



Title III, Part A: Supplemental Services for English Learners & Immigrant Students  
February 24, 2021



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Thank you for joining us for the Title III Part A Supplemental Services for English Learners and Immigrant Students session.

I am Michelle L. Gaines bureau chief for Federal Educational Programs and a pleasure to provide the opening for the Title III session.



In January, BFEP welcomed Mark Drennan and Ginger Alberto from the Bureau of Student Achievement and Language Acquisitions (SALA) where they worked along-side of Bureau Chief Chane Eplin. Before we get started, I want to invite my wonderful friend and colleague Chane Eplin to talk briefly share a few thoughts about the transition and the continued cross-coordination between our bureaus.

**CHANE’S SCRIPT:**

Thank you, Michelle, for allowing me a few minutes to address our Title III stakeholders.

Although Title III is now served through the Bureau of Federal Education Programs, we are still working closely to provide the best technical assistance for our LEAs and support for our English learners.

As a reminder, please submit your Title III and ESOL self-monitoring certification to both the SALA website and [ginger.alberto@fldoe.org](mailto:ginger.alberto@fldoe.org). We appreciate those of you who have already complied, with our request. .

Thank you again for all of the support you have given Mark, Ginger, Georgina and I and the dedication you have shown our English Learners—If I can be of assistance in any way, please let me know. The program, staff and students are in good hand with BFEP.

Thanks Michelle for your partnership.

MICHELLE:

Thank you Chane so much for being a wonderful friend throughout this transition. We are encouraged by the continuation of our partnership at DOE. The Title III program along with other Federal programs is creating a cross coordination platform to ensure that all federal programs find opportunities to collaborate.

Now it is my pleasure to introduce Ginger Alberto, the Title III director.

Ginger take it away...

## Program Office Contacts

### Ginger Alberto

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Hi, My name is Ginger Alberto, and along with Mark Drennan. As Michelle mentioned, we are the new members of the Bureau of Federal Educational Programs.

Mark and I are working with the Title III and Immigrant federal programs.

During this presentation, we will be providing technical assistance and suggestions that may be helpful when writing your Title III applications.

Please note that except for the bureau name, our contact information remains the same. Feel free to contact either of us any time.

## Objectives

- New streamlined application for 2021-22
- Current monitoring for 2020-21
- New Universal Monitoring System for 2021-22
- Program resources



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The objectives for today's presentation include the following:

First, we will provide an overview of the new streamlined application for the 2021-22 grant cycle.

Second, we will provide a review of the current monitoring requirements for the 2020-21 grant cycle.

Third, we will share an overview of Florida's new Universal Monitoring System for the 2021-22 grant cycle which includes program specific tier one and tier two monitoring and support that all LEAs will receive.

And fourth, we will share some additional program resources.



## NEW 2021-22 Application Review

Title III, Part A



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

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Florida is pivoting to a streamlined system for federal programs through alignment of all ESEA programs within the Strategic Improvement framework. The creation of a NEW federal program's application within one toolkit aligns with Florida's Strategic Plan. The application process has been updated to ensure that the coordination of supplemental federal funds can positively impact all students and their academic performance. This new application allows LEAs the flexibility to choose which of the federal programs they would like to apply for in a consolidated toolkit. LEAs may choose to apply for one or multiple federal programs depending on the LEAs strategic planning, staffing and individualized needs. The request to streamline and update the application process has been requested by several LEAs. Collaboration among LEAs and internal stakeholders have occurred in the development of these updates throughout the last year. This section of the presentation will walk you through each tab of the new toolkit and provide program specific guidance for the completion of the NEW 2021-22 application. Additionally, please note that we have also created a 2021-22 companion guide that will provide technical and program specific guidance as LEAs navigate through each section of the new application. This guide is hyperlinked on the new application and is also located in [www.floridacims.org](http://www.floridacims.org) for your convenience.

## Application: Title Page

**FLORIDA DEPARTMENT OF EDUCATION**  
— Flipping —

**Elementary and Secondary Education Act (ESEA) Federal Programs**

**Florida 2021-22 ESEA Federal Program Applications**

Florida's 2021-2022 ESEA Federal Program Application allows Local Education Agencies (LEAs) flexibility to choose which of the federal programs they would like to apply for in a new consolidated toolkit. LEAs may choose to apply for one or multiple federal programs depending on the LEAs strategic planning, staffing and individualized needs. Florida is pivoting to a streamlined system for federal programs through alignment of all ESEA programs within the Strategic Improvement Framework.

Select LEAs will also be piloting the opportunity for a consolidated federal programs application during the 2021-22 program cycle. We appreciate the support of the following LEAs who represent various size-like LEAs from across the state who have volunteered to participate in the pilot project: Charlotte, Citrus, Clay, Collier, DeSoto, FAMU Lab School, FAU Lab School, FLVS, Franklin, Hardee, Hendry, Lake Wales, Levy, Osceola, Pasco, Sarasota, Seminole and Taylor.

