

Florida Department of Education 2005-2006 Consolidated Application

TAPS Number
See Column F below

Please return to: Florida Department of Education Bureau of Grants Management Room 344 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0498 SunCom: 205-0498	A) Name and Address of Eligible Applicant: _____ [Auto-filled once LEA logs-in] _____ Name of Local Education Agency (LEA) <h2 style="margin: 0;">Florida 2005-2006 Consolidated Application for Selected NCLB Programs</h2>	DOE USE ONLY Date Received: Budget/Project Period: July 1, 2005 to June 30, 2006
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B) LEA Applicant Contact Information

Name of Primary LEA Contact Person:	Mailing Address:
Telephone Number:	E-mail Address:
Fax Number:	SunCom Number:

C) List of NCLB Programs	D) Programs Selected <i>(Must Check at least 2)</i>	E) Preliminary Allocation	F) TAPS Number	G) Approved Funding	H) Project Numbers
Title I, Part A – Basic	<input type="checkbox"/> Yes <input type="checkbox"/> No		06A001		
Title I, Part C - Migrant	<input type="checkbox"/> Yes <input type="checkbox"/> No		06A022		
Title I, Part D – Local Neglected and Delinquent	<input type="checkbox"/> Yes <input type="checkbox"/> No		06A027		
Title I, Part F – Comprehensive School Reform	<input type="checkbox"/> Yes <input type="checkbox"/> No		06A029		
Title II, Part A – Teacher and Principal Training/Recruiting	<input type="checkbox"/> Yes <input type="checkbox"/> No		06A052		
Title II, Part D – Enhancing Education through Technology	<input type="checkbox"/> Yes <input type="checkbox"/> No		06A056		
Title III, Part A – English Language Acquisition	<input type="checkbox"/> Yes <input type="checkbox"/> No		06C080		
Title IV, Part A – Safe and Drug Free Schools	<input type="checkbox"/> Yes <input type="checkbox"/> No		06A071		
Title V, Part A – Innovative Programs	<input type="checkbox"/> Yes <input type="checkbox"/> No		06A082		
Title VI, Part B, Subpart 2 – Rural and Low Income	<input type="checkbox"/> Yes <input type="checkbox"/> No		06A090		

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.

H) _____
Signature of Superintendent



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INSTRUCTIONS FOR COMPLETING DOE FORM 100C

- A.** Enter name of LEA submitting application.
- B.** Enter requested information for the District's primary contact person. This is the person responsible for coordinating the response(s) to all questions regarding information included in this application.
- C.** These are the selected NCLB programs eligible to be consolidated in this application.
- D.** Enter a check mark under "Yes" or "No" for each of the NCLB programs in Column "C" to indicate the programs that were selected for inclusion in the consolidated application.
- E.** Enter the total amount of funds requested for each program that is intended to be included in this consolidated application.
- F.** DOE use only.
- G.** DOE use only
- H. The original signature of the appropriate agency head is required.** The agency head is the school district superintendent. An original signature is required in order for application to be considered for funding.
 - **Note:** Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the appropriate 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 100C when the application is submitted

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DESCRIPTION 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.)

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GENERAL ASSURANCES

Insert check mark in each box. All boxes must be checked before moving on to next section of the application.

AGREE <input type="checkbox"/>	1. The LEA assures that each selected program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
AGREE <input type="checkbox"/>	2. The LEA assures that the control of funds provided under each selected program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities.
AGREE <input type="checkbox"/>	3. The LEA assures that the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property of each selected program to the extent required by the authorizing statutes.
AGREE <input type="checkbox"/>	4. The LEA assures that the use of proper methods of administering each selected program includes the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
AGREE <input type="checkbox"/>	5. The LEA assures full cooperation in carrying out any evaluation of each selected program conducted by or for the state educational agency, the Secretary, or other federal officials.
AGREE <input type="checkbox"/>	6. The LEA assures that the use of fiscal control and fund accounting procedures will be of the proper disbursement of, and accounting for, federal funds paid to the LEA under each selected program.
AGREE <input type="checkbox"/>	7. The LEA assures that reports will be submitted to the state educational agency (which shall make the reports available to the Governor) and the Secretary as the state educational agency and Secretary may require the state educational agency and the Secretary to perform their duties under each selected program.
AGREE <input type="checkbox"/>	8. The LEA assures that it will maintain such records for each selected program, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties.
AGREE <input type="checkbox"/>	9. The LEA assures that before this application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.
AGREE <input type="checkbox"/>	10. Funds received will be used to supplement and, to the extent practical, increase the level of funds that would be made available from nonfederal sources; in no case will such funds be used to supplant funds from nonfederal sources.
AGREE <input type="checkbox"/>	11. The LEA assures that funds will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
AGREE <input type="checkbox"/>	12. 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: <ul style="list-style-type: none"> 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. <p>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</p>

