


**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Flagler County School District	2 PROJECT NUMBER 180-2415A-5C001	
3 PROJECT/PROGRAM TITLE Title IV, Part A - Student Support and Academic Enrichment (SSAE) <p align="center">TAPS 25A120</p>	4 AUTHORITY 84.424A Title IV Student Support and Academic Enrichment USDE or Appropriate Agency FAIN#: S424A240010	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2024 - 06/30/2025 Program Period:07/01/2024 - 06/30/2025	
7 AUTHORIZED FUNDING Current Approved Budget: \$247,654.00 Amendment Amount: Estimated Roll Forward: \$128,654.00 Certified Roll Amount: Total Project Amount: \$376,308.00	8 REIMBURSEMENT OPTION Federal Cash Advance	
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>06/30/2025</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2025</u> • Last date for receipt of proposed budget and program amendments: <u>04/30/2025</u> • Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: • Date(s) for program reports: • Federal Award Date : <u>07/01/2024</u> 		
10 DOE CONTACTS Program: Raven Wilcoxson Phone: (850) 245-0558 Email: Raven.Wilcoxson@fldoe.org Grants Management: Unit A (850) 245-0735	Comptroller Office Phone: (850) 245-0401 UEI#: FEW6KNASENC4 FEIN#: F596000609027	
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> • This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. • For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. • All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. • The Department's approval of this contract/grant does not excuse compliance with any law. • Other: 		
12 APPROVED: <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  <hr/> Authorized Official on behalf of the Commissioner of Education </div> <div style="text-align: center;"> <u>07/22/2024</u> Date of Signing </div> <div style="text-align: right;">  </div> </div>		

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

- 1** Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2** Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3** Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4** Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5** Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 6** Project Periods: The periods for which the project budget and program are in effect.
- 7** Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8** Reimbursement Options:
 - Federal Cash Advance –On-Line Reporting required monthly to record expenditures.
 - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
 - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
 - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
- 9** Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
- 10** DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.
- 11** Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 12** Approved: Approval signature from the Florida Department of Education and the date signature was affixed.



Elementary and Secondary Education Act (ESEA) Federal Programs

Florida's 2024-25 ESEA Federal Programs Application	
<i>Flagler</i>	
Fiscal Contact Information	
Fiscal Contact Name	Tammy Yorke
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Title I, Part D, Subpart 2	
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Title II, Part A	
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Title IV, Part A	
Program Contact Name	Tammy Yorke
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Phone Number	386-437-7534 x2
Contact Email	yorket@flaglerschools.com
Title V, Part B, Subpart 2	
Program Contact Name	
Title	
Phone Number	
Contact Email	

Florida 2024-25 ESEA Federal Program Assurances

General Assurances [\(Click here to access documents related to General Assurances\)](#)

Assurance 1: The Local Educational Agency (LEA) has on file with the FDOE, 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 all applicable supplement not supplant requirements under ESEA. [Sections 1118(b), 1304(c)(2), 1415(b), 2301, 3115(g), 4110, 5232 of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015].

Assurance 3: The LEA assures that they will comply with the K12 ESEA Common Federal Program Guidance.

Assurance 4: The LEA assures, as appropriate, that stakeholder collaboration across multiple programs will occur as outlined under ESEA.

Assurance 5: 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 6: The LEA assures that timely and meaningful consultation occurs between LEA and private school officials before any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs subject to equitable participation. [Section 8501(a)(1)]

Assurance 7: The LEA assures they will periodically monitor and evaluate the effectiveness of the activities approved within the program application.

Assurance 8: The LEA assures compliance with all state laws and regulations, including the State Board of Education rules.

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

Assurance 1: Migratory Children: The LEA assures that migratory and formerly migratory children who are eligible to receive services under Title I are selected to receive such services on the same basis as other children who are selected to receive services under the Title I program. [Section 1112(c)(1)].

Assurance 2: Private Schools: The LEA assures that it will provide services to eligible children attending private elementary schools and secondary schools per section 1117, and timely and meaningful consultation with private school officials regarding such services unless there are no eligible private schools identified. [Section 1112(c)(2)].

Assurance 3: NAEP: The LEA assures that it will participate, if selected, in the National Assessment of Educational Progress (NAEP) in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act [Section 1112(c)(3)].

Assurance 4: Cross Coordination: The LEA assures that it will coordinate and integrate services provided under Title I with other educational services at the LEA or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. [Section 1112(c)(4)].

Assurance 5: Child Welfare Agency Point of Contact: The LEA assures that it will collaborate with the State or local child welfare agency to designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA. [Section 1112(c)(5)(A)].

Assurance 6: Certification: The LEA assures that all teachers and paraprofessionals working in a program supported with funds under Title I meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification [Section 1112 (c)(6)].

Assurance 7: Early Childhood Education: The LEA assures that in the case the LEA chooses to use Title I, Part A funds to provide early childhood education services to low-income children below the age of compulsory school attendance, such services comply with the performance standards established under section 641A(a) of the Head Start Act [Section 1112(c)(7)].

Assurance 8: Parents Right-To-Know: The LEA assures parents are notified appropriately according to the "Parents Right-To-Know" provision. [Section 1112(e)(1)(A-B)].

Assurance 9: Collaboration: The local educational agency (LEA) assures that its plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), administrators (including administrators of programs described in other parts of this Title), other appropriate school personnel, and with parents of children in schools served under Title I. [Section 1112(a)(1)(A)].

Assurance 10: Coordination of Programs: As appropriate, the LEA assures the plan is coordinated with other programs under ESEA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate. [Section 1112(a)(1)(B)].

Assurance 11: Child Welfare Agency Procedures: The LEA assures they will collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged and funded for the duration of the time in foster care. The procedures will: ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if: the local child welfare agency agrees to reimburse the LEA for the cost of such transportation; the LEA agrees to pay for the cost of such transportation; or the LEA and the local child welfare agency agree to share the cost of such transportation. [Section 1112(c)(5)(B)].

Assurance 12: Parent Consultation: The LEA assures that in order to receive parent and family engagement funds under section 1116 the agency will conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under Title I consistent with section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. [Section 1116(a)(1)].

Assurance 13: School Parent and Family Engagement Policy: The LEA assures that the following requirements outlined in section 1116(b)(1-4) are met: (1) Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurances 11c-f. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school; (2) If the school has a parent and family engagement policy that applies to all parents and family members, a such school may amend that policy, if necessary, to meet the requirements of this subsection; (3) If the LEA involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, such agency may amend that policy, if necessary, to meet the requirements of this subsection; and (4) If the plan under section 1112 is not satisfactory to the parents of participating children, the LEA shall submit any parent comments with such plan when such LEA submits the plan to the state. [Section 1116(b)].

Assurance 14: Policy Involvement: The LEA assures that each school served under this part shall meet the following requirements outlined in section 1116(c)(1-5): (1) Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved; (2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; (3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children; (4) provide parents of participating children — (A) timely information about programs under this part; (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida's challenging academic standards; and (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and (5) if the schoolwide program plan, under section 1114(b), is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA. [Section 1116(c)].

Assurance 15: Shared Responsibilities for Student Achievement: The LEA assures that the following requirements outlined in section 1116(d)(1-2) are met: as a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help children achieve Florida's challenging academic standards. Such compact shall — (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida's challenging academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum — (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement; (B) frequent reports to parents on their children's progress; (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and (D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. [Section 1116(d)].

