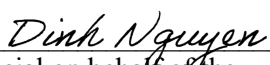



**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Charlotte County School District	2 PROJECT NUMBER 080-2124B-4CB01	
3 PROJECT/PROGRAM TITLE Title I, Part A - Improving the Academic Achievement of the Disadvantaged (TIPA) TAPS 24A001	4 AUTHORITY 84.010A PL 114-95 ESSA 2015, Title I, Part A USDE or Appropriate Agency FAIN#: S010A230009	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2023 - 06/30/2024 Program Period:07/01/2023 - 06/30/2024	
7 AUTHORIZED FUNDING Current Approved Budget: \$4,087,039.00 Amendment Amount: Estimated Roll Forward: \$264,651.00 Certified Roll Amount: Total Project Amount: \$4,351,690.00	8 REIMBURSEMENT OPTION Federal Cash Advance	
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>06/30/2024</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2024</u> Last date for receipt of proposed budget and program amendments: <u>04/30/2024</u> Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: Federal Award Date : <u>07/01/2023</u> 		
10 DOE CONTACTS Program: Dr. Dinh Nguyen Phone: (850) 245-0811 Email: Dinh.Nguyen@fldoe.org Grants Management: Unit A (850) 245-0735	Comptroller Office Phone: (850) 245-0401 UEI#: NTKBZDVK3F25 FEIN#: F596000539002	
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. The Department's approval of this contract/grant does not excuse compliance with any law. Other: 		
12 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  Authorized Official on behalf of the Commissioner of Education </div> <div style="text-align: center;"> <u>09/06/2023</u> Date of Signing </div> <div style="text-align: right;">  </div> </div>		

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

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



Elementary and Secondary Education Act (ESEA) Federal Programs

Florida's 2023-24 ESEA Federal Programs Application	
<i>Charlotte</i>	
UEI Number	L5FAVVE55A5
Fiscal Contact Information	
Fiscal Contact Name	Elizabeth Lewis
Title	Federal Programs Accountant
Phone Number	941-255-0808 Ext. 2014
Contact Email	Elizabeth.Lewis@yourcharlotteschools.net
Title I, Part A	
Program Contact Name	Ashley Monier
Title	Coordinator for State and Federal Programs
Phone Number	941-255-0808 Ext. 2122
Contact Email	Ashley.Monier@yourcharlotteschools.net
Title I, Part C	
Program Contact Name	N/A
Title	
Phone Number	
Contact Email	
Title I, Part D, Subpart 2	
Program Contact Name	N/A
Title	
Phone Number	
Contact Email	
Title II, Part A	
Program Contact Name	Ashley Monier
Title	Coordinator for State and Federal Programs
Phone Number	941-255-0808 Ext. 2122
Contact Email	Ashley.Monier@yourcharlotteschools.net
Title III, Part A	
Program Contact Name	Ashley Monier
Title	Coordinator for State and Federal Programs
Phone Number	941-255-0808 Ext. 2122
Contact Email	Ashley.Monier@yourcharlotteschools.net
Title IV, Part A	
Program Contact Name	Ashley Monier
Title	Coordinator for State and Federal Programs
Phone Number	941-255-0808 Ext. 2122
Contact Email	Ashley.Monier@yourcharlotteschools.net
Title V, Part B, Subpart 2	
Program Contact Name	N/A
Title	
Phone Number	
Contact Email	

Florida 2023-24 ESEA Federal Program Assurances

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

Assurance 1: The Local Educational Agency (LEA) has on file with the FDOE, Office of the Comptroller, and a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs. The complete text may be found in Section D of the Green Book. The certification of adherence, currently on file with the FDOE Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition.

Assurance 2: The LEA assures that they will comply with all applicable supplement not supplant requirements under ESEA. [Sections 1118(b), 1304(c)(2), 1415(b), 2301, 3115(g), 4110, 5232 of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015].

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

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

Assurance 5: The LEA assures that a comprehensive needs assessment is conducted that takes into account information on the academic achievement of children in relation to the challenging state academic standards.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Title I, Part C: Migrant Education Program

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

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

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

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

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

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

Title II, Part A: Supporting Effective Instruction

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

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

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

Title IV, Part A: Student Support and Academic Enrichment

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

Assurance 5: Except 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)]

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].

Elementary and Secondary Education Act (ESEA) Federal Programs

Florida 2023-24 ESEA Federal Program Applications

Project Application (DOE 100A)

UEI Number *L5AFVVE55A5*

Charlotte

	Program Name	Project Number	TAPS Number	2023-24 Preliminary Allocation	Requested Allocation	Estimated Roll Forward	Total Funds Requested (Sum of Allocation and Estimated Roll)
Type an "X" in the green box below for the program(s) in which the LEA is applying for funds.							
<input type="checkbox"/>	Title I, Part A		24A001	\$4,087,038.74	\$4,067,519.00	\$284,171.00	\$4,351,690.00
<input type="checkbox"/>	Title I, Part C		24A020	\$0.00	\$0.00		\$0.00
<input type="checkbox"/>	Title I, Part D, Subpart 2		24A009	\$0.00	\$0.00		\$0.00
<input type="checkbox"/>	Title II, Part A		24A011	\$642,294.00	\$642,294.00	\$101,348.00	\$743,642.00
<input type="checkbox"/>	Title III, Part A		24A014	\$76,992.00	\$76,992.00	\$33,022.00	\$110,014.00
<input type="checkbox"/>	Title IV, Part A		24A120	\$288,632.00	\$288,632.00	\$0.00	\$288,632.00
<input type="checkbox"/>	Title V, Part B, Subpart 2		24A007	\$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.

Steve Dionisio

Printed Name of Agency Head

<i>Steve Dionisio</i>	Superintendent	5/26/2023
<i>Signature of Agency Head</i>	<i>Title</i>	<i>Date</i>

Florida 2023-24 ESEA Federal Programs Preliminary Allocations*

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

Agency Number	Local Educational Agency	Title I, Part A	Title I, Part C	Title I, Part D, Subpart 2	Title II, Part A	Title III, Part A	Title IV, Part A	Title V, Part B, Subpart 2
010	Alachua	8,088,697	1,085,647	409,083	1,226,899	140,926	626,844	-
020	Baker	1,178,449	-	-	206,973	-	94,711	117,574
030	Bay	8,183,055	-	133,738	1,159,173	210,114	582,992	-
040	Bradford	1,240,790	-	-	170,038	-	101,855	67,069
050	Brevard	18,434,970	-	175,041	2,568,218	479,509	1,445,489	-
060	Broward	79,126,037	104,314	487,753	9,705,435	4,570,721	6,132,114	-
070	Calhoun	740,360	-	-	103,513	-	60,049	49,530
080	Charlotte	4,087,039	-	-	642,294	76,992	288,632	-
090	Citrus	5,632,685	-	82,603	800,323	24,163	456,854	-
100	Clay	6,227,275	-	-	997,250	165,089	526,639	-
110	Collier	11,848,491	3,439,389	167,173	1,704,265	981,831	838,922	-
120	Columbia	3,384,783	-	-	478,617	16,359	274,532	233,988
140	DeSoto	2,209,334	426,952	-	292,225	70,688	158,082	109,952
150	Dixie	974,615	-	-	136,104	-	79,049	47,895
160	Duval	60,300,551	-	444,483	6,397,212	1,295,200	4,924,264	-
170	Escambia	20,363,760	-	332,380	2,528,471	132,822	1,202,826	-
685	FAMU Developmental Research School	323,491	-	-	101,866	-	26,561	-
687	FAU A. D. Henderson School	379,556	-	-	195,764	11,856	35,633	-
180	Flagler	3,212,194	-	-	534,768	61,833	242,650	-
708	Florida Department of Corrections	-	-	-	-	-	-	-
557	Florida School for the Deaf and Blind	123,437	-	-	69,420	-	10,012	-
48C	Florida Virtual School	1,055,933	-	-	718,376	15,008	94,033	-
190	Franklin	607,279	-	-	82,946	-	46,724	27,561
371	FSU Developmental Research School	307,892	-	-	136,692	12,006	25,410	-
200	Gadsden	4,184,005	-	-	482,266	47,276	339,355	112,933
210	Gilchrist	767,180	-	-	115,557	17,710	62,224	67,385
220	Glades	403,760	89,669	-	58,491	10,807	32,791	41,671
230	Gulf	545,513	-	-	90,570	-	44,245	41,565
240	Hamilton	1,105,961	-	92,437	118,389	25,214	89,702	37,161
250	Hardee	1,905,577	480,108	-	224,741	54,029	170,346	116,678
260	Hendry	3,655,487	1,124,049	-	389,863	158,486	300,054	344,336

