



Title I, Part A: *Improving The Academic Achievement of
the Disadvantaged*
February 24, 2021



Bureau Chief
Michelle L. Gaines



BUREAU OF *Federal*
EDUCATIONAL PROGRAMS



Title I Part A

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NEW 2021-22 Application Review

Title I, Part A



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

Application: Title Page

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Elementary and Secondary Education Act (ESEA) Federal Programs

Florida 2021-22 ESEA Federal Program Applications

Florida's 2021-2022 ESEA Federal Program Application allows Local Education Agencies (LEAs) flexibility to choose which of the federal programs they would like to apply for in a new consolidated toolkit. LEAs may choose to apply for one or multiple federal programs depending on the LEAs strategic planning, staffing and individualized needs. Florida is pivoting to a streamlined system for federal programs through alignment of all ESEA programs within the Strategic Improvement framework.

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

(Rockstar School District)

[Click here to access the 2021-22 ESEA Federal Program Companion Guide](#)

Please ONLY complete the contact information for the program(s) within this toolkit for which the LEA intends to apply.

Fiscal Contact Information

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

Title I, Part A

Program Contact Name	
Title	
Phone Number	
Contact Email	

Title I, Part C

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

Fiscal Contact Information Section

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

Program Contact Section

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

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

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

Application: DOE 100A

Elementary and Secondary Education Act (ESEA) Federal Programs					
Florida 2021-22 ESEA Federal Program Applications					
Project Application (DOE 100A)					
{Rockstar School District}					
Program Name	Project Number	TAPS Number	2021-22 Allocation	2020-21 Estimated Roll Forward	Total Funds Requested (Sum of Allocation and Estimated Roll)
Type an "X" in the green box below for each corresponding program that the LEA chooses to apply for within this application.					
Title I, Part A		22A001			\$0.00
Title I, Part C		22A020			\$0.00
Title I, Part D, Subpart 2		22A009			\$0.00
Title II, Part A		22A011			\$0.00
Title III, Part A		22A014			\$0.00
Title IV, Part A		22A120			\$0.00
Title V, Part B, Subpart 2		22A007			\$0.00

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

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

Printed Name of Agency Head

Signature of Agency Head Title Date

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

1. The Name of LEA will auto-populate for the LEA based off the information entered on the Title page.
2. The Project Number and TAPS Numbers entered on the DOE100A will auto-populate on the Program budget tabs
3. Additionally, electronic signatures are allowable within the Signature of Agency Head section of the DOE100A

Application: General Assurances

General Assurances

Assurance 1: The Local Educational Agency (LEA) has on file with the FLDOE, Office of the Comptroller and a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs. The complete text may be found in Section D of the Green Book. The certification of adherence, currently on file with the 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 the [K12 ESEA Common Federal Program Guidance](#).

Assurance 3: The LEA assures that a comprehensive needs assessment is conducted that takes into account information on the academic achievement of children in relation to the challenging state academic standards. Click here for access to [Know Your Schools](#).

Assurance 4: The LEA assures that timely and meaningful consultation occur between LEA and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs subject to equitable participation.

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

Assurance 6: The LEA assures, as appropriate, that stakeholder collaboration across multiple programs will occur as outlined under ESSA. The LEA may use the linked template: [Stakeholder Collaboration](#)

☐ By checking this box, I hereby certify that the LEA agrees to all the assurances of the selected programs on the DOE 100A tab, and will abide by all federal, state and local laws.



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

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

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

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

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

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

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

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

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

Title I, Part A Program Specific Assurances

Title I, Part A: Improving the Academic Achievement of the Disadvantaged

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

Assurance 2, Coordination of Programs: As appropriate, the LEA assures the plan is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate. §1112(a)(1)(B). **A 2021-22 Stakeholder Collaboration form is available for use.**

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

Assurance 4, Private Schools: The LEA assures they will provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services unless there are no eligible private schools. §1112(c)(2). **A 2021-22 Private School Consultation form is available for use.**



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It is exciting to be joining you today for the FASFEPA Conference!

To begin, we will review the Title I Part A 2020-2021 Program Specific Assurances. These assurances may look a little familiar as they were the same assurances included in the 2020-2021 Application. We will only be providing a short summary of the assurances today due to time constraints and the length of the program specific assurances. Assurances that were used to develop our Focus Areas for monitoring will appear with yellow highlight.

The following slides will include a snapshot and brief overview of how the assurances will appear in the 2021-2022 Title I Part A Application.

The first Assurance is Collaboration within the LEA that is timely and meaningful with all staff served under Title I Part A.

The second Assurance is the requirement to Coordinate Programs under ESSA, in the LEA plan as appropriate. A 2021-22 Stakeholder Collaboration Documentation Form has been developed and linked within the General Assurances and may be used to assist with documentation of this assurance.

The third Assurance is Migratory Children and the LEA's requirement to assure that migratory and formerly migratory students who are eligible to receive services do so on the same basis as other children that receive services in Title I.

The fourth Assurance is one we are monitoring this year, Private Schools. This assurance addresses the LEA assuring that services are providing to eligible children attending private schools as well as timely and meaningful consultation with the private schools that are located in that LEA's. A 2021-22 Private School Consultation Form has been developed and linked within the General Assurances and may be used to assist with documentation of this assurance.

Title I, Part A Program Specific Assurances

Title I, Part A: Improving the Academic Achievement of the Disadvantaged

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

Assurance 6, Cross Coordination: The LEA assures they will coordinate and integrate services provided under Title I with other educational services at the LEA or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. §1112(c)(4). **A 2021-22 Stakeholder Collaboration form is available for use.**

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

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



The Fifth Assurance is for the LEA to assure that participation, if selected, in the National Assessment of Educational Progress in reading and math grades 4 and 8 under the NAEP Authorization Act

Assurance 6 is Cross Coordination and how the LEA will coordinate and integrate services under Title I with other educational services at the LEA or school level. You can see the programs listed under this assurance for examples. A 2021-22 Stakeholder Collaboration Documentation Form has been developed and linked within the General Assurances and may be used to assist with documentation of this assurance.

