



FLORIDA DEPARTMENT OF EDUCATION
Request for Application (RFA)

Bureau / Office

Division of Public Schools/Bureau of Student Assistance

Program Name

2006-2007 Consolidated Application for Selected Federal Programs under No Child Left Behind

Specific Funding Authority (ies)

Federal No Child Left Behind Act of 2001 P.L. 107-110:

- CFDA # 84.010A, Title I, Part A, Educational Disadvantaged Students
- CFDA # 84.011A, Title I, Part C, Education of Migratory Children
- CFDA # 84.013A, Title I, Part D, Subpart 2, Local Programs for Neglected and Delinquent
- CFDA # 84.367A, Title II, Part A - Teacher and Principal Training/Recruiting
- CFDA # 84.318X, Title II, Part D - Enhancing Education through Technology
- CFDA # 84.365A, Title III, Part A, English Language Acquisition
- CFDA # 84.186A, Title IV, Safe and Drug-Free Schools, section 4002
- CFDA # 84.298A, Title V, Part A - Innovative Programs
- CFDA # 84.358B, Title VI, Part B, Subpart 2 - Rural and Low Income

Funding Purpose/Priorities

As specified by each program included in consolidated application.

Type of Award

As specified by each program included in consolidated application.

Total Funding Amount

All funding amounts are **preliminary** until awards are received from the US Department of Education

- Title I, Part A, Educational Disadvantaged Students: **\$573,057,223**
- Title I, Part C, Education of Migratory Children: **\$18,725,419.77**
- Title I, Part D, Subpart 2, Local Programs for Neglected and Delinquent: **\$8,281,496**
- Title II, Part A - Teacher and Principal Training/Recruiting: **\$125,277,425**
- Title II, Part D - Enhancing Education through Technology: **\$6,335,291.50**
- Title III, Part A, English Language Acquisition: **\$29,639,544.76**
- Title IV, Safe and Drug-Free Schools, Section 4002: **\$12,261,007**
- Title V, Part A - Innovative Programs: **\$4,380,520**
- Title VI, Part B, Subpart 2 - Rural and Low Income: **\$3,225,674**

Budget Period

Effective July 1, 2006 or date received in substantially approvable form, whichever is later, through June 30, 2007.

Program Performance Period

Effective July 1, 2006 or date received in substantially approvable form, whichever is later, through June 30, 2007.

Target Population

As specified by each program included in consolidated application.

Eligible Applicant(s)

Local Educational Agencies

Application Due Date

Projects will be effective on the date the DOE 100C is received or July 1, 2006 whichever is later and will remain in effect through June 30, 2007. The effective date of the application will be determined by the date the DOE 100C, with original signature is received by the Office of Grants Management. Facsimile and email submissions of the DOE 100C will not be accepted. Projects should be submitted as soon as possible and **not later than December 8th, 2006.**

The due date refers to the date of receipt in Grants Management. For Federal programs, the project effective date will be the date that the application is received within DOE meeting conditions for acceptance, or the date of receipt of the Federal Award Notification, whichever is later.

Contact Persons

Jerry.Whitmore@fldoe.org, Bureau Chief 850-245-0686

Program and Technical Support:

Title I, Parts A, C & D: 245-0415 or contact the Title I Regional Program Specialist by visiting

http://www.firn.edu/doe/title1/title1reg_contacts.html

Title II, Part A: Peggy.Primicerio@fldoe.org or 850-245-0734

Title II, Part D: Charles.Proctor@fldoe.org or 850-245-9318

Title III, Part A: Eduardo.Padilla@fldoe.org or 850-245-0687

Title IV, Part A: Brooks.Rumenik@fldoe.org or 850-245-0416

Title V, Part A: Brittney.Jones@fldoe.org or 850-245-0853

Title VI, Part B: Roger.Henry@fldoe.org or 850-245-0686

Technical Support Application:

Felicia.Elliott@fldoe.org or 850-245-0672

Grants Management:

Kynder.Crossner@fldoe.org or 850-245-0722

Assurances

Assurances specific to selected federal programs are embodied in the Local Education Agency (LEA) application, which is attached.

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.

Funding Method

Preliminary allocation charts are attached.

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.