270	Hernando	7,598,499	-	-	994,172	97,853	616,297	-
280	Highlands	5,262,991	754,202	-	549,762	76,691	470,391	289,637
290	Hillsborough	76,954,119	2,113,204	818,165	9,081,518	3,373,073	5,017,084	-
300	Holmes	1,148,058	-	-	163,072	-	93,116	75,403
99H	IDEA	1,067,176	-	-	130,910	35,119	78,362	-
310	Indian River	4,458,072	5,530	-	685,765	138,675	338,651	-
320	Jackson	2,501,439	-	53,102	322,795	13,507	205,326	138,673
330	Jefferson	606,712	-	-	83,367	-	49,801	15,429
98Z	KIPP Miami	846,285	-	-	154,132	-	36,245	-
340	Lafayette	386,393	5,300	-	58,446	-	31,339	27,956
350	Lake	11,986,389	11,473	47,202	1,772,758	322,374	904,530	-
53D	Lake Wales	2,382,143	31,003	-	605,947	58,832	193,210	-
360	Lee	26,160,705	397,812	184,874	3,417,421	2,545,526	1,927,552	-
370	Leon	11,879,480	-	84,570	1,331,602	157,585	974,810	-
380	Levy	2,591,683	-	-	367,998	28,665	173,469	130,287
390	Liberty	334,274	-	133,738	49,097	-	27,112	31,622
400	Madison	1,106,578	15,791	47,202	136,283	-	98,703	58,154
410	Manatee	12,788,029	426,742	204,541	1,656,475	928,702	1,098,284	-
420	Marion	15,970,606	-	434,650	2,017,076	384,058	1,295,339	-
430	Martin	4,451,439	-	-	611,779	345,787	365,388	-
815	Mater Academy	441,436	-	-	89,296	21,912	68,640	-
130	Miami-Dade	135,380,287	1,504,115	271,410	13,072,917	10,413,379	11,112,355	-
440	Monroe	1,853,323	-	-	325,556	188,202	130,474	-
450	Nassau	1,835,094	-	-	373,240	31,067	144,108	-
460	Okaloosa	6,586,297	-	261,577	957,876	255,288	534,199	-
470	Okeechobee	2,144,375	473,184	66,870	320,866	91,099	173,925	139,966
480	Orange	70,445,005	392,905	361,880	8,515,176	4,368,261	5,556,948	-
490	Osceola	21,832,791	-	118,005	2,852,441	1,883,668	1,653,404	-
500	Palm Beach	56,634,162	2,118,670	361,880	6,646,698	4,557,514	4,593,467	-
510	Pasco	22,030,147	94,302	104,238	2,953,789	667,711	1,766,274	-
520	Pinellas	30,362,989	-	283,211	3,637,534	970,124	2,462,672	-
530	Polk	43,914,161	1,242,423	296,978	5,051,144	1,639,036	3,561,777	-
540	Putnam	6,707,581	108,967	-	830,801	102,505	442,148	231,852
16R	San Jose	898,244	-	-	109,158	30,767	80,297	-
570	Santa Rosa	4,506,236	-	-	746,880	40,222	385,209	-
580	Sarasota	9,340,757	-	-	1,326,954	474,857	760,254	-
590	Seminole	11,649,163	-	135,705	1,735,454	529,186	944,837	-

50D	South Tech	1,112,230	1,461	-	251,877	14,108	90,210	-	
550	St. Johns	4,709,888	-	94,403	822,713	87,047	409,346	-	
560	St. Lucie	15,537,667	173,290	279,277	1,795,425	788,226	1,275,432	-	
600	Sumter	3,388,772	-	-	320,794	43,373	278,157	-	
610	Suwannee	2,535,709	251,423	-	355,384	35,419	205,666	140,177	
620	Taylor	1,121,505	-	-	163,548	-	90,963	61,741	
015	UF, PK Yonge Devm't Research School	128,935	-	-	78,698	-	10,436	-	
630	Union	650,965	-	-	109,954	-	43,517	53,908	
48K	United Cerebral Palsy of Central Florida, Inc	399,927	-	-	114,250	10,956	29,114	-	
640	Volusia	20,466,187	131,886	350,080	2,679,266	483,711	1,468,486	-	
650	Wakulla	892,721	-	-	173,950	-	69,768	-	
660	Walton	2,560,229	-	60,969	425,682	109,109	207,654	-	
670	Washington	1,357,344	301,385	-	190,484	-	110,091	78,620	
	Total	\$922,503,352	\$17,305,196		\$7,379,218	\$113,654,899	\$44,921,833	\$71,968,431	\$2,888,723

**Title I, Part A
Charlotte**

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.

	Preliminary Allocation	\$4,087,039.00
	Requested Allocation Amount	\$4,067,519.00
	Estimated Roll Forward	\$284,171.00
Total Funds Requested (Including Roll Forward) (sum of allocation and estimated roll)		\$4,351,690.00

Area of Focus 1	Student Achievement
Area of Focus 2	Parent and Family Engagement
Area of Focus 3	Homeless Education
Area of Focus 4	Neglected and Delinquent Reservation
Area of Focus 5	Early Childhood
Area of Focus 6	Private School
Area of Focus 7	Transportation and Foster Care
Area of Focus 8	College and Career Readiness
Area of Focus 9	Educational Services Funded at the LEA Level
Area of Focus 10	Financial Rewards and Incentives
Area of Focus 11	Administrative Costs, which includes Indirect Costs (Not to exceed 10 percent of the total allocation)

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.

Each year, the LEA facilitates a cyclical process for assessing, monitoring and evaluating student achievement. This process starts at the teacher level; all schools participate in Data Days- these data days may be organized by subject area and/or grade level. Teachers analyze their student data from diagnostic tests, common assessments, progress monitoring assessments, classroom work samples, and standards proficiency scales. Guided by their academic coaches and subject area curriculum and instructional specialists (C&Is), teachers use the evaluation of this student data to create actionable plans to improve weak areas, remediate and enrich as needed, and determine whether students are meeting the academic rigor necessary to achieve grade level standards. This work then becomes the basis for schoolwide improvement plans as teachers and administrators identify gaps in student achievement and teacher instructional expertise as well as trends in attendance, behavior, and school climate. District administrators work closely with schools to create and develop a plan for monitoring the areas of focus in their schoolwide improvement plans and these areas of focus become the basis for the district's strategic plan. The schoolwide planning process happens with all school and district leaders together to identify common areas in need of improvement and common resources and strategies to foster that improvement and ways in which the LEA can support schools in their growth. Part of this process includes tiering students and teachers for varying levels of support through RtI, MTSS, and small and large group instruction for students and coaching, co-teaching, and professional development for staff.

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

The LEA captures all student data in EDIS an online platform for parents, teachers and students to input, track and review student data. This includes the early warning system indicators so LEA staff can see at a glance which students are at risk for academic failure and in what area(s). The LEA also uses progress monitoring in the beginning, middle, and end of year to identify students who are at risk and establish individualized learning paths to support student achievement. The LEA MTSS process is another way Charlotte County identifies students who may be at risk for academic failure; the MTSS core team meets monthly to create and revise student tracking forms used in the classrooms and by school leaders. Each LEA school has a member on the MTSS core team to disperse information and provide training as necessary to all teachers and LEA instructional staff. As part of school level professional learning committees, early warning system data is reviewed and plans put in place for students displaying multiple early warning indicators to provide intense and individualized support. Title I funded Achievement and family associates and lead teachers at each school site assist in parent outreach for these students to improve attendance, academics, and behavior; lead teachers assist principals and staff in identifying these students through progress monitoring prior to early warning indicator identification.