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	General Assurances for Participation in State or Federal Programs. The complete text may be found at http://www.firn.edu/doi/comptroller/gbook.htm
AGREE []	13. (auto-fill LEA name) school district will abide by the General Education Provisions Act (GEPA).

PROGRAM SPECIFIC ASSURANCES

Title I, Part A – Basic

All assurances submitted with the Title I Local Education Agency Program Plan remain in effect and are agreed to herein. *[Agree*]

The LEA assures that it will spend an amount equal to at least twenty percent (20%) of the LEA's Title I, Part A, allocation to implement the No Child Left Behind Choice Options, including Supplemental Education Services, and that all students enrolled in "Schools Identified In Need of Improvement" (SINI) shall be offered no less than two choice options, including choice with transportation. If less than the 20% of the required set-aside is needed, the LEA shall assure that all the requirements of Florida's NCLB Choice have been implemented prior to re-allocating unexpended amounts. *[Agree*]

The LEA assures that it will spend not less than five percent (5%) of the LEA's Title I, Part A, allocation to implemented to ensure that all teachers and paraprofessionals in Title I schools meet the NCLB and FDOE definition of Highly Qualified personnel. *[Agree*]

The LEA assures that it will spend no less than one percent (1%) of the LEA's Title I, Part A, allocation; ninety-five percent (95%) of which shall be distributed to schools to provide for parental involvement. *[Agree*]

For LEAs that have been identified as in need of improvement, the LEA assures that schools will spend not less than ten percent (10%) of the LEA's Title I, Part A, allocation, for the purpose of providing to the school's teachers and principal high-quality professional development that -

- (A) directly addresses the academic achievement problem that caused the school to be identified for school improvement;
- (B) meets the requirements for professional development activities to meet the NCLB and FDOE definition of Highly Qualified personnel; and
- (C) is provided in a manner that affords increased opportunity for participating in that professional development. *[Agree* *[Not Applicable*]

Title I, Part C – Migrant

Priority of Services: The LEA shall document that funds received under Title I, Part C, to provide services to migratory children and youth shall give priority to migratory children who are failing, or most at risk of failing, to meet the Sunshine State Standards and the State's Adequate Yearly Progress (AYP) targets in reading and mathematics, and whose education has been interrupted during the regular school year. *[Agree*]

Title I, Part D – Neglected and Delinquent

Access to Title I, Part D, funding: The LEA shall ensure that every Department of Juvenile Justice (DJJ) facility/agency in operation in the district shall be funded based on the number of delinquent youth. *[Agree*]

All formal agreements regarding the program(s) to be implemented between the local educational agency and correctional facilities and alternative schools serving children and youth involved with the juvenile justice

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system will be implemented as stated and all agreements are in effect as of the 2005-06 school year. [Agree

Participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to that being implemented at the public school such youth would attend. [Agree

Participating schools will identify the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and appropriately identify other at-risk children and youth expected to be served by the program; the school will coordinate existing educational programs to meet the unique educational needs of such children and youth. [Agree

Participating schools will partner with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services for participating students. [Agree

Participating schools will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities. [Agree

Participating schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities. [Agree

Participating schools will make practical efforts to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program. [Agree

Participating schools will take steps to find alternative placements for children and youth interested in continuing their education but who are unable to participate in a regular public school program. [Agree

