

MOVING THE NEEDLE

New Administrator's Training

Bureau of Federal Educational Programs

May 15, 2018



Session Objectives:

Understand Basic Requirements of Each Title I Program

Understand Application Submission & Monitoring Expectations

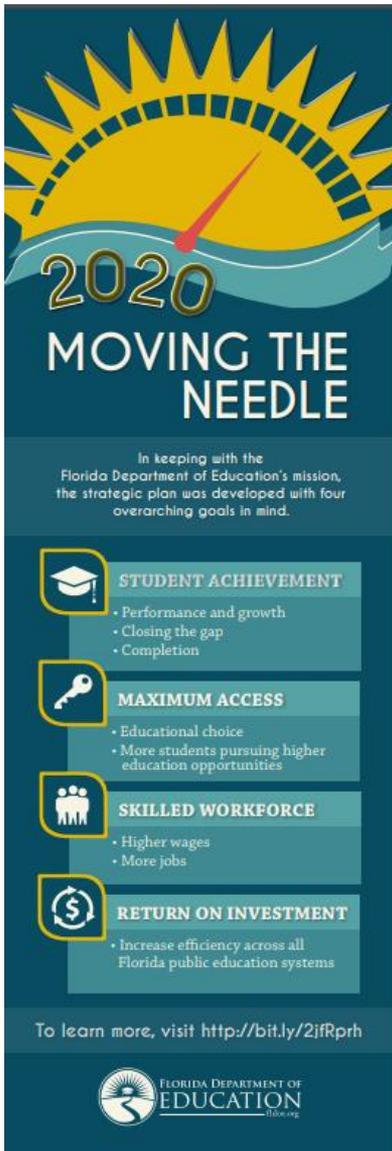
Understand Important Dates and Deadlines

State Goals

Strategic Plan Framework

In August 2015, the State Board adopted the Strategic Plan Framework based on the four goals for our K-20 system that are outlined in Florida Statutes. The framework included metrics for each goal and eight strategies that encompass all goals and divisions at DOE.

In September 2016, the State Board adopted a target for each metric to be achieved by 2020.



2020
MOVING THE NEEDLE

In keeping with the Florida Department of Education's mission, the strategic plan was developed with four overarching goals in mind.

- STUDENT ACHIEVEMENT**
 - Performance and growth
 - Closing the gap
 - Completion
- MAXIMUM ACCESS**
 - Educational choice
 - More students pursuing higher education opportunities
- SKILLED WORKFORCE**
 - Higher wages
 - More jobs
- RETURN ON INVESTMENT**
 - Increase efficiency across all Florida public education systems

To learn more, visit <http://bit.ly/2jfRprh>



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Goals of the Florida Education System

Section 1008.31, Florida Statutes

1. Highest student achievement, as indicated by evidence of student learning gains at all levels.
2. Seamless articulation and maximum access, as measured by evidence of progression, readiness, and access by targeted groups of students identified by the Commissioner of Education.
3. Skilled workforce and economic development, as measured by evidence of employment and earnings.
4. Quality efficient services, as measured by evidence of return on investment.

Goal 1: Highest student achievement

Metric 1: Student Achievement
on Florida Assessments

Percent of
students
achieving
grade-level
or above
performance

2020 Target:
Increase by 6
percentage
points in
each subject
area

Metric 2: Continued Achievement
Growth on Florida Assessments

Percent of
students who
improved,
including
those below,
at grade level
and above

2020 Target:
Increase by 7
percentage
points in
each subject
area

Goal 1: Highest student achievement

Metric 3: Closing the Achievement Gap

Percent of the gap in K-12 student achievement

2020 Target: Reduce by one-third the gap between each subgroup in each subject area

Metric 6: Reduction in Percent of Low-Performing Schools

Reduce the percent of D and F schools

2020 Target: Reduce by one-half the percent of low-performing schools

Title I, Part A

Improving the Academic Achievement of the Disadvantaged

The purpose of Title I is to:

Ensure that all children have fair, equal, and significant opportunity to obtain high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and assessments.

Anticipated Program Outcomes

Goal 1: Highest student achievement

Metric 1: Student Achievement
on Florida Assessments

Percent of
students
achieving
grade-level
or above
performance

2020 Target:
Increase by 6
percentage
points in
each subject
area

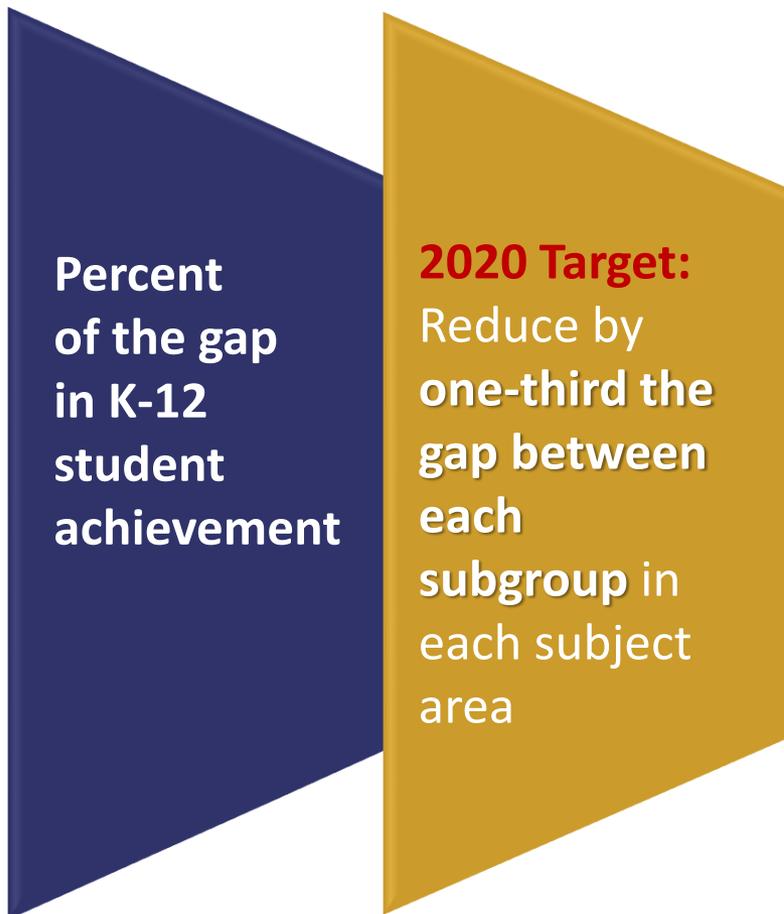
Metric 2: Continued Achievement
Growth on Florida Assessments

Percent of
students who
improved,
including
those below,
at grade level
and above

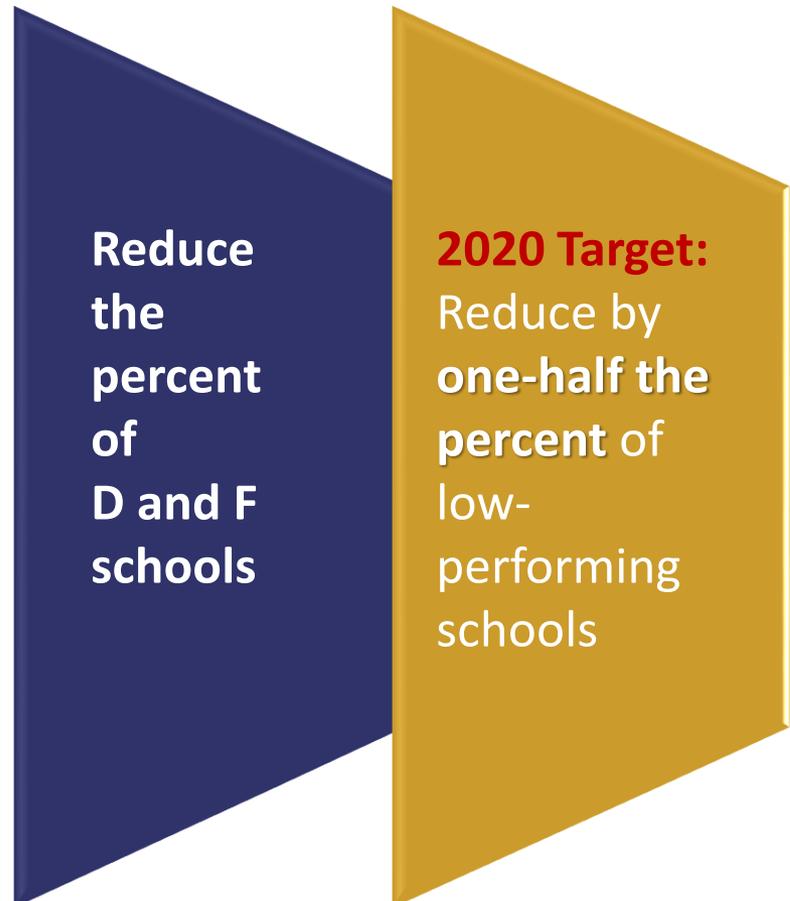
2020 Target:
Increase by 7
percentage
points in
each subject
area

Goal 1: Highest student achievement

Metric 3: Closing the Achievement Gap



Metric 6: Reduction in Percent of Low-Performing Schools



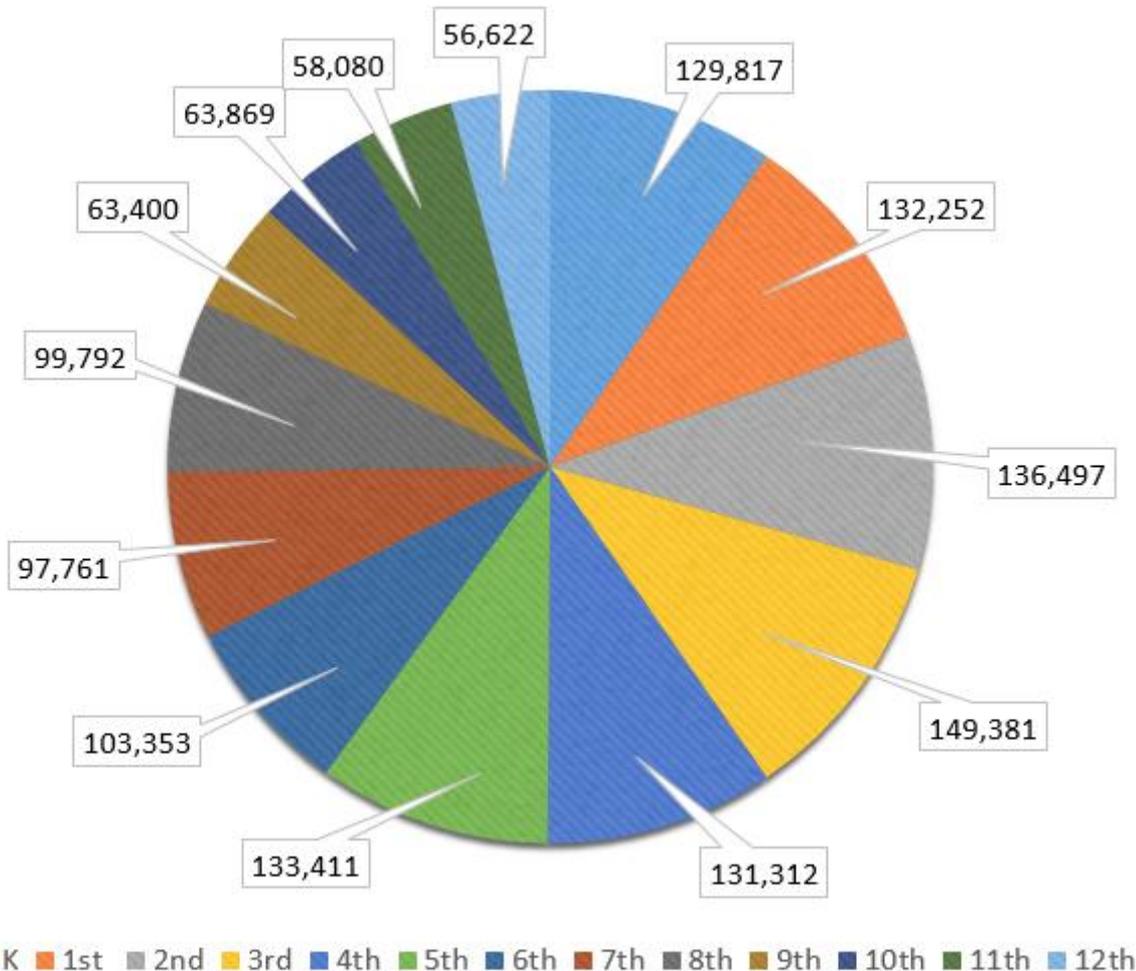
Program Data

Title I, Part A Program Data

- There are 2,075 Title I schools in the state of Florida.
- Florida receives roughly \$800,000,000 in Title I funds annually.
- There are currently 76 Local Educational Agencies (LEAs) in the state of Florida receiving Title I, Part A funds.
- There are 1,367,159 Title I students in Florida.
 - 99.15% of these students receive services through schoolwide programs

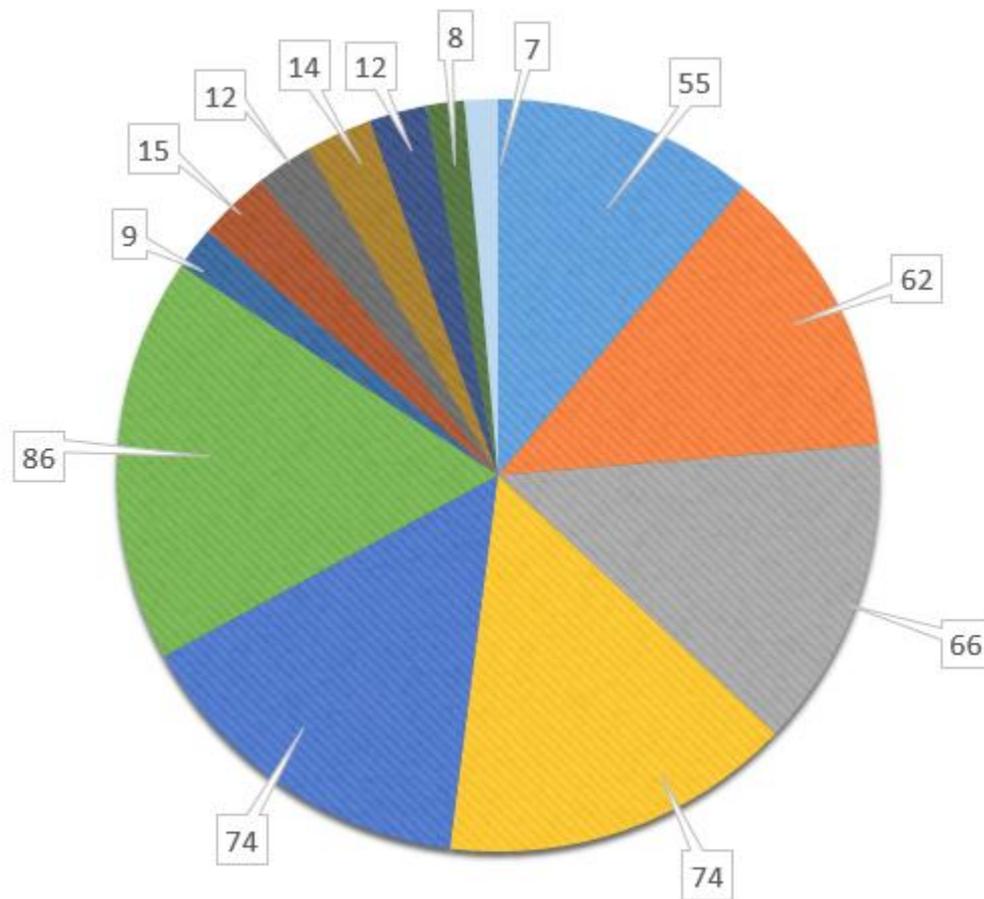
Schoolwide Programs

1,355,547 Total Students



Targeted Assistance Programs

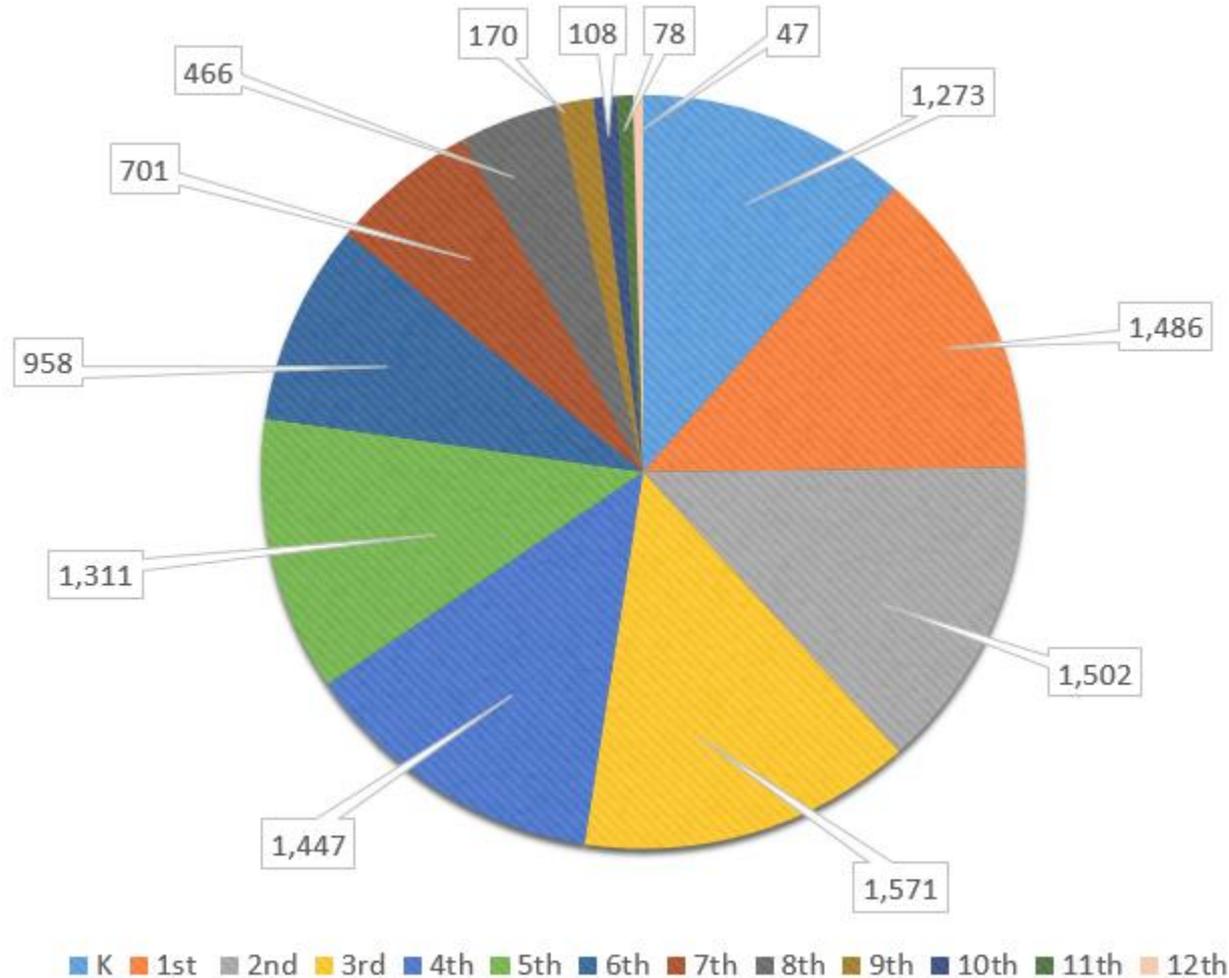
494 Total Students



■ K ■ 1st ■ 2nd ■ 3rd ■ 4th ■ 5th ■ 6th ■ 7th ■ 8th ■ 9th ■ 10th ■ 11th ■ 12th

Private School Services

11,018 Total Students



Program Requirements

- Private School Equitable Services
- Reservations
- Rank and Serve Requirements
- Schoolwide and Targeted Assistance Programs
- Parent and Family Engagement
- TIPA Application and Amendments
- Fiscal Requirements
- TIPA Monitoring
- Reporting Requirements

Private School Services

- The reservation for private school services is taken off the top of the LEA's total allocation before funds are reserved for any other purpose.
- Private school per pupil amounts no longer tied to a specific attendance area.
- Example:

EXAMPLE OF DETERMING THE AMOUNT OF TITLE I FUNDS FOR EQUITABLE SERVICES			
Public School Attendance Area	Number of Public School Low-Income Children	Number of Private School Low-Income Children	Total Number of Low-Income Children
A	500	120	620
B	300	9	309
C	200	6	206
D	350	15	365
TOTAL	1,350	150	1,500
PROPORTIONATE SHARE	90%	10%	
	\$900,000	\$100,000	