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 has adopted the practice of guiding teachers through cycles of effective instruction using the Critical Concepts which were first identified by Marzano Research and have been customized by teams of Charlotte County instructional staff, coaches, leaders, and curriculum and instructional specialists. As part of the Charlotte County Critical Concepts Collaborative (C5), proficiency scales were created for each critical concept, which encompasses between K-10 grade level standards; these proficiency scales are used by teachers and students (in kid-friendly language) to determine a student's progress toward mastering the

Florida standards. Students who are not making adequate progress toward mastery are provided additional assistance in a variety of ways depending on individual student needs and are provided tiered instruction and ongoing assessments according to the LEA Reading Plan Matrix. Teachers use common benchmark assessments and remediation lessons to assist those students not meeting the proficiency level required to master the challenging academic standards. In addition to supporting this work, Title I funds are being used to purchase materials and online resources and ongoing professional development and support for remediation and resource rooms that serve students falling below the threshold for proficiency of grade level standards. Staff funded through this activity work directly (one-on-one and in small groups) with the most academically needy students as identified by progress monitoring data to assist them in making learning gains toward mastery of standards. Teachers also work collaboratively to develop lessons, participate in cycles of effective instruction (including observation and learning walks), and evaluate the effectiveness of collaboratively developed lessons, and evaluate student data to improve instructional practices and enhance student engagement and learning. Schools also offer before and after school tutoring, remediation, and enrichment to support all students, but is prioritized for students not meeting grade level academic standards.

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

CCPS Title I funds are used in part to fund the positions of 5 subject area specific Curriculum and Instructional Specialists (C&Is); these positions work closely with instructional staff, the Directors of Elementary and Secondary Learning, the Assistant Superintendent of Learning and the school leadership teams to identify evidence-based strategies to be used and developed in Charlotte County. The C&Is and Directors meet weekly to identify concerns at each of the LEA schools and to share ways in which they are supporting and assisting schools in overcoming these barriers; school leaders meet monthly with Directors and C&Is to evaluate and/or identify new instructional resources or instructional needs at their school sites. C&Is also meet monthly with academic coaches from each LEA school to provide professional development and engage in professional discourse surrounding implementing instructional strategies that will strengthen student learning. Academic Coaches, some of which are funded through Title I, also coach teachers to improve school conditions for student learning based on the professional development they receive at the monthly learning meetings. When necessary and feasible, outside experts are contracted to provide guidance in the identification and implementation of instructional strategies to strengthen student learning. Examples of contracted service providers include Kagan, IXL, Renaissance, Marzano Research, and Benchmark, Savvas, Reveal, Dreambox, Leader in Me, and Progress Learning. Additionally, Title I funds are used to provide support in content areas at school sites through coaches specific to content areas, Deans for behavior restoration, remedial teachers and paraprofessionals, and Reading Recovery teachers; these staff members work with small groups or one-on-one with students to provide individualized attention and intensive support. Schools also choose to fund supplemental teachers in the areas of STEM, Spanish, Reading, and Intensive math to provide well-rounded learning experiences for all students regardless of their economic status or achievement level.

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 tracks all student discipline in FOCUS, the student data management system and referrals are included in the early warning indicators. LEA Title I schools generate reports that are shared with staff, parents, and students tracking the number of students each month that remain referral free. All student discipline resulting in consequences is recorded in FOCUS including notes for parent contact, administrator or guidance referrals, conferencing with students, and time out of classes. Schools with high rates of discipline use Title I funding for student deans, counselors, or behavior coaches to assist teachers with alternative discipline practices, provide ongoing contact with parents through a single point of contact, provide Resiliency Education, Civic and Character Education, Life Skills Education and behavior management counseling for students, and reduce in and out-of-school suspensions. All LEA schools participate in PBIS to promote good choices and behaviors and reduce classroom interruptions and distractions. Lead teachers and academic coaches also assist with classroom management for teachers by providing professional development, coaching teachers through the implementation of new strategies, and organizing and facilitating staff development with contracted service professionals. The school-based professional learning committees also review student behavior along with academic and attendance data to create individualized plans for students during monthly or weekly MtSS, child talk, and grade level meetings.

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

Activity 1	<p>Improve academic achievement through supplemental instructional staff: Classroom teachers to reduce class sizes, provide additional opportunities for extra-curricular opportunities (STEM and Spanish), provide remediation and support to struggling learners, and serve as a resource for intensive interventions, ESE push-in and pull-out, targeted support to subgroups including economically disadvantaged, ELL, and minority students as needed based on available progress monitoring data, and co-teachers to supplement classroom teachers and provide additional academic support within the classroom; Coaches- Job embedded professional development and coaching for teachers through the use of supplementary lead academic coaches, math and reading coaches, and behavior coaches; Counselors and Deans- ongoing wrap-around support for students to provide Resiliency Education, Civic and Character Education, Life Skills Education to keep students in class. These positions are essential to the continued improvement of the LEA Title I elementary schools in which they work; the coaches provide individualized support to teachers in the area of math, ELA, science, social studies, managing classrooms, unpacking and teaching the standards, cycles of effective instruction, and student engagement. Reading Recovery Teachers- Reading recovery for students: Reading Recovery® is a short-term tutoring intervention that provides one-on-one tutoring to first-grade students who are struggling in reading and writing. Supplementary, designated reading recovery teachers are necessary to implement the program effectively. Remedial teachers and paraprofessionals-Small group remediation, intervention, and enrichment provided by the Achievement and Family Associates, who not only work with students and support academic growth but also work with parents and families to help them support academic growth as well and classroom support paras, part-time remediation teachers, and before and after school tutoring. The intended outcome from the supplemental positions is to increase student achievement in both ELA and Math by 5% as assessed on the FAST progress monitoring.</p>
Activity 2	<p>Promote student learning through online programs for individualized academic support, interventions, remediation, and enrichment as well as diagnostic testing and progress monitoring: Title I schools make individual decisions about the programs purchased for student use and about the duration and frequency for which they use these programs. All online instructional programs support the core academic areas of math, ELA, science, and social studies and provide explicit practice that students need. These programs are assigned to students based on their academic needs and are monitored both for progress in achievement and fidelity of implementation. The intended outcomes for the supplemental online programs is to provide scaffolded support to students and increase proficiency in reading and math by 5% as assessed on the FAST progress monitoring. CODE: 369 being used rather than 360 for internal purposes.</p>
Activity 3	<p>Enhance classroom instruction with supplementary student instructional materials for use in classroom activities, and hands-on learning in all academic subject areas including academic field trips to local-area educational destinations and student technology for integrated learning and support. The materials purchased and printed for this activity are those that yield the best results to meet goals set in the areas of focus in the schoolwide improvement plans. Additionally, one T1 middle school will provide a late bus each week for students to stay after school to receive intervention, remediation and acceleration. The intended outcomes for the supplemental student instructional materials is to provide scaffolded support to students and increase proficiency in reading and math by 5% as assessed on the FAST progress monitoring.</p>

