FASFEPA and ECTAC 2015 SPRING FORUM
ORLANDO, FLORIDA

RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP)

TITLE VI, PART B

MAY 4 - 6, 2015

FLORIDA DEPARTMENT OF EDUCATION
BUREAU OF FEDERAL EDUCATIONAL PROGRAMS

RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP) GENERAL INFORMATION

▸ Rural Education Achievement Program (REAP) is designed to assist rural school local educational agencies (LEAs) in using federal resources more effectively to improve the quality of instruction and student academic achievement.

▸ REAP consists of two separate programs:

  ✓ Small, Rural School Achievement Program (SRSA)

  ✓ Rural and Low-Income Schools Program (RLIS)

RURAL EDUCATION ACHIEVEMENT PROGRAM
GENERAL INFORMATION - SRSA

The SRSA program is a rural school initiative with two components –

(1) **REAP-Flex** – the Alternative uses of Funds Authority, provides eligible LEAs with greater flexibility in using the formula grant funds that they receive under certain State-administered Federal programs.

This portion of the SRSA program is not a grant program; it does not provide LEAs with funding.

(Subpart 1 - Sections 6211)

(2) The **SRSA** grant program -

An LEA that is eligible to participate in REAP-Flex is also eligible for a grant under the SRSA grant program. The United States Department of Education awards SRSA funds directly to eligible LEAs on a formula basis.

SRSA – ELIGIBILITY REQUIREMENTS

✓ Have a total **average daily attendance** (ADA) **of less than 600** students;

> **or**

Serve only schools that are located in counties that have a **population density** of fewer than 10 persons per square mile**;** and

✓ Serve only schools that have a National Center for Education Statistics (NCES) school **LOCALE CODE of 7 or 8** as assigned by the United State Department of Education (USDE) NCES;

> **or**

Be located in an **area** of the State **defined as rural** by a governmental agency of the State**.**

✓ An LEA that is eligible for this program may not receive funds under the RLIS Program.

✓ Funds under the SRSA program are allocated to an eligible LEA directly from USED.

2015-2016: 0 LEAs eligible for SRSA

RURAL EDUCATION ACHIEVEMENT PROGRAM GENERAL INFORMATION - RLIS

The RLIS program is an initiative that provides grant funds to rural LEAs that serve concentrations of children from low-income families.

(Subpart 2 – Section 6221)

RLIS – ELIGIBILITY REQUIREMENTS

Applicants must meet the following basic eligibility requirements.

- ✓ Twenty percent (20%) or more of the children age 5 to 17 served by the LEA are from families with incomes below the poverty line as reported in the U.S. Census Bureau's Small Area Income and Poverty Estimates (SAIPE) data at http://www.census.gov/did/www/saipe/about/index.html;

- ✓ All schools within the LEA must have a **LOCALE CODE** of **6, 7**, or **8** as assigned by the (NCES);

and

- ✓ The LEA **must not** meet the eligibility requirements for Title VI, Part B, Subpart 1- SRSA.

2015-2016: Approximately **?** LEAs eligible for RLIS

REAP
PROGRAM FUNDING TO SEA

The United State Department of Education (USED) allocates funds under the REAP Program to states by formula. The amount of funding a state receives is based on its proportionate share of children in **average daily attendance** (ADA) in LEAs eligible to participate in the RLIS program.

➢ The official SEA Award Notification is usually received in late August or early September.

The SEA awards **RLIS** sub-grants to eligible LEAs by formula.
➢ The LEA is required to submit an application to the SEA by established deadline date. (before or by July 30, 2015)

If applicable, USED makes **SRSA** grant allocations directly to eligible LEAs on the basis of the statutory formula in section 6212(b) of the ESEA.

➢ The SEA is required to notify the LEA and the LEA is required to submit an application directly to USED by the deadline date.

HOW ARE LEAS TITLE VI ALLOCATIONS DETERMINED?

▶ The SEA's allocation (less 5%) is divided by the total average daily attendance (ADA) count generated by eligible Title VI recipients to determine a per pupil allocation (PPA).

▶ Each LEA's allocation is determined by multiplying the PPA times the LEA's ADA data.

