



FLORIDA DEPARTMENT OF EDUCATION

Request for Application

Bureau / Office

Bureau of Student Assistance/Title I Programs and Academic Intervention Services

Project Title

Title VI, Part B, Subpart 2, Rural and Low-Income School Program

Specific Funding Authority (ies)

CFDA#84.358, P.L. 107 – 110, No Child Left Behind Act of 2001, Title VI, Part B, Subpart 2

Funding Purpose

The purpose of this program is to meet the unique needs of rural and low-income districts by providing resources and flexibility to supplement selected NCLB priorities. Challenges faced by these districts often include the lack of personnel and resources needed to compete effectively for Federal competitive grants and formula grant allocations in amounts too small to be effective in meeting their intended purpose.

Support for Reading Initiative:

Each applicant will describe how, through the implementation of program activities, the reading needs of Florida students will be addressed, and support and supplement initiatives which may include “Just Read, Florida!”, “Reading First” and “Just Read, Families!”

Type of Award

Discretionary

Total Funding Amount

\$3,225,675 (preliminary)

Budget Period

July 1, 2005 – June 30, 2006

Performance Period

July 1, 2005 – June 30, 2006

Target Population

Target populations include Florida K-12 students, educators, administrators, staff, and parents in rural school districts

Eligible Applicant(s)

Eligible Local Educational Agencies (LEAs) must satisfy the following criteria:

- Meet the federal definition of “rural,” and
- May not be eligible for Title VI, Part B, Subpart 1, the Small, Rural School Achievement Program.

Application Due Date

Projects will be effective on the date received or July 1, 2005, whichever is later, and will remain in effect through June 30, 2006; however, applications should be submitted by June 30, 2006.

Contacts:

- Roger L. Henry, Title VI, Part B, Subpart 2
Email: Roger.Henry@fldoe.org; Phone: (850) 245-9943/Fax: (850) 245-0683
- Kynder Crossner, Operations Management Consultant
Email: Kynder.Crosser@fldoe.org, Phone: (850) 245-0722/Fax: (850) 245-0737

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.

General Education Provisions Act

In accordance with the requirements of Section 427 of the General Education Provisions Act (GEPA) Public Law 103-382, each applicant must include a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries with special needs. For details, refer to URL: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

Project Design

The written narrative section of the application must clearly describe the services or activities to be provided. This description should include objectives, target population(s), and how the program objectives address Florida's Strategic Imperatives (see State Requirements), reading goals, and individual school district needs. The applicant should clearly describe performance benchmarks for projects; provide specific timelines for completion and what evidence will be provided to demonstrate the activity has been completed.

Federal Requirements

NCLB legislation provides for districts that receive Rural and Low-Income School (RLIS) Program funds for three years and make adequate yearly progress (AYP) and for those RLIS districts that have not received funds for three years to use funds for the following:

- Teacher recruitment and retention, including the use of signing bonuses and other incentives;
- Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers;
- Educational technology, including software and hardware, as described in Title II, Part D of NCLB;
- Parental involvement activities;
- Activities authorized under the Safe and Drug-Free Schools program under Title IV, Part A of NCLB;
- Activities authorized under Title I, Part A (Improving Basic Programs Operated by Local Educational Agencies);
- Activities authorized under Title III (Language Instruction for Limited English Proficient and Immigrant Students).

Determination Regarding Continuing Participation[Title VI, Part B, Subpart 2, Section 6224(e)]

After the third year that a local educational agency (LEA) receives funds under the Rural and Low-Income School Program, a determination shall be made whether it has achieved Adequate Yearly Progress (AYP). If the LEA has made AYP, it may use program funds for the above listed activities. **If, after the third year, the district has not achieved AYP, it may continue to receive the grant only if used in accordance with Title I, Part A, Section 1116 of NCLB**

Section 1116 of Title I, Part A (NCLB) states that Title I schools, after the second consecutive year of not achieving AYP are identified as schools in need of improvement and must take specific actions to assess and advance academic achievement. These steps and ultimate consequences are as follows:

