



FLORIDA DEPARTMENT OF EDUCATION Request for Application (RFA Entitlement)

Bureau / Office

Bureau of Federal Educational Programs/Title I, Part A Programs

Program Name

Title I, Part A - Improving the Academic Achievement of the Disadvantaged (TIPA)

Specific Funding Authority(ies)

Catalog of Federal Domestic Assistance (CFDA) #84.010A, Public Law (P.L.) 114-95, Every Student Succeeds Act of 2015 (ESSA), Title I, Part A

Funding Purpose / Priorities

The purpose of these funds is to ensure that all eligible students have access to a fair, equal and significant opportunity to obtain a high quality education and to meet or exceed proficiency on state standards and assessments. These funds further ensure students, teachers, parents and administrators have access to the services necessary for supporting student academic achievement.

Total Funding Amount

\$828,421,838

The total amount used for the formula in this RFA is only an estimate and *will change based upon the final federal funding* that the Florida Department of Education (FDOE) receives.

Type of Award

Entitlement

Budget / Program Performance Period

July 1, 2020 - June 30, 2021

Target Population(s)

Students attending Title I schools with high concentrations of poverty as defined by ESSA.

Eligible Applicant(s)

Local educational agencies (LEAs) including school districts, Florida Virtual School, charter LEAs, Florida School for the Deaf and Blind, and Developmental Laboratory Research Schools.

Application Due Date

May 1, 2020

The due date refers to the date of receipt in the Office of Grants Management.

For Federal programs, the project effective date will be the date that the application is received within the Office of Grants Management meeting conditions for acceptance, or the budget period specified in the Federal Award Notification, whichever is later.

Matching Requirement

NONE

Contact Persons

Program Contact

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Grants Management Contacts

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Assurances

FDOE has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with:

2 C.F.R. 200, Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the United States Education Department (USED); applicable regulations of other federal agencies; and state regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, **applicants must have on file with the FDOE, Office of the Comptroller, 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.

School Districts, Community Colleges, Universities, and State Agencies

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.

Note: The UGG combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (former 34 CFR part 74), A-21, A-87, A-122, A-133, A-50. For the FDOE this means that the requirements in EDGAR Parts 74 and 80 have also been subsumed under the UGG. The final rule implementing the UGG was published in the Federal Register on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014.

Technical assistance documents and other materials related to the UGG, including frequently asked questions and webinar recordings, are available at The Chief Financial Officers Council website: <https://cfo.gov/cofar>.

Risk Analysis

Every agency must complete a Risk Analysis form. The appropriate DOE 610 or DOE 620 form will be required prior to a project award being issued.

School Districts, State Colleges, State Universities, and State Agencies must use the DOE 610 form. Once submitted and approved, the risk analysis will remain in effect unless changes are required by changes in federal or state law, changes in the circumstances affecting the financial and administrative capabilities of the agency or requested by the Department. A change in the agency head or the agency's head of financial management requires an amendment to the form. The DOE 610 form may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/doe610.xls>.

Funding Method

Federal Cash Advance (Public Entities only as authorized by the FDOE)

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient or subrecipient for disbursements. For federally-funded programs, requests for federal cash advance must be made through the FDOE's Florida Grants System (FLAGS). Supporting documentation for expenditures should be kept on file at the program. Examples of such documentation include, but are not limited to, payroll records, contracts, invoices with check numbers verifying payment and/or bank statements – all or any of these items must be available upon request.

Fiscal Records Requirements and Documentation

Applicants must complete a Budget Narrative form, DOE101S. Budget pages must be completed to provide sufficient information to enable FDOE reviewers to understand the nature and reason for the line item cost.

All accounts, records and other supporting documentation pertaining to costs incurred shall be maintained by the recipient for five years. Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: invoices with check numbers verifying payment, and/or bank statements; time and effort logs for staff, salary/benefits schedules for staff. All must be available upon request.

Funded programs and any amendments are subject to the procedures outlined in the FDOE Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs, which may be found at www.fldoe.org/grants/greenbook/.

Budgeted items must correlate with the narrative portion of the project application that describes the specific activities, tasks and deliverables to be implemented.

All project recipients must submit a completed DOE 399 form, Final Project Disbursement Report by the dates specified on the DOE 200 form, Project Award Notification.

Allowable Expenses:

Program funds must be used solely for activities that directly support the accomplishment of the program purpose, priorities and expected outcomes during the program period. All expenditures must be consistent with the approved application, as well as applicable state and federal laws, regulations and guidance. Allowable expenditures may include costs associated with employing appropriate staff for administering the project, office materials and supplies and other relevant costs associated with the administration of the project, including meeting room rentals, consultant fees, printing, etc.

