



FLORIDA DEPARTMENT OF EDUCATION

Request for Application (RFA)

Bureau / Office

Academic Achievement through Language Acquisition/Office of the Chancellor, K-12 Public Schools

Program Name

Supplementary Instructional Support for English Language Learners

Specific Funding Authority (ies)

CFDA #84.365A, Public Law 107-110, No Child Left Behind (NCLB) Act 2001, Title III, Part A, English Language Acquisition, Language Enhancement and Academic Achievement Act

Funding Purpose/Priorities

To improve the education of English language learners (ELLs)/limited English proficient (LEP) students by assisting them in learning English and meeting the challenging and rigorous State academic content and student academic achievement standards.

Type of Award

Entitlement

Total Funding Amount

Preliminary amount: \$29,639,544.76

Budget Period

July 1, 2006 through June 30, 2007

(The effective date will be the date the DOE 100A with original signature of the Superintendent is received by the Bureau of Grants Management or the date of receipt by FDOE of the Federal Grant Award Notification, whichever is later.)

Program Performance Period

July 1, 2006 through June 30, 2007

Target Population

English language learners/students with limited English proficiency

Eligible Applicant(s)

Local Educational Agencies (LEAs) whose ELL/LEP student count equates to an allocation of \$10,000 or more are eligible to be funded under Title III of NCLB.

Application Due Date

On or before 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.

Contact Persons

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

Project Application Support: Eduardo Padilla, Program Specialist, Academic Achievement through Language Acquisition, Office of the Chancellor, K-12 Public Schools, by phone at 850-245-0687, or via email at eduardo.padilla@fldoe.org.

Grants Management: Michael Binitie, Program Specialist, Office of Grants Management by phone at (850) 245-0721, or via email at michael.binitie@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/qbook.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.

Program Specific Assurances

School districts are required to submit additional assurances under Title III, No Child Left Behind (NCLB), as part of the on-line application. Signature of the Superintendent on the Project Application (DOE 100A) includes certification that LEA will also abide by additional assurances.

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.

School districts receiving funds under Title III, No Child Left Behind may not use more than two percent (2%) of such funds for the cost of administering this program.

NARRATIVE SECTION

Project Design-Narrative

Applicants are required to submit all program/project design sections included in the on-line application. The project design must address the following activities and must clearly document that the proposed activities are supplementary and do not supplant existing state and local district-funded activities and required services. Applicants must provide goals, objectives, and strategies to address the following:

- Needs Assessment
- Collaboration and Coordination
- Equitable Services for Private School Participation
- Supplementary Instructional Services to Increase English Proficiency of ELLs/LEP Students
- Instructional Services to Increase the Academic Achievement of Current and Former ELLs/LEP Students
- Increasing [Professional Development](#) for School Personnel
- Increasing [Parental and Community Participation](#) in the Educational Experience of ELLs/LEP Students
- School Accountability

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 Supplementary Instructional Services to Increase English Proficiency of ELLs/LEP Students and Instructional Services to Increase the Academic Achievement of Current and Former ELLs/LEP Students sections of the on-line application.

Dissemination/Marketing

Describe methods /strategies you will use to disseminate and market information about the project to appropriate populations. *[See Dissemination/Marketing in the Project Narrative]*

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. *[See Reporting Outcomes in the Project Narrative]*

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>

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, 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 325)
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

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

FLORIDA DEPARTMENT OF EDUCATION

TAPS Number
06AC080

Project Application

<p>Please return to: Florida Department of Education Office of Grants Management Room 325 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0498 Suncom: 205-0498</p>	<p>A) Program Name: 2006-2007 Title III Supplementary Instructional Support for English Language Learners</p>	<p>DOE USE ONLY Date Received</p>
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<p>B) Name and Address of Eligible Applicant:</p>	<p>Project Number (DOE Assigned)</p>
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<p>C) Total Funds Requested: \$ _____ DOE USE ONLY Total Approved Project:</p>	<p>D) Applicant Contact Information</p> <table border="1"> <tr> <td data-bbox="609 716 1060 804">Contact Name:</td> <td data-bbox="1060 716 1531 804">Mailing Address:</td> </tr> <tr> <td data-bbox="609 804 1060 892">Telephone Number:</td> <td data-bbox="1060 804 1531 892">SunCom Number:</td> </tr> <tr> <td data-bbox="609 892 1060 980">Fax Number:</td> <td data-bbox="1060 892 1531 980">E-mail Address:</td> </tr> </table>		Contact Name:	Mailing Address:	Telephone Number:	SunCom Number:	Fax Number:	E-mail Address:
Contact Name:	Mailing Address:							
Telephone Number:	SunCom Number:							
Fax Number:	E-mail Address:							

CERTIFICATION

I, _____, (*Please Type Name*) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) _____
Signature of Agency Head



Allocations Schedule			
Agency #	Agency Name	Allocation Amount	Reimb. Options
	SEE ATTACHED SPREADSHEET		
			TOTAL