Assurance 16: Building Capacity for Involvement: To assure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school, and LEA funded under Title I will meet the provisional requirements as outlined in section 1116(e)(1-5 and 14). [Section 1116(e)].

Assurance 17: Accessibility: In carrying out the parent and family engagement requirements under Title I, LEAs, and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, in a language such parents understand. [Section 1116(f)].

Assurance 18: Family Engagement in Education Programs: The LEA assures that in a state operating a program under part E of Title IV, each LEA or school that receives assistance under this part shall inform parents and organizations of the existence of the program. [Section 1116(g)].

Assurance 19: Private School Consultation: The LEA assures that after timely and meaningful consultation with appropriate private school officials, it will provide special educational services, instructional services, counseling, mentoring, one-on-one tutoring, or other benefits that address the needs of eligible children identified under section 1115(c); and, ensures that teachers and families of eligible children participate, on an equitable basis, in services and activities according to section 1116. [Section 1117(a)(1)(A) and (B)].

Assurance 20: Private School and LEA Agreement: The LEA assures that after conducting the timely and meaningful consultation with appropriate private school officials, it will submit a copy of the agreement between the LEA and the private school to the FDOE ombudsman in the Office of Grants Management. [Section 1117(b)(1)].

Assurance 21: Affirmation of Agreement: The LEA assures that it will submit to the FDOE ombudsman a written affirmation, signed by officials of each participating private school, that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable for eligible private school children. If such officials do not provide such affirmation within a reasonable time, the LEA shall forward the documentation that such consultation has, or attempts at such consultation has taken place to the state educational agency. [Section 1117(b)(5)].

Assurance 22: Supplement, Not Supplant Methodology: The LEA assures that it will be in compliance stipulated in paragraph (1) concerning supplement and not supplant requirements. To address this compliance, the LEA assures that it has a methodology used to allocate state and local funds to each school receiving assistance under this part is in place to ensure that such school receives all of the state and local funds it would otherwise receive if it were not receiving assistance under Title I, Part A. [Section 1118(b)(1-2)].

Assurance 23: Public School and Non-Public School Eligibility Survey (PSES/NPSES): The LEA assures they are in compliance with the PSES and NPSES guidelines to properly rank and serve their Public K-12 schools and to determine Title I, Part A equitable proportion of funds. [Sections 1113(a)(3) and 1117(a)(4)].

Assurance 24: English Language Learners (ELLs) Notification Requirements: The LEA assures that it will comply with the requirements outlined in section 1112(e)(3)(A-B): the use of Title I, Part A and/or Title III funds to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents using the 'Annual Parent Notification Letter' of an English learner identified for participation or participating in such a program. For children who have not been identified as English learners before the beginning of the school year, but are identified as English learners during the such school year, the LEA shall notify the children's parents during the first two weeks of the child being placed in a language instruction educational program using the 'Initial Parent Notification Letter.' [Sections 1112(3)(A) and (B)].

Assurance 25: Comparability: The LEA assures that it will be in compliance with the requirements provided in section 1118(c)(2)(A) to ensure the following comparability requirements are met: an LEA-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; or a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. [Section 1118(c)(2)(A)].

Assurance 26: Constitutionally Protected Prayer: The LEA assures they will certify in writing to the Department that no policy of the LEA prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools. An LEA must provide this certification to the Bureau of Federal Educational Programs by October 1 of each year. [Section 8524(b)].

Assurance 27: Schoolwide Programs: The LEA will ensure that all schools operating Schoolwide Programs under Title I, Part A will develop and implement a Schoolwide program plan that is developed in compliance with all requirements per Section 1114 (b).

Title I, Part C: Migrant Education Program

Assurance 1: The LEA assures funds for Migrant Education Program (MEP) will be used only for programs and projects, including the acquisition of equipment, under ESEA, section 1306; and to coordinate such programs and projects with similar programs and projects within the state and in other states, as well as with other Federal programs that can benefit migratory children and their families. [Section 1304(c)(1)].

Assurance 2: The LEA assures programs and projects funded for MEP will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 1118, and Part F. [Section 1304(c)(2)].

Assurance 3: The LEA assures that in the planning and operation of programs and projects, there is appropriate consultation with parents of migratory children, including parent advisory councils for programs of at least 1 (one) school year in duration, and that all such programs and projects are carried out in a manner that provides for the same parental involvement as is required for programs and projects under section 1116 unless extraordinary circumstances make such provision impractical; and in a format and language understandable to the parents. [Section 1304(c)(3)].

Assurance 4: The LEA assures that in planning and carrying out such programs and projects, there will be adequate provision for addressing the unmet educational needs of preschool migratory children and migratory children who have dropped out of school. [Section 1304(c)(4)].
Assurance 5: The LEA assures the effectiveness of such programs and projects will be determined, where feasible, using the same standards approaches that will be used to assess the performance of students, schools, and local educational agencies under Title I, Part A. [Section 1304(c)(5)].
Assurance 6: The LEA assures such programs and projects will provide for advocacy and outreach activities for migratory children and their families, to inform such children and families of other education, health, nutrition, and social services to help connect them to such services. [Section 1304(c)(6)].
Assurance 7: The LEA assures that such programs and projects will, to the extent feasible, provide for advocacy and other outreach activities for migratory children and their families, including helping such children and families gain access to other education, health, nutrition, and social services; professional development programs, including mentoring, for teachers and other program personnel; family literacy programs; the integration of information technology into educational and related programs; and programs that facilitate the transition of secondary school students to postsecondary education or employment. [Section 1304(c)(7)].
Assurance 8: The LEA assures they will conduct the transfer of migrant student records according to state-required policies and procedures including actively participating with and meeting all Migrant Student Information Exchange System requirements. [Section 1308(b)(2). 34 Code of Federal Regulations Part 200.85(d)].
Assurance 9: The LEA assures they will assist the state in determining the number of migratory children under Section 1303(a)(1), and the LEA shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or, have dropped out of school. [Section 1304(d). 34 CFR Part 200.89(c). Section 1304(c)(8)].
Assurance 10: The LEA assures they will assist the state to promote interstate and intrastate coordination of services for migratory children, including coordination with other relevant programs and local projects in the state and other states. [Section 1304(b)(3). 34 CFR Part 200.82(b)].
Assurance 11: The LEA assures that a child who ceases to be a migratory child during a school term shall be eligible for services funded through Title I, Part C until the end of such term and may continue to receive such services for one (1) additional school year if comparable services are not available through other programs. Additionally, the LEA assures that migrant students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation. [ESEA section 1304(e)].”

Title I, Part D, Subpart 2: Neglected and Delinquent Youth

Assurance 1: The LEA assures they shall adhere to the purpose of Section 1420 to provide opportunities for students to meet the same challenging state content standards and student academic achievement standards that all children in Florida are expected to meet. [Sections 1421 and 1425(6)]
Assurance 2: The LEA assures they shall design transitional and supportive programs to meet the needs of children and youth returning to schools within the LEA or other alternative educational programs and assist them in completing their education. [Sections 1422 and 1424].
Assurance 3: The LEA assures they shall, where feasible, involve parents in efforts to improve the educational achievement of their children and prevent further delinquent activities. [Section 1425(8)].
Assurance 4: The LEA assures they shall adhere to the provision of services under section 1423(2) and program requirements under section 1425 for any correctional facility to which the LEA has agreed. [Section 1423].
Assurance 5: The LEA assures they shall evaluate the program not less than once every three years to determine the program's impact on student outcomes. [Section 1431].

