades
- Software and equipment usage reports
- Student and teacher data comparisons such as attendance or disciplinary referrals

- Competition scores or rankings
- Other quantitative or qualitative measures

The LEA may share the evaluation plan for a group of similar activities. For example, the LEA may describe how they will evaluate a “dropout prevention program,” which may include after school tutoring, counseling and fee waivers. A separate evaluation for each activity within a combined program is not required.

- C. If applicable, describe the funded activities to address Area of Focus 2.

Response Guidance

Input one activity per cell. An activity may consist of several components. If needed, one activity may have multiple line items.

Area of Focus 3 - Effective Use of Technology

- A. Describe the program objectives and intended outcomes for activities under this Area of Focus, if applicable.

Response Guidance

LEAs receiving over \$30,000 must allocate funds to this area of focus. The amount allocated under equitable services cannot fulfill this requirement. The LEA may allocate no more than 15% allocated in this area for hardware, software and digital content.

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 or adding technology coaches at schools.

Examples of previous LEA activities are:

- Professional learning
- LEA technology coaches, administrators and instructors
- Fees for computer repairs for students in need
- Online resources
- Software that is not specific to a content-area
- Science, Technology and Math equipment
- The purchase of equipment including computers, 3D printers, tablets, hotspots

- B. Describe how the LEA will periodically evaluate the effectiveness of the activities carried out under this Area of Focus based on objectives and outcomes, if applicable.

Response Guidance

Evaluation methodology should be included and discussed in the initial planning and development of programs and activities. This section should include the LEAs plan to evaluate the effectiveness of each activity. That is, how will the LEA know and measure if the implemented program is successful?

Evaluation methods may include, but are not limited, to:

- Surveys
- Classroom measures such as pre/posttests and grades
- Software and equipment usage reports
- Student and teacher data comparisons such as attendance or disciplinary referrals
- Competition scores or rankings
- Other quantitative or qualitative measures

The LEA may share the evaluation plan for a group of similar activities. For example, the LEA may describe how they will evaluate “the creation of an advanced mathematics course,” which may include software, a platform and curriculum writers. A separate evaluation for each activity within a combined program is not required.

- C. If applicable, describe the funded activities to address Area of Focus 3.

Response Guidance

Input one activity per cell. An activity may consist of several components. If needed, one activity may have multiple line items.

Area of Focus 4 - Administrative Costs

- A. Describe the funded activities to address Area of Focus 4. Direct administrative costs are not to exceed 2 percent of the 2023-24 total allocation. Indirect administrative costs may not exceed the restricted rate defined by the FDOE Comptroller's Office. LEAs may claim both direct administrative cost and restricted indirect costs.

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.

- LEAs may use up to 2% of their allocated amount for administrative costs.
- LEAs should also list indirect costs in this section of the application.
- 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.

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

A summary of all requested budget items prefills on the Title IV, Part A summary budget tab. The LEA may use the "sort and filter" option to filter by Function, Object, Area of Focus, Activity Number, Activity Description, FTE (if applicable) and Amount. Line items are prefilled from the corresponding program tab. Entries cannot be edited on this Summary Budget Tab.

The summary budget tab shall serve as the Budget Narrative Form (DOE 101) for each program.

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 assist rural school LEAs in using Federal resources more effectively to improve the quality of instruction and student academic achievement. 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 [Section 5222(a)]. Title V, Part B, Subpart 2 funds may be used for parental involvement activities. By accepting the funds awarded under the REAP, 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 the lowest-performing schools receiving Title I, Part A funds.
- Activities to support professional learning for teachers and leaders, including programs that train teachers to utilize technology to improve teaching and to train teachers of students with special needs as described in Title II.
- Activities to support language instruction for English Language Learners (ELL) and Immigrant Students as described in Title III, Part A.
- Activities to support well-rounded educational opportunities, safe and healthy students, and the effective use of technology as described in Title IV, Part A.
- Parental involvement activities.

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

Area of Focus 1 - Title I, Part A

- A. Describe how these funds supplement Title I, Part A activities, if applicable.

Response Guidance

Describe the program objectives and intended outcomes for activities under this Area of Focus. Description may include:

- Describe the program activity.
- State the expected student benefit.
- Explain the measurable outcomes used to monitor implementation and evaluate the program activity.

Examples of allowable activities:

- Instructional coaches to provide high-quality, school-based professional learning.
- 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).

- B. If applicable, describe the funded activities to address Area of Focus 1.