*(Rockstar School District)*

[Click here to access the 2021-22 ESEA Federal Program Companion Guide](#)

**Please ONLY complete the contact information for the program(s) within this toolkit for which the LEA intends to apply.**

**Fiscal Contact Information**

Fiscal Contact Name	
Title	
Phone Number	
Contact Email	
DUNS Number	
FEIN Number	

**Title I, Part A**

Program Contact Name	
Title	
Phone Number	
Contact Email	

**Title I, Part C**

Program Contact Name	
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The first tab in the new application is the title page. The title page allows the LEA to identify authorized users, as well as provide information for other required contacts, as described below.

### Fiscal Contact Information Section

In this section the LEA will enter the fiscal contact. The LEA is required to complete the following sections : Fiscal Contact Name, Title, Phone Number (with extension if applicable), Contact Email, DUNS Number and FEIN Number. The fiscal contact listed in this section will receive fiscal related information in regards to the application.

### Program Contact Section

In this section the LEA will enter the program contact information for the programs in which the LEA is completing the application for. The LEA is required to complete the following sections: Program Name Contact Name, Title, Phone Number (with extension if applicable) and Contact Email. The program contact is the individual that coordinates the completion of the application on behalf of the LEA. This individual will receive all communication regarding the application, program requirements and monitoring.

Please note that each program name on the title page (typed in the yellow font) is

hyperlinked to the corresponding application tab. To quickly navigate to a specific program, click on the program title on the title page.

# Application: DOE 100A

Elementary and Secondary Education Act (ESEA) Federal Programs					
Florida 2021-22 ESEA Federal Program Applications					
Project Application (DOE 100A)					
[Rockstar School District]					
Program Name	Project Number	TAPS Number	2021-22 Allocation	2020-21 Estimated Roll Forward	Total Funds Requested (Sum of Allocation and Estimated Roll)
Type an "X" in the green box below for each corresponding program that the LEA chooses to apply for within this application.					
Title I, Part A		22A001			\$0.00
Title I, Part C		22A020			\$0.00
Title I, Part D, Subpart 2		22A009			\$0.00
Title II, Part A		22A011			\$0.00
Title III, Part A		22A014			\$0.00
Title IV, Part A		22A120			\$0.00
Title V, Part B, Subpart 2		22A007			\$0.00

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 BFP 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.

Printed Name of Agency Head \_\_\_\_\_

Signature of Agency Head \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

The second tab in the new application is the DOE 100A. This tab allows LEAs to select the program(s) that they are requesting funding for within the application. Further step by step guidance to complete this section is listed within the 2021-22 Companion Guide. A few highlights to review about the DOE100A:

1. The Name of LEA will auto-populate for the LEA based off the information entered on the Title page.
2. The Project Number and TAPS Numbers entered on the DOE100A will auto-populate on the Program budget tabs
3. Additionally, electronic signatures are allowable within the Signature of Agency Head section of the DOE100A

# Application: General Assurances

## General Assurances

**Assurance 1:** The Local Educational Agency (LEA) has on file with the FLDOE, Office of the Comptroller and 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. 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.

**Assurance 2:** The LEA assures that they will comply with the [K12 ESEA Common Federal Program Guidance](#).

**Assurance 3:** The LEA assures that a comprehensive needs assessment is conducted that takes into account information on the academic achievement of children in relation to the challenging state academic standards. Click here for access to [Know Your Schools](#).

**Assurance 4:** The LEA assures that timely and meaningful consultation occur between LEA and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs subject to equitable participation.

**Assurance 5:** The LEA assures that if they submit a separate application for each program or a combination of programs, and is not an LEA that was selected to participate in the 2021-22 Pilot Consolidated Application, the application is due on the earlier of the federal program dates listed on the [2021-22 Collaborative Calendar](#).

**Assurance 6:** The LEA assures, as appropriate, that stakeholder collaboration across multiple programs will occur as outlined under ESSA. The LEA may use the linked template: [Stakeholder Collaboration](#)

By checking this box, I hereby certify that the LEA agrees to all the assurances of the selected programs on the DOE 100A tab, and will abide by all federal, state and local laws.



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The third tab in the new application is the General and Program Specific Assurances. Within this tab the LEA will certify that they agree to the general assurances and the assurances of the programs they selected on the DOE 100A tab by checking the box at the bottom of the assurance tab. The program specific assurances will be reviewed throughout the next few slides but first I will review the required General Assurances. It is important to note that the General Assurances section includes hyperlinks to additional information that will provide further guidance for LEAs when reviewing the General Assurances.

The following are the 6 General Assurances that LEAs must agree to:

**Assurance 1:** The LEA assures that they have on file with the Department a signed statement by the agency head certifying applicant adherence to the General Assurances for Participation in State and Federal Programs.