Reimbursement Options

- Key:** C Federal Cash Advance
- Q Advance Payment
- S Quarterly Advance to Public Entity
- R Reimbursement of Expenditure
- P Reimbursement with Performance

PROGRAM SPECIFIC ASSURANCES

AGREE []	School District will use their subgrants to build their capacity to continue to provide high-quality language instruction educational programs for LEP students once the project funds are no longer available.
AGREE []	School District will include in its District LEP Plan a certification that all teachers in a Title III language instruction educational program for limited English proficient children are fluent in English and any other language used for instruction.
AGREE []	School District will be of sufficient size and scope to support high-quality programs.
AGREE []	School District consulted with teachers, researchers, school administrators, and parents, and if appropriate, with education-related community groups and non-profit organizations, and institutions of higher education in developing this program plan.
AGREE []	School District will administer an annual reading or language arts assessment in English of all children who have been in the United States for one or more consecutive years.
AGREE []	School District will assess annually the English proficiency of all LEP children.
AGREE []	The activities funded with this project will not be in violation of any State law, including State constitutional law, regarding the education of LEP children.
AGREE []	School District evaluations will be used to determine and improve the effectiveness of subgrantee programs and activities.
AGREE []	School District evaluations will include a description of the progress made by children in meeting State academic content and student academic achievement standards for each of the two years after these children no longer participate in a Title III language instruction educational program.
AGREE []	A School District that fails to make progress toward meeting annual measurable achievement objectives for two consecutive years will be required to develop an improvement plan that will ensure the School District meets those objectives.
AGREE []	School District will provide the following information to parents of LEP children selected for participation in a language instruction educational program: How the educational needs of their children will be met. Available options of various instructional delivery models. The right to comprehensible instruction cannot be waived. If applicable, the failure of the subgrantee to make progress on the annual measurable achievement objectives for their children and what those objectives are

Needs Assessment

Briefly provide evidence of need for each of the services that will be funded through this project application. In the description, include reference to the method used to conduct the needs assessment and the data and information analyzed to determine the need for supplementary services. Summarize results and prioritize. *[Text Box]*

Collaboration and Coordination

Describe how the services provided under Title III, Part A, as funded 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). *[Text Box]*

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/pg1111.html>.

Include a description and complete plan of action on how the consultation with private schools has been and will continue to be implemented to address equitable services to eligible students in private schools. *[Text Box]*

Supplementary Instructional Services to Increase English Proficiency of ELLs/LEP Students

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.

ELEMENTARY SCHOOL LEVEL

Goals: *[Text Box]*

Response: *[Text Box]*

Objectives: *[Text Box]*

Response: *[Text Box]*

Strategies: *[Text Box]*

Response: *[Text Box]*

MIDDLE SCHOOL LEVEL

Goals: *[Text Box]*

Response: *[Text Box]*

Objectives: *[Text Box]*

Response: *[Text Box]*

Strategies: *[Text Box]*

Response: *[Text Box]*

HIGH SCHOOL LEVEL

Goals: *[Text Box]*

Response: *[Text Box]*

Objectives: *[Text Box]*

Response: *[Text Box]*

Strategies: *[Text Box]*

Response: *[Text Box]*

Instructional Services to Increase the Academic Achievement of Current and Former ELLs/LEP Students

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 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.

Performance Goal 1: By 2013-2014, all ELL 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 ELL students, in the aggregate, who are at or above the proficient level in reading/language arts on the State's assessment.
- 1.2 Performance indicator: The percentage of ELL students, in the aggregate, who are at or above the proficient level in mathematics on the state's assessment.
- 1.3 District-derived Performance indicator:** *[Text Box]*

Performance Goal 2: All students will graduate from high school.

- 2.1 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.
- 2.2 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.
- 2.3 District-derived Performance indicator:** *[Text Box]*

Additional Performance Goal(s): [Insert District Developed Performance goal].

- 3.1 District-derived Performance indicator:** *[Text Box]*

(Repeat district-developed *Additional Performance Goals* as needed)

Increasing Professional Development for School Personnel

Please identify specific, measurable, attainable, realistic, and time-bound goals and objectives for increasing professional development opportunities for school personnel. When identifying strategies, please describe the specific, research-based professional development that will be offered to personnel that is **supplemental to state requirements**. Professional development must be designed to increase English language proficiency or substantially increase subject matter knowledge, pedagogy, or teaching skills of such personnel. Personnel include teachers, administrators, and other support services. *[Text Box]*

**Increasing Parental and Community Participation
in the Educational Experience of Limited English Proficient Students**

Please identify specific, measurable, attainable, realistic, and time-bound goals and objectives for increasing parental and community involvement. When identifying strategies, please describe the specific activities that are **supplemental to state requirements** in terms of frequency and duration that will be conducted to involve parents of LEP students in their education, including, but not limited to, family literacy programs and/or training activities designed to improve English proficiency and academic achievement. *[Text Box]*

Accountability for Schools with ELLs/LEP Students

Please describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives outlined in this proposal in terms of increasing the English proficiency and academic achievement of LEP students.