Title II, Part A: Supporting Effective Instruction

Assurance 1: The LEA assures they will comply with section 8501 (regarding participation by private school children and teachers). [Section 2102(b)(2)(E)].
Assurance 2: The LEA assures they will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs. [Section 2102(b)(2)(F)].
Assurance 3: The LEA assures they will reduce class size to an evidence-based level, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers. [ESSA: Section 2103].
Assurance 4: Collaboration - The local educational agency (LEA) assures that, in developing the application, an LEA shall provide meaningful consultation with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities. [ESEA section 2102(b)(3)]
Assurance 5: Professional Development - The LEA assures they will meet the statutory professional development definition as provided in ESEA section 8101(42) or other allowable uses of funds under section 2103(b)(3) of the ESEA.

Title III, Part A: English Language Acquisition, Language Enhancement and Academic Achievement

Assurance 1: The LEA assures that it will comply with section 1112(e) – Parents' Rights-to-know, before, and throughout, each school year as of the date of application. [Section 3116(b)(4)(A)].
Assurance 2: The LEA assures that it is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with Sections 3125 and 3126. [Section 3116(b)(4)(B)].
Assurance 3: The LEA assures that each school with English learner (EL) students receives funds from non-Federal sources to fulfill the LEA’s obligations under Title IV of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act, before using Title III, Part A funds for languages services to EL students. [Section 3115(g)].
Assurance 4: The LEA assures that, if applicable, it will coordinate activities and share relevant data under its plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers. [Section 3116(b)(4)(D)].
Assurance 5: The LEA assures that it will consult with officials of private schools in a timely and meaningful manner to make available equitable Title III, Part A services to eligible English learners and immigrant children attending private schools located within the LEA’s geographical boundaries. [Section 8501].
Assurance 6: The LEA assures that the current ELL population has enough students to generate the \$10,000 threshold as indicated in Section 3114. [Section 3114 (c)].
Assurance 7: The LEA assures that not more than 2 percent of the LEA’s Title III allocation will be used for the cost of administering the project. [Section 3115 (b)].

Title IV, Part A: Student Support and Academic Enrichment

Assurance 1: The LEA assures that it will prioritize the distribution of funds to schools served by the LEA or consortium of such agencies, that :are among the schools with the greatest needs, as determined by a such LEA, or consortium; have the highest percentages or numbers of children counted under section 1124(c); are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i); are implementing targeted support and improvement plans as described in section 1111(d)(2); or are identified as a persistently dangerous public elementary school or secondary school under section 8532. [Section 4106(e)(2)(A)].
Assurance 2: The LEA assures that it will comply with section 8501 regarding equitable participation by private school children and teachers. [Section 4106(e)(2)(B)].
Assurance 3: With the exception of LEAs outlined in special rule ESEA 4106(f), the LEA assures that it will use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107, and will coordinate with other schools and community-based services. [Section 4106(e)(2)(C)].

Assurance 4: With the exception of LEAs outlined in the special rule section 4106(f), the LEA assures that it will use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108; coordinate with other schools and community-based services, foster safe, healthy, supportive, and drug-free environments that support student achievement; and promote the involvement of parents. [Section 4106(e)(2)(D)].

Assurance 5: With the exception of LEAs outlined in special rule section 4106(f), the LEA assures that it will use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b). [Section 4106(e)(2)(E)].

Assurance 6: The LEA assures that it will annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E). [Section 4106(e)(2)(F)].

Assurance 7: The LEA assures that the LEA, or consortium of such agencies, shall develop its application through consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), Indian tribes or tribal organizations that may be located in the region served by the local educational agency (where applicable), charter school teachers, principals, and other school leaders (if such agency or consortium of such agencies supports charter schools), and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart. [Section 4106(c)(1)]

Assurance 8: With the exception of LEAs outlined in section 4106(d)(2), the LEA, or consortium of such agencies, shall conduct a comprehensive needs assessment of the local educational agency or agencies proposed to be served under this subpart in order to examine needs for improvement. [Section 4206(d)(1)]. The comprehensive needs assessment outlined in section 4109(b). [Section 4106(e)(2)(E)].

Title V, Part B, Subpart 2: Rural and Low-Income Schools

Assurance 1: The LEA assures that its project funds under Title V, Part B, subpart 2 will be used for any activities authorized under the following ESEA Title programs: Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A; and parental involvement activities. [Section 5222(a)].

Assurance 2: The LEA assures that its project funds under Subpart 2 will be used to supplement, and not supplant, any other Federal, State, or local education funds. [Section 5232].

Assurance 3: The LEA assures that 20 percent or more of the children ages 5 through 17 years served by the LEA are from families with incomes below the poverty line. [Section 5221(a)(3)(C) (b)(1)(A)-(B)]

Assurance 4: The LEA assures that if eligible for funding under both this subpart and subpart 1, it will not receive funds under both subparts for such fiscal year. [Section 5225(a)]

Florida 2024-25 ESEA Federal Programs Preliminary Allocations

LEA - Denotes a Title III, Part A allocation below \$10,000. No Title III application should be submitted at this time. Follow-up instructions will be provided from the Title III program office at FDOE.*

Agency Number	Local Educational Agency	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
010	Alachua	8,149,625	941,968	212,606	1,193,744	161,017	623,401	-
015	UF, PK Yonge Devm't Research School	130,255	-	-	25,680	-	10,000	-
020	Baker*	1,193,784	-	-	200,112	1,702	91,459	-
030	Bay	8,282,465	PAEC	105,570	1,074,443	224,899	634,574	-
040	Bradford*	1,255,801	AMC	-	198,999	3,534	96,210	-
050	Brevard	18,041,617	-	126,098	2,480,584	467,865	1,381,952	98,922.00
060	Broward	80,071,452	109,135	363,630	11,861,336	4,530,329	6,133,473	-
070	Calhoun*	749,490	PAEC	-	122,545	2,226	57,418	-
080	Charlotte	4,050,297	-	-	557,533	92,683	316,511	73,692.00
090	Citrus	5,702,147	AMC	-	917,047	22,778	435,107	-
100	Clay	6,076,271	AMC	-	1,046,253	200,551	481,168	-
110	Collier	12,078,336	3,606,685	76,245	1,729,680	1,017,547	925,404	-
120	Columbia	3,426,524	AMC	-	593,426	17,935	262,525	-
130	Miami-Dade	128,906,977	1,577,683	228,735	14,034,023	10,513,081	10,520,360	329,407.00
140	DeSoto	2,233,404	436,197	-	270,308	71,344	171,112	-
150	Dixie*	986,634	AMC	-	137,540	3,404	75,588	143,506.00
160	Duval	56,891,529	-	268,324	6,483,917	1,463,288	4,706,763	67,970.00
170	Escambia	20,603,490	PAEC	126,098	2,430,365	150,675	1,577,125	-
180	Flagler	3,170,419	AMC	-	488,854	69,251	247,654	-
190	Franklin*	620,917	PAEC	-	76,568	9,033	47,567	-
200	Gadsden	4,235,601	PAEC	-	466,149	45,032	324,515	41,397.00
210	Gilchrist	776,640	AMC	-	127,262	16,756	59,498	156,178.00
220	Glades	405,826	91,414	-	65,190	10,735	31,088	-
230	Gulf*	552,241	PAEC	-	92,037	2,487	42,305	63,861.00
240	Hamilton	1,118,048	240,070	-	136,832	23,040	80,765	64,130.00
250	Hardee	1,929,075	500,075	-	289,393	49,352	147,795	53,416.00
260	Hendry	3,356,572	1,183,387	-	419,997	157,744	283,438	160,479.00
270	Hernando	6,671,129	-	-	969,120	101,846	589,350	472,682.00
280	Highlands	4,874,241	785,009	4,399	648,759	82,865	408,127	-
290	Hillsborough	78,055,946	2,216,196	392,955	8,202,300	3,277,803	5,973,025	409,128.00
300	Holmes*	1,162,215	PAEC	-	167,695	785	89,040	-
310	Indian River	4,463,943	-	-	636,403	124,755	342,010	112,938.00