Title II, Part A – Teacher and Principal Training and Recruiting Fund

The LEA assures that it will target funds to schools within the jurisdiction of the LEA that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as in need of improvement. [Agree

Title III, Part A – English Language Acquisition

All assurances submitted with the District LEP Plan remain in effect and are agreed to herein. [Agree

The LEA assures that the needs of school systems of all sizes and in all geographic areas, including school systems with rural and urban schools are addressed. [Agree

The LEA assures that eligible entities will be of sufficient size and scope to allow such entities to carry out high-quality language instruction educational programs for limited English proficient children. [Agree

The LEA assures that an eligible entity receiving a subgrant under this subpart use the subgrant in ways that will build such recipient's capacity to continue to offer high-quality language instruction educational programs that assist limited English proficient children in meeting challenging State academic content and student academic achievement standards once assistance under this subpart is no longer available. [Agree

The LEA assures that no more than two percent (2%) will be expended on costs associated with administering this program. [Agree

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Title IV, Part A – Safe and Drug Free Schools

The LEA assures that the activities or programs funded comply with the principles of effectiveness described in Section 4115(a), and foster a safe and drug-free learning environment that supports academic achievement [Section 4114 (d)(1) of the [No Child Left Behind](#) Act of 2001].

The LEA assures that drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful. [*Agree*

The LEA assures that the applicant has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes--

- (A) appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students;
- (B) security procedures at school and while students are on the way to and from school;
- (C) prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments;
- (D) a crisis management plan for responding to violent or traumatic incidents on school grounds; and
- (E) a code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that--
 - (i) allows a teacher to communicate effectively with all students in the class;
 - (ii) allows all students in the class to learn;
 - (iii) has consequences that are fair, and developmentally appropriate;
 - (iv) considers the student and the circumstances of the situation; and
 - (v) is enforced accordingly. [*Agree*

The LEA assures that the application and any waiver request under section 4115(a)(3) will be available for public review after submission of the application. [Section 4115(a)(3) of the [No Child Left Behind Act of 2001](#)] [*Agree*

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CONSOLIDATED PROGRAM DESCRIPTIONS

Instructions: School districts electing to submit a consolidated application are required to complete the Consolidated Program Description and the Program Specific Descriptions, if such programs are selected. All LEAs are advised to closely review the Program Specific Requirements section of this application prior to completing Consolidated Program Descriptions and Program Specific Descriptions.

1. Describe the evidence of current and appropriate needs assessment conducted relative to the purposes of these funds and to the selected programs that the LEA plans to implement. Description must include reference to method used to conduct needs assessment for each of the NCLB programs included in the LEA's consolidated application. *[Text Box]*

2. 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. **Goals, objectives and strategies must be specific, measurable, attainable, realistic and time bound** and tied to student achievement in both reading and mathematics. *[Text Box]*

LEAs electing to consolidate any one of the following programs: Title I, Part A; Title I, Part C; Title I, Part D; Title III are required to complete the chart provided below:

TARGET GROUP <i>[FD OE's AYP and State's NCLB Consolidated Application]</i>	READING <i>[Just Read Florida and Florida Center for Reading Research]</i>	MATHEMATICS <i>[Bureau of School Improvement's web-page for resources & best practices]</i>
Children and youth served through Title I schoolwide or targeted assistance. [Title I, Parts A & D only]	Goal(s): Objective(s): Strategies:	Goal(s): Objective(s): Strategies:
Educationally/Economically Disadvantaged (Students served in schoolwide or targeted assistance programs under Title I, Part A) [Title I, Part A only]	Goal(s): Objective(s): Strategies:	Goal(s): Objective(s): Strategies:
Migrant children and youth [Title I, Part C only]	Goal(s): Objective(s): Strategies:	Goal(s): Objective(s): Strategies:
Current and former limited English proficient students. <i>(Former LEP who have exited within 2 years)</i> [Title III only]	Goal(s): Objective(s): Strategies:	Goal(s): Objective(s): Strategies:
Homeless children and youth [Title I, Parts A & C]	Goal(s): Objective(s): Strategies:	Goal(s): Objective(s): Strategies:
Neglected and delinquent children and youth [Title I, Part A & D]	Goal(s): Objective(s): Strategies:	Goal(s): Objective(s): Strategies:

NOTE: Goals, objectives and strategies provided for LEAs identified as in need of improvement must be linked to those described in the District Intervention and Assistance Plan and the school improvement plans for schools identified as in need of improvement.

