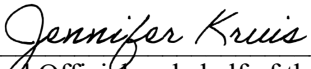



**Florida Department of Education  
Project Award Notification**

<b>1 PROJECT RECIPIENT</b> DeSoto County School District	<b>2 PROJECT NUMBER</b> 140-2126C-6CB01	
<b>3 PROJECT/PROGRAM TITLE</b> Title I, Part A - Improving the Academic Achievement of the Disadvantaged (TIPA)  <p align="center"><b>TAPS 26A001</b></p>	<b>4 AUTHORITY</b> <b>84.010A Title I, Part A, Basic USDE or Appropriate Agency</b>  <b>FAIN#:</b> S010A250009	
<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:       \$2,108,098.00 Amendment Amount: Estimated Roll Forward:         \$673,479.57 Certified Roll Amount: Total Project Amount:            \$2,781,577.57	<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: <u>06/30/2026</u></li> <li>• Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2026</u></li> <li>• Last date for receipt of proposed budget and program amendments: <u>05/30/2026</u></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 : <u>07/01/2025</u></li> </ul>		
<b>10 DOE CONTACTS</b> <b>Program:</b> Elizabeth Roberts <b>Phone:</b> (850) 245-7881 <b>Email:</b> <a href="mailto:Elizabeth.Roberts@fldoe.org">Elizabeth.Roberts@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> R15RVLUFVK4 <b>FEIN#:</b> F596000580023	
<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;"> <div data-bbox="152 1713 768 1833">   <hr/>           Authorized Official on behalf of the            Commissioner of Education         </div> <div data-bbox="797 1719 1065 1801"> <u>9/12/2025</u>            Date of Signing         </div> <div data-bbox="1192 1671 1516 1770">  <p>FLORIDA DEPARTMENT OF <b>EDUCATION</b> fldoe.org</p> </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>DeSoto</i>	
<b>Fiscal Contact Information</b>	
Fiscal Contact Name	Rosa Vargas
Title	Director of Finance
Phone Number	863-494-4222
Contact Email	rosa.vargas@desotoschools.com
<b>Title I, Part A</b>	
Program Contact Name	Kristie Joens
Title	Director of Instructional Services
Phone Number	863-494-4222 x1306
Contact Email	kristie.joens@desotoschools.com
<b>Title I, Part C</b>	
Program Contact Name	Francesca Anderson
Title	Assistant Director of Instructional Services
Phone Number	863-494-4222 x
Contact Email	francesca.anderson@desotoschools.com
<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	Kristie Joens
Title	Director of Instructional Services
Phone Number	863-494-4222 x1306
Contact Email	kristie.joens@desotoschools.com
<b>Title III, Part A</b>	
Program Contact Name	Francesca Anderson
Title	Assistant Director of Instructional Services
Phone Number	863-494-4222 x
Contact Email	francesca.anderson@desotoschools.com
<b>Title IV, Part A</b>	
Program Contact Name	Kristie Joens
Title	Director of Instructional Services
Phone Number	863-494-4222 x1306
Contact Email	kristie.joens@desotoschools.com
<b>Title V, Part B, Subpart 2</b>	
Program Contact Name	Kristie Joens
Title	Director of Instructional Services
Phone Number	863-494-4222 x1306
Contact Email	kristie.joens@desotoschools.com

## 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)]

# Elementary and Secondary Education Act (ESEA) Federal Programs

## Florida 2025-26 ESEA Federal Program Applications

### Project Application (DOE 100A)

**UEI Number**

**DeSoto**

Program Name	Project Number	TAPS Number	2025-26 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	140-2126C-6CB01	26A001	\$2,108,098.00	\$2,108,098.00	\$673,479.57	\$2,781,577.57
X	Title I, Part C		26A020	\$380,679.00	\$0.00	\$0.00	\$0.00
X	Title I, Part D, Subpart 2		26A009	\$0.00	\$4,300.00	\$4,300.00	\$4,300.00
X	Title II, Part A		26A011	\$272,406.00	\$0.00	\$0.00	\$0.00
X	Title III, Part A		26A014	\$72,084.00	\$0.00	\$0.00	\$0.00
X	Title IV, Part A		26A120	\$175,777.00	\$0.00	\$0.00	\$0.00
X	Title V, Part B, Subpart 2		26A007	\$141,602.00	\$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.

Dr. Bobby Bennett

Printed Name of Agency Head

<i>Dr. Bobby Bennett</i>	Superintendent	6/10/2025
<i>Signature of Agency Head</i>	<i>Title</i>	<i>Date</i>

## 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	2088772	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	249560	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>	908827016	15962934	4828358	117172202	45254687	71540546	3673113

**Title I, Part A**  
**DeSoto**

**Improving Basic Programs Operated by Local Educational Agencies**

**To provide all students significant opportunity to receive a fair, equitable and high-quality education and to close educational achievement gaps.**

	<b>Allocation as of 8/19/25</b>	<b>\$2,108,098.00</b>
	<b>Requested Allocation Amount</b>	<b>\$2,108,098.00</b>
	<b>Estimated Roll Forward</b>	<b>\$673,479.57</b>
	<b>Total Funds Requested (Including Roll Forward) (sum of allocation and estimated roll)</b>	<b>\$2,781,577.57</b>
<a href="#">Area of Focus 1</a>	Student Achievement	
<a href="#">Area of Focus 2</a>	Parent and Family Engagement	
<a href="#">Area of Focus 3</a>	Homeless Education	
<a href="#">Area of Focus 4</a>	Neglected and Delinquent Reservation	
<a href="#">Area of Focus 5</a>	Early Childhood	
<a href="#">Area of Focus 6</a>	Private School	
<a href="#">Area of Focus 7</a>	Transportation and Foster Care	
<a href="#">Area of Focus 8</a>	College and Career Readiness	
<a href="#">Area of Focus 9</a>	Educational Services Funded at the LEA Level	
<a href="#">Area of Focus 10</a>	Administrative Costs	

**Area of Focus 1: Student Achievement**

**A. Describe how the LEA will develop and implement a well-rounded Title I, Part A program of instruction to meet the academic needs of all students.**

The LEA will implement a well-rounded instructional program aligned to the 2025–2029 Strategic Plan and supported by the quarterly data analysis cycle. Through View Visits and data meetings, the district collaborates with principals, teachers, parents, and community partners to identify student needs, celebrate successes, and set actionable next steps for improvement.

Aligned to Strategic Goal 1: Academic Performance, the district will strengthen literacy instruction through evidence-based approaches rooted in the Science of Reading, including explicit instruction in phonological awareness, phonics, vocabulary, spelling, and writing. Intervention and remediation opportunities will be consistently provided for students who demonstrate gaps, ensuring access to timely and targeted support.

**B. Describe how the LEA will identify Title I, Part A students who may be at-risk for academic failure.**

The LEA employs a comprehensive early-warning and monitoring system within PowerSchool/Performance Matters to identify students at risk of academic failure. Weekly MTSS data updates and formative assessments aligned to Florida BEST standards ensure timely adjustments to instruction. Quarterly View Visits and data reviews with principals and district leaders provide additional oversight, integrating attendance, discipline, behavior, and achievement data to drive interventions.

**C. Describe how the LEA will provide additional educational assistance to individual students the LEA or school determine need help in meeting Florida’s challenging academic standards.**

The LEA provides a tiered system of support that ensures students identified through MTSS and the early-warning system receive remediation aligned to Strategic Goal 1: Academic Performance. Instructional supports include small-group, skill-specific interventions facilitated by coaches, intervention teachers, and paraprofessionals trained in UFLI Foundational Skills. Students who require additional assistance receive consistent opportunities to strengthen academic skills until mastery is demonstrated.