NARRATIVE SECTION

Florida's Strategic Imperatives are congruent with the direction and intent of the No Child Left Behind statute. The federal and state requirements in this area support each other to focus objectives and funds.

Strategic Imperatives:

1. Increase the Supply of Highly Effective Teachers
Every public school classroom is led by a highly effective teacher.
2. Set, Align and Apply Academic Curricular and Testing Standards
Every student progresses and advances to the next educational level based on proficiency.
3. Improve Student Rates of Learning
Every student is proficient on grade level in reading, writing, and mathematics.
4. Improve the Quality of Instructional Leadership
Every educational institution is led by a quality instructional leader.
5. Increase the Quantity and Improve the Quality of Education Options
Every student and parent has reasonable access to a choice of quality public or private education.
6. Align Workforce Education Programs with Skill Requirements of the New Economy
Every workforce education program graduate has competencies required to succeed in his or her field.
7. Align Financial Resources with Performance
All resources are allocated and used solely to improve student and institutional performance.
8. Coordinate Efforts to Improve Higher Student Learning
The State Board of Education and Board of Governors collaborate to provide world-class higher education opportunities.

Support for Reading/Strategic Imperatives

Each applicant will describe how, through the implementation of the funding priorities, the reading needs of students will be addressed within each district that applies for the selected federal funds.

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

Dissemination/Marketing

Each applicant will provide a marketing plan that describes how information about the project(s) will be disseminated and marketed to appropriate populations regarding the selected programs.

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

Reporting Outcomes

Each applicant is required to evaluate annually; the evaluation will be used to make decisions about appropriate changes in programs for the subsequent year; the evaluation will describe how program(s) affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served; and the evaluation will be submitted to the state annually (assurances).

For Federal Programs - General Education Provisions Act (GEPA)

All applicants for federal funds must address the provision of Section 427 of the General Education Provisions Act (GEPA), enacted as part of the Improving America's Schools Act, P.L. 103-382, 1994: This provision requires each school district to provide a description of the steps the school district proposes to take to ensure equitable access to, and participation in, its federal assisted program(s) for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in developing the required description(s). The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age; Section 427 is not intended to replace the requirements of civil rights statutes, but rather to ensure that, in designing programs, applicants for federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the program and to achieve to high standards; and consistent with the program requirements and its approved application, an applicant may use the federal funds awarded it to eliminate barriers it identified. For details refer to URL: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>. **Please Note: Due to this being an on-line application, applicants are required to maintain documentation at the local level which supports compliance with the requirements of the GEPA.** 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. 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.

Equitable Services for Private School Participation

The following requirement is incorporated in the application through meaningful consultation, description of collaboration during the design and development, and the programs that will be conducted and does not need to be addressed separately.

In accordance with P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers within the local education agency (ies) service area. For details, refer to URL: <http://www.ed.gov/policy/elsec/leg/esea02/pg111.html>.

Conditions for Acceptance

The on-line application requires applicants to complete all sections. Applicants must press the final submit button in order for completed application to be sent to FDOE. The system will provide an electronic confirmation if the application is submitted in accordance with instructions.

The requirements listed below must be met for applications to be considered for review:

- 1) Application is submitted electronically to DOE within the timeframe specified by the RFA**
- 2) Application includes required forms: DOE 100C* Project Application Form and DOE 101 - Budget Narrative Form**
- 3) All required forms must have the assigned TAPS Number included on the form**
- 4) All required forms have original signatures by an authorized entity**
- 5) Application must be submitted to:**

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

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

**The DOE 100C is the only document required to be mailed with original signature to DOE; please refrain from mailing hardcopies of the project application.*

Method of Review

Department staff will review for federal requirements, state initiatives and goals. All on-line project applications, including budget forms shall be reviewed 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 2006-2007 Consolidated Application for Selected Federal Programs

**FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION**

- A.** Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
- B.** Enter requested information for the applicant’s contact person; **one contact please**. This is the person responsible for coordinating the response(s) to all questions regarding information included in this application.
- C.** These are the selected federal programs eligible to be consolidated in this application.
- D.** For the programs not included in this consolidated application, put and “NA” in the “D” column. Enter the total amount of funds requested for each program that is intended to be included in this application.
- E.** DOE use only.
- 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, university or community college president, state agency commissioner or secretary, or the president/chairman of the Board for other eligible applicants.
 - **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.

