



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

# Program Purpose

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

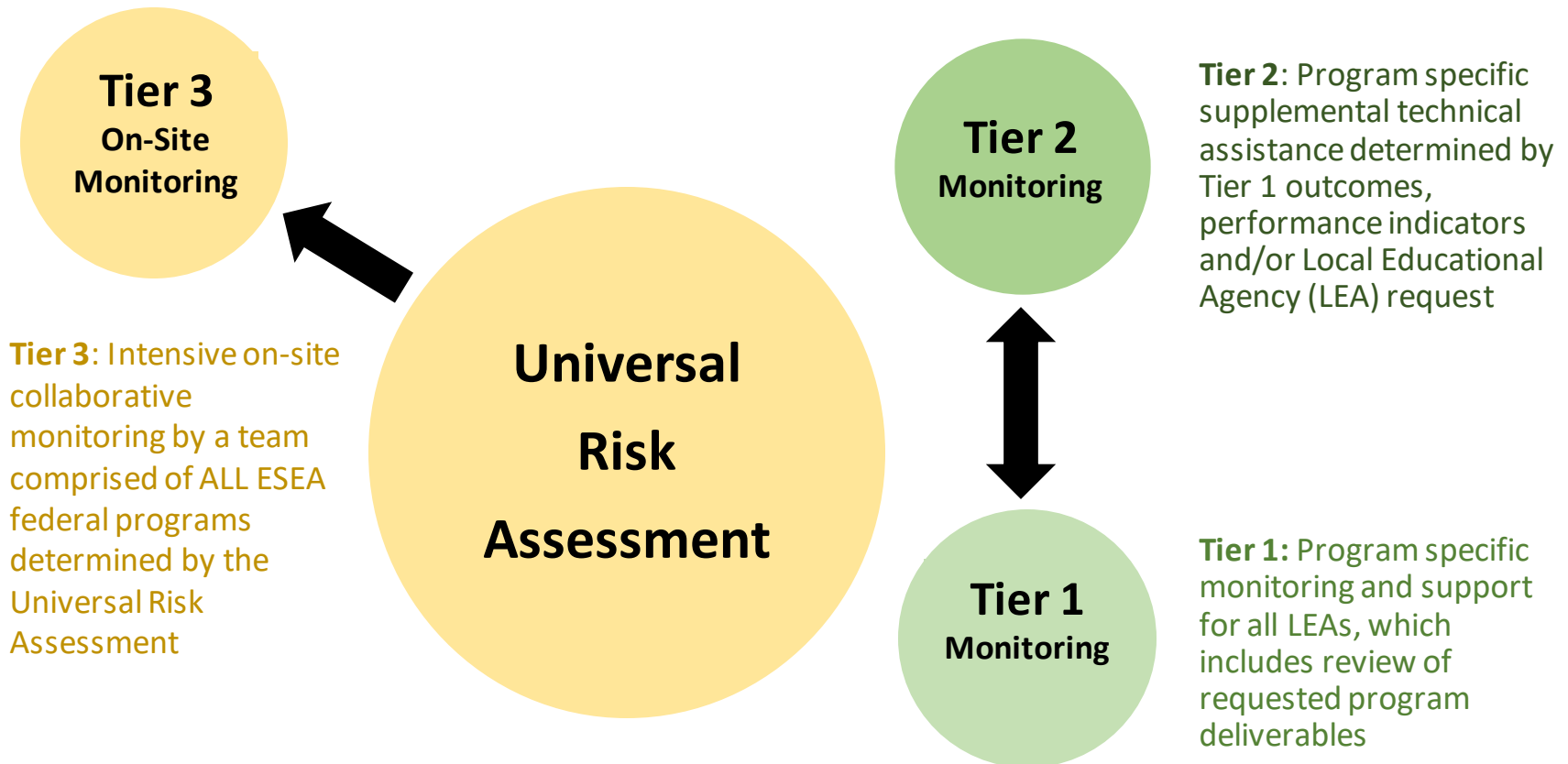
