

ECTAC Administrator's Meeting

A Discussion Facilitated by the



Bureau of Federal Educational Programs

**December 8, 2016
Orlando, FL**

BFEP's Performance Goals



In an effort to provide meaningful resources to districts, each of BFEP's federal programs will be focusing on the following performance goals:

Title I, Part A

Ensuring funds spent on personnel and professional development for the purpose of improving instruction are having a measurable/demonstrable impact;

Title I, Part C

Migrant Education Program

Ensuring students served by
migrant education programs are
achieving at high levels;

Title I, Part D, Neglected & Delinquent

Ensuring high quality instruction is present in (day treatment) programs serving neglected, delinquent and at-risk youth;

Title VI, Rural & Low-Income

Improving the teacher retention rates in small and rural districts; and

Title IX, Part A

Homeless Education Program

Ensuring students who are homeless their senior year use the postsecondary fee exemption in the year following high school graduation.

Questions Submitted to FDOE



Monitoring

When will the 2016-2017 Work Papers be available?

Monitoring

Are there any significant changes in the Work Papers?

Monitoring

What is the deadline for self-evaluation?

Monitoring

What changes do you foresee for monitoring in 2017-2018?

Community Eligibility Provision (CEP)

For Title I purposes, does FDOE require districts to renew their direct certified student counts annually?

Community Eligibility Provision (CEP)

How can districts obtain direct certified data for all CEP schools (especially in charters schools that may not be participating in the National School Lunch Program or where the district may not be their sponsor for the NSLP)?

Foster Care

Will there be more guidance forthcoming on the implementation of the Foster Care requirements under Title I?

Foster Care

Is there a template that FDOE will provide for transportation of children in Foster Care?

Foster Care

Will these requirements be included in the Title I monitoring process? If so, what specifically will the districts need to provide to demonstrate compliance?

Foster Care

Will the checklist that accompanied the FDOE memo be converted to an assurance?

Foster Care

If the district is in the process of completing the Foster Care requirements, can the district indicate which items have been completed and which items are in-process and then update the assurance when all items have been completed.

2017-2018 Title I Application

What changes or new requirements do you foresee for the 2017-2018 Title I Application?

2017-2018 Title I Application

Will the 2017-2018 application be an ESSA consolidated application?

2017-2018 Title I Application

Do you have any indication of the funding for 2017-2018? What is the “worst-case scenario” for reduced funding for Title I, Part A?

2017-2018

Title I Application

What set-asides will be required?

2017-2018 Title I Application

Will districts continue to be required to upload private school documents as part of the Application? (These documents were initially collected to resolve monitoring finding #3 under indicator 3.5 from ED in 2010 which has been resolved for a few years.)

2017-2018 Title I Application

In the current Application, there is no way to identify children who live in one district and attend a private school in a neighboring district. Will this be accommodated for in the new Application?

2017-2018 Title I Application

Will the Committee of Practitioners be involved in the development of the Application?

Private Schools

When will ED be providing guidance in the area of private schools?

Private Schools

In light of ESSA 1117(a)(4)(A)(i) and (ii), how do the districts determine the proportionate share for private schools?

Private Schools

When the proportionate share is allocated for private schools, does the LEA have to allocate it in three separate amounts, i.e. funding for instruction, family engagement and professional development?

Private Schools

Since LEAs will soon be starting the consultation process for the 17-18 school year, are there any changes driven by ESSA in addition to the proportionate share calculation that LEAs need to be aware of before consultation begins? For example, ESSA requires the LEA to submit to the ombudsman the agreement of equitable services between the LEA and private school.

Private Schools

Can you address any new consultation requirements required by ESSA?

Private Schools

Has FDOE designated the ombudsman?

Private Schools

Does the requirement for the LEA to provide a well-rounded education in sections 1112, 1114, and 1115 apply to private schools?

Private Schools

When determining equitable services for district-wide set-asides, does it have to be used in the area of instruction only or should it be used in the area of the set-aside, i.e. instruction, professional development, or parent involvement?

Private Schools

What is considered to be allowable for private schools?

(e.g. costs for pre/posting-testing, fees for fingerprinting if the Catholic school system requires it, rent for space).

Comparability

Please provide clarification on the inclusion of charter schools in the comparability report.

Miscellaneous

What are the inventory and equipment tracking requirements and recommendations, specifically for items with low monetary value (e.g. <\$100), such a as calculator?

Miscellaneous

Can you give us an update on the guidance FDOE is preparing in the areas of: schoolwide plans, comprehensive needs assessments, LEA plans?

Contact Us

Bureau of Federal Educational Programs

325 West Gaines Street, Suite 348
Tallahassee, Florida 32399-0400

Phone: 850-245-0479

Fax: 850-245-0697