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3. Describe how the LEA will evaluate the outcomes based on the measurable objectives in this application.
4. Describe how the activities proposed in this application will be conducted using scientifically based researched programs, strategies and activities. *[Text Box]*
5. Describe how the LEA will provide technical assistance and support for the effective implementation of the school reforms and/or programs based on scientifically based research and effective practices selected by the schools. *[Text Box]*
6. Describe how the LEA will provide assistance to schools for the implementation and support of a comprehensive system that effectively uses technology in elementary schools and secondary schools to improve student academic achievement. *[Text Box]*
7. Describe how the activities in this project will support Florida's reading initiative. *[Text Box]*
8. Describe how information about this application will be disseminated and marketed to appropriate populations. *[Text Box]*
9. Describe how LEA will increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals. *[Text Box]*
10. Describe how the LEA will report on outcomes to parents and the community in a language or mode of communication they understand (unless clearly not feasible). *[Text Box]*
11. Describe how the LEA will ensure the involvement of parents/guardians. Identify if there are any programs or activities, regardless of funding source, conducted specifically for parents or any programs or activities for which parents are the primary focus/target. Description must address how parents will be involved in programs administered by the LEA and included in this consolidated application and must also include parents/guardians involvement in the LEA's drug and violence prevention programs. *[Text Box]*

PROGRAM SPECIFIC DESCRIPTIONS

TITLE I, PART C, MIGRANT EDUCATION

Priority of Services: The LEA must document that funds received under Title I, Part C are prioritized to specifically meet the unique needs of migratory children who are failing, or most at risk of failing to meet the Sunshine State Standards and the State's Adequate Yearly Progress (AYP) targets in reading and mathematics, and whose education has been interrupted during the regular school year. Describe how the LEA conducted a needs assessment to identify "Priority of Services" and how the needs assessment will be used to implement programs and services for these students. *[Text Box]*

TITLE IV, SAFE AND DRUG-FREE SCHOOLS

Needs Assessment and Prioritized Needs: The LEA must document that funds received under Title IV, Safe and Drug-Free Schools are prioritized based on a comprehensive needs assessment which is based on objective data regarding the incidence of violence and illegal drug use in the schools served, including but not limited to an analysis of the conditions and consequences of serious discipline problems among students attending such schools. Describe how the LEA conducted a needs assessment, what data sources were used and how needs were prioritized. *[Text Box]*

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SDFS Program Activity Profile:

LEAs must submit a program activity profile for each of the programs funded under Title IV that will be implemented in 2005-06 school year.

The SDFS Program Activity Profile Reporting Form is provided for informational purposes only; SDFS Program Activity Profile is to be completed on-line.

PROGRAM SPECIFIC REQUIREMENTS

TITLE I PART A - BASIC

Public School Eligibility Survey

LEAs must submit the Public School Eligibility Survey (PSES) using the on-line 2005-2006 Title I, Part A Application and will have the option to upload the PSES to the server by following the instructions provided in the online application. *[The PSES form, attached for informational purposes only]*

Activities to Support Required Set-Asides:

The LEA must submit the sections of the on-line application which support full implementation of the Required Set-Asides for Title I Schools Identified in Need of Improvement. Goals, objectives and strategies for each of the following:

- Highly Qualified
- Parental Involvement
- Title I Schools In Need of Improvement
- Florida's NCLB Choice Options
- Alignment to School Improvement Process

Maintenance of Effort Requirement Form

LEAs must submit the Maintenance of Effort (MOE) using the using the on-line 2005-2006 Title I, Part A Application. *[Provided as separate form and must be completed if LEA elects to consolidated Title I, Part A]*

Support for Eligible Students in Private Schools

LEAs receiving funds under Title I, Part A must document provision of eligible students in private schools. LEA must select either tiering or non-tiering method. *[Provided as separate form and must be completed if LEA elects to consolidated Title I, Part A]*

Support for Early Childhood Services

LEAs receiving funds under Title I, Part A, must identify the agency serving prekindergarten children and the amount of funds allocated to provide such services. Note: If the table is left blank, the LEA must provide documentation with this application to support why services are not being provided through Title I, Part A; to support early childhood programs.

