



FLORIDA DEPARTMENT OF EDUCATION

Request for Application (RFA)

Bureau / Office

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

Program Name

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

Specific Funding Authority (ies)

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

Funding Purpose/Priorities

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

Type of Award

Entitlement

Total Funding Amount

Preliminary: \$573,057,223.00 (Preliminary Allocation for each school district is included as attachment to this Request for Application)

Budget Period

July 1, 2006 – June 30, 2007

Program Performance Period

July 1, 2006 – June 30, 2007

Target Population

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

Eligible Applicant(s)

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

Application Due Date

June 30, 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. For State programs, the project effective date will be no earlier than the effective date of the legislative appropriation, usually July 1. The ending date can be no later than June 30, of the fiscal year unless otherwise specified in statute or proviso.

Complete applications must be submitted via web-based reporting system received by the close of business on June 30, 2006. Project Application (DOE 100A) with original signature of the Superintendent must be submitted by this same date in order for the application to be considered received. Facsimile and email submissions of the DOE 100A will not be accepted. The effective date of the application will be determined by the date the DOE 100A, with original signature is received by the Office of Grants Management.

School districts that need to submit the on-line application after this date are asked to contact Ms. Felicia Williams-Elliott at 850-245-0672 or via email at Felicia.Elliott@fldoe.org in order to arrange alternate submission date via the on-line application.

Contact Persons

Technical Support with On-line Application: Felicia Williams-Elliott, Program Specialist, Bureau of Student Assistance by phone at (850) 245-0672; email at felicia.elliott@fldoe.org or contact your Title Regional Program Specialists by visiting - http://www.firn.edu/doe/title1/title1reg_contacts.html.

Project Application Support:

Title I, Part A: Title I Programs and Academic Intervention Services at (850) 245-0415 or contact your Title I Regional Program Specialist by visiting - http://www.firn.edu/doe/title1/title1reg_contacts.html

Grants Management: Kinisha Murphy, Grants Specialist II, Office of Grants Management; (850) 245-0731, Suncom 205-0731, or via email at Kinisha.Murphy@fldoe.org

Assurances

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

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

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

School Districts, Community Colleges, Universities and State Agencies

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

Funding Method:

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

Fiscal Requirements

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

NARRATIVE SECTION

Project Design-Narrative

Applicants are required to complete the narrative sections outlined in the attached application and submit all required narrative sections via the on-line reporting system.

Support for Reading/Strategic Imperatives

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

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

A description of how this project will incorporate reading initiatives must be included in the Program Design Using Performance Goals and Indicators section of the on-line application.

Dissemination/Marketing

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

A description of the methods/strategies that will be used to disseminate and market information about the programs included in this consolidated application must be included in the Coordination of Programs & Participation, Dissemination section of the on-line application.

Reporting Outcomes

Each applicant is required to describe the methods that will be used to report student and program outcomes to parents and other district and school stakeholders. Applicants are required to complete the Reporting Outcomes section of the on-line application.

For Federal Programs - General Education Provisions Act (GEPA)

Provide a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details refer to URL: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

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

Equitable Services for Private School Participation

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 with the local education agency(ies) service area. For details, refer to URL: <http://www.ed.gov/policy/elsec/leg/esea02/pg111.html>. Description and complete plan of action must be included in the Participation of Eligible Children and Teachers in Private Schools section of the on-line application. In addition, applicants are required to completed the Private/Non-Public School Participation section of the on-line application

Conditions for Acceptance

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

- 1) Application is received in DOE within the timeframe specified by the RFA**
- 2) Application includes required forms: DOE 100A or 100B 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 100A when the application is submitted.