320	Jackson	2,343,046	PAEC	-	341,710	12,306	192,458	-
330	Jefferson*	598,542	PAEC	-	93,007	7,462	47,038	208,635.00
340	Lafayette*	391,157	9,748	-	61,368	5,498	29,964	24,118.00
350	Lake	12,025,994	12,765	2,933	1,808,957	351,226	921,216	39,937.00
360	Lee	26,428,727	412,884	149,558	3,671,076	2,528,355	2,024,204	-
370	Leon	11,035,854	PAEC	149,558	1,350,771	159,315	931,910	-
371	FSU Developmental Research School*	295,883	PAEC	-	53,241	8,640	22,664	-
380	Levy	2,664,346	AMC	-	326,918	29,061	204,129	-
390	Liberty*	338,396	PAEC	63,049	54,139	2,880	25,382	196,769.00
400	Madison*	1,120,125	17,372	-	152,062	2,619	85,159	45,890.00
410	Manatee	11,499,142	446,225	221,404	1,643,821	940,443	989,045	83,408.00
420	Marion	16,167,552	AMC	221,404	2,515,063	330,018	1,235,908	-
430	Martin	4,047,162	-	-	631,548	300,957	345,155	-
440	Monroe	1,844,404	-	5,865	306,308	193,612	143,696	-
450	Nassau	1,803,059	-	-	347,632	25,658	140,924	-
460	Okaloosa	6,455,612	PAEC	90,908	1,008,479	243,489	507,638	-
470	Okeechobee	2,170,820	515,316	-	319,051	84,174	164,795	-
480	Orange	69,856,994	409,124	303,514	7,637,594	4,217,198	5,457,357	206,753.00
490	Osceola	22,086,807	-	-	2,973,869	1,732,435	1,690,598	-
500	Palm Beach	57,332,562	2,209,795	228,735	6,884,604	4,542,372	4,391,471	-
510	Pasco	21,906,669	96,067	101,171	2,607,051	691,979	1,711,695	-
520	Pinellas	27,881,996	-	293,250	3,491,876	883,235	2,355,013	-
530	Polk	44,455,702	1,288,052	218,471	6,002,698	1,619,199	3,405,084	-
540	Putnam	6,783,843	113,089	-	787,522	92,290	519,754	-
550	St. Johns	4,084,510	AMC	-	869,360	130,908	365,197	335,589.00
557	Florida School for the Deaf and Blind*	124,959	-	-	15,617	4,320	10,000	-
560	St. Lucie	15,725,239	312,787	234,600	2,082,527	843,178	1,204,820	-
570	Santa Rosa	4,543,732	PAEC	-	868,346	39,011	348,123	-
580	Sarasota	8,254,352	-	-	1,301,756	510,541	721,852	-
590	Seminole	11,792,818	-	158,355	2,136,075	514,206	903,528	-
600	Sumter	3,276,602	-	-	435,407	50,138	262,753	-
610	Suwannee	2,566,979	262,438	-	416,847	31,811	196,669	-
620	Taylor*	1,135,336	PAEC	-	176,831	1,178	86,981	200,570.00
630	Union	652,424	AMC	-	103,999	1,178	49,981	92,163.00
640	Volusia	20,667,998	156,036	334,305	2,657,767	427,283	1,583,521	-
650	Wakulla*	908,048	PAEC	-	181,554	2,487	69,566	-
660	Walton	2,591,800	PAEC	-	474,371	100,275	198,571	-
670	Washington*	1,374,083	309,493	-	203,463	2,095	105,273	-
685	FAMU Developmental Research School*	297,127	-	-	30,175	1,178	25,085	114,398.00

687	FAU A. D. Henderson School	373,179	-	-	60,983	10,342	28,586	-	
708	Florida Department of Corrections	-	-	-	1,037	-	-	-	
815	Mater Academy	446,880	-	-	56,148	35,345	34,233	-	
05E	Odyssey Charter	876,400	-	-	89,048	10,081	67,142	-	
48C	Florida Virtual School	1,173,656	-	-	183,721	10,342	89,917	-	
48K	United Cerebral Palsy of Central Florida, Inc	451,501	-	-	45,399	10,211	34,587	-	
50D	South Tech*	1,009,144	-	-	58,167	9,426	85,211	-	
53D	Lake Wales	2,382,155	31,966	-	273,294	48,566	182,509	-	
98Z	KIPP Miami*	767,848	-	-	58,220	8,770	64,835	-	
99H	IDEA	978,056	-	-	274,361	116,377	74,930	-	
TBD	DJJ-Florida Scholars Academy*	531,978	-	1,573,282	61,832	1,571	38,092	-	
TBD	Tallahassee Collegiate Academy*					524		-	
Total		\$908,744,109	\$18,290,976		\$6,255,018	\$116,330,764	\$44,842,105	\$71,540,546	\$3,795,936

Title IV, Part A
Flagler

Student Support and Academic Enrichment Grants

To improve students' academic achievement by increasing school LEA capacity to provide all students with access to a well-rounded education; improve school conditions for student learning; and increase the use of technology to enhance the academic achievement and digital literacy of all students.

Preliminary Allocation	\$247,654.00
Requested Allocation Amount	\$247,654.00
Estimated Roll Forward	\$128,654.00
Total Funds Requested (Including Roll Forward) (sum of allocation and estimated roll)	\$376,308.00

LEAs receiving \$30,000 or More: MUST focus on three Areas of Focus (Well-Rounded Educational Opportunities, Safe and Healthy Conditions, and Effective Use of Technology)

LEAs receiving less than \$30,000: Only required to focus on one of the Areas of Focus (Well-Rounded Educational Opportunities, Safe and Healthy Conditions, and Effective Use of Technology)

Area of Focus 1	Well-Rounded Educational Opportunities
Area of Focus 2	Safe and Healthy Conditions
Area of Focus 3	Effective Use of Technology
Area of Focus 4	Administrative Costs which includes indirect costs (Direct grant administration not to exceed 2% of Allocation)

Title IV, Part A Equitable Services Formula

Number of Students (ages 5-17)	
A1. LEA Total (Including Roll Forward) Enrollment	12215
A2. Participating Private Schools Total Enrollment	860
A3. Total Enrollment = A1 + A2	13075
Title IV, Part A Base Preliminary Allocation	
B1. Total LEA Base Preliminary Allocation	\$247,654.00
B2. Administrative Costs (AOF 4 total [direct costs not exceeding 2% + indirect costs – roll forward funds])	
B3. LEA Base Preliminary Allocation Minus Admin Costs = B1 - B2	\$247,654.00
Per Pupil Rate	
C1. B3 divided by A3	\$18.94
Equitable Services	
Amount LEA must reserve for equitable services for private schools = A2 x C1	\$16,289.29

Describe how the LEA will engage with stakeholders during the design and development of the district application. Include the types and number of stakeholders that will be engaged and the method of engagement.