# 2021-22 Objectives

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



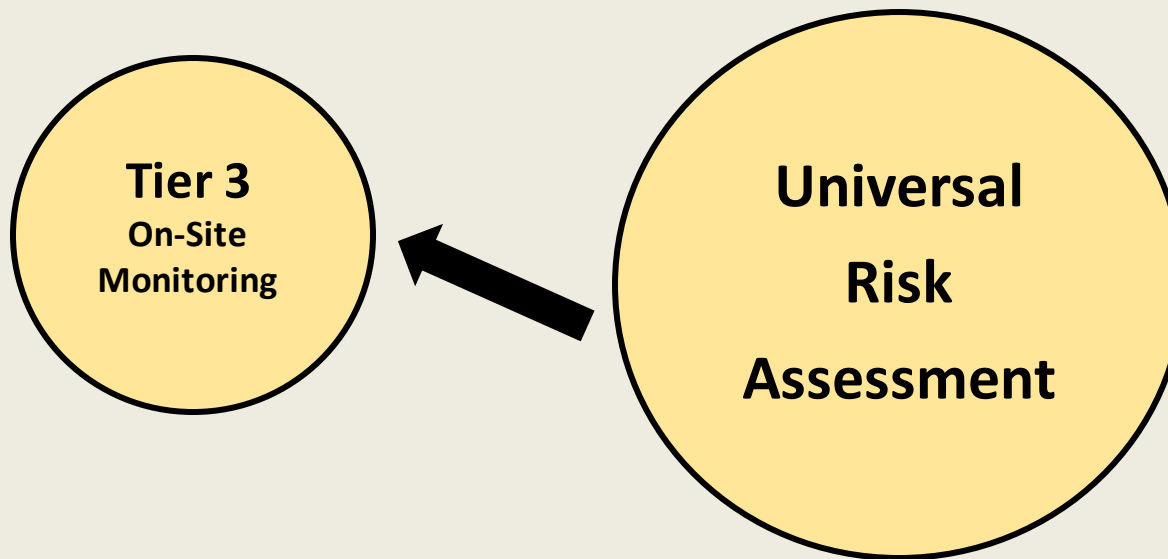
# 2021-22 Universal Monitoring System and Risk Assessment