Response Guidance

Input one activity per cell. An activity may consist of several components. If needed, one activity may have multiple line items.

Area of Focus 2 - Title II, Part A

- A. Describe how these funds supplement Title II, Part A activities, if applicable.

Response Guidance

Describe the program objectives and intended outcomes for activities under this Area of Focus. The description may include:

- Describe the program activity.
- State the expected student benefit.
- Explain the measurable outcomes used to monitor implementation and evaluate the program activity.

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 learning 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.

B. If applicable, describe the funded activities to address Area of Focus 2.

Response Guidance

Input one activity per cell. An activity may consist of several components. If needed, one activity may have multiple line items.

Area of Focus 3 - Title III, Part A

A. Describe how these funds supplement Title III, Part A activities, if applicable.

Response Guidance

Describe the program objectives and intended outcomes for activities under this Area of Focus. The description may include:

- Describe the program activity.
- State the expected student benefit.
- Explain the measurable outcomes used to monitor implementation and evaluate the program activity.

Examples of allowable activities:

- Providing and implementing effective activities and strategies that enhance or supplement language instruction and educational programs for English Language Learners (ELLs).
- Increasing the English language proficiency of ELLs.

B. If applicable, describe the funded activities to address Area of Focus 3.

Response Guidance

Input one activity per cell. An activity may consist of several components. If needed, one activity may have multiple line items.

Area of Focus 4 - Title IV, Part A

A. Describe how these funds supplement Title IV, Part A activities, if applicable.

Response Guidance

Describe the program objectives and intended outcomes for activities under this Area of Focus. The description may include:

- Describe the program activity.
- State the expected student benefit.
- Explain the measurable outcomes used to monitor implementation and evaluate the program activity.

Examples of allowable activities:

- Supporting college and career counseling.
- Strengthening instruction in core subject areas.
- Improving instruction and student engagement in science, technology and mathematics, including computer science, and increasing access to these subjects for underrepresented groups.

B. If applicable, describe the detailed activities that to address this Area of Focus.

Response Guidance

Input one activity per cell. An activity may consists of several components. If needed, one activity may have multiple line items.

Area of Focus 5- Parental Involvement

A. Describe how these funds address parental involvement.

Response Guidance

Describe the program objectives and intended outcomes for activities under this Area of Focus. The description may include:

- Describe the program activity.
- State the expected student benefit.
- Explain the measurable outcomes used to monitor implementation and evaluate the program activity.

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.

B. If applicable, describe the detailed activities that to address this Area of Focus.

Response Guidance

Input one activity per cell. An activity may consists of several components. If needed, one activity may have multiple line items.

Area of Focus 6 - Administrative Costs

A. List the detailed activities to address this Area of Focus.

Response Guidance

Input one activity per cell. An activity may consists of several components. If needed, one activity may have multiple line items.

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

A summary of all requested budget items prefills on the Title V, Part B summary budget tab. The LEA may use the "sort and filter" option to filter by Function, Object, Area of Focus, Activity Number, Activity Description, FTE (if applicable) and Amount. Line items are prefilled from the corresponding program tab. Entries cannot be edited on this Summary Budget Tab.

The summary budget tab shall serve as the Budget Narrative Form (DOE 101) for each program.

Application Submission Process and Awards

Program applications should be received in the Office of Grants Management ShareFile system for each individual program within the timeframe specified by the RFA. Complete applications must be submitted within individual program specific ShareFile folders. The requirements listed in table below should be met for applications to be considered for review and all required forms have signatures by an authorized entity. The Department will accept electronic signatures from the agency head in accordance with section 668.50(2)(h), Florida Statutes.

NOTE: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.

An “electronic signature” means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by the person with the intent to sign the record.

The Department will accept as an electronic signature a scanned or PDF copy of a hardcopy signature.

The Department will also accept a typed signature, if the document is uploaded by the individual signing the document.

Program Name	Conditions for Acceptance
1. Title I, Part A	<p>The complete application submission must include:</p> <p>The following 6 tabs within the 2023-24 Consolidated Application:</p> <ul style="list-style-type: none"> Title Page tab Assurances tab DOE 100A tab (DOE 100A/Project Application Form) Preliminary Allocation tab Program tab Budget tab (DOE 101/ Budget Narrative Form) The Public School Eligibility Survey (PSES)/Non-Public School Eligibility Survey (NPES) Excel document <p>Other supporting documentation</p>
2. Title I, Part C 3. Title I, Part D, Subpart 2 4. Title II, Part A 5. Title III, Part A 6. Title IV, Part A 7. Title V, Part B, Subpart 2	<p>The complete application submission must include the following:</p> <p>The following 6 tabs within the 2023-24 Consolidated Application:</p> <ul style="list-style-type: none"> Title Page tab Assurances tab DOE 100A tab (DOE 100A/Project Application Form) Preliminary Allocation tab Program tab Budget tab (DOE 101/ Budget Narrative Form) <p>Other supporting documentation</p>