The district collaborated with school teams through the teaching and learning department. Schools create a spreadsheet of instructional resource needs and the schools and Teaching and Learning team work with federal programs to ensure maximum funding and collaboration across funding streams. Parent, teachers, staff and community members were surveyed via survey monkey to determine top priorities for funding and program implementation. The federal programs team will engage stakeholders through a district team comprised of members from each stakeholder group to provide input and direction to the grant programs and allocation process. The team will collaborate quarterly with stakeholders through face to face and virtual meetings. **The district surveyed the public and received 1418 surveys back from parents and community members. The district also held face to face meetings with community members to ensure additional input (5 community memebers were in attendance). Meetings are held quarterly.**

Area of Focus 1: Well-Rounded Educational Opportunities

A. Describe the program objectives and intended outcomes for activities under this Area of Focus, if applicable.

The district will provide supplemental resources to enhance instruction in ELA and reading, math and supports for English Language Learners. Private school will provide additional resources in math, reading, and STEM to provide more intensive individualization and targeted remediation.

1-Program specialist to support instruction and professional development to address the needs of ELLs in grades 6-12. Obj.- Provide targeted support to schools in the areas of program development and professional learning to support the academic outcomes for ELLs. Outcomes- Increase the percent of ELLs proficient in English by 3% annually. Increase the percent of ELLs making progress in English language proficiency by 3% annually. Evaluation- ACCESS for ELLs is an English language proficiency assessment for Grades K-12. The test is administered every year to help school districts monitor the English language development of students identified as ELLs. Proficiency level scores provide an interpretation of scale scores. On ACCESS tests, proficiency scores align to the six (1-6) WIDA English language proficiency levels.

Parent and Family Engagement Training Series- Family Engagement Strategic Planning – Consultative planning sessions for school and district leaders to build buy-in and support for engaging families as a strategy for improving student academic achievement.

Family Engagement Assessment – Qualitative and quantitative data for measuring the quality and impact of home-school partnership practices. Dr. Mapp Training Series –3-part series designed to assist school-based teams incorporate best practices in family engagement into their efforts to improve student learning. Implementation Coaching Support – Follow-up coaching support (in-person and virtual) to directly support the school team apply the recommendations from the Family Engagement Assessment and the learning from the Dr. Mapp Training Series.

The FEA process produces a comprehensive written report for each school that integrates the data collected from the walk through, the document review, the technology review, and the shopper call with the results from the administrator, teacher, and family surveys. The report includes:

A thorough assessment of family and community engagement practices including strengths and opportunities for growth. Visual images of the physical environment, website, social media, and documents that illustrate barriers to engagement and that also provide positive examples of family and community engagement efforts that should be promoted or built upon.

The summer enrichment program will provide a 5 hour daily summer session for students to participate in reading and math enrichment to reduce the summer slide. Students will participate in 20 days of enrichment with 90% or higher attendance. Students meeting the 90% or higher attendance will reduce the average summer slide as evidenced on the i-Ready PM3 to PM1 assessment by 5 points.

B. Describe how the LEA will periodically evaluate the effectiveness of the activities carried out under this Area of Focus based on objectives and outcomes, if applicable.

The LEA will survey teachers on the use of the supplemental resources, as well as monitor student data through progress monitoring measures. Private school input is gathered through on-going consultation. Students who score an English language proficiency composite score of 4.0 or higher are considered proficient on the English language proficiency assessment. For ELLs with significant cognitive disabilities, who take the Alternate ACCESS for ELLs assessment, an English language proficiency score of P1 or higher is considered proficient. Progress in achieving English language proficiency is calculated as (1) the percentage of ELLs who increase their composite proficiency level on the Kindergarten ACCESS for ELLs or the ACCESS for ELLs 2.0 assessment to the next highest whole number, or (2) for ELLs with significant cognitive disabilities, who take the Alternate ACCESS for ELLs assessment, the percentage who move up one scoring category. Students who remain at a composite score of 4, 5, or 6 or who remain at a score of P1, P2 or P3 are also counted as making progress. This position was supported by ESSER funding for the 22-23 and 23-24 school year. Family Engagement Assessment provides quantitative data that schools can use to measure improvement over time. Recommendations for growth in each of the 4 goal areas (Welcoming, Communication, Information, and Engagement). As a conclusion to the FEA process, school teams will review the Family Engagement Assessment results during a virtual debrief. Data from the Family Engagement Assessment will assist schools to focus and prioritize their family engagement efforts. Summer program evaluation will be based on attendance and student maintenance of skills based on the i-Ready PM3 to PM1 assessment comparison.

No Title IV, Part A funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

C. Describe the funded activities that will be implemented to address Area of Focus 1.

Activity 1	Program specialist to support instruction and professional development to address the needs of ELLs in grades 6-12. Salary and benefits \$85170.00
Activity 2	Parent and family engagement training series- 5 days of training @3000/day=15000, 5 family engagement assessments- development, admin., and data disaggregation (\$23994), 5 days of implementation coaching (6 hours/1 day per school) 5@\$3000=\$15000. Book Everyone Wins 30 @ \$886.87 inc. S/H
Activity 3	EQ- Private Schools proportionate share \$18134.69- (\$16289.29 (24-25) allocation and \$1845.40 (RF)). \$5520-iXL licenses(OBJ 369) (CTK-\$1760)(CEC-\$530) (SEAS \$3.230), (SCCS) Just Words Reading Supplemental resources 4 @\$98.00 ea. +S/H, \$3150 Online PL for private school teachers in reading, SIPPS curriculum for reading intervention \$ 1269(CTK) Turn It In- Plagiarism and AI software subscription (FB)(\$3674.81)
Activity 4	iXL subscriptions for 4 school grades 6-12 (6425 students) \$89963 (OBJ 369)
Activity 5	Summer Enrichment Program at Carver Gym Community Center to support students in reading, math and science during the summer. 4 teachers x 30 days x 5 hours a dayx \$35/hr.= \$21000 plus benefits. \$1500 consumable supplies- Paper, markers, pens, folders, art

List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Use the dropdown to select LEA or Private
6300	130	AOF 1	1	Instruction and Curriculum Development Services-Other Certified	1	\$60,811.00	LEA
6300	210	AOF 1	1	Instruction and Curriculum Development Services-Retirement		\$8,289.00	LEA
6300	220	AOF 1	1	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		\$4,651.00	LEA
6300	230	AOF 1	1	Instruction and Curriculum Development Services-Group Insurance		\$8,378.00	LEA
6300	240	AOF 1	1	Instruction and Curriculum Development Services-Workers' Compensation		\$3,041.00	LEA
6150	311	AOF 1	2	Parental Involvement-Subawards Under Subagreements – First \$25,000		\$25,000.00	LEA
6150	312	AOF 1	2	Parental Involvement-Subawards Under Subagreements – In Excess of \$25,000		\$20,082.19	LEA
6150	590	AOF 1	2	Parental Involvement-Other Materials and Supplies		\$160.30	LEA
5100	360	AOF 1	3	Basic (FEFP K-12)-Rentals		\$5,520.00	Private
5100	390	AOF 1	3	Basic (FEFP K-12)-Other Purchased Services		\$3,150.00	Private
5100	590	AOF 1	3	Basic (FEFP K-12)-Other Materials and Supplies		\$430.00	Private
5100	590	AOF 1	3	Basic (FEFP K-12)-Other Materials and Supplies		\$1,269.00	Private
5100	360	AOF 1	3	Basic (FEFP K-12)-Rentals		\$1,194.13	Private
5100	360	RF: AOF 1	3	Basic (FEFP K-12)-Rentals		\$2,480.68	Private
5100	360	RF: AOF 1	4	Basic (FEFP K-12)-Rentals		\$52,963.00	LEA
6150	590	AOF 1	2	Parental Involvement-Other Materials and Supplies		\$635.28	LEA
6150	312	RF: AOF 1	2	Parental Involvement-Subawards Under Subagreements – In Excess of \$25,000		\$8,912.11	LEA
6150	590	RF: AOF 1	2	Parental Involvement-Other Materials and Supplies		\$251.59	LEA
5900	120	RF: AOF 1	5	Other Instruction-Classroom Teacher		\$21,000.00	LEA
5900	210	RF: AOF 1	5	Other Instruction-Retirement		\$2,940.00	LEA
5900	220	RF: AOF 1	5	Other Instruction-Federal Insurance Contributions Act (FICA)		\$1,606.62	LEA
5900	510	RF: AOF 1	5	Other Instruction-Supplies		\$1,500.00	LEA
LEA Total (Including Roll Forward)						\$220,221.09	
Private Total (Including Roll Forward)						\$14,043.81	
Area of Focus 1 Total (Not Including Roll Forward)						\$142,610.90	
Estimated Roll Forward Total						\$91,654.00	
Total Funds Requested (Including Roll Forward)						\$234,264.90	