Private School Services

LEAs must

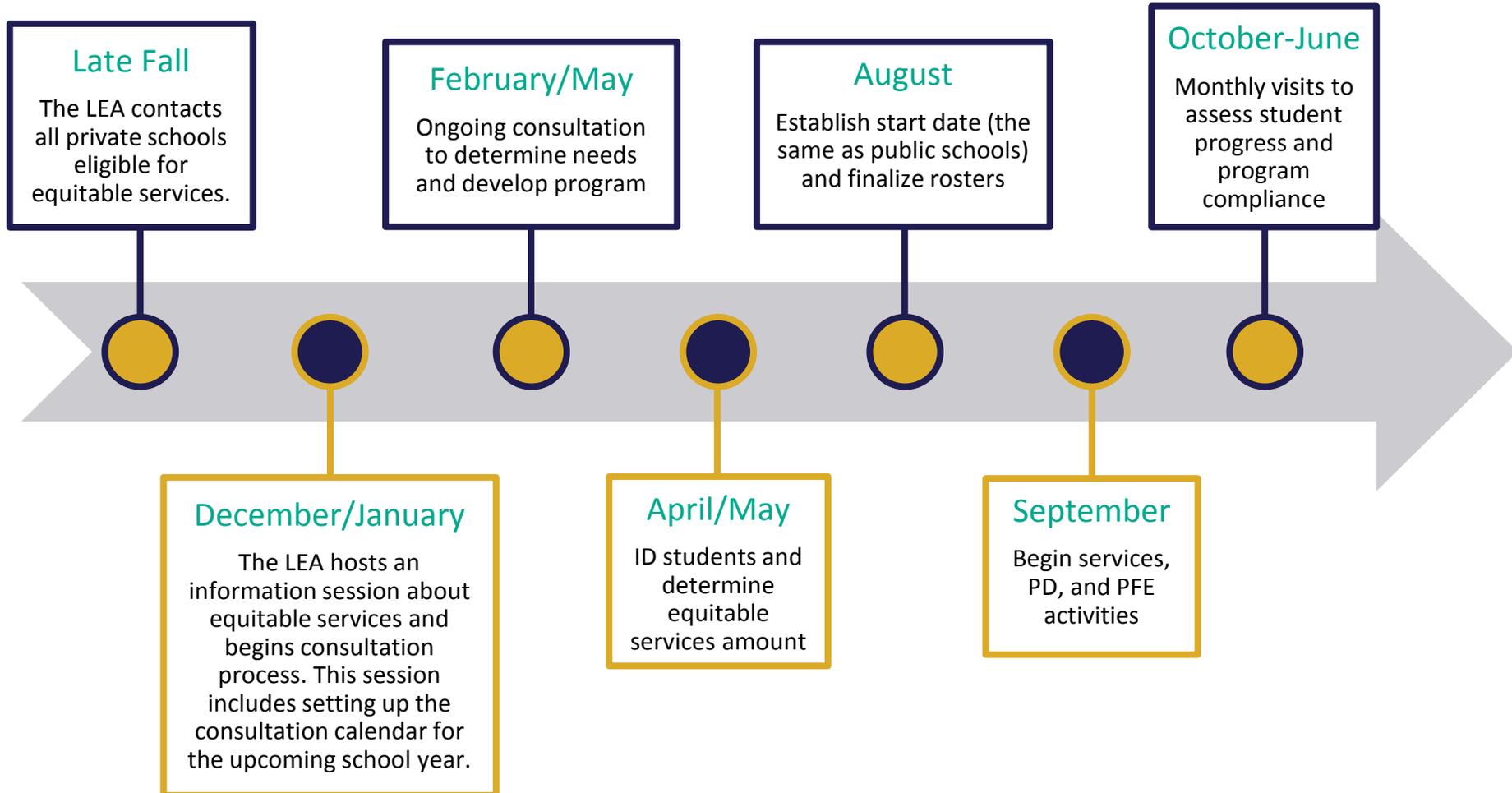
- 1 Provide Title I **services** and other benefits to eligible children attending private schools (not-for-profit only), their teachers, and their families. <http://search.sunbiz.org/Inquiry/CorporationSearch/ByName>
- 2 Ensure **services** are equitable to the public schools (not necessarily identical) and designed to meet the needs of private school students and teachers.
- 3 Provide **services** that are secular, neutral, and non-ideological.

LEAs do not distribute public funds to private schools.

LEA staff provide services and materials only.

No reimbursement is given to private schools.

Timeline For Equitable Services



Program Reservations

Reservations

CODES	Description
A	Financial Rewards and Incentives Reservation (Not to Exceed 5%)
B-1	Parent and Family Engagement for LEAs with \$500,000 or less set-aside
B-2	Parent and Family Engagement for LEAs with greater than \$500,000 set-aside
C	Homeless Education Reservation
D	Neglected & Delinquent Education Reservation
E	Educational Services Funded at the LEA-Level (Not to Exceed 1%)
F	Discretionary Educational Services Funded at the School-Level
G	Early Childhood Reservation
H-1	Private School Administrative Costs
H-2	Private School Parent and Family Engagement
H-3	Private School Professional Development
H-4	Private School Instructional Services
I	2017-2018 Roll-Forward
J	Transportation for Foster Care Children
K	Administrative Costs (Including Indirect Costs) - Not to Exceed 10%
L	Reimbursements for Charter School Expenditures

Rank and Serve

The Basics

The Main Rule: An LEA cannot allocate to a school with a lower poverty percentage a higher per pupil allocation than to a school with a higher poverty percentage.

There is one exception to this rule. An LEA is permitted to set different per-pupil amounts in grade spans for schools at 75 percent poverty and below as long as these per-pupil amounts do not exceed the per-pupil amounts used in schools above 75 percent poverty. This could result in a scenario in which some lower poverty schools in one grade span receive higher PPAs than higher poverty schools in another grade span. For example, a middle school at 74 percent poverty could receive a PPA of \$400, while an elementary school at 65 percent poverty could receive a PPA of \$500.

Rank and Serve

Special Rules

Skipping a School: Section 1113(b)(1)(D)(ii) of ESSA allows an LEA to skip eligible attendance areas/schools with a higher percentage 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. The LEA must include a description that identifies program type, amount of funding, and source(s) of funding. Also, the total funding must be equal to or greater than the amount of Title I funds the school would have received if served.

Split-Funding: An LEA's organization of its schools defines its grade span groupings. To the extent that an LEA has schools that overlap grade spans, however, the LEA may include a school in the grade span it believes is most appropriate. For example, let's assume an LEA has several schools that serve grades K-5 and one school that serves grades K-12. The LEA could also choose to split the school into two grade spans. In this case, the LEA would determine the poverty percentage for the portion of the school that serves children in grades K-5 and rank that school with other K-5 schools in the LEA. The Title I allocation for that portion of the school serving students in grades K-5, would be based only on its count of poor children in grades K-5. Similarly, the LEA could determine the poverty rate for that portion of the K-12 school that serves students in grades 6-12 and rank with other schools that serve the same grade span. If the LEA is serving schools in the 6-12 grade span, it would allocate Title I funds to that school based only on the count of poor children in grades 6-12.

Rank and Serve

Special Rules (cont.)

Grandfathering: Section 1113(b)(1)(C) of ESSA allows an LEA to designate and serve an attendance area or school that is not eligible under Title I, Part A for the current year, but was eligible and was served in the preceding fiscal year, for one (1) additional fiscal year only.

125% Rule: When any school with less than 35% poverty is served, the per-pupil amount must be at least 125% or 1.25 times the LEA per-pupil amount. The 125% rule only applies when the LEA average is less than 35%.

Since higher poverty schools must receive at least the same PPA amount as lower poverty buildings, this requires that all schools in the LEA receive at least 125% of the LEA PPE.

Using the Feeder Pattern: This 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.

Rank and Serve

Determine Poverty Levels

Under ESEA Section 1113(a)(5), LEAs must select one of five measures of poverty to determine relative percentages of children from low-income families residing in their attendance areas. Those five measures are:

1. Census counts of children from families below the poverty level (this is the same data used by the federal government to allocate Title I funds to LEAs).
2. Counts of children eligible for free and reduced-price school meals.
3. Counts of children whose families receive assistance under the federal welfare program Temporary Assistance for Needy Families.
4. Counts of children eligible for Medicaid.
5. A combination of two or more of these data sources.

Rank and Serve

Determine Poverty Levels

Most school LEAs use free or reduced-price lunch enrollment to determine schools' poverty levels, but with the introduction of the Community Eligibility Provision, which eliminates the school meal application for individual households, some are exploring other measures. **Regardless of the method an LEA uses, it must use the same method to determine poverty rates, rank schools, and to set per-pupil allocations.**

Rank and Serve

Determine Poverty Levels (cont.)

Because secondary schools often have trouble convincing students to apply for subsidized school meals, skewing their counts of eligible students and their poverty rating, LEAs have the option to use alternative means, such as surveys, to count eligible students in such schools. They also may use a "feeder pattern" technique, in which a secondary school qualifies for Title I funding based on the percentages of low-income children in the elementary or middle schools that "feed" into it. ESEA Section 1113(a)(5)(B).

Charter schools within an LEA must be ranked by poverty and must be served if eligible for Title I, Part A. This requirement applies both to existing and newly established charter schools.

Rank and Serve

Determine Poverty Levels (cont.)

In cases where a LEA's schools have no fixed attendance area, such as those with a districtwide open enrollment policy or choice program, or in the case of magnet schools that draw from more than one attendance area, ESEA Section 1113(b)(1)(B) allows an LEA to determine a school's eligibility for participation in Part A on the basis of the poverty level of children enrolled in the school. This method may only be used for schools without fixed attendance areas. For schools that do serve fixed attendance areas, an LEA must use attendance zone data. If an LEA has an open enrollment or choice policy for all of its schools, it must use enrollment data for all. It may not mix attendance area and enrollment data sources as a way of maximizing each school's eligibility standing.

LEAs must update poverty rates and ranking every year.

Rank and Serve

Determine Which Schools to Serve

Once poverty rates are determined for all schools, an LEA may choose to serve any school with a rate above 35 percent, or a rate that is higher than the LEA's average poverty rate. However, the U.S. Education Department considers it best practice to concentrate Title I funds in an LEA's highest-poverty schools in order to ensure programs are effective.

Every school with a 75 percent or higher poverty rate must be served by the Title I program regardless of the school's grade span. This provision ensures that LEAs, which tend to favor elementary schools, serve high-poverty secondary schools.

Rank and Serve

Determine Which Schools to Serve

In a new provision under ESSA, **a LEA may prioritize its high schools with a poverty rate of at least 50 percent**, essentially treating them as though they have a 75 percent rate. That is, a high school with 50 percent poverty may be served before an elementary school with a higher poverty rate.

Once all schools at the 75 percent threshold or above (or where applicable, high schools at the 50 percent threshold) are served, an LEA may choose to rank schools within grade spans, rather than all schools together. This means an LEA could rank elementary schools separately from middle and high schools, and it could choose to serve some grade spans but not others. Within a grade span, higher poverty schools still must be served first and get more money per low-income child. If an LEA's schools have irregular grade spans, a school should be included in the grade span deemed most appropriate by the LEA, according to USED's guidance.

Rank and Serve

Determine Per-Pupil Allocations

LEAs have some discretion in determining appropriate per-child allocations for each school or attendance zone, but must adhere to the following criteria:

- **Always designate higher per-pupil amounts to higher-poverty schools:** An LEA must always serve the highest-poverty schools first, allocating higher per-child amounts to schools with higher poverty rates than to schools that are lower on the poverty scale.
- **Keep quality high:** While an LEA might be inclined to distribute Title I funds as widely as possible, USED's guidance warns that spreading resources too thinly could undermine the program's goal of raising the achievement of educationally at-risk students. "The per-child allocation amount must be large enough to provide a reasonable assurance that a school can operate a Title I program of sufficient quality to achieve that purpose," the guidance notes.

Rank and Serve

Determine Per-Pupil Allocations

LEAs have some discretion in determining appropriate per-child allocations for each school or attendance zone, but must adhere to the following criteria: (cont.)

- **Vary amounts by grade span:** If an LEA ranks and serves schools below the 75 percent threshold by grade span, it may assign different per-child amounts to each grade span, so long as no grade span receives a higher per-child amount than any school above 75 percent poverty. It also may vary per-child amounts within a grade span, so long as schools with higher poverty rates receive more per child than schools with lower poverty rates.

Rank and Serve

Determine Per-Pupil Allocations

Understand the 125 percent rule: If the LEA is serving schools below the 35 percent threshold, it must apply the 125 percent rule. This rule states that all schools served must receive an amount per low-income child equal to at least 125 percent of the per-child allocation for the LEA as a whole. This 125 percent calculation must be conducted before the LEA takes any "off-the-top" reserves. For example:

- If a LEA has 1,000 low-income students and receives \$100,000 from Title I, Part A, its allocation is \$100 per child. If the LEA serves any schools below 35 percent poverty, the minimum per-child allocation for all schools is \$125 per child. If an LEA is serving no schools below the 35 percent threshold, the 125 percent rule does not apply, and it may use its own discretion to determine an appropriate per-pupil amount for each school, subject to the criteria described above.

Recalculate annually: LEAs must determine poverty rates, rank schools, and adjust per-pupil allocations every year.

Rank and Serve

Skipped Schools

An LEA may "skip" a higher-ranked eligible school if it meets the Title I "comparability" requirements and the school is receiving supplemental funds from state or local sources that are at least equal to the amount the school would have received under Title I. To qualify, the state or local funds must be spent in ways that are "Title I-like" and would constitute an allowable program in either a Title I schoolwide program or a targeted assistance program.

According to USED's guidance, a supplemental state or local program meets the requirements of a **schoolwide program if it complies with all of the following:**

- The program is implemented in a school that meets the Title I schoolwide program poverty thresholds.

Rank and Serve

Skipped Schools (cont.)

According to USED's guidance, a supplemental state or local program meets the requirements of a **schoolwide program** if it complies with all of the following: (cont.)

- It is designed to upgrade the entire educational program in the school to enable all children to meet the state's challenging student performance standards.
- It is designed to meet the educational needs of all children in the school, particularly the needs of children who are failing, or most at risk of failing, to meet the state's student performance standards.
- The school uses the state's system of assessments to review the effectiveness of the program.

Rank and Serve

Skipped Schools (cont.)

A supplemental state or local program meets the requirements of a **targeted assistance program** if it complies with all of the following:

- The program serves only children who are failing, or most at risk of failing, to meet the state's student performance standards.
- It provides supplementary services designed to meet the special educational needs of children who are participating in the program to enable those children to meet the state's student performance standards.
- The school uses the state's system of assessments to review the effectiveness of the program.



Public School Eligibility Survey

District: Sunshine County District School Board																					
No.	School Name	School Number	Grade Code	School type	Neglected and Delinquent	New School	Reported 2017-2018 Number of Children Attending Public Schools	Reported 2017-2018 Number of Children from Low Income Families	Reported 2017-2018 Percent of Children from Low Income Families	2017-2018 Number of Children Attending Public Schools	2017-2018 Number of Children from Low Income Families	2017-2018 Percent of Children from Low Income Families	Selection Code (codes)	Program Type	2017-2018 PPA Per Pupil Allocation	2017-2018 TSA Total School Allocation	2016-2017 TSA Total School Allocation	Provision 2 Or CEP	1% Allocation for Parental Involvement	Charter School	Del.
1	MIRACLE ELEM. SCHOOL	0001	PREK-5	Elem.	N	NO	400	375	93.75%	400	400	100.00%	A	SW	425	170,000.00	---	CEP: 20152016	1500		
2	ABC COUNTY HIGH SCHOOL	0002	6-12	Senior High	N	NO	265	156	58.87%	265	250	94.34%	K	SW	425	106,250.00	---	CEP: 20152016	1000		
Selection Code explain: The population is projected to decrease due to students moving to JKL Charter School.																					
3	JKL CHARTER SCHOOL	6016	6-10	Senior High	N	NO	20	11	55.00%	20	18	90.00%	K	SW	425	7,650.00	---	CEP: 20152016	500	Y	
Selection Code explain: The population is projected as the enrollment will change once the school year starts. The school added grades 11-12 for the 17-18 school year.																					

Instructional Delivery Programs

***Schoolwide Program
(SWP)***



Instructional services
to enhance *entire*
academic program



***Targeted Assistance
Model (TA)***



Supplemental
instructional services
to *targeted* students



Schoolwide Programs

Definition

A Title I, Part A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school to improve the achievement of the lowest achieving students. [ESSA section 1114(a)(1)]

Schoolwide Programs

Eligibility

- Not less than 40% of the children in the school attendance area are from low-income families, OR
- If a school has less than 40% of the children in the school attendance area from low income families, or a school has less than 40% of the children enrolled in the school from low-income families, the school may apply and receive a waiver from the State Educational Agency to operate a schoolwide program

Schoolwide Programs

Components

- A school participating in a schoolwide program **SHALL** use available funds only to **supplement** the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school **Section 1114 (a)(2)(B)**.
- All activities must be aligned to needs outlined in the school's comprehensive needs assessment (CNA) and articulated in the schoolwide plan.
- All students in the school may be served.
- Title I teachers must be state-certified and are responsible for providing supplemental services to identified students. Title I staff must coordinate with other school personnel and involve parents in the planning, implementation, and evaluation of the Title I program.

Schoolwide Programs

Developing the Schoolwide Plan

- To be schoolwide a campus must complete a year of planning
- A school improvement plan assists and verifies that the year of planning took place
 - One-year planning is required unless it is determined that less time is needed to develop and implement the schoolwide program
- Remains in effect but shall be regularly monitored and revised as necessary based on student needs;
- **Comprehensive Needs Assessment: REQUIRED.** A schoolwide program shall develop a comprehensive plan that "is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency" Section 1114 (b)(6).

Schoolwide Programs

Developing the Schoolwide Plan (cont.)

Comprehensive Plan

REQUIRED. A schoolwide program shall develop a comprehensive plan that "is developed with the involvement of parents and other members of the community to be served including teachers, principals, other school leaders, paraprofessionals present in the school, and administrators..." **Section 1114 (b)(2)**

REQUIRED. A schoolwide program shall develop a comprehensive plan that "is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand" **Section 1114 (b)(4)**

REQUIRED. A schoolwide program shall develop a comprehensive plan that, if appropriate and applicable, "is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)" **Section 1114 (b)(5)**

Schoolwide Plans

Developing the Schoolwide Plan (cont.)

REQUIRED. A schoolwide program shall develop a comprehensive plan that includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will (i) "provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards" **Section 1114 (b)(7)(A)(i-iii).**

Evaluate the Plan: REQUIRED. A schoolwide program shall develop a comprehensive plan that "remains in effect for the duration of the school's participation, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards" **Section 1114 (b)(3).**

Schoolwide Plans

Developing the Schoolwide Plan (cont.)

- Strategies that **MAY** be included in the plan:
 - "counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas" **Section 1114 (b)(7)(A)(iii)(1)**
 - "preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high school)" **Section 1114 (b)(7)(A)(iii)(2)**
 - "implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)" **Section 1114 (b)(7)(A)(iii)(3)**
 - "professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects" **Section 1114 (b)(7)(A)(ii)(4)**
 - "strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs" **Section 1114 (b)(7)(A)(iii)(5)**

Schoolwide Plans

Examples of Uses of Funds

(Based on the **Required** Needs Assessment)

- **High-quality** preschool or full-day kindergarten and services to facilitate the transition from early learning to elementary education programs
- Recruitment and retention of effective teachers, particularly in high-need subjects
- Instructional coaches to provide **high-quality**, school-based professional development
- Increased learning time
- **Evidence-based** strategies to accelerate the acquisition of content knowledge for English learners
- Activities designed to increase access and prepare students for success in **high-quality** advanced coursework to earn postsecondary credit while in high school (e.g., Advanced Placement, International Baccalaureate, early college high schools, and dual or concurrent enrollment programs)
- Career and technical education programs to prepare students for postsecondary education and the workforce

Schoolwide Plans

Examples of Uses of Funds (cont.)

(Based on the Required Needs Assessment)

- Increasing family and community engagement in the school, including family literacy programs.
- Career and technical education programs to prepare students for postsecondary education and the workforce.
- Counseling, mentoring services, and other strategies to improve students' nonacademic skills.
- School climate interventions (e.g., anti-bullying strategies, positive behavior interventions and supports).
- Equipment, materials, and training needed to compile and analyze student achievement data to monitor progress, alert the school to struggling students, and drive decision making.

Schoolwide Plans

Examples of Uses of Funds (cont.)

(Based on the Required Needs Assessment)

- Response-to-intervention strategies intended to allow for early identification of students with learning or behavioral needs and to provide a tiered response based on those needs
- Activities that have been shown to be effective at increasing family and community engagement in the school, including family literacy programs

Schoolwide Plans

Other

Preschool Programs: a school that operates a schoolwide program under Title I Part A **MAY** use Title I part A funds that are available to establish or to enhance preschool programs for children who are under six years of age. **Section 1114 (c)**

Delivery of Services: the services of a schoolwide programs under Title I Part A **MAY** be delivered by non-profit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement. **Section 1114 (d)**

Considerations for the Use of Title I Funds

All costs must be **supplemental** and **allowable** under local, state, and federal laws, regulations, and policies. Keep in mind, for costs to be considered allowable, they also must be clearly aligned to the comprehensive needs assessment and articulated in the LEA's application and relevant schoolwide or targeted assistance plan(s). Furthermore, costs must meet all of the standards outlined below, as determined by FDOE.



