

# FLORIDA DEPARTMENT OF EDUCATION

Request for Application (RFA Entitlement)

Bureau/Office

Student Achievement through Language Acquisition (SALA)/K-12 Public Schools

Program Name

Supplementary Instructional Support for English Language Learners (ELLs)

Specific Funding Authority(ies)

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

Funding Purpose / Priorities

To improve the educational achievement of ELLs by increasing their English language proficiency and ability to meet the same challenging State academic content and student academic standards as all children are expected to meet.

Total Funding Amount

**Preliminary amount**: **$ .**  The total amount used for the formula in this RFA is an estimate and could change based upon the final federal funding that Florida Department of Education (FDOE) receives.

Type of Award

Entitlement

Budget / Program Performance Period

July 1, 2016 through June 30, 2017

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

Target Population(s)

English Language Learners (ELLs) in Grades K-12

Eligible Applicant(s)

Local Educational Agencies (LEAs) that are eligible for funding under Title III NCLB must have ELL counts that equate to an allocation of $10,000 or more.

Application Due Date

On or before June 30, 2016

**The due date refers to the date of receipt in the Office of Grants Management.**

**For Federal programs, the project effective date will be the date that the application is received within the Office of Grants Management meeting conditions for acceptance, or the budget period specified in the Federal Award Notification, whichever is later.**

Matching Requirement

None

Contact Persons

**Program Contacts:** Chane Eplin, Bureau Chief, SALA, by phone at 850-245-0417, or via email at chane.eplin@fldoe.org and Matthew Caldwell, Program Specialist, SALA, by phone at 850-245-0417, or via email at matthew.caldwell@fldoe.org

**Grants Management Contact:** Felicia A. Williams, Program Specialist, by phone at 850-245-0717, or via email at felicia.williams@fldoe.org

Assurances

The Florida Department of Education (FDOE) has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with:

2 C.F.R. 200, Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the United States Education Department (USED); Applicable regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, **applicants must have on file with the Florida Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs.** The complete text may be found in Section D of the Green Book.

**New:** The UGG combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (former 34 CFR part 74), A-21, A-87, A-122, A-133, A-50. For the FDOE this means that the requirements in EDGAR Parts 74 and 80 have also been subsumed under the UGG. The final rule implementing the UGG was published in the Federal Register on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014.

Technical assistance documents and other materials related to the UGG, including frequently asked questions and webinar recordings, are available at The Chief Financial Officers Council web site: <https://cfo.gov/cofar>.

 **School Districts, Community Colleges, Universities, and State Agencies**

The certification of adherence, currently on file with the FDOE Comptroller’s Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance or condition.

Risk Analysis

Every agency must complete a Risk Analysis form. The appropriate DOE 610 or DOE 620 form will be required and approval must be obtained from FDOE prior to a project award being issued.

**School Districts, State Colleges, and State Universities, and State Agencies** must use the DOE 610 form. Once submitted and approved, the risk analysis will remain in effect unless changes are required by changes in federal or state law, changes in the circumstances affecting the financial and administrative capabilities of the agency or requested by the Department. A change in the agency head or the agency’s head of financial management requires an amendment to the form. The DOE 610 form may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/doe610.xls>

Funding Method

Federal Cash Advance (Public Entities only as authorized by the FDOE)

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient or subrecipient for disbursements. For federally-funded programs, requests for federal cash advance must be made through FDOE’s Florida Grants System (FLAGS). Supporting documentation for expenditures should be kept on file at the program. Examples of such documentation include, but are not limited to, payroll records, contracts, invoices with check numbers verifying payment and/or bank statements – all or any of these items must be available upon request.

Fiscal Requirements

* Applicants must complete a DOE 101, Budget Narrative Form.
* All funded projects and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs, which may be accessed online at: [www.fldoe.org/grants/greenbook/](http://www.fldoe.org/grants/greenbook/).
* Charges to federal projects for personnel costs, whether treated as direct or indirect costs, will be based on payrolls documented in accordance with generally accepted accounting principles implemented by the fiscal agent and approved by responsible official(s) of the agent.
* All project recipients must submit a completed DOE 399 form, Final Project Disbursement Report, by the date specified on the DOE 200 form, Project Award Notification.