Assurance 7 is the Child Welfare Agency Point of Contact: the LEA will assure that they collaborate with state or local child welfare agency to designate a point of contact.

Assurance 8 is the Child Welfare Agency Procedures and the LEA assures that they will collaborate with state or local child welfare agencies to develop written procedures for Transportation of Foster Care children to the school of origin in a timely and cost effective manner. Costs must be agreed upon between the LEA and the child welfare agency.

Title I, Part A Program Specific Assurances

Title I, Part A: Improving the Academic Achievement of the Disadvantaged

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

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

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



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Assurance 9 Certification of LEA teachers and paraprofessionals working in Title I Part A programs have applicable State licensure and certification requirements and the LEA uses the “Parents Right-To-Know” notification provision under ESSA.

Assurance 10 assures that if the LEA chooses to use Title I Part A funds for Early Childhood education services to low income children below the age of compulsory school attendance that the services comply with Head Start Act performance standards.

Assurance 11 a-g on the next several slides involve the LEA’s Parent and Family Engagement requirements for Parent Consultation, Parent and Family Engagement Policy, Policy Involvement, Shared responsibility between the School and Parents for student Achievement, Building Capacity for Involvement, Accessibility of informed information and participation as well as providing information in a format understandable to the parents and families and lastly that the LEA and schools under operating Title IV Part E programs inform parents and families of the program.

Title I, Part A Program Specific Assurances

Title I, Part A: Improving the Academic Achievement of the Disadvantaged

Assurance 11b, School Parent and Family Engagement Policy: The LEA assures that the requirements outlined in section 1116(b)(1-4) are met: Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurances 11c-f. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school; if the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection; if the LEA involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, such agency may amend that policy, if necessary, to meet the requirements of this subsection; and if the plan under section 1112 is not satisfactory to the parents of participating children, the LEA shall submit any parent comments with such plan when such LEA submits the plan to the state.



Title I, Part A Program Specific Assurances

Title I, Part A: Improving the Academic Achievement of the Disadvantaged

Assurance 11c, Policy Involvement: The LEA assures that each school served under this part shall meet the requirements outlined in section 1116(c)(1-5): convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved; offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the 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; provide parents of participating children — (A) timely information about programs under this part; (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida's challenging academic standards; and (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and if the 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.



Title I, Part A Program Specific Assurances

Title I, Part A: Improving the Academic Achievement of the Disadvantaged

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



Title I, Part A Program Specific Assurances

Title I, Part A: Improving the Academic Achievement of the Disadvantaged

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

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

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



Title I, Part A Program Specific Assurances

Title I, Part A: Improving the Academic Achievement of the Disadvantaged

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

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

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

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



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Assurances 12, 13 and 14 all provide the LEA with Private School requirements regarding Private School Consultation, Private School and LEA Agreements and the Affirmation of the Agreement that is submitted to the ombudsman in a written agreement from the private school officials indicating that the LEA has provided the school with timely and meaningful consultation has or has not occurred to offer equitable services to eligible children under Title I Part A program requirements.

Assurance 15 requires the LEA to demonstrate the methods used to allocate state and local funds to ensure the schools receive these funds if not receiving Title I Part A funds.

Title I, Part A Program Specific Assurances

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

Assurance 17, English Language Learners (ELLs) Notification Requirements: The LEA assures they are in compliance with the requirements of section 1112(e)(3)(A-8), the use of Title I, Part A and/or Title III funds to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents using the 'Annual Parent Notification Letter' of an English learner identified for participation or participating in such a program. For children who have not been identified as English learners prior to the beginning of the school year, but are identified as English learners during such school year, the LEA shall notify the children's parents during the first two weeks of the child being placed in a language instruction educational program using the 'Initial Parent Notification Letter'.

Assurance 18, Constitutionally Protected Prayer: The LEA assures they will certify in writing to the Department that no policy of the LEA prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools. **An LEA must provide this certification to the Bureau of Federal Educational Programs by October 1 of each year. A form is provided to document this assurance.**



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Assurance 16 outlines the Comparability requirements for an LEA-wide agency to establish and implement: a LEA-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; or a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

Assurance 17 addresses English Learners Notification requirements for the LEA to use funds under Title I or Title III for informing parents by using the “Annual Parent Notification Letter” for each identified EL Learner.

Assurance 18 assures that the LEA certifies in writing annually, to FDOE that no policy exists to prevent or deny participation in Constitutionally Protected Prayer in schools. A form is provided and shall be used to document of this assurance.

