



FLORIDA DEPARTMENT OF EDUCATION

Request for Application (RFA)

Bureau / Office

K-12 Public Schools/Student Achievement/Bureau of Student Assistance/Title I Programs and Academic Intervention Services

Program Name

Title I, Part A – Improving the Academic Achievement of Disadvantaged Children and Youth

Specific Funding Authority (ies)

CFDA #84.010A, P.L. 107-110, No Child Left Behind Act of 2001, Title I, Part A

Funding Purpose/Priorities:

To ensure that all eligible students have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments.

Type of Award:

Entitlement

Total Funding Amount

Preliminary: \$541,294,369.70 (Preliminary Allocation for each school district is included as attachment to this Request for Application)

Budget Period

July 1, 2005 – June 30, 2006

Program Performance Period

July 1, 2005 – June 30, 2006

Target Population

Students in high poverty schools as defined by the No Child Left Behind Act of 2001.

Eligible Applicant(s)

Local Educational Agencies (LEAs), Florida School for the Deaf and Blind, and Developmental Research Schools

Application Due Date

The due date refers to the date of receipt in Grants Management by the close of business on June 30, 2005. Facsimile and email submissions will not be accepted.

Complete applications must be submitted via web-based reporting system received by the close of business on June 30, 2005. Project Application (DOE 100A) with original signature of the Superintendent must be submitted by this same date in order for the application to be considered received. Facsimile and email submissions of the DOE 100A will not be accepted. The effective date of the application will be determined by the date the DOE 100A, with original signature is received by the Office of Grants Management.

Contact Persons

Technical Support with On-line Application: Felicia Elliott, Program Specialist, Bureau of Student Assistance by phone at (850) 245-0672, or via email at felicia.elliott@fldoe.org

Project Application Support: Available to LEAs by Regional Program Specialist. Please visit the following website for a complete list of Regional Program Assignments for Title I, Part A: http://www.firn.edu/doe/title1/title1reg_contacts.html

Grants Management: Rick Weinstein, Senior Educational Program Director, Office of Grants Management by phone at (850) 245-0497, Suncom 205-0497, or via email at Rick.Weinstein@fldoe.org

Assurances

The Department of Education has developed and implemented a document entitled, *General Terms, Assurances and Conditions for Participation in Federal and State Programs*, to comply with:

- 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;
- applicable regulations of other Federal agencies; and
- State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these *General Assurances for Participation in State or Federal Programs*. The complete text may be found at <http://www.firn.edu/doe/comptroller/gbook.htm>

School Districts, Community Colleges, Universities and State Agencies

The certification of adherence filed with the Department of Education Comptroller's Office shall remain in effect indefinitely unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition; and does not need to be resubmitted with this application.

NARRATIVE SECTION

General Education Provisions Act

In accordance with the requirements of Section 427 of the General Education Provisions Act (GEPA) Public Law 103-382, request that each applicant for Federal funding provide a concise description of

the steps proposed to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs.

Please Note: Due to the fact that this is an on-line application, applicants are required to maintain documentation at the local level which supports compliance with the requirements of the General Education Provisions Act. Documentation must include a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details refer to URL: <http://www.ed.gov/policy/fund/guid/gposbul/gpos10.html>. NOTE: Upon completion of the on-line application, each applicant will be required to submit confirmation of compliance with this requirement. Assurances, including GEPA requirements are part of the “Print Application” function of the on-line application.

Project Design - Narrative

Applicants are required to submit all program/project design sections of the programs included in the on-line application.

Project Design as outlined in the attached application and as provided for in the on-line application requires applicants to provide descriptions, goals, objectives and desired outcomes to address the following:

- Program Assurances
- Collaboration Profile
- Activities to Support Increased Student Achievement (Support for Reading/Strategic Imperatives)
- Targeted Assistance Projects
- Reporting Requirements/Information Dissemination
- Public School Eligibility Survey
- Activities to Support Required Set-Asides:
 - Highly Qualified
 - Parental Involvement
 - Title I Schools In Need of Improvement
 - Florida’s NCLB Choice Options
 - Alignment to School Improvement Process
 - Highly Qualified Professional Development of Title I Schools Identified in Need of Improvement
- Title I Program Funded Portable Classrooms/Trailers
- Maintenance of Effort Requirement
- Private/Non-Public School Participation
- Early Childhood Component

Applicants are required to complete all program specific narrative descriptions, program-specific requirements and program-specific reporting forms, as provided for in the attached application and as indicated in the on-line application.