Expenses for personal digital assistants (PDA), cell phones, smart phones and similar devices, including the service costs to support such devices may be allowable, with FDOE prior approval. Applicants will need to describe and justify the need for such devices, identify the amount that will be applicable to the project and how the device will be kept secure.

Unallowable Expenses:

Below is a list of items or services that are generally not allowed or authorized as expenditures. This is not an all-inclusive list of unallowable items. Subrecipients are expected to consult the FDOE program office with questions regarding allowable costs.

- Pre-award costs
- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
- Meals, refreshments or snacks
- End-of-year celebrations, parties or socials
- Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)
- Out-of-state travel without FDOE pre-approval
- Overnight field trips (e.g. retreats, lock-ins)
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- Gift cards
- Decorations
- Advertisement
- Promotional or marketing items (e.g., flags, banners)

- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
- Land acquisition
- Furniture
- Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
- Tuition
- Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
- Dues to organizations, federations or societies for personal benefit
- Clothing or uniforms
- Costs for items/services already covered by indirect costs allocation
- Costs not allowable for federal programs per the U.S. Education Department General Administration Regulations (EDGAR), which may be found at <https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html> and the Reference Guide for State Expenditures, which may be found at www.myfloridacfo.com/aadir/reference_guide/.

Equipment Purchases

Any equipment purchased under this program must follow the UGG found at http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl or the Reference Guide for State Expenditures, www.myfloridacfo.com/aadir/reference_guide/.

Any equipment purchases not listed on the original budget approved by the FDOE require an amendment submission and approval prior to purchase by the agency awarded the funding.

Further guidance and instruction on property records, inventory and disposition requirements for property are outlined in the Green Book, www.fldoe.org/grants/greenbook/.

Administrative Costs including Indirect Costs

All administrative costs (including indirect costs) must not exceed 10 percent of the LEA’s total allocation, excluding any roll-forward funds carried over from the previous year.

School Districts

The FDOE has been given the authority by the USED to negotiate indirect cost proposals and to approve indirect cost rates for school districts. School districts are not required to develop an indirect cost proposal, but if they fail to do so, they will not be allowed to recover any indirect costs. Amounts from zero to the maximum negotiated rate may be approved for a program by the FDOE’s Comptroller. **Indirect costs shall only apply to federal programs.** Additional information and forms are available at www.fldoe.org/finance/comptroller/.

State Agencies, Public Universities and State Colleges

The FDOE will allow other state agencies, state universities and state colleges to charge an indirect cost (administrative and/or overhead) up to 8 percent or the recipient’s rate approved by the appropriate cognizant agency, whichever is lower. This rate may be charged on the total direct costs disbursed less the amounts of subcontracts in excess of \$25,000 and for items of equipment, alterations, renovations and flow-through funds (“pass through” to another entity) on programs issued by the Department. This rate is intended to be all-inclusive of typical administrative and overhead costs, including but not limited to rental of office space, costs for bookkeeping and accounting services, and utilities. In the alternative, the Department will approve an indirect cost rate of 8 percent plus the direct charges for typical administrative and overhead costs such as office space rental when such costs can be directly and appropriately allocated to the program. **Indirect costs shall only apply to federal programs.**

Chapter 1010.06 F.S. Indirect cost limitation.—State funds appropriated by the Legislature to the Division of Public Schools within the Department of Education may not be used to pay indirect costs to a university, state university, school district or any other entity.

State of Florida, Executive Order 11-116

The employment of unauthorized aliens by any contractor is considered a violation of section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral

cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term. Executive Order 11-116 may be viewed at <http://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf>.

For Federal Programs - General Education Provisions Act (GEPA)

Applicants must provide a concise description of the process to ensure equitable access to, and participation of students, teachers and other program beneficiaries with special needs. For details, refer to: <http://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>.

For Federal Programs - Equitable Services for Private School Participation – If Applicable

In accordance with P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers with the LEA(s) service area. For details, refer to <https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf>.

Enclosed is the plan and application language, also located online within the Legacy system, to receive Title I, Part A funds for the 2020-2021 school year.

All activities outlined in an LEA's application must be in compliance with the following K-12 ESEA Common Federal Program Guidance for the Florida Department of Education.