Florida 2006-2007 Consolidated Application for Selected Federal Programs

Additional Assurances*

1. 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 [Section 9304(a)(2)(B)].
2. 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 [Section 9304(a)(3)(A-C) & 9306(a)(93)(B)].
3. 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 [Section 9304(a)(4)].
4. 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 [Section 9304(a)(7)].
5. 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 [P.L. 107.110 applicable programs].

*These assurances are in addition to those previously signed by the Local Education Agency (LEA) maintained on file in the Florida Department of Education's Controller's Office.

Florida 2006-2007 Consolidated Application for Selected Federal Programs

Program Specific Assurances

Title I, Part A – Basic

The assurances in the Title I local educational agencies plan remain in effect.

The LEA assures that it will reserve such funds as are necessary under Public Law 107-110, Section 1113(3)(c)(A) to provide children and youth experiencing homelessness and who do not attend Title I schools services that are comparable to those provided to children in Title I schools.

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: Choice with Transportation, and Supplemental Education Services (when applicable), and that all students enrolled in Schools Identified In Need of Improvement (SINI) shall be offered no less than two choice options unless a lesser amount is needed.

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

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

The LEA assures that schools will spend not less than 10 percent (10%) of the funds made available to the school under section 1113 for each fiscal year that the school is in school improvement status, for the purpose of providing to the school's teachers and principal(s) 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 under section 1119; and
- (C) is provided in a manner that affords increased opportunity for participating in that professional development [Section 1116 (b)(3)(A)(iii)&(I-III)].

Title I, Part C – Migrant

Priority For Services: The LEA assures that it will document that funds received under Title I, Part C, to provide services to migratory children and youth shall give priority to migratory children who:

- scored at Level 1 or Level 2 on the FCAT; or
- are Limited English Proficient (LEP); or
- have an age/grade discrepancy; or
- were retained during the school year; or
- are at risk of failing to meet state graduation requirements in one of the following areas:
 - 1) an unweighted GPA of 2.0 or below, or
 - 2) insufficient credits for promotion or graduation;

AND

- whose education has been interrupted during the regular school year.

The LEA assures that it will develop, implement, and maintain a Priority for Services Action Plan that describes how the LEA will utilize MEP funds and other resources to address the unique needs of Priority for Services migratory children, and to document the services that these children receive. This plan should also include a component to evaluate the impact of services provided on student achievement. Describe Priority for Services Action Plan.

Florida 2006-2007 Consolidated Application for Selected Federal Programs

Title I, Part D – Neglected and Delinquent

The LEA assures that will 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.

The LEA assures that it will reserve such funds as are necessary under Public Law 107-110, Section 1113(3)(c)(B), (C) to provide services to children in local institutions for neglected and delinquent children and youth that are comparable to those provided to children in Title I schools.

The LEA assures that 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 system will be implemented as stated and all agreements are in effect as of the 2006-07 school year.

The LEA assures that 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.

The LEA assures that 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.

The LEA assures that participating schools will partner with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services for participating students.

The LEA assures that 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.

The LEA assures that participating schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

The LEA assures that 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.

The LEA assures that 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.

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 for school improvement under section 1116(b) [Section 2122(b)(3)(A-C)].

Title III, Part A – English Language Acquisition

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 is addressed.

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.

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 [Section 3113 (b)(3)(A-G)].

The LEA assures that no more than two percent (2%) will be expended on costs associated with administering this program [Section 3115(b)].

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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)].

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.

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.

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.

The LEA assures that no more than two percent (2%) will be expended on costs associated with administering this program [Section 3115(b)].

Florida 2006-2007 Consolidated Application for Selected Federal Programs

It is strongly recommended that responses to these questions be developed collaboratively to ensure equitable representation of selected titles.

Needs Assessment & Consultation

Briefly provide evidence of need for each of the selected NCLB programs (i.e.: Title I, Part A, Title I, Part C, Title I, Part D, Title I, Part F, Title II, Part A, Title II, Part D, Title III, Part A, Title IV, Part A, Title V, Part A, and/or Title VI, Part B, Subpart 2) that will be funded through this consolidated application. In the description, include reference to the method(s) used to conduct the needs assessment for each of the NCLB programs included in the LEA's consolidated application. *Summarize results and prioritize.*

Coordination of Programs & Participation

Programs:

Describe how the services provided under the programs in this application are integrated with each other and coordinated with other programs funded under NCLB (i.e.: Title I, Part A, Title I, Part C, Title I, Part D, Title I, Part F, Title II, Part A, Title II, Part D, Title III, Part A, Title IV, Part A, Title V, Part A, and/or Title VI, Part B, Subpart 2).