Method of Review

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

FLORIDA DEPARTMENT OF EDUCATION Project Application

TAPS Number 07A001

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) Program Name: Title I, Part A, Education of Disadvantaged Children and Youth 2006-2007 Project Application	DOE USE ONLY Date Received
B) Name and Address of Eligible Applicant:		Project Number (DOE Assigned)
C) Total Funds Requested: \$ _____ <div style="background-color: #e0e0e0; padding: 5px; text-align: center; width: fit-content; margin: 0 auto;"> DOE USE ONLY </div> Total Approved Project:	D) Applicant Contact Information	
	Contact Name: _____ Telephone Number: _____ Fax Number: _____	Mailing Address: _____ SunCom Number: _____ E-mail Address: _____
CERTIFICATION		
<p>I, _____, (<i>Please Type Name</i>) 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.</p> <p>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.</p>		
E) _____ <div style="text-align: center; margin-left: 100px;">Signature of Agency Head</div>		



**Title I, Part A, Education of Disadvantaged Children and Youth
2006-2007 Application**

Assurances

This local educational agency (LEA) _____ will-

- A. inform eligible schools and parents of school wide program authority and the ability of such schools to consolidate funds from Federal State, and local sources;
- B. provide technical assistance and support to school wide programs;
- C. work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards;
- D. fulfill its school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b);
- E. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services;
- F. take into account the experience of model programs for the educational disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part;
- G. in cases when the LEA chooses to use Title I, Part A funds to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act;
- H. work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119;
- I. comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development;
- J. inform eligible schools of the requirement for each LEA's authority to obtain waivers on the school's behalf under Title IX and, if the State is an ED-Flex Partnership State, to obtain waivers under the Education flexibility Partnership Act of 1999;
- K. coordinate and collaborate, to the extent feasible and necessary as the LEA determines, with the State Educational Agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116, if such a school requests assistance from the LEA in addressing major factors that have significantly affected student achievement at the school;
- L. ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers;
- M. use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress

of each school served by the LEA and receiving Title I, Part A funds to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the end of the 2001-2002 school year;

- N. ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand;
- O. assist each school served by the LEA and assisted under Title I, Part A in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D);
- P. participate, if selected, in the State National Assessment of Educational Progress (NAEP) in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994;
- Q. submit an amendment, as appropriate, to the State Educational Agency Plan as required under section 1112 of Title I, Part A of NCLB Act of 2001;
- R. ensure that all activities and services described in this application address required activities and clearly document that the proposed activities are supplementary and do not supplant existing State and locally funded activities and required services.
- S. The LEA assures that it will reserve such funds as are necessary under Public Law-107-100, Section 1113(c)(3)(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.
- T. The LEA assures that it will reserve such funds as are necessary under Public Law-107-110, Section 1113(c)(3)(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.

Please Note: Due to the fact that this is an on-line application, applicants are required to maintain documentation at the local level which supports compliance all of the above agreed-to assurances NOTE: Upon completion of the on-line application, each applicant will be required to submit confirmation of compliance with all of these assurances. Assurances, including GEPA requirements are part of the "Print Application" function of the on-line application.

Section I: 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).

Participation:

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

Dissemination

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

Participation of Eligible Children and Teachers in Private Schools

To ensure timely and meaningful consultation, the district shall consult with appropriate private school officials during the design and development of these programs. Provide a detailed plan of action for providing consultation for equitable services to eligible children and teachers in private schools within the local education agency(ies) service area. For details, refer to URL: <http://www.ed.gov/policy/elsec/leg/esea02/pg111.html>.

In addition, applicants are required to complete the Non-Public School Participation: Non-Tiering or Tiering section of the on-line application.

Reporting Outcomes

Describe the methods and processes that will be used to report student and program outcomes to parents and other district and school stakeholders.

Section II: Description of LEA Instructional Services To Increase Student Achievement

This section must 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.

Instructional Services to Increase Student Achievement:

Identify the overall district goals, objectives, and strategies for student achievement in reading and mathematics for the 2006-07 school year. For assistance in developing goals, objectives, and strategies, please visit the Florida Department of Education Bureau of School Improvement website at <http://www.bsi.fsu.edu>. At a minimum, goals (overall, at the subgroup level, and for specified targeted groups) should address (1) student proficiency in both reading and mathematics, and (2) the provision of highly qualified staff.