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: invoices with check numbers verifying payment, and/or bank statements; time and effort logs for staff, salary/benefits schedules for staff. All or any documentation must be available upon request. All accounts, records, and other supporting documentation pertaining to all costs incurred shall be maintained for five years.

**Allowable Expenses:**

Program funds must be used solely for activities that directly support the accomplishment of improved student academic achievement through the program purpose, priorities and expected outcomes during the program period. All expenditures must be consistent with the approved application, as well as applicable state and federal laws, regulations and guidance.

**Unallowable Expenses:**

* Costs for items or services already covered by indirect costs allocation
* Costs not allowable for federal programs per the USDE General Administration Regulations (EDGAR), which may be found at [www.ed.gov/policy/fund/reg/edgarReg/edgar.html](http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html) and the Reference Guide for State Expenditures, which may be found at [www.myfloridacfo.com/aadir/reference\_guide/](http://www.myfloridacfo.com/aadir/reference_guide/).
* Costs for food and entertainment are unallowable with Title III federal funds.

This is not an all-inclusive list of unallowable items. Subrecipients should consult the FDOE program office with questions regarding allowable costs.

Equipment Purchases

Any equipment purchased under this program must follow the Uniform Grant Guidance (UGG) found at <https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>

The UGG document provides all of the required definitions in the following sections: 200.12 Capital Assets, 200.13 Capital Expenditures, 200.2 Acquisition cost, 200.33 Equipment, 200.48 General Purpose Equipment, 200.58 Information technology systems, 200.89 Special purpose equipment, and 200.94 Supplies, Post Federal Award Requirements Standards for Financial and Program Management, 200.313 and General Provisions for Selected Items of Cost 200.439

Any equipment purchases not listed on the original budget approved by the Florida Department of Education require an amendment submission and approval prior to purchase by the agency awarded the funding.

The UGG, Section 200.313 Equipment, requires that property records be maintained and provide an accurate accounting of equipment purchased with grant funds.

A physical inventory of the property must be taken and the results reconciled with the property records at least once every fiscal year in accordance with Rule 69I-72.006, Florida Administrative Code.

**Administrative Costs including Indirect Costs:**

**School Districts**

The Florida Department of Education has been given the authority by the U.S. Department of Education to negotiate indirect cost proposals and to approve indirect cost rates for school districts. School districts are not required to develop an indirect cost proposal, but if they fail to do so, they will not be allowed to recover any indirect costs. Amounts from zero to the 2% rate may be approved by the Florida Department of Education’s Comptroller. **Indirect costs shall only apply to federal programs.** Additional information and forms are available at [www.fldoe.org/finance/comptroller/](http://www.fldoe.org/finance/comptroller/).

Chapter 1010.06 F.S. Indirect cost limitation.—State funds appropriated by the Legislature to the Division of Public Schools within the Department of Education may not be used to pay indirect costs to a university, Florida College System institution, school district, or any other entity.

***SCHOOL DISTRICTS RECEIVING FUNDS UNDER TITLE III, NO CHILD LEFT BEHIND MAY NOT USE MORE THAN TWO PERCENT (2%) INCLUDING SALARIES, OF SUCH FUNDS, FOR THE COST OF ADMINISTERING AND IMPLEMENTING THIS PROGRAM.***

**The 2% administrative cost is calculated as follows:**

For LEAs, take the amount available to earn indirect costs and subtract excluded costs (capital outlay-600 object codes, flow-through and sub-contracts). This is the net amount available for both indirect and direct costs. Divide the net amount by the applicable approved indirect cost rate plus 100% which will give the direct cost. Subtract the direct cost amount from the net amount available to get the indirect cost amount for the budget.