Program Contact Information

Program	Program Contact	Grants Management Contact
1. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies Improving (TIPA)	Matthew Wiley Director, TIPA 850-245-9614 Matthew.Wiley@fldoe.org	Kinisha Murphy Operations & Management Consultant 850-245-0731 Kinisha.Murphy@fldoe.org
2. Title I, Part C: Migrant Education Program (MEP)	Henry Miller Director, FMEP 850-245-5033 Henry.Miller@fldoe.org	Kinisha Murphy Operations & Management Consultant 850-245-0731 Kinisha.Murphy@fldoe.org
3. Title I, Part D, Subpart 2: Neglected & Delinquent Youth (N&D)	Carla Greene Senior Program Director, Bureau of School Improvement 850-245-0983 Carla.Greene@fldoe.org	Kinisha Murphy Operations & Management Consultant 850-245-0731 Kinisha.Murphy@fldoe.org
4. Title II, Part A: Supporting Effective Instruction	Matthew Caldwell Director, Title II 850-245-0919 Matthew.Caldwell@fldoe.org	Mark Curtis Grants Specialist III 850-245-0714 Mark.Curtis@fldoe.org
5. Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement	Dr. Arlene Costello Bureau Chief, Title III 850-245-0628 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)	Dr. Cassandra Brown Director, Title IV, Part A 850-245-9947 Cassandra.Brown@fldoe.org	Mark Curtis Grants Specialist III 850-245-0714 Mark.Curtis@fldoe.org
7. Title V, Part B, Subpart 2: Rural and Low-Income Schools (RLIS)	Felecia Brown Program Specialist, Title V, Part B 850-245-0903 Felecia.Brown@fldoe.org	Kinisha Murphy Operations & Management Consultant 850-245-0903 Kinisha.Murphy@fldoe.org

Appendix A: Assurances

General Assurances

Assurance 1: The Local Educational Agency (LEA) has on file with the FDOE Office of the Comptroller 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 FDOE 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 all applicable supplement not supplant requirements under ESEA. [Sections 1118(b), 1304(c)(2), 1415(b), 2301, 3115(g), 4110, 5232 of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015]

Assurance 3: The LEA assures that they will comply with the K-12 ESEA Common Federal Program Guidance.

Assurance 4: The LEA assures, as appropriate, that stakeholder collaboration across multiple programs will occur as outlined under ESEA.

Assurance 5: The LEA assures that a comprehensive needs assessment is conducted that takes into account information on the academic achievement of children in relation to the challenging state academic standards.

Assurance 6: The LEA assures that timely and meaningful consultation occurs between LEA and private school officials before any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs subject to equitable participation. [Section 8501(a)(1)]

Assurance 7: The LEA assures they will periodically monitor and evaluate the effectiveness of the activities approved within the program application.

Assurance 8: The LEA assures compliance with all state laws and regulations, including the State Board of Education rules.

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

Assurance 1: Migratory Children: The LEA assures that migratory and formerly migratory children who are eligible to receive services under Title I are selected to receive such services on the same basis as other children who are selected to receive services under the Title I program. [Section 1112(c)(1)]

Assurance 2: Private Schools: The LEA assures that it will provide services to eligible children attending private elementary schools and secondary schools per section 1117, and timely and meaningful consultation with private school officials regarding such services unless there are no eligible private schools identified. [Section 1112(c)(2)]

Assurance 3: NAEP: The LEA assures that it 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)). [Section 1112(c)(3)]

Assurance 4: Cross Coordination: The LEA assures that it 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, Native Hawaiian children, and homeless children and youths, to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. [Section 1112(c)(4)]

Assurance 5: Child Welfare Agency Point of Contact: The LEA assures that it 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. [Section 1112(c)(5)(A)]

Assurance 6: Certification: The LEA assures that all teachers and paraprofessionals working in a program supported with funds under Title I meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification [Section 1112(c)(6)]

Assurance 7: Early Childhood Education: The LEA assures that in the case the LEA 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)). [Section 1112(c)(7)]