Reading Resources: On-line application includes the following resources as web links

<u>FDOE's</u>	<u>AYP</u>	<u>Six core reading programs for K-5</u>
<u>State's NCLB Consolidated Application</u>	<u>Florida Center for Reading Research for all</u>	<u>Just Read Florida levels</u>
<u>Florida Center for Reading Research (FCRR)</u>	<u>Gap Analysis on Goals, Objectives, and</u>	<u>Strategies</u>

A. Overall goal(s) for increasing the academic achievement of youth served through Title I schoolwide or targeted assistance programs:

Description should address reading, math and include goals, objectives and strategies. Indicate if only schoolwide programs are implemented in the local school district.

B. Objectives/strategies for increasing the academic achievement of educationally disadvantaged children and youth:

Description should address reading, math and include goals, objectives and strategies.

C. Objectives/strategies for increasing the academic achievement of homeless children and youth:

Description should address reading, math and include goals, objectives and strategies.

D. Objectives/strategies for increasing the academic achievement of neglected and delinquent children and youth:

Description should address reading, math and include goals, objectives and strategies.

E. Objectives/strategies for increasing the academic achievement of Migrant children and youth:

Description should address reading, math and include goals, objectives and strategies.

F. Targeted Assistance Programs

Check if the LEA has **no** targeted assistance programs. (If there are no targeted assistance programs implemented in district, skip this section.)

Identify goals/objectives/strategies for increasing academic achievement of eligible students served through Targeted Assistance programs. Description must include goals, objectives and strategies.

Description of Method(s) to be used for identifying the lowest performing eligible students:

Section III: Reporting Requirements/Information Dissemination*

***NOTE:** All reporting requirements and information dissemination should be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. This requirement applies to each of the items listed in this section.

“Parent’s Right To Know”* Requirement

The “**Parent’s Right To Know**” Provisions under Section 1111(h)(6)(A) and (B) of NCLB state that at the start of each school year, an LEA that receives Title I, Part A funds must notify parents of each students attending a Title I school that they may request and the LEA will provide, in a timely manner, information regarding the professional qualifications of their children’s classroom teachers and, if applicable, the services provided by their paraprofessionals, as well as the paraprofessionals’ qualification. **Please provide/upload sample copies of ⁽¹⁾ LEA’s parent notification letters regarding the “Parent’s Right to Know” provisions and ⁽²⁾ LEA’s notice to parents when child is taught by non-highly qualified teacher.**

Parents written notification of school designated as SINI*

NCLB Section 1116(b)(6) requires that LEAs promptly provide to a parent or parents of each student enrolled in an elementary school or a secondary school identified for school improvement: ⁽¹⁾ an explanation of what the identification means, and ⁽²⁾ how the school compares in terms of academic achievement to other elementary or secondary schools served by the LEA; ⁽³⁾ the reasons for the identification; ⁽⁴⁾ an explanation of what the school identified for school improvement is doing to address the problem of low achievement; ⁽⁵⁾ an explanation of what the LEA/SEA is doing to help the school address the achievement problem; and ⁽⁶⁾ an explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and ⁽⁷⁾ an explanation for the parents’ option to transfer their child to another public school with transportation provided by the agency when required or to obtain supplemental educational services for the child. **Provide a sample copy of the official LEA letter to parents or the website where letter can be reviewed.**

PSES
Instructions and Requirements for Completion

- Select on one of the following: District -wide Ranking, District-wide Ranking w/Split Funding, or District-wide Ranking with Grade Span Grouping. Section 1113(a)(3)(A) requires that an LEA annually rank, without regards to grade spans, **all** of its school attendance areas according to their **percent** of poverty from highest to lowest eligibility. This is based on the percentage (not the number) of low-income children counted in an eligible school attendance area or school. Once school attendance areas have been ranked by percent of poverty, the LEA **must** first serve, in rank order of poverty, **areas that exceed 75 percent poverty**, including any middle schools or high schools. If an LEA has no school attendance areas **above 75 percent** poverty, the LEA **may** rank district-wide or by grade span groupings. (Note: the online PSES will be designed to reflect the **true %ages** and will only accept selection codes “**A**” or “**E**” beginning with 75.01 and up. See Selection Codes Explanations. Districts will be allowed to utilize any of the selection codes below that %age, as appropriate.)