Response: *[Text Box]*

Dissemination/Marketing

Describe how information about this application will be disseminated and advocated to appropriate populations. *[Text Box]*

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. *[Text Box]*

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				\$

Instructions Budget Narrative Form

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

A. Enter Name of Eligible Recipient.

B. (DOE USE ONLY)

COLUMN 1

FUNCTION: SCHOOL DISTRICTS ONLY:

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

Column 2

OBJECT: SCHOOL DISTRICTS:

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

COMMUNITY COLLEGES:

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

UNIVERSITIES AND STATE AGENCIES:

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

OTHER AGENCIES:

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

COLUMN 3 - ALL APPLICANTS:

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

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

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

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

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

COLUMN 5

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

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

**Florida Department of Education
2006-07 Preliminary Title III Allocation**

District Name	2005-06 Total LEP	2006-07 Preliminary Calculation LEP 100%
ALACHUA	467	\$57,116.02
BAKER	0	\$0.00
BAY	299	\$36,568.93
BRADFORD	0	\$0.00
BREVARD	1,407	\$172,081.88
BROWARD	28,972	\$3,543,394.65
CALHOUN	0	\$0.00
CHARLOTTE	183	\$22,381.65
CITRUS	129	\$15,777.23
CLAY	234	\$28,619.16
COLLIER	6,606	\$807,940.95
COLUMBIA	0	\$0.00
MIAMI-DADE	68,893	\$8,425,897.00
DESOTO	512	\$62,619.70
DIXIE	0	\$0.00
DUVAL	3,898	\$476,741.42
ESCAMBIA	372	\$45,497.13
FLAGLER	239	\$29,230.68
FRANKLIN	0	\$0.00
GADSDEN	497	\$60,785.14
GILCHRIST	0	\$0.00
GLADES	84	\$10,273.55
GULF	0	\$0.00
HAMILTON	98	\$11,985.80
HARDEE	440	\$53,813.81
HENDRY	783	\$95,764.12
HERNANDO	399	\$48,799.34
HIGHLANDS	650	\$79,497.67
HILLSBOROUGH	22,826	\$2,791,713.60
HOLMES	0	\$0.00
INDIAN RIVER	687	\$84,022.92
JACKSON	0	\$0.00
JEFFERSON	0	\$0.00
LAFAYETTE	0	\$0.00
LAKE	2,220	\$271,515.12
LEE	8,240	\$1,007,785.86
LEON	365	\$44,641.00
LEVY	114	\$13,942.67
LIBERTY	0	\$0.00
MADISON	0	\$0.00
MANATEE	3,284	\$401,646.69
MARION	1,699	\$207,794.68
MARTIN	1,935	\$236,658.45
MONROE	603	\$73,749.38
NASSAU	0	\$0.00
OKALOOSA	471	\$57,605.24
OKEECHOBEE	512	\$62,619.70
ORANGE	31,783	\$3,887,191.51

Total 2005-06 Allocation **\$38,999,401**
95% of 2005-06 **\$37,049,430.95**
5% Admin **\$1,852,471.55**
15% Immigrant **\$5,557,414.64**
2006-07 Preliminary
Allocation **\$29,639,544.76**

LEP Cost Factor **122.3041093**

**Florida Department of Education
2006-07 Preliminary Title III Allocation**

District Name	2005-06 Total LEP	2006-07 Preliminary Calculation LEP 100%
OSCEOLA	9,070	\$1,109,298.27
PALM BEACH	20,339	\$2,487,543.28
PASCO	1,926	\$235,557.71
PINELLAS	3,503	\$428,431.29
POLK	6,835	\$835,948.59
PUTNAM	463	\$56,626.80
ST. JOHNS	111	\$13,575.76
ST. LUCIE	1,951	\$238,615.32
SANTA ROSA	120	\$14,676.49
SARASOTA	2,046	\$250,234.21
SEMINOLE	2,949	\$360,674.82
SUMTER	368	\$45,007.91
SUWANNEE	135	\$16,511.05
TAYLOR	0	\$0.00
UNION	0	\$0.00
VOLUSIA	2,528	\$309,184.79
WAKULLA	0	\$0.00
WALTON	98	\$11,985.80
WASHINGTON	0	\$0.00
SCHOOL FOR DEAF/BLIND	0	\$0.00
DOZIER	0	\$0.00
FLORIDA VIRTUAL SCHOOL	0	\$0.00
FAU - LAB SCHOOL	0	\$0.00
FSU - LAB SCHOOL	0	\$0.00
A&M - LAB SCHOOL	0	\$0.00
UF - LAB SCHOOL	0	\$0.00
TOTAL	242,343	\$29,639,544.76