Subgroups:

Describe how services will be coordinated for each of the following applicable student, staff and parent populations: migrant, homeless, limited English proficient, neglected and delinquent, youth at risk of dropping out, disabled, economically disadvantaged, early childhood, immigrant, paraprofessionals, teachers, and parents.

Participation:

Describe how the LEA will provide on-going consultation with the participants throughout the project period.

Private School Consultation

To ensure timely and meaningful consultation, the district shall consult with appropriate private school officials during the design and development of these programs [NCLB: section 9501]. Describe in detail how this consultation was conducted.

Coordination of Programs Dissemination

Describe how information about this application will be disseminated and advocated to appropriate populations.

Support for Reading/Strategic Imperatives

Describe how the proposed consolidated application will incorporate reading initiatives and one or more of the Florida State Board of Education strategic imperatives. For more information please see http://www.fldoe.org/meetings/2005_01_18/StratPlanDetails.pdf.

Florida 2006-2007 Consolidated Application for Selected Federal Programs

Program Design Using Performance Goals and Indicators

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. [Note: These subgroups are those for which the Elementary and Secondary Education Act (ESEA) requires state reporting, as identified in Section 1111(h)(1)(C)(i).]
- 1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the state's assessment. [Note: These subgroups are those for which the ESEA requires state reporting, as identified in section 1111(h)(1)(C)(i).]
- 1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.
- 1.4 Performance indicator:***

Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the state's assessment, as reported for performance indicator 1.1.
- 2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the state's assessment, as reported for performance indicator 1.2.
- 2.4 Performance indicator: The percentage of students making progress in learning English.
- 2.5 Performance indicator:*

Performance Goal 3: All students will be taught by highly qualified teachers.

- 3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in Section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in Section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 Performance indicator: The percentage of teachers receiving high-quality professional development [as the term "professional development" is defined in Section 9101(34)].
- 3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. [See criteria in Section 1119(c) and (d).]
- 3.4 Performance indicator:*

Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

- 4.1 Performance indicator: The number of persistently dangerous schools, as defined by the state.
- 4.2 Performance indicator:***

Performance Goal 5: All students will graduate from high school.

- 5.1 Performance indicator: The percentage of students who graduate from high school each year with a regular diploma 1) disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; 2) calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 Performance indicator: The percentage of students who drop out of school, 1) disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and 2) calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.3 Performance indicator:***

* LEA Derived Performance Indicator(s).

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DISTRICT PROGRAM PLAN

Include Goals, Identified Needs, Performance Indicators, Performance Targets, Measurement Tools, and Program Activities Based on Scientifically Based Research.

(1) Selected Priority Problem(s)/ Populations Identified During Needs Assessment	(2) Performance Goal(s) Indicator	(3) Measurement Tool/Method	(4) Actual Outcomes from 2005 or Most Recent Results	(5) 2006-07 Performance Targets with Measurable Objectives	(6) Description of Scientifically Based Programs <u>and</u> Activities

LEA: _____

Florida 2006-2007 Consolidated Application for Selected Federal Programs

PLEASE SUBMIT A SEPARATE BUDGET PAGE FOR EACH SELECTED PROGRAM

A) _____
Name of Eligible Recipient:

B) _____
Project Number: **(DOE USE ONLY)**

TAPS Number

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM**

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
C) TOTAL				\$

Florida 2006-2007 Consolidated Application for Selected Federal Programs

PLEASE SUBMIT A SEPARATE BUDGET PAGE FOR EACH SELECTED PROGRAM

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, B or C.

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Program Specific Requirements

Based upon your selection of title grants to be consolidated, the LEA is required to complete each program specific requirement listed below online.