Aligned to Strategic Goal 3: Staff Recruitment & Retention, instructional specialists and coaches provide professional learning that ensures interventions are delivered with fidelity and impact. ESOL teachers extend individualized assistance to multilingual learners, ensuring equitable access to the curriculum and improved graduation outcomes.

**D. Describe how the LEA will identify and implement instruction and other strategies intended to strengthen and improve school conditions for student learning.**

The LEA improves school conditions by combining coaching and support systems with its quarterly improvement cycle. Academic coaches and instructional specialists provide professional learning, model best practices, and guide teachers in lesson planning, data analysis, and classroom management. Intervention teachers and paraprofessionals support students directly through remediation that is responsive to data trends and aligned with standards.

Aligned to Strategic Goal 1: Academic Performance, these supports ensure instruction is rigorous and consistent across grade levels. Secondary coaches specifically align curriculum and instructional strategies across middle and high school, improving student transitions. ESOL teachers further strengthen conditions by collaborating with content teachers to ensure equity for English learners.

**E. Describe the LEA's strategy to implement supporting efforts to reduce the overuse of discipline practices that remove students from the classroom. This may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as identified in section**

**1111(c)(2).**

The LEA reduces exclusionary practices by embedding discipline review into its cyclical data analysis process, ensuring alignment with Strategic Goal 2: Culture and Climate. Discipline data are disaggregated by subgroup and monitored quarterly alongside academic and attendance data, ensuring interventions address disproportionalities.

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

Activity 1	Instructional Specialist & Academic Coaches: The district will employ a network of instructional coaches to support teachers in planning, delivering instruction, and using data to inform decisions. Positions include an Academic Coach (80% Title I, \$77,286.12 – Roll Forward), Academic Coach & New Teacher Mentor (60% Title I, \$74,144.60 – Roll Forward), Academic Coach for Grades 3–5 Math (100% Title I, \$103,880.76), Community Outreach Coordinator (65% Title I, \$66,713.47 – Roll Forward), and one Instructional Specialist/Reading Coach funded at 55% (\$62,088.55– Roll Forward). Coaches provide professional learning in best practices, assist with curriculum planning, and mentor new teachers in classroom management. Total: \$384,113.50
Activity 2	The district will employ a team of paraprofessionals and Migrant Recruiter/Student Support Assistants to provide direct instructional and student support services across schools. Positions include multiple fully funded paraprofessionals at 100%: \$56,459.88, \$50,399.57, \$51,787.77, \$47,390.98, \$59,427.37, \$53,600.40, \$66,497.30, \$50,964.70, \$49,507.86, \$47,390.98, \$48,972.82, \$58,472.84, \$54,951.45, \$63,380.03, and \$51,802.28. In addition, two principal paraprofessionals are funded at 25% (\$11,950.26 and \$11,847.75). Student Support Assistants are funded at varying levels, including 70% (\$44,806.41), 75% (\$45,230.69), 90% (\$59,847.57, \$47,038.05, and \$48,032.65), and 100% (\$50,855.30, \$49,963.60, \$59,702.41, \$50,666.08, and \$47,801.02). Based on district data, migrant recruiters have expanded responsibilities beyond recruitment to include classroom instructional support and small-group interventions. Elementary paraprofessionals participate in UFLI Foundational Skills training, and all support staff engage in ongoing professional learning to strengthen instructional capacity across the district. Total: \$1,338,748.02.
Activity 3	Three intervention teachers (25% Title I) provide small-group instruction in grades K–3 for ELA and math. One position (\$26,633.60 – Roll Forward) and another (\$25,644.39 – Roll Forward) are designated under Roll Forward funding. These teachers use progress monitoring data to adjust instruction, maintain fidelity to intervention schedules, and work to close skill gaps. Total: \$74,851.62
Activity 4	Secondary ESOL Teacher: A Secondary ESOL Teacher (85% Title I, \$72,385.69 – Roll Forward) provides English language instruction, collaborates with content-area teachers, and supports ELL graduation success. Total: \$72,385.69
Activity 5	Technology: The district will purchase and maintain instructional and communication technology to enhance learning and progress monitoring. Title I-funded technology includes PowerSchool (\$47,210.13), APEX Learning (\$103,998.85 - Roll Forward, \$10,173.15 - Allocation), PowerSchool Item Bank (\$8,307.69 – Roll Forward), Renaissance (\$34,000.00), ParentSquare (\$30,650.00), CommonLit (\$15,000 - Roll Forward), and Schoology (\$36,051.51). Total: \$285,391.33
Activity 6	Printing and Supplies: Funds will be used to provide printed curriculum and instructional materials, general classroom supplies, and copier maintenance. This includes district-level curriculum printing (\$37,971.02 - Allocation, \$30,971.88), general supplies (\$2,099.82), district copiers (\$7,500.00), and school-level copiers (\$1,000.00). Total: \$79,542.72
Activity 7	Curriculum and Professional Learning: To strengthen instructional quality and leadership capacity, Title I funds support professional learning and curriculum work, including administrative travel (\$3,000.00), teacher travel (\$2,000.00), curriculum hours with retirement and social security (\$48,672.00), PATH Point stipends with social security (\$5,901.91). Total: \$59,573.91
Activity 8	Set Aside: ECTAC – Federal Program Support The district will allocate funds to cover the required membership cost for the East Coast Technical Assistance Center (ECTAC). This fixed cost supports compliance, professional collaboration, and technical assistance in implementing federal programs. Total: \$4,840.00 The LEA use our partnership with the East Coast Technical Assistance Center (ECTAC) to provide direct support at the school level. Through ECTAC, teachers and administrators receive professional learning, resources, and coaching that strengthen our implementation of Title I and other federal programs. This partnership helps school staff access best practices, stay current with state and federal requirements, and use data effectively to improve instruction and student outcomes.
Activity 9	Remediation: To support remediation services and student access, the district will allocate funds for transportation and instructional support. This includes vehicle repairs (\$2,668.40), diesel fuel (\$4,000.00), gasoline (\$5,000.00), and tires/tubes (\$3,000.00) to ensure buses remain operational for extended learning opportunities. In addition, funds will support hourly teacher pay for remediation services (\$100,000.00), with associated Social Security (\$7,650.00) and retirement costs (\$14,030.00). These funds ensure students have access to extended learning opportunities and that instructional staff are compensated for providing additional support. Total: \$136,348.40
Activity 10	

**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	Please use the dropdown to select LEA or School
6300	130	AOF 1	1	Instruction and Curriculum Development Services-Other Certified	1.00	\$68,879.86	School
6300	210	AOF 1	1	Instruction and Curriculum Development Services-Retirement		\$9,636.20	School
6300	220	AOF 1	1	Instruction and Curriculum Development Services-		\$9,364.70	School
6300	230	AOF 1	1	Instruction and Curriculum Development Services-Group Insurance		\$16,000.00	School
6300	130	RF: AOF 1	1	Instruction and Curriculum Development Services-Other Certified	2.60	\$187,429.83	School
6300	210	RF: AOF 1	1	Instruction and Curriculum Development Services-Retirement		\$26,308.46	School
6300	220	RF: AOF 1	1	Instruction and Curriculum Development Services-		\$14,494.45	School

