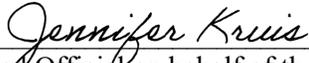


**Florida Department of Education  
Project Award Notification**

<b>1 PROJECT RECIPIENT</b> Flagler County School District	<b>2 PROJECT NUMBER</b> 180-2416A-6C001	
<b>3 PROJECT/PROGRAM TITLE</b> Title IV, Part A - Student Support and Academic Enrichment (SSAE)  <p align="center"><b>TAPS 26A120</b></p>	<b>4 AUTHORITY</b> <b>84.424A Title IV Student Support and Academic Enrichment</b> <b>USDE or Appropriate Agency</b>  FAIN#: S424A250010	
<b>5 AMENDMENT INFORMATION</b> Amendment Number: Type of Amendment: Effective Date:	<b>6 PROJECT PERIODS</b>  Budget Period: 07/01/2025 - 06/30/2026 Program Period:07/01/2025 - 06/30/2026	
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget:           \$241,302.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount:                \$241,302.00	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance	
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>• Last date for incurring expenditures and issuing purchase orders: <span style="float: right;"><u>06/30/2026</u></span></li> <li>• Date that all obligations are to be liquidated and final disbursement reports submitted: <span style="float: right;"><u>08/20/2026</u></span></li> <li>• Last date for receipt of proposed budget and program amendments: <span style="float: right;"><u>05/30/2026</u></span></li> <li>• Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>• Date(s) for program reports:</li> <li>• Federal Award Date : <span style="float: right;"><u>07/01/2025</u></span></li> </ul>		
<b>10 DOE CONTACTS</b> <b>Program:</b> Raven Wilcoxson <b>Phone:</b> (850) 245-0558 <b>Email:</b> <a href="mailto:Raven.Wilcoxson@fldoe.org">Raven.Wilcoxson@fldoe.org</a> <b>Grants Management:</b> Unit A (850) 245-0735	<b>Comptroller Office</b> <b>Phone:</b> (850) 245-0401  <b>UEI#:</b> FEW6KNASENC4 <b>FEIN#:</b> F596000609027	
<b>11 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• The Department's approval of this contract/grant does not excuse compliance with any law.</li> <li>• Other: Please note that additional terms and conditions may apply depending on the assurances associated with this project. For further details, refer to Section 11 on the following page.</li> </ul>		
<b>12 APPROVED:</b>  <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">   <hr style="width: 100%;"/>           Authorized Official on behalf of the            Commissioner of Education         </div> <div style="text-align: center;">           8/15/2025  <hr style="width: 100%;"/>           Date of Signing         </div> <div style="text-align: right;">   <small>FLORIDA DEPARTMENT OF <b>EDUCATION</b> fldoe.org</small> </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  
As applicable, grantees must not use federal funds under this project in any manner that violates the United States Constitution, Title VI or Title VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d et seq. or 42 U.S.C. § 2000e et seq.), Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.), section 504 of the Rehabilitation Act (29 U.S.C. § 794), the Age Discrimination Act of 1975 (42 U.S.C. 6101 et seq.), Title II of the Americans with Disabilities Act of 1990 (42 U.S.C. § 12131 et seq.), the Boy Scouts of America Equal Access Act of 2001 (20 U.S.C. § 7905), section 117 of the Higher Education Act of 1965, as amended (20 U.S.C. § 1011f), or other applicable federal law. To the extent that a grantee uses grant funds for such unallowable activities, the U.S. Department of Education and/or the Florida Department of Education may take appropriate enforcement action including under section 451 of the General Education Provisions Act (GEPA), which may include the recovery of funds under section 452 of GEPA.
- 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 2025-26 ESEA Federal Programs Application	
<i>Flagler</i>	
<b>Fiscal Contact Information</b>	
Fiscal Contact Name	TAMMY YORKE
Title	COORDINATOR OF FEDERAL PROGRAMS
Phone Number	346-437-7534 X2
Contact Email	YORKET@FLAGLERSCHOOLS.COM
<b>Title I, Part A</b>	
Program Contact Name	TAMMY YORKE
Title	COORDINATOR OF FEDERAL PROGRAMS
Phone Number	346-437-7534 X2
Contact Email	YORKET@FLAGLERSCHOOLS.COM
<b>Title I, Part C</b>	
Program Contact Name	
Title	
Phone Number	
Contact Email	
<b>Title I, Part D, Subpart 2</b>	
Program Contact Name	
Title	
Phone Number	
Contact Email	
<b>Title II, Part A</b>	
Program Contact Name	Jeff Reaves
Title	Director of Teaching and Learning
Phone Number	386-437-7534 ext 1110
Contact Email	reavesj@flaglerschools.com
<b>Title III, Part A</b>	
Program Contact Name	TAMMY YORKE
Title	COORDINATOR OF FEDERAL PROGRAMS
Phone Number	346-437-7534 X2
Contact Email	YORKET@FLAGLERSCHOOLS.COM
<b>Title IV, Part A</b>	
Program Contact Name	TAMMY YORKE
Title	COORDINATOR OF FEDERAL PROGRAMS
Phone Number	346-437-7534 X2
Contact Email	YORKET@FLAGLERSCHOOLS.COM
<b>Title V, Part B, Subpart 2</b>	
Program Contact Name	
Title	
Phone Number	
Contact Email	