Assurance 8: Parents Right-To-Know: The LEA assures parents are notified appropriately according to the “Parents’ Right-To-Know” provision. [Section 1112(e)(1)(A-B)]

Assurance 9: Collaboration: The LEA assures that its plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), administrators (including administrators of programs described in other parts of this Title), other appropriate school personnel, and with parents of children in schools served under Title I. [Section 1112(a)(1)(A)]

Assurance 10: Coordination of Programs: As appropriate, the LEA assures the plan is coordinated with other programs under ESEA, 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. [Section 1112(a)(1)(B)]

Assurance 11: 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. [Section 1112(c)(5)(B)]

Assurance 12: 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 Title I consistent with section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. [Section 1116(a)(1)]

Assurance 13: School Parent and Family Engagement Policy: The LEA assures that the following requirements outlined in section 1116(b)(1)-(4) are met: (1) 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). 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; (2) If the school has a parent and family engagement policy that applies to all parents and family members, a such school may amend that policy, if necessary, to meet the requirements of this subsection; (3) 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 (4) 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. [Section 1116(b)]

Assurance 14: Policy Involvement: The LEA assures that each school served under this part shall meet the following requirements outlined in section 1116(c)(1)-(5): (1) 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; (2) 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; (3) 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 schoolwide 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; (4) 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 (5) if the schoolwide 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. [Section 1116(c)]

Assurance 15: Shared Responsibilities for Student Achievement: The LEA assures that the following 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 how the school and parents will build and develop a partnership to help children achieve 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. [Section 1116(d)]

Assurance 16: Building Capacity for Involvement: To assure the 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 funded under Title I will meet the provisional requirements as outlined in section 1116(e)(1)-(5) and (14). [Section 1116(e)]

Assurance 17: Accessibility: In carrying out the parent and family engagement requirements under Title I, 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 in a language such parents understand. [Section 1116(f)]

Assurance 18: 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. [Section 1116(g)]

Assurance 19: Private School Consultation: The LEA assures that after timely and meaningful consultation with appropriate private school officials, it 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 according to section 1116. [Section 1117(a)(1)(A) and (B)]

Assurance 20: Private School and LEA Agreement: The LEA assures that after conducting the timely and meaningful consultation with appropriate private school officials, it will submit a copy of the agreement between the LEA and the private school to the FDOE ombudsman in the Office of Grants Management. [Section 1117(b)(1)]

Assurance 21: Affirmation of Agreement: The LEA assures that it will submit to the FDOE 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 for eligible private school children. If such officials do not provide such affirmation within a reasonable time, the LEA shall forward the documentation that such consultation has, or attempts at such consultation has taken place to the state educational agency. [Section 1117(b)(5)]

Assurance 22: Supplement, Not Supplant Methodology: The LEA assures that it will be in compliance stipulated in paragraph (1) concerning supplement and not supplant requirements. To address this compliance, the LEA assures that it has a methodology used to allocate state and local funds to each school receiving assistance under this part is in place to ensure 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. [Section 1118(b)(1)-(2)]

Assurance 23: Public School and Non-Public School Eligibility Survey (PSES/NPSES): The LEA assures they are in compliance with the PSES and NPSES guidelines to properly rank and serve their public K-12 schools and to determine Title I, Part A equitable proportion of funds. [Sections 1113(a)(3) and 1117(a)(4)]

Assurance 24: English Language Learners (ELLs) Notification Requirements: The LEA assures that it will comply with the requirements outlined in 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 before 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.' [Sections 1112(3)(A) and (B)]

Assurance 25: Comparability: The LEA assures that it will be in compliance with the requirements provided in section 1118(c)(2)(A) to ensure the following comparability requirements are met: an 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. [Section 1118(c)(2)(A)]

Assurance 26: 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. [Section 8524(b)]

Assurance 27: Schoolwide Programs: The LEA will ensure that all schools operating Schoolwide Programs under Title I, Part A will develop and implement a Schoolwide program plan that is developed in compliance with all requirements per section 1114(b).