6300	230	RF: AOF 1	1	Instruction and Curriculum Development Services-Group Insurance		\$52,000.00	School		
5100	150	AOF 1	2	Basic (FEFP K-12)-Paraprofessional	24.65	\$695,013.94	School		
5100	210	AOF 1	2	Basic (FEFP K-12)-Retirement		\$97,497.46	School		
5100	220	AOF 1	2	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		\$53,250.56	School		
5100	230	AOF 1	2	Basic (FEFP K-12)-Group Insurance		\$493,000.00	School		
5100	120	AOF 1	3	Basic (FEFP K-12)-Classroom Teacher	0.25	\$14,442.50	School		
5100	210	AOF 1	3	Basic (FEFP K-12)-Retirement		\$2,026.28	School		
5100	220	AOF 1	3	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		\$1,104.85	School		
5100	230	AOF 1	3	Basic (FEFP K-12)-Group Insurance		\$5,000.00	School		
5100	120	RF: AOF 1	3	Basic (FEFP K-12)-Classroom Teacher	0.50	\$34,745.22	School		
5100	210	RF: AOF 1	3	Basic (FEFP K-12)-Retirement		\$4,874.76	School		
5100	220	RF: AOF 1	3	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		\$2,658.01	School		
5100	230	RF: AOF 1	3	Basic (FEFP K-12)-Group Insurance		\$10,000.00	School		
5100	120	RF: AOF 1	4	Basic (FEFP K-12)-Classroom Teacher	0.85	\$44,044.16	School		
5100	210	RF: AOF 1	4	Basic (FEFP K-12)-Retirement		\$7,340.85	School		
5100	220	RF: AOF 1	4	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		\$4,000.68	School		
5100	230	RF: AOF 1	4	Basic (FEFP K-12)-Group Insurance		\$17,000.00	School		
5100	369	AOF 1	5	Basic (FEFP K-12)-Technology-Related Rentals		\$34,000.00	LEA		
5100	369	AOF 1	5	Basic (FEFP K-12)-Technology-Related Rentals		\$47,210.13	LEA		
5100	369	AOF 1	5	Basic (FEFP K-12)-Technology-Related Rentals		\$10,173.15	LEA		
5100	369	RF: AOF 1	5	Basic (FEFP K-12)-Technology-Related Rentals		\$103,998.85	LEA		
5100	369	RF: AOF 1	5	Basic (FEFP K-12)-Technology-Related Rentals		\$15,000.00	LEA		
5100	369	AOF 1	5	Basic (FEFP K-12)-Technology-Related Rentals		\$36,051.51	LEA		
5100	369	RF: AOF 1	5	Central Services-Technology-Related Rentals		\$8,307.69	LEA		
5100	369	AOF 1	5	Central Services-Technology-Related Rentals		\$30,650.00	LEA		
5100	390	AOF 1	6	Basic (FEFP K-12)-Other Purchased Services		\$44,946.66	LEA		
5100	510	AOF 1	6	Basic (FEFP K-12)-Other Purchased Services		\$2,099.82	LEA		
6300	359	AOF 1	6	Central Services-Rentals		\$7,500.00	LEA		
5100	359	AOF 1	6	Basic (FEFP K-12)-Rentals		\$1,000.00	LEA		
7730	330	AOF 1	7	Instructional Staff Training Services-Travel		\$3,000.00	LEA		
6400	330	AOF 1	7	Instructional Staff Training Services-Travel		\$2,000.00	LEA		
6400	120	AOF 1	7	Instructional Staff Training Services-Other Certified		\$40,000.00	LEA		
6400	210	AOF 1	7	Instructional Staff Training Services-Retirement		\$5,612.00	LEA		
6400	220	AOF 1	7	Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)		\$3,060.00	LEA		
5100	150	AOF 1	7	Instructional Staff Training Services-Paraprofessional		\$5,382.50	LEA		
5100	210	AOF 1	7	Instructional Staff Training Services-Retirement		\$411.76	LEA		
6300	160	AOF 1	7	Instructional Staff Training Services-Other Support Personnel		\$100.00	LEA		
6300	210	AOF 1	7	Instructional Staff Training Services-Retirement		\$7.65	LEA		
7200	310	AOF 1	8	General Administration (Superintendent's Office)-Professional and Technical Services		\$4,840.00	LEA		
7800	350	AOF 1	9	Student Transportation Services-Dues and Fees		\$2,668.40	LEA		
7800	460	AOF 1	9	Student Transportation Services-Food		\$4,000.00	LEA		
7800	450	AOF 1	9	Student Transportation Services-Food		\$5,000.00	LEA		
7800	560	AOF 1	9	Student Transportation Services-Dues and Fees		\$3,000.00	LEA		
5100	128	AOF 1	9	Instruction-Other Support Personnel		\$100,000.00	LEA		
5100	210	AOF 1	9	Instruction-Retirement		\$7,650.00	LEA		
5100	220	AOF 1	9	Instruction-Federal Insurance Contributions Act (FICA)		\$14,030.00	LEA		
5100	390	RF: AOF 1	6	Basic (FEFP K-12)-Other Purchased Services		\$30,971.88	LEA		
		AOF 1							
<b>LEA Total (Including Roll Forward)</b>						\$572,672.00			
<b>School Total (Including Roll Forward)</b>						\$1,870,112.77			
<b>Area of Focus 1 Total (Not Including Roll Forward)</b>						\$1,879,609.93			
<b>Estimated Roll Forward Total</b>						\$563,174.84			
<b>Total Funds Requested (Including Roll Forward)</b>						\$2,442,784.77			
<b>Area of Focus 2: Parent and Family Engagement</b>									

For LEAs with a Total Allocation under \$500,000- Area of Focus 2 + PFE: AoF6 budget is not to exceed two percent of the total allocation.

For LEAs with a Total Allocation of \$500,000 or greater- Area of Focus 2 + PFE: AoF6 budget must reserve at least one percent of the total allocation and allocate a minimum of 90 percent of the one percent directly to schools (AoF2 only); not to exceed two percent of the total allocation.

\*Please note the activities funded with Roll Forward will not be included in set-aside cap calculations .

2% of Allocation (AoF2 + PFE:AoF6 total must not exceed)	1% of Allocation (AoF2 + PFE:AoF6 total must not fall below)	90% of 1% (minimum amount that must be allocated to schools, if applicable)
\$42,161.96	\$21,080.98	\$18,972.88

**A. Provide a description of how the LEA will address Parent and Family Engagement. Please include a brief description of the method used to calculate the amount set-aside for PFE.**

The LEA will strengthen parent and family engagement by implementing a comprehensive approach that improves communication, builds partnerships, and equips families with the tools to support student success. To improve communication, the LEA will work with schools to host regular parent-teacher conferences at flexible times to accommodate families' schedules. Teachers will maintain a parent contact log requiring that at least 30% of all outreach be positive, relationship-building contacts. Additionally, teachers will be encouraged to share biweekly newsletters highlighting upcoming activities, assessments, homework, current content, and resources parents can use to support learning at home. The Community Outreach Coordinator (included in AOF1) will serve as a key link between the district, families, and community partners. This role will ensure timely communication of information to families, strengthen community partnerships, and expand outreach efforts across the district. The Coordinator will also collaborate with schools to organize events and provide resources that connect families with educational and community opportunities. To broaden access, the LEA will contract services with Talk.com to develop bilingual (English and Spanish) informational videos that demonstrate strategies families can use to support learning in daily life. These videos will be posted on the district website and shared through social media platforms to maximize visibility. Each school will also host a minimum of two parent nights per year, one each semester. These sessions will introduce families to the purpose and impact of Title I funds, provide training in content-based strategies for supporting learning at home, and offer resources to assist with college and career planning. The PFE set-aside was calculated by applying the federally required percentage to the district's overall Title I allocation. These funds will directly support family engagement activities, communication tools, contracted services, and personnel dedicated to strengthening family-school-community partnerships.