K-12 ESEA Common Federal Program Guidance

Contracted Services

For contracted services that do not exceed \$3,000 per full day of service, a contract shall be submitted for review at the time of the request. If a contract is not available to submit for review at the time of the request, a detailed scope of work or proposed contract of services must be provided. The submission must include a purpose, rationale, projected number of individuals to be served and a cost breakdown of the services to be performed to determine if the request is allowable, reasonable and necessary. Materials to support the services may be requested as an additional expense. Any contracted service requested in excess of \$3,000 per full day of service, including travel, will be presumed unreasonable.

If an extenuating circumstance requires a contracted service in excess of \$3,000 per full day a detailed cost analysis must be submitted to Vice-Chancellor, Melissa Ramsey at Melissa.Ramsey@fldoe.org and the Assistant Deputy Commissioner, Miki Presley at Mari.Presley@fldoe.org for review.

Field Trips

Educational field trips may be allowable if the field trips are planned instructional activities that engage students in learning experiences that are difficult to duplicate in a classroom situation. Field trips must be reasonable in cost and necessary to accomplish the objectives of the grant program. The request must include the destination, entrance fee if applicable, number of attendees per grade level and transportation costs. Academic lesson plans are required and shall include activities that prepare students for the trip and follow-up activities that allow students to summarize, apply, and evaluate what they learned. For monitoring purposes, the local educational agency (LEA) must maintain documentation that provides evidence of student learning connected to the objectives of the grant program.

Recruitment, Retention and Reward Incentives

Recruitment, retention and reward incentives must be based on a three-year aggregate state value-added model (VAM) score. If state VAM is not available, another student growth model may be proposed. The student growth model must be fair and reliable. The LEA must submit the model demonstrating the classification and distribution of non-state VAM teacher scores for approval. Incentives can be part of a structured pay system or a Memorandum of Understanding (MOU); however, the above criteria shall apply. Incentives for attendance and non-instructional personnel are not allowable. Recruitment incentives for teachers with less than one year of experience or for hard to staff positions will be considered on a case by case basis.

Out-of-State Travel

Out-of-state travel may be allowable if the services requested are reasonable, necessary and meet the intent and purpose of the grant program. No later than 30 days prior to the travel, a justification must be provided to the program office for preapproval. The justification must include the purpose for the travel, why it cannot be provided within the state of Florida, the projected number of attendees and a cost breakdown (registration fees, hotel, per diem, car rental/airline ticket, etc.) of the travel. The number of attendees requested shall also be reasonable.

Conditions for Acceptance

The requirements listed below must be met for applications to be considered for review:

1. Application is completed within the on-line system and is received in the Office of Grants Management no later than **5:00 p.m. Eastern Time on Friday, May 1, 2020.**
2. The application includes the required forms: DOE 100A Project Application Form and DOE 101 Budget Narrative Form.
3. All required forms have the assigned TAPS Number included.
4. All required forms have original signatures by an authorized entity.
NOTE: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.
5. The application is submitted to: Office of Grants Management
Florida Department of Education
325 W. Gaines Street, Room 332
Tallahassee, Florida 32399-0400

Method of Review

All online project applications, including budget forms, shall be reviewed by FDOE staff in accordance with established project application review checklists developed by the program office and requirements set forth in ESSA, applicable non-regulatory guidance and other applicable federal regulations, state laws and guidelines.

Conditions for Programmatic Approval

Before the Title I, Part A program office can approve a Title I, Part A application:

- All expenditures must be reasonable, allowable, necessary and allocable as determined by the Title I, Part A program office.
- If the LEA's total allocation is \$500,000 or greater, at least 90 percent of the required one percent reservation for parent and family engagement must be distributed to public schools participating in Title I, Part A services.
- All public schools (including charter schools) must be placed in rank order and served accordingly.
- All administrative costs (including indirect costs) must not exceed 10 percent.
- All funds reserved at the LEA level must fall into one of the following categories below. Any funds carried forward by the LEA from the previous year are not subject to the reservation categories.
 - Financial Rewards and Incentives (not to exceed five percent of the total allocation)
 - Parent and Family Engagement (not to exceed two percent of the LEA's total allocation)
 - Homeless Education
 - Services to Neglected and Delinquent Children and Youth
 - Educational Services (not to exceed one percent of the total allocation)
 - Early Childhood Programs
 - Private School Equitable Services
 - Transportation for Foster Care Children
 - Administrative Costs (including indirect costs) not to exceed 10 percent of the total allocation
 - Reimbursements for Charter School Expenditures
 - Transportation for School Choice (not to exceed five percent of the total allocation)
- All funds reserved for private school equitable services must be identifiable in the budget and the total amount for these services must meet or exceed the minimum overall amount to be reserved, as determined by the program office.