Area of Focus 2: Safe and Healthy Conditions

A. Describe the program objectives and intended outcomes for activities under this Area of Focus, if applicable.

Flagler County will provide an attendance specialist to provide monitoring, support and referral to case management for families with chronic absenteeism. Attendance specialist will connect families to support resources through district social workers and CINS/FINS. 1-Program specialist to support instruction and professional development to address the needs of ELLs in grades 6-12. Obj.- Monitor for improvement the attendance of chronically absent students in grades k-12. This is a new position for 24-25. The school psychologist will address the needs of SWD and those requiring mental health support on a continuum of service. The school psychologist will provide tier 2 supports. The school will increase the number of students receiving tiered support in the area of mental health by 5%. This is an increased position (.2) from the previous school year and will split funded through IDEA and Title IV funds.

B. Describe how the LEA will periodically evaluate the effectiveness of the activities carried out under this Area of Focus based on objectives and outcomes, and how the activities will promote the involvement of parent and families, if applicable.

The student services team will provide quarterly data on absenteeism, case management, and resource referrals. Outcomes- Reduce the percentage of chronically absent students by 5% annually. Evaluation- Attendance will be monitored monthly. The Attendance Specialist will keep detailed records on attendance interventions in place for each student/family. Attendance rates will be monitored at the monthly Academic Services Team mtg. The school psychologist will help the school increase the number of students receiving tiered support in the area of mental health by 5%.

No Title IV, Part A funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

C. Describe the funded activities that will be implemented to address Area of Focus 2.

Activity 1	Attendance specialist to ensure regular attendance and student participation for our most chronically absent students. Attendance specialist will connect families to support resources through district social workers and CINS/FINS. Salary and benefits \$78067
Activity 2	Proportionate share Imagine Charter School Town Center (OBJ 394) - \$16024.11 Provide a portion of a schools psychologist salary and benefits to provide counseling and mental health supports and assessments for students.

List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Use the dropdown to select LEA or Private
6100	130	AOF 2	1	Student Personnel Services-Other Certified	1	\$55,230.00	LEA
6100	210	AOF 2	1	Student Personnel Services-Retirement		\$7,528.00	LEA
6100	220	AOF 2	1	Student Personnel Services-Federal Insurance Contributions Act (FICA)		\$4,225.00	LEA
6100	230	AOF 2	1	Student Personnel Services-Group Insurance		\$8,322.00	LEA
6100	240	AOF 2	1	Student Personnel Services-Workers' Compensation		\$2,767.15	LEA
6140	390	AOF 2	2	Psychological Services-Other Purchased Services		\$16,024.11	LEA
LEA Total (Including Roll Forward)						\$94,096.26	
Private Total (Including Roll Forward)						\$0.00	
Area of Focus 2 Total (Not Including Roll Forward)						\$94,096.26	
Estimated Roll Forward Total						\$0.00	
Total Funds Requested (Including Roll Forward)						\$94,096.26	

Area of Focus 3: Effective Use of Technology

A. Describe how the program objectives and intended outcomes for activities under this Area of Focus, if applicable.

The district will utilize funds to pay for repair fees for lost or damaged devices to support he district technology 1:1 deployment. The fees will be provided on a scholarship basis for low income students (FRL). **Private schools will increase the STEM opportunities by providing chromebooks and 3D printers.**

B. Describe how the LEA will periodically evaluate the effectiveness of the activities carried out under this Area of Focus based on objectives and outcomes, if applicable.

The LEA will document the number of students in need that are accessing this program. The LEA will also survey families and staff to determine the benefit of the program. **Private schools will provide the number of students engaged in STEM programs and pre-post assessment for the program.**

No Title IV, Part A funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

C. Describe the funded activities that will be implemented to address Area of Focus 3.

Activity 1	EQ- Private school chromebooks to support technology integration in the core. \$980- 3 chromebooks at \$300 ea. Plus S/H (CTK) \$3111.59 3D printer to support STEM instruction within the private school (FB)
Activity 2	The district will utilize funds to pay for repair fees for lost or damaged devices to support the district technology 1:1 deployment. The fees will be provided on a scholarship basis for low income students (FRL). \$2000
Activity 3	Portion of iXL subscriptions for 4 school grades 6-12 (6425 students) \$37000 (OBJ 369)

List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Use the dropdown to select LEA or Private
5100	644	AOF 3	1	Basic (FEFP K-12)-Noncapitalized Computer Hardware		\$979.29	Private
5100	643	AOF 3	1	Basic (FEFP K-12)-Capitalized Computer Hardware		\$3,111.59	Private
5100	350	AOF 3	2	Basic (FEFP K-12)-Repairs and Maintenance		\$2,000.00	LEA
5100	360	RF: AOF 3	3	Basic (FEFP K-12)-Rentals		\$37,000.00	LEA
LEA Total (Including Roll Forward)						\$39,000.00	
Private Total (Including Roll Forward)						\$4,090.88	
Area of Focus 3 Total (Not Including Roll Forward)						\$6,090.88	
Estimated Roll Forward Total						\$37,000.00	
Total Funds Requested (Including Roll Forward)						\$43,090.88	

Area of Focus 4: Administrative Costs

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

Direct administrative costs are not to exceed 2 percent of the total allocation. Indirect administrative costs may not exceed the restricted rate defined by the FDOE Comptroller's Office.

LEAs may claim both direct administrative cost and restricted indirect costs.