## Florida 2025-26 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)]. The LEA assures it will utilize a Best Interest Determination (BID) checklist when determining school placement that will include the following: (i) all factors relating to a student’s best interest, (ii) the appropriateness of the school of origin as a continued placement, and (iii) the proximity of the student’s new foster care placement to the school of origin.

**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)].

<b>Assurance 4:</b> 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)].
<b>Assurance 6:</b> 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)].
<b>Assurance 7:</b> 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)].
<b>Assurance 8:</b> 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)].
<b>Assurance 9:</b> 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)].
<b>Assurance 10:</b> 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)].
<b>Assurance 11:</b> 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)].”
<b>Title I, Part D, Subpart 2: Neglected and Delinquent Youth</b>
<b>Assurance 1:</b> 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)]
<b>Assurance 2:</b> 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].
<b>Assurance 3:</b> 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)].
<b>Assurance 4:</b> 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].
<b>Assurance 5:</b> 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].
<b>Title II, Part A: Supporting Effective Instruction</b>
<b>Assurance 1:</b> The LEA assures they will comply with section 8501 (regarding participation by private school children and teachers). [Section 2102(b)(2)(E)].
<b>Assurance 2:</b> 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)].
<b>Assurance 3:</b> 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].
<b>Assurance 4:</b> 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)]
<b>Assurance 5:</b> 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.
<b>Title III, Part A: English Language Acquisition, Language Enhancement and Academic Achievement</b>
<b>Assurance 1:</b> 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)].
<b>Assurance 2:</b> 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)].
<b>Assurance 3:</b> 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)].
<b>Assurance 4:</b> 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)].
<b>Assurance 5:</b> 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].
<b>Assurance 6:</b> 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)].
<b>Assurance 7:</b> 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)].
<b>Title IV, Part A: Student Support and Academic Enrichment</b>
<b>Assurance 1:</b> 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)].
<b>Assurance 2:</b> The LEA assures that it will comply with section 8501 regarding equitable participation by private school children and teachers. [Section 4106(e)(2)(B)].
<b>Assurance 3:</b> 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)(Ai)-(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 2025-26 ESEA Federal Programs Preliminary Allocations

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
10	Alachua	8149604	822076	251,804	1201682	162686	641412	0
15	UF, PK Yonge Devm't Research School	130255	0	0	25876	0	10250	0
20	Baker	1193781	0	0	201660	0	93954	0
30	Bay	8282445	0	137,994	1082718	227231	651867	0
40	Bradford	1255798	0	0	200540	0	98835	96154
50	Brevard	18041573	0	123768	2499136	472715	1419959	0
60	Broward	80071251	95244	264607	11950572	4577290	6302000	0
70	Calhoun	749488	0	0	123496	0	58986	67946
80	Charlotte	4050329	0	0	561830	93644	318779	0
90	Citrus	5702133	0	0	920814	23014	448784	0
100	Clay	6060929	0	0	1054300	202630	477024	0
110	Collier	12078306	3147633	64,018	1743282	1028095	950620	0
120	Columbia	3426515	0	0	598025	18120	269682	311599
130	Miami-Dade	129042677	1376878	186,363	14141336	10622058	10156292	0
140	DeSoto	2233399	380679	0	272406	72084	175777	141602
150	Dixie	986632	0	0	138607	0	77651	65280
160	Duval	56942313	0	258917	6531417	1478457	4481638	0
170	Escambia	20603438	0	190631	2447656	152237	1621590	0
180	Flagler	3170863	0	0	492623	69968	241302	0
190	Franklin	620916	0	0	77162	0	48867	38762
200	Gadsden	4235591	0	0	469769	45499	333360	150653
210	Gilchrist	776638	0	0	128247	16930	61123	0
220	Glades	405825	79779	0	65695	10846	31938	64302
230	Gulf	552240	0	0	92750	0	43462	61974
240	Hamilton	1118963	209514	0	130346	23279	88066	52133
250	Hardee	1929070	436426	0	291639	49864	151825	160081
260	Hendry	3356575	1032768	0	423255	159379	264178	470966
270	Hernando	6680927	0	0	976599	102902	525820	0
280	Highlands	4845881	685094	2845	653786	83724	381393	404146
290	Hillsborough	78055751	1934123	314399	8256821	3311780	6143370	0
300	Holmes	1162212	0	0	168996	0	91470	106407
310	Indian River	4463932	0	0	641316	126048	351331	0
320	Jackson	2349288	0	0	341973	12433	184898	199407
330	Jefferson	602707	0	0	93728	0	47435	22011
340	Lafayette	391156	8510	0	61844	0	30784	37748