Support for Reading/Strategic Imperatives

Describe how the proposed project will incorporate reading initiatives and one or more of the Florida State Board of Education (SBE) strategic imperatives.

URL: http://www.fldoe.org/meetings/2005_01_18/StratPlanDetails.pdf

Each applicant is required to incorporate goals, objectives and strategies to increase student achievement in the areas of reading and mathematics.

Dissemination/Marketing

Describe methods /strategies you will use to disseminate and market information about the project to appropriate populations.

Each applicant is required to describe the process for disseminating information regarding the programs and services funded under this program to a targeted population that includes district and school staff, parents, school advisory councils, private schools, community agencies and other stakeholders electronically and through other means such as written and oral communication and via fax. Information regarding Title I programs shall be made available for public review at a selected district site.

Reporting Outcomes

Each applicant is required to describe the methods that will be used to report student and program outcomes to parents and other district and school stakeholders.

Funding Method

Federal Cash Advance–On-Line Reporting required monthly to record expenditures. Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient for disbursements. For federally funded projects, requests for federal cash advance must be made on the Electronic Federal Cash Advance Request System. If at times it is determined that disbursements are going to exceed the amount of cash on hand plus cash in transit, an on-line amendment can be made prior to the due date of the next Federal Cash Advance distribution on the Electronic Federal Cash Advance Request System.

Fiscal Requirements

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include: invoices with check numbers verifying payment, and/or bank statements; all or any of which must be available upon request.

Conditions for Acceptance

The completed application must be submitted via the 2005-06 Title I, Part A, Online Application. **LEAs must also submit the Project Application Form (DOE 100A) with original signature of the district superintendent (preferably in blue ink) to Office of Grants Management:**

**Office of Grants Management
Florida Department of Education
325 W. Gaines Street, Room 344
Tallahassee, Florida 32399-0400.**

The on-line application requires all LEAs to complete all sections of the application. LEAs must press the final submit button in order for completed application to be sent to FDOE. The system

will provide applicant will an electronic confirmation if application is submitted in accordance with instructions.

Funds shall be obligated no earlier than the date the Project Application Form (DOE 100A) with original signature is received by the Office of Grants Management or the effective date of the federal grant award, whichever is later. An application is considered to be in substantially approvable form when the DOE 100A, with original signature is received and the complete on-line project application is successfully submitted to the Florida Department of Education.

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

Method of Review

The on-line project application, including budget narrative shall be reviewed by FDOE staff in accordance with established project application review checklists and requirements set-forth in the No Child Left Behind Act of 2001; applicable non-regulatory guidance and other applicable federal regulations and guidelines.

FLORIDA DEPARTMENT OF EDUCATION

Project Application

TAPS Number 06A001

Please return to: Florida Department of Education Office of Grants Management Room 344 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496 Suncom: 205-0496	A) Program Name: 2005-06 Title I, Part A: Improving The Academic Achievement Of the Disadvantaged	DOE USE ONLY Date Received
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B) Name and Address of Eligible Applicant:	Project Number (DOE Assigned)
---------------------------------------------------	--------------------------------------

C) Total Funds Requested: \$ _____ <hr/> DOE USE ONLY Total Approved Project: \$ _____	D) Applicant Contact Information	
	Contact Name:	Mailing Address:
	Telephone Number:	SunCom Number:
	Fax Number:	E-mail Address:

CERTIFICATION

I, _____, *(Please Type Name)* do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. 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.