Activity 1	2% indirect cost \$4855.96 (OBJ 792)
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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
7200	790	AOF 4	1	General Administration (Superintendent's Office)-Miscellaneous		\$4,855.96
Area of Focus 4 Total (Not Including Roll Forward)						\$4,855.96
Estimated Roll Forward Total						\$0.00
Total Funds Requested (Including Roll Forward)						\$4,855.96

Area of Focus	LEA Total (Including Roll Forward)	Private Total (Including Roll Forward)	Area of Focus Total	Estimated Roll Forward Total	Area of Focus Grand Total	Percent of Allocation
Area of Focus 1 Well-Rounded Educational Opportunities	\$0.00	\$14,043.81	\$142,610.90	\$91,654.00	\$234,264.90	57.58%
Area of Focus 2 Safe and Healthy Conditions	\$0.00	\$0.00	\$94,096.26	\$0.00	\$94,096.26	38.00%
Area of Focus 3 Effective Use of Technology	\$0.00	\$4,090.88	\$6,090.88	\$37,000.00	\$43,090.88	2.46%
Area of Focus 4 Administrative Costs			\$4,855.96	\$0.00	\$4,855.96	1.96%
Grand Total	\$0.00	\$18,134.69	\$247,654.00	\$128,654.00	\$376,308.00	100.00%

[Click to return to top of page.](#)

If requesting less than the preliminary allocation, please provide the LEA's justification.

Title IV, Part A Summary Budget DOE 101

Flagler					25A120	
Name of LEA		Project Number			TAPS Number	
Requested Allocation Amount					\$247,654.00	
Estimated Roll Forward					\$128,654.00	
Total Funds Requested (sum of allocation and estimated roll)					\$376,308.00	
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
6300	130	AOF 1	1	Instruction and Curriculum Development Services-Other Certified	1	\$60,811.00
6300	210	AOF 1	1	Instruction and Curriculum Development Services-Retirement		\$8,289.00
6300	220	AOF 1	1	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		\$4,651.00
6300	230	AOF 1	1	Instruction and Curriculum Development Services-Group Insurance		\$8,378.00
6300	240	AOF 1	1	Instruction and Curriculum Development Services-Workers' Compensation		\$3,041.00
6150	311	AOF 1	2	Parental Involvement-Subawards Under Subagreements – First \$25,000		\$25,000.00
6150	312	AOF 1	2	Parental Involvement-Subawards Under Subagreements – In Excess of \$25,000		\$20,082.19
6150	590	AOF 1	2	Parental Involvement-Other Materials and Supplies		\$160.30
5100	360	AOF 1	3	Basic (FEFP K-12)-Rentals		\$5,520.00
5100	390	AOF 1	3	Basic (FEFP K-12)-Other Purchased Services		\$3,150.00
5100	590	AOF 1	3	Basic (FEFP K-12)-Other Materials and Supplies		\$430.00
5100	590	AOF 1	3	Basic (FEFP K-12)-Other Materials and Supplies		\$1,269.00
5100	360	AOF 1	3	Basic (FEFP K-12)-Rentals		\$1,194.13
5100	360	RF: AOF 1	3	Basic (FEFP K-12)-Rentals		\$2,480.68
5100	360	RF: AOF 1	4	Basic (FEFP K-12)-Rentals		\$52,963.00
6150	590	AOF 1	2	Parental Involvement-Other Materials and Supplies		\$635.28

6150	312	RF: AOF 1	2	Parental Involvement- Subawards Under Subagreements – In Excess of \$2 5,000		\$8,912.11
6150	590	RF: AOF 1	2	Parental Involvement-Other Materials and Supplies		\$251.59
5900	120	RF: AOF 1	5	Other Instruction-Classroom Teacher		\$21,000.00
5900	210	RF: AOF 1	5	Other Instruction-Retirement		\$2,940.00
5900	220	RF: AOF 1	5	Other Instruction- Federal Insurance Contributions Act (FICA)		\$1,606.62
5900	510	RF: AOF 1	5	Other Instruction-Supplies		\$1,500.00
6100	130	AOF 2	1	Student Personnel Services-Other Certified	1	\$55,230.00
6100	210	AOF 2	1	Student Personnel Services-Retirement		\$7,528.00
6100	220	AOF 2	1	Student Personnel Services- Federal Insurance Contributions Act (FICA)		\$4,225.00
6100	230	AOF 2	1	Student Personnel Services-Group Insurance		\$8,322.00
6100	240	AOF 2	1	Student Personnel Services-Workers' Compensation		\$2,767.15
6140	390	AOF 2	2	Psychological Services-Other Purchased Services		\$16,024.11
5100	644	AOF 3	1	Basic (FEFP K-12)-Noncapitalized Computer Hardware		\$979.29
5100	643	AOF 3	1	Basic (FEFP K-12)-Capitalized Computer Hardware		\$3,111.59
5100	350	AOF 3	2	Basic (FEFP K-12)-Repairs and Maintenance		\$2,000.00
5100	360	RF: AOF 3	3	Basic (FEFP K-12)-Rentals		\$37,000.00
7200	790	AOF 4	1	General Administration (Superintendent's Office)- Miscellaneous		\$4,855.96

Elementary and Secondary Education Act (ESEA) Federal Programs Florida 2024-25 ESEA Federal Program Applications

Project Application (DOE 100A)

UEI Number *FEW6KNASENC4*

Flagler

Program Name		Project Number	TAPS Number	2023-24 Preliminary Allocation	Requested Allocation	Estimated Roll Forward	Total Funds Requested (Sum of Allocation and Estimated Roll)
Type an "X" in the green box below for the program(s) in which the LEA is applying for funds.							
X	Title I, Part A		25A001	\$3,170,419.00	\$3,170,419.00	\$823,375.21	\$3,993,794.21
	Title I, Part C		25A020	AMC	\$0.00		\$0.00
	Title I, Part D, Subpart 2		25A009	\$0.00	\$0.00		\$0.00
	Title II, Part A		25A011	\$488,854.00	\$0.00	\$0.00	\$0.00
X	Title III, Part A		25A014	\$69,251.00	\$69,251.00	\$12,244.00	\$81,495.00
X	Title IV, Part A		25A120	\$247,654.00	\$247,654.00	\$128,654.00	\$376,308.00
	Title V, Part B, Subpart 2		25A007	\$0.00	\$0.00		\$0.00

As the official who is authorized to legally bind the agency/organization, I 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.

Lashakia Moore, Superintendent

Printed Name of Agency Head

Signature of Agency Head

Superintendent

Title

6/19/24

Date

Florida's 2024-25 ESEA Federal Programs Application Review for Flagler

For your convenience, we have highlighted the areas within the attached application for your review, reallocation, and any narrative changes based on the feedback and clarification requests below. Please respond on the chart below and if necessary make updates within the application (add highlight to additions, if needed). For resubmission, please email the chart and revised application to your program office contact.

Title IV, Part A			
Area of Focus	Activity	Feedback/Clarification Requests	LEA Response
Stakeholder Consultation		<p>During the design and development of its application, an LEA or consortium of LEAs must engage in consultation with stakeholders in the area served by the LEA (ESEA section 4106(c)(1)). Stakeholders must include a member of each group outlined in ESEA which includes parents, teachers, students, school leaders, and community members and organizations, and local government representatives.</p> <ul style="list-style-type: none"> - Include the types and number of stakeholders engaged and the method of engagement. 	<p>The district surveyed the public and received 1418 surveys back from parents and community members. The district also held face to face meetings with community members to ensure additional input (5 community members were in attendance). Meetings are held quarterly.</p> <ul style="list-style-type: none"> - Please ensure that local government was included in the development of the Title IV, Part A application. RW
1	Section A	Please provide the objectives and expected outcomes for the listed activities.	