**Assurance 2:** The LEA assures that they will comply with the K12 ESEA Common Federal Program Guidance.

**Assurance 3:** The LEA assures that a comprehensive needs assessment is conducted that takes into account information on the academic achievement of children in relation to the challenging state academic standards.

**Assurance 4:** The LEA assures that timely and meaningful consultation occur between

LEA and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs subject to equitable participation.

Assurance 5: The LEA assures that if they submit a separate application for each program or a combination of programs, and is not an LEA that was selected to participate in the 2021-22 Pilot Consolidated Application, the application is due on the earlier of the federal program dates listed on the 2021-22 Collaborative Calendar.

Assurance 6: The LEA assures, as appropriate, that stakeholder collaboration across multiple programs will occur as outlined under ESSA.

## Application: Program Specific Assurances

- **Assurance 1:** Each local educational agency that is included in the eligible entity is complying with section 1112(e) prior to, and throughout, each school year as of the date of application;
- **Assurance 2:** The eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;



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According to ESSA guidelines, LEAs requesting funding through Title III must meet the following assurances:

**Assurance 1:** Each local educational agency that is included in the eligible entity is complying with section 1112(e) prior to, and throughout, each school year as of the date of application;

**Assurance 2:** The eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;

## Application: Program Specific Assurances Continued

- **Assurance 3:** The eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
- **Assurance 4:** The eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.



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**Assurance 3:** The eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and

**Assurance 4:** The eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.

# Application: Preliminary Allocation

Each LEA knows the climate within their district and should only use these preliminary allocation amounts for planning purposes.

Florida 2021-2022 ESEA Federal Programs Preliminary Allocations*								
Agency Number	DISTRICT	Title I, Part A	Title I, Part C	Title I, Part D, Subpart 2	Title II, Part A	Title III, Part A	Title IV, Part A	Title V, Part B, Subpart 2
012	Alachua County School Board	\$8,154,987.00	\$1,013,947.00	\$249,963.00	\$1,170,147.00	\$134,517.00	\$639,190.44	NA
013	UF W. Tongue Devin's Research School	\$343,760.00	NA	NA	\$26,297.00	NA	\$11,111.19	NA
020	Baker County School Board	\$1,196,743.00	NA	NA	\$234,577.00	NA	\$93,800.93	\$17,798.00
028	Bay County School Board	\$7,506,111.00	NA	\$109,064.00	\$1,024,516.00	\$143,000.00	\$698,136.43	NA
040	Bradford County School Board	\$1,127,480.00	NA	NA	\$152,704.00	NA	\$68,373.02	\$77,877.00
050	Brevard County School Board	\$20,648,420.00	NA	\$248,802.00	\$2,258,176.00	\$998,837.00	\$1,618,420.63	NA
080	Broward County School Board	\$73,384,209.00	\$111,182.00	\$811,782.00	\$9,472,048.00	\$4,473,530.00	\$5,711,880.14	NA
070	Calhoun County School Board	\$722,226.00	NA	NA	\$98,907.00	NA	\$64,529.92	\$43,735.00
080	Charlotte County School Board	\$3,796,614.00	NA	NA	\$619,539.00	\$63,060.00	\$297,579.80	NA
090	Citrus County School Board	\$3,043,618.00	NA	\$64,757.00	\$296,803.00	\$29,006.00	\$997,143.44	NA
100	Clay County School Board	\$4,778,895.00	NA	NA	\$1,184,817.00	\$173,739.00	\$214,633.99	NA
110	Collier County School Board	\$10,357,640.00	\$4,437,345.00	\$151,687.00	\$1,773,960.00	\$1,032,343.00	\$811,835.78	NA
120	Columbia County School Board	\$3,020,106.00	NA	NA	\$471,040.00	\$21,964.00	\$236,726.83	\$231,135.00
126	Miami-Dade County School Board	\$346,180,806.00	\$1,848,142.00	\$284,139.00	\$13,972,178.00	\$621,446.00	\$11,607,209.49	NA
140	DeSoto County School Board	\$2,423,700.00	NA	NA	\$248,437.00	\$63,796.00	\$189,974.28	\$117,482.00
150	Duval County School Board	\$894,807.00	NA	NA	\$117,396.00	NA	\$70,110.58	\$48,674.00
160	Duval County School Board	\$42,835,614.00	NA	\$342,529.00	\$5,133,354.00	\$1,184,873.00	\$3,279,088.54	NA
170	Escambia County School Board	\$14,607,062.00	\$122,487.00	\$330,111.00	\$1,633,153.00	\$94,442.00	\$1,144,466.18	NA
180	Flagler County School Board	\$2,842,458.00	NA	NA	\$446,780.00	\$59,818.00	\$222,792.75	NA
190	Franklin County School Board	\$561,639.00	NA	NA	\$66,038.00	NA	\$44,021.44	\$29,077.00
200	Gadsden County School Board	\$3,118,205.00	NA	NA	\$176,012.00	\$42,436.00	\$244,405.89	\$125,006.00
210	Gilchrist County School Board	\$707,862.00	NA	NA	\$128,146.00	\$11,934.00	\$55,486.77	\$43,748.00
220	Gulf County School Board	\$497,084.00	\$40,820.00	NA	\$62,490.00	\$10,313.00	\$38,962.38	\$41,871.00
230	Gulf County School Board	\$48,484.00	NA	NA	\$64,433.00	NA	\$43,026.11	\$41,621.00
240	Hamilton County School Board	\$966,221.00	NA	\$39,130.00	\$95,548.00	\$39,025.00	\$75,730.84	\$34,897.00
250	Handee County School Board	\$1,973,130.00	\$708,278.00	NA	\$272,880.00	\$3,041.00	\$154,653.76	\$119,895.00
260	Hernando County School Board	\$3,153,911.00	\$1,060,987.00	NA	\$431,208.00	\$127,151.00	\$247,381.29	\$169,899.00
270	Hernando County School Board	\$3,920,187.00	NA	\$66,933.00	\$1,094,607.00	\$51,919.00	\$461,343.93	NA
280	Highlands County School Board	\$3,058,614.00	\$905,961.00	NA	\$815,100.00	\$81,507.00	\$396,493.75	\$284,598.00
290	Hillsborough County School Board	\$64,833,196.00	\$2,874,486.00	\$377,700.00	\$7,823,950.00	\$3,249,339.00	\$5,081,802.99	NA