E) _____
 Signature of Agency Head

**2005-06 TITLE I, PART A, IMPROVING THE ACADEMIC ACHIEVEMENT OF THE
DISADVANTAGED**

ASSURANCES

This local educational agency (LEA) (_____ auto-fill LEA name _____) (write the name of the agency) will-

- (A) inform eligible schools and parents of school wide program authority and the ability of such schools to consolidate funds from Federal State, and local sources;
- (B) provide technical assistance and support to school wide programs;
- (C) work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards;
- (D) fulfill its school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b);
- (E) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services;
- (F) take into account the experience of model programs for the educational disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part;
- (G) in cases when the LEA chooses to use Title I, Part A funds to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act;
- (H) work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119;
- (I) comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development;
- (J) inform eligible schools of the requirement for each LEA's authority to obtain waivers on the school's behalf under Title IX and, if the State is an ED-Flex Partnership State, to obtain waivers under the Education flexibility Partnership Act of 1999;
- (K) coordinate and collaborate, to the extent feasible and necessary as the LEA determines, with the State Educational Agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116, if such a school requests assistance from the LEA in addressing major factors that have significantly affected student achievement at the school;

- (L) ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers;
- (M) ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers;
- (N) use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the LEA and receiving Title I, Part A funds to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the end of the 2001-2002 school year;
- (O) ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand;
- (P) assist each school served by the LEA and assisted under Title I, Part A in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D);
- (Q) participate, if selected, in the State National Assessment of Educational Progress (NAEP) in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994; and
- (R) submit an amendment, as appropriate, to the State Educational Agency Plan as required under section 1112 of Title I, Part A of NCLB Act of 2001.
- (S) abide by the General Education Provisions Act (GEPA)
- (T) ensure that all activities and services described in this application address required activities and clearly document that the proposed activities are supplementary and do not supplant existing State and locally funded activities and required services.

2005-06 TITLE I, PART A, IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

COLLABORATION PROFILE

Instructions: All LEAs are required to complete the collaboration profile and identify goals and objectives for each type of collaboration profile.

1. Type of Collaboration:	2. Type of Program:					3. Type(s) of Goal(s)		4. Primary Target Group(s) to be served											
								Elementary				Middle				High			
FEDERAL	PI	R	SI	C	O	DA	DD	Students	School staff	Parents	Private	Students	School staff	Parents	Private	Students	School staff	Parents	Private
								PK	K	1	2	3	4	5	6	7	8	9	10
Title II																			
Title III																			
Title IV - 21st Century Schools																			
Title IV Safe and Drug-Free Schools																			
Title V Innovation Programs																			
Title X Education of Homeless Children																			
School -to-Work																			
Comprehensive School Reform																			
Other: _____ (Specify)																			
STATE						Elementary				Middle				High					
Dropout Prevention																			
Supplemental Academic Instruction																			
Safe Schools																			
Department of Juvenile Justice																			
Department of Children and Families																			
Other: _____ (Specify)																			
LOCAL						Elementary				Middle				High					
United Way																			
Local Health Department																			
Community Agencies (must specify)																			
Coalition School Readiness																			
Other: _____ (Specify)																			

DESCRIPTIONS OF COLLABORATIONS

YOU HAVE SELECTED ____ COLLABORATIONS

Collaborating Program	
Type of Program(s)	Other:
Types of Goals:	
Primary Target Group(s) to be served:	
Grade Level(s):	
Group(s):	
Description of Collaboration: [text box]	
Goals: [text box]	
Outcomes: [text box]	

(Note: The descriptions will auto-fill from entries on previous page. Applicant will only respond to text boxes.)

DESCRIPTION OF LEA ACTIVITIES TO SUPPORT INCREASED STUDENT ACHIEVEMENT

<p>This section addresses required activities and each LEA must clearly document that the proposed activities are supplementary and do not supplant existing State and locally funded activities and required services.</p>		
<p>INSTRUCTIONAL SERVICES TO INCREASE STUDENT ACHIEVEMENT Describe the goals, measurable objectives and anticipated annual outcomes to increase student achievement. Description must, at a minimum address academic achievement of each student subgroup targeted by this application; proficiency achievement rates, and provision of highly qualified staff. <u>Goals, objectives and strategies must be specific, measurable, attainable, realistic and time bound</u> and tied to student achievement in both reading and mathematics.</p>		
	<p align="center">READING (Link to Just Read Florida and FCRR. Please review the Six core reading programs for K-5 Please review the Florida Center for Reading Research for all levels</p>	<p>MATHEMATICS</p>
<p>Overall goal(s) for increasing academic achievement of youth served through Title I schoolwide or targeted assistance programs.</p>		
<p>Objectives/strategies for increasing academic achievement of educationally disadvantaged children and youth.</p>		
<p>Objectives/strategies for increasing academic achievement of migrant children and youth.</p>		
<p>Objectives/strategies for increasing academic achievement of homeless children and youth.</p>		
<p>Objectives/strategies for increasing academic achievement of neglected and delinquent children and youth.</p>		