350	Lake	12025965	11140	5690	1822745	354867	946501	0
360	Lee	26428661	360333	189208	3698159	2554563	2080064	0
370	Leon	11035826	0	140839	1360772	160966	868572	0
371	FSU Developmental Research School	295882	0	0	53649	0	23285	0
380	Levy	2664340	0	0	329452	29363	209695	187312
390	Liberty	338395	0	36988	53580	0	26631	44096
400	Madison	1120122	15161	0	152267		88157	73768
410	Manatee	11577309	389430	197744	1656141	950191	911189	0
420	Marion	16167512	0	477987	2529489	333440	1272461	0
430	Martin	4036373	0	1423	636421	304077	317680	0
440	Monroe	1839911	0	4268	308700	195620	144808	0
450	Nassau	1803055	0	0	350303	25924	141907	0
460	Okaloosa	6500330	0	82512	1011279	246013	511606	0
470	Okeechobee	2170814	449728	0	319607	85046	170852	207369
480	Orange	69858834	357051	349965	7693990	4260912	5498232	0
490	Osceola	22086752	0	0	2994517	1750393	1738334	0
500	Palm Beach	57332419	1928536	199167	6936163	4589458	4512342	0
510	Pasco	21908190	83840	137994	2627002	699152	1724280	0
520	Pinellas	27916213	0	294482	3518394	892391	2197141	0
530	Polk	44455590	1124111	246113	6047442	1635984	3498872	0
540	Putnam	6783827	98695	0	793639	93247	533918	327260
550	St. Johns	4084500	0	1423	875874	132265	321468	0
557	Florida School for the Deaf and Blind	124958	0	0	15738	0	10000	0
560	St. Lucie	15725200	272976	211970	2098514	861838	1237649	0
570	Santa Rosa	4543721	0	0	875059	39415	357611	0
580	Sarasota	8213596	0	0	1311848	515833	646448	0
590	Seminole	11792788	0	136572	2152304	519536	928148	0
600	Sumter	3170498	0	0	438786	50657	249532	0
610	Suwannee	2566973	229035	0	420058	32140	202031	192270
620	Taylor	1135333	0	0	178202	0	89354	81130
630	Union	652422	0	0	104803	0	51347	0
640	Volusia	20667947	136176	318667	2677771	431712	1626667	0
650	Wakulla	908046	0	0	182955	0	71466	0
660	Walton	2591794	0	0	478037	101315	203985	0
670	Washington	1374079	270101	0	205041	0	108145	108737
685	FAMU Developmental Research School	297126	0	0	30409	0	23383	0
687	FAU A. D. Henderson School	373178	0	0	61450	0	29369	0
708	Florida Department of Corrections	0	0	0	1037		0	0
815	Mater Academy	446879	0	0	56582	35712	35170	0

05E	Odyssey Charter	876398	0	0	89737	10184	68975	0
48C	Florida Virtual School	1173653	0	0	185131	10449	92370	0
48K	United Cerebral Palsy of Central Florida, Inc.	451500	0	0	45751	10317	35533	0
50D	South Tech	1009141	0	0	58618	0	79422	0
53D	Lake Wales	2382149	27897	0	275415	49070	187485	0
98Z	KIPP Miami	767846	0	0	58671	0	60431	0
99H	IDEA	1044220	0	0	276486	149724	82183	0
TBD	DJJ-Florida Scholars Academy	531977	0	0	62312	0	41867	0
TBD	Tallahassee Collegiate Academy	0	0	0	0	0	0	0
	<b>Total</b>	<b>908971643</b>	<b>15962934</b>	<b>4828358</b>	<b>117172202</b>	<b>45254687</b>	<b>71532288</b>	<b>3673113</b>