Title I, Part C: Migrant Education Program

Assurance 1: The LEA assures funds for Migrant Education Program (MEP) will be used only for programs and projects, including the acquisition of equipment, under ESEA 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. [Section 1304(c)(1)]

Assurance 2: The LEA assures programs and projects funded for MEP 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. [Section 1304(c)(2)]

Assurance 3: The LEA assures that in the planning and operation of programs and projects, there is appropriate consultation with parents of migratory children, including parent advisory councils for programs of at least 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. [Section 1304(c)(3)]

Assurance 4: The LEA assures that in planning and carrying out such programs and projects, there will be adequate provision for addressing the unmet educational needs of preschool migratory children and migratory children who have dropped out of school. [Section 1304(c)(4)]

Assurance 5: The LEA assures the effectiveness of such programs and projects will be determined, where feasible, using the same standards approaches that will be used to assess the performance of students, schools, and local educational agencies under Title I, Part A. [Section 1304(c)(5)]

Assurance 6: The LEA assures such programs and projects will provide for advocacy and outreach activities for migratory children and their families, to inform such children and families of other education, health, nutrition, and social services to help connect them to such services. [Section 1304(c)(6)]

Assurance 7: The LEA assures to the extent feasible, such programs and projects will provide for advocacy and other 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 learning programs, including mentoring, for teachers and other program personnel; family literacy programs; the integration of information technology into educational and related programs; and programs that facilitate the transition of secondary school students to postsecondary education or employment. [Section 1304(c)(7)]

Assurance 8: The LEA assures they will conduct the transfer of migrant student records according to state-required policies and procedures including actively participating with and meeting all Migrant Student Information Exchange System requirements. [Section 1308(b)(2); 34 Code of Federal Regulations Part 200.85(d)]

Assurance 9: The LEA assures they will assist the state in determining the number of migratory children under section 1303(a)(1), and the LEA shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or, have dropped out of school. [Section 1304(d); 34 CFR Part 200.89(c); Section 1304(c)(8)]

Assurance 10: The LEA assures they will assist the state to promote interstate and intrastate coordination of services for migratory children, including coordination with other relevant programs and local projects in the state and other states. [Section 1304(b)(3); 34 CFR Part 200.82(b)]

Assurance 11: The LEA assures that a child who ceases to be a migratory child during a school term shall be eligible for services funded through Title I, Part C until the end of such term and may continue to receive such services for one (1) additional school year if comparable services are not available through other programs. Additionally, the LEA assures that migrant students who were eligible for services in secondary school may continue to be served through credit

accrual programs until graduation. [ESEA section 1304(e)]

Title I, Part D, Subpart 2: Neglected and Delinquent Youth

Assurance 1: The LEA assures they shall adhere to the purpose of section 1420 to 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. [Sections 1421 and 1425(6)]

Assurance 2: 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. [Sections 1422 and 1424]

Assurance 3: The LEA assures they shall, where feasible, involve parents in efforts to improve the educational achievement of their children and prevent further delinquent activities. [Section 1425(8)]

Assurance 4: The LEA assures they shall adhere to the provision of services under section 1423(2) and program requirements under section 1425 for any correctional facility to which the LEA has agreed. [Section 1423]

Assurance 5: The LEA assures they shall evaluate the program not less than once every three years to determine the program's impact on student outcomes. [Section 1431]

Title II, Part A: Supporting Effective Instruction

Assurance 1: The LEA assures they will comply with section 8501 regarding participation by private school children and teachers. [Section 2102(b)(2)(E)]

Assurance 2: The LEA assures they will coordinate professional learning activities authorized under this part with professional learning activities provided through other Federal, State and local programs. [Section 2102(b)(2)(F)]

Assurance 3: The LEA assures they will reduce class size to an evidence-based level, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers. [Section 2103]

Assurance 4: Collaboration: The local educational agency (LEA) assures that, in developing the application, a local educational agency shall provide meaningful consultation with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities. [ESEA section 2102(b)(3)]

Assurance 5: Professional learning: The LEA assures they will meet the statutory professional learning definition as provided in ESEA section 8101(42) or other allowable uses of funds under section 2103(b)(3) of the ESEA.

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

Assurance 1: The LEA assures that it will comply with section 1112(e) "Parents' Right-To-Know," before and throughout each school year as of the date of application. [Section 3116(b)(4)(A)]

Assurance 2: The LEA assures that it is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126. [Section 3116(b)(4)(B)]

Assurance 3: The LEA assures that each school with English learner (ELL) students receives funds from non-Federal sources to fulfill the LEA's obligations under Title IV of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act, before

using Title III, Part A funds for languages services to ELL students. [Section 3115(g)]

Assurance 4: The LEA assures that, if applicable, it will coordinate activities and share relevant data under its plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers. [Section 3116(b)(4)(D)]

Assurance 5: The LEA assures that it will consult with officials of private schools in a timely and meaningful manner to make available equitable Title III, Part A services to eligible English learners and immigrant children attending private schools located within the LEA's geographical boundaries. [Section 8501]