2015 SPREADSHEET
SMALL, RURAL SCHOOL ACHIEVEMENT PROGRAM AND RURAL LOW-INCOME SCHOOL PROGRAM - FLORIDA

FISCAL YEAR 2015 SPREADSHEET FOR SMALL, RURAL SCHOOL ACHIEVEMENT PROGRAM AND RURAL LOW-INCOME SCHOOL PROGRAM

Florida School Districts

NCES LEA ID	State ID	District Name	Mailing Address	City	Zip Code	Telephone	Locale codes of schools in the LEA	Each school has a locale code of 7 or 8?	Is the LEA defined as rural by the State?	Average Daily Attendance	Is county population density less than 10 persons/sq mile?	Percentage of children from families below poverty line	Does LEA meet low-income requirement?	Does each school in LEA have locale code of 5,7, or 8?	FY 2014 Title II, Part A allocation amount	FY 2014 Title II, Part G Formula allocation amount - PLEASE LEAVE BLANK	FY 2014 Title IV, Part A allocation amount - PLEASE LEAVE BLANK	FY 2014 Title V allocation amount - PLEASE LEAVE BLANK	SRSA eligible	RLIS eligible	LEA Operational Status
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1200120	04	BRADFORD	501 W WASHINGTON ST	STARKE	32091	(904) 966-6018	6,7	NO	NO	2955		27.25	YES	YES	$209,028				-	RLIS	Open
1200210	07	CALHOUN	20859 CENTRAL AVE E STE G20	BLOUNTSTOWN	32424	(850) 674-5927	6,7	NO	NO	2013		28.45	YES	YES	$115,055				-	RLIS	Open
1200360	12	COLUMBIA	372 W DUVAL ST	LAKE CITY	32055	(386) 755-8003	6,7	NO	NO	9433		25.87	YES	YES	$502,299				-	RLIS	Open
1200420	14	DESOTO	PO BOX 2000	ARCADIA	34265	(863) 494-4222	6,7	NO	NO	4440		41.06	YES	YES	$256,972				-	RLIS	Open
1200450	15	DIXIE	16077 NE 19 HIGHWAY	CROSS CITY	32628	(352) 498-6131	7	YES	NO	1981		39.01	YES	YES	$131,202				-	RLIS	Open
1200570	19	FRANKLIN	85 SCHOOL RD STE 1	EASTPOINT	32328	(850) 670-2810	7	YES	NO	1168		36.09	YES	YES	$81,983				-	RLIS	Open
1200630	21	GILCHRIST	310 NW 11TH AVE	TRENTON	32693	(352) 463-3200	8	YES	NO	2400		30.07	YES	YES	$117,800				-	RLIS	Open
1200660	22	GLADES	PO BOX 459	MOORE HAVEN	33471	(863) 946-2083	7	YES	NO	1465		30.44	YES	YES	$65,744				-	RLIS	Open
1200690	23	GULF	150 MIDDLE SCHOOL RD	PORT ST JOE	32456	(850) 229-8256	8	YES	NO	1700		27.93	YES	YES	$105,863				-	RLIS	Open
1200720	24	HAMILTON	4280 SW COUNTY ROAD 152	JASPER	32052	(386) 792-1228	6,7	NO	NO	1474		37.59	YES	YES	$137,628				-	RLIS	Open
1200750	25	HARDEE	PO BOX 1678	WAUCHULA	33873	(863) 773-9058	6,7	NO	NO	4974		35.21	YES	YES	$267,615				-	RLIS	Open
1200780	26	HENDRY	PO BOX 1980	LABELLE	33975	(863) 674-4642	6	NO	NO	6492		36.03	YES	YES	$372,858				-	RLIS	Open
1200900	30	HOLMES	701 E PENNSYLVANIA AVE	BONIFAY	32425	(850) 547-9341	6,7	NO	NO	3247		34.22	YES	YES	$189,201				-	RLIS	Open
1200960	32	JACKSON	PO BOX 5958	MARIANNA	32447	(850) 482-1200	6,7	NO	NO	6225		34.38	YES	YES	$362,574				-	RLIS	Open
1200990	33	JEFFERSON	575 S WATER ST	MONTICELLO	32344	(850) 342-0100	8	YES	NO	903		29.28	YES	YES	$123,725				-	RLIS	Open
1201020	34	LAFAYETTE	363 NE CRAWFORD ST	MAYO	32066	(386) 294-4107	7	YES	NO	1107		28.88	YES	YES	$55,072				-	RLIS	Open
1201140	38	LEVY	480 MARSHBURN DR	BRONSON	32621	(352) 486-5231	6,7	NO	NO	4455		37.38	YES	YES	$293,335				-	RLIS	Open
1201170	39	LIBERTY	PO BOX 429	BRISTOL	32321	(850) 643-2275	7	YES	NO	1262		29.62	YES	YES	$56,912				-	RLIS	Open
1201200	40	MADISON	210 NE DUVAL AVE	MADISON	32340	(850) 973-5022	6,7	NO	NO	2342		39.53	YES	YES	$179,065				-	RLIS	Open
1201320	44	MONROE	241 TRUMBO RD	KEY WEST	33040	(305) 293-1400	6,7	NO	NO	8009		24.95	YES	YES	$347,459				-	RLIS	Open
1201410	47	OKEECHOBEE	700 SW 2ND AVE	OKEECHOBEE	34974	(863) 462-5000	6,7	NO	NO	5947		33.79	YES	YES	$321,478				-	RLIS	Open
1201620	54	PUTNAM	200 S 7TH ST	PALATKA	32177	(386) 329-0602	6,7	NO	NO	9802		43.16	YES	YES	$694,042				-	RLIS	Open
1201830	61	SUWANNEE	702 2ND ST NW	LIVE OAK	32064	(386) 647-4600	6,7	NO	NO	5493		32.81	YES	YES	$298,149				-	RLIS	Open
1201860	62	TAYLOR	318 N CLARK ST	PERRY	32347	(850) 838-2500	6,7	NO	NO	2743		31.68	YES	YES	$185,944				-	RLIS	Open
1201890	63	UNION	55 SW 6TH ST	LAKE BUTLER	32054	(386) 496-2045	7	YES	NO	2194		25.42	YES	YES	$93,158				-	RLIS	Open
1202010	67	WASHINGTON	652 3RD ST	CHIPLEY	32428	(850) 638-6222	6,7	NO	NO	2875		31.29	YES	YES	$189,691				-	RLIS	Open