- **Allocable** – The cost meets the intent and purpose of Title I, Part A, and benefits the service or activity being supported by the grant in proportion to the percentage that Title I, Part A funds.
- **Reasonable** – The cost is sound given the Title I, Part A program's needs and does not exceed the amount that would be paid by a prudent person under the same circumstances.
- **Necessary** – The cost is essential to the proper and efficient implementation of the Title I, Part A program.

Schoolwide Plans

Staffing Requirements in Schoolwide Programs

- There are specific Title I, Part A staffing requirements for paraprofessionals and teachers. **Section 1112 (e)**
 - **All paraprofessionals** assigned to Title I, Part A schoolwide campuses must continue to meet federal standards.
 - **Teachers** assigned to Title I, Part A school campuses must meet applicable state certification requirements.

For more information:

- Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program

<https://www2.ed.gov/policy/elsec/leg/essa/essaswpguidance9192016.pdf>

Schoolwide Plans

MUSTS

SECTION	AREA	STATUTE
1114(b)(6)	Comprehensive Needs Assessment	A schoolwide program shall develop a comprehensive plan that "is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency"
1114(b)(2)	Preparing Plan: Parent and Family Engagement	A schoolwide program shall develop a comprehensive plan that "is developed with the involvement of parents and other members of the community to be served including teachers, principals, other school leaders, paraprofessionals present in the school, and administrators..."
1114(b)(4)	Preparing Plan: Understandable Language and Uniform Format	A schoolwide program shall develop a comprehensive plan that "is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand"
1114(b)(5)	Preparing Plan: Coordination and Integration	A schoolwide program shall develop a comprehensive plan that, if appropriate and applicable, "is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support an improvement activities under section 1111(d)"

Schoolwide Plans

MUSTS

1114(b)(7)(A)(i-iii)	Preparing Plan: Description of Strategies	A schoolwide program shall develop a comprehensive plan that includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will (i) "provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards"
1114(b)(3)	Review and Revise Plan (Evaluation)	A schoolwide program shall develop a comprehensive plan that "remains in effect for the duration of the school's participation, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards"

Schoolwide Plans

<p style="text-align: center;">MAYS (These are a variety of strategies that <u>may</u> be included in the plan.)</p>		
1114(b)(7)(A)(iii)(I)	Student Skills	"counseling, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas"
1114(b)(7)(A)(iii)(II)	College and Career	"preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high school)"
1114(b)(7)(A)(iii)(III)	Interventions	"implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)"
1114(b)(7)(A)(iii)(IV)	Recruit and Retain	"professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects"
1114(b)(7)(A)(iii)(V)	Transition	"strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs"

Schoolwide Programs

Consolidating Funds

- A school that chooses to consolidate and use funds from different Federal programs under this section shall NOT be required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds as long as the school maintains records that demonstrate that the schoolwide program, considered as a whole, addresses the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program **Section 1114 (a)(3)(C)**.

Targeted Assistance Programs

Components

- Title I funds in a Targeted Assistance school must be used to improve the academic achievement of identified Title I students.
- Students must be identified based on multiple, objective, educationally related criteria. Criteria must also be generated to determine when a student may exit the Title I program.
- Title I supplemental services may be delivered in a number of ways (e.g., in-class instruction; pull-out instruction; and/or extended day, week, or year instruction).
- Title I teacher(s) must be state-certified and are responsible for providing supplemental services to identified students. Title I staff must coordinate with other school personnel and involve parents in the planning, implementation, and evaluation of the Title I program.

Targeted Assistance Programs

Student Eligibility

- Eligible students are students who are failing, or most at risk of failing, to meet the State's challenging student academic standards on the basis of multiple, educationally related, objective criteria.
- Children not older than 21
- Children who are not yet at grade level
- Certain children considered at-risk of failing to meet State performance standards
- Children who participated in Head Start
- Children who received services for youth who are neglected and delinquent

Targeted Assistance Programs

- The following resources are some examples of Title I, Part A Targeted Assistance Program strategies, as well as potential advantages and considerations for each strategy. During the annual needs assessment process, consider these strategies as well as others for the development of the Title I, Part A program plan.

Targeted Assistance Programs

IN THE CLASSROOM

Strategy	Advantages	Considerations
1. Provide additional instructional time to identified Title I students	<ul style="list-style-type: none"> Increases amount of time students needing assistance experience high quality instruction 	<ul style="list-style-type: none"> May need to provide additional professional development to ensure consistency of instruction Design strategies and secure materials that provide supplemental support to students needing additional assistance Work directly with classroom teacher to create better conditions for success
2. Enhance current supplemental programs being offered by servicing more eligible students	<ul style="list-style-type: none"> Expands upon programs already in place Increases support available to Title I students 	<ul style="list-style-type: none"> Need for assessments to be clearly articulated when entering and exiting Title I programming
3. Employ additional highly qualified Title I teachers to provide supplemental instruction	<ul style="list-style-type: none"> Increases the amount of high quality instruction eligible students will experience Focuses support to yield accelerated results Can focus very specifically on learning needs of students 	<ul style="list-style-type: none"> Consider the availability of highly qualified teachers Examine sustainability Emphasize the coordination with classroom teacher May need to address collective bargaining agreements
4. Employ additional highly qualified Title I paraprofessional staff to provide supplemental instruction	<ul style="list-style-type: none"> Focuses instructional support to yield accelerated results 	<ul style="list-style-type: none"> Consider the availability of highly qualified para professionals May need on-going professional development Examine sustainability Emphasize the coordination with classroom teacher and Title I teacher May need to address collective bargaining agreements Need ability to work under direct supervision of a highly qualified classroom teacher

Targeted Assistance Programs

PROFESSIONAL DEVELOPMENT

Strategy	Advantages	Considerations
1. Expand on-going learning opportunities for staff working directly with identified Title I students	<ul style="list-style-type: none"> Increases effectiveness of Title I teachers and paraprofessionals 	<ul style="list-style-type: none"> May need staff member to oversee and coordinate initiatives Must evaluate effectiveness of professional development initiatives Invite parents of Title I students in targeted assistance programs to participate, as appropriate, in professional development funded by Title I Design staff development opportunities that specifically meet the learning needs of students who have been targeted for assistance

BEYOND THE SCHOOL DAY/YEAR

Strategy	Advantages	Considerations
1. Provide extended day instructional services for identified Title I students	<ul style="list-style-type: none"> Assists identified Title I students with academics and/or homework Connects identified Title I students with school in a different setting and with different educators Design of program can meet individual needs of identified Title I students 	<ul style="list-style-type: none"> Requires highly qualified teacher(s) May need to hire different staff from those who interact with students throughout the day Consider transportation arrangements and costs Requires coordination with classroom teachers
2. Provide or expand extended summer school core instructional time for identified Title I students	<ul style="list-style-type: none"> Opportunity for Title I students to get extended learning time More intense and focused support can yield accelerated results Can focus very specifically on learning needs of Title I students 	<ul style="list-style-type: none"> Need to have high quality teachers Must be above and beyond school/LEA's regular summer school programming – supplemental in nature or Can be provided only for Title I students

Targeted Assistance Programs

FAMILIES/COMMUNITY

Strategy	Advantages	Considerations
1. Begin or expand family literacy programs for parents of identified Title I students	<ul style="list-style-type: none"> Provides necessary literacy training for parents to help parents work with their children to improve their school achievement 	<ul style="list-style-type: none"> Investigate Even Start/Family Literacy projects as models Requires family and community coordination
2. Offer family events focused on core instruction for parents of identified Title I students	<ul style="list-style-type: none"> Helps families interact with their children in these areas Reinforces positive attitudes and experiences in reading and mathematics Provides ways for families/caregivers to get to know each other over time 	<ul style="list-style-type: none"> Need to design plan to get diverse group of families attending, ie translators Provide support to parents/caregivers (i.e. transportation, childcare, food)

MATERIALS/RESOURCES

Strategy	Advantages	Considerations
1. Purchase supplemental materials, supplies and software to enhance instruction for use with identified Title I students	<ul style="list-style-type: none"> Able to provide different and effective learning strategies Helps teachers become more proficient with use of technology that supports student learning 	<ul style="list-style-type: none"> Must build in professional development support for teachers May want to build into budget the opportunity to visit schools that are successfully using these strategies and technology Match purchases with current needs assessment to ensure expenditures are reasonable and necessary to implement Title I programs
2. Fund more Title I eligible schools or expand funding in current Title I schools	<ul style="list-style-type: none"> Serve more identified Title I students Can build on existing model 	<ul style="list-style-type: none"> Involve all stakeholders in setting up programming in additional schools Must follow program guidelines for per pupil allocations

Parent and Family Engagement



Parent and Family Engagement

Under ESEA, as reauthorized by the Every Student Succeeds Act of 2015, Pub. L. No. 114-95, school LEAs must **allocate** Title I funds for parent and family engagement activities and **distribute** the funds to schools. Parents must be **involved in determining how the funds are spent**.

Parent and Family Engagement

Allowable Activities May Include:

- Parent education activities and family literacy;
- Professional development for school staff on parent and family engagement strategies;
- Support programs that reach parents and family members at home, in the community, and at school; and
- Sharing information about best practices focused on parent and family engagement, especially those that focus on economically disadvantaged families.

Parent and Family Engagement

1% Reservation

Any local education area (LEA) with a Title I, Part A allocation exceeding \$500,000 is required by statute to reserve 1% of its Title I, Part A allocation for parent and family engagement.

- Of that 1%, 10% may be reserved at the LEA for system-wide initiatives and administrative expenses related to parent and family engagement
- Of the 1%, 90% must be allocated to the Title I schools in the LEA to implement school-level parent and family engagement

Parent and Family Engagement

Amount of Funds LEAs Must Allot to Schools for Parent and Family Engagement Activities

- LEAs that choose to reserve more than 1% may do so.
- If a LEA has an allocation of less than \$500,000, it must comply with all ESSA parent and family engagement requirements but does not have to reserve any specific amount of Title I funds. (Non-Regulatory Guidance), C-14.

Parent and Family Engagement

How To Distribute the Funds Reserved for Parent and Family Engagement Responsibilities

In distributing the parent and family engagement funds to Title I schools, a LEA should **give "priority to high-need schools,"** according to new language in ESSA. ESSA does not provide additional direction for LEAs as to how to make this determination. Previous guidance from USED under NCLB indicated that a LEA may use the same formula it uses to determine the per-pupil allocations for those schools. Alternatively, a LEA may use other formulas that consider any one factor or a combination of factors. For example, a LEA may choose to allocate funds to schools in improvement status, or base its allocation on the results of the LEA's annual evaluation of parent and family engagement activities. ESSA Section 1116 (a)(3)(C); (Non-Regulatory Guidance), C-17.

Parent and Family Engagement

Parental Input Into How LEAs Allot Parent and Family Engagement Funds

- A LEA must involve parents and family members of Title I, Part A participating children in decisions about how it allots to schools the parent and family engagement funds. (Non-Regulatory Guidance), C-18.
- The LEA should involve parents and family members in a manner consistent with the definition of parent and family engagement. Parent and family engagement, under the ESEA, means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. (Non-Regulatory Guidance), A-1.
- In terms of process and representation, a LEA may choose to use its districtwide parent advisory council (if it has chosen to establish one) to provide advice on this and other matters relating to parental involvement programs. (Non-Regulatory Guidance), C-18.

Parent and Family Engagement

The plan addresses how the school will implement the parent and family engagement program. The policy includes:

- Convene an annual meeting
- Provide a flexible number of meetings
- Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the parent and family engagement program
- Provide timely information about parent and family engagement activities
- Provide information to parents about curriculum and assessment
- If requested, provide additional meetings with parents to discuss decisions for the education of their child
- Title I parents have the right to be involved in the development of the school plan

Parent Notifications

Notification	When	From LEA	From School
<p>Annual LEA Report Card</p> <p>LEAs must collect appropriate data and provide to parents an annual report card that includes the same information as the state report card, outlined in section 1111(h)(1)(C)(i)-(xi) and (xii-xiv), as applied to the LEA and each school served by the LEA. Additionally, the report card must include the following:</p> <ul style="list-style-type: none"> • In the case of an LEA, how students served by the LEA achieved on the state academic assessments compared to the state as a whole • In the case of a school, how students served by the school achieved on the state assessments compared to the LEA and the state as a whole • Any other information the LEA determines is appropriate regarding the progress of each public school served by the LEA, regardless of whether the information is included in the annual state report card <p>[Section 1111(h)(2)]</p>	Annually	✓	
<p>Individual Student Achievement Reports</p> <p>The Florida Department of Education, working through LEAs and schools, must provide comprehensive student achievement reports to parents, teachers, and school leaders. These reports must be:</p> <ul style="list-style-type: none"> • Individual student interpretive, descriptive, and diagnostic reports regarding achievement on state academic assessments • Clear and comprehensive to ensure stakeholders are able to understand and address specific needs of students <p>[Section 1111(b)(2)(B)(x)]</p>	Once available	✓	✓
<p>Complaint Procedures</p> <p>LEAs must disseminate the state educational agency's written procedures for filing complaints about violation of the Title I statute. This information must reach parents of Title I, Part A students, and appropriate private school officials or representatives.</p> <p>[34 CFR 299.11(d)]</p>	Ongoing	✓	OR ✓

Parent Notifications

Notification	When	From LEA	From School
<p>Complaint Procedures LEAs must disseminate the state educational agency’s written procedures for filing complaints about violation of the Title I statute. This information must reach parents of Title I, Part A students, and appropriate private school officials or representatives. [34 CFR 299.11(d)]</p>	Ongoing	✓	OR ✓
<p>Written Parent and Family Engagement Policies LEAs and schools must notify parents of Title I, Part A students and the community of their written parent and family engagement policy. The policy must be provided in an understandable and uniform format and, to the extent, practicable, provided in a language parents can understand. [Section 1116(a)(2) and Section 1116(b)(1)]</p>	Determined by the LEA and school, usually in the fall of each school year	✓	✓
<p>Parents Right to Know: Student Achievement Reports Schools must provide parents of Title I, Part A students with information on the level of achievement and academic growth of the student on each of the state academic assessments. [Section 1112(e)(1)(B)(i)]</p>	Usually determined by the LEA		✓
<p>Parents Right to Know: Teacher and Paraprofessional Qualifications LEAs and schools must inform parents of Title I, Part A students that they may request, and the LEA and schools will provide, information regarding the professional qualifications of the child’s classroom teachers, including, at a minimum, the following:</p> <ul style="list-style-type: none"> • State qualification and licensing • Grade level and subject area certifications • Whether the teacher is teaching under emergency or other provisional status through which state qualifications or licensing criteria have been waived <p>The notification must also indicate whether the child is provided services by paraprofessionals and, if so, their qualifications. [Section 1112(e)(1)(A)]</p>	At the beginning of the school year	✓ Sample Notice	OR ✓

Parent Notifications

Notification	When	From LEA	From School
<p>Parents Right To Know: Non-State Certified Teachers</p> <p>Schools must provide to each individual parent notice that their child has been assigned to, or taught for 4 or more consecutive weeks by, a teacher who does not meet state certification requirements or is unqualified to teach the grade level or subject area.</p> <p>[Section 1112(e)(1)(B)(ii)]</p>	Timely		<p>✓</p> <p>Sample Notice</p>
<p>Parents Right to Know: Information on State and Local Assessments</p> <p>LEAs must make publicly accessible information on each assessment required by the state and the LEA, which includes the following:</p> <ul style="list-style-type: none"> • Subject matter assessed • Purpose of the assessment • Source of the requirement • If available, the amount of time students will spend taking the assessment, the assessment schedule, and the time and format for disseminating results <p>This requirement includes posting the information on the LEA's website and, where practicable, each school's website; for LEAs that do not operate a website, the LEA must determine how to make the information widely available.</p> <p>[Section 1112(e)(2)(B)-(C)]</p>	Timely or at the beginning of the school year	✓	✓

Parent Notifications

Notification	When	From LEA	From School
<p>Parents Right-to-Know: Student Participation in Assessments The LEA must notify parents that they may request (and the LEA will provide) information regarding any state or local policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the SEA or LEA. When applicable, the notification must include a policy, procedure, or parental right to opt the child out of such assessment. [Section 1112(e)(2)(A)]</p>	Timely, at the beginning of each school year	✓	
<p>Title I, Part A Meeting Schools must invite parents to a meeting and inform them about the school's participation in Title I, Part A programs. School staff must explain the requirements of the program and the right of parents to be involved. [Section 1116(c)(1)]</p>	Annually		✓
<p>Title I, Part A Information Schools must provide specific information about Title I, Part A programs, and opportunities for regular meetings, if requested, to parents of participating children. [Section 1116(c)(4)]</p>	Ongoing		✓

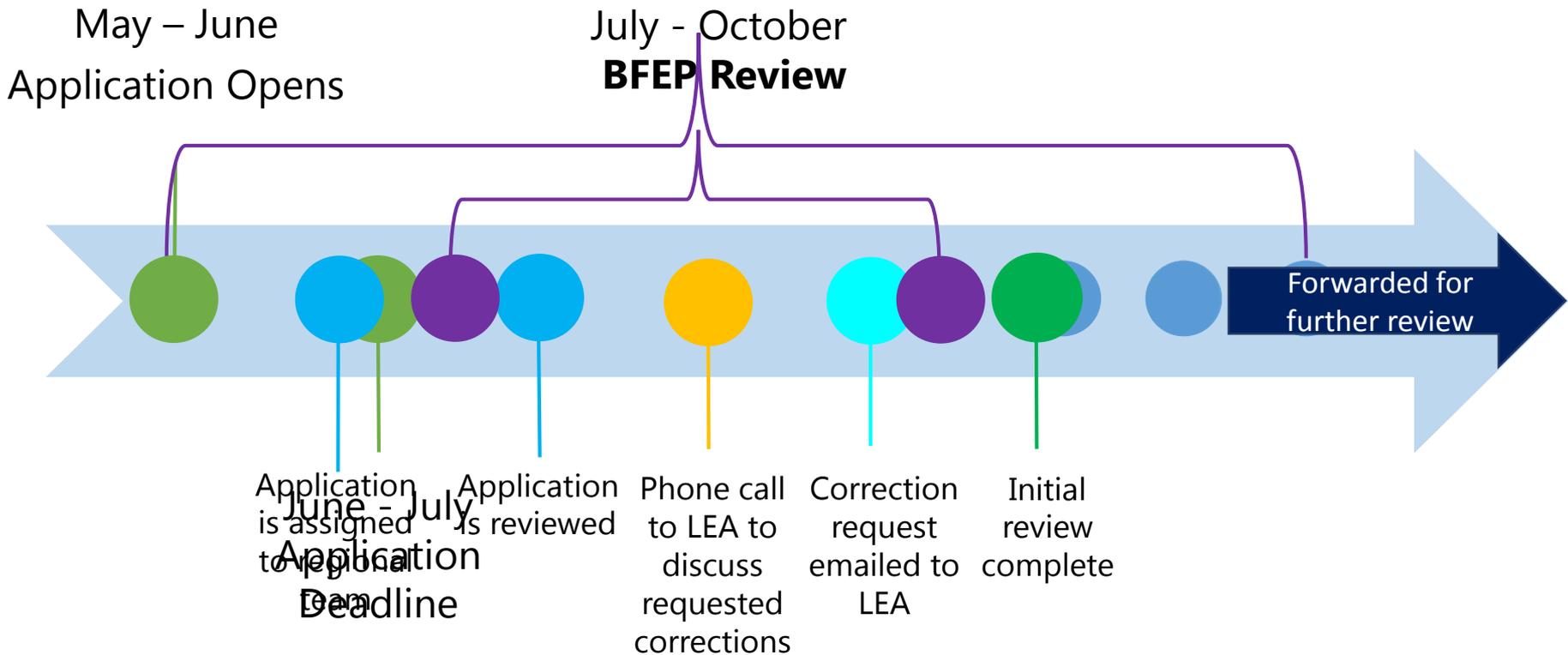
Parent Notifications

Notification	When	From LEA	From School
<p>English Learner (EL) Students: Language Instruction Educational Program Placement</p> <p>LEAs must inform parents of ELs identified for participation or participating in an language instruction educational program of the following:</p> <ul style="list-style-type: none"> • Reasons for identifying their child as an EL and in need of placement in such a program • The child’s level of English proficiency, including how this level was assessed and the status of the child’s academic achievement • The methods of instruction used in the program in which their child is or will be participating, and the methods of instruction used in other programs available to the child • How the program in which their child is or will be participating will meet the educational strengths and needs of their child • How the program will specifically help their child learn English and meet age-appropriate academic achievement standards • Specific exit requirements for the program • In the case of a child with a disability, how the program will meet the objectives of the child’s IEP (as required under IDEA) • Information pertaining to parental rights <p>[Section 1112 (e)(3)(A)-(B)]</p>	<p>Annually, not later than 30 days after the beginning of school year; or, for students identified during the school year, during the first 2 weeks of the child being place in such a program</p>	<p>✓ Sample Notice</p>	