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

Activity 1	Parent Engagement Nights: Parent Engagement Nights provide opportunities for families to engage in their child's learning, receive resources, and build connections with school staff. Events are designed to strengthen relationships between home and school, increase family involvement, and provide actionable strategies for supporting student success. Total: \$9,999.81
Activity 2	Talk.com: Talk.com is a district-level communication platform used at the school-level to facilitate translation, outreach, and two-way communication between staff and families in multiple languages. The tool supports family engagement by ensuring all parents, regardless of language, have access to important school updates and information. Total: \$15,000.00
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	Please use the dropdown to select LEA or School
6150	510	AOF 2	1	Parental Involvement-Supplies		\$9,999.81	School
5100	310	AOF 2	2	Basic (FEFP K-12)-Professional and Technical Services		\$15,000.00	School
		AOF 2					
<b>LEA Total (Including Roll Forward)</b>						\$0.00	
<b>School Total (Including Roll Forward)</b>						\$24,999.81	
<b>Area of Focus 2 Total (Not Including Roll Forward)</b>						\$24,999.81	
<b>Estimated Roll Forward Total</b>						\$0.00	
<b>Total Funds Requested (Including Roll Forward)</b>						\$24,999.81	

**Area of Focus 3: Homeless Education**

**A. Provide a description of how the LEA will address Homeless Education.**

The School District of DeSoto County's priority for identifying homeless children and youth begins with the student residency form . At the beginning of each school year the district distributes student residency forms to capture any new data regarding students' current housing. The forms are returned, and data is entered into the student information management system. If the form indicates the student is homeless , the student is given necessary school supplies as needed, and the parents/guardians are informed of their rights. Weekly reports consisting of the students and services provided are collected from each school in the district and reviewed by the Homeless Liaison to identify trends in needs . The Homeless Liaison or Homeless Advocate communicates with the school-level staff to ensure the needs of the students are met. Resources are provided as requested by school-level staff or parents. The district strives to provide necessary resources to ensure the academic and health needs are met to ensure the student's success in school. Meeting the needs of the homeless children and youth in DeSoto County is ongoing throughout the school year. Each year the District Homeless Liaison conducts Homeless Education/Identification training to all school staff in each school throughout the district. Follow-up training occurs via webinars or personal contact and/or brochures. The Homeless Liaison or Homeless Education Staff reviews all student residency forms to determine if the student may qualify for additional services.

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

Activity 1	Homeless Education Set-Aside: The district reserves funds to ensure students experiencing homelessness have access to the resources and supports needed to participate fully in educational programs. Funds may be used for items such as school supplies, clothing, hygiene products, or fees necessary to remove barriers to enrollment and attendance. Total: \$500.00
Activity 2	

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

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	Please use the dropdown to select LEA or School
6100	510	AOF 3	1	Student Personnel Services-Supplies		\$500.00	LEA
		AOF 3					
<b>LEA Total (Including Roll Forward)</b>						\$500.00	
<b>School Total (Including Roll Forward)</b>						\$0.00	
<b>Area of Focus 3 Total (Not Including Roll Forward)</b>						\$500.00	
<b>Estimated Roll Forward Total</b>						\$0.00	
<b>Total Funds Requested (Including Roll Forward)</b>						\$500.00	

**Area of Focus 4: Neglected and Delinquent Reservation**

**A. If the LEA has an eligible local institution for neglected children and youth, describe how the LEA will use the required Title I, neglected reservation to provide comparable Title I services to such students who do not attend a Title I school.**

N/A

**B. If the LEA has an eligible local institution for neglected children and youth, describe how the LEA will use Title I, neglected reservation to provide comparable supplementary academic and support services to such students who attend a Title I school (this is in addition to the Title I, Part A services).**

The LEA will continue to provide services at DeSoto Secondary School, which serves as an alternative placement for students in lieu of expulsion and/or for those involved with the juvenile justice system. The goal of this program is to ensure that students receive access to high-quality instruction and targeted supports that enable them to remain on track academically and behaviorally. Students enrolled at DeSoto Secondary will participate in progress monitoring through Renaissance STAR and access APEX Learning for initial credit courses and credit recovery. Upon entry, each student will develop an individualized behavior plan and sign a contract outlining the expectations necessary to remain in the program. Students will also be required to set quarterly academic and behavioral goals, which will be reviewed with administration and counseling staff to monitor progress and provide additional interventions as needed. Title I neglected reservation funds will be used to provide supplementary supplies to support students in meeting their goals and a dedicated paraprofessional to assist with progress monitoring. This staff member will track early warning indicators such as grades, attendance, credits, and behavior, ensuring timely interventions when concerns arise. The paraprofessional will also coordinate with families by organizing parent meetings, inviting teachers, and ensuring that progress and goals are reviewed collaboratively with parents and staff. Through these combined efforts, the LEA ensures that students in neglected or at-risk circumstances have access to comparable academic and support services to those available in Title I schools, while also addressing the unique behavioral and resiliency needs of this population.

**C. If the LEA is setting aside optional, additional funds for delinquent children and youth in DJJ residential schools and county jails, describe how the LEA will provide comparable Title I services to such students. The services should be separate from Title I, Part D services.**

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

Activity 1

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	Please use the dropdown to select LEA or School
		AOF 4					
<b>LEA Total (Including Roll Forward)</b>						\$0.00	
<b>School Total (Including Roll Forward)</b>						\$0.00	
<b>Area of Focus 4 Total (Not Including Roll Forward)</b>						\$0.00	
<b>Estimated Roll Forward Total</b>						\$0.00	
<b>Total Funds Requested (Including Roll Forward)</b>						\$0.00	

**Area of Focus 5: Early Childhood**

**A. Describe how the LEA will coordinate Title I preschool programs with other preschool educational services in the LEA.**

The LEA now operates four VPK classrooms serving 76 students, in addition to PreK ESE classrooms, all located at Nocatee Elementary School. These programs are currently funded through a scholarship-based donation from the Charles & Margery Barancik Foundation, making it possible for families to access high-quality early learning opportunities at no cost. Title I resources supplement these programs by supporting instructional alignment, professional learning for teachers, and family engagement strategies. Housing both VPK and PreK ESE at Nocatee Elementary ensures seamless coordination, with shared resources, joint professional learning, and consistent implementation of developmentally appropriate practices. This structure directly supports Strategic Goal 1: Academic Performance by providing students with strong foundational skills for kindergarten, while also advancing Strategic Goal 4: Family and Community Engagement thro

**B. Describe how the LEA will ensure on-going progress monitoring measures will align with Florida Early Learning and Developmental Standards.**

PreK and VPK students are progress monitored three times per year using a state-approved system aligned with the Florida Early Learning and Developmental Standards. For students not demonstrating sufficient growth, monitoring occurs more frequently, with reading and math coaches partnering with teachers to implement targeted interventions. When necessary, students are placed into the MTSS process to receive more intensive and frequent supports. Coaches also provide lesson modeling, data review, and professional learning to ensure that strategies remain aligned to the Office of Early Learning standards and that a

multi-sensory approach is used in instruction. This aligns with Strategic Goal 1: Academic Performance, ensuring students enter kindergarten prepared for success.