An LEA has the option to:

- continue with the district-wide ranking, however, they must continue to use the same **district-wide poverty average**. **OR**
- rank remaining areas by **grade span groupings** and choose to either (1) the **district-wide poverty average** **OR** (2) the **district-wide grade span poverty averages** for the relevant **grade span** grouping.

- Indicate date survey was made (**Date Certain**). The last date of the February FTE count is recommended as the date certain; however, any date is acceptable providing the student attendance can be documented.
- List **District Number** – (2 character)
- List **all Schools in rank order**: from highest to lowest eligibility. Please provide full name of school. A district with an enrollment of fewer than 1,000 students or with only one school per grade span is not required to allocate funds to areas or schools in rank order.
- List **School Number** as it appears on State Master School Identification Files.
- List **Grade Span** as it appears on State Master School Identification Files.
- List **School Type** as it appears on State Master School Identification Files.
- Indicate if school is selected **neglected and delinquent** site.
- Indicate if **new** school
- Indicate the **total number of children in attendance on survey date**, excluding pre-kindergarten students.
- Indicated the **number of children from low income families** 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 pre-kindergarten students.* (Section 1113(a)(5))
- Compute the **PERCENT** (no rounding) of children from low income families. Percentage must reflect true percent to the nearest tenth. [Divide Column (11) by (10)]
- Use the following alphabetical code(s) to indicate **Selection Codes** for **school eligibility and selection for service**. Note: If split -funding do not select Code here use (16).
Flash Box

SELECTION CODES W/Explanations	
A	School poverty rate exceeds 75% poverty rate (Section 1113(a)(3)(A) and (B))
B	School poverty rate falls between the district-wide average poverty rate and 75.01% (Section 1113(a)(4)(A) and (B))
C	School grade span is not served through Title I, Part A if school is below 75.01% ⁽¹⁾
D	School has been selected based on the 35% rule
E	School has been skipped based on the requirements established in Section 1113(b)(1)(D) ⁽²⁾
F	School has been selected based on feeder patterns ⁽³⁾
G	Schoolwide School with poverty rate below 40% selected for continuation of a schoolwide project for 1 additional fiscal year (Section 1113(b)(1)(C)) ⁽⁴⁾
H	School is selected Title I neglected and/or delinquent site
I	School not served due to the district allocation process or not eligible for funding ⁽⁵⁾

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 to serve under Title I.
⁽²⁾ Section 1113(b)(1)(D)(ii) allows an LEA to skip eligible attendance areas/schools with a higher %age of poverty if the area or school is receiving supplemental funds from other State or Local sources that are used according to the requirements of section 1114 or 1115. (See description for Sections 1114 and 1115 below.) LEA must include description; identify program type, amount of funding and source of funding. Total funding must be equal to or greater than the amount of Title I funds the school would received if served.
⁽³⁾ LEA must include name(s) and poverty rate(s) of feeder pattern schools. This concept allows the LEA to project the number of low-income children in a middle school or high school based on the average poverty rate of the elementary school attendance areas that feed into that school. Because high school and middle school students are less likely to participate in free and reduced-price lunch programs than are elementary school students, an LEA is given the flexibility when counting children from low-income families in middle and high schools.
⁽⁴⁾ Section 1113(b)(1)(C) allows an LEA to designate and serve an attendance area or school that is not eligible under this section, but was eligible and was served in the preceding fiscal year, for 1 additional fiscal year.
⁽⁵⁾ LEA must provide a brief description of allocation process. NOTE: Poverty rate is defined by the percent of students on Free or Reduced Price Lunch (FRPL)