Parent Notifications

Notification	When	From LEA	From School
<p>EL Students: Parent and Family Outreach</p> <p>LEAs must implement an effective means of outreach to parents of ELs for the following purposes:</p> <ul style="list-style-type: none"> • To inform parents on how they can be involved in the education of their children • To inform parents on how they can be active participants in <ul style="list-style-type: none"> ○ Assisting their children in attaining English proficiency ○ Achieving at high levels in core academic subjects ○ Meeting the state’s academic standards expected of all students • To seek parent input in the development and evaluation of the LEA’s EL program by <ul style="list-style-type: none"> ○ Holding regular meetings for the purpose of formulating and responding to recommendations from parents of students participating in Title I or Title III programs ○ Notifying parents of their right to have opportunities to provide input <p>[Section 1112(e)(3)(A)-(C)]</p>	Ongoing	✓	✓

TIPA Application Reviews

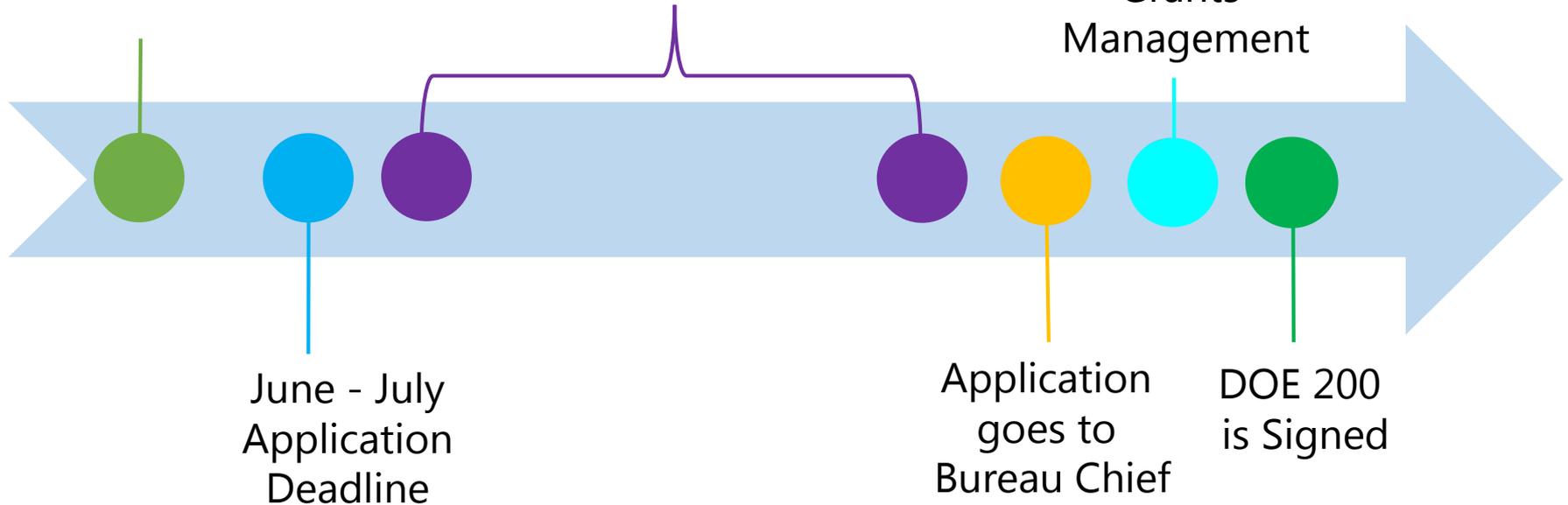


TIPA Application Reviews

May – June
Application Opens

July - October
BFEP Review

Application
Goes to
Grants
Management



Application Outline

Narrative Sections

Areas of Focus

Strengthening Academic Achievement

*The LEA's plan for using Title I funds to **strengthen academic achievement**. At a minimum, be sure to address the **subjects assessed through the state's accountability system**. Keep in mind, all activities included in your application must be designed to improve or strengthen academic achievement.*

Parent and Family Engagement Plan

*Capture the LEA's plan for using Title I funds to better **engage parents and families** in their children's education. Students show improved academic outcomes when LEAs and schools work to develop successful partnerships with families.*

Homeless Education

*Capture the LEA's plan for using Title I funds to **support the enrollment, attendance, and success of homeless children and youth**. Remember, the purpose of the homeless reservation is to reduce or remove the unique barriers to academic success faced by such students.*

Application Outline

Narrative Sections

Areas of Focus

Neglected and Delinquent Education

*Capture the LEA's plan for using Title I funds to **strengthen academic achievement**. At a minimum, be sure to address the subjects assessed through the state's accountability system. Keep in mind, all activities included in your application must be designed to improve or strengthen academic achievement.*

Educational Services Funded at the LEA-Level

Capture the LEA's plan for using Title I funds to provide LEA-wide educational services. Activities included in this section must be those funded at the LEA level, meaning those to be funded out of the LEA's cost center budget, rather than out of the school allocations. Keep in mind, the amount reserved for these services must not exceed 1% of the total allocation.

Discretionary Educational Services Funded at the School-Level

Capture the LEA's plan for providing discretionary educational services, if applicable. A discretionary educational service is an activity funded at the school level, but administered by the LEA. LEAs should have written policies that define "discretionary educational services." As long as the activity is allowable under Title I, the LEA has the authority to designate it as "discretionary."

Application Outline

Narrative Sections

Areas of Focus

Early Childhood Services

*The LEA's plan for using Title I funds to implement strategies that support **transition from an early childhood program to elementary school**, or to **supplement** the funding of early childhood education programs.*

Private School Services

Capture the LEA's plan for using Title I funds to provide services to eligible private school students, their parents, and their teachers.

Foster Care

Capture the LEA's plan for using Title I funds to develop and implement transportation services for foster care students.

If the LEA will provide transportation for students transferring to another public school in the LEA from one identified for comprehensive or targeted support and improvement, use this section to of the application to capture that information as well.

Application Outline

Narrative Sections

Areas of Focus

College/Career Readiness

*Capture the LEA's plan for using Title I funds to support incoming and outgoing cohorts of students in transition from one school level to another, particularly to ensure students are college and career ready. Transition can mean from **early childhood programs to elementary school, elementary to middle school, middle to high school, or high school to postsecondary education or career.***

Targeted Assistance

Capture the LEA's plan for using Title I funds to provide services to eligible students attending schools implementing a targeted assistance program.

Technology

*Capture the LEA's plan for using Title I funds to develop and implement technology-focused activities. Remember, such activities must be **designed to increase student academic achievement.***

Application Outline

Narrative Sections

Areas of Focus

LEA Determined Focus

Capture the LEA's plan to use Title I funds to address any additional needs not met in the other Areas of Focus. If an activity does not fit elsewhere, enter it in this section.

Application Outline

Narrative Sections

Collaboration of Federal Programs/Collaborative Partners

OPTIONAL

Describe how the LEA coordinates and collaborates with other programs and stakeholders in the development, implementation, and evaluation of the Title I, Part A program.

Reporting Requirements/Information Dissemination

Capture the LEA's processes for reporting and disseminating information as required under Title I of ESSA. Please note that all reporting and information dissemination should be in an understandable and uniform format and, to the extent practicable, in a language parents can understand.

Application Outline

Narrative Sections

Equitable Proportion of Funds

Determine the LEA's total public school and total private school allocations. Remember, the private school equitable share must be taken off the top of the LEA's total Title I, Part A allocation before any allowable expenditures or districtwide reservations are taken, and before the rank and serve process for public school students occurs.

Public School Eligibility Survey

Capture the LEA's rank and serve process, as well as its allocation of funds to each school served, as required under section 1113.

Non- Public School Eligibility Survey

Capture the LEA's process for generating and allocating funds for private school equitable services, in accordance with section 1117(c).

Budget

List all costs the LEA proposes to fund in 2018-19 with Title I, Part A.

Fiscal Requirements - Comparability

- Comparability is a fiscal “test” designed to measure the level of state and local funds and resources provided to a LEA’s Title I and non-Title I schools. Essentially, LEAs must show that Title I schools receive an equal, if not greater, share of state and local funds than that provided to non-Title I schools.
- LEAs must submit a comparability report to the Florida Department of Education on an annual basis.
- If the LEA serves all of its schools with Title I funds, the LEA must use state and local funds to provide services that, taken as a whole, are substantially comparable in each Title I school.

Fiscal Requirements - Comparability

Who? What? Where?

LEAs

- Those that have more than one school per grade span
- Have over 100 students enrolled

Schools

- All schools (including public charter schools) within the grade span & over 100 students enrolled

Students

- All K-12 students
- Can include Pre-K students (if included consistently)

Staff

- Certified & Non-certified instructional staff paid with state and local funds
- Does not include federally funded staff

Fiscal Requirements - Comparability

Meeting The Requirement

- A Title I, Part A school is comparable if the school's average student/teacher ratio does not exceed 110 percent of the average student/teacher ratio of schools not participating in Title I, Part A .
- For example, if the average ratio of students to instructional staff is 20 to 1 for an LEA's non- Title I, Part A schools, the ratio at each Title I, Part A school can be no higher than 22 to 1.

Fiscal Requirements - Supplement, Not Supplant

LEAs are responsible for documenting that they have a methodology for distributing state and local funding to schools without taking Title I, Part A funds into account.

Conditions for Approval

- Title I, Part A staff in the Bureau of Federal Educational Programs (BFEP) will receive each LEA's methodology as a part of the Title I, Part A application process. Any methodology submitted in the Title I, Part A application should meet the following requirements:
 - The methodology should contain a clearly defined formula with a calculation that can be tested during monitoring. A methodology that lacks clearly defined categories or specific dollar amounts would be insufficient and not approvable.
 - The methodology should be "Title I neutral."

Monitoring

Self, Desktop or Onsite Monitoring

Self Certification

- LEA self-certifies its compliance or non-compliance.
- LEA does not submit answers to review questions online.
- LEA does not submit answers to review questions online.
 - However, the LEA should have responses available upon request.

Desktop Monitoring

- Report issued following desktop monitoring.
- All Title I compliance areas are reviewed.
- LEA submits answers to review questions online.

Onsite Monitoring

- FDOE team conducts onsite visits to all schools and LEA offices.
- Interviews staff regarding multiple areas.
- Final report is sent following visit.

Note: BFEP reserves the right to conduct **targeted** and **follow-up** monitoring, as needed.

Monitoring

Important Dates

- April 19, 2018 – online monitoring system opens
- May 11, 2018 – first uploads for onsite and desktop monitoring due
- June 11 – June 15, 2018 – desktop reviews
- June 29, 2018 – all signed self-certification forms must be received in the Bureau of Federal Educational Programs
- July 23, 2018 – deadline for reconsideration of findings
- July 30, 2018 – deadline for submitting System Improvement Plans (SIPs)

Reporting

Survey 3

- Enrollment and low-income counts from Survey 3 are used for the purpose of ranking and serving eligible schools with Title I, Part A funds.
- Beginning in 2018-19, LEAs are no longer able to alter Survey 3 data in their Title I, Part A application except to:
 - Use projected data for new schools and those experiencing a significant enrollment change
 - Use the feeder pattern
 - Indicate a school closure
- It is crucial for all Title I Directors to work with other staff members in the LEA to ensure accurate reporting.

Survey 3

Survey 3 Timeline

Survey Week	February 4-8, 2019
Due Date	February 15, 2019
State Processing	February 11-March 1, 2019
Final Update Date	April 15, 2019

Survey 2

- In October each year, LEAs report student enrollment and low-income counts in Survey 2.
- For schools in which data were not available in Survey 3, LEAs must provide enrollment and low-income counts for these schools.
 - Title I, Part A allocations to schools may be adjusted (as an increase or a decrease) as a result.
 - LEAs submit these changes through the amendment process.

Survey 2

Survey 2 Timeline

Survey Week	October 8-12, 2018
Due Date	October 19, 2018
State Processing	October 15 – November 2, 2018
Final Update Date	December 15, 2018

Survey 5

- Survey 5 is important for many reasons, but it measures a number of important things for the Title I, Part A program:
 - Number of schoolwide (SW) programs
 - Number of targeted assistance (TA) programs
 - Number of students enrolled in SW and TA programs
 - Number of students participating in private school services
 - Number of students served under the Title I Homeless reservation and the Title I Neglected and Delinquent reservation

Survey 5

Survey 5 Timeline

Due Date	July 27, 2018
State Processing	July 23 – August 24, 2018
Final Update Date	October 31, 2018

Program Evaluation

Evaluation Considerations

- Focus on utility, relevance, and practicality
- Determine what information is needed to make decisions
- Be willing to commit to understand what is really going on
- Decisions require Data
- Formative vs. Summative

Questions To Ask Before Starting A Program Evaluation

- What are the purposes and scope of the evaluation?
- Who are the audiences for the evaluation?
- What kinds of information are needed?
- What are the sources of the information?

Questions To Ask Before Starting A Program Evaluation

What are the purposes and scope of the evaluation?

- Are the “right” services being provided?
- Are the right students being served?
- Should more/fewer students be served?
- What is the impact on core or universal instruction?
- Are parents being effectively involved?

Who are the audiences for the evaluation?

- Title I Advisory group
- Parents
- School Board
- Building Leadership Team
- Building Teaching Staff

Questions To Ask Before Starting A Program Evaluation

What kinds of information are needed?

- Information to understand the here and now processes of the program
 - Review the current program outcomes and expectations
 - Perceived program strengths
 - Perceived program needs or weaknesses
- Information to determine the impact of program changes

What are the sources of the information?

- LEA data/assessment coordinators
- Teacher data
- Student feedback
- Parent feedback
- Outside evaluators
- Other

Questions To Ask Before Starting A Program Evaluation

What are the sources of the information?

What You Want to Know	When to Collect
Immediate effects	Immediately after program or intervention
Impact of a program – changes in a person or group	Pre and post intervention
Comparison of one program with another	Pre and post
Differential effects of a program on groups (male/female; 2 nd gr. Ss vs. 3 rd gr. Ss; Title vs. non-Title Ss)	Pre and post
Effects across time	During implementation

Questions To Ask Before Starting A Program Evaluation

How can information be collected?

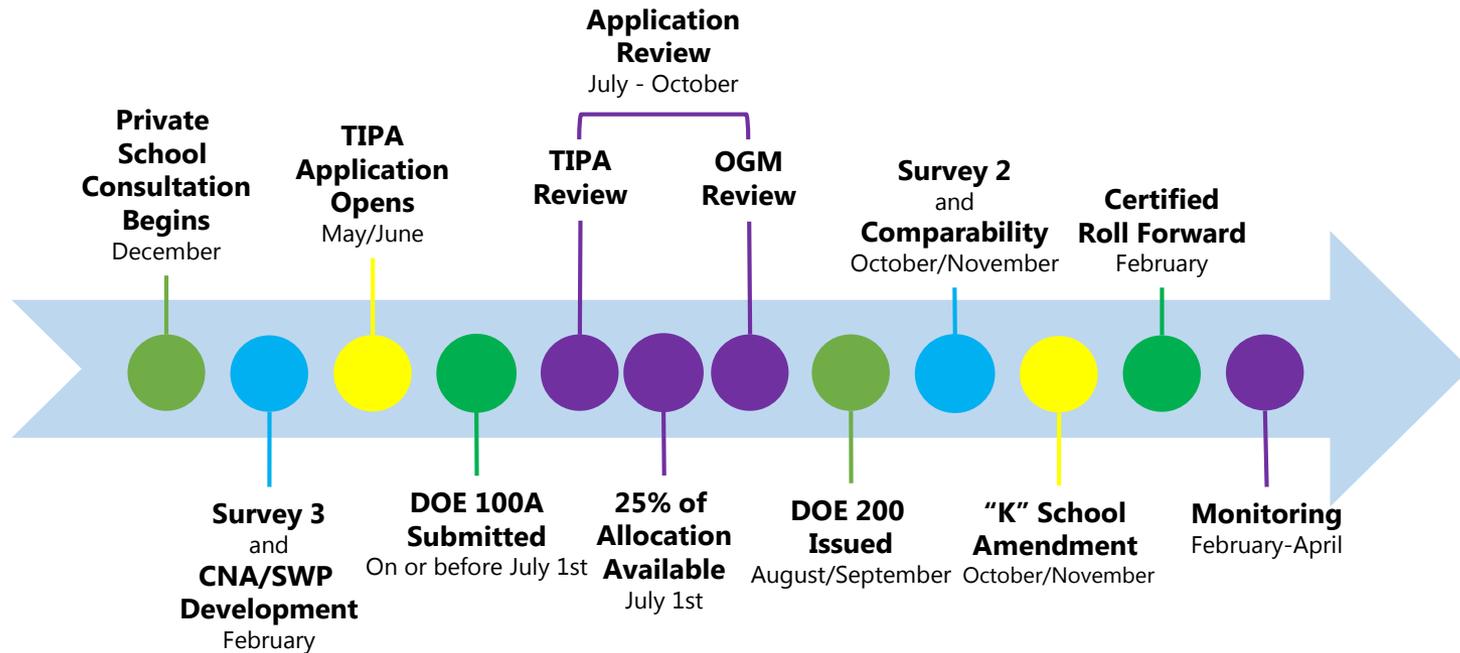
- Document Reviews (spreadsheets, charts, ...)
- Activity logs
- Questionnaires
- Web based surveys
- Interviews
- Focus groups
- Other?

Questions To Ask Before Starting A Program Evaluation

Data Collection Action Plan (Example)

<p>Evaluation Question 1 Are Title I students achieving spring growth targets for the year?</p>	<p>What is collected Pre and Post test scores</p>	<p>How collected/What technique Pre-test August 25; Post-test May 4 Using DIBELS</p>
<p>From whom/Data source Building testing coordinator and building assessments</p>	<p>When collected and by whom Week of May 4 by Title I teacher</p>	<p>How data are to be analyzed Comparison of scores and growth targets for the year</p>
<p>Evaluation Question 2</p>	<p>What is collected</p>	<p>How collected/What technique</p>
<p>From whom/Data source</p>	<p>When collected and by whom</p>	<p>How data are to be analyzed</p>

TIPA Calendar at a Glance





Title I, Part C Migrant Education Program

Learning Objectives

- Become familiar with current operation of Migrant Education Program (MEP).
- Understand key federal and state requirements.
- Identify key Florida Migrant Education Program (MEP) personnel at state and local levels.

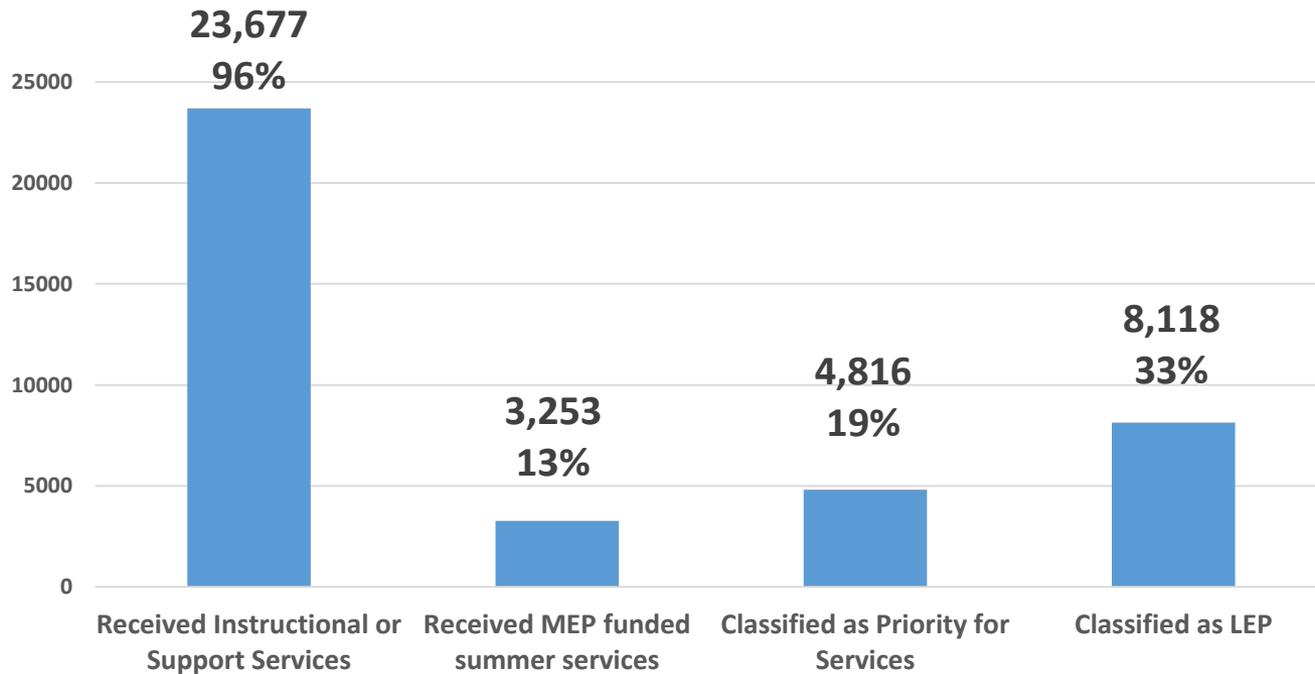
Florida Migrant Education Program Data

FY 2016-17

- The state of Florida has the 4th largest migrant population in the nation.
- Florida received \$20,245,053.
- 24,789 migrant children identified in the state.
- 23,677 migrant children received instructional or support services.
- 3,253 migrant children received summer services.
- 4,816 migrant children classified as priority for services (PFS).
- 8,118 migrant children classified as Limited English Proficiency (LEP).