LOCALE CODES: WHAT DO THEY MEAN?

Schools locale codes are determined by USED. (Column 8 and Column 15)

▸ **Locale 6** – a school receives a locale code of "**6**" if, according to Census data, it is located in a place that is **outside** of a metropolitan statistical area (MSA) and has a **population of at least 2,500 persons but fewer than 25,000 persons**.

▸ **Locale 7** – a school receives a locale code of "**7**" if, according to Census data, it is located in a place that is **outside** of a metropolitan statistical area (MSA) and has a population of **fewer than 2,500** persons.

▸ **Locale 8** - a school receives a locale code of "**8**" if, according to Census data, it is located in a place that is **inside** of a metropolitan statistical area (MSA) and has a population of **fewer than 2,500** persons.

Assigned Local Codes:

Locale code 6:
  Hendry

Locale code 7
  Dixie   Franklin
  Glades   Lafayette
  Liberty   Union

Locale code 8
  Gilchrist   Jefferson
  Gulf

Local code 6 & 7
  Bradford   Levy
  Calhoun   Madison
  Columbia   Monroe
  Desoto   Okeechobee
  Hamilton   Putnam
  Hardee   Suwannee
  Holmes   Taylor
  Jackson   Washington

AVERAGE DAILY ATTENDANCE REPORTING (ADA) - WHY IS THIS IMPORTANT?

➢ Section 6231 of ESEA stipulates that each local educational agency (LEA) desiring a grant under Section 6212 and each LEA or specially qualified agency desiring a grant under subpart 2 shall:

   √ Not later than **December 1** of each year conduct a census to determine the number of students in average daily attendance in kindergarten through grade 12 at the schools served by the agency; and

   √ Not later than **March 1** of each year, submit this data to the SEA.

➢ LEAs report this data under the requirements established under SBER 6A-1.044 - Pupil Attendance Records.

➢ ADA data is retrieved from the office of Education Information and Accountability Services (EIAS) in March as a required element on the USED REAP spreadsheet to determine an LEA's eligibility.

➢ The data is used to determine both the SEA award amount and LEA's allocations.

2015 – 2016
ELIGIBLE LEAS – 26 (?) Pending

- 04   BRADFORD
- 07   CALHOUN
- 12   COLUMBIA
- 14   DESOTO
- 15   DIXIE
- 19   FRANKLIN
- 21   GILCHRIST
- 22   GLADES
- 23   GULF
- 24   HAMILTON
- 25   HARDEE
- 26   HENDRY
- 30   HOLMES

- 32   JACKSON
- 33   JEFFERSON
- 34   LAFAYETTE
- 38   LEVY
- 39   LIBERTY
- 44   MONROE (?)
- 40   MADISON
- 47   OKEECHOBEE
- 54   PUTNAM
- 61   SUWANNEE
- 62   TAYLOR
- 63   UNION
- 67   WASHINGTON

GENERAL PRINCIPALS ALLOWABLE USE OF FUNDS

TITLE VI, PART B - GENERAL PRINCIPALS

Set-Aside or Reservation of funds

- Unlike other Federal Programs – there are no specific reservation of funds or required set-asides tied to Title VI, Part B. (i.e., required set-aside for parent involvement).

Equitable Participation – Private Schools

- The equitable participation requirements in Part E of Title IX of the ESEA **do not** apply to funds allocated under the SRSA or RLIS grant program. [***Non-Regulatory Guidance on REAP, June 2003***]

Supplement, Not Supplant Requirement

- SRSA or RLIS grant funds must be used only to supplement, and not supplant, other federal, state, and local education funds.