Application: Preliminary Allocation

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

Agency Number	DISTRICT	Title I, Part A	Title I, Part C	Title I, Part D, Subpart 2	Title II, Part A	Title III, Part A	Title IV, Part A	Title V, Part B, Subpart 2
010	Alachua County School Board	\$8,154,987.00	\$2,013,947.00	\$249,963.00	\$1,170,147.00	\$134,517.00	\$639,190.44	NA
013	UF, PK Yonge DeWitt Research School	\$141,760.00	NA	NA	\$26,257.00	NA	\$11,111.39	NA
020	Baker County School Board	\$1,196,741.00	NA	NA	\$224,577.00	NA	\$93,800.93	\$117,788.00
020	Bay County School Board	\$7,506,151.00	NA	\$209,064.00	\$1,024,553.00	\$141,000.00	\$388,334.47	NA
040	Brevard County School Board	\$1,127,490.00	NA	NA	\$152,704.00	NA	\$68,371.02	\$73,877.00
050	Broward County School Board	\$20,648,420.00	NA	\$248,802.00	\$2,258,176.00	\$398,837.00	\$1,618,429.63	NA
060	Broward County School Board	\$73,584,809.00	\$111,162.00	\$611,782.00	\$9,471,048.00	\$4,473,350.00	\$5,751,883.14	NA
070	Calhoun County School Board	\$721,238.00	NA	NA	\$98,967.00	NA	\$56,329.85	\$45,735.00
080	Charlotte County School Board	\$3,796,614.00	NA	NA	\$659,539.00	\$63,060.00	\$297,579.80	NA
090	Citrus County School Board	\$5,041,616.00	NA	\$64,757.00	\$586,803.00	\$19,006.00	\$395,163.44	NA
100	Clay County School Board	\$4,779,695.00	NA	NA	\$1,186,817.00	\$127,739.00	\$374,633.99	NA
110	Collier County School Board	\$10,337,469.00	\$4,487,245.00	\$251,667.00	\$1,723,360.00	\$1,021,343.00	\$811,835.76	NA
120	Columbia County School Board	\$3,020,106.00	NA	NA	\$471,040.00	\$21,364.00	\$206,716.83	\$231,135.00
130	Miami-Dade County School Board	\$141,180,866.00	\$1,846,745.00	\$284,139.00	\$13,977,178.00	\$9,011,485.00	\$11,037,029.45	NA
140	DeSoto County School Board	\$2,423,750.00	\$629,317.00	NA	\$248,437.00	\$63,796.00	\$189,974.28	\$117,463.00
150	Duval County School Board	\$884,607.00	NA	NA	\$117,296.00	NA	\$70,119.58	\$48,674.00
160	Duval County School Board	\$41,835,614.00	NA	\$242,529.00	\$5,153,374.00	\$1,184,879.00	\$3,379,588.94	NA
170	Escambia County School Board	\$14,607,042.00	\$122,487.00	\$330,151.00	\$1,633,153.00	\$94,442.00	\$1,144,904.53	NA
180	Flagler County School Board	\$2,842,438.00	NA	NA	\$446,780.00	\$99,818.00	\$222,792.75	NA
190	Franklin County School Board	\$581,639.00	NA	NA	\$66,038.00	NA	\$44,021.44	\$29,077.00
200	Gadsden County School Board	\$1,118,305.00	NA	NA	\$276,012.00	\$62,618.00	\$244,405.89	\$125,063.00
210	Glenn County School Board	\$707,662.00	NA	NA	\$128,146.00	\$11,934.00	\$55,466.77	\$83,748.00
220	Grades County School Board	\$497,094.00	\$40,820.00	NA	\$62,690.00	\$20,313.00	\$38,962.38	\$41,671.00
230	Guilford County School Board	\$348,864.00	NA	NA	\$64,535.00	NA	\$43,020.13	\$41,621.00
240	Hamilton County School Board	\$946,213.00	NA	\$59,320.00	\$85,548.00	\$29,025.00	\$75,732.86	\$34,897.00
250	Hendee County School Board	\$1,973,120.00	\$708,278.00	NA	\$772,880.00	\$53,041.00	\$154,653.76	\$119,895.00
260	Hendry County School Board	\$3,155,611.00	\$1,060,367.00	NA	\$451,108.00	\$127,151.00	\$247,861.29	\$169,895.00
270	Hernando County School Board	\$5,809,187.00	NA	\$66,925.00	\$1,064,607.00	\$81,919.00	\$463,163.93	NA
280	HIGHLANDS County School Board	\$5,024,614.00	\$905,961.00	NA	\$615,100.00	\$91,307.00	\$396,495.75	\$284,588.00
290	Hillsborough County School Board	\$64,835,196.00	\$2,874,486.00	\$577,700.00	\$7,823,950.00	\$3,249,339.00	\$5,881,802.99	NA
300	Monroe County School Board	\$1,103,807.00	\$113,813.00	\$108,108.00	\$1,103,807.00	\$113,813.00	\$113,813.00	\$113,813.00

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

Application: Areas of Focus

- **Area of Focus 1:** Student Achievement
- **Area of Focus 2:** Parent and Family Engagement
- **Area of Focus 3:** Homeless Education
- **Area of Focus 4:** Neglected Education
- **Area of Focus 5:** Early Childhood
- **Area of Focus 6:** Private Schools
- **Area of Focus 7:** Transportation for Foster Children
- **Area of Focus 8:** College and Career Readiness
- **Area of Focus 9:** Administrative Costs



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Now we will present an overview of the nine Areas of Focus for the Title, Part A Application. We are going to provide you with information in each area to assist with your development of the application and the requirements for completing each.

I am going to go over the first four Areas of Focus, while Ashley and Shonda will review the remaining areas with us.

Area of Focus 1: Student Achievement

Area of Focus 1: Student Achievement

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

B. Describe how the LEA will use Title I, Part A funds to identify students who may be at risk for academic failure (may use Early Warning Systems in Schoolwide Improvement Plans to identify at-risk students).

C. Describe how the LEA will use Title I, Part A funds to provide additional educational assistance to individual students the LEA or school determines need help in meeting Florida's challenging academic standards.

D. Describe how the LEA will use Title I, Part A funds to identify and implement instruction and other strategies intended to strengthen and improve school conditions for student learning.

E. Describe the LEA's strategy for implement supporting efforts to reduce the overuse of discipline practices that remove students from the classroom. This may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as identified in section 1112(c)(2).