Example:

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| --- | --- |
| Project Amount |  $ 545,000 |
| Less: excluded cost (600 object codes) |  $1,445 |
| Net amount for direct and indirect cost  |  $543,555 |
| Divide net amount by 1.02 (combined percentage of 100 percent plus theapplicable indirect cost rate percentage) |  $543,555 / 1.02 = $532,897 |
| Subtract this amount from the net amount  |  $543,555 - $532,897 =  |
| Equals the administrative cost dollar amount |  $10,658  |

Executive Order 11-116

The employment of unauthorized aliens by any contractor is considered a violation of section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term. Executive Order 11-116 may be viewed at <http://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf>.

For Federal Programs - General Education Provisions Act (GEPA)

Applicants must provide a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs*.* For details, refer to <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

Equitable Services for Private School Participation

In accordance with Public Law 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers with the local educational agency(ies) service area.   For details, refer to <http://www.ed.gov/policy/elsec/leg/esea02/pg111.html>.

**Please Note:** This is an on-line application, therefore, applicants are required to maintain documentation at the local level which supports compliance with the requirements of the General Education Provisions Act. Documentation must include a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. NOTE: Upon completion of the on-line application, each applicant will be required to submit confirmation of compliance with this requirement. Assurances, including GEPA requirements are part of the “Print Application” function of the on-line application.

# Narrative Section

Project Design-Narrative

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

Needs Assessment

Activities

Supplementary Instructional Services to Increase English Proficiency of ELLs

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

Optional District-derived goal

Increasing Supplemental Professional Development

Increasing Parental and Community Participation in the Educational Experience of ELLs

Consultation with Private Schools (Equitable Services for Private School Participation)

Collaborative Partners

Accountability for Schools with ELLs

Dissemination of Information

Reporting Outcomes

Support for Reading/Strategic Imperatives

Describe how the project will incorporate one or more of the Areas of Focus included in the Florida’s Next Generation PreK-20 Education Strategic Plan.

URL: <http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>.

Describe how the project will address the reading and math/science initiatives of the Department of Education. For further guidance, use the following:

**Just Read Florida**

<http://www.justreadflorida.com>

**Math/Science Initiative**

<http://www.fldoe.org/bii/oms.asp>

Conditions for Acceptance

The requirements listed below must be met for applications to be considered for review:

* Application is received in the Office of Grants Management within the timeframe specified by the RFA
* Application includes required forms: DOE 100A Project Application Form and DOE 101 - Budget Narrative Form
* All required forms must have the assigned TAPS Number included on the form
* All required forms much have original signatures by an authorized entity

**NOTE: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**

* Application must be submitted to:

Office of Grants Management

Florida Department of Education

325 W. Gaines Street, Room332

Tallahassee, Florida 32399-0400

**Method of Review**

The on-line project application, including the budget narrative, shall be reviewed by FDOE staff in accordance with established project application review checklists and requirements set forth in NCLB; applicable non-regulatory guidance, and other applicable federal regulations and guidelines.

**Florida Department of Education**

**Project Application**

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| **Please return to:**Florida Department of EducationOffice of Grants ManagementRoom 332 Turlington Building325 West Gaines StreetTallahassee, Florida 32399-0400Telephone: (850) 245-0496 |  **A) Program Name:**2015-2016 Title IIISupplementary Instructional Support for English Language Learners (ELLs) **TAPS NUMBER: 17A014** | DOE USE ONLYDate Received       |
| **B) Name and Address of Eligible Applicant:** |
| **Project Number (DOE Assigned)** |
|
|
| **C) Total Funds Requested:** DOE USE ONLY **Total Approved Project:** $ | **D)**Applicant Contact & Business Information |
| Contact Name:Fiscal Contact Name: |  Telephone Numbers:  |
| Mailing Address: | E-mail Addresses:  |
|  Physical/Facility Address: | DUNS number:FEIN number: |
| CERTIFICATION |
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| I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (*Please Type Name)* as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application. |
| **E) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_**Signature of Agency Head Title Date |
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DOE 100A