Activity 4	Ongoing coaching and support for all teachers provided by lead teachers, academic coaches, Curriculum and Instructional Specialists for each content area and the district psychometrician. These positions facilitate professional learning opportunities, provide coaching for classroom engagement and behavior management, support struggling teachers identified through principal observation, lead academic discussions based on progress monitoring results, provide coaching in standards-based instruction, and model lessons for teachers. In addition, these coaches lead professional development before and after school and during the school day to train teachers in highly effective strategies and evidence-based resources for which teachers are paid a \$25/hr stipend to attend and paraprofessionals are paid their hourly rate averaging \$18/hr. These coaches attend monthly coach meetings to obtain important information from the Division of Learning regarding curriculum, pacing guides, progress monitoring, and common assessments and assist teachers with the facilitation and implementation at their school sites. The intended outcomes for the supplemental coaching and support is to provide scaffolded support to teachers to increase student proficiency in all content areas by 5% as assessed on the FAST, EOC, and state assessments and progress monitoring.
Activity 5	Teachers and school leaders will attend professional development sessions and conferences that support the goals and areas of focus for each school as outlined in the schoolwide improvement plan to modify instructional strategies and learning expectations to meet the needs of all students. Additionally teachers and school leaders will participate in ongoing professional learning at their school site as led by lead teachers, coaches, and reading recovery coaches to meet the individual needs of schools, these learning experiences include school-based data days and PLCs, participation in district-led data days and PLCs, instructional rounds, and observations of other classroom teachers as a means for improving engagement and standards-aligned instruction. Teachers will also participate in district contracted professional learning through Beacon and Impact Learning to earn gifted, ESOL, reading, autism, and ESE endorsements and other professional learning as facilitated by the professional development center to support school improvement plan goals and individual teacher professional goals. Substitute costs- \$200/day. Conferences included in the travel are as follows: FASA and FETC, SYF, and Dropout Prevention, all of which are in-state for the 23-24 school year. The intended outcomes for professional development sessions and conferences are to retain highly qualified staff and support teachers to employ more effective teaching strategies to improve student learning outcomes by 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	Please use the dropdown to select LEA or School
5100	120	AOF 1	1	Basic (FEFP K-12)-Classroom Teacher	9	\$515,732.00	School
5100	150	AOF 1	1	Basic (FEFP K-12)-Paraprofessional	23	\$607,787.00	School
5100	750	AOF 1	1	Basic (FEFP K-12)-Other Personal Services	2	\$73,703.00	School
5100	200	AOF 1	1	Basic (FEFP K-12)-Employee Benefits		\$458,069.00	School
5100	369	AOF 1	2	Technology Related Rentals		\$83,991.00	School
5100	390	AOF 1	3	Basic (FEFP K-12)-Other Purchased Services		\$16,118.00	School
5100	510	AOF 1	3	Basic (FEFP K-12)-Supplies		\$81,115.27	School
5100	643	AOF 1	3	Basic (FEFP K-12)-Capitalized Computer Hardware		\$4,000.00	School
5100	644	AOF 1	3	Basic (FEFP K-12)-Noncapitalized Computer Hardware		\$15,000.00	School
6100	130	AOF 1	1	Student Personnel Services-Other Certified	2	\$125,011.00	School
6100	200	AOF 1	1	Student Personnel Services-Employee Benefits		\$39,701.46	School
6400	120	AOF 1	4	Instructional Staff Training Services-Classroom Teacher	0.2	\$11,585.00	School
6400	130	AOF 1	4	Instructional Staff Training Services-Other Certified	17.7	\$825,082.00	School
6400	200	AOF 1	4	Instructional Staff Training Services-Employee Benefits		\$262,382.00	School
6400	330	AOF 1	5	Instructional Staff Training Services-Travel		\$6,363.00	School
6400	390	AOF 1	5	Instructional Staff Training Services-Other Purchased Services		\$4,300.00	School
6400	390	AOF 1	4	Instructional Staff Training Services-Other Purchased Services		\$12,000.00	School
6400	510	AOF 1	4	Instructional Staff Training Services-Supplies		\$4,809.00	School
6400	750	AOF 1	5	Instructional Staff Training Services-Other Personal Services		\$47,901.00	School
7800	391	AOF 1	3	Student Transportation Services-Subawards Under Subagreements – First \$25,000		\$19,000.00	School
6400	130	AOF 1	4	Instructional Staff Training Services-Other Certified		\$177,443.00	LEA
6400	200	AOF 1	4	Instructional Staff Training Services-Employee Benefits		\$62,303.00	LEA
5100	510	RF: AOF 1	3	Basic (FEFP K-12)-Supplies		\$32,393.27	School
5100	640	AOF 1	3	Basic (FEFP K-12)-Furniture, Fixtures, and Equipment	649	\$3,000.00	School
LEA Total (Including Roll Forward)						\$239,746.00	
School Total (Including Roll Forward)						\$3,249,043.00	
Area of Focus 1 Total (Not Including Roll Forward)						\$3,456,395.73	
Estimated Roll Forward Total						\$32,393.27	
Total Funds Requested (Including Roll Forward)						\$3,488,789.00	

Area of Focus 2: Parent and Family Engagement

For LEAs with a Total Allocation under \$500,000- Area of Focus 2 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 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; not to exceed two percent of the total allocation.

A. Provide a description of how the LEA will address Parent and Family Engagement.

The LEA addresses parent and family engagement with a dedicated staff member, the Achievement and Family Associate (AFA), at each school site tasked with engaging families in Title I Family Engagement Workshops, the Family Reading and Resource Center, and Home-School Communication. This staff member is also responsible for keeping and uploading accurate and complete Title I Monitoring Documentation for their school site as well as facilitating small group interventions with students to communicate progress to families. The LEA contracted Scholastic FACE (Family and Community Engagement) during the 2022-2023 school year to train the school site AFAs in family workshops that were designed and created specifically for Charlotte County Public Schools. The LEA experienced great success as the Family Centers hosted workshops designed to help parents and students be successful in school. The topics for 2023-2024 will be decided based on consultation with parents, families, and school staff as well as results from the Family engagement survey. In addition to hosting family workshops, the Family Reading and Resource Center is a place for families to check out books and educational games, receive free books to build their at-home library, find out their child's current reading level, learn about school and community resource available to them, and use computers and other school equipment to monitor their child's progress and meet with school staff.

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

Activity 1	Operation of the Title I Family Reading and Resource Center for book check-out and selection of keeper books for at-home libraries, family engagement workshops, school and community resource center for families, access to computers and school resources, fun academic family engagement events, and Parent and Family Engagement Planning Team meetings. The Title I Family Reading and Resource Centers provide a single point-of-contact for families to gain information and support to help their students. The intended outcome for the 2023-2024 school year is to increase family engagement by 20% as evidenced in the family engagement survey results.
Activity 2	Training of Achievement and Family Associates through the Scholastic FACE program to provide strategies and resources for parents and families to support learning and to engage students in at-home learning. The AFA positions have experienced a high rate of turnover since the 2017 Covid year. By adding this additional layer of support, the turn-over rate has been reduced to 5/12 during the 2021-2022 school year and 3/12 during the 2022-2023 school year. The intended outcome is to retain all AFAs in their position for the 2023-2024 school year.

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	330	AOF 2	2	Parental Involvement-Travel		\$1,925.00	School
6150	370	AOF 2	1	Parental Involvement-Communications		\$2,000.00	School
6150	390	AOF 2	1	Parental Involvement-Other Purchased Services		\$6,080.00	School
6150	510	AOF 2	1	Parental Involvement-Supplies		\$36,868.39	School
6150	390	AOF 2	2	Parental Involvement-Other Purchased Services		\$20,037.00	LEA
6150	510	RF: AOF 2	1	Parental Involvement-Supplies		\$1,267.61	School
		AOF 2					
LEA Total (Including Roll Forward)						\$20,037.00	
School Total (Including Roll Forward)						\$48,141.00	
Area of Focus 2 Total (Not Including Roll Forward)						\$66,910.39	
Estimated Roll Forward Total						\$1,267.61	
Total Funds Requested (Including Roll Forward)						\$68,178.00	
Area of Focus 3: Homeless Education							

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

The LEA partially funds a Families in Transition Program Manager as well as an administrative assistant whose sole responsibilities are ensuring safe, reliable, and accessible education to homeless students. The Families in Transition (FIT) Manager collaborates with Social Workers and school staff to identify and connect with students facing homelessness to provide resources and assistance to students and their families during their transitional time. All families' needs are unique and the FIT Manager provides supplies, organizes transportation, schedules during school counseling or before/after school counseling, tutoring services, and drop-out prevention services, facilitates status and wellness checks and communicates regularly with teachers, school staff, students and families to ensure students' needs are met, as applicable to each individual case. The FIT Manager attends the NAECY conference to keep current on laws and policies and successful strategies for homeless education and support. The FIT Manager oversees and facilitates all activities required under McKinney-Vento and trains instructional and support staff on homeless education to increase the capacity of staff who are trained and able to assist homeless students in LEA classrooms.

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

Activity 1	The Homeless Education Project: The LEA will partially fund the position of a Families in Transition Manager as well as an administrative assistant to identify and support homeless students in Charlotte County. The FIT Manager and assistant work the local area agencies, transportation, and dropout prevention to ensure homeless students or students in transition are able to stay in their home school with little to no interruption in their education,
Activity 2	Professional Development for the Families in Transition Manager and social workers through attendance at the 23-24 New Orleans, LA NAECY conference November 11-November 14, 2023. Registration for 3 people @ \$948/person, 2 hotel \$200/night for 5 nights, airfare 3 @ \$500/flight, per diem meals for 3 @ 46/day for 5 days, parking/car rental - \$150.
Activity 3	Transportation in the form of gas cards in increments of \$25 and \$50 to distribute to families qualifying for homeless students to continue to attend their home school.
Activity 4	Support to students experiencing homelessness in the form of senior dues (40 students at \$100 each).