2020-21 Title I, Part A Plan and Application (On-line in Legacy)

Sections

1. Equitable Proportion of Funds
2. Federal Requirements-Specific Program Assurances
3. 11 Areas of Focus
4. Reporting Requirements
5. Public School Eligibility Survey
6. Non-Public School Eligibility Survey
7. Reservations Calculations

Equitable Proportion of Funds

In this section of the application, the total number of public school children from low-income families (CLIF) who reside in participating public school attendance areas (PSAAs) and the total number of private school CLIF who reside in participating PSAAs are used to calculate the LEA's total public school and total private school allocations. For the number of public school CLIF, be sure to include those CLIF in a Title I-eligible school that has been "skipped" in accordance with section 1113(b)(1)(D) of ESSA. Additionally, the LEA must enter the amount to be reserved from the total private school allocation for private school administrative costs.

Federal Requirements-Specific Program Assurances

In order to request funding, LEAs must agree to the following assurances and ensure that schools served substantially help children meet Florida's challenging academic standards.

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

Assurance 2, Coordination of Programs: As appropriate, the LEA plan is coordinated with other programs under ESSA, 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. §1112(a)(1)(B)

Assurance 3, Migratory Children: The LEA will ensure that migratory and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part. §1112(c)(1)

Assurance 4, Private Schools: The LEA will provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services. §1112(c)(2).

Assurance 5, NAEP: The LEA 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 (20 U.S.C. 9622(b)(3)). §1112(c)(3)

Assurance 6, Cross Coordination: The LEA 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, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. §1112(c)(4)

Assurance 7, Child Welfare Agency Point of Contact: The LEA 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. §1112(c)(5)(A)

Assurance 8, Child Welfare Agency Procedures: The LEA 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.

Assurance 9, Certification: The LEA will ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. §1112(c)(6). The LEA will also ensure parents are notified appropriately according to the "Parents Right-To-Know" provision. §1112(e)(1)(A-B)

- At the start of each school year (in a timely manner), and LEA that receives Title I, Part A funds must inform/notify parents of each student attending a Title I school that they have the right to request information about their child's classroom teacher and, if applicable, the services provided by their paraprofessionals, as well as the paraprofessionals qualifications.
- When a child is taught for 4 or more consecutive weeks by a teacher who is non-state certified or state-certified, but teaching out-of-field, the LEA must provide written notification to each parent in a timely manner. This notification should be timely and in letter form on LEA or school letterhead. Newsletters are not always timely and bring about providing information about a teacher's qualification for a specific classroom or grade that does not affect all parents. Notification may be disseminated via student backpack, U.S. mail, and meeting with parents.

Assurance 10, Early Childhood Education: In the case of a LEA that 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, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)). §1112(c)(7)

Assurance 11a, Parent Consultation: The LEA will ensure 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 this part consistent with section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

Assurance 11b, School Parent and Family Engagement Policy: The LEA will ensure that the requirements outlined in section 1116(b)(1-4) are met:

- 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 Assurance 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;

- If the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection;
- 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
- 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.

Assurance 11c, Policy Involvement: The LEA will ensure that each school served under this part shall meet the requirements outlined in section 1116(c)(1-5):

- 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;
- 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;
- 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;
- 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
- 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.

Assurance 11d, Shared Responsibilities for Student Achievement: The LEA will ensure that the 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 the means by which the school and parents will build and develop a partnership to help children achieve the 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.

Assurance 11e, Building Capacity for Involvement: To ensure 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 assisted under this part will meet the requirements outlined in section 1116(e)(1-14).

Assurance 11f, Accessibility: The LEA ensures in carrying out the parent and family engagement requirements of this part, 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, to the extent practicable, in a language such parents understand.

Assurance 11g, Family Engagement in Education Programs: 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.