# 2021-22 Universal Monitoring System for K12 ESEA Federal Programs



# 2021-22 Universal Risk Assessment

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



# 2021-22 Universal Risk Assessment

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



# 2021-22 Universal Risk Assessment

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





# 2021-22 Monitoring: Tier 1

## Common across all participating programs

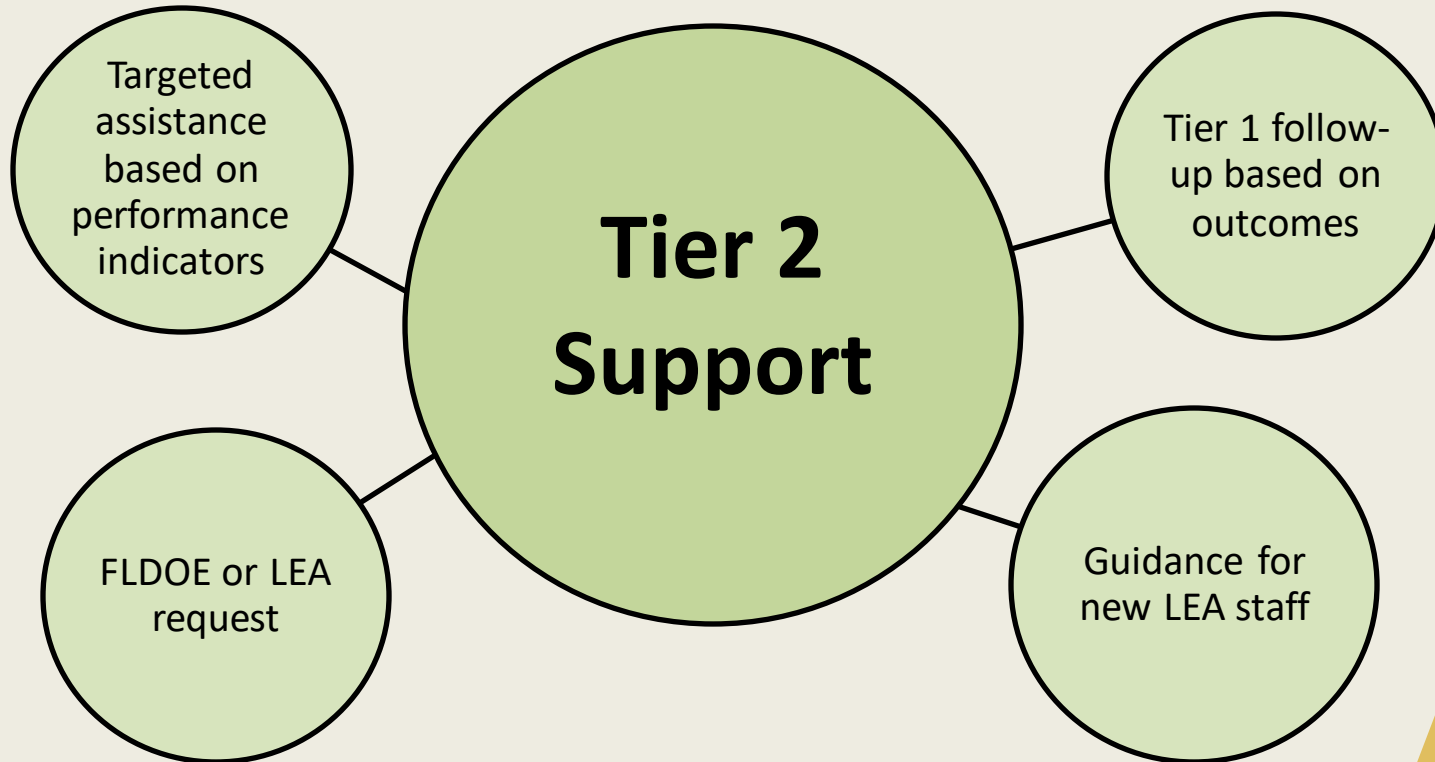
- Supports are provided during real-time implementation.
- All LEAs participate in Tier 1 supports.
- All LEAs upload program-specific bucket documentation via program-specific ShareFile.
- All LEA program-level uploads are due by the last day of each of the four designated upload months.
- Upload months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



# 2021-22 Monitoring: Tier 1

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

# 2021-22 Monitoring: Tier 2





# 2021-22 Program Monitoring

Title I, Part A

# Program Monitoring Tier 1: Sample School Selections

- LEA (Traditional, Charter, Private)