TITLE I, PART C, MIGRANT

Support for Early Childhood Services

LEAs receiving funds under Title I, Part C, must identify the agency serving prekindergarten migrant children and the amount of funds allocated to provide such services. Note: If the table is left blank, the LEA must provide documentation with this application to support why services are not being provided through Title I, Part C; to support early childhood programs.

TITLE IV, PART A – SAFE AND DRUG FREE SCHOOLS

1. Funded activities and programs must follow the Principles of Effectiveness defined in Title IV Section 4115 as follows:

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“(A) be based on an assessment of objective data regarding the incidence of violence and illegal drug use in the elementary schools and secondary schools and communities to be served, including an objective analysis of the current conditions and consequences regarding violence and illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program) that is based on ongoing local assessment or evaluation activities;

(B) be based on an established set of performance measures aimed at ensuring that the elementary schools and secondary schools and communities to be served by the program have a safe, orderly, and drug-free learning environment;

(C) be based on scientifically based research that provides evidence that the program to be used will reduce violence and illegal drug use;

(D) be based on an analysis of the data reasonably available at the time, of the prevalence of risk factors, including high or increasing rates of reported cases of child abuse and domestic violence; protective factors, buffers, assets; or other variables in schools and communities in the State identified through scientifically based research; and

(E) include meaningful and ongoing consultation with and input from parents in the development of the application and administration of the program or activity.

(2) PERIODIC EVALUATION. –

(A) REQUIREMENT. – The program or activity shall undergo a periodic evaluation to assess its progress toward reducing violence and illegal drug use in schools to be served based on performance measures described in section 4114(d)(2)(B).

(B) USE OF RESULTS. – The results shall be used to refine, improve, and strengthen the program, and to refine the performance measures, and shall also be made available to the public upon request, with public notice of such availability provided.

(3) WAIVER. – A local educational agency may apply to the State for a waiver of the requirement of subsection (a)(1)(C) to allow innovative activities or programs that demonstrate substantial likelihood of success.”

The School District's SDFS Advisory Council must have a minimum of two meetings per year, disseminate information about drug and violence prevention, participate in program planning and review program evaluation and other relevant materials and make recommendations to the school district on how to improve such agency's drug and violence prevention programs.

An annual program evaluation plan will be due July 29, 2005. This program evaluation plan will require original signature of the Superintendent. Reporting format and instructions for submission will be provided under separate cover.

A cap of 2% may be used for administrative costs.

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List of Attachments

Other forms for selected programs included in this application for informational purposes:

➤ Title I, Part A – Basic

Forms are provided for informational purposes only, LEAs are required to complete on-line reporting format.

- ✓ *Public School Eligibility Survey*
- ✓ *Description of LEA Activities to Support Required Set-Asides*
- ✓ *Title I Schools Identified as In-Need of Improvement*
- ✓ *Florida's NCLB Choice Options*
- ✓ *Maintenance of Effort*
- ✓ *Support for Eligible Students in Private Schools*
- ✓ *Support for Early Childhood Education*

➤ Title I, Part C – Migrant

Form is provided for informational purposes only, LEAs are required to complete on-line reporting format.

- ✓ *Support for Early Childhood Education*

➤ Title IV, Part A – Safe and Drug Free Schools

Forms are provided for informational purposes only, LEAs are required to complete on-line reporting format.

- ✓ *SDFS Program Activity Profile*
- ✓ *Gun-Free Schools Report*

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Instructions Budget Narrative Form

APPLICANT MUST SUBMIT A SEPARATE BUDGET PAGE FOR EACH PROGRAM SELECTED

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 the name of the NCLB program.
- B. Enter Name of Eligible Recipient.
- C. **For DOE use only.** Project Number to be added by FDOE.

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-100C.