Assurance 6: The LEA assures that the current ELL population has enough students to generate the \$10,000 threshold as indicated in Section 3114. [Section 3114(c)]

Assurance 7: The LEA assures that not more than 2% of the LEA's Title III allocation can be used for the cost of administering the project. [Section 3115(b)]

Title IV, Part A: Student Support and Academic Enrichment

Assurance 1: The LEA assures that it will 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 a 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. [Section 4106(e)(2)(A)]

Assurance 2: The LEA assures that it will comply with section 8501 regarding equitable participation by private school children and teachers. [Section 4106(e)(2)(B)]

Assurance 3: With the exception of LEAs outlined in special rule section 4106(f), the LEA assures that it 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. [Section 4106(e)(2)(C)]

Assurance 4: Except LEAs outlined in the special rule section 4106(f), the LEA assures that it will use not less than 20% of funds received under this subpart to support one or more activities authorized under section 4108, coordinate with other schools and community-based services, and promote the involvement of parents. [Section 4106(e)(2)(D)]

Assurance 5: Except LEAs outlined in special rule section 4106(f), the LEA assures that it 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). [Section 4106(e)(2)(E)]

Assurance 6: The LEA assures that it 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). [Section 4106(e)(2)(F)]

Assurance 7: The LEA assures that the LEA, or consortium of such agencies, shall develop its application through consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), Indian tribes or tribal organizations that may be located in the region served by the local educational agency (where applicable), charter school teachers, principals, and other school leaders (if such agency or consortium of such agencies supports charter schools), and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart. [Section 4106(c)(1)]

Title V, Part B, Subpart 2: Rural and Low-Income Schools

Assurance 1: The LEA assures that its project funds under Title V, Part B, Subpart 2 will be used for any activities

authorized under the following ESEA Title programs: Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A; and parental involvement activities. [Section 5222(a)]

Assurance 2: The LEA assures that its project funds under Subpart 2 will be used to supplement, and not supplant, any other Federal, State or local education funds. [Section 5232]

Appendix B: K-12 ESEA Common Federal Program Guidance

K-12 ESEA Common Federal Program Guidance

(Updated March 1, 2023)

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, an **ESEA Contracted Services Extenuating Circumstance Request form** located on www.FloridaCIMS.org must be submitted to Dr. Dinh Nguyen, Bureau Chief of the Bureau of Federal Educational Programs, at Dinh.Nguyen@fldoe.org and the Assistant Deputy Commissioner, Janice Brown, at Janice.Brown@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 C: 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, an **ESEA Contracted Services Extenuating Circumstance Request form** located on www.FloridaCIMS.org must be submitted to Dr. Dinh Nguyen, Bureau Chief of the Bureau of Federal Educational Programs, at Dinh.Nguyen@fldoe.org and the Assistant Deputy Commissioner, Janice Brown, at Janice.Brown@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 learning 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 learning 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

K-12 ESEA Common Federal Program Guidance Contracted Services



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, an **ESEA Contracted Services Extenuating Circumstance Request form** located on www.FloridaCIMS.org must be submitted to Dr. Dinh Nguyen, Bureau Chief of the Bureau of Federal Educational Programs, at Dinh.Nguyen@fldoe.org and the Assistant Deputy Commissioner, Janice Brown, at Janice.Brown@fldoe.org for review.*

Reflections

The following six considerations shall strategically guide and support LEAs in their review of ALL contracted services, not dependent on requested amount:

1. The services shall correlate to the district's strategic plan or professional learning plan;
2. The provider shall provide their qualifications including experience, evidence of effectiveness and impact on student achievement so the LEA can project a Return On Investment (ROI);
3. The LEA shall review how the service was funded in previous year(s), if a previous provider and the plan to sustain or narrow the services in the event of a decrease or absence of funds;
4. The LEA shall review the proposed contract or scope of work and confirm it 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 and how it is reasonable;
5. The LEA shall project the number of participants and their roles (school and district administration, teachers and coaches), as well as the number of students who will benefit from the adult learning; and
6. The LEA shall identify how the services will be embedded into ongoing professional learning as well as the plan to build internal capacity to continue to support the learning.

Appendix D: 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 K-12 ESEA Common Federal Program Guidance.

K-12 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 Dr. Dinh Nguyen, Bureau Chief of the Bureau of Federal Educational Programs at Dinh.Nguyen@fldoe.org and the Assistant Deputy Commissioner, Janice Brown, at Janice.Brown@fldoe.org for review.

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