Small **(1, 1, 1)**

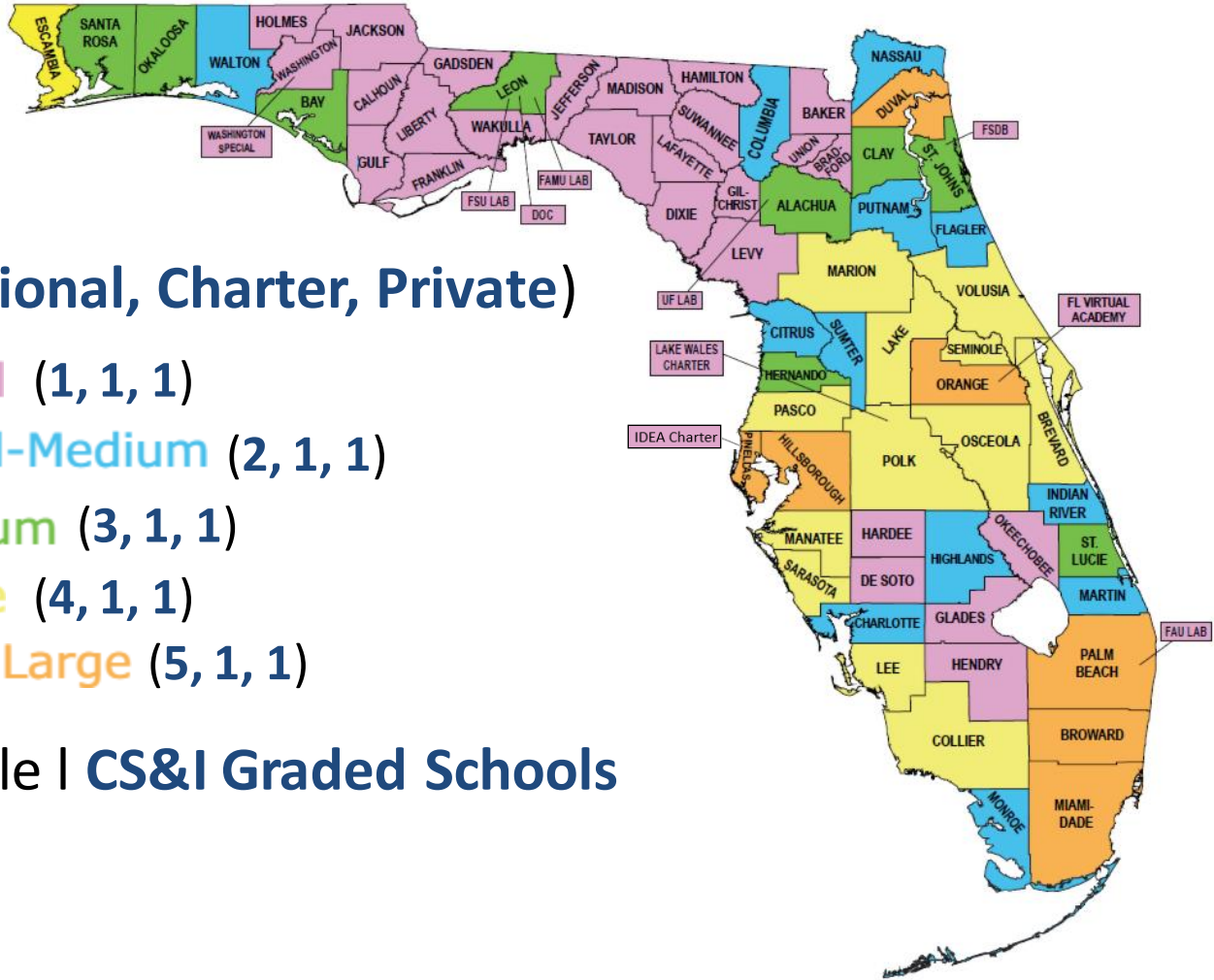
## Small-Medium (2, 1, 1)

Medium (3, 1, 1)

Large  $(4, 1, 1)$

## Very Large (5, 1, 1)

- **Plus all Title I CS&I Graded Schools**



# Title I, Part A - Tier 1 Supports

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

October

- *Transition Supports*

November

- *Parent and Family Engagement*

February

- *Equitable Services*

March

- *Professional Development*



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# Title I, Part A

What is transition in Title I, Part A?

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

# Transition Supports

## College and Career Readiness (CCR)

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

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



# Transition Support Funding CCR

## Examples:

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

# Transition Support Evidence CCR

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

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

# Transition Supports Early Childhood Education

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

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

# Transition Support Funding Early Childhood Education

## **Examples of TIPA funds being used:**

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

# Title I, Part A: October Upload Transition Supports

## Early Childhood Development Coordination

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

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

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

# Title I, Part A: October Upload Transition Supports

## Early Childhood Development Coordination

### **Sample of required documentation:**

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

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




# Constitutionally Protected Prayer and Religious Expression

# Constitutionally Protected Prayer and Religious Expression

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



# Constitutionally Protected Prayer and Religious Expression

<p>State Board of Education</p> <p>Tom Grady, Chair Ben Gibson, Vice Chair Members: Monesia Brown Marva Johnson Ryan Petty Andy Tuck Joe York</p>	 <p>FLORIDA DEPARTMENT OF <b>EDUCATION</b> fldoe.org</p>	<p>Richard Corcoran Commissioner of Education</p>
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**2021-2022 Certification of Compliance for  
Constitutionally Protected Prayer  
and Religious Expression**