**Title IV, Part A**  
**Flagler**

**Student Support and Academic Enrichment Projects**

**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.**

<b>Preliminary Allocation</b>	<b>\$241,302.00</b>
<b>Requested Allocation Amount</b>	<b>\$241,302.00</b>
<b>Estimated Roll Forward</b>	<b>\$0.00</b>
<b>Total Funds Requested (Including Roll Forward) (sum of allocation and estimated roll)</b>	<b>\$241,302.00</b>

**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)

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

**Title IV, Part A Equitable Services Formula**

<b>Number of Students (ages 5-17)</b>	
A1. LEA Total Enrollment	13406
A2. Participating Private Schools Total Enrollment	1157
A3. Total Enrollment = A1 + A2	14563
<b>Title IV, Part A Base Preliminary Allocation</b>	
B1. Total LEA Base Preliminary Allocation	\$241,302.00
B2. Administrative Costs (AOF 4 total [direct costs not exceeding 2% + indirect costs – roll forward funds])	\$4,800.00
B3. LEA Base Preliminary Allocation Minus Admin Costs = B1 - B2	\$236,502.00
<b>Per Pupil Rate</b>	
C1. B3 divided by A3	\$16.24
<b>Equitable Services</b>	
Amount LEA must reserve for equitable services for private schools = A2 x C1	\$18,789.59

**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. Parents, 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. Flagler Schools has collaborated with community organizations through our collaboration with the Flagler Education Foundation, Flagler Kiwanis, Carver Foundation, G.W. Carver Center, Flagler PAL, and Grand Haven Woman's Club. School leaders are included in collaboration with school teams. Students give input through programmatic feedback. **Local government representatives are embedded in the organizations we work with. Specifically the GW Carver Center Advisory Committee- Board of County Com. Leanne Pennington, Chief David Williams, and Jacki Garcia from HUD.**

**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.**

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.

The district will provide supplemental resources to enhance instruction in ELA and reading, math and support for English Language Learners. Private schools 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.

**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.

The 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. Schools will improve feedback from parent and family engagement events by 20%.

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	Parent and family engagement training series- 4 days (\$3000/ea.) of professional learning to focus on family engagement with District and School Leaders (\$12000), Dr. Karen Mapp workshop series,- 5 schools @ \$1800/each, PFE implementation coaching for school teams 6 hours per school (\$3000 per school), Powerful partnership book study materials (\$877.20)
Activity 2	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 day x \$35/hr.= \$21000 plus benefits. \$1500 consumable supplies- Paper, markers, pens, folders, art supplies.
Activity 3	Program specialist to support instruction and professional development to address the needs of ELLs in grades K-12. Salary \$62292 plus benefits
Activity 4	Technology applications to support reading and math intervention and progress monitoring -equitable services. \$21,201.26. Quotes have been requested. The district will ensure quotes are only for the grant period 07/01/25-06/30/26.
Activity 5	

**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
6150	312	AOF 1	1	Parental Involvement-Subawards Under Subagreements – In Excess of \$25,000		\$11,956.15	LEA
5900	210	AOF 1	2	Other Instruction-Retirement		\$3,112.86	LEA

5900	210	AOF 1	2	Other Instruction-Retirement		\$300.00	LEA
5900	220	AOF 1	2	Other Instruction-Federal Insurance Contributions Act (FICA)		\$1,606.62	LEA
6300	130	AOF 1	3	Instruction and Curriculum Development Services-Other Certified	1	\$62,292.00	LEA
6300	210	AOF 1	3	Instruction and Curriculum Development Services-Retirement		\$8,491.00	LEA
6300	220	AOF 1	3	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		\$4,226.00	LEA
6300	230	AOF 1	3	Instruction and Curriculum Development Services-Group Insurance		\$8,323.00	LEA
5100	369	AOF 1	4	Basic (FEFP K-12)-Technology-Related Rentals		\$18,789.59	Private
		AOF 1					
<b>LEA Total (Including Roll Forward)</b>						\$100,307.63	
<b>Private Total (Including Roll Forward)</b>						\$18,789.59	
<b>Area of Focus 1 Total (Not Including Roll Forward)</b>						\$119,097.22	
<b>Estimated Roll Forward Total</b>						\$0.00	
<b>Total Funds Requested (Including Roll Forward)</b>						\$119,097.22	