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Area of Focus 1 – Student Achievement is the main focus of the application and has six sections that the LEA will describe how a student's progress will be monitor in meeting Florida's challenging academic standards:

- For letter A, the LEA will provide a description will include how the LEA will develop and implement a well-rounded program of instruction to meet the academic needs of all students.
- For letter B, the LEA will identify students who may be at risk for academic failure. LEA's may use the Early Warning Systems in School-wide Improvement Plans to identify at-risk students, as well as progress monitoring data mentioned in district reopening plans and the 2021 Spring Education Plan.
- For letter C, the LEA will monitor students' progress in meeting Florida's challenging academic standards by providing additional educational assistance to individual students the LEA or school determines need help in meeting Florida's challenging academic standards.
- For letter D, the LEA will monitor students' progress in meeting Florida's challenging academic standards by identifying and implementing instructional and other strategies intended to strengthen improve school conditions for student learning.
- For letter E, the LEA's strategy for implement supporting efforts to reduce the overuse of discipline practices that remove students from the classroom. This may include identifying and supporting schools with high rates of discipline,

disaggregated by each of the subgroups of students, as identified in section 1112(c)(2).

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

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

For LEAs with a Total Allocation under \$500,000- Area of Focus 2 budget is not to exceed two percent of the total 2021-22 allocation.

For LEAs with a Total Allocation of \$500,000 or greater- Area of Focus 2 budget must reserve at least one percent of the total allocation and allocate a minimum of 90 percent of the one percent directly to schools; not to exceed two percent of the total 2021-22 allocation.

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



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

- The LEA will list the detailed activities that will be implemented for Parent and Family Engagement in this section.
- The LEA will describe how the LEA develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall establish the agency's expectations and objectives for meaningful parent and family involvement.

Allowable activities at the LEA and school level include:

- parent resource centers;
- parent and family engagement trainings;
- supporting programs that reach families at home, in the community and at school;
- providing transportation and childcare for parents to attend parent and family engagement activities.

Area of Focus 3: Homeless Education

Area of Focus 3: Homeless Education

A. Provide a description of how the LEA will address Homeless Education.



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Area of Focus 3 – Homeless Education

- In this section, the LEA will describe how they will address homeless education- explaining how they identify students and the plan for supporting them.

Area of Focus 4: Neglected Education

Area of Focus 4: Neglected Education

A. Describe how the LEA plan addresses student achievement.

B. Describe how the LEA plan addresses transition, dropout out prevention and support services.

C. Describe how the LEA plan addresses coordination and collaboration with other funding sources.



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Area of Focus 4: Neglected Education

- For A, the LEA will describe how that will focus and support neglected students academic needs.

- For B, the LEA will describe how the plan addresses transition, dropout prevention and support services.

The LEA will need to specify the strategies they are using to support transition activities and interventions to prevent neglected students who have a high probability of dropping out.

- For C, the LEA will describe how the plan will address coordination and collaboration with other Title programs and funding sources to support neglected education.

Area of Focus 5: Early Childhood

Area of Focus 5: Early Childhood

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

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

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

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

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

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

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

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Now we will review AREA OF FOCUS 5 : Early Childhood. High-quality preschool programs help ensure that children have the basic foundation needed for successful early learning and development. This promotes students to meet the demand of academic standards and experience at least on-grade level proficiency.

In this section the LEA will describe:

A. How the LEA will coordinate Title I preschool programs with other preschool educational services in the district.

How you will ensure ongoing progress monitoring measures:

B. will align with Florida Early Learning and Developmental Standards

C. will be administered multiple times through out the program and

D. will provide data to inform instructional focus and strategies for use by the classroom teacher.

The LEA will also describe the preschool program and the transition plan for preschools students entering kindergarten.

The LEA will complete the blended preschool chart, to identify students served in other early childhood programs.

Area of Focus 6: Private Schools

Area of Focus 6: Private Schools	
<input type="checkbox"/> If checked, the LEA does not have any eligible participating private schools.	
List the LEA's private school Point of Contact	
Name:	
Title:	
Phone Number:	
Email Address:	
A. Provide the timeline and frequency of activities that outline the detailed plan of action for providing timely and meaningful consultation and equitable services to eligible children, parents, and teachers in private school within the LEA's service area.	
B. Provide the method used for identifying low-income students for services in private schools. List the criteria used to identify private school students for Title I educational services as a result of consulting with private school officials. Provide a description of services (if the LEA is not using a third party contractor). If applicable, clearly identify and describe the services that will be funded with roll forward.	
C. Explain how the LEA will evaluate the effectiveness and implementation of the services provided to the private school students, their parents, and their teachers. Include how often will this evaluation occur.	
<input type="checkbox"/> If checked, the LEA provides services to private school students through a third party contractor and shall complete this section.	
D. Indicate the services provided to private school students, their parents, and their teachers through a third-party contractor. If applicable, clearly identify and describe the services that will be funded with roll forward.	



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You will use this section to capture the LEA's plan for using Title I, Part A funds to provide equitable services to eligible private schools. 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. If the LEA does have participating private schools, you will begin this section by entering information for the LEA's private school Point of Contact.

In Section A the LEA will describe 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.

In Section B the LEA will describe the method used for identifying low-income students for services in private schools and provide the criteria used to identify private school students for Title I educational services as a result of consulting with private school officials. The LEA will also provide a description of services (if the LEA is not using a third party contractor). The LEA should also clearly identify and describe the services that will be funded with roll forward, if applicable.

- The LEA should begin by identifying low-income students to generate funding for private school equitable services. For example:
 - Does the LEA use the same meal program data used to rank and serve public schools?

- Does the LEA conduct a survey of enrolled private school families to obtain comparable data?
- Does the LEA apply the low-income percentage of each participating public school attendance area to the number of private school children residing in the public school attendance area? Or...
- Does the LEA use an equated measure of income that correlates to the measure used to count public school children?
- Next, the LEA should address the multiple, educationally-related criteria used to identify private school students for Title I educational services, which should be identified as a result of consultation with private school officials.
 - Multiple factors should be included and the factors must be educationally related and developmentally appropriate. Please remember – poverty should not be the sole consideration when determining the students who receive services.
- The next portion asks for a description of services that will be provided by the LEA if the LEA is not using a third-party contractor.
 - When describing these services, include all services that will be implemented to address the needs of private school students, their parents, and their teachers.
 - It should address the service provided, the frequency of the service, the duration of the service, and a description of who will participate in the service.