**C. Describe how the LEA will ensure on-going progress monitoring measures will be administered multiple times throughout the program.**

Progress monitoring takes place at three checkpoints annually for all PreK and VPK students, with additional assessments for students requiring more support. For those in MTSS, progress may be monitored as frequently as every two weeks to track growth and adjust interventions. Coaches meet regularly with teachers to review data, model effective instructional strategies, and provide professional learning, ensuring interventions are responsive and implemented with fidelity. This system supports Strategic Goal 1: Academic Performance by embedding a continuous improvement cycle into early learning.

**D. Describe how the LEA will ensure on-going progress monitoring measures will provide data to inform instructional focus and strategies for use by the classroom teacher.**

Progress monitoring data is actively used to shape classroom instruction. Teachers and coaches collaborate bi-weekly to analyze student data, identify strengths and gaps, and implement differentiated instructional strategies. Coaches provide lesson modeling and targeted professional learning to ensure teachers use developmentally appropriate, research-based approaches. Additionally, parents are provided with take-home resources and activities aligned with the Florida Early Learning and Developmental Standards, enabling them to reinforce skills at home. This ensures instructional practices are both classroom- and family-centered, directly advancing Strategic Goal 4: Family and Community Engagement.

**E. Describe how the LEA will assist parents in effectively transitioning their preschool children to kindergarten.**

The LEA provides a comprehensive set of supports to ensure a smooth transition from preschool to kindergarten. In the spring, families receive transition bags with activities aligned to readiness skills, along with videos created by kindergarten teachers (posted on the district website and social media) modeling how parents can use the materials with their child. Former VPK students are given summer activity books to maintain skills. Incoming kindergarten students participate in Kindergarten Roundup at each school, where they meet staff, explore classrooms, and families receive information on kindergarten expectations. Students are also eligible to join the "This Book is Cool" program, receiving 20 free books with video lessons to encourage literacy over the summer. Prior to entry, all incoming kindergarteners complete a pre-screener to determine readiness levels, and families receive a Parent Guide to Kindergarten Readiness that outlines key skills children need to know. These transition supports align with Strategic Goal 1: Academic Performance by preparing students for kindergarten success and with Strategic Goal 4: Family and Community Engagement by equipping parents with resources and guidance to support learning at home.

**F. In the Title I blended preschool chart, enter information regarding other early childhood programs that are blended TIPA early childhood programs.**

Title I Program Blended with:	Number of Students served with Title I			Total Number of Students			Describe method which will be used to identify students	Total (Title I, Part A) funds used
	Age 3	Age 4	Age 5	Age 3	Age 4	Age 5		
Early Head Start/ Head Start/ Migrant and Seasonal Head Start								
Home Instruction for Parents of Preschool Youngsters (HIPPI)								
LEA Migrant Preschool Program								
Prekindergarten Program for Children with Disabilities	3	9	20	3	9	20	Child Find (FDLRS or Early Steps), Parent Request, Referral	\$502.42
Voluntary Prekindergarten (VPK)		76			76		Parent Request, and social media	\$500.00
Other (Please Specify)								
Other (Please Specify)								

**G. Describe the funded activities that will be implemented to address Area of Focus 5.**

Activity 1	Supplies to support PreK classrooms: crayons, paper, construction paper, clay, paint, sand, pencils, scissors, chalk, books. Total - \$502.23
Activity 2	Supplies to support VPK classrooms: crayons, paper, construction paper, clay, paint, sand, pencils, scissors, chalk, books. Total \$500.00

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	Please use the dropdown to select LEA or School
5500	510	AOF 5	1	Prekindergarten-Supplies		\$502.42	LEA
5500	510	AOF 5	2	Prekindergarten-Supplies		\$500.00	LEA
		AOF 5					
<b>LEA Total (Including Roll Forward)</b>						\$1,002.42	
<b>School Total (Including Roll Forward)</b>						\$0.00	
<b>Area of Focus 5 Total (Not Including Roll Forward)</b>						\$1,002.42	
<b>Estimated Roll Forward Total</b>						\$0.00	
<b>Total Funds Requested (Including Roll Forward)</b>						\$1,002.42	

**Area of Focus 6: Private Schools**

*\*Please ensure Private School Allocation and Private School Admin Total are in alignment with Equitable Proportion of Funds and NPSES tabs in PSES/NPSES Workbook*

If checked, the LEA does not have any eligible participating private schools.

List the LEA's private school Point of Contact

Name: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Phone Number: \_\_\_\_\_  
 Email Address: \_\_\_\_\_

**A. Provide the timeline and frequency of activities that outline the detailed plan of action for providing timely and meaningful consultation and equitable services to eligible children, parents, and teachers in private school within the LEA's service area.**

November- Letter sent to private schools offering participation in the Title I program with a form to accept or deny such services.  
 December- A flyer is sent to private schools to remind them of the upcoming meeting and what topics will be discussed  
 December- Meeting to consult with the private school to determine services if the private school decides to accept such services with agenda of topics to be discussed.  
 April- Meeting to discuss allocations to the private school and activities to be monitored and reported. (if needed)

\*Currently the LEA has five private schools. All schools have opted out of receiving Title I funds for multiple years.

**B. Provide the method used for identifying low-income students for services in private schools.**

List the criteria used to identify private school students for Title I educational services as a result of consulting with private school officials.  
 Provide a description of services (if the LEA is not using a third party contractor). If applicable, clearly identify and describe the services that will be funded with roll forward.

**C. Explain how the LEA will evaluate the effectiveness and implementation of the services provided to the private school students, their parents, and their teachers. Include how often this evaluation will occur.**

N/A

If checked, the LEA provides services to private school students through a third party contractor and shall complete this section.

**D. Indicate the services provided to private school students, their parents, and their teachers through a third-party contractor. If applicable, clearly identify and describe the services that will be funded with roll forward.**

**E. Describe the funded activities that will be implemented to address Area of Focus 6.**

Activity 1

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
		AOF 6				
<b>Area of Focus 6 Total (Not Including Roll Forward or PFE)</b>						\$0.00

Parent and Family Engagement	\$0.00
Area of Focus 6 Total (including PFE)	\$0.00
Estimated Roll Forward Total	\$0.00
Total Funds Requested (Including Roll Forward)	\$0.00

**Area of Focus 7: Transportation and Foster Care**  
*\*If no Title I, Part A funds are being reserved for this Area of Focus, the LEA must still provide a Foster Care Point of Contact and a plan for foster care transportation, pursuant ESEA Section 1112(c)(5)(B).*

**List the LEA's Foster Care Point of Contact**

Name:	Dr. Amy Bennett
Title:	Director of Student Services
Phone Number:	863-993-1333
Email Address:	amy.bennett@desotoschools.com

**Enter the amount of funds the LEA is reserving for this Area of Focus using Title I, Part A funds.**

\$0.00

**A. Describe the activities that will be implemented to ensure that transportation will be provided to maintain children in foster care in the school of origin unless there is a determination that is not in the child's best interest.**

Coordination of needed transportation with the transportation department to arrange school of origin transportation will be completed as soon as the student is identified. The district general fund covers additional expenses for transportation costs for foster children.

**B. Describe the activities that will be implemented to ensure the successful enrollment and transfer of records of children enrolled in a new school, even if they do not have the required documentation.**

The LEA's priority for identifying foster care children and youth begins with the student residency form. At the beginning of each school year the district distributes student residency forms to capture any new data regarding student's current housing. The forms are returned and data is entered into the student information management system. It is imperative that the support staff understand the identification process as foster care parents will continue to enroll their students once school begins as well as continue throughout the school year. The staff must be knowledgeable of the policies and procedures to ensure the students have equal access to educational opportunities. The staff refers the students to the guidance department or social workers should the students need immediate health or social services. The Foster Care Liaison communicates with the school level staff to ensure the needs of the students are met. Resources are provided as requested by school level staff or parents. The district strives to provide necessary resources to ensure the academic and health needs are met to ensure the student's academic success in school.

