



FLORIDA DEPARTMENT OF EDUCATION

Request for Application (RFA)

Bureau / Office

Division of Public Schools/ Bureau of Federal Educational Programs/Title I, Part A

Program Name

2013-2014 Title I School Improvement Initiative [Section 1003(a)]

Specific Funding Authorities

Section 1003(a) P.L. 107-110, No Child Left Behind Act 2001, Title I, Part A, CFDA #84.010

Funding Purpose/Priorities

School Improvement Initiative 1003(a) funds will be allocated to local educational agencies (LEAs) committed to serving priority and focus schools identified under the Florida Department of Education's Differentiated Recognition, Accountability, and Support System based on schools most in need of support.

Type of Award

2013-2014 School Improvement Initiative [Section 1003(a)], Entitlement formula-based

Total Funding Amount

\$8,425,850

Budget Period

January 1, 2014 – December 31, 2014

Program Performance Period

January 1, 2014 – December 31, 2014

Target Population

The target population are students in Title I schools identified as focus or priority for the 2013-2014 school year.

Eligible Applicants

LEAs with focus or priority schools are eligible to apply.

Application Due Date

December 31, 2013

The due date refers to the date of receipt in the Office of Grants Management. The project effective date will be the date that the application, meeting the conditions for acceptance, is received, or the date of receipt of the Federal Award Notification, whichever is later.

Contact Persons

Program Office Contact

Marixcia Chrishon
Program Specialist
Bureau of Federal Educational Programs
850-245-9438
marixcia.chrishon@fldoe.org

Grants Management Contact

Sue Wilkinson
Director
Office of Grants Management
850-245-0712
sue.wilkinson@fldoe.org

Assurances

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

- 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires LEAs to submit a common assurance for participation in federal programs funded by the U.S. Department of Education (USDOE);
- Applicable regulations of other Federal agencies; and
- State regulations and laws pertaining to the expenditure of state funds.

As a condition of receiving funding, applicants must have a signed statement by the agency head certifying applicant adherence to these *General Assurances for Participation in State or Federal Programs* on file with the FDOE Office of the Comptroller. The complete text is found at <http://www.fldoe.org/comptroller/GreenBook/2013/2013GreenBook.pdf>.

All recipients and sub-recipients that are recommended for a federally funded project/grant must have a Data Universal Numbering System (DUNS) number prior to the award document being issued (see Section D, General Assurances, Terms, and Conditions for Participation in Federal and State Programs, for more information on DUNS)

Local Educational Agencies

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

No Child Left Behind Assurances

By signature on this application, the LEA certifies it will comply with the following requirements of the No Child Left Behind Act of 2001:

- Coordinate and collaborate, to the extent feasible and necessary as the LEA determines, with the State Educational Agency and other agencies providing services to children, youth, and families with respect to a school in focus or priority status.

- Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the LEA and receiving Title I, Part A funds to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) by the 2013-2014 school year.
- Improve student achievement through school improvement and reform and help close the achievement gap by: 1) making progress toward rigorous college- and career-ready standards and high-quality assessments; 2) establishing pre-K to college and career data systems that track progress and foster continuous improvement; 3) improving teacher effectiveness and the equitable distribution of qualified teachers; and 4) providing intensive support and effective interventions for the lowest-performing schools.
- Ensure transparency, reporting, and accountability to accurately measure and track funds and publicly report on how funds are used.
- Use scientific research-based strategies.

Funding Method

Cash Advance and Reporting of Disbursements System (CARDS)

Web-Based Reporting is required monthly to record expenditures.

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient for disbursements. For federally funded projects, requests for federal cash advance must be made on CARDS - Cash Advance and Reporting of Disbursements System. If at times it is determined that disbursements are going to exceed the amount of cash on hand plus cash in transit, an online amendment can be made prior to the due date of the next Federal Cash Advance distribution on the CARDS System.

Fiscal Requirements

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include: invoices with check numbers verifying payment, and/or bank statements; all or any of which must be available upon request.