Revised July 2015 Pam Stewart, Commissioner

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| **Instructions for Completion of DOE 100A** |
| 1. If not pre-populated, enter name and TAPS number of the program for which funds are requested.
2. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
3. Enter the total amount of funds requested for this project.
4. Enter requested information for the applicant’s program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their DUNS registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
5. **The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.
* **Note:** **Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**
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### PROGRAM SPECIFIC ASSURANCES

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| AGREE[ ] | The Local Educational Agency (LEA) will use the subgrant to build capacity to continue to provide high-quality language instruction educational programs for ELLs once the project funds are no longer available.  |
| AGREE[ ] | The LEA will include in its District ELL Plan a certification that all teachers in a Title III language instruction educational program for ELLs are fluent in English and any other language used for instruction.  |
| AGREE[ ] | The LEA will be of sufficient size and scope to support high-quality programs.  |
| AGREE[ ] | The LEA consulted with teachers, researchers, school administrators, and parents, and if appropriate, with education-related community groups and non-profit organizations, and institutions of higher education in developing this program plan.  |
| AGREE[ ] | The LEA will annually assess the English proficiency of all students identified as ELLs.  |
| AGREE[ ] | The activities funded with this project will not be in violation of any State law, including State constitutional law, regarding the education of ELLs.  |
| AGREE[ ] | The LEA evaluations will be used to determine and improve the effectiveness of subgrantee programs and activities.  |
| AGREE[ ] | LEA evaluations will include a description of the progress made by children in meeting State academic content and student academic achievement standards for each of the two years after these children (former ELLs) no longer participate in a Title III language instruction educational program.  |
| AGREE[ ] | The LEA will provide the following information to parents of ELLs: how determination of the need for English for Speakers of Other Languages (ESOL) services was made, how the educational needs of their children will be met, including available options of various instructional delivery models. Information will be provided to parents in a language that they can understand, unless clearly not feasible. The right to comprehensible instruction cannot be waived.  |
| AGREE[ ] | The LEA will ensure that no more than 2% of the Title III grant will be allocated towards administrative (direct and indirect) costs and that documentation to support these costs will be maintained. |

**Needs Assessment**

Provide evidence of need for each of the services that will be funded through this project application. Describe the method(s) used to conduct the needs assessment (e.g. surveys, interviews) and the kinds of data and information analyzed (the most current state assessment data) to determine the need for supplementary services*.* The description must also include an analysis of which programs, services, and activities were successful in the previous grant, which ones were not, and new programs that the LEA will implement with this grant for the 2016-2017 school year as a result of the previous year’s outcomes.Summarizeresults and list proposed needs in order of priority. *[Self-expanding Text Box]*

**Activities**

List and describe each of the LEA’s proposed programs, services, and activities and include how they are aligned with the needs assessment, state content standards, student achievement standards, and state assessments. If applicable, indicate how the included activities are evidence based. Also, describe how the activities will enable districts to close the achievement gap and meet all ELL achievement targets. Activities must include professional development and parental involvement. *[Self-expanding Text Box]*

**English Language Learner Achievement Targets**

**Progress in English Language Acquisition**

Increase the percentage of ELLs moving up from one proficiency level to another on the ACCESS for ELLs 2.0 by **5%** in each language domain of: listening, speaking, reading, and writing with 2016 as the baseline year or remain at level 5 or 6. If the LEA’s percentage of ELLs is at or above the state percentage of ELLs at level 5 or 6, then the LEA must increase the percentage of ELLs moving up from one proficiency level to another on the ACCESS for ELLs 2.0 by **2%** in each language domain of: listening, speaking, reading, and writing.