Within this tab of the toolkit application the preliminary allocations for 2021-22 are listed by program title for each LEA. Each LEA knows the climate within their district and should only use these preliminary allocation amounts for planning purposes. All preliminary allocations are based on the 2020-21 final program allocations with the exception of Title I, Part A. The Title I, Part A preliminary allocation is based on the 2021-22 preliminary allocation from USED (using Final Survey 3 data from 2019-20). Again, I would like to reiterate that these allocation amounts are preliminary and should only be used for planning purposes. An amendment may be required to be submitted after 2021-22 final allocations are available. FDOE will provide further guidance should an amendment be required.

## Application: Program Specific Areas of Focus to Support ELLs

- **Area of Focus 1:** English Language Proficiency
- **Area of Focus 2:** Professional Development
- **Area of Focus 3:** Parental and Community Participation
- **Area of Focus 4:** Administrative Costs



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Now we will review the four program specific Areas of Focus to support ELLs:

▪ **Area of Focus 1:** The LEA should address how they supplement English language proficiency activities

▪ **Area of Focus 2:** The LEA should identify and provide supplemental professional development

▪ **Area of Focus 3:** The LEA should address parental and community participation

\***Area of Focus 4:** This is the area in which the LEA identified administrative costs- not to exceed 2%.

Note that this program is supplemental in nature and cannot be used to meet state and federal requirements.

Your requested activities will not only support your ELs' linguistic and academic needs, but how supplemental professional development and family and community engagement impact your decision making process.

## Area of Focus 1: English Language Proficiency

Describe how the LEA will provide supplemental activities to English language proficiency activities within the English Learner (EL) student population.

Examples of activities:

1. 50 licenses of ABC English language acquisition software will be purchased to enhance listening and speaking skills
2. Teacher stipends for afterschool tutoring will be allocated to increase math



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The first area of focus is to ensure that our ELLs are increasing English language proficiency in order to meet the same state academic standards as their non-ELL peers.

Actually, this is the main purpose of Title III ----to provide services that help ELLs acquire English listening, speaking reading and writing skills necessary for academic success in content areas.

The Title III application narrative requires detailed responses addressing both proficiency goals and services, as well as content area goals in Language Arts, Math, Science, and Social Studies.

Your responses should be based on your most current ACCESS for ELL and statewide assessment data that we will provide.

If the percent of your English Learners is at or above the state average, your goal should be a 2% increase. If below the state average, a 5% increase should be your target.

After determining your target goals, describe how your project application will ensure that your activities include ways to increase language proficiency and academic achievement. As shown in this slide, purchases of

evidence-based resources such as language acquisition software or bilingual textbooks are common funding requests. Support personnel including

supplemental bilingual paraprofessionals to aid in native language assistance, and afterschool programs or additional tutoring that focus on content is also allowable and encouraged.

## Areas of Focus 2: Supplemental Professional Development

Describe how the LEA will identify and provide supplemental professional development within the English Learners student population.

Examples of activities:

1. Stipends for teachers to attend supplemental training on ESOL strategies and ELD standards
2. Travel for EL resource teachers to attend statewide ESOL and Title III-related conferences



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Which leads to our second area of focus, increasing supplemental professional development for teachers and district staff, as indicated in this slide: Applications must include a detailed description of professional development opportunities that align to the needs assessment.

Teacher training must be supplemental and focus specifically on the needs of the ELLs in their classrooms.

Topics can range from scaffolding instruction to cultural competence . Although Title III cannot fund required ESOL endorsement training, materials or stipends, it can be used for WIDA workshops, ESOL related and curriculum conferences.