- No funds may be obligated prior to the approved budget period or after the project ends.
- No local match is required.
- Funds made available for this project shall supplement and not supplant other state and local public funds expended for education programs.
- All project recipients must submit a completed DOE 399 form (Final Project Disbursement Report) that reflects the approved project budget and amendments throughout project period by the date specified on the DOE 200 form, Project Award Notification.
- Funds must be used to implement activities at Title I focus or priority schools.
- Not less than 95 percent of the funds shall be expended for carrying out project activities. The remaining amount, not to exceed 5 percent, may be used for planning, interagency coordination, administration, and/or indirect costs. Positions such as project coordinator, accountant, clerical staff, and/or other positions not directly serving students or the direct project goals are considered administrative.

General Education Provisions Act (GEPA)

In accordance with the requirements of Section 427 of the GEPA Public Law 103-382, a current fiscal year GEPA plan is required. The applicant **must submit**, with this application, a one-page summary description of the plan proposed by the LEA or other entity to ensure equitable access to, and

participation of students, teachers, and other program beneficiaries with special needs. For details, refer to URL: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>.

Substantially Approvable Form Requirements

Applicants shall become eligible for approval when the FDOE has on file a project application determined to be in substantially approvable form. "Substantially approvable form" is defined to mean that the project application, as received by the FDOE, contains the following:

- The project application form (DOE 100A) bearing the original signature of the superintendent for the school district or the president/chairperson of the board for other agencies.
- The budget narrative form (DOE 101) submitted via the online system at <https://app1.fldoe.org/grants/reporting/>.
- Signed certification bearing the original signature of the agency head or president/chairperson, signifying compliance with the "General Assurances, Terms, and Conditions for Participation in Federal and State Programs." For school districts, state colleges, state universities, and governmental agencies, a signed certification bearing the original signature of the current superintendent for the school districts or the agency head/president for other agencies must be on file with the FDOE's Bureau of the Comptroller.

Substantially approvable forms with the exception of the DOE 101 must be submitted to:

Office of Grants Management
Florida Department of Education
325 W. Gaines Street, Room 332
Tallahassee, Florida 32399-0400

Method of Review

All online project applications, including budget forms shall be reviewed by FDOE staff in accordance with established project application review checklists and requirements set forth in the No Child Left Behind Act of 2001, and other applicable federal and state regulations and guidelines. The following requirements must be met for applications to be considered for review:

- LEA met substantially approvable form requirements.
- LEA completes and submits the School Improvement Initiative Application using the Online Grant System at <https://app1.fldoe.org/grants/reporting/>.

Budget Narrative

Complete the Budget Narrative Form (DOE 101) online at <https://app1.fldoe.org/grants/reporting/> providing sufficient information to enable the reviewers to understand the nature of and the reason for the expenditure. Expenditures must clearly support activities described in the narrative portion of the project application. The budget narrative must include detailed information for every function/object code and explicitly state the supported activity. The following expenditure account titles should identify and describe:

- Personnel: Record all position types including Other Personnel Services for personnel employed on a regular or temporary basis to be funded from the project application. Identify the function and object codes for each type of position, and where applicable the full-time equivalent (FTE) number of positions. Indicate if the position is new.
- Professional and Technical Services: Identify the function and object codes for professional and technical services rendered by personnel who are not on the payroll of the LEA's school board, and other services which the LEA may purchase.

- Capital Outlay: Identify the function and object codes with each proposed disbursements for capital outlay items.
- Travel: Identify the function and object codes with each description of travel to be supported with funds from this project. Report only proposed disbursements for travel for regular or temporary employees of the LEA to be funded by this project. Travel for consultants must be listed under professional and technical services when it is not included in the contract. Travel and per diem charged to the project may not exceed the rate prescribed by the LEA. List individual positions when travel funds are being requested to perform necessary activities. Travel and per diem for project personnel to participate in in-service training sessions or activities should be listed separately for each type of activity.

Other General State Requirements

In order to be funded, each school must agree to the following requirements.

- Provide and commit to implement programs, activities and strategies that specifically address the academic achievement needs of students that demonstrate the greatest need.
- Implement instructional support programs that are evidence-based.

Narrative Section

This section must be completed online at <https://app1.fldoe.org/grants/reporting/>.