**C. Describe the activities that will be implemented to ensure the development and implementation of clear, written procedures for how transportation will be provided, arranged, and funded for a child's duration of time in foster care in collaboration with the appropriate Child Welfare Agency (CWA).**

Due to the foster care requirements in the Every Student Succeeds Act, effective December 10, 2016, the LEA will provide children in foster care the necessary transportation to and from school. The following describes our agreement in regards to transportation of foster care students.

1. Pickup- Buses can arrive within a 5 minute window before or after the designated pick up time. The student must be at the bus stop on time as the bus driver will not wait for students who are not on time.
2. Drop off- PreK, Kg, and 1st grade students must be escorted to and from their designated bus stops. The escort must be the parent, guardian, or other responsible person (including a sibling in grade 5 or above or a student's childcare provider) who has been designated in advance by a notarized written statement from the parent or guardian at the child's school. Any PreK, Kg., or 1st grade student not met by the designated escort in the afternoon will be returned to the school of attendance. The school administration will contact the parent/guardian for pickup. Designated escorts may be asked to show ID at the bus stop.
3. Communication of Absence- If a student is going to be absent from school and does not need transportation for part or all of a day, parents or guardians must call and inform the dispatcher no later than 5:30 am on the day of the absence so the transportation department can adjust the route accordingly, if necessary. Violating the pick up, drop off, or absence agreement more than 3 times would cause to initiate contact with the foster parent to secure a meeting to discuss the issues and concerns related to transportation.

**D. Describe the funded activities that will be implemented to address Area of Focus 7.**

Activity 1

**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	Please use the dropdown to select LEA or School
		AOF 7					
<b>LEA Total (Including Roll Forward)</b>						\$0.00	
<b>School Total (Including Roll Forward)</b>						\$0.00	
<b>Area of Focus 7 Total (Not Including Roll Forward)</b>						\$0.00	
<b>Estimated Roll Forward Total</b>						\$0.00	
<b>Total Funds Requested (Including Roll Forward)</b>						\$0.00	

**Area of Focus 8: College and Career Readiness**

**A. Describe the LEA's strategy to increase students access to early college, high school, dual or concurrent enrollment opportunities, or career counseling to identify student's interests and skills. Describe how programs are aligned to high skill, high need, and high wage occupations.**

The LEA has an MOU with South Florida State College to providedual enrollment to high school students who meet the minimum requirements. The college is one quarter mile from the high school allowing for eary access. Many students choose this option in order to earn credits and/or an associate degree while in high school.  
 The LEA also has numerous career and technology options available to students at the high school level and at South Florida State College. These programs allow for industry certification to be earned by students and are tied to the Regional Demand report listing those occupations as high skill, high wage. The LEA employs a graduation coach at the high school level. This position monitors students for GPA, EOC, and credit requirements being met as well as working with guidance counselors to place students into career programs that best meet the interests and needs of the student.

**B. Describe the LEA's strategy to support work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, provide academic credit.**

The LEA employs individuals to teach career and technology courses who themselves have in-depth experience with the industry in which they teach. South Florida State College allows students to get hands on experience in two areas, auto mechanics and the lineman program. All programs work to support the teaching of the required skills and these instructors have ties in the community that will allow students to work alongside those currently working in the field. Students may utilize a work based program that allows them to complete required courses in the morning and be dismissed to a work based program to gain valuable hands on experience in their studied field.

**C. Describe the funded activities that will be implemented to address Area of Focus 8.**

Activity 1

**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	Please use the dropdown to select LEA or School
		AOF 8					
<b>LEA Total (Including Roll Forward)</b>						\$0.00	
<b>School Total (Including Roll Forward)</b>						\$0.00	
<b>Area of Focus 8 Total (Not Including Roll Forward)</b>						\$0.00	
<b>Estimated Roll Forward Total</b>						\$0.00	
<b>Total Funds Requested (Including Roll Forward)</b>						\$0.00	
<b>Area of Focus 9: Educational Services Funded at the LEA Level</b>							

**A. Describe the LEA's strategy for using Title I funds to provide LEA-wide educational services. Include the LEA's points of strength and opportunities for improvement, as well as the data source(s) used.**

In a effort to provide as much funding as possible to the school level and to ensure that students are receiving the highest level of service, the district is allocating as few funds as possible to maintain the grant requirements at the district level.

**B. Describe the activities that will be implemented to address Area of Focus 9, if applicable, that will be funded at the LEA level, meaning those to be funded out of the LEA's cost center budget, rather than out of the school allocations.**

Activity 1

**List the detailed activities that will be implemented to address Area of Focus 9, if applicable. The amount reserved for these services must not exceed one percent of the LEA's total allocation.**

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
		AOF 9				
<b>Area of Focus 9 Total (Not Including Roll Forward)</b>					\$0.00	
<b>Estimated Roll Forward Total</b>					\$0.00	
<b>Total Funds Requested (Including Roll Forward)</b>					\$0.00	
<b>Area of Focus 10: Administrative Costs (not to exceed 10% of the total allocation)</b>						

**A. Describe the funded activities that will be implemented to address Area of Focus 10.**

Activity 1 Indirect Costs (5.14%) – Covers allowable indirect expenses necessary for the administration of the Title I program in accordance with federal guidelines. Total: \$142,973.09

Activity 2	Bookkeeper (30%) – Roll Forward: Salary, retirement, social security, and group insurance to manage the Title I budget, process PAFs, input orders, report payroll, and submit financial documents for school board approval. Ensures fiscal accountability and compliance with federal and state requirements. Total: \$24,794.50
Activity 3	Federal Programs Secretary (25%) – Salary, retirement, social security, and group insurance to maintain Title I records, assist with documentation for audits, support reporting requirements, and provide administrative support for federal program activities. Total: \$3,711.60
Activity 4	Administrators: The district will fund the Director of Instructional Services & Federal Programs (50%) and the Director of Human Resources (25%). Title I will support salaries (Roll Forward – \$53,595.16; Allocation – \$30,125.86), retirement (Roll Forward – \$17,815.03; Allocation – \$10,013.83), social security/FICA (Roll Forward – \$10,000.00; Allocation – \$5,000.00), and group insurance (Roll Forward – \$4,100.03; Allocation – \$2,304.63). Roll Forward (RF) amounts are identified above. These administrators oversee and monitor Title I programs, align instructional services with district goals, and
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
7200	790	AOF 10	1	General Administration (Superintendent's Office)-Miscellaneous		\$135,983.53
6300	100	RF: AOF 10	2	Instruction and Curriculum Development Services-Salaries	0.30	\$15,445.85
6300	210	RF: AOF 10	2	Instruction and Curriculum Development Services-Retirement		\$2,167.05
6300	220	RF: AOF 10	2	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		\$6,000.00
6300	230	RF: AOF 10	2	Instruction and Curriculum Development Services-Group Insurance		\$1,181.61
6300	100	AOF 10	3	Instruction and Curriculum Development Services-Salaries	0.25	\$11,142.33
6300	210	AOF 10	3	Instruction and Curriculum Development Services-Retirement		\$1,563.27
6300	220	AOF 10	3	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		\$5,000.00
6300	230	AOF 10	3	Instruction and Curriculum Development Services-Group Insurance		\$852.39
6300	100	RF: AOF 10	4	Instruction and Curriculum Development Services-Salaries	0.50	\$53,595.16
6300	210	RF: AOF 10	4	Instruction and Curriculum Development Services-Retirement		\$17,815.03
6300	220	RF: AOF 10	4	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		\$10,000.00
6300	230	RF: AOF 10	4	Instruction and Curriculum Development Services-Group Insurance		\$4,100.03
7200	100	AOF 10	4	General Administration (Superintendent's Office)-Salaries	0.25	\$30,125.86
7200	210	AOF 10	4	General Administration (Superintendent's Office)-Retirement		\$10,013.83
7200	220	AOF 10	4	General Administration (Superintendent's Office)-Federal Insurance Contributions Act (FICA)		\$5,000.00
7200	230	AOF 10	4	General Administration (Superintendent's Office)-Group Insurance		\$2,304.63
		AOF 10				