Allowable expenses also include stipends for attendance, substitutes if needed and travel costs.

Please make sure that your narrative and description of conferences align to your requested budget.

## Areas of Focus 3: Parent and Community Participation

Describe how the LEA will address Parental and Community Participation within the EL student population.

Examples of activities:

1. Parent liaison position to provide support for EL and their families
2. Bilingual resources for families to use at home for parent-child engagement activities
3. Supplemental translation services to ensure comprehensible home-school communication



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In addition to instructional strategies, teachers and staff may need training on interacting with newly arrived students and their families.

Understanding the linguistic and unique needs of ELLs is essential to their social development and academic achievement, so our third area of focus, increasing parental and community participation in the educational experience of ELLs can directly impact their success.

Research has shown that when parents are involved with their child's education, academic achievement increases. This is especially true for ELL families.

Title III funding specifically supports family engagement opportunities, such as workshops that focus on literacy skills, and acculturation activities.

Parent liaisons that can help families navigate through the school system and community resources, as well as interpreters and translations services are common and an essential part of Title III services.

Make sure that your application includes a detailed description of these activities that align to your needs assessment and budgeted items..

## Area of Focus 4: Administrative Costs

Describe the activities that will be implemented to address Area of Focus 4.



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In Area of Focus four, describe how the LEA will use Title III, Part A funds to provide oversight and implementation of the program. This would include personnel that provide technical assistance and support to ensure successful implementation of the program. The activities could help fund the Title III, Part A Director's position.

## Application: Budget Narrative for each Area of Focus

In this section, the LEA must describe the activities that will be implemented to address the corresponding Area of Focus. Within this response, the LEA must describe and number the activities that will be implemented to address the Area of Focus. The LEA should provide as much detail that is needed to explain the request.

F. Describe the activities that will be implemented to address Area of Focus 1. List by number the detailed activities that will be implemented to address this Area of Focus (Numbering the activities will be essential to connect each activity to a budget line).

1. Salaries for supplemental science intervention teachers to provide additional support to targeted 5th and 8th grade students within the LEA (approximately 550 students total). The LEA will fund Four (4) Science Intervention Teachers, with a salary of \$50,000 per school year, and this grant will fund 75% of each salary. The total amount for this activity is \$150,000.
2. Purchase Rockstar Science Online Software licenses for 550 targeted 5th and 8th grade students. 550 licenses @ \$50 each = \$27,500 total.
3. Purchase 50 laptop computers to replace broken and outdated and obsolete science laptops. These laptops will be used by the 550 targeted 5th and 8th grade students for Rockstar Science Online Software. 50 laptops @ \$200 each = \$10,000 total.
4. Purchase consumable Rockstar Science workbooks for targeted 5th and 8th grade students for use in Science intervention classrooms. 550 workbooks @ \$20 each = \$11,000 total.
5. Purchase general consumable supplies, such as pencils, notebook paper, pens, markers, and chart paper to support Science intervention teachers and targeted 5th and 8th grade students. \$1,000 total.

In this section the LEA must describe the activities that will be implemented to address the corresponding Area of Focus. Within this response the LEA must describe and number the activities that will be implemented to address the Area of Focus. The LEA should provide as much detail that is needed to explain the request. Similar items should be grouped together. Please note that activities must be listed by number to ensure connectivity when entering the budget details which will be discussed in the next slide.

Let's review an example of the level of detail that is required when responding to the narrative section within each Area of Focus. Please note that this is an example for a Title I, Part A request and the items listed may not be allowable within (add specific program name here).

1. Salaries for supplemental science intervention teachers to provide additional support to targeted 5<sup>th</sup> and 8<sup>th</sup> grade students within the LEA (approximately 550 students total). The LEA will fund Four (4) Science Intervention Teachers, with a salary of \$50,000 per school year, and this grant will fund 75% of each salary. The total amount for this activity is \$150,000.
2. Purchase Rockstar Science Online Software licenses for 550 targeted 5<sup>th</sup> and 8<sup>th</sup> grade students. 550 licenses @ \$50 each = \$27,500 total.
3. Purchase 50 laptop computers to replace broken and outdated and obsolete science laptops. These laptops will be used by the 550 targeted 5<sup>th</sup> and 8<sup>th</sup> grade students for Rockstar Science Online Software. 50 laptops @ \$200 each = \$10,000 total.
4. Purchase consumable evidence-based Rockstar Science workbooks for targeted 5<sup>th</sup> and 8<sup>th</sup> grade students for use in Science intervention classrooms. 550 workbooks @ \$20 each =

\$11,000 total.

5. Purchase general consumable supplies, such as pencils, notebook paper, pens, markers, and chart paper to support Science intervention teachers and targeted 5<sup>th</sup> and 8<sup>th</sup> grade students. \$1,000 total. Please note that general consumable supplies for this example do not need an estimated quantity and price breakdown by item, because the requested dollar amount for supplies is reasonable. The total is less than 1% of this activity.