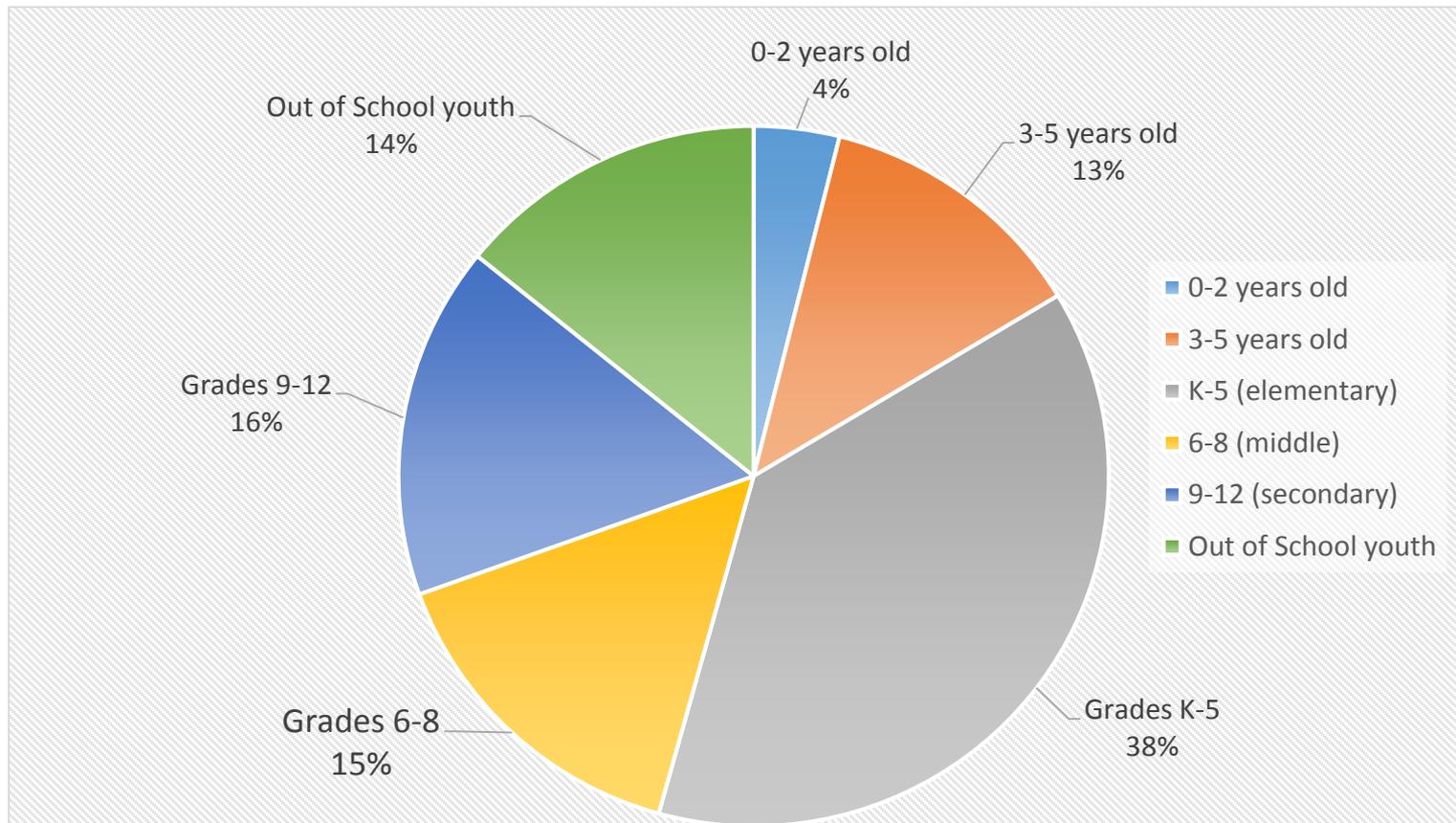
Florida Migrant Education Program Data

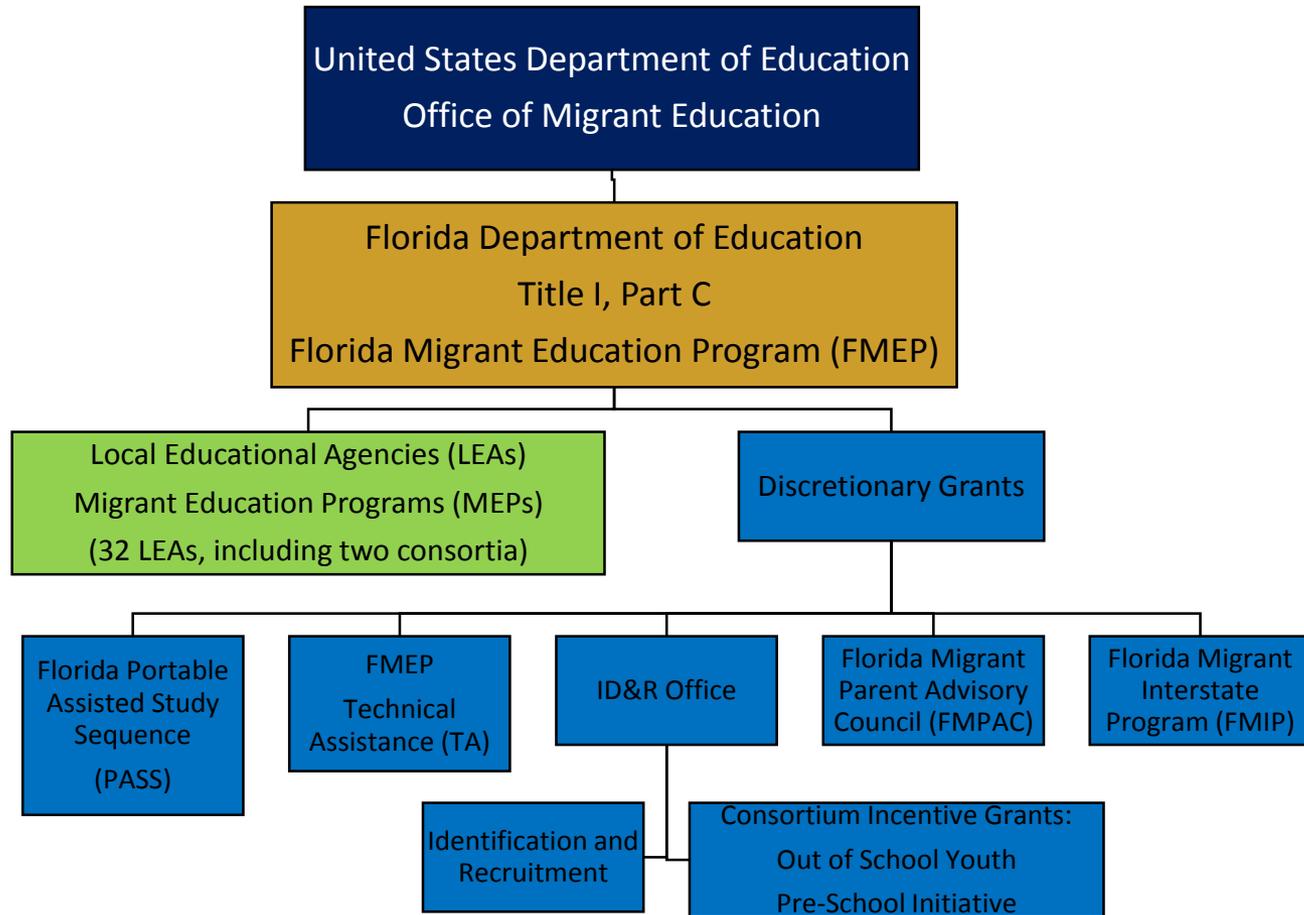
Florida has 25,789 migrant students
(4th largest population in US)



Florida Migrant Education Program Data

Migrant Students by Grade: 2016-17





Florida Migrant Parent Advisory Council (FMPAC)

- **The Florida Migrant Parent Advisory Council (FMPAC)** was founded for the purpose of advising the Florida Department of Education on issues concerning program design, implementation, and evaluation.
- FMPAC supports parents throughout the state to help and educate their children.

Florida Identification & Recruitment (ID & R)

- The Florida Identification & Recruitment project works directly with the Florida Migrant Education Program (MEP) at the state Department of Education to disseminate current and accurate MEP guidance, to ensure the proper training of FMEP staff throughout the state, and to assist with determinations in the area of ID&R.

Florida Migrant Interstate Program (FMIP)

- Provides timely technical assistance throughout Florida, the nation and bi-nationally regarding migrant student records transfers, transcript discrepancies and unresolved records transfer cases
- Collaborates with Consulate Offices and the Bi-national Migrant Education Office regarding records transfer and teacher exchange programs
- Primary contact for credit accrual issues and concerns to ensure timely transfer of academic and health records for individual migrant students
- Via FMIP, Florida maintains a database log related to interstate activity to ensure quality services are being provided to individual students on an as needed basis, yet timely manner

Florida Portable Assisted Study Sequence (PASS)

- The purpose of the Florida PASS Program is to increase the percentage of Migrant Education Program (MEP) students who graduate with a standard high school diploma by providing courses that enable them to earn high school credit.

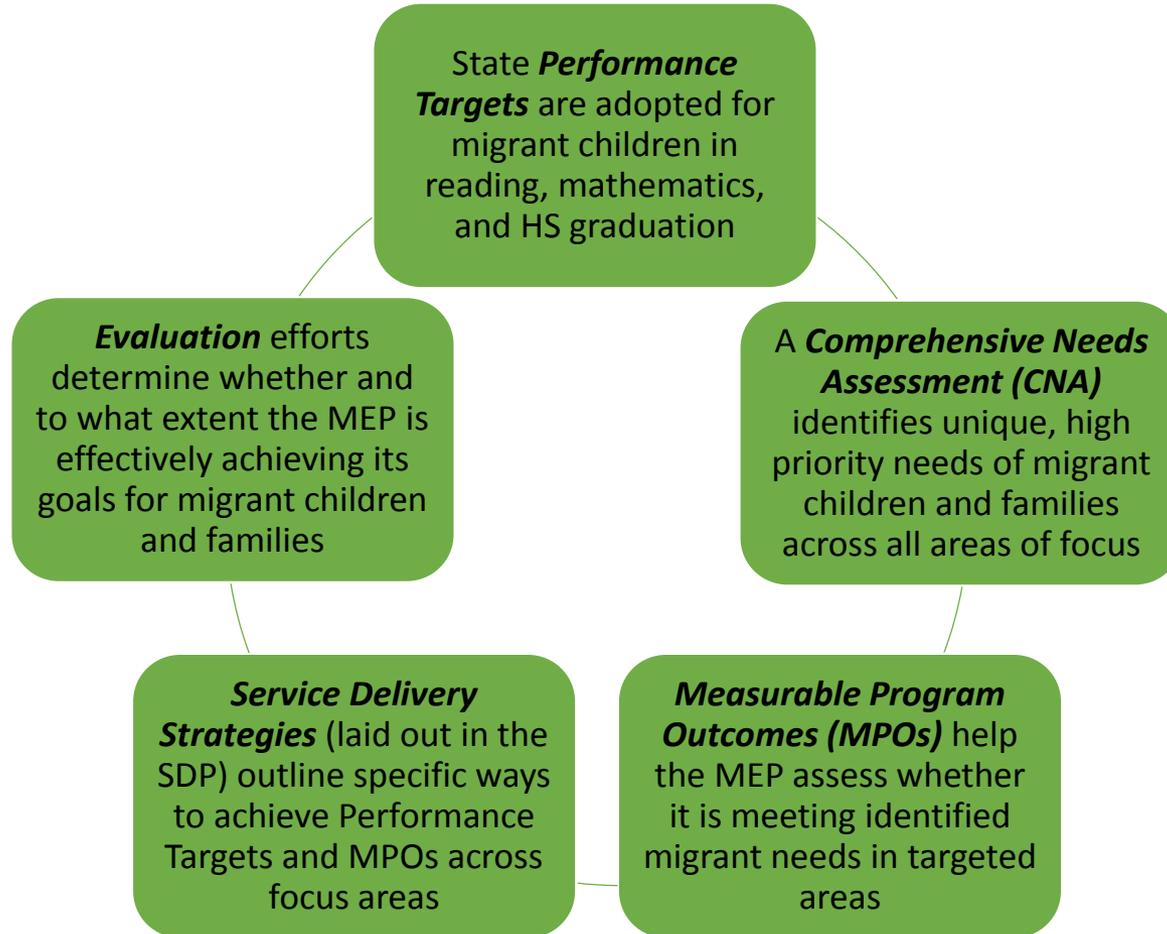
Key Components of MEP

- ID&R Quality Control Child Count (See handout)
- State Migrant Education Program Funding Allocation and Use of Funds
- Continuous Improvement Model:
 - Comprehensive Needs Assessment
 - Service Delivery Plan
 - Program Evaluation
- Instructional and Support Services
- Migrant Student Information Exchange (MSIX)
- Family Engagement
- Program Coordination
- Program Performance Reporting

Identification and Recruitment

- Adequately trained recruiters...
 - Search area for potentially eligible migratory children.
 - Interview parent, guardian, or youth (if he/she is the worker).
 - Complete official Certificate of Eligibility (COE).
- State representative or designee reviews, approves, and signs COE.
- Child data is entered into state database and information uploaded to the Migrant Student Information Exchange (MSIX) system.

Continuous Improvement Model



Priority For Services (PFS)

- PFS means that these migrant students must be served first before any other eligible migratory can be served.
- Primary purpose of PFS is to serve students who are failing or at risk of failing to meet the State academic standards and those who have dropped out from school.



Priority for Services (PFS) Federal

PRIORITY FOR SERVICES.—In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have **made a qualifying move** within the previous 1-year period and who—

- are failing, or most at risk of failing, to meet the challenging State academic standards; or
- **have dropped out of school.**

“Failing, or most at risk of failing, to meet the challenging State academic standards”

Florida

- Scored at Level 1 or Level 2 on the FSA
- Is an English Language Learner or
- Was retained at any time or
- as an age/grade discrepancy; or
- Was retained at any time; or
- Is at risk of failing to meet the state graduation requirement by having one or both of the following:
 - an unweighted GPA of 2.0 or below, or
 - Insufficient credits for promotion or graduation and/or did not pass a required End of Course exam

Sub-Allocation Factors

- Number of migrant children
 - Recruited in regular year (Category 1), and
 - Served in a migrant funded summer program (Category 2)
- Needs of migratory children
 - Low scores in state assessments, ELL, retained, etc.
- Number of children identified as Priority for Services
 - “Qualifying move in the last 1 year AND failing/at-risk of failing state standards OR have dropped out”
- Availability of funds from federal, state or local funds
 - Average state PPE vs. LEA PPE

Title I, Part D

Neglected, Delinquent and At-Risk

Program Overview

Per sections 1401-1432, Title I, Part D program primarily focuses on the following:

- Improving educational services for neglected, delinquent, and at-risk youths so they have the opportunity to meet challenging State academic content and achievement standards.
- Providing services to successfully transition from institutionalization to further schooling or employment.
- Preventing youths who are at-risk of dropping out of school.
- Providing dropouts and children and youth returning from correctional facilities with a support system to ensure their continued education.

Program Definitions

Per section 1432, Title I, Part D:

- **CORRECTIONAL INSTITUTION-** a facility in which persons are confined as a result of a conviction for a criminal offense.
- **AT-RISK-** (When used with respect to a child, youth, or student), a school-aged individual who is at risk of academic failure, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system in the past, is at least one year behind the expected grade level for the age of the individual, has limited English proficiency, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.
- **COMMUNITY DAY PROGRAM-** a regular program of instruction provided by a state agency at a community day school operated specifically for neglected or delinquent children and youth.
- **INSTITUTION FOR NEGLECTED OR DELINQUENT CHILDREN AND YOUTH-**
 - a public or private residential facility, other than a foster home, that is operated for the care of children who have been committed to the institution or voluntarily placed in the institution under applicable state law, due to abandonment, neglect, or death of their parents or guardians; or
 - a public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision.

Subpart 1 Eligibility Criteria

Section 1411 Subpart 1:

The Title I, Part D program serves students in various settings, including those who reside in juvenile detention facilities and juvenile and adult correctional facilities, those residing in facilities for youth who are neglected, and those attending programs directed at preventing school dropout and/or delinquent involvement.

Subpart 2 Eligibility Criteria

Based on the October caseload data Education Department uses to determine eligibility under Subpart 2, a child or youth must:

- Be age 5 through 17;
- Live in a locally operated facility that meets the definition of an institution for neglected children, an institution for delinquent children and youth or an adult correctional institution as provided in section 1432(1) or (4)(B) of Subpart 2—and not be counted in the enrollment data submitted to USED for Subpart 1 State agency N or D program allocation purposes; and
- Live in the institution for at least one day during the 30-day count period.

Funding

Sections 1124, 1402, 1411, and 1412

The allocation is based on the Survey 9 demographic report. The Survey 9 report also known as the **Annual Count**, is reported to the U.S. Department of Education to generate allocation for Title I, Part D.

- The **neglected residential count** is part of the calculation used to determine the Title I, Part A allocation.
- The **delinquent residential count** is used to determine the Title I, Part D allocation.
 - For 2017-18 the state of Florida received an estimated:
 - \$984 per pupil Title I, Part D; Subpart 1 (SAs) funding for delinquent residential student counted in State Agency programs
 - \$1,406 per pupil Title I, Part D; Subpart 2 (LEAs) funding for delinquent residential student counted in LEA programs

Funding

Sections 1124, 1402, 1411, and 1412: Annual Count

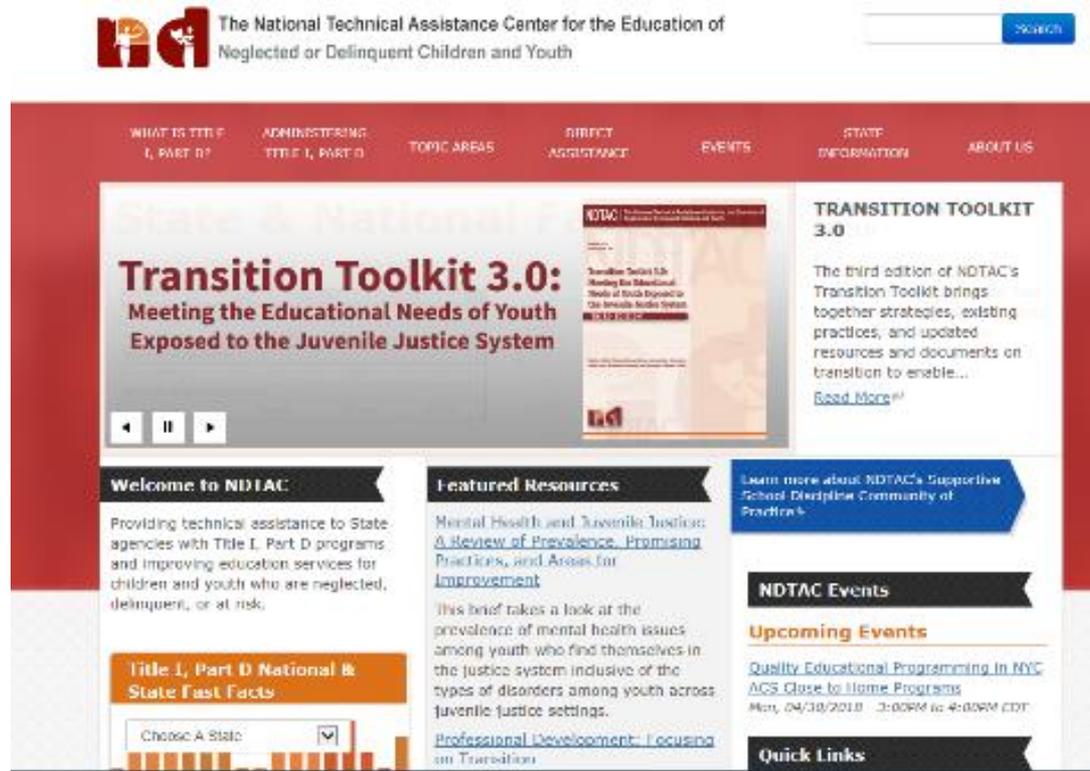
Annual Student Count

2015-2016	2016-2017	2017-2018
Subpart 1 - 1,754	Subpart 1 - 1,616	Subpart 1 - 1,591
Subpart 2 - 7,425	Subpart 2 - 5,979	Subpart 2 - 6,608
\$10,228,522	\$10,054,981	\$9,170,507

2018-2019
Students Counted
Subpart 1 – 1,451
Subpart 2 – 7,012

Funding

Sections 1124, 1402, 1411, and 1412: Annual Count



The screenshot shows the website for The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC). The main heading is "Transition Toolkit 3.0: Meeting the Educational Needs of Youth Exposed to the Juvenile Justice System". Below this, there are sections for "Welcome to NDTAC", "Featured Resources" (including "Mental Health and Juvenile Justice: A Review of Prevalence, Promising Practices, and Areas for Improvement"), "NDTAC Events" (with an "Upcoming Events" section for "Quality Educational Programming in NYC ACS Close to Home Programs" on May 04/08/2018), and "Quick Links". A search bar is visible at the top right of the page.