15. Selection of this button indicates that District will be utilizing **Grade Span Grouping**, to group remaining areas below 75.01% by grade span (Elementary, Middle, High) and may choose either (1) the **district-wide poverty average** or (2) the **district-wide grade span poverty averages** for the relevant **grade span** grouping. (Section 1113(a)(4)(B)). Upon selection of this button, you will be instructed to move to (17) and complete all items as required. Upon submission, a new pages listing schools by GRADE SPAN will be generated. See sample output.

Sample
Elementary

Count	(3) District Number (2 Character)	(4) School Name	(5) School Number (4 Character s)	6 Grade Span	(7) Sch Type (MSID Files)	(8) N & D	(9) Indicate if New School	(10) Total # of Children Attending Public School	(11) Total # of Children from Low Income Families	(12) Total % of Children from Low Income Families	(13) Selection Code	(14) Select for Split Funding	(15) Select for Grade Span Grouping	(17) Program Type (Select One only)			(18) Districtwide Ranking or Grade Span Group.	
														TA	SW	NA	A PPA	B TSA

Middle Schools

Count	(3) District Number (2 Character)	(4) School Name	(5) School Number (4 Character s)	6 Grade Span	(7) Sch Type (MSID Files)	(8) N & D	(9) Indicate if New School	(10) Total # of Children Attending Public School	(11) Total # of Children from Low Income Families	(12) Total % of Children from Low Income Families	(13) Selection Code	(14) Select for Split Funding	(15) Select for Grade Span Grouping	(17) Program Type (Select One only)			(18) Districtwide Ranking or Grade Span Group.	
														TA	SW	NA	A PPA	B TSA

High Schools

Count	(3) District Number (2 Character)	(4) School Name	(5) School Number (4 Character s)	6 Grade Span	(7) Sch Type (MSID Files)	(8) N & D	(9) Indicate if New School	(10) Total # of Children Attending Public School	(11) Total # of Children from Low Income Families	(12) Total % of Children from Low Income Families	(13) Selection Code	(14) Select for Split Funding	(15) Select for Grade Span Grouping	(17) Program Type (Select One only)			(18) Districtwide Ranking or Grade Span Group.	
														TA	SW	NA	A PPA	B TSA

16. Complete as appropriate for schools being split-funded. Refer to item (14) above.

GS – Indicates grades being served within school Grade Span. (i.e., K-5, 6-8) ENROLLED – Indicate from the total # of students enrolled, the # of students in the Grades being served: i.e., K-5 FRPL – Indicate from the # of students generated under ERL, the # of student receiving FRPL	FRPL% - Compute the percent (Divide FRPL by ERL) PPA – Indicate PPA for Grades being served within this grade span TSA – Indicate the TGSA for Grades being served within this grade span
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17. **Program Type** – Select one only
TA – Targeted Assistance; SW – Schoolwide; NA – Not applicable or Not Served

18. To determine allocation when using district Wide Ranking or Grade Span Grouping
A. Indicate PPA as appropriate.
B. Indicate Total TSA (Multiply (18)A x 11)

19. To determine allocation when using DWR w/Split funding -
A. Indicate GSPPA Range from Low to High
B. Indicate Total TSA (Add Serve 1 TGSA + Serve 2 TGSA + Serve 3 TGSA)

20. Indicate **Total Public School** students.

21. Indicate **Total Number of students from Low Income Families**.

22. Indicate Percent: Divide Item (21) by Item (20). Do not round.

Section V: Description Of Lea Activities To Support Required Set-Asides

A. Highly Qualified Teachers:

Check here if **all** teachers (Non-Title I and Title I) in the district meet the highly qualified requirements in accordance with NCLB and FDOE requirements. (If checked, FDOE will verify numbers submitted via the FDOE Automated Teacher Data Base.)