## Application: Budget Details for each Area of Focus

After the activity details have been provided in the budget narrative section, the LEA should use simplified descriptions when completing the budget details section within the Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (if applicable)	Amount	Please use the dropdown to select District, School or Charter
5100	120	ADF 1	1	4 Science Intervention Teachers @.75 FTE each	3	\$135,000.00	School
5100	210	ADF 1	1	Retirement		\$1,000.00	School
5100	220	ADF 1	1	SS		\$1,000.00	School
5100	240	ADF 1	1	Worker's Comp		\$1,000.00	School
5100	369	ADF 1	2	Software License		\$27,500.00	School
5100	644	ADF 1	3	Laptops		\$10,000.00	School
5100	520	ADF 1	4	Science Workbooks		\$11,000.00	School
5100	510	MF-ADF 1	5	General Consumable Supplies		\$1,000.00	District

District Total	\$1,000.00
School Total	\$186,500.00
Charter Total	\$0.00
2021-22 Allocation Total	\$186,500.00
2020-21 Estimated Roll Forward Total	\$1,000.00
2021-22 Total Funds Requested	\$187,500.00



After the activity details have been provided in the budget narrative section, the LEA should use simplified descriptions when completing the budget details section within the Area of Focus. The screenshot on the top this slide outlines the level of information that would be required based on the narrative example shared on the previous slide. Additionally, at the end of each budget section the amounts entered within each Area of Focus will rollup at the bottom of each Area of Focus as shown by the screenshot on the bottom of this slide.

# Application: Budget Summary for Program

As items are entered into the budget section within each Area of Focus, the requested amounts will calculate for each Area of Focus at the bottom of the program tab. The screenshot below shows the information that will be calculated at the bottom of the program tab, if applicable to the program.

Area of Focus	District Total	School Total	Charter Total	2021-22 Area of Focus Total	2020-21 Estimated Roll Forward Area of Focus Total	Area of Focus Grand Total	% of Total 2021-22 Allocation
Area of Focus 1 Student Achievement	\$1,000.00	\$186,500.00	\$0.00	\$186,500.00	\$1,000.00	\$187,500.00	100.00%
Area of Focus 2 Parent and Family Engagement	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Area of Focus 3 Homeless Education	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Area of Focus 4 Neglected and Delinquent Education	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Area of Focus 5 Early Childhood	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Area of Focus 6 Private School				\$0.00	\$0.00	\$0.00	0.00%
Area of Focus 7 Transportation for Foster Care Children	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Area of Focus 8 College and Career Readiness	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Area of Focus 9 Administrative Costs including indirect costs (Not to exceed 10 percent of the total 2021-22 allocation)				\$0.00	\$0.00	\$0.00	0.00%



As the LEA enters items into the budget section within each Area of Focus the requested amounts will calculate for each Area of Focus at the bottom of the program tab. The following information will be calculated at the bottom of the program tab, if applicable to the program.

District total

School total

Charter total

2021-22 Area of Focus Total

2020-21 Estimated Roll Forward Area of Focus Total

Area of Focus Grand Total and

% of Total 2021-22 Allocation

# Application: Budget Summary Tab

The detailed activities that are requested within each program will roll-up to a program specific budget tab. To edit a requested activity, the LEA must return to the corresponding Area of Focus and edit the budget narrative and budget details sections accordingly. Any edits within the budget details section will automatically update on the summary budget tab.

Title I, Part A Toolkit Summary Budget									
(Rockstar School District)			XXX-12345-6789			22A001		DOE 101	
Name of LEA			Project Number			TAPS Number		Funding Location	
Func#	Obj#	Area of Focus	Activity Num#	Activity Description	FTE (if applicable)	Amount	Funding Location	Program	
5100	120	AOE 1	1	4 Science Intervention Teachers at .75 FTE each	3	\$135,000.00	School	Title 1, Part A	
5100	210	AOE 1	1	Retirement		\$1,000.00	School	Title 1, Part A	
5100	220	AOE 1	1	SS		\$1,000.00	School	Title 1, Part A	
5100	240	AOE 1	1	Worker's Comp		\$1,000.00	School	Title 1, Part A	
5100	389	AOE 1	2	Software License		\$27,500.00	School	Title 1, Part A	
5100	644	AOE 1	3	Laptops		\$10,000.00	School	Title 1, Part A	
5100	520	AOE 1	4	Science Workbooks		\$11,000.00	School	Title 1, Part A	
5100	510	RF - AOE 1	5	General Consumable Supplies		\$1,000.00	District	Title 1, Part A	



The detailed activities that will be implemented within each program will roll-up to a program specific budget tab. This tab includes the “Filter and Sort” ability. The LEA is able to filter by function/object code, Area of Focus, Activity Description, FTE and by Amount. The LEA is unable to edit a program specific budget item from this tab. However, to edit a requested activity, the LEA must return to the corresponding Area of Focus and edit the budget narrative and budget details accordingly. Any edits within the budget details section will automatically update on this summary budget tab.