Activity 5	Support to students experiencing homelessness in the form of individualized tutoring for identified students in need of academic support. Funded at individual hourly rates for teachers (budgeted using an average of \$40/hour for a total of 610 hours)
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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select LEA or School
6100	130	AOF 3	1	Student Personnel Services-Other Certified	0.9	\$83,604.00	LEA
6100	160	AOF 3	1	Student Personnel Services-Other Support Personnel	0.9	\$27,249.00	LEA
6100	200	AOF 3	1	Student Personnel Services-Employee Benefits		\$42,270.00	LEA
6100	330	AOF 3	2	Student Personnel Services-Travel		\$4,590.00	LEA
6100	390	AOF 3	2	Student Personnel Services-Other Purchased Services		\$2,844.00	LEA
9100	790	AOF 3	3	Community Services-Miscellaneous		\$3,444.00	LEA
5100	730	AOF 3	4	Basic (FEFP K-12)-Dues and Fees		\$4,000.00	LEA
5100	120	RF: AOF 3	5	Basic (FEFP K-12)-Classroom Teacher		\$24,400.00	LEA
5100	200	RF: AOF 3	5	Basic (FEFP K-12)-Employee Benefits		\$7,045.73	LEA

LEA Total (Including Roll Forward)						\$199,446.73	
School Total (Including Roll Forward)						\$0.00	
Area of Focus 3 Total (Not Including Roll Forward)						\$168,001.00	
Estimated Roll Forward Total						\$31,445.73	
Total Funds Requested (Including Roll Forward)						\$199,446.73	

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.

The LEA does not have an eligible local institution for neglected children and youth.

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 does not have an eligible local institution for neglected children and youth.

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.

The LEA does not have an eligible local institution for neglected children and youth.

a. Should a student transition to Charlotte County Public Schools, the LEA will work with the local agency to assess the student to determine if there are specific academic or behavioral needs. If there are, the student will be provided the intervention services necessary to transition the student back into the regular classroom environment.

b. Dropout prevention services will be arranged if there is any indication that the student intends to end their education before graduation. Tutoring or credit recovery courses will be offered to the student, as well as other academic services that are needed to get the student back on track. Counseling services may also be offered.

c. After the student is assessed, the specific educational services will be identified and provided. These services may include tutoring or credit recovery courses.

d. The instructional services provided by Charlotte County will be high quality and provided through certified teachers and research-based, effective instructional materials.

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

Activity 1	
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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select LEA or School
		AOF 4					
LEA Total (Including Roll Forward)						\$0.00	
School Total (Including Roll Forward)						\$0.00	
Area of Focus 4 Total (Not Including Roll Forward)						\$0.00	
Estimated Roll Forward Total						\$0.00	

Total Funds Requested (Including Roll Forward) \$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.

To support early childhood education, the LEA is maintaining its partnership with Charlotte County’s local affiliate, Charlotte Players, and with Dolly Parton’s Imagination Library to support early literacy in the home for children younger than 5 years of age. Additionally, the Family Engagement and Resource Centers at all Title I schools are open to parents of pre-K children to participate in the Family Reading Experience and all Parent Engagement activities, and to utilize the contacts and resources available to families of Title I schools.

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

The CCPS Early Childhood Programs use the Frog Street Curriculum for all programs birth to five. The Frog Street curricula are approved for the Florida School Readiness program and comply with the standards established by the Florida Office of Early Learning. It is and approved provider of Florida VPK curriculum. The ongoing assessment system is aligned with the curriculum. The VPK and STAR Assessment tools are provided by the Office of Early Learning.

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

Young children’s learning is monitored in multiple ways over the course of the school year. First, the program uses the AIM Assessment System, which is aligned with the program’s curriculum, as its’ ongoing monitoring tool. Throughout the year, teachers collect data, document student’s progress and assign developmental levels. Next, for children in Pre-K, the VPK assessment tool is used to measure progress three times per year. Additionally, for the 2020-2021 school year, the CCPS VPK program is participating in the STAR pilot program, allowing the Pre-K children to be assessed an additional two times per year. Each child is also screened using The ASQ-3 (a developmental screening tool) and the ASQ-SE (a social emotional screening tool).

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.

School Readiness goals were developed as part of the five-year strategic planning process. The program’s Strategic Planning Committee met at the beginning of the five-year project period to set BROAD Program Goals, including those aimed at increasing School Readiness outcomes. In order to identify the most critically important school readiness goals, the committee used data from the community assessment, from the previous year’s child outcomes and considered the Head Start Early Learning Outcomes Framework, the Florida Early Learning and Developmental Standards and the expectations of local elementary school kindergarten curricula. As a grantee of the school board, the program benefits from partnerships with elementary principals, special education leadership staff, and K-5 curriculum specialists. and representatives from each of these groups participate in the Strategic Planning Team. School Readiness Goals will be monitored and updated by collaboratively reviewing child assessment data and updating program priorities accordingly. Each year, a “School Readiness Committee” will be established. This committee will consist of staff, family members, School Board/Policy Council representation, elementary school administrators and community partners. The team will meet three times each year, following AIM assessment periods and VPK Assessment windows. Family members will come to meetings as primary stakeholders, prepared with input from home visits, conferences, and information gleaned from involvement in various other program advisories and activities. Staff members will participate as experts in infant-toddler and/or preschool development and learning, while community partners will come to offer input and resources. Prior to each meeting, and as they become available, the Program Manager will aggregate assessment data reports and prepare them to share and review with the committee. The manager will use VPK assessment results as well as various AIM reports to show growth and/or proficiency in the following areas included in the Head Start Early Learning Outcomes Framework: Language and Literacy, Perceptual, Motor and Physical Development, Cognition, Character Education and Approaches to Learning. To ensure that consideration is given to outcomes for children of all cultures, abilities and languages, data are aggregated through many filters including race, gender, disability identification, and by dual language- learner status. The committee will review data and discuss trends by program, age, and other characteristics. Next, the group will update goals based on the Head Start Early Learning Framework while considering Florida Early Learning and Developmental Standards and the AIM Alignments. For all goal setting and program planning activities, the program will use “Foundations for Excellence: A Guide for Five Year Planning and Continuous Improvement, 2nd Edition”. Prior to initiating ongoing assessments, the Ages and Stages Questionnaire will be used as an initial developmental screening tool. It will be administered at the first home visit, prior to the first day of school, by the teacher and parent. Results of the screening will be used as a baseline for planning, as well as for early identification of possible concerns. Time frame requirements and data will be tracked using the ChildPlus system. In classrooms throughout the program, the AIM Assessment System will be the ongoing assessment tool used to monitor child growth and development. AIM is grounded in research +based objectives that include predictors of school success. When used with fidelity, it is shown to be both valid and reliable, and is aligned with the Frog Street Curriculum and the Head Start Development and Early Learning Framework. It includes mechanisms that accurately and effectively assess children with special needs and dual language learners of English and Spanish. Anecdotal child assessment data will be collected by classroom staff and entered into the AIM online system. These data will be used by teachers to inform daily planning and to share with families as they include them in their child’s educational experience and developmental goal-setting at home visits and conferences. Teachers will use both individual child and class level reports to plan activities, make adjustments to the environment and to inform referrals when necessary.

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

Title I elementary schools host their annual "Kindergarten Roundup," which is an opportunity for parents of Pre-K children entering kindergarten the following year to visit their intended school, complete the registration and enrollment process, receive summer preparation materials, meet teachers and school staff, and be advised of the efforts they can make to effectively transition their children. Kindergarten Roundup is hosted primarily through the Family Resource Centers located at every Title I elementary school, with assistance from each school’s Title I Achievement & Family Associate (AFA). The LEA also posts on the district website suggestions for parents on preparing and transitioning their children from Pre-K to kindergarten.