TARGETED ASSISTANCE PROJECTS

Check box to indicate if the LEA has no TA projects [If checked, skip to next section]

Describe the method(s) used for identifying **the lowest performing eligible students**:

Response:

Identify goals, objectives and strategies which will be implemented to meet the unique needs of educationally disadvantage students and how these goals, objectives and strategies will lead to increased academic achievement of eligible students.

Goals:

Objectives:

Strategies:

REPORTING REQUIREMENTS/ INFORMATION DISSEMINATION

In addition to the annual report as required by NCLB, describe how the LEA will report the progress made in attaining the LEA's goals and objectives for increasing student achievement in reading and mathematics:

[Text Box]

Describe the steps to be taken by the LEA to disseminate general information regarding program services and activities which target the needs of educationally disadvantage students, including dissemination of information to parents/guardians whose heritage language is other than English:

[Text Box]

PUBLIC SCHOOL ELIGIBILITY SURVEY

Date Certain: _____ Note – The PSES on the on-line application is pre-populated with data as reported by LEAs via Survey 3 (February 2005). Chart provided as sample, format of on-line reporting allows for LEA to update, revise and/or delete a school record.

School Name (2)	School Number (3)	Grade Span (4)	Number of Children Attending Public Schools (5)	Number of Children from Low Income Families (6)	Percent of Children from Low Income Families (7)	Selection Code (8)	Program Type (9)	PPA (Per Pupil Allocation) (10)	TSA (Total School Allocation) (11)

Note: Poverty rate is defined by the percent of students on Free or Reduced Price Lunch (FRPL)

SELECTION CODES:

Use the following alphabetical code(s) to indicate school eligibility and selection for service:

- A** School poverty rate exceeds 75% poverty
- B** School poverty rate falls at or above district wide average of poverty [school is below 75% poverty level, but above district wide average poverty level]
- C** School grade span is not served through Title I, Part A [School within this grade span must be below 75% poverty level] ⁽¹⁾
- D** School has been selected based on the 35 percent rule
- E** School has been skipped based on the requirements established in Section 1113(b)(1)(D). School received funding under a different program which exceeds both PSA and TSA [Must meet requirements of Section 1113 (b) (1) (D)] ⁽²⁾
- F** School has been selected based on feeder schools ⁽³⁾
- G** School with poverty rate below the districtwide average selected for a continuation of schoolwide project (below 40 percent)
- H** School selected is serving neglected and delinquent students, including Department of Juvenile Justice (DJJ) facilities.

I School with poverty rate below the districtwide average and the school does not qualify for Title I funds. ⁽⁴⁾

Additional Documentation Required:

- ⁽¹⁾ LEA must include description of how and what resources will be used to meet the unique needs of economically disadvantaged students in schools with grade spans that LEA elects not serve under Title I.
- ⁽²⁾ LEA must include description identifying the program type, amount of funding and source of funding.
- ⁽³⁾ LEA must include school name(s) and school number(s) of feeder pattern school(s)
- ⁽⁴⁾ LEA must provide a brief description of allocation process.

DESCRIPTION OF LEA ACTIVITIES TO SUPPORT REQUIRED SET-ASIDES

HIGHLY QUALIFIED PERSONNEL

Required set-side: 5% of the LEA's Title I Allocation

\$ _pre-programmed based on allocation_

Amount of 5% set-aside from other fund sources:

\$ _____ [District inputs amount from other fund sources]

Type of Fund Source (Other than Title I):

List name of fund source for each fund source used other than Title I, Part A.