Check here if **all** Title I paraprofessionals in the district meet the highly qualified requirement in accordance with NCLB and FDOE requirements. (If checked, FDOE will verify numbers submitted via the FDOE Automated Teacher Data Base.)

If you did not check both boxes above, answer the following questions.

Required set-aside: 5% of the LEAs Title I Allocation: _____

Indicate the number of teachers in the district (Title I and Non-Title I) that do not meet the definition of highly qualified: *[Number] Accept only whole numbers*

Indicate the number of Title I teachers that do not meet the definition of highly qualified: *[Number] Accept only whole numbers*

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

B. Highly Qualified Paraprofessionals:

Indicate the number of para-professionals (in Title I schools only) that **do not** meet the definition of highly qualified: *[Number] Accept only whole numbers*

Describe the activities that will be implemented to ensure that all paraprofessionals in Title I schools meet the NCLB and FDOE definition of Highly Qualified personnel. LEA must include a description of how the professional development activities will assist paraprofessionals in satisfying these requirements.

Funding for this set-aside from other funding sources. If not using the total 5% from Title I Part A set-asides, please indicate funding and source(s) below. *[Number] Accept only whole numbers.*

Indicate the estimated number of Title I teachers that **do not** meet the definition of highly qualified for which these funds will be used. *[Number] Accept only whole numbers.*

List funding Source:

Indicate the number of para-professionals (in Title I schools only) that **do not** meet the definition of highly qualified for which these funds will be used: *[Number]* Accept only whole numbers.

List funding Source:

C. Parental Involvement:

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

Note: Ninety-five percent (95%) or more must be distributed to schools. If the LEA has a parent involvement center funded in part or totally using this required set-aside, then documentation supporting how the LEA assists all schools must be maintained and the funds do not need to be identified using function code 6150 on the DOE 101.

Describe (a) activities provided by the district-wide parental involvement center, if applicable; (b) activities that will be implemented to enhance and augment current parent involvement activities; (c) the strategies that will be implemented by the LEA to ensure that the programs and activities funded under Title I are planned and implemented with meaningful consultation with the parents/guardians of participating children and youth, and (d) how this project will promote family literacy and the provision of parenting skills.

Section 1118(1) of the ESEA requires each LEA that receives Title I, Part A funds to develop a **written parental involvement policy** that establishes the LEA's expectations for Parental Involvement. The policy must be developed jointly, and agreed upon, with the parents of children participating in Title I, Part A programs and distributed to the parents of all children participating in Title I, Part A Programs. Describe how this written parental involvement policy was developed. **Please provide an official copy of your LEA's board-approved Parental Involvement Policy or the website where this may be reviewed.**

Describe the process that will be used to conduct an annual evaluation of the effectiveness of the LEA's parental involvement component of this project.

Section VI: Schools Identified As "In Need Of Improvement":

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

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

B. NCLB Choice Provisions:

Twenty percent (20%) Set-Aside for NCLB Choice: *[Amount – auto filled]*

*(Total combined funds allocated via **Item B.** and **Item C** must be equal to the 20% or an explanation is required.)*

NCLB Choice Options Funded by Title I Funds:

(a) Required Amount for Choice with Transportation <i>[Pre-populate 1/4 of 20% Set-Aside#]</i>	(b) District Expenditure for Choice Transportation	(c) Required Amount for SES - State Approved Provider <i>[Pre-populate 1/4 of 20% Set-Aside#]</i>	(d) District Expenditure for SES – State Approved Provider
	<i>[Amount]</i>		<i>[Amount]</i>

If (b) is less or greater than (a) provide an explanation

If (d) is less or greater than (c) provide an explanation

If total for (b) + (d) above, is less than 20% Set-Aside, then provide an explanation