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

\_\_\_\_\_  
**LEA Name**

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

\_\_\_\_\_  
**Printed Name of Superintendent or Designee Signature**

\_\_\_\_\_  
**Superintendent or Designee Signature (Required)**

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


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# Comparability

# Comparability Review Cycles

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



# Comparability 2021-22

New  
Changes

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

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

# Comparability Written Procedure

An LEA's written procedures must include:

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



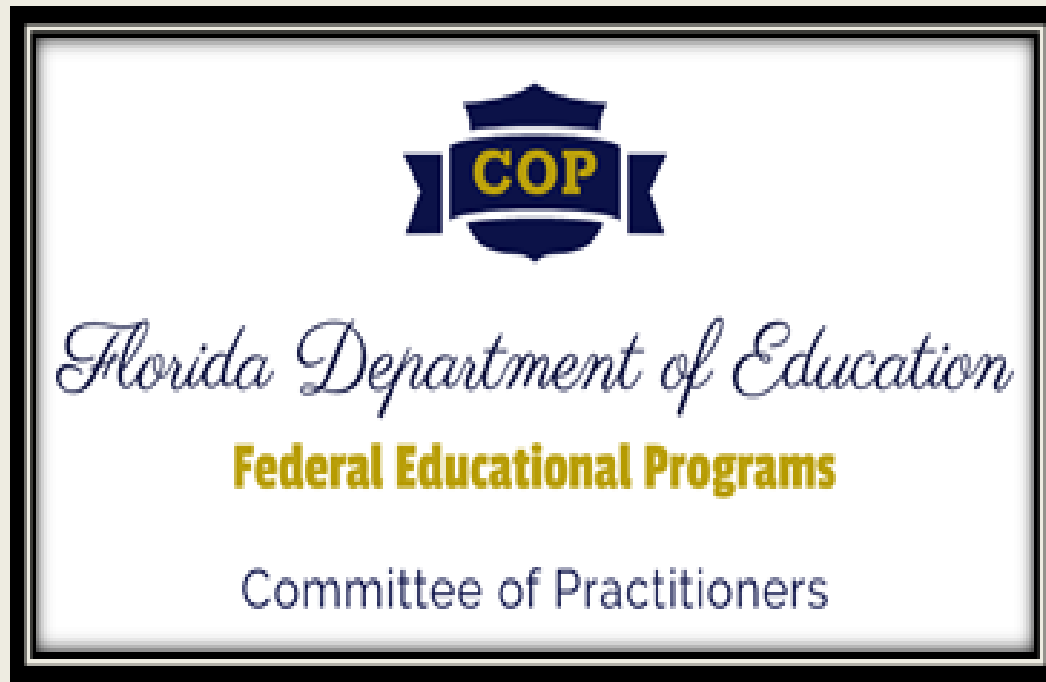
# Program Updates

## Title I, Part A

# 2021-22 Application Updates

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

# Committee of Practitioners





# Committee of Practitioners (COP)

## History

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

# Committee of Practitioners (COP)

## Purpose

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