Based on the most recent assessment results for  County, the LEA will increase the percentage of ELLs moving from one proficiency level to another by the end of 2017.

 to  in listening

 to  in speaking

 to  in reading

 to  in writing

Describe how grant activities will be used to achieve the above goal. Include how these activities provide documentation that measurable objectives will be met. If Title III funds are not being directed towards this goal, outline district initiatives that are addressing or will address measurable objectives. *[Self-expanding Text Box]*

**Percent Proficient in English Language Acquisition**

Increase the percentage of ELLs becoming proficient on the ACCESS for ELLs 2.0 by **5%** with 2016 as the baseline year. If the LEA’s percentage of ELLs is at or above the state percentage of ELLs becoming proficient, then the LEA must increase the percentage of ELLs becoming proficient on the ACCESS for ELLs 2.0 by **2%**.

Based on the most recent assessment results for  County, the LEA will increase the percentage of ELLs becoming proficient from  to  by the end of 2017.

Describe how grant activities will be used to achieve the above goal. Include how these activities provide documentation that measurable objectives will be met. If Title III funds are not being directed towards this goal, outline district initiatives that are addressing or will address measurable objectives. *[Self-expanding Text Box]*

**Progress in Graduation Rate and Content Areas**

Increase the graduation rate of ELLs and the percentage of ELLs achieving satisfactory or higher in English Language Arts, Mathematics, Science, and Social Studies by **5%** as measured by the Florida Standards Assessment with 2015 as the baseline year. If the LEA’s percentage of ELLs graduating and achieving satisfactory or higher in English Language Arts, Mathematics, Science, and Social Studies is at or above the state percentage or ELLs achieving satisfactory in these areas, then the LEA must increase the percentage of ELLs graduating and achieving satisfactory or higher by **2%.**

Based on the most recent graduation and assessment results for  County, the LEA will increase by the end of 2017

 to  the percentage of ELLs graduating,

 to  the percentage of ELLs achieving satisfactory or higher in English Language Arts,

 to  the percentage of ELLs achieving satisfactory or higher in Mathematics,

 to  the percentage of ELLs achieving satisfactory or higher in Science,

 to  the percentage of ELLs achieving satisfactory or higher in Social Studies

Describe how grant activities will be used to achieve the above goal. Include how these activities provide documentation that measurable objectives will be met. If Title III funds are not being directed towards this goal, outline district initiatives that are addressing or will address measurable objectives. *[Self-expanding Text Box]*

**Increasing Supplemental Professional Development**

This application must include supplementary professional development activities supported by Title III. Specifically, in accordance with applicable statutory and regulatory guidelines, describe the professional development activities the LEA will conduct to address the issues identified in the needs assessment and to increase student achievement and language acquisition. Include in the description how accountability and transfer of skills and knowledge to the job will be addressed and how the professional development activities will supplement, not supplant, existing district programs. *[Self-expanding Text Box]*

**Increasing Parental and Community Participation in the Educational Experience of ELLs**

This application must include parent involvement activities supported by Title III. Specifically, in accordance with applicable statutory and regulatory guidelines, describe all parent involvement activities the LEA will conduct to address the issues identified in the needs assessment and increase student achievement and language acquisition. *[Self-expanding Text Box]*

**Consultation with Private School Officials**

**(Equitable Services for Private School Participation)**

In accordance with P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing timely, meaningful, and ongoing consultation for equitable services to private school children and teachers within the LEA service area. For details, refer to URL: http://www.ed.gov/policy/elsec/leg/esea02/pg111.html.

Include a description and complete plan of action on how timely, meaningful, and ongoing consultation with private schools has been and will continue to be implemented to address equitable services to eligible students in private schools. Please list individual schools contacted, process for identifying ELLs, and services provided. *[Self-expanding Text Box]*

**Collaborative Partners**

Identify federal/state/local and community-based collaborative partners; describe in a narrative the types and benefit to the students or programs of the collaborative activities; include the program(s) and primary target group(s). *[Self-expanding Text Box]*

**Accountability for Schools with English Language Learners (ELLs)**

Describe how the district will hold elementary and secondary schools accountable for meeting the goals and measureable objectives outlined in this proposal in terms of increasing the English proficiency of current ELLs, and the academic achievement of all current and former ELLs. *[Self-expanding Text Box]*

**Dissemination of Information**

Describe the LEA’s dissemination of information plan for communicating and advocating the activities and programs addressed in this application to schools and stakeholders. The description should include how the LEA will ensure that all school-to-home communication will be in the parents’ or guardians’ home language unless clearly not feasible.