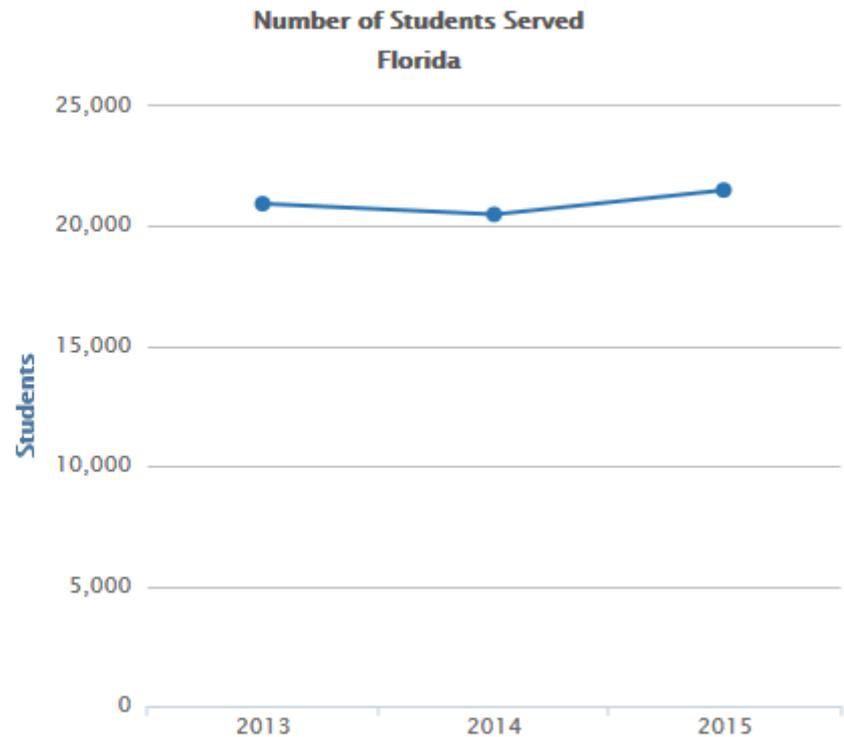
[The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth \(NDTAC\)](http://www.ndtac.org)

Subpart 2 – Funding, Programs & Students

Title I, Part D, Subpart 2 provides supplemental funds for education programs for youth who are neglected, delinquent or at-risk. Subpart 2 funds are awarded directly to State education agencies, which then award subgrants to local education agencies.

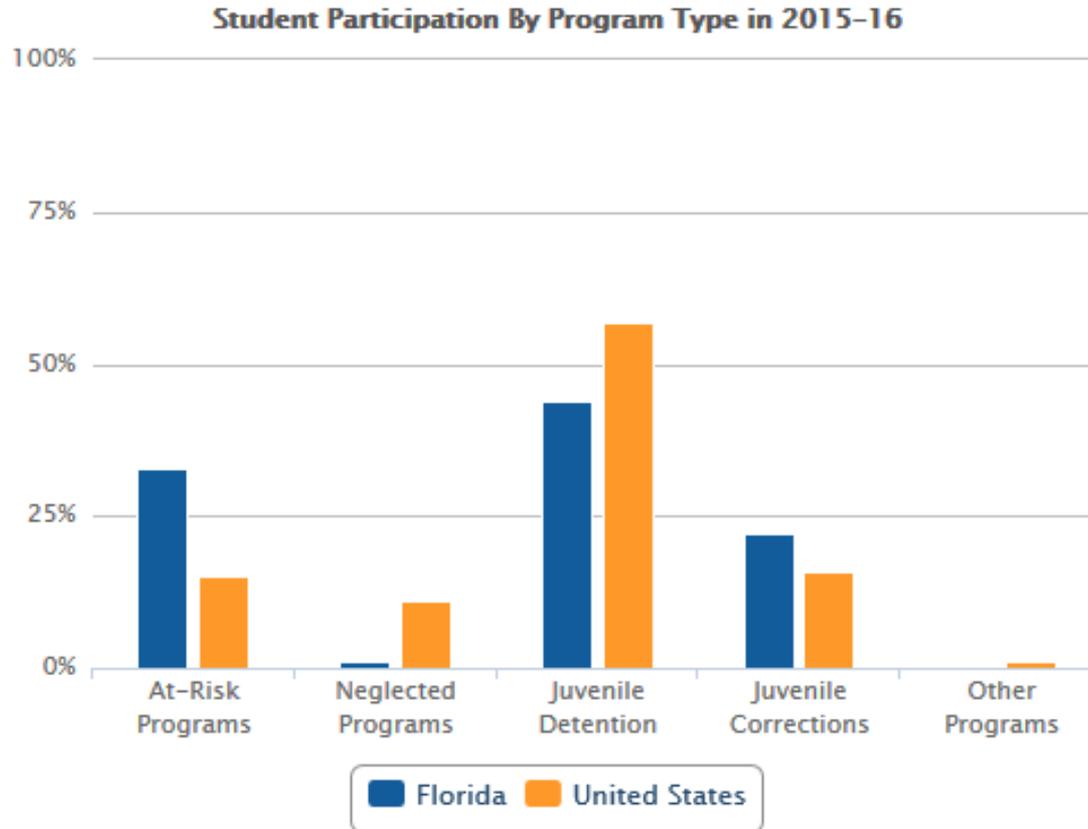
Funding Allocation, Number of Programs and Students Served

Program Information	2013–14	2014–15	2015–16
Subpart 2 Funding			
United States	\$128,388,958	\$123,153,455	\$114,181,279
Florida	\$10,136,281	\$9,629,467	\$8,690,594
Number of Programs			
United States	2,226	2,087	2,005
Florida	162	163	198
Number of Students Served			
United States	298,182	282,973	269,404
Florida	20,942	20,494	21,509



[The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth \(NTAC\)](#)

Subpart 2 – Program Types



[The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth \(NDTAC\)](#)

Subpart 2 – Program Types

Student Participation by Program Type

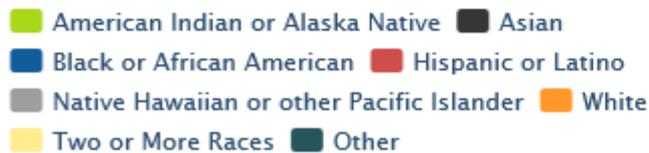
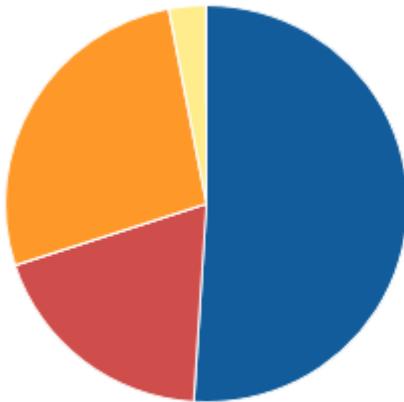
Program Types	Florida						United States					
	2013-14		2014-15		2015-16		2013-14		2014-15		2015-16	
At-Risk Programs	7,710	37%	6,033	29%	6,999	33%	50,039	17%	42,158	15%	41,324	15%
Neglected Programs	801	4%	969	5%	290	1%	29,100	10%	29,675	10%	28,373	11%
Juvenile Detention	8,014	38%	9,224	45%	9,399	44%	159,281	53%	155,024	55%	154,328	57%
Juvenile Corrections	4,417	21%	4,268	21%	4,821	22%	56,785	19%	51,662	18%	42,635	16%
Other Programs	0	0%	0	0%	0	0%	2,977	1%	4,454	2%	2,744	1%

[The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth \(NDTAC\)](#)

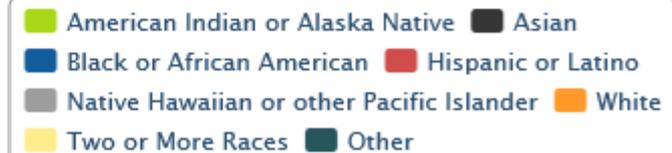
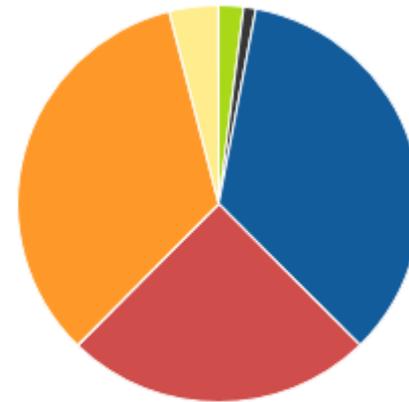
Subpart 2 – Students Served

All State education agencies must provide data to the U.S. Department of Education (USED) on the students served in Part D programs, including information on gender, race/ethnicity, age, and disability and Limited English Proficiency (LEP) status.

Student Participation by Race/Ethnicity in 2015–16
Florida



Student Participation by Race/Ethnicity in 2015–16
United States



[The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth \(NTAC\)](http://www.ndtac.org)

Subpart 2 – Students Served

Student Participation by Race/Ethnicity

Race/Ethnicity	Florida						United States					
	2013-14		2014-15		2015-16		2013-14		2014-15		2015-16	
American Indian or Alaska Native	78	0%	63	0%	66	0%	6,563	2%	6,449	2%	6,381	2%
Asian	62	0%	54	0%	43	0%	2,513	1%	2,306	1%	2,084	1%
Black or African American	10,392	50%	10,242	50%	10,864	51%	105,308	35%	98,384	35%	93,417	35%
Hispanic or Latino	3,923	19%	3,538	17%	4,083	19%	73,734	25%	67,901	24%	66,203	25%
Native Hawaiian or other Pacific Islander	12	0%	19	0%	19	0%	972	0%	879	0%	1,231	0%
White	5,892	28%	5,948	29%	5,726	27%	99,424	33%	97,383	34%	90,255	34%
Two or More Races	583	3%	630	3%	708	3%	9,219	3%	9,671	3%	9,786	4%
Other	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Total	20,942	100%	20,494	100%	21,509	100%	297,733	100%	282,973	100%	269,357	100%

States may not have provided racial/ethnic data for every student. Therefore, the number of students by race/ethnicity may be lower than the number of students served. Due to rounding, percentages may not total to 100%.

[The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth \(NDTAC\)](#)

Goals, Application, Use of Funds, Reservations, & Services Provided

Title I, Part D - Purpose

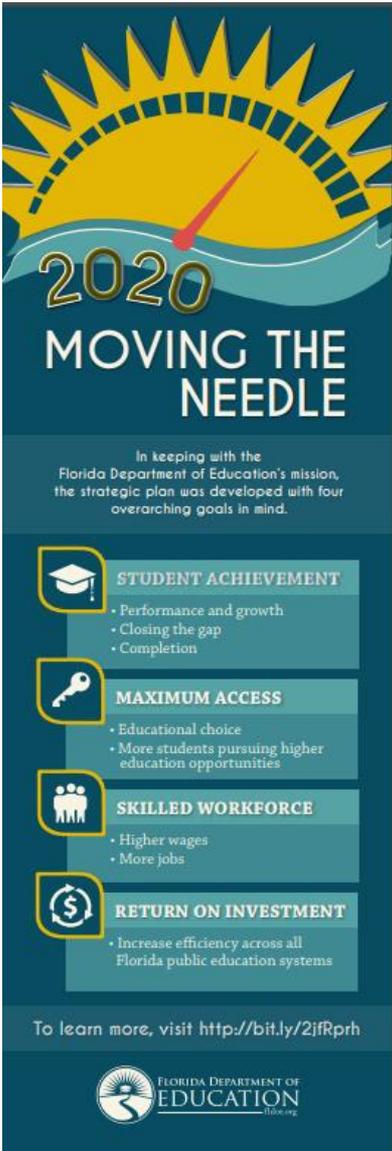
Section 1401, Purpose Title I, Part D

- **1401 (a)**
 - (1) to improve *educational services* for children and youth in local, tribal and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same *challenging State academic standards* that all children in the State are expected to meet.

Strategic Plan Framework

In August 2015, the State Board adopted the Strategic Plan Framework based on the four goals for our K-20 system that are outlined in Florida Statutes. The framework included metrics for each goal and eight strategies that encompass all goals and divisions at DOE.

In September 2016, the State Board adopted a target for each metric to be achieved by 2020.



2020
MOVING THE NEEDLE

In keeping with the Florida Department of Education's mission, the strategic plan was developed with four overarching goals in mind.

- STUDENT ACHIEVEMENT**
 - Performance and growth
 - Closing the gap
 - Completion
- MAXIMUM ACCESS**
 - Educational choice
 - More students pursuing higher education opportunities
- SKILLED WORKFORCE**
 - Higher wages
 - More jobs
- RETURN ON INVESTMENT**
 - Increase efficiency across all Florida public education systems

To learn more, visit <http://bit.ly/2jfRprh>



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Alignment with State Challenging State Academic Standards

Objective 1 **Educational Achievement**

Objective 1 ensures that neglected, delinquent and at-risk students have the same opportunity to meet the same challenging state academic standards that all children in the state are expected to meet.

Objective 2 **Transition**

Objective 2 ensures students make a successful transition from institutionalization to the appropriate educational program or employment. Specific assurance that the LEA has addressed the needs of students transitioning into and out of correctional programs.

Objective 3 **Dropout Prevention**

Objective 3 prevent at-risk youth from dropping out of school, and provide dropouts, and children returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education and the involvement of their families and communities.

Objective 4 **Educator Quality**

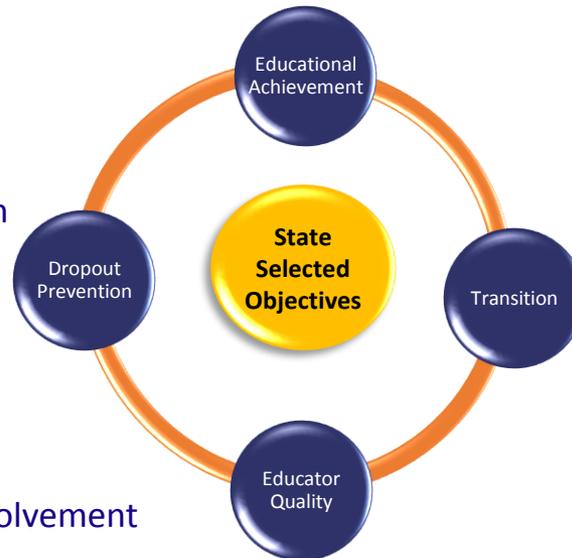
Objective 4 ensure the quality of instruction provided to neglected, delinquent and at-risk children has the quality of teachers that are consistent with the home school.

Program Objectives

Program Objectives have been identified to produce outcomes that are essential to the success of Neglected, Delinquent and At-Risk students including:

Educational Achievement

- Graduation
- Performance on Assessments
- High School Credits
- Post-Secondary Education



Dropout Prevention

- Access to Support Services
- Family and Community Involvement
- Employability
- Attendance
- Career and Technical Education

Transition

- Academic Planning
- **Collaboration between LEAs and Correctional Facilities**
- Appropriate Placement for Returning Students

Educator Quality

- Certified Teachers
- High Quality Professional Development
- Highly Effective Instruction

Subpart 1 - Use of Funds

Section 1415 Subpart 1 Use of Funds:

Use of Funds

- Hire additional teachers, aides, educational counselors, and other staff members to provide additional instruction in areas of greatest need;
- Train teachers, aides, and other staff members who are actively involved in providing Title I services;
- Procure needed educational materials and equipment for Title I, Part D instruction, including books, computers, audiovisual equipment and supplies, and classroom materials for industrial arts and vocational training; and

Under the authorizing statute, an State Agency (SA) must use Subpart 1 funds to support educational services that (1) except for institution-wide projects (see section 1415(a)(2)(B)(i)), are provided to children and youth identified by the SA as failing, or most at-risk of failing, to meet the State's challenging academic content and student academic achievement standards; and (2) supplement and improve the quality of educational services provided to these children and youth by the SA. The statute further provides that Subpart 1 funds may be used to acquire equipment that will be used to help the children and youth the SA serves to meet challenging State academic content and student academic achievement standards, and to cover the costs of meeting the evaluation requirements of section 9601 of ESEA.

Subpart 2 - Use of Funds

Section 1424 Subpart 2 Use of Funds:

An LEA receiving Subpart 2 funds may use the funds to operate programs that involve collaboration with locally operated facilities with which the LEA has established formal agreements regarding the services to be provided:

- Carry out high-quality education programs that prepare children and youth to complete high school, enter training or employment programs, or further their education; provide activities that facilitate the transition of such children and youth from the correctional program in an institution to further education or employment; and
- To operate dropout prevention programs in local schools for children and youth who are at-risk of dropping out or youth returning from correctional facilities.

Supplemental Use of Funds Final Reports

- After School Tutoring
- Tutors and Credit Recovery
- Math Instructional Coach
- Transition Specialist

Application

Section 1414 Subpart 1 and 1423 Subpart 2 Application:

The 2018-19 online application is submitted through the eGrants System at
<https://app4.fldoe.org/eGrants>.

Federal Project Period

July 1st – June 30th

Anticipated Release Timeline

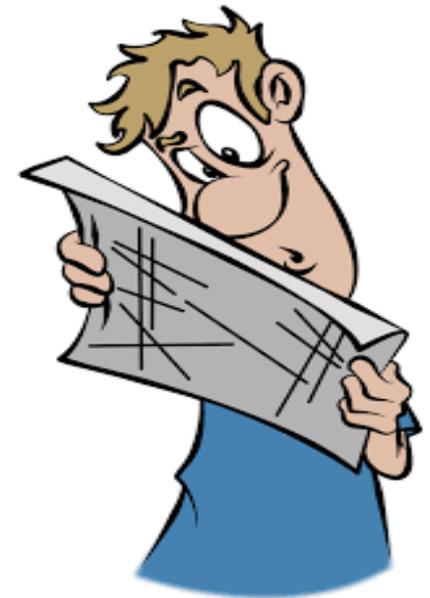
LEAs will be notified by e-mail of release date
(Please make sure the Program Office has the
correct contact information.)

**Dates are
subject to
change.**

Anticipated Due Date

30 to 45 days after the release

(C) Buy this image at <http://yoyomicro.com> Id: 97527 Only €1



Application

Review Areas for Improvement

The application review for 2018-2019 will address the following areas:

Activity: credit recovery					
District Level or Facility Level Activity:		Facility-Level			
Activity Description:		credit recovery at the facility			
Timeline and Frequency:		twice a week			
<p>How will the effectiveness of this activity be measured? Please select the CSPR data reporting areas and indicate the percentage to which measurable outcomes for Neglected, Delinquent, and At-Risk students will be improved.</p>					
Successfully Transition:		20 students to receive credit recovery.			
Was this activity funded by Title I, Part D funds during the previous grant year?		Yes - increase of 10%			
Is this activity coordinated with Title I, Part A?		No - n?a			
Related Budget Items					
Function Code	Object Code	Object Title	Description	FTE	Amount
5100	120	Classroom Teachers	classroom teacher to assist with credit recovery program after school program	1.000	1000.00

Measurable Outcomes - Cooperative Agreements - Title I, Part D Reservation

Measurable Outcomes

Reporting Measurable Outcomes

Each LEA will select a performance data measurement foreffectiveness. The performance outcomes will be reported on the application and in the Consolidated State Performance Report (CSPR). The CSPR data performance measurements include the following:

- Successfully Transition
- Earn Diploma and/or GED
- High School Credits and or Middle School Course Completion
- Enrolled in GED and/or Job Training Program:
- Accepted/Enrolled into Post Secondary Education
- Obtain Employment
- Academic Performance

Activity Item Form

Title I, Part D Funded Activity

Activity Id: 150

Activity Title: credit recovery (50 characters max)

*District Level or Facility Level Activity: District-Level Facility-Level

Budget Items

Create New Budget Item

Edit Budget Item	Function Code	Object Code	Object Title	Description	FTE	Amount	Delete Budget Item	Add to this Activity
Edit	5100	110	Administrators	provide support for dropout prevention services	1.000	1000.00	Delete	<input type="checkbox"/>
Edit	5100	120	Classroom Teachers	classroom teacher to assist with credit recovery program after school program	1.000	1000.00	Delete	<input checked="" type="checkbox"/>

Activity Description: Of approximately 50 students that will participate in this activity, 80% will increase their EOC's and FSA results.