Assurance 12, Private School Consultation: The LEA conducted timely and meaningful consultation with appropriate private school officials, 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 pursuant to section 1116. §1117(a)(1)(A), §1117(a)(3)(B)

Assurance 13, Private School and LEA Agreement: After conducting the timely and meaningful consultation with appropriate private school officials, the LEA has submitted a copy of the agreement between the LEA and the private school to the ombudsman. §1117(b)(1)

Assurance 14, Affirmation of Agreement: The LEA has submitted to the 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 with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the LEA shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the state educational agency. §1117(b)(5)

Assurance 15, Methodology: The LEA is in compliance with paragraph (1) a LEA shall demonstrate that the methodology used to allocate state and local funds to each school receiving assistance under this part ensures 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. §1118(b)(1-2)

Assurance 16, Comparability: The LEA is in compliance with the requirements of section 1118(c)(2)(A) concerning comparability if such agency has filed with the state educational agency a written assurance that such agency has established and implemented:

- (i) a LEA-wide salary schedule;
- (ii) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and
- (iii) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

Assurance 17, English Language Learners (ELLs) Notification Requirements: The LEA is in compliance with the requirements of 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 prior to the beginning of the school year, but are identified as English learners during 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’.

Assurance 18, Constitutionally Protected Prayer: The LEA must 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.**

11 Areas of Focus

Area of Focus 1: Student Achievement

Area of Focus 2: Parent and Family Engagement Plan (PFEP)

Area of Focus 3: Homeless Education

Area of Focus 4: Neglected and Delinquent Education

Area of Focus 5: Educational Services Funded at the LEA-Level

Area of Focus 6: Discretionary Educational Services Funded at the School-Level (if applicable)

Area of Focus 7: Early Childhood Services

Area of Focus 8: Private Schools

Area of Focus 9: Foster Care

Area of Focus 10: College/Career Readiness

Area of Focus 11: Administrative Costs

Area of Focus 1: Student Achievement

1. Describe how the LEA will monitor students’ progress in meeting Florida’s challenging academic standards by:
 - a. developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
 - b. identifying students who may be at risk for academic failure (may use Early Warning Systems);
 - c. providing additional educational assistance to individual students the LEA or school determines need help in meeting Florida’s challenging academic standards; and
 - d. identifying and implementing instructional and other strategies intended to strengthen improve school conditions for student learning.
2. Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus. **(Numbering the activities will be essential to connect each activity to a budget line.)**

Area of Focus 2: Parent and Family Engagement Plan (PFEP)

1. Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus.
 - a. Identify if the activity is at the **LEA level** and include the evidence-based research for each activity. The four levels of evidence may be used. **(Numbering the activities will be essential to connect each activity to a budget line.)**
 - b. Identify if the activity is at the **school level** and include the evidence-based research for each activity. The four levels of evidence may be used. **(Numbering the activities will be essential to connect each activity to a budget line.)**
2. **LEA Written Policy**-Each LEA that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall establish the agency's expectations and objectives for meaningful parent and family involvement. Describe how the agency will:

- involve parents and family members in jointly developing the LEA plan under section 1112, and the development of support and improvement plans under paragraphs (1-2) of section 1111(d).
- provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;
- conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—
 - (i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
 - (ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - (iii) strategies to support successful school and family interactions;
- use the findings of such evaluation in subparagraph (D) to design evidence based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and
- involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

Area of Focus 3: Homeless Education

1. Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus. (**Numbering the activities will be essential to connect each activity to a budget line.**)

Area of Focus 4: Neglected and Delinquent Education

1. Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus. (**Numbering the activities will be essential to connect each activity to a budget line.**)
2. Describe how the LEA plan addresses the following Neglected and Delinquent Education areas between correctional and LEA facilities:
 - a. Transitioning
 - b. Dropout Prevention ([View Dropout Prevention Contact List](#))
 - c. Educational Achievement
 - d. Educational Quality

Area of Focus 5: Educational Services Funded at the LEA-Level

1. Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus. **(Numbering the activities will be essential to connect each activity to a budget line.)**

Area of Focus 6: Discretionary Educational Services Funded at the School-Level

This section is not required if The LEA will not implement any Discretionary Educational Services.

1. Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus. **(Numbering the activities will be essential to connect each activity to a budget line.)**

Area of Focus 7: Early Childhood Services

1. Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus. **(Numbering the activities will be essential to connect each activity to a budget line.)**
2. Describe how the LEA will coordinate Title I preschool programs with other preschool educational services in the district.
3. Describe how the LEA will ensure on-going progress monitoring measures will:
 - a. Align with Head Start Education Standards.
 - b. Be administered multiple times throughout the program.
 - c. Provide data to inform instructional focus and strategies for use by the classroom teacher.
4. Describe how the LEA will assist parents in effectively transitioning their preschool children to kindergarten.
5. In the Title I blended preschool chart, enter information regarding other early childhood programs that are blended with Title I, Part A 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 TIPA funds used
	Age 3	Age 4	Age 3	Age 4		
1. Early Head Start/Head Start/Migrant and Seasonal Head Start						
2.Home Instructional for Parents of Preschool Youngsters (HIPPI)						
3.LEA Migrant Preschool Program						
4.PreK Program for Children with Disabilities						
5.Voluntary PreK (VPK)						
6.Other- specify						

Area of Focus 8: Private Schools

1. 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.