Additionally, please note that the following sections will auto-populate for the LEA based off the information entered on the Title page and DOE 100A.

**Name of LEA**

**Project Number:** This information can be found on the DOE 100A tab.

**TAPS Number:** This information can be found on the DOE 100A tab.

## Application: Submission

- For your convenience, the application will be submitted through the 2021-22 Consolidated Application ShareFile folder.
- However, specific program awards will be distributed within the LEA's specific program ShareFile folder.



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## Application Timelines for 2021-22

- Application Release: March 1, 2021
- Application Due Date: June 30, 2021
- Program Period Begins: July 1, 2021
- Program Period Ends: June 30, 2022



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Please note the application timelines for the Title III 2021-2022 budget period. The application release will in March 1, with a due date of June 30. As in previous years the program period runs from July 1 through June 30. So the budget period begins July 1 2021 and ends June 30, 2022. “As a reminder, within the general assurances in the 2021-22 application the LEA will assure that if they submit a separate application for each program or a combination of programs, and is not an LEA that was selected to participate in the 2021-22 Pilot Consolidated Application, the application is due on the earlier of the federal program dates listed on the 2021-22 Collaborative Calendar.”

Before we go on to monitoring, I'd like to take this time to mention that in addition to the Title III funding, many LEAs will qualify for Immigrant funding. Our focus today is only on the Title III application and further guidance on the Immigrant application will be forthcoming.



## Monitoring Updates for 2020-21 and 2021-22

Title III



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Let's take a few minutes to review monitoring updates for the current year, as well as for future years

## Monitoring Process for 2020-21

- No on-site monitoring for 2020-21
- Monitoring documentation due March 1, 2021
- Six LEAs selected for desktop
- Remaining LEAs selected for self-monitoring
- Combined ESOL and Title III programs



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The current monitoring process included both the ESOL and Title III programs for the 2020-21 school year. However, this will be the last year that both programs are monitored together. Because of COVID restrictions, no on-site monitoring visits were scheduled, but six LEAs were chosen for a desktop review. The remaining LEAs are required to submit a self-certification with superintendent signatures assuring that programs were implemented with fidelity. Both the desktop self-evaluation documentations are due to [ginger.alberto@fldoe.org](mailto:ginger.alberto@fldoe.org) March 1, 2021.

Mark and I (or Ginger and I) will be reviewing your submissions and if assistance in completing these forms is needed, please let us know.

## Monitoring 2020-21

- Academic achievement in English Language Arts and Math based on FSA assessment data
- Percentage of long-term ELs
- EL graduation rates
- Percentage of TS&I and CS&I schools with 40% of ELs performing below
- Number of ELs and immigrants being served through federal programs
- Frequency of prior monitoring



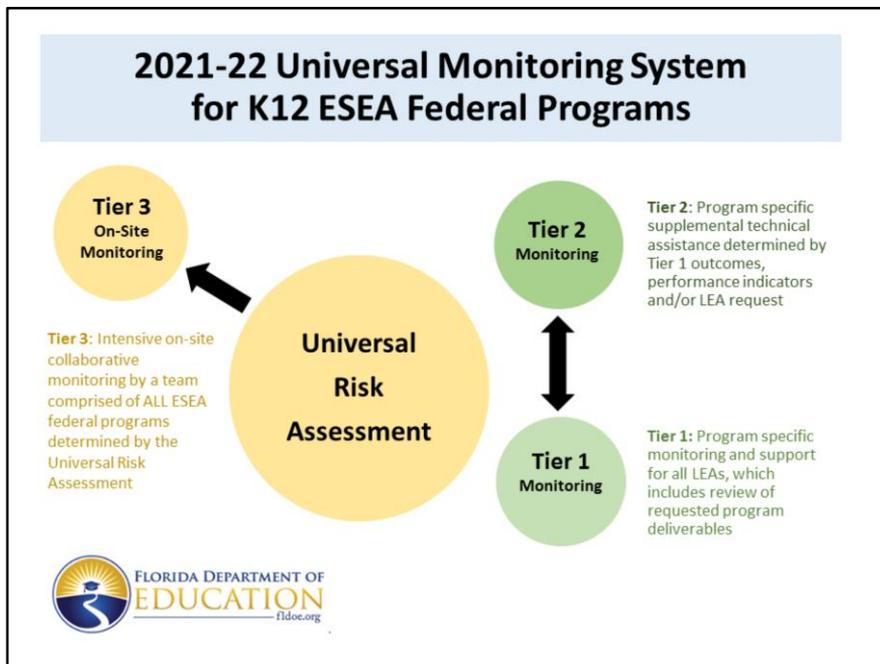
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As mentioned earlier, monitoring assurances and documentation are due March 1, 2021, but let's recap our timelines.