In Section C the LEA explains how they will evaluate the effectiveness and implementation of the services provided to the private school students, their parents, and their teachers.

- The response should include the data or documentation that the LEA will collect and review to determine if services are being implemented on time and in the manner attended, as well as if services are meeting the identified needs and achieving the desired outcomes. It should also include a timeline stating how often services will be evaluated.

Our next Section is for LEAs who provide services to private school students through a third-party contractor. If your LEA is providing services through a third-party contractor, please check this box and complete the question below.

In Section D, the LEA will provide an explanation of 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.

- The response to this section will be similar to the response outlined above for LEAs describing services not provided by a third-party contractor.
- Please remember, this response should include any services provided to students, parent and family engagement activities. This response should also clearly outline any services that will be funded with roll-forward.

Area of Focus 7: Transportation for Foster Care Children

Area of Focus 7: Transportation for Foster Children	
List the LEA's Foster Care Point of Contact	
Name:	
Title:	
Phone Number:	
Email Address:	
Enter the amount of funds the LEA is reserving for this Area of Focus using Title I, Part A funds.	
\$0.00	
A. Describe the activities that will be implemented to ensure that transportation will be provided to maintain children in foster care in the school of origin unless there is a determination that is not in the child's best interest.	
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.	
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).	



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AREA OF FOCUS 7- Transportation for Foster Care Children

ESSA enhanced some very important provisions to ensure the educational stability of children in foster care, and in Area of Focus 7 the LEA will:

* Designate a Foster Care Point of Contact.

*Enter the Title I Part A dollar amount that will be reserved or set-aside for transportation for foster care children.

Next, the LEA will describe activities that are proposed to be implemented to:

- A. ensure that transportation will be provided to maintain children in foster care in the school of origin unless there is a determination that is not in the child's best interest;
- B. ensure the successful enrollment and transfer of records of children enrolled in a new school even if they do not have the required documentation and
- C. Ensure the LEA collaborates with the appropriate child welfare agency to develop and implement clear, written procedures governing how transportation will be

provided, arranged, and funded for the child's duration in foster care.

Area of Focus 8: College and Career Readiness

Area of Focus 8: College and Career Readiness

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

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

C. 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.



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AREA OF FOCUS 8 – College and Career Readiness

In this section the LEA will describe strategies that:

A. Increase students access to early college, high school, dual or concurrent enrollment opportunities, or career counseling that to identify student's interests and skills. Additionally, the LEA must describe how programs are aligned to high skill, high need, and high wage occupations;

B. Support efforts to reduce the overuse of discipline practices that remove students from the classroom. Section 1112(c)(2) of ESSA gives further detail and support in identifying schools with high rates of discipline, disaggregated by each of the subgroups of students; and

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

Area of Focus 9: Administrative Costs

Area of Focus 9: Administrative Costs (not to exceed 10% of the total 2021-22 allocation)

A. Describe the activities that will be implemented to address Area of Focus 9. List by number the detailed activities that will be implemented to address this Area of Focus (Numbering the activities will be essential to connect each activity to a budget line).



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AREA OF FOCUS 9 – Administrative Costs to include indirect costs:

Lastly, we have Administrative Cost that include Indirect cost. In this section the LEA will list activities to be implemented that address the identified needs in this AOF. It is important to remember that the cost of the activities in this section cannot exceed 10 percent the total 21-22 allocation (not including roll forward dollars).

Additionally, when planning activities in this AOF keep in mind these are NOT related to direct services to students. One example of Administrative Costs are the salaries and benefits of the Title I, Part A director and support positions.

Application: Budget Narrative for each Area of Focus

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

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

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

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

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

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

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

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

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

1. Salaries for supplemental science intervention teachers to provide additional support to targeted 5th and 8th grade students within the LEA (approximately 550 students total). The LEA will fund Four (4) Science Intervention Teachers, with a salary of \$50,000 per school year, and this grant will fund 75% of each salary. The total amount for this activity is \$150,000.
2. Purchase Rockstar Science Online Software licenses for 550 targeted 5th and 8th grade students. 550 licenses @ \$50 each = \$27,500 total.
3. Purchase 50 laptop computers to replace broken and outdated and obsolete science laptops. These laptops will be used by the 550 targeted 5th and 8th grade students for Rockstar Science Online Software. 50 laptops @ \$200 each = \$10,000 total.
4. Purchase consumable evidence-based Rockstar Science workbooks for targeted 5th and 8th grade students for use in Science intervention classrooms. 550 workbooks @ \$20 each =

\$11,000 total.

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

Application: Budget Details for each Area of Focus

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

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select District, School or Charter
\$100	110	ADP 1	1	4 Science Intervention Teachers at .75 FTE each	3	\$135,000.00	School
\$100	210	ADP 1	1	Retirement		\$1,000.00	School
\$100	220	ADP 1	1	SS		\$1,000.00	School
\$100	240	ADP 1	1	Worker's Comp		\$1,000.00	School
\$100	260	ADP 1	2	Software License		\$27,500.00	School
\$100	644	ADP 1	3	Laptops		\$10,000.00	School
\$100	620	ADP 1	4	Science Workbooks		\$11,000.00	School
\$100	610	RF, ADP 1	5	General Consumable Supplies		\$1,000.00	District
				District Total		\$1,000.00	
				School Total		\$186,500.00	
				Charter Total		\$0.00	
				2021-22 Allocation Total		\$186,500.00	
				2020-21 Estimated Roll Forward Total		\$1,000.00	
				2021-22 Total Funds Requested		\$187,500.00	