Attachments for Title I – Part A

1. Public School Eligibility Survey: LEAs must submit the Public School Eligibility Survey (PSES) using the on-line 2006-2007 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.
2. Required Services and 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.
 - a. Highly Qualified
 - b. Parental Involvement
 - c. In Need of Improvement - District Plan
 - d. School Improvement Process
3. 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]*
 - Nonpublic School Participation – Non-Tiering
 - Nonpublic School Participation - TieringIf “not applicable” is indicated, LEA is required to provide explanation/justification.
4. Early Childhood Component: LEAs receiving funds under Title I, Part A must identify the LEA serving pre-kindergarten children and the amount of funds allocated to provide such services. *NOTE: If the table is left blank, the LEA is required to provide documentation with this application to support why services are not being provided through Title I, Part A to support early childhood programs.*

Attachments for Title I, Part C—Migrant

1. Priority For Services: LEAs receiving funds under Title I, Part C must complete the Priority for Services component of the Title I, Part C on-line application.
2. Support for Early Childhood Services: LEAs receiving funds under Title I, Part C must identify the LEA serving pre-kindergarten 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*

Attachments for Title I, Part D--(Local Programs)

1. Describe the program(s) to be assisted. Provide specific descriptions of the facilities to be served under this program, including the type of facility, a general description of the student population, and length of commitment, as applicable.
2. Describe the current formal agreement(s) 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 system.
3. Identify the goals, objectives, and strategies for assisting children and youth transitioning from correctional facilities and helping them remain in school.

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4. Identify the goals, objectives, and strategies of a transition plan that documents the steps that have been taken to ensure that the transitional needs are met for students returning to the district or an alternative education program from correctional facilities.

Attachments for Title III, Part A - Supplementary Instructional Support for English Language Learners

School districts electing to consolidate Title III, Part A, must also complete the following sections of the Title III, Part A stand-alone on-line project application:

1. **Supplementary Instructional Services to Increase English Proficiency of ELLs/LEP Students:** In this section school districts are required to identify the district goals, objectives, and strategies for increasing the English proficiency of LEP students for the 2006-07 school year at the elementary, middle, and high school levels. Goals/objectives must include baseline data from the 2005-06 school year. Note: Description of how this project will incorporate reading initiatives must be included in this section.
2. **Instructional Services to Increase the Academic Achievement of Current and Former ELLs/LEP Students:** In this section school districts are required to identify the overall district goals, objectives, and strategies for increasing current and former LEP student achievement in reading and mathematics for the 2006-07 school year at the elementary, middle, and high school levels. At a minimum, goals should address student proficiency in reading and mathematics (at the subgroup level) and the provision of highly qualified staff and include baseline data from the 2005-06 school year. This section must also address required activities and must clearly document that the proposed activities are supplementary and do not supplant existing State and locally funded activities and required services. Note: Description of how this project will incorporate reading initiatives must be included in this section.

In addition, the following Title III specific information should be included in Consolidated Application as indicated below:

1. **Needs Assessment & Consultation:** In this section of the Consolidated Application in the table for describing evidence of need; school districts electing to consolidated Title III are required to under subparagraph include a description of activities which target increasing professional development for school personnel and increasing parental and community participation, and activities or processes which hold schools for meeting the goals and objectives outlined in this proposal in terms of increasing the English proficiency and academic achievement of ELLs/LEP students. These should be included in the descriptions provided in subparagraph (6) *Description of Scientifically Based Programs and Activities*.

Attachments for Title IV, Part A--Safe and Drug Free Schools

1. **Gun Free Schools:** Complete the Gun-Free Schools form providing information for each school in which a student has been found to have brought a firearm to school or possessed a firearm as defined by Chapter 790, Florida Statutes at school during the 2005-2006 school year.
2. **Needs Assessment:** Provide the names of any local-level objective data sources that can be used to identify SDFS prevention needs in your district. For each source listed, provide a brief explanation of what the data source measures. Justify the identified need by including: (a) the data indicator(s) used; (b) name and year(s) of data source(s); and (c) a trend and/or comparison analysis. Begin with school-level data whenever possible. List needs in terms of student behavior, direction of change, and specific target population.
3. **Program Activity Profile:** Complete one Program Profile for each SDFS funded program you plan on implementing during the 2006-2007 year

Attachments for Title VI, Part B, Subpart 2 – Rural Low – Income School Program

Programmatic Focus: Goals, Objectives, Strategies