Parental Involvement

- The RLIS Program does not stipulate any specific requirements related to parental involvement as is outlined in most federal programs; however, the RLIS Program authorizes districts to use program funds for parent involvement. [Section 6222(a)(6)]

Budget

- Expenditures must be Reasonable, Allowable, and Necessar**y.**

Assessment

- LEAs participating in REAP must administer an assessment that is consistent with the assessment requirements in Sec. 1111 (b)(3) of the ESEA. Thus, an LEA that participates in REAP-Flex or receives funding under the SRSA grant program may use the assessment system that the State uses to fulfill Title I requirements to meet the REAP accountability requirements.

ALLOWABLE USE OF FUNDS

An LEA may use funds to:

➤ Implement **teacher recruitment** and **retention** strategies, including the use of signing bonuses and other financial incentives;

➤ Provide teacher **professional development**:
   - √ on the Florida Standards;
   - √ on the utilization of technology to improve teaching;
   - √ to support quality instruction for students with disabilities;
   - √ to support quality instruction for English language acquisition;

➤ Purchase educational technology, including software and hardware, to support digital curriculum;

➤ Enhance or implement parental involvement activities;

➤ Support school improvement programs;

ALLOWABLE USE OF FUNDS
(continued)

An LEA may use funds to:

➢ Implement activities authorized under

  √ the Safe and Drug-Free Schools program;
  √ part A of Title I; and
  √ Title III.

➢ Incorporate scientifically based learning in core academic subjects;

➢ Identify and implement strategies that have the greatest likelihood of improving student achievement;

➢ Implement activities to increase the graduation rate; and

➢ Incorporate, as appropriate, before and after school and summer supplemental student academic improvement programs to address **the academic needs of disadvantaged students**.

APPLICATION DEVELOPMENT

PROJECT DEVELOPMENT
TITLE VI PROJECT APPLICATION

➢ COMPLETE AND SUBMIT ONLINE APPLICATION

   √ *BEFORE OR BY DUE DATE – July 30, 2015*

➢ COMPLETE AND SUBMIT ORIGINAL, SIGNED DOE 100A

   √ *BEFORE OR BY DUE DATE – July 30, 2015*

➢ **REMINDER**: If the DOE 100A is signed by an official other than the appropriate agency head; a letter signed by the agency head, or documentation delegating authority to the designee to sign on behalf of said official should be attached. Submit the letter or documentation along with the signed DOE 100A.

➢ **Updates**: Minor changes overall to the online Title VI, Part B Application to simplify or clarify sections within the application.

APPLICATION STRATEGIES DETERMINATION

▸ An LEA that receives the SRSA or RLIS Program funds under ESEA Sections 6211 or 6221 may use Title VI, Part B funds for defined authorized purposes that are consistent with allowable and authorized use of federal funds.

APPLICATION
COMPREHENSIVE NEEDS ASSESSMENT

To identify students and schools needs:

➢ May use comprehensive needs assessment conducted under other federal programs to determine the needs to be addressed under Title VI

➢ May use the results of activities implemented in the previous year's application to guide the assessment of this year's needs

➢ Align activities with the needs identified through the state and/or LEA's academic assessments

➢ Align activities with the four established Title VI goals

➢ Determine resources needed to address needs

APPLICATION DATA SOURCES

School Accountability Reports Links (School/District Grades, AMOs, Schools Report Cards)

http://schoolgrades.fldoe.org/

School Public Accountability Reports (SPAR)

http://doeweb-prd.doe.state.fl.us/eds/nclbspar/index.cfm

Graduation and Dropout Data

Postsecondary Plans, Florida High School Graduates

http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml

APPLICATION
COMMON DATA SOURCES

▸ LEA-developed assessments results

▸ Other assessments used by the LEA

▸ LEA's Title VI program Evaluation Results of previous year's activities

▸ Surveys:
   - ✓ Professional development surveys
   - ✓ Instructional staff surveys
   - ✓ Parents surveys
   - ✓ Students surveys

APPLICATION
NEED STATEMENTS

▶ Based on the LEA's **Comprehensive Needs Assessment** (CNA) - the LEA should:

   √ Clearly state each need separately;

   √ Provide the basis for the need and identify the data sources used to support the needs; and

   √ Identify the Title VI Performance Goal(s) the activities will support

APPLICATION
NEEDS COMMONLY EXPRESSED

- Increase all students proficiency in core subjects;

- Increase student academic performance at the secondary level;

- Increase in the percentage of students continuing their education by enrolling in postsecondary education after graduation;

- Close achievement gap among subgroups;

- Increase in the percentage of students graduating from high school;

- Decrease student drop-out rate (high school);

- Provide extended reading or learning opportunities for **disadvantaged students** at both Title I and non-Title I Schools;

- Provide additional resources to increase availability of credit recovery and/or credit accrual opportunities for disadvantaged students;

- Provide extended professional development and job-embedded collaborative learning time;

- Increase technology in classroom to aide in differentiated instructions; and

- Provide graduation/career pathways coaches.