- During the first year of school improvement, affected schools must offer all students a choice option to transfer to another public school served by the local educational agency, which includes a public charter school, that has not been identified for school improvement. Transportation would be provided to those students that choose this option.
- During the second year of school improvement, affected schools must offer a choice option of state approved supplemental educational services (SES) to eligible students. The state approved SES may include such activities as tutoring, remediation, and academic intervention. Transfer transportation would continue to be offered as a choice.
- During the third year of school improvement, affected schools must offer a choice option of state approved SES to eligible students. Additionally, the Local Educational Agency (LEA) must take corrective action.
- During the fourth year of school improvement, affected schools must offer a choice option of state approved SES to eligible students, and plan for restructuring in the following year.

State Requirements

The mission of Florida's K-20 educational system is to "increase the proficiency of all students within one seamless, efficient system, by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities, and to maintain an accountability system that measures student progress toward the following goals:

- Highest student achievement;
- Seamless articulation and maximum access;
- Skilled workforce and economic development;
- Quality efficient services."

The 2004-2005 Florida Board of Education Strategic Plan identifies eight "Imperatives" and corresponding goals for the state's educational improvement plan that work toward realizing the mission. They are:

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

Reporting Outcomes

Each project recipient will submit a final evaluation to the program manager no later than September 30, 2006. The evaluation will include an account of the activities and/or services provided, the populations served, and an assessment of progress the district has made in meeting the four goals for the Florida Rural Low-Income Schools Program as described in Florida's June 2002 Consolidated State Application. Available quantitative data for each of the grant goals should be included in the final evaluation. An evaluation format will be provided at the beginning of the school year.

Dissemination/Marketing

Applicants should provide an account of methods/strategies they will use to disseminate project information and results to the stakeholders (i.e. students, parents, educators, staff, and administrators).

Funding Method

Federal Cash Advance – Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to recipients for disbursement. Requests for federal cash advance must be made on the Electronic Federal Cash Advance Request System, for federally funded projects. 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.

Federal cash advance projects require monthly expenditure reporting to the DOE Comptroller's Office by the 20th of each month for the preceding month's disbursements (utilizing the On-Line Disbursement Reporting System). Additional guidance concerning fiscal reporting, application amendment procedures and project administration can be found in the DOE GREEN BOOK (<http://www.firn.edu/doe/comptroller/gbook.htm>). Official DOE 200 project award notification forms establish terms, conditions, and reporting dates for projects issued by FLDOE. The use of grant funds for administration and overhead (including indirect costs) may total not more than five percent (5%) of a project award in this program. Inclusion of indirect costs in the proposed budget is optional, but only school districts that have established an approved rate may request funds to recover indirect costs. Guidance concerning indirect cost proposals and associated rates (applicable to federal program administration) may be obtained from the DOE Comptroller's Office (<http://www.firn.edu/doe/comptroller/>).

FISCAL REQUIREMENTS

- Based on federal projections, approximately \$3,299,250 is anticipated for distribution to eligible school districts. Attached is a district allocation table indicating preliminary distributions.
- Funds made available for Rural and Low-Income School Program activities shall supplement and not supplant other federal, state, or local funds.
- Allowable expenditures: (see Federal and State Requirements for examples of allowable activities).
- Non-allowable expenditures include capital improvements, plaques, entertainment, food/refreshments, and decorative/award items.
- Districts that have not achieved Adequate Yearly Progress (AYP) after three years of receiving funds under this program may continue to receive such funds only if they are utilized to carry out the requirements of NCLB, Title I, Part A, Subpart I, Sec. 1116 "Academic Assessment and Local Educational Agency and School Improvement."