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TITLE I, PART A: PUBLIC SCHOOL ELIGIBILITY SURVEY

FORM PROVIDED FOR INFORMATION PURPOSES ONLY – PSES MUST BE COMPLETED USING ON-LINE APPLICATION

Name of LEA: _____

(1) Date Certain: ____/____/____	All Schools									
School Name	School Number	Grade Span	Number of Children Attending	Number of Children from Low Income Families		Selection Code	Program Type (9)		Allocation	
(2)	(3)	(4)	Public Schools (5)	Number (6)	Percent (7)	(8)	TA	SW	PPA* (10)	TSA** (11)
			(12)	(13)	(14)					

* Per Pupil Allocation
 ** Total School Allocation

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INSTRUCTIONS FOR PUBLIC SCHOOL ELIGIBILITY SURVEY (PSES)

REMINDER: LEAs must submit the PSES the using the on-line 2005-2006 Title I, Part A Application or using an electronic spreadsheet in Microsoft EXCEL. Form is included only to provide the format which must be followed if LEA elects to submit PSES in an electronic format (MS Excel). Hardcopies submitted via Fax or mail; or electronic copies submitted using software other than MS Excel will not be accepted.

- (1) Indicate date survey was made. The last day of the February FTE count is recommended as the date certain; however, any date is acceptable providing the student attendance can be documented.
- (2) List ALL schools in rank order: from highest to lowest poverty rates. (Use as many pages as needed. Check against the listings in the latest DOE Education Directory.)
- (3) Use the number in the DOE Education Directory.
- (4) (List the grade span as per the DOE Education Directory.
- (5) Indicate the NUMBER in attendance on survey date, excluding Prekindergarten students. [If ESE 135, School Funding Certification, is used, double the number.]
- (6) Indicate the NUMBER based on one of the following: the number of children ages 5 - 17, in poverty based on the most recent census data; children eligible for free/reduced priced lunches; children in families receiving AFDC; children eligible for Medicaid assistance OR a composite of the above on Date Certain, excluding prekindergarten students.
- (7) Compute the PERCENT and round to the nearest whole number. [Divide Column (6) by Column (5) and multiply by 100.]
- (8) 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 not served due to district's allocation process. ⁽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 description of allocation process and justification supporting the reason(s) why the school is not funded under Title I, Part A

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- (9) Indicate Program Type, targeted assistance or schoolwide, by marking an "X" in the appropriate column
- (10) Indicate TOTAL per pupil allocation.
- (11) Indicate TOTAL school allocation.
- (12) Indicate TOTAL public school students.
- (13) Indicate district wide TOTALS for ALL schools.
- (14) Indicate PERCENT: divide Item (13) by Item (12) and multiply by 100 [round to the nearest whole number].

*District Option: Prekindergarten handicapped students may be included as long as they are included in all schools district wide.

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MAINTENANCE OF EFFORT REQUIREMENT

District/Agency: Auto-Filed

Complete either Method 1 or Method 2.

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	\$ _____	\$ _____
	_____ %	
METHOD 2. PER PUPIL FISCAL EFFORT	2004-05	2003-04
Total Allowable Expenditures		\$ _____
Unweighted FTE	\$ _____	_____
Per Student Cost	_____	\$ _____
Percentage	\$ _____	_____ %
	_____ %	

* If the figures in this column do not agree with those submitted in the Fiscal Year 2004-2005 application, please attach the revised, updated maintenance of effort page for Fiscal Year 2003-04.

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TITLE I, PART A: SUPPORT FOR ELIGIBLE STUDENTS IN PRIVATE SCHOOLS

NON-TIERING

N/A

Nonpublic School Name (2)	Grade Span (3)	Number of Children from Low Income Families (4)	Per Pupil Allocation (5)	Dollars Generated (6)	Dollars Allocated (if Pooling)* (7)
TOTALS]	

TIERING

N/A

Nonpublic School Name (2)	Grade Span (3)	Number of Children from Low Income Families (4)	Per Pupil Allocation (5) multiple columns for differing PPAs	Dollars Generated (6)	Dollars Allocated (if Pooling)* (7)
TOTALS					

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TITLE I, PART A AND PART C: SUPPORT FOR EARLY CHILDHOOD SERVICES

Please provide the following information regarding the Title I, Part A and Title I, Part C-funded early childhood activities being conducted in your district. Note: If the table is left blank, the LEA must provide documentation with this application to support why services are not being provided through Title I, Part A; and Title I, Part C, to support early childhood programs.