**LEA Administrative Costs Total (Not Including Roll Forward)** \$201,985.84

**LEA Estimated Roll Forward Total** \$110,304.73

**LEA Administrative Costs Grand Total Including Roll Forward** \$312,290.57

Area of Focus	LEA Total (Including Roll Forward)	School Total (Including Roll Forward)	Area of Focus Total (Not Including Roll Forward)	PFE: AOF6	Estimated Roll Forward Area of Focus Total	Area of Focus Grand Total	Percent of Allocation	
Area of Focus 1	Student Achievement	\$572,672.00	\$1,870,112.77	\$1,879,609.93		\$563,174.84	\$2,442,784.77	89.16%
Area of Focus 2	Parent and Family Engagement	\$0.00	\$24,999.81	\$24,999.81	\$0.00	\$0.00	\$24,999.81	1.19%
Area of Focus 3	Homeless Education	\$500.00	\$0.00	\$500.00		\$0.00	\$500.00	0.02%
Area of Focus 4	Neglected and Delinquent Education	\$0.00	\$0.00	\$0.00		\$0.00	\$0.00	0.00%
Area of Focus 5	Early Childhood	\$1,002.42	\$0.00	\$1,002.42		\$0.00	\$1,002.42	0.05%
Area of Focus 6	Private School *Percentage of Allocation does not include PFE			\$0.00		\$0.00	\$0.00	0.00%
Area of Focus 7	Transportation for Foster Care Children	\$0.00	\$0.00	\$0.00		\$0.00	\$0.00	0.00%
Area of Focus 8	College and Career Readiness	\$0.00	\$0.00	\$0.00		\$0.00	\$0.00	0.00%
Area of Focus 9	Educational Services funded at the LEA Level			\$0.00		\$0.00	\$0.00	0.00%
Area of Focus 10	Administrative Costs, including Indirect Costs **Not to exceed 10 percent of the total allocation	\$201,985.84		\$201,985.84		\$110,304.73	\$312,290.57	9.58%
<b>Grand Totals</b>		<b>\$776,160.26</b>	<b>\$1,895,112.58</b>	<b>\$2,108,098.00</b>	<b>\$0.00</b>	<b>\$673,479.57</b>	<b>\$2,781,577.57</b>	<b>100.00%</b>

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

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



# Title I, Part A Summary Budget DOE 101

<b>DeSoto</b>	<b>140-2126C-6CB01</b>	<b>26A001</b>
Name of LEA	Project Number	TAPS Number

## Original Application

<b>Requested Allocation Amount</b>	<b>\$2,108,098.00</b>
<b>Estimated Roll Forward</b>	<b>\$673,479.57</b>
<b>Total Funds Requested (sum of allocation and estimated roll)</b>	<b>\$2,781,577.57</b>

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Service Levels School/LEA
6300	130	AOF 1	1	Instruction and Curriculum Development Services-Other Certified	1	\$ 68,879.86	School
6300	210	AOF 1	1	Instruction and Curriculum Development Services-Retirement		\$ 9,636.20	School
6300	220	AOF 1	1	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		\$ 9,364.70	School
6300	230	AOF 1	1	Instruction and Curriculum Development Services-Group Insurance		\$ 16,000.00	School
6300	130	RF: AOF 1	1	Instruction and Curriculum Development Services-Other Certified	2.6	\$ 187,429.83	School
6300	210	RF: AOF 1	1	Instruction and Curriculum Development Services-Retirement		\$ 26,308.46	School
6300	220	RF: AOF 1	1	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		\$ 14,494.45	School
6300	230	RF: AOF 1	1	Instruction and Curriculum Development Services-Group Insurance		\$ 52,000.00	School
5100	150	AOF 1	2	Basic (FEFP K-12)-Paraprofessional	24.65	\$ 695,013.94	School
5100	210	AOF 1	2	Basic (FEFP K-12)-Retirement		\$ 97,497.46	School
5100	220	AOF 1	2	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		\$ 53,250.56	School
5100	230	AOF 1	2	Basic (FEFP K-12)-Group Insurance		\$ 493,000.00	School
5100	120	AOF 1	3	Basic (FEFP K-12)-Classroom Teacher	0.25	\$ 14,442.50	School
5100	210	AOF 1	3	Basic (FEFP K-12)-Retirement		\$ 2,026.28	School
5100	220	AOF 1	3	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		\$ 1,104.85	School
5100	230	AOF 1	3	Basic (FEFP K-12)-Group Insurance		\$ 5,000.00	School
5100	120	RF: AOF 1	3	Basic (FEFP K-12)-Classroom Teacher	0.5	\$ 34,745.22	School
5100	210	RF: AOF 1	3	Basic (FEFP K-12)-Retirement		\$ 4,874.76	School
5100	220	RF: AOF 1	3	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		\$ 2,658.01	School
5100	230	RF: AOF 1	3	Basic (FEFP K-12)-Group Insurance		\$ 10,000.00	School
5100	120	RF: AOF 1	4	Basic (FEFP K-12)-Classroom Teacher	0.85	\$ 44,044.16	School
5100	210	RF: AOF 1	4	Basic (FEFP K-12)-Retirement		\$ 7,340.85	School
5100	220	RF: AOF 1	4	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		\$ 4,000.68	School
5100	230	RF: AOF 1	4	Basic (FEFP K-12)-Group Insurance		\$ 17,000.00	School
5100	369	AOF 1	5	Basic (FEFP K-12)-Technology-Related Rentals		\$ 34,000.00	LEA
5100	369	AOF 1	5	Basic (FEFP K-12)-Technology-Related Rentals		\$ 47,210.13	LEA
5100	369	AOF 1	5	Basic (FEFP K-12)-Technology-Related Rentals		\$ 10,173.15	LEA
5100	369	RF: AOF 1	5	Basic (FEFP K-12)-Technology-Related Rentals		\$ 103,998.85	LEA
5100	369	RF: AOF 1	5	Basic (FEFP K-12)-Technology-Related Rentals		\$ 15,000.00	LEA
5100	369	AOF 1	5	Basic (FEFP K-12)-Technology-Related Rentals		\$ 36,051.51	LEA
5100	369	RF: AOF 1	5	Central Services-Technology-Related Rentals		\$ 8,307.69	LEA
5100	369	AOF 1	5	Central Services-Technology-Related Rentals		\$ 30,650.00	LEA
5100	390	AOF 1	6	Basic (FEFP K-12)-Other Purchased Services		\$ 44,946.66	LEA





