Check here if all teachers and paraprofessionals in the district meet the highly qualified requirement in accordance to NCLB requirements. [Click the "Submit All Highly Qualified" button on the on-line application to go to the next section.]

Indicate the estimated number of teachers that **do not** meet the definition of highly qualified: [_____]

Indicate the estimated number of Title I-funded paraprofessionals that **do not** meet the definition of highly qualified: [_____]

Describe the activities that will be implemented to ensure that all teachers and paraprofessionals in Title I schools meet the NCLB and FDOE definition of Highly Qualified personnel. Description must include a description of how the professional development activities that will assist teachers in satisfying these requirements, and activities that ensure that newly hired teachers acquire the necessary knowledge and skills which are consistent with the Sunshine State Standards and the district's curriculum for the purposes of increasing student academic achievement:

[Text Box]

PARENTAL INVOLVEMENT

Required set-side: 1% of the LEAs Title I Allocation:

\$ _pre-programmed based on allocation_

***NOTE:** Ninety-five percent (95%) must be distributed to schools. If the LEA has a parent involvement center funded in part or totally using this required set-aside, then documentation supporting how the LEA assists all schools must be maintained and the funds do not need to be identified using function code 6150 on the DOE 103. Description in (1) below must include the description of activities that support the activities provided by the district-wide parental involvement center.*

Describe the activities that will be implemented to enhance and augment current parent involvement activities. Describe the strategies that will be implemented by the LEA to ensure that the programs and activities funded under Title I are planned and implemented with meaningful consultation with the parents/guardians of participating children and youth, and how this project will promote family literacy and the provision of parenting skills:

[Text Box]

Describe the process that will be used to conduct an annual evaluation of the effectiveness of the LEAs parental involvement component of this project:

[Text Box]

TITLE I SCHOOLS IDENTIFIED AS "IN NEED OF IMPROVEMENT"

Describe the overall district plan for assisting Title I schools that are identified as "in need of improvement" due to not making Adequate Yearly Progress (AYP) for two consecutive years:

[Text Box]

Identify strategy(ies) to be employed to ensure that all students are provided with high-quality educational options:

[Text Box]

Amount of Twenty percent (20%) Set-Aside for Implementation of NCLB Choice:

\$ pre-programmed based on allocation

Amount Reserved From Title I Funds:
\$ _____

Amount Reserved from Non-Title I Funds:
\$ _____

NOTE: An LEA with one or more Title I schools identified as “in need of improvement” must set-aside an amount equal to 20% of its Title I Allocation, unless a lesser amount can be documented, and must expend an amount equal to fifteen percent (15%) to provide or pay for costs associated with providing any of the options described above.

LEAs must provide all students enrolled in Title I schools identified as “in need of improvement” (not making AYP for two consecutive years) with public school choice options. Florida is implementing these requirements by expanding upon the state’s exiting choice options. To comply with these requirements, all students enrolled in Title I schools identified as “in need of improvement” must be offered **more than one of** the following five “meaningful/genuine” choice options: **1)** continued enrollment in current school previously chosen through existing choice options; **2)** placement in a “school within a school model program” created as a quality choice option within existing schools; **3)** transportation to another public school that has not been identified as “in need of improvement” or with a combination of school performance grades for the previous two years of DD, DF, FD, or FF; **4)** supplemental educational services by a state-approved provider; or **5)** supplemental education services by a district-approved provider. Information regarding Florida’s Implementation of NCLB Choice Options is found at:

- Memorandum: [DPS04-112.pdf](#)
- [Attachment A](#)
- [Attachment B](#)
- [Attachment C](#)

- Memorandum: [DPS04-122.pdf](#)
- [Attachment A](#)
- [Attachment B](#)
- [Attachment C](#)
- [Attachment D](#)
- [Attachment E](#)

Additional guidance and resources regarding Florida's Implementation of NCLB Choice are available at the following websites:

FDOE NCLB Website: <http://www.fldoe.org/NCLB/>

Bureau of School Improvement, AYP Public School Choice Resources:

<http://osi.fsu.edu/schoolchoice/choice.htm>

Bureau of School Improvement, Educational Improvement Plans: <http://osi.fsu.edu/>