Timeline and Frequency: twice a week

How will the effectiveness of this activity be measured?
Please select the CSPR data reporting areas and indicate the percentage to which measurable outcomes for Neglected, Delinquent, and At-Risk students will be improved.

Successfully Transition: 20 students to receive credit recovery.

Measurable Outcomes

Reporting Measurable Outcomes

Out of 50 students that will be participating in the credit recovery activity for Educational Achievement, 20% of the students will receive enough credits to be promoted to the next grade.

Outcomes of activity – Final Report

Document Outcomes

<p>Was this activity funded by Title I, Part D funds during the previous grant year?</p>	<p> <input checked="" type="radio"/> Yes - If yes, please provide evaluation information that supports the continuation of this activity. What percentage of students was positively affected by the previous implementation of this activity? <input type="radio"/> No - If no, please provide actual research that supports the new implementation of this activity. </p> <div style="border: 1px solid black; padding: 5px;"> <p>In 2017-18 2013 students were served by Title I, Part D funds. Out of the 2013 students 40 students in a juvenile correctional received high school credits an increase from 2016-2017. Also, 85 students in an at-risk program received a high school credit an increase of 5 students.</p> </div>
<p>Coordination:</p>	<p>Is this activity coordinated with Title I, Part A?</p> <p> <input type="radio"/> Yes <input checked="" type="radio"/> No </p> <p>List the other federal programs with which this activity will be coordinated.</p> <div style="border: 1px solid black; padding: 5px;"> <p>n?a</p> </div>
<p>Save Cancel</p>	
<p>Edit Delete</p>	
<p>Activity: credit recovery</p>	

Measurable Outcomes

Reporting Measurable Outcomes

Out of 50 students that will be participating in the credit recovery activity for Educational Achievement, 20% of the students will receive enough credits to be promoted to the next grade.

Outcomes of activity – Final Report

Data Source

BLUE DISTRICT

In the cells below, indicate the number of students who have Academic and Vocational Outcomes while in Neglected, Juvenile Detention, Juvenile Corrections and At-risk Programs served by the LEA. Only provide counts for students attending programs included in the 2016-17 Title I, Part D application. ()

Academic and Vocational Outcomes	Neglected	Juvenile Detention	Juvenile Corrections	At-Risk
Earned high school course credits			03	00
Enrolled in a GED program		25	15	
Obtained high school diploma			1	24
Accepted and/or enrolled into post-secondary education			1	
Enrolled in job training courses/programs			0	
Obtained employment			22	

2016-2017 Served 208

2017-18 Served 211 ()

In the cells below, indicate the number of students who have Academic and Vocational Outcomes while in Neglected, Juvenile Detention, Juvenile Corrections and At-risk Programs served by the LEA. Only provide counts for students attending programs included in the 2017-18 Title I, Part D application. ()

Academic and Vocational Outcomes	Neglected	Juvenile Detention	Juvenile Corrections	At-Risk
Earned high school course credits			40	05
Enrolled in a GED program		25	15	
Obtained high school diploma			1	24
Accepted and/or enrolled into post-secondary education			1	
Enrolled in job training courses/programs			0	
Obtained employment			22	

Cooperative Agreements

Cooperative Agreements

- Per Section 1425, cooperative agreements for delinquent residential or delinquent non-residential had to be amended last year to include these additional two elements:
 - Upon the child's or youth's entry into the correctional facility, work with the child's or youth's family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the correctional facility and local educational agency in order to facilitate the transition of such children and youth between the local educational agency and the correctional facility; and
 - Consult with the local educational agency for a period jointly determined necessary by the correctional facility and local educational agency upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

Reservation

Section 1418

Each SA is required to reserve not less than 15 percent or more than 30 percent of the amount it receives in any year under Subpart 1 to support "transition services" for these children and youth. An SA also may use the reserved funds to provide transition educational services to children and youth in schools other than State-operated institutions.

Supplemental Transition Services

- Pupil services, including counseling, psychological, and social work services designed to meet the needs of children and youth who are N or D;
- Services of in-school advocates to act on behalf of individual children and youth who are N or D;
- Tutoring and mentoring;
- Reentry orientation programs, including transition centers and reentry centers in high schools;
- Instruction and training at alternative schools and learning centers; and
- Parental involvement activities and parent counseling.

Title I, Part D: 2018-2019 At A Glance

Department of Juvenile Justice (DJJ) Regional Meetings
May 8TH Orlando and May 9th Ft. Lauderdale
Prepare for the opening of Title I, Part D online application
Review New Risk Assessment
Submission of Final Report
Survey 5 – Academic Assessment
Survey 9 – Annual Count

Monitoring Process

Monitoring

Monitoring Schedule

- LEAs were notified of the desktop May 11th deadline to have all documents uploaded in the online monitoring system.
- Program Office will schedule Desktop review dates June 11-15, 2018.
- If you have any questions, please refer to FAQ that has been sent out

Important Dates

- Friday, April 19, 2018 Online monitoring system opened
- Friday, May 11, 2018 First uploads for onsite and desktop monitoring due
- Friday, June 29, 2018 All signed self certification forms must be received in the Bureau of Federal Educational Programs.
- Monday, July 23, 2018 – Deadline for Reconsideration of Findings
- Monday, July 30, 2018- Deadline for all LEAs submitting System Improvement Plans (SIPs)

TITLE V, Part V Subpart 2

Rural & Low Income School Program

RLIS Eligibility Criteria

Title V, Part B, Subpart 2, Section 5211 (b):

Twenty percent or more of children aged 5 to 17 in average daily attendance must be from families with incomes below the poverty line as determined by the small area income poverty estimate data (SAIPE Data).

All schools served by the LEA must have a locale code of 32, 33, 41, 42, or 43

OR

Pursuant to Florida Statute 288.0656, LEAs that do not meet the federal rural definition may be considered eligible under the state's definition of rural.

Appropriations (Amount of funding Congress approved for SRSA and RLIS program, by year)

Fiscal Year 2017 - \$87,920,000

Fiscal Year 2016 - \$87,920,000

Fiscal Year 2015 - \$84,920,000

REAP Overview

Title V, Part B, Subpart 2, Section 5211 (b):

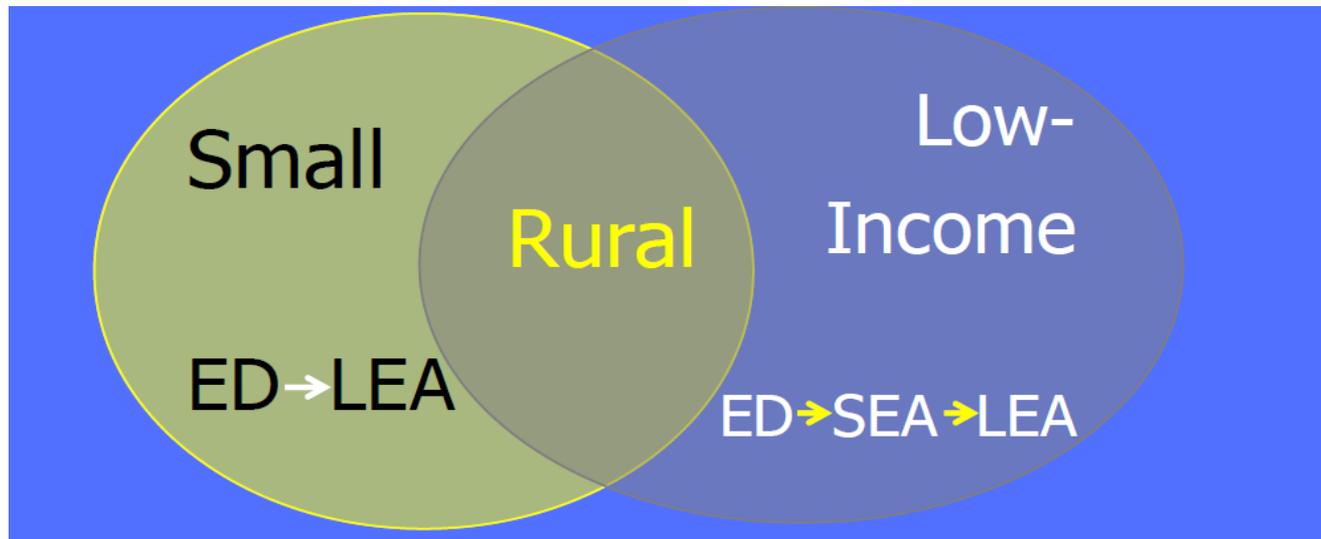
RLIS – Districts that are both rural by locale code and low income.

SRSA – Districts that are both rural by locale code and small ADA or county population.

Dual Eligibility – District will notify U.S. Dept. of Education which program to participate in each fiscal year.

SRSA

RLIS



2018-2019 Eligible Districts

Title V, Part B, Subpart 2, Section 5211 (b):

NCES LEA ID	State ID	District Name	RLIS Eligible	School Locale Codes (SRSA and RLIS)	Defined as Rural by State (SRSA and RLIS)	Locale codes of 41,42, or 43 (SRSA Rural)	Average Daily Attendance (SRSA Small)	Locale codes of 32,33,41,42, or 43 (RLIS Rural)	Pct children below 20% Pov (RLIS Low Income)	LEA met RLIS Low Income criteria
1200060	FL-02	BAKER	RLIS	32	yes	NO	4,566.00	YES	22.486	YES
1200120	FL-04	BRADFORD	RLIS	32, 42		NO	2,995.00	YES	29.921	YES
1200210	FL-07	CALHOUN	RLIS	32, 41, 42		NO	2,067.00	YES	29.659	YES
1200360	FL-12	COLUMBIA	RLIS	32, 41, 42		NO	9,434.00	YES	29.238	YES
1200420	FL-14	DESOTO	RLIS	32, 41, 42		NO	4,516.00	YES	35.537	YES
1200450	FL-15	DIXIE	RLIS	33, 41, 42		NO	1,989.00	YES	36.174	YES
1200570	FL-19	FRANKLIN	RLIS	33, 41		NO	1,223.00	YES	35.265	YES
1200600	FL-20	GADSDEN	RLIS	31, 32, 41, 42	yes	NO	5,544.00	NO	36.690	YES
1200630	FL-21	GILCHRIST	RLIS	41, 42		YES	2,415.00	YES	27.474	YES
1200660	FL-22	GLADES	RLIS	32, 41, 43		NO	1,558.00	YES	27.600	YES
1200690	FL-23	GULF	RLIS	41, 42		YES	1,748.00	YES	27.434	YES
1200720	FL-24	HAMILTON	RLIS	32, 41, 42		NO	1,508.00	YES	42.203	YES
1200750	FL-25	HARDEE	RLIS	32, 41		NO	4,997.00	YES	33.913	YES
1200780	FL-26	HENDRY	RLIS	32, 33, 41		NO	6,655.00	YES	33.850	YES
1200840	FL-28	HIGHLANDS	RLIS	13, 23, 31, 41	yes	NO	11,625.00	NO	36.618	YES
1200900	FL-30	HOLMES	RLIS	32, 41, 42		NO	3,122.00	YES	29.845	YES
1200960	FL-32	JACKSON	RLIS	32, 41, 42		NO	6,284.00	YES	27.592	YES
1200990	FL-33	JEFFERSON	RLIS	42		YES	846.00	YES	28.500	YES
1201020	FL-34	LAFAYETTE	RLIS	43		YES	1,130.00	YES	26.037	YES
1201140	FL-38	LEVY	RLIS	32, 41, 42, 43		NO	5,055.00	YES	31.921	YES
1201170	FL-39	LIBERTY	RLIS	42, 43		YES	1,338.00	YES	26.901	YES
1201200	FL-40	MADISON	RLIS	32, 41, 42, 43		NO	2,458.00	YES	33.295	YES
1201410	FL-47	OKEECHOBEE	RLIS	32, 41, 42		NO	5,938.00	YES	30.059	YES
1201620	FL-54	PUTNAM	RLIS	32, 41, 42		NO	10,091.00	YES	37.799	YES
1201830	FL-61	SUWANNEE	RLIS	33, 42, 43		NO	5,603.00	YES	32.716	YES
1201860	FL-62	TAYLOR	RLIS	33, 41, 43		NO	2,665.00	YES	28.096	YES
1201890	FL-63	UNION	RLIS	32, 41, 42		NO	2,290.00	YES	23.867	YES
1202010	FL-67	WASHINGTON	RLIS	32, 41, 42		NO	2,994.00	YES	31.528	YES

2018-2019 Eligible Districts

Title V, Part B, Subpart 2, Section 5211 (b):

Baker

Bradford

Calhoun

Columbia

DeSoto

Dixie

Franklin

Gadsden

Gilchrist

Glades

Gulf

Hamilton

Hardee

Hendry

Highlands

Holmes

Jackson

Jefferson

Lafayette

Levy

Liberty

Madison

Okeechobee

Putnam

Suwanee

Taylor

Union

Washington

2018-2019 Online Grant Application

Use of Funds, Goals, Requirements for Submitting Online Application

Use of Funds under the RLIS Program

Districts that receive RLIS grants may use funds for activities that are consistent with the following programs:

RLIS [ESEA, Title V, Part B, Section 5222 (a)]

Title I, Part A (Improving Basic Programs Operated by LEAs)

Title II, Part A (Improving Teacher Quality State Grants)

Title III (Language Instruction for English Learners and Immigrant Students)

Title IV, Part A (Student Support and Academic Enrichment Grants)

Parental involvement activities

Alignment with Challenging State Academic Standards

(Activities implemented under RLIS program will address one or more of the SBOE's goal of Student Highest Achievement.)

Goal

**Student
Achievement
on Florida
Assessments**

Goal

**Continued
Growth on
Florida
Assessments**

Goal

**Closing the
Achievement
Gap**

Goal

**High School
Graduation
Rate**

Prior Year Approved Activities

- **Curriculum Coach**
Providing additional curriculum and instructional support.
- **Professional Development**
Instructional support to improve graduation rate.
- **Teachers for Virtual School**
Additional teachers for a new virtual school program.
- **Algebra I EOC Summer Boot Camp**
Summer boot camp to increase the number of students passing Algebra I EOC.
- **Mentoring Matters Sessions: Teacher Support**
Mentor program for new teachers.

2018-2019 Online Application Overview

Districts must meet the following criteria for submitting an online application:

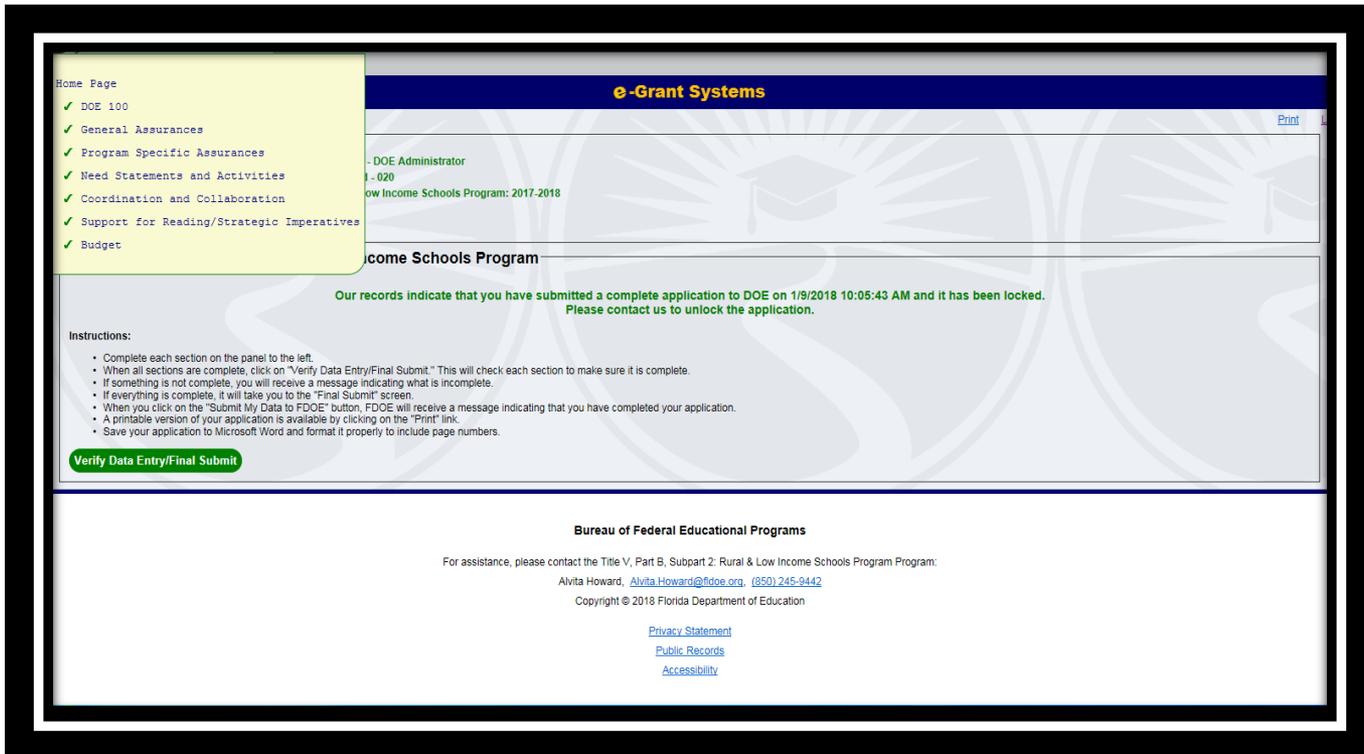
The 2018-2019 online application is submitted through the eGrants System at <https://app4.fldoe.org/eGrants>.

- Identify the specific use of each funded activity (*Section 5222*).
- Activity title should clearly address the need.
- Activity implementation should clearly describe how the activity will be executed.
- Attainable Goals
- Outcomes: Clear and defined
- Budget items should only be allocated to address activities described in the application

2018-2019 Online Application Overview

Districts will complete seven sections for the RLIS online application:

The 2018-2019 online application is submitted through the eGrants System at <https://app4.fldoe.org/eGrants>.



The screenshot displays the 'e-Grant Systems' application interface. On the left, a navigation menu lists seven sections, all marked with green checkmarks: Home Page, DOE 100, General Assurances, Program Specific Assurances, Need Statements and Activities, Coordination and Collaboration, Support for Reading/Strategic Imperatives, and Budget. The main content area shows the 'Low Income Schools Program' section, which includes a message: 'Our records indicate that you have submitted a complete application to DOE on 1/9/2018 10:05:43 AM and it has been locked. Please contact us to unlock the application.' Below this message are instructions for users, including steps for verifying data entry and final submission. A green button labeled 'Verify Data Entry/Final Submit' is visible at the bottom left of the main content area. The footer contains contact information for the Bureau of Federal Educational Programs, including a phone number and email address, and links for Privacy Statement, Public Records, and Accessibility.

Title V: Monitoring

Monitoring Schedule

- Districts have been notified for 2018-2019 monitoring schedule. The monitoring system is available to start uploading monitoring documentation.
- If you have any questions, please refer to FAQ that has been sent out

Important Dates

- Friday, April 19, 2019 Online monitoring system opens
- Friday, May 11, 2018 First uploads for onsite and desktop monitoring due
- Friday, June 29, 2018 All signed self certification forms must be received in the bureau of Federal Educational Programs.
- Monday, July 23, 2018 – Deadline for Reconsideration of Findings
- Monday, July 30, 2018- Deadline for all LEAs submitting System Improvement Plans (SIPs)

Helpful Tips For Submitting a Successful Application

- Review Eligible Activities
 - Funded activities are aligned to the use of funds in section 5222.**
 - Goals of the Project.**
- Collaborate with other eligible Federal Funds
 - Review any recurring activities for effectiveness.**
- Identify Needs
 - Address the need for implementing the activity.**



RLIS Resources

- Navigating Resources for Rural Schools Website

<https://nces.ed.gov/surveys/ruraled/>

- FAQ

<https://www2.ed.gov/programs/reapsrsa/faq.html>

- Federal Funding Opportunity K-12 Innovators

<https://innovation.ed.gov/what-we-do/innovation/education-innovation-and-research-eir/eir-fy-2018-competition-page/>

TITLE IX, Part A

Homeless Reservation

Purpose: McKinney Vento Act

- *To ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths.*
- *To review and revise policies and practices to remove barriers to the education of homeless children and youth.*
- *To keep homeless children and youth in the mainstream of education.*
- *To assure the homeless children and youth have access to the same education and services as other children and youth.*

Is each LEA required to reserve funds? Yes.