Conditions for Acceptance

The requirements listed below **must** be met:

- 1) **Application must include required forms:**
 - a. **DOE 100A Application Forms (with original signature);**
 - b. **DOE 101-Budget Narrative**
- 2) **The required form has original signature by an authorized entity;**
- 3) **Submit one original and two copies of the application (NOTE: No faxed copies will be accepted);**
- 4) **Application must be submitted to:**

**Bureau 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.

Attachments

Allocation Schedule
DOE 100A
Project Application
DOE 101

2006-2007 Title VI, Part B, Subpart 2 - Rural and Low-Income School Program

Preliminary Allocations Schedule			
Agency #	Agency Name	Allocation Amount	Reimb. Options
07	Calhoun	66,313	C
12	Columbia	293,342	C
14	DeSoto	153,602	C
15	Dixie	64,705	C
19	Franklin	40,502	C
24	Hamilton	58,409	C
25	Hardee	158,354	C
26	Hendry	238,917	C
28	Highlands	379,186	C
30	Holmes	101,630	C
34	Lafayette	31,817	C
38	Levy	186,787	C
40	Madison	95,862	C
47	Okeechobee	217,652	C
54	Putnam	357,258	C
60	Sumter	206,820	C
61	Suwannee	173,821	C
62	Taylor	103,223	C
66	Walton	193,059	C
67	Washington	104,417	C
		3,225,675	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

FLORIDA DEPARTMENT OF EDUCATION
Project Application

TAPS Number
07A090

<p>Please return to:</p> <p>Florida Department of Education Bureau of Grants Management Room 344 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0497 Suncom: 205-0497</p>	<p>A) Program Name:</p> <p>Title VI, Part B, Subpart 2</p> <p>Rural and Low-Income School Program</p> <p>2006 – 2007</p>	<p><u>DOE USE ONLY</u></p> <p>Date Received</p>						
<p>B) Name and Address of Eligible Applicant:</p>		<p>Project Number (DOE Assigned)</p>						
<p>C) Total Funds Requested:</p> <p style="text-align: center;">\$</p> <hr style="width: 20%; margin: auto;"/> <p style="text-align: center;">DOE USE ONLY</p> <p>Total Approved Project:</p> <p style="text-align: center;">\$</p>	<p>D) Applicant Contact Information</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Contact Name:</td> <td style="width: 50%;">Mailing Address:</td> </tr> <tr> <td>Telephone Number:</td> <td>SunCom Number:</td> </tr> <tr> <td>Fax Number:</td> <td>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:							
<p>CERTIFICATION</p>								
<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>								
<p>E) _____ Signature of Agency Head</p>								



Instructions for Completion of DOE 100A

- A.** If not pre-printed, enter name of the program for which funds are requested.
- B.** 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.
- C.** Enter the total amount of funds requested for this project.
- D.** Enter requested information for the applicant's contact person. This is the person responsible for responding to all questions regarding information included in this application.
- E. 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 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.



Rural and Low-Income School Program

2006 – 2007 Project Application

PART 1:

For the *June 2002 Consolidated State Application*, the Florida Department of Education (FDOE) selected two goals on which the RLIS program would be evaluated: (1) increased student academic achievement and (2) increased graduation rates. Four objectives related to adequate yearly progress (AYP) were established to measure growth toward these goals. These AYP related goals/objectives are listed below:

1. Increase the proportion of high school students who earn a standard diploma to 75% by FY 2007 (2007-08);
2. Increase the proportion of fourth-grade students who score at or above the FCAT reading standard for promotion (Level 2) to 90% by FY 2007 (2007-08);
3. Increase the proportion of all students scoring Level 3 or higher in FCAT reading and mathematics and Level 4 or higher in FCAT writing by a third by FY 2007(2007-08); and
4. While achieving parts 1 and 2 of this objective cut the average gap between minority and non-minority students' FCAT reading scores in half by FY 2007 (2007-08).

Florida districts participating in the RLIS program must use their allocation to fund strategies that support Targeted Objectives which are annual benchmarks for measuring progress toward accomplishing these four long-term AYP related objectives.