Bureau of Family & Community Involvement, Supplemental Educational Services:

<http://www.firn.edu/doe/family/ses.htm>

FLORIDA'S NCLB CHOICE OPTIONS

a. Continue Previous Choice Option	b. School within a School Model	c. Choice with Transportation	d. SES - LEA Approved Provider	e. SES - State Approved Provider	f. Total Funds Set-Aside for Florida's NCLB Choice Options	g. Required SES* State Approved Provider (May not be less than 5% Set-Aside of Total Set-Aside for NCLB Choice)
\$	\$	\$	\$	\$	\$	\$
If total for a - e above, is less than f. Total Funds Set-Aside for Florida's NCLB Choice Options (15% Set-Aside), then provide an explanation below:						

*An LEA with one or more Title I schools identified as “in need of improvement” for two consecutive years that has not made AYP for three consecutive years is required to set-aside an amount equal to (20%) to pay for costs associated with providing any of the options described above. Only LEAs with Title I Schools identified as "in need of improvement" for two consecutive years are required to provide State-approved SES.

ALIGNMENT TO SCHOOL IMPROVEMENT PROCESS

Describe how the LEA will ensure that the school-level activities funded by this project are linked to the School Improvement process and school improvement plans for each school identified as a Title I school (both school wide and targeted assistance) :

[Text Box]

NOTE: Once the LEA's Title I, Part Application is approved, it will be posted on the FDOE webpage, and all schools funded with Title I funds will be electronically linked to the schools' improvement plan.

**HIGH-QUALITY PROFESSIONAL DEVELOPMENT FOR TITLE I SCHOOLS
IDENTIFIED AS "IN NEED OF IMPROVEMENT":**

Ten percent (10%) set-aside for Professional Development:

\$ _pre-programmed based on allocation_

NOTE: Of the 10% set-aside, an LEA is required to spend an amount equal to ten percent (10%) to provide high-quality professional development to the teachers and the school principal that directly address the academic achievement problem(s) that caused the schools to be identified as "in need of improvement."

Describe how the LEA will ensure that the allocation will be expended by the school for the purposes of providing high-quality professional development to the teachers and the school principal that directly address the academic achievement problem(s) that caused the schools to be identified as "in need of improvement:

[Text Box]

Describe the Measurable Objectives for providing high quality staff development to schools identified as "in need of improvement":

[Text Box]

Describe the Implementation Strategy(ies) for providing high quality staff development to schools identified as "in need of improvement":

[Text Box]

NOTE: Due to the fact that the determination of whether or not an LEA will be identified as "in need of improvement" may not occur until after the LEA Title I application is due for submission all LEAs are required to complete this section for application to be accepted. However, should LEA not be identified as "in need of improvement" the LEA will not be required to implement the strategies described herein, nor will the LEA be required to abide by the set-aside for professional development.

Describe the strategies/activities that will be implemented by the LEA to strengthen the core academic program in schools that will address the teaching and learning needs of students in all schools in the LEA that failed to make Adequate Yearly Progress, and how they will address the specific academic problems of lowest achieving students: ”:

[Text Box].

Provide Timelines for the implementation of the strategies/activities outlined above:

[Text Box].

Provide Measurable Outcomes for the implementation of the strategies/activities outlined above:

[Text Box]

NOTE: Description of strategies/activities should address re-locating the highest performing teachers from high performing schools to schools identified as "in need of improvement" and the implementation of specialized instructional services for the lowest performing students.

TITLE I PROGRAM FUNDED PORTABLE CLASSROOMS/TRAILERS

Inventory Number	Physical Condition of Portable Classrooms and/or Trailers	Present Site Location	Proposed Location During the Fiscal Year Covered by This Application	Proposed Use During the Fiscal Year Covered by This Application	User's Fee	Traded Space	District Owned

MAINTENANCE OF EFFORT REQUIREMENT

Method 1. AGGREGATE EXPENDITURES		2004-05	*2003-04
	Total State and Local Expenditures (Excluding all federal funds and grants)		
	Less: (Nonallowable Expenditures)		
	Community Services		
	Capital Outlay		
	Debt Services		
	School Nonrecurring Incentives or Bonus Programs		
	Subtotal: (Nonallowable Expenditures)		
	Total Allowable Expenditures		
	Percentage	_____ %	

Method 2. PER PUPIL FISCAL EFFORT		2004-05	*2003-04
	Total Allowable Expenditures	0.00	0.00
	Unweighted FTE	0.00	0.00
	Per Student Cost	0.00	0.00
	Percentage	0.00	

* If the figures in this column do not agree with those submitted in the Fiscal Year 2004-05 application, please revise updated maintenance of effort page for Fiscal Year 2003-04.