State TIXPA Activities

- Funding and Resources
- Communications
- Training
- Technical Assistance
- Collaboration
- Program Monitoring

LEA TIXPA Activities

- Funding and Resources
- Communications
- Training
- Technical Assistance
- Collaboration
- Program Implementation

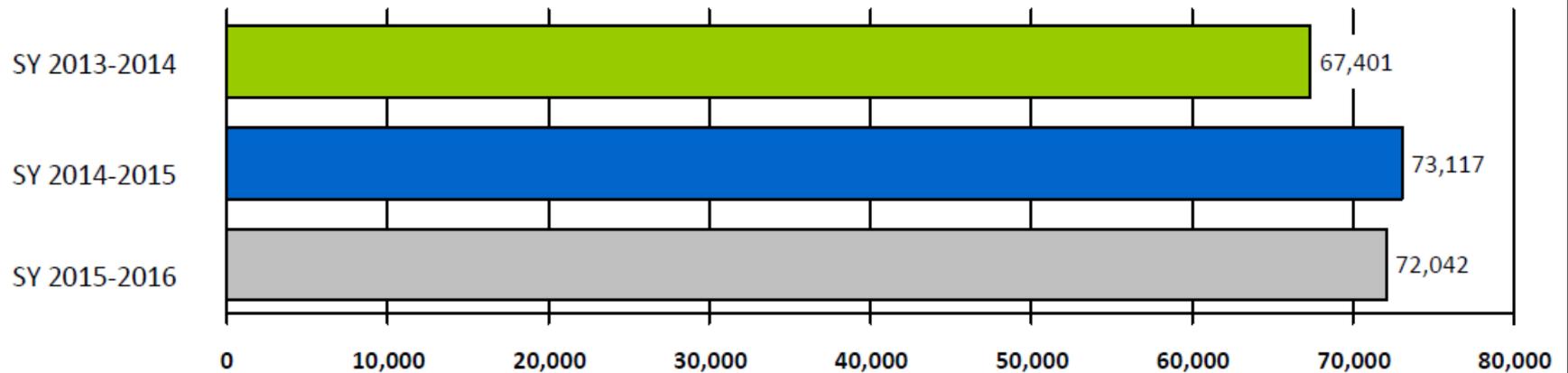
Homeless Education Funding

	2014-15	2015-16	2015-17
TIPA Homeless Reservation	\$5,184,137	\$5,597,509	\$6,005,126
% of TIPA Total Allocation	<1%	<1%	<1%
TIXPA Sub-grant Allocations	\$3,411,250	\$3,878,550	\$3,878,550
# of Sub-grants	48	52	52

Program Data

Title IX, Part A - National

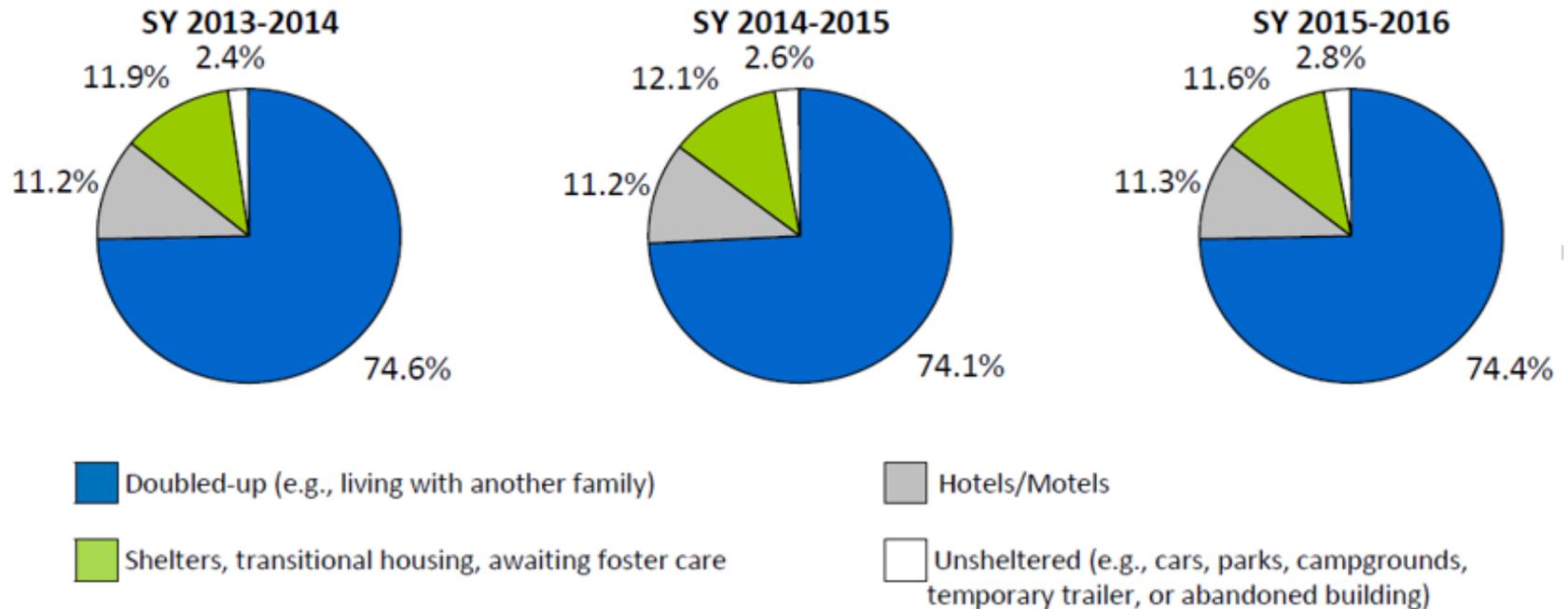
Number of Homeless Children/Youth
Enrolled in Public School by Year



Note: Includes all enrolled homeless children and youth in grades PK through 12.

Title IX, Part A - National

Percentage of homeless children/youth enrolled in public schools by type of primary nighttime residence

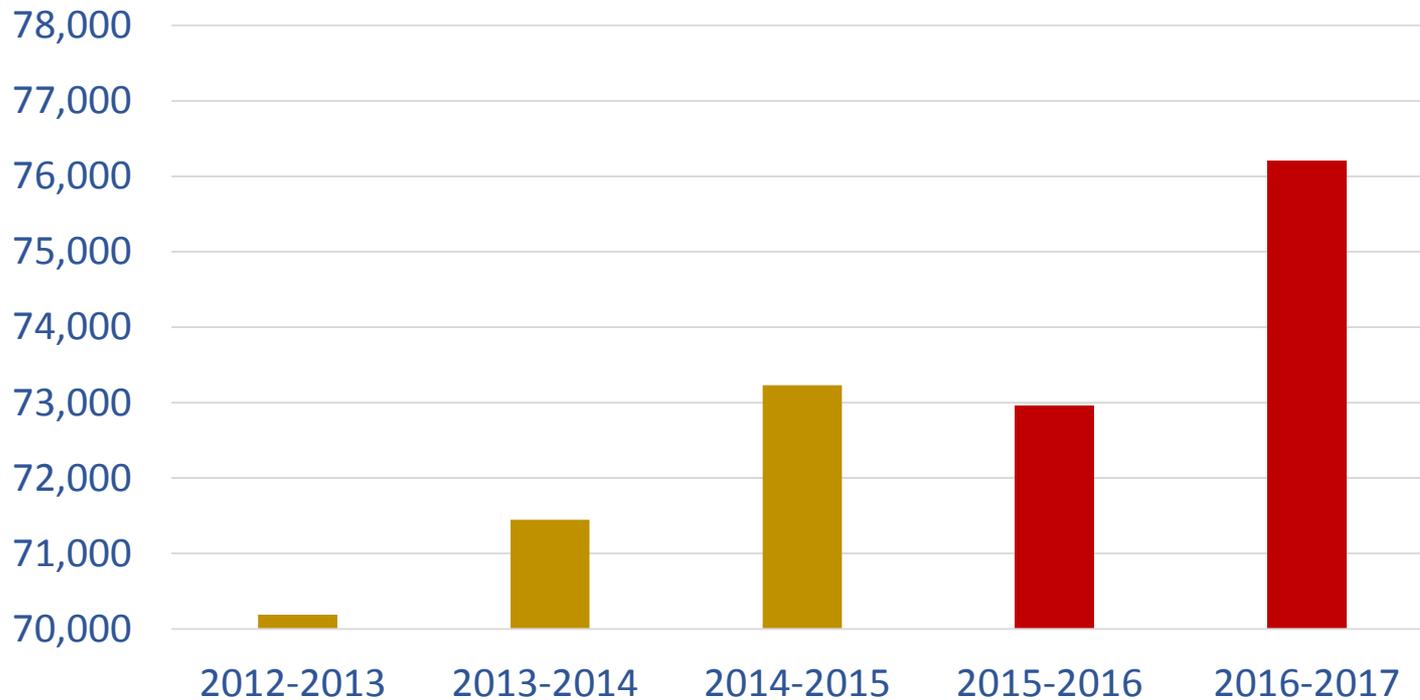


Title IX, Part A – Statewide (2016-2017)

- 2015-2018 Project Cycle: 51 LEAs received Homeless Education Funds ranging from \$25,000 to \$125,000
- Total identified homeless students 76,211
- Total number of unaccompanied homeless youth 6,714
- Nighttime Residency:
 - Sheltered (e.g., emergency, transitional housing, etc.) 7,411
 - Shared Housing (i.e., living with another family) 56,384
 - Motel/Hotel 9,043
 - Unsheltered (cars, parks, abandoned buildings, etc.) 2,267

Title IX, Part A - Data

2012-2017 Homeless Education Statewide Trend Data



Program Requirements

LEA Responsibilities

1. Designate an appropriate staff person able to carry out the duties described in the McKinney-Vento Act, as the district's liaison for homeless children and youth [s.722(g)(1)(J)(ii)];
2. Remove barriers to:
 - identifying homeless children and youth [s.722(g)(1)(J)]
 - enrolling and retaining of homeless children and youth in school [s.722(g)(1)(J)]
 - providing access to homeless children to public preschool programs administered by the district [s.722(g)(1)(F)(i)]
 - providing appropriate credit for full or partial coursework satisfactorily completed by homeless children and youth while attending a prior school [s.722(g)(1)(F)(ii)]
 - providing access for homeless children and youth to academic and extracurricular activities [s.722(g)(1)(F)(iii)]
 - immediately enrolling homeless children and youth to a qualified school [s.722(g)(3)(c)(i)]

LEA Responsibilities

3. Coordinate district programs and collaborate with other school districts, community service providers and organizations, including:
 - local social services and other community agencies to provide support to homeless students and their families, [s.722(g)(5)(A)(i)];
 - other school districts regarding homeless student-related transportation, transfer of school records, and other inter-district activities, as needed, [s.722(g)(5)(A)(ii)];
 - housing authorities, and [s.722(g)(5)(B)]; and
 - ESE [s.722(g)(5)(D)].

Basis For Estimating HCY Identification Need

- 10% to 11% of children and youth living in poverty in the U.S. experience homelessness each year.
- FRL is proxy measure of poverty
- Identification Measure: Homeless Student Identification Rate (HSIR)
- $HSIR = (\# \text{ of HCY identified} / \text{FRL enrollment}) * 100$
- FL's LEAs range from less than 5% to over 20%.
- Less than 5% is unlikely.
- Need estimation: over 5%, maintain at least level HSIR; less than 5%, estimate the need at 5% and build a program accordingly

Estimating HCY Identification Need

Determine the number of homeless children and youth to serve based on previous year's FRL enrollment

- If less than 5% of FRL, then create a plan to identify and serve at least 5%
- If more than 5% of FRL, then create a plan to identify and serve at least that number again.*

*note that the actual number will rise and fall depending on the FRL enrollment

Assess Current Practices in HCY Identification

To what extent are the following activities conducted with an intensity and reach strong enough to achieve a 5% HSIR or to maintain a higher three-year average HSIR?

- % of schools trained per year
- Knowledge, skills, and abilities of school staff, district program staff, and community partners relative to identification of HCY
- Collaboration activities with district programs and community partners who can help identify HCY and their level of referral
- Provision of technical assistance and support to school staff
- Employment of Student Housing Questionnaire in school registration packet
- Identify schools with FRL enrollment of 100 or more and a HSIR under 5% (to target for staff training and TA)

Assess Current Practices to Support Regular HCY Attendance

To what extent are the following kinds of activities conducted with an intensity and reach strong enough to achieve or maintain a 90% HSAR?

- Regular tracking of attendance and disciplinary actions
- Knowledge, skills, and abilities of school staff, district program staff, and community partners to identify and remove barriers to regular school attendance
- Collaboration activities with district programs and community partners who can help identify and remove barriers to regular school attendance
- Arranging transportation
- Communicating w/ parents and school discipline staff
- Training school discipline staff, district and community attendance partners
- Clothing and food availability
- Access to Medicare and SNAP for unaccompanied homeless youth

Assess Best Practices in Support of HCY Academic Progress

To what extent are the following kinds of activities conducted with an intensity and reach strong enough to achieve or maintain a 90% HSPR?

- Annual tracking of standardized test participation and performance compared to non-homeless students (aim to reduce the gap)
- Regular tracking of grades and other class progress measures
- Knowledge, skills, and abilities of key school staff, district program staff, and community partners relative to academic support of HCY
- Collaboration activities with district programs and community partners who can support academic achievement
- Training of key school staff and district and community academic support partners
- Tutoring, mentoring, educational support services
- Distributing school supplies

Cost Centers for a Effective Homeless Education Program

- Staff development, training, and technical assistance: staff time, materials, and communication to properly train school, district, and community partners in each need area.
- Collaboration with schools, district programs, and community service providers: staff time, materials, and communication to engage with key partners in each need area.
- Remove Barriers: staff time, materials, transportation, services costs to address barriers to HCY identification, regular school attendance, and academic support.
- Continuing Education: costs for the Homeless Liaison to participate in state-sponsored training and TA activities.
- Transportation: excess costs related for transporting HCY to their school of origin, immediate enrollment, and for comparable transportation services.

Anticipated Program Outcomes

Florida Homeless Education Program State Goals

By June 30, 2020:

- All Florida LEAs will consistently identify at least 5% of their FRPLP enrollment as homeless in a school year.
 - **Goal Status: 48% of all LEAS (2016-2017)**
 - **Statewide HSIR = 4.1%**
- All Florida LEAs will achieve at least a 90% school attendance rate for students identified as homeless in a school year.
 - **Goal Status: 53% of all LEAS (2016-2017)**
 - **Statewide HSAR = 90%**
- All Florida LEAs will consistently promote at least 90% of students identified as homeless in a school year to the next grade at the end of each year.
 - **Goal Status: 77% of All LEAs (All Grades); 51% of All LEAs (Grades 9 – 11)**
 - **Statewide HSPR = 92% (All Grades) and 27.5% (Grades 9 – 11)**

Program Eligibility

McKinney-Vento Act (Title IX, Part A) Eligibility Definitions

- Homeless children and youths:
 - Individuals who lack a fixed, regular, and adequate nighttime residence . . . ; and includes--
 - (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
 - (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
 - (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - (iv) migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).
- Unaccompanied Youth: homeless child or youth not in the physical custody of a parent or guardian

Program Reservations

Title I, Part A Reservation Determination Options (Per Title IX, Part A application)

- No set percentage or formula
- Amount of the reservation based on:
 - an assessment of the needs of homeless children and youth
 - the number of HCY identified in the previous school year multiplied by the Title I, Part A per pupil allocation
 - an amount equal to or exceeding the amount sought of an EHCY sub-grant
 - the LEA's poverty level
 - other options defined by LEA-level processes and procedures

Program Milestones

TIXPA Year at a Glance

- August and September
 - Train school staff in HCY identification
 - Establish/Re-establish relationships with district, community, and postsecondary partners
 - Train district and community partners in HCY identification, attendance, and academic program support protocols.
 - Initiate attendance and academic support services
 - Participate on statewide Homeless Liaison Conference Calls.
- October
 - Identify HCY, remove attendance barriers, and support academic progress
 - Develop preliminary outcome data profile (Survey 5) for previous year and Assess previous year outcome performance
 - Assess previous year program operations effectiveness
 - Assess current year service delivery
 - Prepare end-of-year report (EHCY sub-grant recipients only)
 - Prepare for monitoring

TIXPA Year at a Glance

- November
 - Identify HCY, remove attendance barriers, and support academic progress.
 - Prepare homeless seniors for postsecondary education.
 - Based on outcome data, determine likely priorities for next school year
 - Attend the Florida Institute on Homelessness (Homeless Education track)
 - Prep for gathering district and community partner input and recommendations
 - Participate on statewide Homeless Liaison Conference Call
- December
 - Identify HCY, remove attendance barriers, and support academic progress.
 - Prepare homeless seniors for postsecondary education.
 - Meet with strongest district partners to review previous year data and performance information and current year collaboration efforts.
 - Assess partner knowledge, skills, and abilities in their particular area of support: identification, attendance barrier removal, and academic support.
 - Participate on statewide Homeless Liaison Conference Call.

TIXPA Year at a Glance

- January
 - Identify HCY, remove attendance barriers, and support academic progress.
 - Prepare homeless seniors for postsecondary education.
 - Meet with broader group of partners to review previous year data and performance information and current year collaboration efforts.
 - Prepare mid-year program progress report (EHCY Sub-grant recipients only).
- February
 - Identify HCY, remove attendance barriers, and support academic progress.
 - Prepare homeless seniors for postsecondary education.
 - Complete partner input.
 - Assess current year service delivery.

TIXPA Year at a Glance

- March
 - Identify HCY, remove attendance barriers, and support academic progress.
 - Prepare homeless seniors for postsecondary education.
 - Prepare plan for next year's Homeless Education Program.
 - Initiate EHCY Sub-grant application (sub-grant recipients only for 19-20 & 20-21).
 - Participate on statewide Homeless Liaison Conference Call.
- April
 - Identify HCY, remove attendance barriers, and support academic progress.
 - Prepare homeless seniors for graduation and postsecondary education.
 - Submit EHCY Sub-grant application (sub-grant recipients only for 2019-2020 and 2020-2021).
- May and June
 - Identify HCY, remove attendance barriers, and support academic progress.
 - Prepare homeless seniors for postsecondary education.
 - Assess current year service delivery.
 - Write tuition exemption support letters for qualified homeless graduates

Program Application

Title IX, Part A: EHCY Sub-grant Application

- Competitive, Three-Year Cycle (2018-2021)
- Planning Period: October through March
- Application Period: March through Mid April
- Title IX Sub-grant Application Components:
 - Needs Assessment
 - Trend and snapshot data
 - Program Operations
 - Project Design
 - Project Implementation Plan
 - Project Evaluation
 - Budget
- Eligibility: minimum of 100 identified homeless students based Survey 5 counts for the year prior to the application

Program Reporting

Title IX, Part A: Reporting

What information I am required to report?

If your district receives a EHCY Sub-Grant, keep records on the following:

Deliverables, Beneficiaries, Barriers to success, Collaboration activities, Use of TIPA Set Aside funds, Changes to project personnel, structure, capacity, Evaluation report, Summary analysis

When do I report it?

- *Project Progress Report – annually in January (current year to date)*
- *End of Year Report – annually in October (previous year)*

Additional Resources

Title IX, Part A: Resources

- Title I, Part A, Homeless Set-Aside (section 1113(c)(3))
 - Comparable services to HCY attending non-Title I schools
 - Services where HCY may live
 - Homeless Liaison up to 100%
 - Excess cost of school of origin transportation
- LEA funds and leveraged services
- Local donations and leveraged community services
- EHCY Sub-grant (51 districts)
 - Expand and enhance a program that complies with MVA

Title IX, Part A: Resources

- Print materials
 - *Homeless Education Planning Guide*
 - *Dispute Resolution Planning Guide*
- District Data Profiles
 - Identification
 - Attendance/Threats to Attendance
 - Academic Progress
 - Trends (previous three years)
 - Snapshots (previous year)

Title IX, Part A: Resources

- Training, TA, and Communications
 - Fall conference (FL Institute on Homelessness)
 - Spring conference (FASFEP Spring Forum)
 - District-led regional meetings
 - Statewide conference calls and webinars
 - Monthly Homeless Education Program Update Email
 - Telephone and email Q&A (weekdays, 8 AM to 5 PM)

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Florida Department of Education (FDOE)

<http://www.fldoe.org/>

Bureau of Federal Educational Programs (BFEP)

FDOE, Office of Grants Management

<http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/index.shtml>

Project Application and Amendment Procedures for Federal and State Programs (Green Book)

<http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml>

Department of Education (USDE)

<http://www.ed.gov/>

Every Student Succeeds Act

<http://www.ed.gov/essa>



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Feedback

Your assessment of this session will assist us in improving our presentation and planning for future events.

We greatly value your input!

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