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	0	0	0	0	0	0	N/A	\$0.00
Home Instruction for Parents of Preschool Youngsters (HIPPY)	0	0	0	0	0	0	N/A	\$0.00
LEA Migrant Preschool Program	0	0	0	0	0	0	N/A	\$0.00
Prekindergarten Program for Children with Disabilities	0	0	0	0	0	0	N/A	\$0.00
Voluntary Prekindergarten (VPK)	0	0	0	0	0	0	N/A	\$0.00
Other (Please Specify)								
	0	0	0	0	0	0	N/A	\$0.00
Other (Please Specify)								
	0	0	0	0	0	0	N/A	\$0.00

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

Activity 1	Pre-K Imagination Library- pre-k students will be enrolled in the Imagination Library which will send one free book per month to pre-k students to help them build their personal library while building their capacity to read fluently and comprehend at the same time; this program also instills good reading habits in pre-k students that will follow them through their school career. Through the collaboration of Title I and local community grants, all students enrolled in the LEAs VPK program receive a paid membership to the Imagination Library. 300 students @ \$25 each- Total Budget \$7500.
Activity 2	

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

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (if applicable)	Amount	Please use the dropdown to select LEA or School
5500	510	RF: AOF 5	1	Prekindergarten-Supplies		\$7,500.00	LEA
		AOF 5					
LEA Total (Including Roll Forward)						\$7,500.00	
School Total (Including Roll Forward)						\$0.00	
Area of Focus 5 Total (Not Including Roll Forward)						\$0.00	
Estimated Roll Forward Total						\$7,500.00	
Total Funds Requested (Including Roll Forward)						\$7,500.00	

Area of Focus 6: Private Schools

<input type="checkbox"/>	If checked, the LEA does not have any eligible participating private schools.
Preliminary Allocation	
\$4,087,039.00	
Number of Public CLIF	Number of Private CLIF
8593	344
Total CLIF	
8937	
Total Public School Proportion	Total Private School Proportion
96.15%	3.85%
Total Public School Allocation	Total Private School Allocation
\$3,929,688	\$157,351

List the LEA's private school Point of Contact

Name:	Ashley Monier
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Title:	Coordinator of State and Federal Programs
Phone Number:	941-255-0808 Ext. 2122
Email Address:	Ashley.Monier@yourcharlotteschools.net

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.

The LEA Coordinator for State and Federal Programs and the Federal Programs Operations Manager meet bi-annually with Private School officials to discuss federal program services, budget updates, concerns and/or requests from private schools, and feedback regarding services. Private schools are given the autonomy to decide what services they receive and develop their annual calendars for services. Although meetings occur bi-annually, ongoing consultation and open discussion is encouraged at our monthly private school consultation calls and private schools email the Federal Programs team frequently. Like the public schools, private schools are guided through a full day session with the Coordinator and Manager to develop PFEF plans, professional development plans, and requests for other federal programs equitable services. Private schools are required to bring teams consisting of at least one parent, one teacher, and one administrator to develop these plans. The private schools participate annually in surveys for parents, teachers, and tutors to gather feedback for Title I services, including parent and family engagement.

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.

The LEA uses the collection of income verification forms and extrapolation to identify low-income private school students for services. All private school students are given a Spring Assessment annually to determine current achievement levels and teachers complete proficiency ratings for each student. Based on available funding, the Federal Programs team works with each private school to determine a consensus on the threshold for students to be eligible for service based on academic, behavioral, or individual student need, based on the type of service requested for a given year. The threshold is derived from the effort to serve the greatest number of students possible based on the number of service hours the budget allows.

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.

The effectiveness of services is determined through surveys given to teachers, tutors and parents at the conclusion of each school year- stakeholders are given the opportunity to rate their experiences and to provide feedback and suggestions for future services and implementation. Tutoring is also evaluated through the use of pre and post service progress monitoring assessments using STAR and EasyCBM, a nationally normed diagnostic test as well as Private School end of year tests (chosen by each school site). Student growth is evaluated to determine the effectiveness of tutors, and tutoring schedules. For schools receiving counseling services, the evaluation is conducted by the comparison of targeted behaviors at the beginning and end of the school year along with surveys given to teachers, students, and parents at the conclusion of each school year- stakeholders are given the opportunity to rate their experiences and to provide feedback and suggestions for future services and implementation.

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.

For the 2023-2024 school year, LEA Title I Private schools will receive services through the 3rd party contractor, Catapult. The contractor, Coordinator of State and Federal Programs, Federal Programs Operations Manager, and private school Title I contacts work together to determine the greatest number of service hours within each school's budget. These hours are then divided into academic tutoring and/or counseling based on student need. Students will participate in 1-hour sessions twice per week in the area of reading or math, based on the area of greatest need. These services will be provided to students during the school day at their school site. Services will begin in September after students and tutors have been identified and scheduled and will continue until school assigned funding has been depleted. These services will be provided to students during the school day at their school site. As part of the 3rd party contract, parents receive monthly newsletters and can participate in quarterly virtual parent engagement workshops. The LEA Coordinator for State and Federal Programs also works alongside private school Title I contacts to engage parents in academic events at the school site with the purchase of flyers, brochures, make 'n' take kits, and event materials.

Through consultation with private school Title I contacts, it was determined that roll forward dollars (if they remain) will be consolidated with the 2023-2024 private school allocation to extend the length and breadth of services for Title I private school students through the 3rd party contractor Catapult.

One LEA Title I Private School chooses to provide counseling services through Charlotte County Public Schools. A certified counselor specializing in children ages 5-15 will continue to be funded as a 3rd party counselor to provide counseling sessions to students identified through end of year early warning indicators as being at-risk. Students will participate in 1-hour sessions once a week or as-needed, based on need. These services will be provided to students during the school day at their school site. Services will begin in September after students have been identified and scheduled and will continue until school assigned funding has been depleted. The counselor will assess students prior to starting services and at the end of the school year to evaluate and monitor growth and to create individualized student plans which are shared with parents and/or Coordinator and school leaders.

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

Activity 1	Academic, behavioral, and Resiliency Education and Character Education services will be provided to qualifying Title I private school students during the school day at the school site.
Activity 2	Administrative costs for Coordinator of State and Federal Programs and the Federal Programs Operations Manager to facilitate private school consultation services.
Activity 3	Parent and Family engagement events held at private schools to engage parents in academics and provide resources and materials to support Title I students.

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

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
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5100	390	AOF 6	1	Basic (FEFP K-12)-Other Purchased Services		\$133,848.00
5100	750	AOF 6	1	Basic (FEFP K-12)-Other Personal Services	0.05	\$3,206.00
6150	510	AOF 6	3	Parental Involvement-Supplies		\$777.00
6300	110	AOF6: Admin	2	Instruction and Curriculum Development Services-Administrator	0.05	\$11,007.00
6300	160	AOF6: Admin	2	Instruction and Curriculum Development Services-Other Support Personnel	0.05	\$7,542.00
6300	200	AOF6: Admin	2	Instruction and Curriculum Development Services-Employee Benefits		\$971.00
		AOF 6				
Area of Focus 6 Total (Not Including Roll Forward)					\$137,831.00	
Estimated Roll Forward Total					\$0.00	
Private School Admin Total					\$19,520.00	
Total Funds Requested (Including Roll Forward)					\$157,351.00	

Area of Focus 7: Transportation and Foster Care

List the LEA's Foster Care Point of Contact

Name:	Lisa Bratton
Title:	Families in Transition Program Manager
Phone Number:	941-255-7480
Email Address:	lisa.bratton@yourcharlotteschools.net

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

\$1,000.00

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.

CCPS ensures that children in foster care remain in the school of origin unless there is a determination that it is not in their best interest. Per the "Charlotte County Public Schools Children in Foster Care School Selection: A Checklist for Decision Making" form, CCPS provides transportation to maintain children in foster care in the school of origin per completion of the School Selection form.

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.

CCPS ensures that, if it is in the best interest of the child to leave the school or origin, the child must be immediately enrolled in the new school even if they do not have the required documentation. CCPS registration forms that ensure this include: CCPS Enrollment Guidelines to Remember – this document informs registration staff at each school on how to process enrollment under special circumstances such as homelessness or foster care; Specific instructions for students in foster care: "If custody of the child(ren) is with foster parents, the child(ren) should be enrolled immediately upon proof of identification of foster parents and eques for documentation should follow."; CCPS Student Registration Form Pre-K through Adult; Documentation for Change in Schools without Student Records Request (Appendix 36); School Registration Information for Children under DCF Care (Appendix 34) Instructions for Written Notification of Enrollment/Transportation Denial (Appendix 31); Caregiver Authorization Form (Appendix 18)

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).

CCPS 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 CWA, is as follows:

a. DCF/CWA informs POC of child removed from home.