APPLICATION
TITLE VI PERFORMANCE GOALS

▸ At least one Title VI Performance Goal must be addressed by each activity.

▸ The goal or goals selected must be appropriate for the activity/strategy being implemented.

▸ Each goal indicated must be addressed as an **annual** goal.

APPLICATION
TITLE VI PERFORMANCE GOALS

Goal 1:

Decrease the proportion of the cohort of students 4th-10th grade scoring non-proficient on FCAT reading, mathematics, and writing by 10% each school year.

Goal 2:

Each participating LEA will decrease the proportion of all students scoring non-proficient on FCAT reading, mathematics, and writing by 10% each school year.

Goal 3:

Cut the average gap between minority and non-minority 20% each school year.

Goal 4:

Each participating LEA will decrease the proportion of high school students not earning a standard diploma by 10% each school year.

APPLICATION - ACTIVITIES AND STRATEGIES

(a) Provide the name(s) of each activity/strategy and describe how each will be implemented to address the identified need(s) and to support the Title VI Performance Goal(s) indicated above.

(Limited to 10,000 characters)

(b) Provide evidence-based research that supports the strategy/activity effectiveness in addressing the identified need(s). Provide web link if applicable.

(Limited to 10,000 characters)

(c) For each separate activity/strategy indicated under 4(a), provide the frequency and duration of each activity/strategy indicated.

(Limited to 10,000 characters)

(d) For each separate activity/strategy indicated under 4(a), identify the school(s) in which the activity will be implemented and the population each activity/strategy will target to address the identified need.

(Limited to 10,000 characters)

(e) From the DOE 101 - Budget Narrative Form, identify each line item that supports the need/activity indicated above. (**Note:** Do **not** include description here as that should be on budget**)**

(Limited to 10,000 characters)

APPLICATION - STRATEGY IMPLEMENTATION

Strategy Implementation:

a. Identify each **activity/strategy** and describe how each will be implemented to support the need(s) and the Title VI Performance Goal(s) identified;

   ✓ Provide the name of the activity and how each will be implemented.

   ✓ Describe how each will support the Title VI Performance Goal(s) indicated.

   ✓ Identify and describe, if applicable any professionals development to be provided to assist instructional staff in the implementation of the strategies or activities indicated.

b. Describe the **evidence-based research** that supports the activities to be implemented:

   ✓ Explain why the activities are expected to improve student academic achievement.

   ✓ Include link to website where support of research may be found.

c. Provide the **frequency and duration** of each activity;

   ✓ Provide specific details of how often and the length of time each activity will be implemented.

APPLICATION - STRATEGY IMPLEMENTATION

Strategy Implementation (continued):

e. Identify the **school(s)** and the activity to be implemented along with the **population** each activity will target.

f. Identify the **line items** that will support the need/activity only. The description should be provided on the DOE 101 (Budget).

   ✓Budget items must align to Needs/Activities

   ✓If it is on the budget, it should be associated with needs and/or activities in the application. List the line item(s) that support the purchases described for this need or activity(ies).

Tie Line items to Needs or Activities

   (i. e. 5100-120 - Salaries and benefits (5100-210, 220, 230) for teachers at the Career Academy to provide supplemental academic instruction in reading.)

APPLICATION - MONITORING ACTIVITIES

Describe how the LEA will **monitor** the implementation of each activity. Identify the review team members, frequency of monitor, and the method(s) to be used for feedback.

Description should include:

➢ How and how often the LEA will monitor the implementation of strategies or activities;

➢ Method(s) for providing follow-up and feedback to ensure fidelity;

➢ How the effectiveness of the activities being implemented will be tracked; and if necessary revised or revamped;

➢ How the LEA will monitor students' participation and the progress made in Title VI funded activities; and

➢ Identify the review team members (and their role) involved in the monitoring process and the tool(s) to be used.

APPLICATION - MONITORING ACTIVITIES

Description should include (continued):

➢ How the LEA will address student academic achievement goals that are not being met.

➢ How results will be used to revise or revamp activities during the school year if necessary.

➢ How the LEA will determine the effectiveness of professional development provided, if applicable.

➢ If applicable, provide the correlation of Title VI funded strategies or activities with plans developed for the improvement of student achievement and schools performances. Do not indicate that the monitoring of activities will be implemented via the School Improvement Plan (SIP) without providing the specifics that address the activities in which you are referring to.

APPLICATION - ANTICIPATED OUTCOMES

➢ Provide the anticipated outcome(s) for each activity to be implemented as described in the Title VI Application.

➢ Each anticipated outcome should be stated as **SMART**
   Specific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-limited

- **Specific**
- **Measurable**
- **Achievable**
- **Realistic**

- **Time-limited**

- **Who? What? Where? How?**
- **How Much?**
- **Can it be done?**
- **Can it be done with the time, resources, and personnel available?**
- **Specify when this objective will be completed.**

▸ Each outcomes should be stated as an **annual** objective.