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

Application: Budget Summary for Program

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

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



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

District total

School total

Charter total

2021-22 Area of Focus Total

2020-21 Estimated Roll Forward Area of Focus Total

Area of Focus Grand Total and

% of Total 2021-22 Allocation

Application: Budget Summary Tab

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

Title I, Part A Toolkit Summary Budget									
(Rockstar School District)		XXX-12345-6789			22A001		DOE 101		
Name of LEA		Project Number			TAPS Number				
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Funding Location	Program	
5100	120	AOE 1	1	4 Science Intervention Teachers at .75 FTE each	3	\$135,000.00	School	Title I, Part A	
5100	210	AOE 1	1	Retirement		\$1,000.00	School	Title I, Part A	
5100	220	AOE 1	1	SS		\$1,000.00	School	Title I, Part A	
5100	240	AOE 1	1	Worker's Comp		\$1,000.00	School	Title I, Part A	
5100	369	AOE 1	2	Software License		\$27,500.00	School	Title I, Part A	
5100	644	AOE 1	3	Laptops		\$10,000.00	School	Title I, Part A	
5100	520	AOE 1	4	Science Workbooks		\$11,000.00	School	Title I, Part A	
5100	510	RF-AOE 1	5	General Consumable Supplies		\$1,000.00	District	Title I, Part A	



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

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

Name of LEA

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

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

Application: Submission

- For your convenience, the application will be submitted through the 2021-22 Consolidated Application ShareFile folder.
- However, specific program awards will be distributed within the LEA's specific program ShareFile folder.



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

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

Title I, Part A: Application Timelines for 2021-22

- **Application Release:** March 1, 2021
- **Application Due Date:** May 1, 2021
- **Program Period Begins:** July 1, 2021
- **Program Period Ends:** June 30, 2022



This slide reflects the updated timelines from the 2021-22 Collaborative Calendar



Equitable Proportion of Funds: PSES and NPSES

Public School Eligibility Survey (PSES)

Non-public School Eligibility Survey (NPSES)



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Today, I will be presenting information on my favorite portions of the application: The Equitable Proportion of Funds, the Public School Eligibility Survey (PSES) and the Non-public School Eligibility Survey (NPSES). As a reminder, we will no longer be utilizing the online application system as we have in previous years. These portions have been transferred into excel spreadsheets that have been customized for each LEA to include final survey 3 data and preliminary Title I, Part A allocations, that make up the new 2021-2022 Title I, Part A PSES/NPSES Workbooks. The workbooks are accessible by visiting floridacims.org in addition to a link provided at the top of the Title I tab in the consolidated application. That link will bring LEAs directly to the PSES/NPSES workbook and additional guidance documentation.

Title I, Part A: Equitable Proportion of Funds

LEA Name: Sunshine School District		
	Total District Allocation	
	\$645,654.00	
Number of Public CLIF	Number of Private CLIF	Total CLIF (auto-calc)
4382	543	4925
Total Public School Proportion (auto-calc)	Total Private School Proportion (auto-calc)	
88.97%	11.03%	
Total Public School Allocation (auto-calc)	Total Private School Allocation (auto-calc)	
\$574,438	\$71,216	
	Private School Administrative Cost Reservation	
	\$25,000	



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

This form is completed by:

1. **First**, entering the total number of public school children from low-income families who reside in participating public school attendance areas.
2. **Next**, you will enter the total number of private school children from low-income families who reside in participating public school attendance areas. (for LEAs with no participating private schools, enter zero as the number of private CLIF)
3. **Based** off of the numbers entered in those boxes, the Total CLIF, Total Public and Private School Proportions, and Total Public and Private School Allocations, will automatically calculate.

4. **Finally**, enter the amount to be reserved from the Total Private School Allocation for private school administrative costs, as determined through consultation with private school officials.

1. Keep in mind that the number of public CLIF in the Public School Eligibility Survey must match the number entered on the Equitable Proportion of Funds page. In addition, the total number of private CLIF in the Non-Public School Eligibility Survey must match the number of private CLIF entered here.

2. As a reminder, if the LEA is “skipping” any schools, using selection code **E** in the PSES , the number of public CLIF for those schools must also be included in the total number of public CLIF.

Title I, Part A: Public School Eligibility Survey (PSES)

LEA NAME: Sunshine County District School Board	School Year: 2021-2022
Ranking Type: Grade Span Grouping with Split-funding	
Date Certain: 02/07/2021	
Community Eligibility Program: Option 1 - Combination CEP and Non-CEP	
Allocation Process:	

School Name	School Number	Grade Comb	School type	New School	Reported 2021-2022 Number of Children Attending Public Schools	Reported 2021-2022 Number of Children from Low Income Families	Reported 2021-2022 Percent of Children from Low Income Families	2021-2022 Number of Children Attending Public Schools	2021-2022 Number of Children from Low Income Families	2021-2022 Percent of Children from Low Income Families	Selection Code	Program Type	2021-2022 PPA Per Pupil Allocation	2021-2022 TSA Total School Allocation	Provision 2 or CEP	1% Allocation for PFE	Grade Span Grouping Code
Sunny School	5041	K-8	Combination Elementary & Secondary	NO	1,236	1233	99.76%										



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Use this section to capture the LEA's rank and serve process, as well as its school level allocations, as required under ESSA, section 1113.

School names and numbers, grade combinations, the reported number of children, reported number of children from low-income families, and reported percent of children from low-income families are pre-populated from the 2019-2020 Final Survey 3 data.