PRIVATE/NON-PUBLIC SCHOOL PARTICIPATION

NON PUBLIC SCHOOL – NON TIERING

To edit entries, click on "edit/delete" next to the appropriate record.

Nonpublic School Number, Name	Grade Span	Number of Children from Low Income Families	Per Pupil Allocation	Dollars Generated	Dollars Allocated (if Pooling)	
Totals						

NON PUBLIC SCHOOL – TIERING

To edit entries, click on "edit/delete" next to the appropriate record.

Nonpublic School Number, Name	Grade Span	Number of Children from Low Income Families	Per Pupil Allocation	Dollars Generated	Dollars Allocated (if Pooling)	
Totals						

EARLY CHILDHOOD COMPONENT

To edit entries, click on "edit/delete" next to the appropriate record.

Program Type and/or Name	Site/s	Amount of Title I funds	number of students to be served at each site by age span	
			Age 3	Age 4
TOTALS:				

Instructions

Budget Narrative Form

This form should be completed based on the instructions outlined below, unless instructed otherwise in the Request for Proposal (RFP) or Request for Application (RFA).

A. Enter Name of Eligible Recipient.

B. (DOE USE ONLY)

COLUMN 1

FUNCTION: SCHOOL DISTRICTS ONLY:

Use the four digit function codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

COLUMN 2

OBJECT: SCHOOL DISTRICTS:

Use the three digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

COMMUNITY COLLEGES:

Use the first three digits of the object codes listed in the Accounting Manual for Florida's Public Community Colleges.

UNIVERSITIES AND STATE AGENCIES:

Use the first three digits of the object codes listed in the Florida Accounting Information Resource Manual.

OTHER AGENCIES:

Use the object codes as required in the agency's expenditure chart of accounts.

COLUMN 3 - ALL APPLICANTS:

ACCOUNT TITLE: Use the account title that applies to the object code listed in accordance with the agency's accounting system.

NARRATIVE: Provide a detailed narrative for each object code listed. For example:

- **SALARIES** - describe the type(s) of positions requested. Use a separate line to describe each type of position.
- **OTHER PERSONAL SERVICES** – describe the type of service(s) and an estimated number of hours for each type of position. OPS is defined as compensation paid to persons, including substitute teachers not under contract, who are employed to provide temporary services to the program.
- **PROFESSIONAL/TECHNICAL SERVICES** - describe services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge.
- **CONTRACTUAL SERVICES AND/OR INTER-AGENCY AGREEMENTS** - provide the agency name and description of the service(s) to be rendered.
- **TRAVEL** - provide a description of each type of travel to be supported with project funds, such as conference(s), in district or out of district, and out of state. Do not list individual names. List individual position(s) when travel funds are being requested to perform necessary activities.
- **CAPITAL OUTLAY** - provide the type of items/equipment to be purchased with project funds.
- **INDIRECT COST** - provide the percentage rate being used. Use the current approved rate. (Reference the DOE Green Book for additional guidance regarding indirect cost.)

COLUMN 4 – MUST BE COMPLETED FOR ALL SALARIES AND OTHER PERSONAL SERVICES.

FTE - Indicate the Full Time Equivalent (FTE based on the standard workweek for the type of position) number of positions to be funded. Determine FTE by dividing the standard number of weekly hours (e.g., 35 hours) for the type of position (e.g., teacher aide) into the actual work hours to be funded by the project.

COLUMN 5

AMOUNT - Provide the budget amount requested for each object code.

C. TOTAL - Provide the total for Column (4) on the last page. Must be the same amount as requested on the DOE-100A or B.