**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.**

To promote safe and healthy school environments, Flagler County will employ a dedicated Attendance Specialist to address chronic absenteeism and its associated risks. Regular school attendance is a critical factor in creating a supportive and secure learning environment, as it fosters student engagement, academic progress, and positive peer relationships—key components of overall school safety and wellness.

The Attendance Specialist will closely monitor attendance data to identify students at risk due to frequent absences. Through a proactive approach, the specialist will provide individualized support and facilitate referrals to case management services for families experiencing attendance challenges. By working collaboratively with district social workers and the CINS/FINS (Children in Need of Services/Families in Need of Services) program, the Attendance Specialist will connect families to essential support resources such as mental health services, housing stability programs, counseling, and transportation assistance. The Attendance specialist and/or school staff will meet with 90% of families with students missing 10+ days of school to document strategies to improve attendance. The goal is to reduce chronic absenteeism by 3%.

This comprehensive approach not only addresses the root causes of absenteeism but also strengthens the broader school climate by ensuring students are present, supported, and ready to learn—thereby contributing to a safer, healthier, and more equitable educational environment for all.

**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 teams district and school level will provide quarterly data on absenteeism, case management, and resource referrals. Specifically:

- A. Attendance Data- Chronic absenteeism rate (before vs. after intervention), Average daily attendance (ADA) rates per school and district-wide, Reduction in number of students missing 10% or more of instructional days
- B. Academic Indicators- Changes in student GPA, test scores, and on-track graduation rates for identified students; Disciplinary referrals or suspensions (often correlated with disengagement and absenteeism)

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 \$53697 plus benefits
Activity 2	Proportionate share Imagine Charter School Town Center (OBJ 394) - \$14,986.11 plus \$94.00 roll forward from 24-25 for a total of \$15,080.11. Provide a portion of a schools psychologist salary and benefits to provide counseling and mental health supports and assessments for students.
Activity 3	

**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
6110	160	AOF 2	1	Attendance and Social Work-Other Support Personnel	1	\$53,697.00	LEA
6110	210	AOF 2	1	Attendance and Social Work-Retirement		\$7,319.00	LEA

6110	220	AOF 2	1	Attendance and Social Work-Federal Insurance Contributions Act (FICA)	\$4,108.00	LEA
6110	230	AOF 2	1	Attendance and Social Work-Group Insurance	\$8,307.00	LEA
6110	240	AOF 2	1	Attendance and Social Work-Workers' Compensation	\$2,685.00	LEA
6110	390	AOF 2	2	Attendance and Social Work-Other Purchased Services	\$14,986.11	LEA
		AOF 2				
<b>LEA Total (Including Roll Forward)</b>					\$91,102.11	
<b>Private Total (Including Roll Forward)</b>					\$0.00	
<b>Area of Focus 2 Total (Not Including Roll Forward)</b>					\$91,102.11	
<b>Estimated Roll Forward Total</b>					\$0.00	
<b>Total Funds Requested (Including Roll Forward)</b>					\$91,102.11	

**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.**

Training teachers in the effective use of technology is essential for ensuring that digital tools are used purposefully and meaningfully to enhance teaching and learning. As technology continues to reshape education, equipping educators with the skills and confidence to integrate it effectively is critical for student success, instructional innovation, and equity.

Well-trained teachers can use technology to design engaging, interactive lessons that accommodate different learning styles and increase student participation. Training helps educators move beyond basic use of devices or platforms, enabling them to integrate digital tools in ways that foster critical thinking, collaboration, creativity, and real-world problem-solving.

Technology can be a powerful tool for meeting the diverse needs of students, including English Language Learners, students with disabilities, and those at varying academic levels. Professional development enables teachers to leverage adaptive software, digital assessments, and multimedia resources to personalize instruction and provide equitable access to learning for all students.

Training helps teachers use technology for formative and summative assessments, giving them immediate insights into student understanding and progress. With appropriate skills, teachers can interpret data from learning platforms to inform instruction, identify learning gaps, and make timely interventions.