- b. POC contacts child's school of origin, and verifies child's attendance at the school.
- c. DCF/CWA or foster parent requests transportation for student in foster care to school of origin.
- d. CCPS requires 48-hour notice to arrange for appropriate transportation.
- e. CWA provides immediate transportation within initial 48-hour window.
- f. POC forwards request to CCPS transportation.
- g. Decision-making factors:
 - 1. Does CCPS have available transportation to and from the school of origin? (This may include established transport and routes, or special services transport).
 - 2. Is there safe and reliable means of public transportation to and from the school of origin?
 - 3. Is the foster parent willing to transport the child to and from the school or origin?
 - 4. Does the foster parent have a reliable means of transportation to and from the school of origin?
- h. CCPS decides on the most appropriate and cost-effective means of transportation based on these factors.
- i. POC informs foster parents and DCF/CWA of request and arrangements.
- j. Transportation submits cost to CCPS Finance Department.
- k. Determining additional cost is on a case-by-case basis per the following guidelines:
 - 1. Foster parents who transport a child to a school of origin may be reimbursed at the state-approved rate of \$.50 per mile based on CCPS measurements of distance.
 - a. Reimbursement is only for the child to be transported one way to school, and to be transported one way from school. The trip to or from school without the child in the car is not reimbursed.
 - 2. CCPS provided transportation will bill for mileage and time.
 - a. \$1.26 per mile will be billed.
 - b. \$18.00 will be billed for the driver.
 - 3. CCPS will bill half the cost of transportation to the CWA, and half the cost of transportation to the CCPS Finance Department to be paid for by CCPS Title I funds.

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

Activity 1	Transportation for Foster Care students in the form of gas cards in increments of \$25 and \$50 to distribute to families qualifying for foster care services to attend their school of origin.
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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select LEA or School
9100	970	AOF 7	1	Community Services-Transfers to Internal Service Funds		\$1,000.00	LEA
		AOF 7					
LEA Total (Including Roll Forward)						\$1,000.00	
School Total (Including Roll Forward)						\$0.00	
Area of Focus 7 Total (Not Including Roll Forward)						\$1,000.00	
Estimated Roll Forward Total						\$0.00	
Total Funds Requested (Including Roll Forward)						\$1,000.00	

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 provides opportunities for students in elementary school to participate in TAG courses which are faster paced and prepare students for advanced coursework at the middle school. Middle schools provide opportunities for advanced coursework as well as Algebra in 7th grade, geometry in 8th grade, industry certifications, and online coursework through Charlotte Virtual to begin to earn high school credits before entering high school. The high schools in the LEA also offer AICE, dual enrollment, advanced placement, Charlotte Virtual courses, and industry certification bundles. In addition, the LEA has a Career Technical College and a collegiate high school for which students can apply to gain early access to college and trade schools. These options provide students with opportunities to study any field available after high school including high skill jobs available within our community. These fields include but are not limited to education, aviation, medical, dentistry, early childhood, mechanical, culinary arts, and cosmetology and dermatology.

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.

Students can choose to attend the Charlotte Technical College or apply to attend the collegiate high school to interact with industry professionals and gain access to industry credits, but opportunities are also available at Title I schools. Title I schools provide educational opportunities through industry certifications, student competitions, and academic field trips related to specific fields of study including visiting the Charlotte Sun Herald Publishers, the local broadcasting network, local ecological sites, local businesses, and our county transportation and food service departments. Title I middle schools partner with the technical college to provide students with opportunities for one-day courses in a field of interest, and with Walmart and Publix to begin internship experiences.

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

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					
LEA Total (Including Roll Forward)						\$0.00	
School Total (Including Roll Forward)						\$0.00	
Area of Focus 8 Total (Not Including Roll Forward)						\$0.00	
Estimated Roll Forward Total						\$0.00	
Total Funds Requested (Including Roll Forward)						\$0.00	

Area of Focus 9: Educational Services Funded at the LEA Level

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.

N/A

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				
Area of Focus 9 Total (Not Including Roll Forward)					\$0.00	
Estimated Roll Forward Total					\$0.00	
Total Funds Requested (Including Roll Forward)					\$0.00	

Area of Focus 10: Financial Rewards and Incentives

A. Describe the LEAs strategy for providing financial incentives and rewards to teachers who serve in Title I schools for the purpose of attracting and retaining qualified and effective teachers.

N/A

B. Describe the activities that will be implemented to address Area of Focus 10.

Activity 1

List the detailed activities that will be implemented to address Area of Focus 10, if applicable.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
		AOF 10				
Area of Focus 10 Total (Not Including Roll Forward)					\$0.00	
Estimated Roll Forward Total					\$0.00	
Total Funds Requested (Including Roll Forward)					\$0.00	

Area of Focus 11: Administrative Costs (not to exceed 10% of the total allocation)

Area of Focus 11: Administrative Costs (not to exceed 10% of the total allocation)

A. Describe the funded activities that will be implemented to address Area of Focus 11.

Activity 1	Operation of the Title I Program office, including salary for the Coordinator and State and Federal Programs and the Federal Programs Operations Manager. To operate the Title I program office effectively, the coordinator and manager will attend the ECTAC conferences in Fall, Winter, and Spring (Travel (3 @ \$150 each x2= \$900), Hotel (\$200/night for 6 nights each x2= \$2400) and per diem at \$46/day for 9 total days x2= for conference attendance) and to the National ESEA Conference in Portland, Oregon in February 2024 (Registration- 2 @ \$695=\$1,390, Flights- 2 @ \$500= \$1000, Hotel- 2 @ 5 nights each at \$275/night= \$2,750, Mileage- \$150, and 2 per diem at \$46/day for 5 days= \$460. The office also maintains contracts with ECTAC at \$13,200 annually and Title I Crate at \$7,800 annually. In addition, supplies, needed to operate the Title I program office include copy paper, printer ink, folders, binders, notebooks, paper clips and binder clips, post-it notes and note pads, writing utensils, yearly planner, flip chart paper, and expo markers/sharpies - \$3849. The Coordinator and Manager will also travel monthly to all school sites (including TI private and charter schools)to monitor the Title I programs- \$1000 each/year.
Activity 2	Indirect Cost Rate calculated at 5.3%

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
6300	110	RF: AOF 11	1	Instruction and Curriculum Development Services-Administrator	0.75	\$75,730.00
6300	160	RF: AOF 11	1	Instruction and Curriculum Development Services-Other Support Personnel	0.8	\$55,299.00
6300	200	RF: AOF 11	1	Instruction and Curriculum Development Services-Employee Benefits		\$44,792.00
6300	360	RF: AOF 11	1	Instruction and Curriculum Development Services-Rentals		\$7,800.00
6300	510	RF: AOF 11	1	Instruction and Curriculum Development Services-Supplies		\$4,848.69
6300	730	RF: AOF 11	1	Instruction and Curriculum Development Services-Dues and Fees		\$13,200.00
6300	790	AOF 11	2	Instruction and Curriculum Development Services-Miscellaneous		\$216,967.32
6300	330	RF: AOF 11	1	Instruction and Curriculum Development Services-Travel		\$9,894.70
6300	330	AOF 11	1	Instruction and Curriculum Development Services-Travel		\$893.56
		AOF 11				
LEA Administrative Costs Total (Not Including Roll Forward)						\$217,860.88
LEA Estimated Roll Forward Total						\$211,564.39
LEA Administrative Costs Grand Total Including Roll Forward						\$429,425.27
Private School Admin Total						\$19,520.00
Administrative Costs Grand Total (LEA and Private- Not Including Roll Forward)						\$237,380.88

Area of Focus	LEA Total (Including Roll Forward)	School Total (Including Roll Forward)	Area of Focus Total (Not Including Roll Forward)	Estimated Roll Forward Area of Focus Total	Area of Focus Grand Total	Percent of Allocation
Area of Focus 1 Student Achievement	\$239,746.00	\$3,249,043.00	\$3,456,395.73	\$32,393.27	\$3,488,789.00	84.98%
Area of Focus 2 Parent and Family Engagement	\$20,037.00	\$48,141.00	\$66,910.39	\$1,267.61	\$68,178.00	1.64%
Area of Focus 3 Homeless Education	\$199,446.73	\$0.00	\$168,001.00	\$31,445.73	\$199,446.73	4.13%
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	\$7,500.00	\$0.00	\$0.00	\$7,500.00	\$7,500.00	0.00%
Area of Focus 6 Private School			\$137,831.00	\$0.00	\$157,351.00	3.39%
Area of Focus 7 Transportation for Foster Care Children	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	0.02%
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 Financial Rewards and Incentives			\$0.00	\$0.00	\$0.00	0.00%
Area of Focus 11 Administrative Costs, including Indirect Costs **Not to exceed 10 percent of the total allocation		Private Total \$19,520.00 LEA Total \$217,860.88	\$237,380.88	\$211,564.39	\$429,425.27	5.84%
Grand Totals	\$467,729.73	\$3,534,564.88	\$4,067,519.00	\$284,171.00	\$4,351,690.00	100.00%