*[Self-expanding Text Box]*

**Reporting Outcomes**

Each applicant is required to describe the methods that will be used to report student and program outcomes resulting from projects funded through this application to parents and other district and school stakeholders. Note - Per the Every Student Succeeds Act of 2015, Section 3121:

“Each eligible entity that receives a subgrant from a State educational agency under subpart 1 shall provide such agency, at the conclusion of every second fiscal year during which the subgrant is received, with a report, in a form prescribed by the agency, on the activities conducted and children served under such subpart that includes—

(1) a description of the programs and activities conducted by the entity with funds received under subpart 1 during the 2 immediately preceding fiscal years, which shall include a description of how such programs and activities supplemented programs funded primarily with State or local funds;

(2) the number and percentage of English learners in the programs and activities who are making progress toward achieving English language proficiency, as described in section 1111(c)(4)(A)(ii), in the aggregate and disaggregated, at a minimum, by English learners with a disability;

(3) the number and percentage of English learners in the programs and activities attaining English language proficiency based on State English language proficiency standards established under section 1111(b)(1)(G) by the end of each school year, as determined by the State’s English language proficiency assessment under section 1111(b)(2)(G);

(4) the number and percentage of English learners who exit the language instruction educational programs based on their attainment of English language proficiency;

(5) the number and percentage of English learners meeting challenging State academic standards for each of the 4 years after such children are no longer receiving services under this part, in the aggregate and disaggregated, at a minimum, by English learners with a disability;

(6) the number and percentage of English learners who have not attained English language proficiency within 5 years of initial classification as an English learner and first enrollment in the local educational agency; and

(7) any other information that the State educational agency may require.” *[Self-expanding Text Box]*

# A)

 Name of Eligible Recipient:

TAPS Number

**B)**

Project Number: **(DOE USE ONLY)**

Florida Department of Education

Budget Narrative Form

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| (1)**FUNCTION** | **(2)****OBJECT** | **(3)****ACCOUNT TITLE AND NARRATIVE** | (4)**FTE POSITION** | (5)**AMOUNT** |
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|  | **C)** **TOTAL** | **$** |



DOE 101

Revised July 2015 Pam Stewart, Commissioner Instructions

Budget Narrative Form

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

**A.** Enter Name of Eligible Recipient.

**B**. **(DOE USE ONLY)**

**Column 1**

**Function:** **School Districts Only:**

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

##### Column 2

**Object:** **School Districts:**

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

**Community Colleges:**

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

 **Universities and State Agencies:**

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

 **Other Agencies:**

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

**Column 3** - **All Applicants:**

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

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

* **Salaries** - describe the type(s) of positions requested. Use a separate line to describe each type of position.
* **Other Personal Services** – describe the type of service(s) and an estimated number of hours for each type of position. OPS is defined as compensation paid to persons, including substitute teachers not under contract, who are employed to provide temporary services to the program.
* **Professional/Technical Services** - describe services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge.
* **Contractual Services and/or Inter-agency agreements** - provide the agency name and description of the service(s) to be rendered.
* **Travel** - provide a description of each type of travel to be supported with project funds, such as conference(s), in district or out of district, and out of state. Do not list individual names. List individual position(s) when travel funds are being requested to perform necessary activities.
* **Capital Outlay** - provide the type of items/equipment to be purchased with project funds.
* **Indirect** **Cost** - provide the percentage rate being used. Use the current approved rate. (Reference the DOE Green Book for additional guidance regarding indirect cost.)

**Column 4 – Must be completed for all Salaries and Other Personal Services.**

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

**Column 5**

**Amount -** Provide the budget amount requested for each object code.

**C. TOTAL -** Provide the total for Column (5) on the last page**.** Must be the same amount as requested on the DOE-100A or B.