This form is completed by:

- First**, entering the data for the number of children, number of children from low-income families and the percent of children from low-income families, based off of the LEA's chosen option,
- Next**, enter the selection code, indicating why the school is or is not being served,
- Then**, input the program type, indicating the type of Title I program to be implemented,

4. **Next you will**, enter the 2021 – 2022 per-pupil-allocation,
5. **Followed** by entering the 2021-2022 total school allocation that is calculated by multiplying the PPA by the children from low-income families.
6. **Finally**, enter the baseline year of participation or renewal for schools with a CEP or Provision 2 lunch program, and the 1% allocation for Parent and family engagement, indicating the amount each school's school-level parent and family engagement reservation.

Title I, Part A: Non-Public School Eligibility Survey (NPSES)

Form A (Same or Equated Measure of Poverty)

	Nonpublic School Name	Nonpublic School Number (4 digit)	Grade Span	Number of Private School Students Residing In PSAA	Number of Private School Students from Low Income Families	PPA for Private School Services	Dollars Generated	delete
1	ABC Academy	1234	3-5	24	15.00	1200	\$ 18,000.00	<input type="checkbox"/>

Form B (Proportionality)

	Nonpublic School Name	Nonpublic School Number (4 digit)	Grade Span	Number of Private School Students Residing In PSAA	Public School Number	Public School Attendance Area FRPL% and CEP%	Number of Children from Low Income Families	PPA Private School Service	Dollars Generated	Dollars Allocated (Pooling)*	delete
1					---	---	calc		calc		

Form C (Extrapolation)

	Nonpublic School Name	Nonpublic School Number (4 digit)	Grade Span	Number of Private School Students Residing In PSAA	No. of private school students submitting surveys	No. of low-income students from surveys submitted	Extrapolated # of low-income private school children (calc)	PPA Private School Service	Dollars Generated	Dollars Allocated (Pooling)*	delete
1							calc		calc		



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

LEAs will choose one of the following NPSES forms, based off of the chosen method for determining private school students' eligibility.

- **Form A – Free and Reduced-Price Lunch** is used when the LEA uses the same, or an equated, measure of poverty to count private school children as public school children.
- **Form B – Proportionality** is used for proportionality or when the LEA applies the low-income percentage of each participating PSAA to the number of private school children who reside in the PSAA.
- **Form C – Extrapolation** is used when the LEA uses comparable poverty data from a

survey and the results will be extrapolated.

Additionally a pooling option must be chosen. The decision to pool or to serve schools on a school-by-school basis is a topic of consultation. Pooling is selected when a group of private schools decide to group themselves together (compiling all funds into one pot). This is beneficial to all of the “pooled” schools because they often receive the same level of services. It is possible for an LEA to have a combination of “pooled” schools and “non-pooled” schools.



Monitoring Updates for 2020-21 and 2021-22 Title I, Part A



Monitoring Process for 2020-21

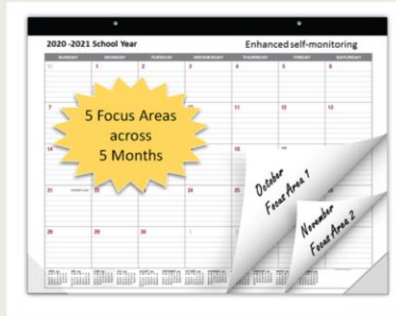


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Less than 6 months ago, Team TIPA was sharing out monitoring changes that LEAs may expect to see in our way of work. The **FDOE leadership heard your voices and led initiatives to redesign** the Title I, Part A monitoring process for the 2020-21 school year. The new monitoring process was designed to allow LEAs to provide evidence of compliance, yet stay focused on the successful implementation of their approved Title I programs. The monitoring 2.0 messaging included a shift in terminology; for example, “monitoring workpapers” was replaced with “monitoring tool” and the concept of “findings” was repackaged as “unmet compliance areas” in need of “further action.” This year’s TIPA Monitoring 2.0 approach began the transitioning of monitoring as a “thing,” to monitoring as an ongoing partnership which **strategically reviews programmatic implementation**.

Monitoring Process for 2020-21

- **One** monitoring **designation** for **all** LEAs
- **Monitoring** in **real time** - no lagging year
- **Five focus areas** monitored **spread over five months**
- **Uploading** documentation **via** TIPA Monitoring **ShareFile**
- **All** LEAs receive a 2020-21 **Monitoring and Compliance Tool** document at the close of monitoring year



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This year, all LEAs are participating in the TIPA enhanced self-monitoring process. LEAs continue to collect evidence to document compliance of all Federal, State, and local requirements as they implement their 2020-21 Title I, Part A approved programs. However, working closely with Team TIPA program specialist, technical assistance is being provided to assist all LEAs to meet compliance in the targeted five focus areas. Using the new TIPA Monitoring ShareFile, LEAs upload only one focus area per month across five months. Following each focus area review, Team TIPA members reach out to each LEA to go over the reviews. These communications are to obtain clarifying information, if needed, discuss best practices, and to share positive programmatic processes seen during the focus area reviews.

Finding out almost a year and half after program implementation that shifts should have been made to meet compliance is now an outdated feature of monitoring. Working together in real-time, Team TIPA and LEAs strive to strengthen the implementation and documentation of Title I programs to insure that programs are implemented with fidelity to increase student achievement.

At the end of the 2020-21 monitoring year, all LEAs will receive a Monitoring and Compliance tool document that highlights the monitoring process.