N/A If checked, LEA must provide description of how services to prekindergarten services are provided.

List the name(s) of the program(s) that provide early childhood services	List the site(s) where the program is housed	Amount of <u>Title I, Part A</u> Funds Allocated to Support Early Childhood Programs	Amount of <u>Title I, Part C</u> Funds Allocated to Support Early Childhood Programs	Indicate the number of students to be served at each site by age span	
				Age 3	Age 4
TOTALS:					

Add text box for required documentation to support why services are not being provided through Title I, Part A; and Title I, Part C, to support early childhood programs.

JUSTIFICATION: [Text Box]

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SDFS Program Activity Profile (Section V of the On-line Application)

Complete this section for each SDFS funded program you plan on implementing during the 2005-2006 year.

[Go to Proven Programs Main](#) | [Go to Promising Programs Main](#)

Add Promising Program

1. Program Name:

2. For a Promising Program you must provide the following information:

Rationale for why using promising versus proven?

Number of years used:

If this is the 3rd of year of implementation, provide effectiveness data from the evaluation.

3. Type of Program

- Student ATOD Use Prevention
- Parent Involvement
- Student Violence Prevention
- Other

If other, please specify:

4. Primary Target Group(s) to be served:

	Elementary	Middle	High
Students	pk <input type="checkbox"/> k <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
School Staff:	pk <input type="checkbox"/> k <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
Parents	pk <input type="checkbox"/> k <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
Private	pk <input type="checkbox"/> k <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
Other	pk <input type="checkbox"/> k <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

if other, specify:

Total schools served

Elementary:

Middle:

High:

5. Targeted Changes (check all that apply):

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- Attitude
- Behavior/Skills
- Knowledge
- Perceptions

6. Implementation Protocol for this program.

a. In how many school, in what grade(s) and during what time period or content area will the program be implemented?

b. Who is responsible at the school level for implementing this program? (Example - 9th grade life management skills teachers, guidance counselors, etc?)

c. How will personnel responsible for implementation be trained?

d. What are the instruments/checklists and/or processes that will be used to track the implementation of the program.

Provide the fidelity instruments/checklists as a Word file or PDF file, if possible.

e. Describe the process/procedures that will be used to monitor the quality of implementation?

f. Was this program formally evaluated? Yes No

If yes, describe the strategies that will be used to improve the implementation gaps identified by the program evaluation.

g. Should the program identified in this application not be implemented, describe the alternative program/programs that will be implemented using Title IV funds.

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7. Program Evaluation*

a. Are you going to evaluate this program? Yes No

b. What preparations for the evaluation have begun?

c. Are you going to use an outside evaluator? Yes No

* In the SDFS application, an assurance for the program evaluation will need to be signed.

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Federal Gun-Free Schools Act Local Education Agency Activities Survey

Fiscal Year: **2004-2005**

Select this box if this was a Gun-Free School Year for the entire _____ County School District. (If your school district was Gun-Free this year, please complete Section II of this survey only)

Section I: School Level Data

Directions: You must complete this form for each school that a student has been found to have brought a firearm to school or possessed a firearm as defined by 18 U.S.C. 921 at school during the 2004-2005 school year.

1a. Please indicate the number of students who were found to have brought a firearm to school or possessed a firearm at school. Include all infractions in your answer.

School Level
(Elementary, Middle or High School) _____

Select a School _____

Number of Students who brought/possessed a Handgun
(Enter "0" if there are no students or "MD" for missing data) _____

Type of Handgun
(Enter NA for none, or "MD" for missing data) _____

Number of Students who brought/possessed a Rifle/Shotgun
(Enter "0" if there are no students or "MD" for missing data) _____

Type of Rifle/Shotgun
(Enter NA for none, or "MD" for missing data) _____

Number of Students who brought/possessed Other Firearm
(Enter "0" if there are no students or "MD" for missing data) _____

Type of Firearm
(Enter NA for none, or "MD" for missing data) _____

1b. How many of the incidences reported in Item 1a were terminated before an expulsion disposition? _____

Please provide an explanation for each incident reported in 1b.