Florida's 2024-25 ESEA Federal Programs Application Review for Flagler

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1	1	<p>Program Specialist</p> <ul style="list-style-type: none"> - Please include the following in the LEA Response section of this feedback form and the application: <ul style="list-style-type: none"> o An activity description (Section A), o Objective(s) (Section A), o Expected outcome(s) (Section A), and o How this activity will be evaluated for effectiveness (Section B) - Please clarify how this position was funded during the 2023-24 fiscal year. 	<p>1-Program specialist to support instruction and professional development to address the needs of ELLs in grades 6-12. Obj.- Provide targeted support to schools in the areas of program development and professional learning to support the academic outcomes for ELLs. Outcomes- Increase the percent of ELLs proficient in English by 3% annually. Increase the percent of ELLs making progress in English language proficiency by 3% annually. Evaluation- ACCESS for ELLs is an English language proficiency assessment for Grades K-12. The test is administered every year to help school districts monitor the English language development of students identified as ELLs.</p> <p>Proficiency level scores provide an interpretation of scale scores. On ACCESS tests, proficiency scores align to the six (1-6) WIDA English language proficiency levels. Students who score an English language proficiency composite score of 4.0 or higher are considered proficient on the English language proficiency assessment. For ELLs with significant cognitive disabilities, who take the Alternate ACCESS for ELLs assessment, an English language proficiency score of P1 or higher is considered proficient. Progress in achieving English language proficiency is calculated as (1) the percentage of ELLs who increase their composite proficiency level on the Kindergarten</p>
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Florida's 2024-25 ESEA Federal Programs Application Review for Flagler

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			<p>ACCESS for ELLs or the ACCESS for ELLs 2.0 assessment to the next highest whole number, or (2) for ELLs with significant cognitive disabilities, who take the Alternate ACCESS for ELLs assessment, the percentage who move up one scoring category. Students who remain at a composite score of 4, 5, or 6 or who remain at a score of P1, P2 or P3 are also counted as making progress. This position was supported by ESSER funding for the 22-23 and 23-24 school year.</p> <p style="text-align: right;">- Reviewed 06/26/2024 RW</p>
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Florida's 2024-25 ESEA Federal Programs Application Review for Flagler

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1	2	<p>Parent and Family Engagement Training Series</p> <ul style="list-style-type: none"> - Please include the following in the LEA Response section of this feedback form and the application: <ul style="list-style-type: none"> o An activity description (Section A), o Objective(s) (Section A), o Expected outcome(s) (Section A), and o How this activity will be evaluated for effectiveness (Section B) 	<p>Parent and Family Engagement Training Series</p> <p><u>Family Engagement Strategic Planning</u> – Consultative planning sessions for school and district leaders to build buy-in and support for engaging families as a strategy for improving student academic achievement.</p> <p><u>Family Engagement Assessment</u> – Qualitative and quantitative data for measuring the quality and impact of home-school partnership practices.</p> <p><u>Dr. Mapp Training Series</u> –3-part series designed to assist school-based teams incorporate best practices in family engagement into their efforts to improve student learning.</p> <p><u>Implementation Coaching Support</u> – Follow-up coaching support (in-person and virtual) to directly support the school team apply the recommendations from the Family Engagement Assessment and the learning from the Dr. Mapp Training Series.</p> <p>The FEA process produces a comprehensive written report for each school that integrates the data collected from the walk through, the document review, the technology review, and the shopper call with the results from the</p>
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Florida's 2024-25 ESEA Federal Programs Application Review for Flagler

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			<p>administrator, teacher, and family surveys. The report includes:</p> <ul style="list-style-type: none"> ● A thorough assessment of family and community engagement practices including strengths and opportunities for growth. ● Visual images of the physical environment, website, social media, and documents that illustrate barriers to engagement and that also provide positive examples of family and community engagement efforts that should be promoted or built upon. ● Quantitative data that schools can use to measure improvement over time. ● Recommendations for growth in each of the 4 goal areas (Welcoming, Communication, Information, and Engagement) <p>As a conclusion to the FEA process, school teams will review the FEA results during a virtual debrief. Data from the FEA will assist schools to focus and prioritize their family engagement efforts.</p> <p style="color: green;">-Reviewed 06/25/2024 RW</p>
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Florida's 2024-25 ESEA Federal Programs Application Review for Flagler

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1	5	<p>Summer Enrichment Program</p> <ul style="list-style-type: none"> - Please include the following in the LEA Response section of this feedback form and the application: <ul style="list-style-type: none"> o An activity description (Section A), o Objective(s) (Section A), o Expected outcome(s) (Section A), and o How this activity will be evaluated for effectiveness (Section B) 	<p>The summer enrichment program will provide a 5 hour daily summer session for students to participate in reading and math enrichment to reduce the summer slide. Students will participate in 20 days of enrichment with 90% or higher attendance. Students meeting the 90% or higher attendance will reduce the average summer slide as evidenced on the i-Ready PM3 to PM1 assessment by 5 points. Program evaluation will be based on attendance and student maintenance of skills based on the i-Ready PM3 to PM1 assessment comparison.</p> <p style="text-align: right;">- Reviewed 06/25/2024 RW</p>
2	1	<p>Attendance Specialist</p> <ul style="list-style-type: none"> - Please provide the expected outcome of this position. - Please clarify how this position was funded during the 2023-24 fiscal year. 	<p>1-Attendance specialist to support and monitor the attendance of chronically absent students in grades k-12. Outcomes- Reduce the percentage of chronically absent students by 5% annually. Evaluation- Attendance will be monitored monthly. The Attendance Specialist will keep detailed records on attendance interventions in place for each student/family. Attendance rates will be monitored at the monthly Academic Services Team mtg. This is a new position for 24-25.</p> <p style="text-align: right;">- Reviewed 06/25/2024 RW</p>

Florida's 2024-25 ESEA Federal Programs Application Review for Flagler

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2	2	<p>School Psychologist</p> <ul style="list-style-type: none"> - Please include the following in the LEA Response section of this feedback form and the application: <ul style="list-style-type: none"> o An activity description (Section A), o Objective(s) (Section A), o Expected outcome(s) (Section A), and o How this activity will be evaluated for effectiveness (Section B) - Please clarify how this position was funded during the 2023-24 fiscal year. 	<p>The school psychologist will address the needs of SWD and those requiring mental health support on a continuum of service. The school psychologist will provide tier 2 supports. The school will increase the number of students receiving tiered support in the area of mental health by 5%. This is an increased position (.2) from the previous school year and will split funded through IDEA and Title IV funds.</p> <ul style="list-style-type: none"> - Please clarify the increased position (.2) from the previous school year.
Tech Cap		<p>The technology cap is 15% of what the district places into the technology area of focus. A district cannot spend more than 15% of the amount in the technology area of focus on hardware, software, or digital content. Please adjust.</p>	<p>The district is using funds to provide for iXL subscriptions for progress monitoring. Those funds, though included in area of focus 1, could also be seen as technology. In order not to penalize the private schools, we counted those funds proportionally to technology. I have moved a portion of the allocation to the AoF 3.</p> <ul style="list-style-type: none"> - Reviewed 06/25/2024 RW
1	1	<p>Chromebooks/ 3D Printers</p> <ul style="list-style-type: none"> - Please include the following in the LEA Response section of this feedback form and the application: <ul style="list-style-type: none"> o An activity description (Section A), o Objective(s) (Section A), o Expected outcome(s) (Section A), and o How this activity will be evaluated for effectiveness (Section B) 	<p>Private schools will increase the STEM opportunities by providing chromebooks and 3D printers. Private schools will provide the number of students engaged in STEM programs and pre-post assessment for the program.</p> <ul style="list-style-type: none"> - Reviewed 06/25/2024 RW



Florida's 2024-25 ESEA Federal Programs Application Review for Flagler

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