APPLICATION
ACTIVITIES EFFECTIVENESS/PROGRESS

Describe the process and the tool(s) the LEA will use:

➢ To evaluate the **effectiveness** of each activity indicated in the 2015-2016 Title VI Application, and

➢ To evaluate **progress** made toward **meeting** the targeted goals and objectives for the need indicated as a result of the activities being implemented.

APPLICATION
COORDINATION AND COLLABORATION

Describe the LEA's effort in coordinating and collaborating with federal, non-federal programs and collaborative partners. This section refers to each of the needs/activities identified.

> ➤ If sources other than Title VI, Part B are used to fund the strategies or activities implemented, describe the programs or partners involved and the resources to be provided by each.

> ➤ Clearly identify the need along with the strategies or activities for which the coordination or collaboration applies.

> ➤ If there is no coordination or collaboration with other programs for an activity, please indicate "Not Applicable" for which that applies.

COMMON COORDINATION/COLLABORATION BETWEEN PROGRAMS

Funds used to:

➢ Supplement **LEA's Career Academy Programs** to provide students an opportunity to complete high school at the same time they complete industry standard vocational certification. [Title IA, Title ID, Perkins]

➢ Provide **professional development** to improve teaching strategies. [Title IA, Title II, SIG, etc.]

➢ Strengthen core instruction by supplementing **RtI interventions,** targeting students scoring Level 1 or 2 on FCAT Reading and Math. [Title IA]

➢ **Support differentiated instruction** and **staff development.** [Title I, Title II, Title X , SAI, local grants, RTTT, SIG, etc.]

➢ Enhance or expand educational technology. (Title IA, General, etc.)

COMMON COORDINATION/COLLABORATION BETWEEN PROGRAMS

Funds used to:

➢ Provide **extended learning opportunities** (i.e., After-school tutoring in Math/Reading, summer program) [Title VI, Title IA, state and local]

➢ **Address dropout prevention** issues [Title VI, Title IA, Title ID, state and local]

➢ Implement **high school remediation programs** (i.e., use of web based instructional course work systems that enables students to earn credit through remediating skills in courses that they did not pass)

➢ Provide **credit retrieval/recovery** programs through an online system to increase the student graduation rate. [Title VI, Title IA, state and local]

➢ **Support or retain** instructional staff needed to implement supplemental instructional services or activities. [Title VI, Title 1A, Title ID]

COMMON COORDINATION/COLLABORATION RELATED TO PARENTAL INVOLVEMENT

Funds use to:

▸ Increase the **involvement of parents** at participating schools by supplementing activities designed for parents under other programs. [Title IA, Title IC, Title ID]

▸ Include parents in activities designed to encourage students continuing their education by pursuing postsecondary opportunities. [Title IA]

▸ Implement parent involvement activities at non- Title I middle/high school separate from the annual open-house meetings.

APPLICATION
SUPPORT OF READING/STRATEGIC IMPERATIVES

▸ Describe how the proposed project will incorporate **reading initiatives** and one or more of the Florida State Board of Education (SBE) **Next Generation Strategic Areas of Focus.**

   URL: http://www.fldoe.org/Strategic_Plan/

▸ If applicable, include the LEA's use of funds to support or continue **Race To The Top** (RTTT) initiatives and **Florida Standards** (FS).

APPLICATION
COMMUNICATING AND REPORTING

1. **Describe the methods/strategies the LEA will use to communicate and market information about the project (application) to appropriate populations.** The LEA should include in their description the following:

Methods used for communicating information regarding project application	Population(s) addressed	Frequency/duration of communication	Language(s) made available

2. **Describe the methods/strategies the LEA will use to communicate and/or report students' outcomes to appropriate populations.** The LEA should include in their description the following:

Methods used for communication information regarding students' outcomes	Population(s) addressed	Frequency/duration of communication	Language(s) made available

3. **Describe the methods /strategies the LEA will use to communicate and/or report on program outcomes to appropriat populations.** The LEA should include in their description the following:

Methods used for communicating information regarding program outcomes	Population(s) addressed	Frequency/duration of communication	Language(s) made available

EVALUATION OF PREVIOUS YEAR'S TITLE VI ACTIVITIES

The LEA will need to address the outcomes of the activities implemented in the previous year's Title VI application. In your response please identify each need statements, anticipated outcome statements, and the actual outcome results. (Note: Do not address anticipated outcomes for the current year.)

COMPLETE **SEPARATE RESPONSES FOR EACH NEED** INDICATED

Describe the outcomes of students' academic achievement that resulted from implementation of strategies described in the LEA's previous year's Title VI application.

Identify ▭▭▭▭ **Need Statements**.

▭

Identify ▭▭▭▭ **Anticipated Outcome Statement(s)** related to activities implemented for this need.