In November 2019, SALA analyzed district data to determine what LEAs would be considered for a desktop review. As shown on this slide, our risk factors included assessment data, along with ELL graduation rates, percentage of long-term ELLs, the number of students being served through Title III programs and frequency of prior monitoring visits.

We also included the percentage of TS&I schools with below average ELL scores. In early December, LEAS were notified of our monitoring process.

We would like to thank those districts that have already submitted their self-evaluation forms and encourage others to complete them as soon as possible.



Florida Department of Education’s Universal Monitoring System is designed to define a tiered support system to be used by all K12 ESEA Federal Programs. This system identifies the levels of tiered support provide to LEAs. The Universal Risk Assessment contains common performance and fiscal indicators to identify LEAs with high risk for on-site monitoring. Program specific monitoring will be provided for all LEAs and support will be customized based on need or request.

Tier 1 and Tier 2 monitoring will be carried out through a combination of program specific support and technical assistance opportunities.

Tier 1 monitoring and support is defined as program specific monitoring that will be provided to all LEAs including review of program deliverables outlined by the program office. In other words the program office will collect and evaluate information provided by LEAs to demonstrate compliance with program requirements.

Tier 2 monitoring and support is defined as an opportunity to provide technical assistance based on Tier 1 outcomes, performance indicators and/or by an LEAs request.

Tier 3 intensive on-site collaborative monitoring is guided by FDOE’s Universal Risk

Assessment. If an LEA is determined as high risk an on-site monitoring visit will be conducted by a team comprised of ALL ESEA federal programs.

In summary, the new 2021-22 Universal Monitoring System is designed to provide differentiated technical assistance based on an LEA's need and performance history. We believe that if we work collaboratively with LEAs, we can increase the effectiveness of ESEA programs which in turn would have a positive impact on student performance.

## Monitoring Process for 2021-22 Tier 1

The following are tentative **Tier 1** monitoring components:

- Identification process of students who qualify for Title III services
- Professional development provided to staff focusing on ELs
- Evidence of the engagement of EL families in their student's learning



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Once again, The monitoring process for the 2021-22 school year will focus on Title III only.

LEAs in Tier I will be expected to show evidence of accurate identification and reporting of ELLs and, if applicable, immigrant students.

Documentation could include HLS, sample entry tests, and ELL committee notes. To ensure that all focus areas are being addressed, LEAs could show evidence that professional development opportunities are being offered through attendance logs, training evaluation, in-service records and follow-up activities.

In addition, family engagement documentation must also be maintained. Examples can include meeting agendas, sign-in sheets, or advertisement of events. LEAS must further ensure that all Title III and immigrant activities are supplemental in nature and do not supplant.

Please note that further guidance will be forthcoming.

## Monitoring Process for 2021-22 Tier 2

Program specific supplemental technical assistance determined by Tier 1 outcomes and/or performance indicators that may include:

- Technical assistance
- Policy guidance
- Mentoring for new coordinators
- Additional support based on Tier 1 outcomes



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If Tier 1 outcomes indicate a need for further technical assistance, a more in-depth review of program implementation and/or district procedures may be warranted.

Tier 2 in the monitoring process are methods to provide more in-depth technical assistance as well enhanced support for LEAs needing additional assistance. The following are forms of assistance under Tier 2:

- Technical Assistance
- Policy guidance
- Mentoring for new coordinators
- Additional support based on Tier 1 outcomes



# Additional Resources

Title III, Part A



## Title III and ESOL Resources

- ESOL E-Learning:  
<http://www.fldoe.org/academics/eng-language-learners/esol-elearning.stml>
- FL WIDA Information & Data:  
<https://wida.wisc.edu/memberships/consortium/fl>
- Title III ESSA  
<https://www2.ed.gov/policy/elsec/leg/essa/legislation/title-iii.html>
- FDOE Webpage:  
<http://www.fldoe.org/policy/federal-edu-programs/title-iii.stml>



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Understanding ELL academic and linguistic needs are vital in writing your Title III application and requesting funding. These sites may provide additional information that can help you in analyzing the needs of your ELLs and determining what activities that will meet those needs.

The ESOL elearning site is an interactive set a six training modules that provides state and federal compliance requirements, as well as instructional strategies for teachers.

The FL WIDA site, provides the student data necessary to conduct your needs assessment and offers insight into allowable supplemental training opportunities through the WIDA consortium. The last resource listed is the USDE ESSA site which provides valuable information and guidance, specifically on allowable expenditures.

If, at any time, however, further assistance is needed, please don't hesitate to call Mark and me and once again, we want to thank you for all you do for our English Learners.



Please use the survey monkey link provided in the FASFEPA agenda to submit questions you may have after viewing this recorded session.

We will compile questions in advance of FASFEPA Forum and use them to develop what is covered during the Forum concurrent sessions.

During the FASFEPA concurrent session you will have additional opportunity to submit questions in the chat box.