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

Title I, Part A Summary Budget DOE 101

Charlotte						24A001
Name of LEA		Project Number				TAPS Number
					Requested Allocation Amount	\$4,067,519.00
					Estimated Roll Forward	\$284,171.00
					Total Funds Requested (sum of allocation and estimated roll)	\$4,351,690.00
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
5100	120	AOF 1	1	Basic (FEFP K-12)-Classroom Teacher	9	\$515,732.00
5100	150	AOF 1	1	Basic (FEFP K-12)-Paraprofessional	23	\$607,787.00
5100	750	AOF 1	1	Basic (FEFP K-12)-Other Personal Services	2	\$73,703.00
5100	200	AOF 1	1	Basic (FEFP K-12)-Employee Benefits		\$458,069.00
5100	369	AOF 1	2	Technology Related Rentals		\$83,991.00
5100	390	AOF 1	3	Basic (FEFP K-12)-Other Purchased Services		\$16,118.00
5100	510	AOF 1	3	Basic (FEFP K-12)-Supplies		\$81,115.27
5100	643	AOF 1	3	Basic (FEFP K-12)-Capitalized Computer Hardware		\$4,000.00
5100	644	AOF 1	3	Basic (FEFP K-12)-Noncapitalized Computer Hardware		\$15,000.00
6100	130	AOF 1	1	Student Personnel Services-Other Certified	2	\$125,011.00
6100	200	AOF 1	1	Student Personnel Services-Employee Benefits		\$39,701.46
6400	120	AOF 1	4	Instructional Staff Training Services-Classroom Teacher	0.2	\$11,585.00
6400	130	AOF 1	4	Instructional Staff Training Services-Other Certified	17.7	\$825,082.00
6400	200	AOF 1	4	Instructional Staff Training Services-Employee Benefits		\$262,382.00
6400	330	AOF 1	5	Instructional Staff Training Services-Travel		\$6,363.00
6400	390	AOF 1	5	Instructional Staff Training Services-Other Purchased Services		\$4,300.00
6400	390	AOF 1	4	Instructional Staff Training Services-Other Purchased Services		\$12,000.00
6400	510	AOF 1	4	Instructional Staff Training Services-Supplies		\$4,809.00
6400	750	AOF 1	5	Instructional Staff Training Services-Other Personal Services		\$47,901.00
7800	391	AOF 1	3	Student Transportation Services-Subawards Under Subagreements – Firs		\$19,000.00
6400	130	AOF 1	4	Instructional Staff Training Services-Other Certified		\$177,443.00
6400	200	AOF 1	4	Instructional Staff Training Services-Employee Benefits		\$62,303.00
5100	510	RF: AOF 1	3	Basic (FEFP K-12)-Supplies		\$32,393.27
5100	640	AOF 1		Basic (FEFP K-12)-Furniture, Fixtures, and Equipment		\$3,000.00
6150	330	AOF 2	2	Parental Involvement-Travel		\$1,925.00

6150	370	AOF 2	1	Parental Involvement-Communications		\$2,000.00
6150	390	AOF 2	1	Parental Involvement-Other Purchased Services		\$6,080.00
6150	510	AOF 2	1	Parental Involvement-Supplies		\$36,868.39
6150	390	AOF 2	2	Parental Involvement-Other Purchased Services		\$20,037.00
6150	510	RF: AOF 2	1	Parental Involvement-Supplies		\$1,267.61
6100	130	AOF 3	1	Student Personnel Services-Other Certified	0.9	\$83,604.00
6100	160	AOF 3	1	Student Personnel Services-Other Support Personnel	0.9	\$27,249.00
6100	200	AOF 3	1	Student Personnel Services-Employee Benefits		\$42,270.00
6100	330	AOF 3	2	Student Personnel Services-Travel		\$4,590.00
6100	390	AOF 3	2	Student Personnel Services-Other Purchased Services		\$2,844.00
9100	790	AOF 3	3	Community Services-Miscellaneous		\$3,444.00
5100	730	AOF 3	4	Basic (FEFP K-12)-Dues and Fees		\$4,000.00
5100	120	RF: AOF 3		Basic (FEFP K-12)-Classroom Teacher		\$24,400.00
5100	200	RF: AOF 3		Basic (FEFP K-12)-Employee Benefits		\$7,045.73
5500	510	RF: AOF 5	1	Prekindergarten-Supplies		\$7,500.00
5100	390	AOF 6	1	Basic (FEFP K-12)-Other Purchased Services		\$133,848.00
5100	750	AOF 6	1	Basic (FEFP K-12)-Other Personal Services		\$3,206.00
6150	510	AOF 6	3	Parental Involvement-Supplies		\$777.00
6300	110	AOF6: Admin	2	Instruction and Curriculum Development Services-Administrator		\$11,007.00
6300	160	AOF6: Admin	2	Instruction and Curriculum Development Services-Other Support Personnel		\$7,542.00
6300	200	AOF6: Admin	2	Instruction and Curriculum Development Services-Employee Benefits		\$971.00
9100	970	AOF 7	1	Community Services-Transfers to Internal Service Funds		\$1,000.00
6300	110	RF: AOF 11	1	Instruction and Curriculum Development Services-Administrator		\$75,730.00
6300	160	RF: AOF 11	1	Instruction and Curriculum Development Services-Other Support Personnel		\$55,299.00
6300	200	RF: AOF 11	1	Instruction and Curriculum Development Services-Employee Benefits		\$44,792.00
6300	360	RF: AOF 11	1	Instruction and Curriculum Development Services-Rentals		\$7,800.00
6300	510	RF: AOF 11	1	Instruction and Curriculum Development Services-Supplies		\$4,848.69
6300	730	RF: AOF 11	1	Instruction and Curriculum Development Services-Dues and Fees		\$13,200.00
6300	790	AOF 11	2	Instruction and Curriculum Development Services-Miscellaneous		\$216,967.32
6300	330	RF: AOF 11	1	Instruction and Curriculum Development Services-Travel		\$9,894.70
6300	330	AOF 11	1	Instruction and Curriculum Development Services-Travel		\$893.56

\$4,351,690.00

LEA Name: Charlotte		
	Total District Allocation	
	\$4,087,039.00	
Number of Public CLIF	Number of Private CLIF	Total CLIF (auto-calc)
8593	344	8937
Total Public School Proportion (auto-calc)	Total Private School Proportion (auto-calc)	
96.15%	3.85%	
Total Public School Allocation (auto-calc)	Total Private School Allocation (auto-calc)	
\$3,929,688	\$157,351	
	Private School Administrative Cost Reservation	
	\$19,520	

Applicant: Charlotte County School District

Program: Title I, Part A 2023-2024 FY

Project and TAPS Number: 080-2124B-4CB01, 24A001

For your convenience, we have notated feedback and clarification requests below regarding your application. Please respond to the chart below and, if necessary, update your application (please add highlights to the revised/additional information). For resubmission, please email the chart and revised application to your Office of Grants Management contact.

Title I, Part A – Office of Grants Management Feedback					
Area of Focus	Activity Number	Function/Object Codes	Narrative Title	Feedback/Clarifications Requests	LEA Response
1	3	5100/390	Other Purchased Services	What exactly are the other purchased services? Are these included with the instructional materials? It should be clear what the purchased services are.	
1	3	5100/643&644	Capitalized and Non-Capitalized hardware	What exact hardware is being purchased? Activity narrative does not specify.	
1	3	5100/640	Furniture, Fixtures, equipment	What Furniture, Fixtures, and equipment is being Purchased? Activity narrative does not specify.	
1	4	6400/390	Other purchased services	What exactly are the purchased services?	
1	4	6400/510	Supplies	It isn't clear on the type of supplies being purchased.	
3	2	6100/390	Other Purchased services	This line item should be coded 730. Registration Fees and Travel expenses are described for this line item.	
11	2	6300/790	Miscellaneous	The Indirect Cost Amount is over by \$31,445.73. Total allowable IDC amount is \$216,967.32	
6	2	6300/110,160,200	Administrator, other support personnel, and benefits	Should be under Aoff6:Admin instead of the regular Aoff6 selection. Notified Ashley Monier of change via phone on 9.1.23	