▭

Identify ▭▭▭▭ **Actual Outcome** as a result of the activities implemented to meet this need.

▭

Based on students' academic achievement results, what contributed to the **LEA's success or lack of success** in meeting each of the **Title VI anticipated outcome(s)** as a result of the activities/strategies implemented to address this need. (response should be based on the previous year's Title VI application)

> ➤ **Identify each Activity**
> ➤ **provide appropriate data to support the outcome(s)**
> ➤ **if applicable, identify steps to be taken to re-examine issues contributing to the failure in meeting anticipated outcomes or goals**

EVALUATION – Previous Year (cont.)

Identify and describe **progress made** in meeting the **Title VI Performance Goal(s)** indicated for this need. Include in description what contributed to the LEA's success or lack of success in meeting each Title VI Goals indicated.

> ➤ **Identify each Activity**
> ➤ **provide appropriate data to support the outcome(s)**
> ➤ **if applicable, identify steps to be taken to re-examine issues contributing to the failure in meeting anticipated outcomes or goals**

If applicable and no needs were indicated related to **high school graduation and/or student dropout issues**, describe how the activities implemented in directly addressed the LEA's graduation and student dropout issues. Include some of the successes in these areas.

EVALUATION – Previous Year (cont.)

➤ **What's working ???   What's not working???**

✓ Were all strategies or activities implemented as planned? If no, why not?

✓ Were there any barriers in implementing strategies or activities? If yes, what were they and what was done to eliminate barrier?

✓ identify steps to be taken to re-examine issues contributing to the failure in meeting anticipated outcomes or goals

APPLICATION - BUDGET

FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM –
Title VI, Part B, Subpart 2: Rural & Low Income Schools Program

A) NAME OF ELIGIBLE RECIPIENT: _____ **County District School Board**

B) Project Number (DOE USE ONLY): ____-**110_A-__CR01**

E) TAPS
Number
_____

Export to Excel For Your Records

count	Activity	Function	Object	Account Title and Description	FTE	Amount
1	Provide **tutoring for remediation** and preparation to assist students in passing the EOC (End of Course) ...ms. **NEED 1/Strategy 1**	5100	120	Classroom Teachers Salaries-One teacher at each of the 3 high schools for no more than 42 hours for summer and/or after school sessions @ an average of $36.24/ hour	0.086	$4,566.00
2	Provide FRS benefits for EOC tutoring **NEED 1/Strategy 1**	5100	210	Retirement Benefits FRS@5% for EOC Extra Duty	0.000	$228.00
3	Provide Social Security and Medicare benefits for EOC tutoring **NEED 1/Strategy 1**	5100	220	Social Security Benefits Social Security and Medicare@7.65% for EOC Extra Duty	0.000	$348.00
4	Provide Workman's Comp benefits for EOC tutoring **NEED 1/Strategy 1**	5100	240	Workers Compensation Benefits Workman's Comp @ 1.60% for EOC Extra Duty	0.000	$73.00
5	Provide differentiated instruction to increase student academic success through **on-line coursework** for remediation, grade forgiveness preparation for academics, career, and credit recovery. **NEED 2/Strategy 1**	5100	360	Rentals Site licenses for differentiated instruction, examples, but not limited to: Penn Foster, E2020, Plato, and remediation or preparation program for the EOC tests.	0.000	$168,000.00
6	**Professional development** - AVID program. **NEED 3/Strategies 1 & 2**	6400	330	Travel Out of County Travel Hotel, meals, travel, for staff to attend AVID training (middle and high schools)	0.000	$19,630.36
7	Professional development for the AVID program-Dues, AVID annual registration and memberships for middle and high school teachers. **NEED 3/Strategies 2**	6400	730	Dues and Fees Dues and Fees AVID annual registration and memberships for middle and high school teachers	0.000	$17,995.00
9	Indirect Cost @6.37% Plan B	7200	790	Miscellaneous Expenses Misc. Indirect Cost@6.37%	0.000	$18,080.64
Totals:						$

APPLICATION - BUDGET

Activity Column:

▸ Each line item must "be linked" to an activity described in the application. Under this column provide a **brief** description of how the line item supports the activity.

▸ Identify the Need and Activity to be supported by the line item (i.e., NEED 2/Activity 1)

Account Title and Description :

▸ Sufficient details of the purchases indicated must be provided per the Redbook. No one word description.

▸ Purchases must be reasonable, allowable, and necessary to support activities indicated.

Common Issues:

▸ The LEA **did not link line items** to the activities indicated in application.

▸ LEA did not provide **adequate description** for each account title on budget page.

▸ The LEA listed purchases that were not identifiable in the needs statement or under the description of activities indicated in application.

▸ The LEA did not identify the **time and effort** percentages for staff that provides services across multiple programs.