# Committee of Practitioners (COP)

## Committee Composition

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

# Committee of Practitioners (COP)

## Items to Note

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



# Program Resources

Title I, Part A

# Program Resources

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

# Title I, Part A Regional Assignments

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

# Program Support

Shonda Goldsmith  
*Committee of Practitioners  
Monitoring*

Casey Graham  
*Charter Schools  
Comparability  
Professional Development*

Jacqueline Hill  
*Early Learning Programs  
Foster Care*

Samantha Mosely  
*Sharefile Support*

Lori Saunders  
*Comparability*

Matthew Wiley  
*College and Career  
Readiness  
Equitable Services*

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

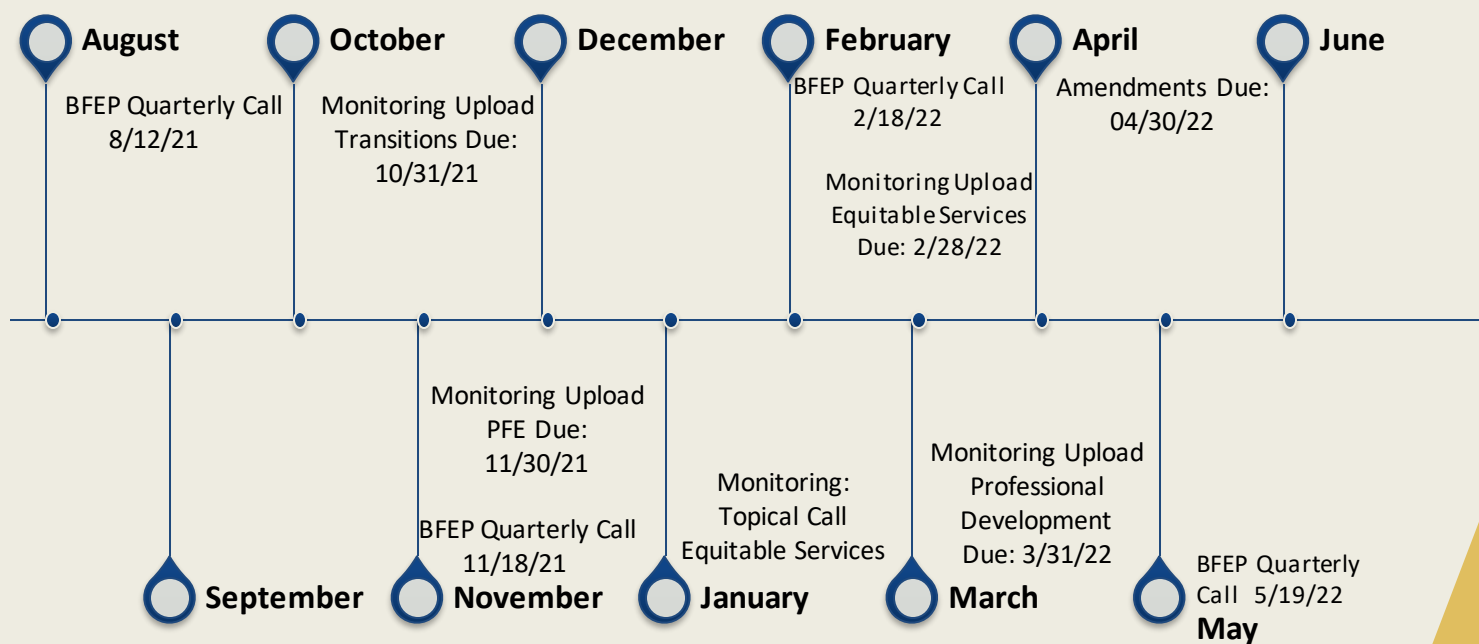




# Important Dates and Timelines

## Title I, Part A Federal Programs

# Dates and Timelines



# Program Office Contacts



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**Matthew Wiley**

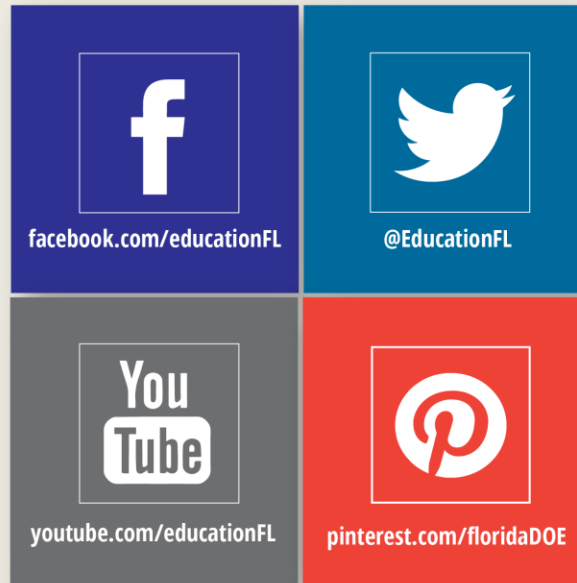
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