Monitoring Timeline for 2020-21

Information on Topical call	Monitoring Upload Due Date	Assurance Focus Area
September 2020	October 1, 2020	1. Constitutionally Protected Prayer
October 2020	November 26, 2020	2. Parent and Family Engagement
December 2020	January 28, 2021	3. Cross Coordination
January 2021	February 25, 2021	4. Certification
February 2021	March 25, 2021	5. Private School



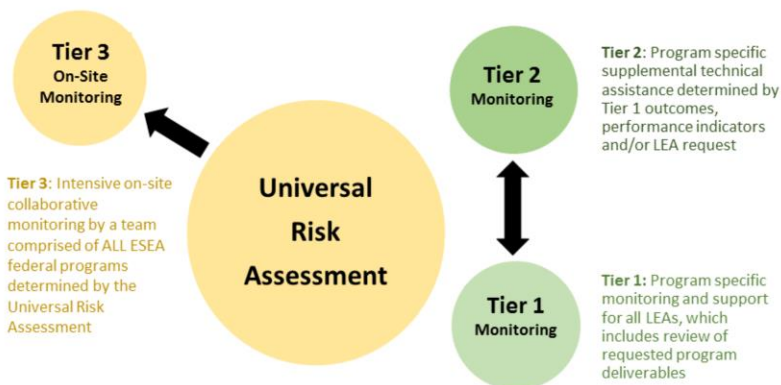
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This chart provides the details of the TIPA 2020-21 monitoring timeline. Each assurance focus area is launched with a topical webinar call. These webinar calls provide an opportunity to visit the targeted assurance focus area responsibilities, share examples of upload evidence documentation, and to host speakers from other FDOE Bureaus as well as LEA speakers ready to share their best practices.

As February comes to a close, LEAs will be gathering their Focus Area 5: Private School upload documentation for the March 25th due date.

TIPA's new monitoring 2.0 process may be winding down, but FDOE leadership has already established various task forces to continue to strategically grow the connections between implementing Federal programs with achieving academic achievement goals. While still in the planning phase, we would like to share the concept for Florida's Universal Monitoring System.

2021-22 Universal Monitoring System for K12 ESEA Federal Programs



Florida Department of Education’s Universal Monitoring System is designed to define a tiered support system to be used by all K12 ESEA Federal Programs. This system identifies the levels of tiered support provide to LEAs. The Universal Risk Assessment contains common performance and fiscal indicators to identify LEAs with high risk for on-site monitoring. Program specific monitoring will be provided for all LEAs and support will be customized based on need or request.

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

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

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

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

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

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

Monitoring Process for 2021-22 Tentative Tier 1

Information on Topical call	Monitoring Upload Month
September 2021	October 2021
October 2021	November 2021
January 2022	February 2022
February 2022	March 2022



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Now that you have seen the Universal Risk Assessment design, which includes the Title I, Part A program, let's take a moment to share how TIPA monitoring may look for TIPA 2021-22.

Your voices are essential to the work we do here in the Florida Department of Education. Poll results from the recent Title I, Part A, February Conference call, indicated that 95% of the respondents liked the change from the monitoring of lagging years to monitoring in real-time. Additionally, 94% of the respondents replied that they liked the process of uploading only one focus area at a time. For those familiar with 2020-21 TIPA Monitoring 2.0, you will readily see that 2021-22 Tier 1 supports will look reminiscent of the concepts that LEAs have already experienced and implemented this year in TIPA.

While the following information is only a draft, here's the framework of the 2021-22 TIPA Tier 1 support.

- First, TIPA will be **providing Monitoring** supports for **real-time** implementation,
- **All** LEAs will be participating in the Tier 1 supports, and
- **All** LEAs will be **uploading** monitoring documentation **via ShareFile for four support**

areas spread over four months

The overview of the topic areas for the TIPA 2022-22 monitoring timeline will be released in September 2021. Each monitoring support topic area will be launched with a topical webinar call. As in our current monitoring model, these webinar calls provide an opportunity to visit targeted responsibilities, share examples of upload evidence documentation, and to host speakers from other FDOE Bureaus as well as LEA speakers ready to share their best practices.

Details on the specifics of each of four support topics are still under design and we will keep you updated.

Next slide please...

Monitoring Process for 2021-22 Tier 2 Support



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While the details of TIPA 2021-22, Tier 2 monitoring are still being shaped, we are excited to share that Tier 2 will be an enhanced version of Monitoring 2.0 partnerships that are occurring this year. Tier 2 supports are differentiated across LEAs. Tier 1 reviews may inform the need to have follow-up Tier 2 supports with an LEA; however, Tier 2 supports will be seen as an opportunity for LEAs to also request customized support.

For example, an LEA may want a thought-partner to find ways to cross-coordinate with their other Federal programs to increase parent and family engagement in Title I schools. In this example, Team TIPA might provide Tier 2 support by facilitating an LEA and FDOE collaborative meeting with program specific experts. For LEAs with new Title I directors, Tier 2 supports provides an opportunity to have a personal connection to a Team TIPA specialist.

Tier 2 support will also include additional pre-recorded technical assistance webinars on specialty areas design to support TIPA program implementation.

We look forward to keeping you updated as TIPA Tier 1 and Tier 2 supports develop.

At this time we will move to the next slide please for a look at Resources.



Additional Resources



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Use this section and add slides to share any additional resources that may be useful for LEAs.

Title I, Part A Resources

- [Bureau of Federal Programs Website](#)
- [FDOE Title I, Part A Website](#)



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In 2020, the TIPA Team began revising and developing guidance documents. There are new area of focus one-pagers available on the FDOE Title I, Part A webpage.

We are currently realigning and updating of our Federal Programs website. Our goal is to utilize our website as an up-to-date and user friendly resource for our LEA partners and other stakeholders. If you have questions please contact our TIPA Specialist Matthew.Wiley@fldoe.org.

Title I, Part A Team Contacts

The Title I, Part A (TIPA) program is committed to providing quality and timely technical assistance to local educational agencies (LEAs). Each LEA has a designated specialist for support throughout the fiscal year.

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Here you can see the Title I, Part A Team and their assigned program areas. Please do not hesitate to reach out to use with any questions!



Please do not update or delete: Amanda Meeks will update this slide and add common language/notes for all programs to use.