**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.**

**Evaluating the effective use of technology for student learning requires a strategic, multi-dimensional approach. Goals include:**

- Improved student engagement
- Increased academic achievement
- Enhanced digital literacy
- More personalized learning experiences

**The district will measure whether teacher training leads to improved technology use by:**

- Tracking participation in tech-related PD and follow up with observations or self-reported changes in practice.
- Using pre/post assessments to measure growth in teacher digital competency.
- Monitoring student usage patterns (e.g., time on task, progress through modules).
- Evaluating teacher engagement with tech tools for instruction and assessment.
- Using data to identify gaps in implementation or support needs.
- Developing a technology effectiveness annual report summarizing:
  - Student learning outcomes
  - Implementation fidelity
  - Successes and areas for improvement

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	Provide teachers with on-going professional learning and coaching to support the effective use of learning management systems and online platforms to support technology integration into the learning environment. Platforms include Schoology, Seesaw, I-Ready, Canva, Google Classroom, and AI applications for the classroom. \$33912
Activity 2	

**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
6400	120	AOF 3	1	Instructional Staff Training Services-Classroom Teacher		\$22,390.67	LEA
6400	220	AOF 3	1	Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)		\$3,912.00	LEA
		AOF 3					
<b>LEA Total (Including Roll Forward)</b>						\$26,302.67	
<b>Private Total (Including Roll Forward)</b>						\$0.00	
<b>Area of Focus 3 Total (Not Including Roll Forward)</b>						\$26,302.67	
<b>Estimated Roll Forward Total</b>						\$0.00	
<b>Total Funds Requested (Including Roll Forward)</b>						\$26,302.67	

**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	Indirect Costs 3.34%
Activity 2	

**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		\$4,800.00
		AOF 4				
<b>Area of Focus 4 Total (Not Including Roll Forward)</b>					\$4,800.00	
<b>Estimated Roll Forward Total</b>					\$0.00	
<b>Total Funds Requested (Including Roll Forward)</b>					\$4,800.00	

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
<b>Area of Focus 1</b> Well-Rounded Educational Opportunities	\$100,307.63	\$18,789.59	\$119,097.22	\$0.00	\$119,097.22	49.36%
<b>Area of Focus 2</b> Safe and Healthy Conditions	\$91,102.11	\$0.00	\$91,102.11	\$0.00	\$91,102.11	37.75%
<b>Area of Focus 3</b> Effective Use of Technology	\$26,302.67	\$0.00	\$26,302.67	\$0.00	\$26,302.67	10.90%
<b>Area of Focus 4</b> Administrative Costs			\$4,800.00	\$0.00	\$4,800.00	1.99%
<b>Grand Total</b>	<b>\$217,712.41</b>	<b>\$18,789.59</b>	<b>\$241,302.00</b>	<b>\$0.00</b>	<b>\$241,302.00</b>	<b>100.00%</b>

[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

<b>Flagler</b>						<b>25A120</b>	
Name of LEA		Project Number				TAPS Number	
<b>Requested Allocation Amount</b>						<b>\$241,302.00</b>	
<b>Estimated Roll Forward</b>							
<b>Total Funds Requested (sum of allocation and estimated roll)</b>						<b>\$241,302.00</b>	
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	
6150	312	AOF 1	1	Parental Involvement-Subawards Under Subagreements – In Excess of \$25,000		\$11,956.15	
5900	210	AOF 1	2	Other Instruction-Retirement		\$3,112.86	
5900	210	AOF 1	2	Other Instruction-Retirement		\$300.00	
5900	220	AOF 1	2	Other Instruction-Federal Insurance Contributions Act (FICA)		\$1,606.62	
6300	130	AOF 1	3	Instruction and Curriculum Development Services-Other Certified	1	\$62,292.00	
6300	210	AOF 1	3	Instruction and Curriculum Development Services-Retirement		\$8,491.00	
6300	220	AOF 1	3	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		\$4,226.00	
6300	230	AOF 1	3	Instruction and Curriculum Development Services-Group Insurance		\$8,323.00	
5100	369	AOF 1	4	Basic (FEFP K-12)-Technology-Related Rentals		\$18,789.59	
6110	160	AOF 2	1	Attendance and Social Work-Other Support Personnel	1	\$53,697.00	
6110	210	AOF 2	1	Attendance and Social Work-Retirement		\$7,319.00	
6110	220	AOF 2	1	Attendance and Social Work-Federal Insurance Contributions Act (FICA)		\$4,108.00	
6110	230	AOF 2	1	Attendance and Social Work-Group Insurance		\$8,307.00	
6110	240	AOF 2	1	Attendance and Social Work-Workers' Compensation		\$2,685.00	
6110	390	AOF 2	2	Attendance and Social Work-Other Purchased Services		\$14,986.11	
6400	120	AOF 3	1	Instructional Staff Training Services-Classroom Teacher		\$22,390.67	
6400	220	AOF 3	1	Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)		\$3,912.00	
7200	790	AOF 4	1	General Administration (Superintendent's Office)-Miscellaneous		\$4,800.00	