**Original Application**

<b>Requested Allocation Amount</b>						<b>\$2,108,098.00</b>
<b>Estimated Roll Forward</b>						<b>\$673,479.57</b>
<b>Total Funds Requested (sum of allocation and estimated roll)</b>						<b>\$2,781,577.57</b>

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Service Levels School/LEA
		AOF 10				\$ -	
		AOF 10				\$ -	
		AOF 10				\$ -	
		AOF 10				\$ -	
		AOF 10				\$ -	
		AOF 10				\$ -	
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		AOF 10				\$ -	
		AOF 10				\$ -	
		AOF 10				\$ -	
		AOF 10			#REF!	\$ -	

## Public School Eligibility Survey (PSES)

DESOTO							District Poverty Average (DPA)			61.94%			School Year: 2025-2026				
LEA-Wide Ranking							Allocation Process: All schools were ranked based on poverty, determined by the percentage of students directly certified through the Supplemental Nutrition Assistance Program (SNAP). A threshold of 50% poverty was established, meaning schools with at least half of their students from low-income families were served. Per-pupil allocations were then determined according to this ranking. Nocatee Elementary with 69.15% of students from low-income families, received \$932.72 per pupil. Memorial Elementary was next with 65.72% poverty received \$932.73 in per pupil allocation. West Elementary, with 64.57%, received \$890.06 per pupil, followed closely by DeSoto Secondary at 64.00%, receiving \$890 per pupil. DeSoto Middle School, with 56.91%, received \$607.36 per pupil, and DeSoto High School, with 51.31%, received \$575.26 per pupil.										
Survey Data Source: Survey 3				Survey Date Certain: 2/7/25													
Option 2 - Direct Certification Data Only (No Multiplier) The 1.6 multiplier is NOT applied.																	
School Information							Poverty Data							Rank and Serve Information			
School Number	School Name	Grade Comb.	School Type (Elementary, Middle, High or Combination)	New School: Yes or No	Program Type (SW or TA)	Grade-Span Grouping (if not applicable, leave column blank)	Reported 2025-2026 Number of Children Attending Public Schools	Reported 2025-2026 Number of Children from Low-Income Families	Reported 2025-2026 Percent of Children from Low-Income Families	2025-2026 Number of Children Attending Public Schools	2025-2026 Number of Children from Low-Income Families	2025-2026 Percent of Children from Low-Income Families	FRPL or DC	1.6 Multiplier Applied: Yes or No	Selection Code	2025-2026 Per-Pupil Allocation (PPA)	2025-2026 Total School Allocation (TSA)
181	NOCATEE ELEMENTARY SCHOOL	PREK-5	Elementary	No	School Wide		496	343	69.15%	496	343	69.15%	DC	No	B	\$ 932.73	\$ 319,926.39
81	MEMORIAL ELEMENTARY SCHOOL	PREK-5	Elementary	No	School Wide		878	577	65.72%	878	577	65.72%	DC	No	B	\$ 932.73	\$ 538,185.21
61	WEST ELEMENTARY SCHOOL	PREK-5	Elementary	No	School Wide		604	390	64.57%	604	390	64.57%	DC	No	B	\$ 890.06	\$ 347,123.40
291	DESOTO SECONDARY SCHOOL	K-12	Combination	No	School Wide		50	32	64.00%	50	32	64.00%	DC	No	B	\$ 890.00	\$ 28,480.00
161	DESOTO MIDDLE SCHOOL	6-8	Middle	No	School Wide		905	515	56.91%	905	515	56.91%	DC	No	C	\$ 607.36	\$ 312,790.40
31	DESOTO COUNTY HIGH SCHOOL	9-12	High	No	School Wide		1,181	606	51.31%	1,181	606	51.31%	DC	No	C	\$ 575.26	\$ 348,607.56
<b>District Totals</b>							4,114	2,463	4	4,114	2,463	61.94%					\$ 1,895,112.96

<b>Current Year District Allocation</b>	<b>School-Level Roll-Forward Funds</b>	<b>Total Allocation (auto-calc.)</b>	<b>Public School Proportional Percentage (auto-calc.)</b>
\$2,108,098.00	\$404,896.42	\$2,512,994.42	100.00%
<b>Number of Public CLIF</b>	<b>Number of Private CLIF (auto-pop.)</b>	<b>Total CLIF (auto-calc.)</b>	<b>Non-Public School Proportional Percentage (auto-calc.)</b>
2463	0	2463	0.00%
<b>Current Year Public School-Level Allocation</b>	<b>\$1,490,216.54</b>	<b>Current Year Non-Public Allocation (auto-calc.)</b>	<b>\$0.00</b>
<b>Public School-Level Roll-Forward</b>	<b>\$404,896.42</b>	<b>Non-Public Roll-Forward</b>	<b>\$ -</b>
<b>Total Public School-Level Funds (auto-calc.)</b>	<b>\$1,895,112.96</b>	<b>Total Non-Public Funds (auto-calc.)</b>	<b>\$ -</b>

## Florida's 2025-26 ESEA Federal Programs Application Review for *DeSoto*

For your convenience, we have notated feedback and clarification requests below regarding your application. 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.

Area of Focus	Activity #	Feedback/Clarification Requests	LEA Response
1	8	<p>This activity allocates funding for ECTAC. Please verify if this is to provide support to school-level staff or if this is for administrative LEA-level staff.</p> <p>If this is for administrative LEA-level staff, please remove from Area of Focus 1 and include in Area of Focus 10 (admin cost). If this is for school-level staff, please include this information in the activity narrative.</p> <p><b>NOTE: AoF 10 has a 10% cap; if this activity is moved to AoF 10, budget revisions may be necessary to stay within this reservation.</b></p>	<p>Updated with information as to how used at school level. KJ 9.2.25</p> <p style="color: green;">ER-Thank you!</p>

<b>PSES</b>		
Section	Feedback/Clarification Requests	LEA Response
<b>PSES-Proportion of Funds Tab</b>	<p>The allocation amount provided in cell A6 exceeds the amount allocated to the LEA. Please revise.</p> <p>Additionally, the amount provided in cell B6 exceeds the amount allocated to schools. This cell should only include RF funds at the school level (matching cell B10). Please revise B6 to match B10.</p>	<p style="color: purple;"><b>Updated KJ 9.2.25</b></p> <p style="color: green;">ER-Thank you!</p>
<b>PSES-Allocation Process</b>	<p>The allocation process does not appear to align with school allocations (PPAs listed in allocation process are not the same as PPAs provided in column Q). Please revise the allocation process to ensure the information provided in this box matches column Q.</p>	<p style="color: purple;"><b>Updated KJ 9.2.25</b></p> <p style="color: green;">ER-Thank you!</p>
<b>Other Sections: Title Page, DOE100A, Budget Tab, Narrative Boxes, Reservations</b>		
Section	Feedback/Clarification Requests	LEA Response
<b>Requested Allocation</b>	<p>The amount requested exceeds the amount allocated. Please revise the budget to ensure these amounts match.</p>	<p style="color: purple;"><b>Updated KJ 9.2.25</b></p> <p style="color: green;">ER-Thank you!</p>

## Florida's 2025-26 ESEA Federal Programs Application Review for *DeSoto*

For your convenience, we have notated feedback and clarification requests below regarding your application. 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.

<p><b>AoF 4, Narrative Box B</b></p>	<p>This narrative includes “social-emotional.” Please revise language to align with State Resiliency and Character Education Standards.</p>	<p><b>Updated to state resiliency. KJ 9.2.25</b></p> <p>ER-Thank you!</p>
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