2. 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.
 - a. List each specific service (include the frequency and duration) to be provided to private school students, their parents, and teachers.
 - b. Explain how the LEA will evaluate the effectiveness and implementation of the services provided to the private school students, their parents, and teachers.
3. **This section shall be completed if the LEA provides services to private school students through a third party contractor.** 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.
4. List the LEA's private school Point of Contact:
 - a. Name, Title, Phone Number, and Email Address

Area of Focus 9: Foster Care

1. Enter the amount of funds the LEA is reserving for this Area of Focus using Title I, Part A funds.
2. Describe how the LEA will ensure the following:
 - a. 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.
 - b. Successful enrollment and transfer of records of children enrolled in a new school, even if they do not have the required documentation.
 - c. 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).
3. List the LEA's Foster Care Point of Contact:
 - a. Name, Title, Phone Number, and Email Address

Area of Focus 10: College and Career Readiness

1. Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus. (**Numbering the activities will be essential to connect each activity to a budget line.**)
2. Describe the LEA's strategy for implementing the following:
 - a. Increasing 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.
 - b. 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 1112(c)(2).
 - c. Supporting work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, provide academic credit.

Area of Focus 11: Administrative Costs

1. Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus. (**Numbering the activities will be essential to connect each activity to a budget line.**)

Reporting Requirements

1. Reporting Requirements

- a. Describe the methods and timelines the LEA utilizes to disseminate information about this plan to the appropriate stakeholders and to report student and program outcomes to school staff, parents, and the community.
- b. Describe the process the LEA will use to ensure the accuracy of the data reported via the student and /or staff data reporting system. Include the process for reporting services provided to students attending private schools, students in targeted assistance programs, migrant students in Title I, Part A programs, neglected and delinquent children and youth served through the Title I, Part A reservation, as well as students experiencing homelessness and who are served through the Title I, Part A reservation.

2. Requirement of Equitable Representation of Teachers

List the action steps that the LEA will follow to ensure that low-income and minority students are not being taught by ineffective, inexperienced, or out-of-field teachers at a higher rate than other students.

Public School Eligibility Survey (PSES)

In this section, capture the LEA's rank and serve process, as well as its allocation of funds to each school served, based on enrollment and low-income data reported to the FDOE in Survey 3.

District Level Data

Complete the "District Level Data" section by entering the date certain, poverty metric, ranking method, and allocation process.

Date Certain

Enter the date that student enrollment and low-income data was collected for Survey 3 reporting.

Poverty Metric

Select one of the poverty metric options based on the meal program chosen by the LEA during Survey 3 reporting.

- **Option 1 – Combination**
 - Select this option when the rank and serve is based on some schools in the LEA participating in the Community Eligibility Provision (CEP) program **AND** some schools collecting meal applications.
 - A 1.6 multiplier will be applied automatically to schools participating in the CEP program.
- **Option 2 – Direct Certification Data Only**
 - Select this option when the rank and serve is based on direct certification data for both non-Title I and Title I schools (all schools in the LEA).
 - No 1.6 multiplier is applied.
- **Option 3 – Not Participating in CEP (Meal Applications Only)**
 - Select this option when rank and serve is based on data derived from meal applications only **AND** no schools participate in CEP.
- **Option 4 – Direct Certification Data (with Multiplier)**
 - Select this option when the rank and serve is based on direct certification data for both non-Title I and Title I schools (all schools in the LEA).
 - A 1.6 multiplier will be applied automatically to all schools.

Ranking Method

Answer the following questions regarding the ranking methodology.

1. Will grade span grouping be used?

2. Will split funding be used?
3. Will high schools between 50 and 75 percent of poverty be served outside of traditional rank order?

Allocation Process

Describe the LEA's method for ranking and serving schools, including grade spans served and floor percentages.

School Level Data

Complete the data table by either (1) entering data directly into the onscreen table, or (2) downloading the data file, entering information into the spreadsheet and then uploading the complete file back into the system.