See Commissioner’s Memo dated 10/14/05 (http://info.fldoe.org/docushare/dsweb/Get/Document-3323/nclb_choic_memo.pdf)

C. NCLB Choice Options Funded by Non-Title I Funds:

	(a) Choice with Transportation	(b) SES - State Approved Provider
Amount		
Funding Source		

NOTE: LEAs must provide **all** students enrolled in Title I schools identified as "in need of improvement" (not making AYP for two consecutive years) with public school choice options. For more information regarding the requirements for NCLB Choice refer to K12 Memo on Clarification on NCLB Choice at http://info.fldoe.org/docushare/dsweb/Get/Document-3519/k12_06_07memo.pdf.

1. *If the district provides assurances that all efforts to provide the two required NCLB choice options have resulted in unexpended 20% set aside funds, then any unused portion of the 20% set aside may be spent on other choice options.*
2. *See Commissioner John Winn's October 14, 2005 memorandum, Florida's Implementation of No Child Left Behind (NCLB) Choice Options, item three, **Additional Public School Choice Options for Students.***

Section VII: School Improvement Process:

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

1. Method(s) used to ensure alignment (linkage) to School Improvement:

2. Measurable Outcomes (Must measure the effectiveness of alignment):

High-Quality Professional Development for Title I Schools Identified as "In Need of Improvement." Ten percent (10%) set-aside for Professional Development:

NOTE: Each school receiving Title I, Part A funds that has been designated as "in need of improvement" is required to spend an amount equal to ten percent (10%) to provide high-quality professional development to the teachers and the school principal that directly address the academic achievement problem(s) that caused the schools to be identified as "in need of improvement."

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

1. Method(s) or Activities:

2. Implementation Strategy(ies):

3. Measurable Outcomes:

NOTE: Should the LEA not be identified as "in need of improvement," the LEA will not be required to implement the strategies described herein, nor will the LEA be required to abide by the 10% overall set-aside for professional development, however, individual schools designated as "in need of improvement" must still spend 10% of their overall allocation for high quality professional development.

C. Describe the strategies/activities that will be implemented by the LEA to **(1)** strengthen the core academic program in schools, **(2)** address the fundamental teaching and learning needs in all schools in the LEA that failed to make Adequate Yearly Progress, and **(3)** address the specific academic problems of low-achieving students:

1. Strategies/Activities:

2. Implementation Timelines:

3. Measurable Outcomes:

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

Section VIII: Non Public School Participation

Check if Not Applicable

If checked, provide an explanation as to why the LEA is not serving private schools.

Justification: *(If checked, the districts bypass both non-tiering and tiering)*

LEAs should submit documentation (sample of letters notifying private schools of their right to participate in Title I program; copy of schools responses, meeting agenda/minutes, etc.) This information may be uploaded or provide a website where it can be reviewed.

Complete either A. Non-Tiering or B. Tiering

A: NON-TIERING

**Enter Date
Certain:** _____

**(1) Check
one:**

Pooling

Not
Pooling

(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Non-Public School Name	Non-Public School Number	Grade Span	Number of Private School Students Residing In PSAA	Number of Children from Low Income Families	Per Pupil Allocation*	Dollars Generated	Dollars Allocated (If Pooling)**	Public School PPA used
TOTALS								

Provide method used to calculate PPA for Private Schools

B: TIERING

**Enter Date
Certain:** _____

**(1) Check
one:**

Pooling

Not
Pooling

(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Non-Public School Name	Non- Public School Number	Grade Span	Number of Private School Students Residing In PSAA	Number of Children from Low Income Families	Per Pupil Allocati on*	Dollars Generated	Dollars Allocated (If Pooling)**	Public School PPA used
TOTALS								

PSAA – Public School Attendance Area

**Provide method used to
calculate PPA for Private
Schools**

Section IX: Early Childhood Component

Not Applicable

If you select NA, please provide an explanation in the text box below to support why services are not being provided with Title I funds to support early childhood programs, and how such services are funded.