Notes: Any student found to have brought a firearm (meeting the definition at 18 U.S.C. 921) to school or possessed a firearm at school should be reported as an infraction, even if the expulsion is shortened or no penalty is imposed. Any incidents in which a student covered by the provisions of IDEA brought a firearm to school or possessed a firearm at school should also be included, even if it is determined that the incident is a manifestation of the student's disability. Modifications of the one-year expulsion requirement should also be reported in Question 2 of this report.

If a single student is found to have brought or possessed more than one firearm, report the student as a single incident. A note that explains the circumstances surrounding the incident, including the types of firearms that were removed from the student should be described in the data caveat section of this report.

If the same student is involved in more than one incident that involves bringing or possessing a firearm, each incident would be counted as one incident. A note explaining the circumstances surrounding the incident, including information about the disposition of that student, should be described in the data caveat section of this report.

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2. MODIFIED EXPULSIONS

How many of the incidences reported in Item 1a were shortened to a term of less than one year by the Superintendent of an LEA under the case-by-case modification provisions of Section 4141(b)(1) of the GFSA? _____

2a. Number of Modified Expulsions _____

2b. Number of Expulsions Not Modified _____

3. ALTERNATIVE PLACEMENTS

How many of the incidences reported in Items 2a and Item 2b resulted in a referral of the student to an alternative school or program for the school listed in 1a? _____

3a. Number of Alternative Placements among students with modified expulsions: _____

3b. Number of Alternative Placements among students with expulsions NOT MODIFIED _____

4. STUDENTS WITH DISABILITIES

How many of the modifications reported in Item 2a were for students with and without disabilities as defined in Section 602(a)(1) of the IDEA (see below) for the school listed in 1a? _____

Note: The total figure shown in the table below should EQUAL the total number of modified expulsions reported in Item 2a.

4a. Number of Modifications for students with disabilities _____

4b. Number of Modifications for students who are not disabled _____

The GFSA explicitly states that the Act must be construed in a manner consistent with the Individuals with Disabilities Education Act (IDEA). Compliance with the GFSA can be achieved consistent with the IDEA as long as discipline of such students is determined on a case-by-case basis under the GFSA provision that permits modification of the expulsion requirement on a case-by-case basis. A student with a disability who brings a firearm to school, or possesses a firearm at school, may be removed from school for ten school days or less, and in accordance with State law, placed in an interim alternative educational setting that is determined by the student's individualized education program team, for up to 45 calendar days. If the student's parents initiate due process proceedings under the IDEA, the student must remain in that interim alternative educational setting during authorized review proceedings, unless the parents and school district can agree on a different placement. Before an expulsion can occur, the IDEA requires a determination by a group of persons knowledgeable about the student on whether the bringing of a firearm to school, or the possession of a firearm at school, was a manifestation of the student's disability. A student with a disability may be expelled only if this group of persons determines that the bringing of a firearm to school, or the possession of a firearm at school, was not a manifestation of the student's disability, and the school follows applicable IDEA procedural safeguards before the expulsion occurs. Under IDEA, students with disabilities who are expelled in accordance with these conditions must continue to receive educational services during the expulsion period. Under Section 602 (a)(1) of the IDEA, the term "children with disabilities" is defined as:

- children --
- (i) with mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments, including blindness, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and
- (ii) who, by reason thereof, need special education and related services

SECTION II: LEA Compliance with Gun-Free Schools Act (GFSA)

1. This is to assure that _____ County School District is in compliance with GFSA Section 1006.13(2)(a), FS, that requires that a student who brings a firearm to school, or possesses a firearm at school, be expelled for one year.

Yes No

2. This is to assure that _____ County School District is in compliance with the requirement in Section 4141(h) that an LEA receiving ESEA funds have in place a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm to a school, or possesses a firearm at school.

Note: If your district is in compliance with Section 1006.13(2)(a), FS.

Yes No