1. School Information

Identify the schools to be served. The school number, school name, poverty rate (free or reduced priced lunch percentage), Differentiated Accountability (DA) classifications (Focus and Priority) and school grade columns are pre populated and represent the current information reported to the FDOE. Indicate the amount each school will be allocated. The LEA will not be permitted to allocate funds to a school during the grant period that was not initially identified, funded and served at the time of approval.

2. Data Analysis During Project Period

Describe the process for analyzing student achievement and program outcome data during the project period. Responses must answer the following questions:

- What professional development will be offered to staff to analyze student achievement data and who will provide this training?
- What professional development will be offered to staff to analyze program outcome data and who will provide the training?
- How often will data analysis take place at the selected schools?
- How will the results of the data analysis be used to make informed decisions that will lead to an increase in student achievement?

3. LEA Support Teams

Describe how the LEA will provide sufficient support and assistance to focus and priority schools. Explain how the LEA will differentiate the support provided to schools in each DA category. Describe how the LEA will guide the schools in the use of these funds to increase student achievement.

4. Strategies to be Implemented

Describe the strategies that the LEA will implement using these funds to address academic performance indicators and non-academic performance indicators to increase student academic achievement. Identify the following:

- Root cause for low academic achievement the strategy will address
- Name of each strategy, a description of research of effectiveness and description of how each strategy will support DA strategies
- Current capacity of the LEA to assist school personnel in low achieving schools and how each strategy will enhance current capacity
- Frequency and duration of each strategy (e.g., three days per week after school for nine weeks starting the third week of January)
- Staff responsible for monitoring implementation of each strategy
- Progress monitoring tool used to track the effectiveness of each strategy
- Frequency of progress monitoring of each strategy
- Measures that will be in place to ensure these services supplement existing services that may already be provided to eligible students
- How each strategy aligns with the *FDOE Action Plan: April 2013 – June 2014* (the action plan may be accessed at http://www.fldoe.org/board/meetings/2013_04_16/action.pdf)
- If the strategy is a reading plan
- Target population for each strategy

Examples of Strategies

- Extend teacher contract time for data analysis and alignment of curriculum and instruction
- Extend teacher contract time to perform curriculum mapping and create instructional focus calendars
- Implement and monitor implementation of lesson study groups
- Implement smaller learning communities
- Contract with an outside evaluator to review current school improvement activities and to make recommendations for improvements
- Provide professional development in the content areas where the school did not meet academic achievement or proficiency goals
- Provide administrator professional development in organizational culture, school turnaround principles, instructional leadership, monitoring, etc.
- Implement a whole-school reform model
- Implement a new, more rigorous, accelerated curriculum that focuses on students in the academic middle to enhance the effort of closing the achievement gap
- Implement a new, more rigorous, accelerated curriculum that focuses on placing students in advanced courses
- Extend the school day by exceeding the minimum required instructional time
- Extend the school year by exceeding the minimum required 180 days
- Implement parent involvement activities to address external root cause issues, including parent leadership development
- Provide additional professional development opportunities that can be found through National Staff Development Council. (<http://www.nsdcc.org/>)
- Expand early childhood programs
- Provide curriculum coach training and networking activities
- Provide professional development on differentiated instruction
- Implement Response to Instruction/Intervention
- Provide reading, mathematics, and/or science coach

- Purchase mathematics manipulatives
- Purchase science lab equipment

5. Dissemination and Reporting Student Outcomes

Describe how student outcomes and the information in this application will be disseminated to the appropriate populations.

- Provide the method(s) of dissemination of this application.
- Provide the method(s) and timelines for reporting student outcomes.
- Identify the population(s) that will be notified and how the LEA will ensure that the communication is provided in a parent friendly and understandable format in multiple languages, if necessary.

6. Evaluation of Previous Year's Title I School Improvement Grant Activities

Describe the process and tools for evaluating the outcomes of student academic achievement as a result of implementing strategies described in the previous year's application. Identify the evaluation results from the previous year's activities. As a result of the evaluation conducted, describe how the activities have been maintained, altered, or discontinued.

Attachments:

1. Project Application Form (DOE 100A)
2. Budget Narrative Form (DOE 101)
3. Preliminary Allocation Table for Eligible LEAs