- **School Name** – The name of the school as it appears in Survey 3
- **School Number** – The four-digit school number as it appears in Survey 3
- **Source** – Whether the school was prepopulated from Survey 3 or added by the user
- **Grade Code** – The grade code as it appears in Survey 3
- **School Type** – The school type (e.g., elementary, senior high) as it appears in Survey 3
- **Neglected and Delinquent** – Whether the school is a neglected and delinquent site per Survey 3
- **New School** - Whether the school is new per Survey 3
- **Reported 2019-20 Number of Children Attending Public Schools** – The number of children (ages 5-17) attending the school based on Survey 3
- **Reported 2019-20 Number of Children from Low Income Families** – The number of CLIF based on Survey 3
- **Reported 2019-20 Percentage of Children from Low Income Families** – The percent of CLIF based on Survey 3
- **2019-20 Number of Children Attending Public Schools** – The number of children (ages 5-17) attending the school based on Survey 3 data; in select scenarios (see below), this data may be edited by the user
- **2019-20 Number of Children from Low Income Families** – The number of CLIF based on Survey 3; in select scenarios (see below), this data may be edited by the user
- **2019-20 Percentage of Children from Low Income Families** – The percent of CLIF based on Survey 3 or, when applicable, based on the user edited data
- **Selection Code** – A code that indicates why the school is or is not being served
- **Selection Code Justification** – A justification for the use of selection code E, F, H, K or L
- **Program Type** – The type of Title I program to be implemented at the school (i.e., schoolwide, targeted assistance or not applicable)
- **Per Pupil Allocation** – The school's per-pupil allocation (PPA) for 2019-20
- **Total School Allocation** – The school's total school allocation (TSA) for 2019-20
- **Meal Program Type** – The type of meal program being implemented at the school per Survey 3
- **CEP Data Year** – If the school participates in CEP, the school's first year of participation or renewal year
- **Provision 2 Explanation** – If the school participates in Provision 2, the first year of participation or renewal year
- **1% Parent and Family Allocation** – The school's total allocation for parent and family engagement
- **Charter School** – Whether the school is a charter school per Survey 3

A Note Regarding User-Entered Data

Other than the exceptions listed below, LEAs will not be permitted to alter Survey 3 data in the 2019-20 Title I, Part A application. This means that inaccurate data could potentially result in the loss or reduction of funds to eligible schools participating in Title I, Part A schoolwide or targeted assistance programs.

Using Projected Data for New and Expanding Schools

LEAs have the flexibility to provide projected data for new schools scheduled to open after Survey 3 closes or for schools experiencing a significant change in enrollment (e.g., addition of a grade span). LEAs that use projected data for these schools in the 2019-20 Title I, Part A application must amend the application after the release of October FTE Survey 2 data.

Using the Feeder Pattern Option

LEAs may project the number of low-income children in a middle or high school based on the average poverty rate of the elementary school attendance area(s) that feed into that school. This flexibility is available to LEAs because middle and high school students are less likely to participate in free and reduced-price lunch programs than elementary school students. If this option is selected, please consult section 1113(a)(5)(B) of ESSA for specific statutory requirements.

Using Direct Certification Data in LEAs with Provision 2 Schools

LEAs that elect to rank and serve all Title I schools based on direct certification data, and have U.S. Department of Agriculture-approved Provision 2 schools, will be permitted to adjust the poverty data reported for the Provision 2 schools only. This flexibility is available to LEAs because Survey 3 requires that the poverty rate in Provision 2 schools be reported at 100 percent.

Indicating a School Closure

A school may close between the Survey 3 reporting period and the release of the Title I, Part A application. If this occurs, the LEA will be permitted to indicate the school's closure in the application, as Title I, Part A funds cannot be allocated to a closed school.

Non-Public School Eligibility Survey (NPSES)

In this section, capture the LEA's process for generating funds for private school equitable services, which include instructional services, parent and family engagement activities and, if applicable, professional development activities.

District Level Data

Complete the "District Level Data" section by entering the date certain, selecting the method the LEA uses to determine eligible private school students, and indicating whether funds will be pooled to provide private school services.

If non-public school participation is not applicable to the LEA, then check the *Not Applicable* checkbox and indicate why the LEA is not serving private schools (i.e., the LEA has no private schools or no private schools elected to participate in the Title I program).

Date Certain

Enter the date that student enrollment and low-income data was counted for participating private schools.