PROJECT AMENDMENTS

PROJECT AMENDMENT TIPS

➢ In an effort to expedite the approval process of amendments, it is suggested that the LEA, if time permits, email a copy of their request to the program office for review prior to submission.

➢ When introducing new needs after the original application approval, the LEA should address each of the seven items as listed in the original application in the narrative of the amendment.

➢ Any new strategy or activity for a need that is already approved, the LEA should include in its narrative a summary of the currently approved need and describe the support that the new strategy or activity will provide to the need(s) currently approved.

➢ All amendments must go through the official channel of approval (via the Office of Grants Management.)

▸ The following DOE forms are required when submitting amendments to the Title VI application:

   Project Amendment Request (DOE150)
   Budget Amendment Narrative Form (DOE151)

DOE 399

DOE 399 – (formerly referred to as the FA-399)

Reminder

◦ Expenditures identified on DOE 399 should reflect amounts indicated for functions and objects codes on approved project application and amendments.

CONSOLIDATED STATE PERFORMANCE REPORT (CSPR)

CONSOLIDATED STATE PERFORMANCE REPORT (CSPR)

How is Title VI, Part B data used?

The SEA is required to annually report to the US Department of Education the following information regarding the RLIS program?

- ➤ the method the SEA used to award funds to eligible LEAs;

- ➤ how LEAs and schools use RLIS funds;

- ➤ the type of activities/strategies funded with RLIS funds; and

- ➤ the degree of progress made by the State toward meeting the goals and objectives described in its application.

NCLB MONITORING

MONITORING REQUIREMENTS

➤ Monitoring is required by federal and state legislation. *Education Department General Administrative Regulations* (EDGAR) at 34 CFR 80.40(a) requires the FDOE to monitor subgrant activities, "to assure compliance with applicable Federal requirements and that performance goals are being achieved."

➤ **Section 1008.32**, Florida Statutes, addresses the responsibility of the State Board of Education for oversight and enforcement relative to compliance.

NCLB MONITORING

To prepare for monitoring – no matter the format (onsite, desktop, or self–evaluation); maintain evidence of all aspects of the LEA's implementation of the Title VI program.

- ✓ Budget details – maintain documentation of purchases and expenditures to support activities implementation;
- ✓ Ensure inventory records are maintained and available as documented (records should support purchases may in previous years of funding, if applicable);
- ✓ Evidence of meetings, meeting notes/agendas, participation logs;
- ✓ Calendar of events;
- ✓ Evidence of evaluation of activities, achievement and progress data; and
- ✓ Evidence to support schools and students' participation.

NCLB
MONITORING ACTIVITIES

Title VI, Part B Toolkit:

http://flrecruiter.org/node/176

WHAT IS WORKING? WHAT IS NOT?

> **Project Applications/Amendments**

> **Technical Assistance**

> **Monitoring Support**

> **Communication**

> **Other issues**

QUESTIONS AND ANSWERS

REFERENCES
SCIENTIFIC/RESEARCH-BASED RESOURCES

REFERENCES

SEA:

- School Accountability Reports Links (School/District Grades, AMOs, Schools Report Cards)
  http://schoolgrades.fldoe.org/

- School Public Accountability Reports (SPAR)
  http://doeweb-prd.doe.state.fl.us/eds/nclbspar/index.cfm

- Graduation and Dropout Data   ◄
- Postsecondary Plans, Florida High School Graduates
  http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml

USED: PENDING

- FY **2015-16** Eligibility Spreadsheets for the Small, Rural Schools Achievement program (SRSA) and Rural Low-income Schools Program (RLIS) posted at:
  http://www2.ed.gov/programs/reapsrsa/eligible12/index.html

- REAP, Non-Regulatory Guidance
  http://www2.ed.gov/programs/reapsrsa/legislation.html

- ESEA Flexibility Policy Documents (FAQs and Addendum)
  http://www2.ed.gov/policy/elsec/guid/esea-flexibility/index.html

SCIENTIFIC/RESEARCH-BASED STRATEGIES AND MODELS RESOURCES

- http://www.findyouthinfo.gov/cf_pages/programtool.cfm White House Program Guide: Users can search by risk factor, protector factor, program. This website has been developed through the coordination of multiple Federal agencies.

- http://www.hamfish.org/ Hamilton Fish Institute – Search for evidence-based programs and survey tools

- http://ojjdp.ncjrs.org/programs/mpg.html or http://www.dsgonline.com/mpg2.5/mpg_index.htm - Office of Juvenile Justice and Delinquency (OJJDP) Models Program Guide

- http://whatworks.uwex.edu/Pages/2evidenceregistries.html University of Wisconsin, Cooperative Extension - Family Living Programs – This site offers information on "research to practice" briefs, effective strategies fact sheets, effective programs, and identifies links to other evidence-based program websites.

SESSION EVALUATION

Title VI, Part B: RLIS Programs

Presenter

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