Section A

If after the third year that a local educational agency (LEA) receives funds under the Rural and Low-Income School Program (RLIS), it **has made adequately yearly progress (AYP)**, the applicant should complete Part 1, Section A and PART 2 of this application. (Applicants that have not received Rural and Low-Income School grants for three years should also complete PART 1, Section A and PART 2)

Check below all the activities that your district will use as strategies to support any of the objectives that are identified in PART 2:

- _____ ***Teacher recruitment and retention, including the use of signing bonuses and other financial incentives;***
- _____ Teacher professional development, including programs to train teachers to utilize technology to improve teaching and to train special needs teachers;
- _____ Educational technology, including software and hardware as described in Part D of Title II;
- _____ Parental involvement activities;
- _____ Activities authorized under the Safe and Drug-Free Schools Program under Part A of Title IV;
- _____ Activities authorized under Part A of Title I;
- _____ Activities authorized under Title III.



Section B

If after the third year that a local educational agency (LEA) receives funds under the Rural and Low-Income School Program (RLIS) and it **has not made adequately yearly progress** (AYP), it may continue to participate in the program only if it uses its allocation to fund activities found in NCLB, Title I, Part A, Section 1116. [NCLB, Title VI, Part B, Subpart 2, Section 6224(e)]. Under this section, school districts are responsible generally to assist their schools to improve and to make adequate yearly progress.

Applicants in this category should complete PART 1, Section B. and PART 2 of this application.

Review NCLB, Title I, Part A, Section 1116, select all the activities that your district will use as strategies to support any of the objectives that are identified in PART 2, and list the selected activities below.



Rural and Low-Income School Program

2006 – 2007 Project Application

PART 2:

All applicants must address each of the following:

1. Decide the programmatic focus for this school year. Address the two RLIS Program goals found in the *2002 Consolidated State Application* for this school year: (a) develop Targeted Objectives for each of the four objectives found in the *2002 Consolidated State Application* (For assistance in addressing SMART objectives and strategies visit the Florida Department of Education's Bureau of School Improvement website at <http://www.bsi.fsu.edu>.) and (b) identify which strategies will be used to help accomplish each Targeted Objective selected.

Goal 1: Increase student academic achievement

Objective 1. Increase the proportion of fourth-grade students who score at or above the FCAT reading standard for promotion (Level 2) to 90% by FY 2007 (2007-08).

Response:

2006-07 Targeted Objective(s):

Strategy(ies):

Objective 2. Increase the proportion of all students scoring Level 3 or higher in FCAT reading and mathematics and Level 4 or higher in FCAT writing by a third by FY 2007(2007-08).

Response:

2006-07 Targeted Objective(s):

Strategy(ies):

Objective .3. While achieving parts 1 and 2 of this objective cut the average gap between minority and non-minority students' FCAT reading scores in half by FY 2007 (2007-08).

Response:

2006-07 Targeted Objectives:

Strategy(ies):

Goal 2: Increase the percent of students graduating with a standard diploma.

Objective: Increase the proportion of high school students who earn a standard diploma to 75% by FY 2007 (2007-08).

Response:

2006-07 Targeted Objective(s):

Strategy (ies):



2. Identify any additional goals for this school year that the district wishes to pursue. (Remember districts that made AYP may select only those goals that can be supported by activities on the list in Section A while those districts not making AYP must select only those goals that can be supported by activities found in Section 1116.) Specify the population that is targeted by any additional goals.

Response:

Goal(s):

Objective(s):

Strategy (ies):

3. Describe the needs assessment process used to determine (a) the 2006-07 Targeted Objectives selected for the four RLIS Program goals and (b) additional goals, if any.

Response:

(a)

(b)

4. Describe how the program will be evaluated.

Response:

5. Identify which Strategic Imperative(s) is supported with project strategies.

Response:

6. Identify how elements of such initiatives as “Just Read, Florida”, “Reading First”, and “Just Read, Family” will be strategically used to accomplish the objectives for RLIS Goals, 2, 3, and 4.

Response:



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.