Poverty Metric

Select one of the following methods for determining eligible private school students:

- **Form A – Free and Reduced Lunch**
 - Select this option when the LEA uses the same, or an equated, measure of poverty to count private school children as public school children.
- **Form B – Proportionality**
 - Select this option when the LEA applies the low-income percentage of each participating PSAA to the number of private school children who reside in the PSAA.
- **Form C – Extrapolation**

- Select this option when the LEA uses comparable poverty data from a survey and extrapolates the results.

Pooling Option

Indicate whether pooling will be used.

- **Pooling**
 - Select this option when the LEA will combine all funds generated by eligible students from private schools, or a group of private schools, into a single account and serve students with the greatest educational needs, based on consultation with private school officials.
- **Not Pooling**
 - Select this option when the LEA will use the funds generated by eligible students from each private school to serve only students attending that school.

School Level Data

Complete the data table by either (1) entering data directly into the onscreen table, or (2) downloading the data file, entering information into the spreadsheet and then uploading the complete file back into the system.

Form A – Free and Reduced Lunch

- **School Name** – The name of the non-public school attended by students eligible for Title I, Part A
- **School Number** – The four-digit school number
- **Grade Code** – The grade span(s) served by the school (e.g., PreK-5, K-12)
- **Number of Private School Students in PSAA** – The number of private school students who reside in an eligible PSAA
- **Children from Low-Income Families (CLIF)** – The number of private school students from low-income families who reside in an eligible PSAA
- **Per Pupil Allocation** – The school’s 2019-20 PPA for equitable services
- **Dollars Generated** – The total funds generated for equitable services at the school
- **Dollars Allocated (pooling only)** – The total funds allocated to the school based on the educational needs of its students

Form B – Proportionality

- **School Name** – The name of the non-public school attended by students eligible for Title I, Part A
- **School Number** – The four-digit school number
- **Grade Code** – The grade span(s) served by the school (e.g., PreK-5, K-12)
- **Number of Private School Students in PSAA** – The number of private school students who reside in the eligible PSAA
- **PSAA School Number** – The school number for the PSAA in which the private school children reside
- **PSAA Poverty Rate** – The poverty rate for the PSAA in which the private school children reside
- **Number of Children from Low-Income Families** – The number of private school students from low-income families determined by applying the PSAA poverty rate to the number of private school students who reside in that eligible PSAA
- **Per Pupil Allocation** – The school’s 2019-20 PPA for equitable services
- **Dollars Generated** – The total funds generated for equitable services at the school
- **Dollars Allocated (pooling only)** – The total funds allocated to the school based on the educational needs of its students

Form C – Extrapolation

- **School Name** – The name of the non-public school attended by students eligible for Title I, Part A
- **School Number** – The four-digit school number

- **Grade Code** – The grade span(s) served by the school (e.g., PreK-5, K-12)
- **Number of Private School Students in PSAA** – The number of private school students who reside in an eligible PSAA
- **Private School Student Surveys Submitted** – The number of private school students who submitted an income survey
- **Number of Low-Income Students from Surveys Submitted** – The number of students from low-income families represented in the submitted income surveys
- **Extrapolated Number of Low-Income Private School Students** – The number of extrapolated CLIF
- **Per Pupil Allocation** – The school’s 2019-20 PPA for equitable services
- **Dollars Generated** – The total funds generated for equitable services at the school
- **Dollars Allocated (pooling only)** – The total funds allocated to the school based on the educational needs of its students

Reservation Calculations

In this section, the LEA must verify the accuracy of the budget lines associated with each category below. The report displays the amount reserved for each category based on the total of the budget lines with the corresponding reservation code.

- Student Achievement (AoF1)
- Parent and Family Engagement for LEAs with a Total Allocation under \$500,000 (B-1; not to exceed two percent of the total allocation)
- Parent and Family Engagement for LEAs with a Total Allocation over \$500,000 (B-2; 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)
- Homeless Education (C)
- Neglected and Delinquent Education (D)
- Educational Services Funded at the LEA Level (E; not to exceed one percent of the total allocation)
- Discretionary Educational Services Funded at the School Level (F)
- Early Childhood (G)
- Private School Administrative Costs (H-1)
- Private School Parent and Family Engagement (H-2)
- Private School Professional Development (H-3)
- Private School Instructional Services (H-4)
- Roll Forward for Equitable Services (H-5)
- 2019-20 Roll Forward (I)
- Transportation for Foster Care Children (J)
- Reimbursements for Charter School Expenditures (L)
- Transportation for School Choice (M; not to exceed five percent of the total allocation)
- College/Career Readiness (AoF10)
- Administrative Costs (including indirect costs) not to exceed 10 percent of the total allocation (K)