All fields are required

Program Type and/or Name (1)	Site/s (2)	Amount of Title I funds (3)	Number of students to be served at each site by age (4)	
			Age 3	Age 4
TOTALS:				

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE**

A) _____]
NAME OF THE NCLB PROGRAM

TAPS NUMBER: 07A001

B) _____
NAME OF ELIGIBLE RECIPIENT

C) _____
 Project Number (**DOE USE ONLY**)

**2006-2007 TITLE I PART A – IMPROVING THE ACADEMIC ACHIEVEMENT OF
DISADVANTAGED CHILDREN AND YOUTH
FLORIDA DEPARTMENT OF EDUCATION
Budget Narrative Form**

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



2006-2007 Title I Part A, Preliminary Allocations

District #	District Name	Preliminary Allocation
01	ALACHUA	5,978,512.00
02	BAKER	770,217.00
03	BAY	5,370,026.00
04	BRADFORD	879,730.00
05	BREVARD	11,659,456.00
06	BROWARD	55,510,222.00
07	CALHOUN	513,631.00
08	CHARLOTTE	2,625,722.00
09	CITRUS	3,471,249.00
10	CLAY	2,471,648.00
11	COLLIER	6,226,844.00
12	COLUMBIA	2,530,187.00
13	MIAMI-DADE	130,186,945.00
14	DESOTO	1,684,922.00
15	DIXIE	656,127.00
16	DUVAL	28,280,673.00
17	ESCAMBIA	12,406,611.00
18	FLAGLER	1,177,214.00
19	FRANKLIN	367,458.00
20	GADSDEN	2,448,848.00
21	GILCHRIST	609,754.00
22	GLADES	391,596.00
23	GULF	454,700.00
24	HAMILTON	693,374.00
25	HARDEE	1,699,865.00
26	HENDRY	2,153,255.00
27	HERNANDO	4,069,442.00
28	HIGHLANDS	3,015,010.00
29	HILLSBOROUGH	41,805,683.00
30	HOLMES	887,333.00
31	INDIAN RIVER	2,397,388.00
32	JACKSON	1,610,611.00
33	JEFFERSON	548,199.00
34	LAFAYETTE	282,148.00
35	LAKE	6,557,969.00
36	LEE	12,096,881.00
37	LEON	5,371,640.00
38	LEVY	1,580,533.00
39	LIBERTY	269,893.00
40	MADISON	838,351.00
41	MANATEE	6,957,534.00
42	MARION	11,057,146.00
43	MARTIN	2,231,498.00
44	MONROE	1,347,185.00
45	NASSAU	1,047,311.00
46	OKALOOSA	4,030,213.00
47	OKEECHOBEE	1,630,945.00
48	ORANGE	36,178,629.00
49	OSCEOLA	8,254,050.00
50	PALM BEACH	31,453,656.00
51	PASCO	11,364,663.00

52	PINELLAS	24,386,218.00
53	POLK	20,214,070.00
54	PUTNAM	3,772,103.00
55	ST. JOHNS	1,879,976.00
56	ST. LUCIE	7,042,099.00
57	SANTA ROSA	3,327,693.00
58	SARASOTA	4,600,658.00
59	SEMINOLE	7,791,744.00
60	SUMTER	1,681,501.00
61	SUWANNEE	1,487,654.00
62	TAYLOR	816,319.00
63	UNION	382,260.00
64	VOLUSIA	13,590,844.00
65	WAKULLA	661,465.00
66	WALTON	1,710,103.00
67	WASHINGTON	912,857.00
68	FLA SCH. DEAF & BLIND	242,985.00
72	FAU - A.D.HENDERSON SCHOOL	67,898.00
73	FSU SCHOOL	194,707.00
74	FAMU SCHOOL	102,288.00
75	P.K. YONGE SCHOOL	89,084.00
STATE TOTALS		573,057,223.00