## Florida's 2025-26 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
-	-	The program office has updated the allocation on your application, please revise budget. <b>Updated Preliminary Allocation: \$241,302.00</b>	<b>Corrected- BC 8/6/2025</b>
-	-	Flagler has provided more funds to private schools than required. The LEA must reserve \$18,789.59 and the LEA has allocated \$21,201.26. Please adjust to ensure equitable services to both public and private schools.	<b>Corrected- BC 8/6/2025</b>
-	-	<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 <b>must</b> include a member of each group outlined in statute which includes parents, teachers, students, school leaders, and community members and organizations, and local government representatives.</p> <ul style="list-style-type: none"> <li>Flagler is missing students, school leaders, community organizations, and local government representatives</li> </ul>	<p>Flagler Schools has collaborated with community organizations through our collaboration with the Flagler Education Foundation, Flagler Kiwanis, Carver Foundation, G.W. Carver Center, Flagler PAL, and Grand Haven Woman’s Club. School leaders are included in collaboration with school teams. Students give input through programmatic feedback. <b>Local government representatives are embedded in the organizations we work with. Specifically the GW Carver Center Advisory Committee- Board of County Com. Leanne Pennington, Chief David Williams, and Jacki Garcia from HUD.</b></p> <p><b>Flagler is missing local government representatives. -BC 8/6/2025</b></p> <p style="color: green;"><b>Corrected- BC 8/6/2025</b></p>

## Florida's 2025-26 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.

<b>1</b>	<b>Section A- Activity 1</b>	Provide the measurable outcome for the parent and family engagement trainings.	Schools will improve feedback from parent and family engagement events by 20%.  <b>Corrected- BC 8/6/2025</b>
<b>2</b>	<b>Section A- Activity 1</b>	Provide the measurable outcome for the attendance specialist position.	The Attendance specialist and/or school staff will meet with 90% of families with students missing 10+ days of school to document strategies to improve attendance. The goal is to reduce chronic absenteeism by 3%.  <b>Corrected- BC 8/6/2025</b>
<b>3</b>	<b>1</b>	Provide the quote/contract for the platform subscriptions to ensure they are within the budget period.	Quotes have been requested. Awaiting response from private schools. The district will ensure quotes are only for the grant period 07/01/25-06/30/26.  <b>Corrected- BC 8/6/2025</b>
-	-	Flagler County has allocated estimated roll forward on the 2025-26 Title IV, Part A application. Due to the 2024-25 project year receiving a no cost extension until 06/30/2026, the LEA must revise the 2025-26 application to not include estimated roll. Please use red text for any changes on the application to expediate the review process.	<b>Send it by email. -BC 8/6/2025</b>

## Elementary and Secondary Education Act (ESEA) Federal Programs Florida 2025-26 ESEA Federal Program Applications

**Project Application (DOE 100A)**

**UEI Number** *FEW6KNASENC4*

**Flagler**

Program Name		Project Number	TAPS Number	2024-25 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		26A001	\$3,170,863.00	\$3,170,863.00	\$625,550.26	\$3,796,413.26
	Title I, Part C		26A020	\$0.00	\$0.00		\$0.00
	Title I, Part D, Subpart 2		26A009	\$0.00	\$0.00		\$0.00
X	Title II, Part A		26A011	\$492,623.00	\$492,623.00	\$135,000.00	\$627,623.00
X	Title III, Part A		26A014	\$69,968.00	\$69,968.00	\$17,500.00	\$87,468.00
X	Title IV, Part A		26A120	\$249,560.00	\$249,560.00	\$47,857.00	\$297,417.00
	Title V, Part B, Subpart 2		26A007	\$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

Printed Name of Agency Head

*Signature of Agency Head*

Superintendent

*Title*

6/3/2025

*Date*