

**Bureau/Office**

# FLORIDA DEPARTMENT OF EDUCATION

**Request for Application**

Division of Finance and Operations

**Program Name**

TAPS 22A175

Elementary and Secondary School Emergency Relief (ESSER) Fund under the American Rescue Plan (ARP) Act

**Specific Funding Authority(ies)**

Section 45 of the General Appropriations Act (2021), chapter 2021-36, Laws of Florida CFDA # 84.425U, P.L. 117-2, ARP Act

**Funding Purpose / Priorities**

The ARP ESSER funds under the ARP Act are provided to Local Educational Agencies (LEAs) to address the impact that the Novel Coronavirus Disease 2019 (“COVID-19”) has had, and continues to have, on elementary and secondary schools in Florida. This includes helping school districts and other LEAs safely reopen schools, restore, and maintain high-quality learning environments, measure, and effectively address significant learning loss, and take other actions to mitigate the impact of COVID-19 on the students and families who depend on our K-12 schools.

In accordance with Section 45 of the General Appropriations Act, the department will submit a legislative budget amendment that includes detailed information about how each local educational agency will be expending its funds in compliance with the provisions of the ARP ESSER program under ARP ACT. Awards are contingent upon legislative approval of the budget amendment.

**Total Funding Amount**

For Initial Release (two-thirds): $4,222,947,863

For Release upon Approval of Florida’s ARP State Plan (one-third): $2,111,473,931 Total Current Allocation: $6,334,421,794

LEAs will submit a plan and budget reflecting the total allocation, with a breakdown of the initial release of 2/3 of the total and the 1/3 balance. Reference allocation chart for breakdown of funding amounts.

All allocations are subject to the approval of (1) federal approval and release of all funds associated with Florida’s ARP state plan; and (2) state approval of legislative budget amendment(s), in accordance with section 45 of the General Appropriations Act (2021).

**Type of Award**

Entitlement

**Budget / Program Performance Period**

November 12, 2021, through September 30, 2024

Pre-Award costs are authorized for any allowable expenditure incurred on or after March 13, 2020, the date the President declared the national emergency due to COVID-19.

**Eligible Applicant(s)**

Local Educational Agencies, including Charter School Local Educational Agencies.

**Application Due Date**

On or before November 12, 2021.

# The due date refers to the date of receipt of the electronic files in the ShareFile system for access by 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.**

**Contact Persons**

*Program Office Contact:*

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*850-245-0841*

*Finance and Operations Contact:*

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*850-245-9426*

*Questions should be submitted to the following email address:* *ESSER2@fldoe.org.*

**Assurances**

The Florida Department of Education (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 Florida Department of Education, 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:** 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 web site: [https://cfo.gov/cofar.](https://cfo.gov/cofar)

**Program-Specific Assurances**

In order to receive funding, applicants must submit the signed ARP ESSER Assurances released concurrently with this Request for Application.

**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, Local Educational Agencies, 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 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**

LEA allocations are provided in Appendix A. Pursuant to section 1002.33(17)(c), Florida Statutes, school district LEAs shall provide an allocation to all charter schools within its district. Unless otherwise agreed between the district and the charter school(s), the charter school allocation shall be not less than the pro-rata share of the district’s total allocation, based on the district’s total unweighted FTE and the charter school’s total unweighted FTE reported in the 2020-21 survey 3.

All accounts, records, and other supporting documentation pertaining to all 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 or any documentation must be available upon request.

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

# Allowable Expenses:

A local educational agency shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students’ academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care.

LEAs shall use the remaining funds for any of the following:

1. Any activity authorized by the Elementary and Secondary Education Act of 1965.
2. Any activity authorized by the Individuals with Disabilities Education Act.
3. Any activity authorized by the Adult Education and Family Literacy Act.
4. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
5. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
6. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
7. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
8. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
9. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
10. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State,

and local requirements.

1. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
2. Providing mental health services and supports, including through the implementation of evidence- based full-service community schools.
3. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
4. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
	1. administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction;
	2. implementing evidence-based activities to meet the comprehensive needs of students;
	3. providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and
	4. tracking student attendance and improving student engagement in distance education.
5. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
6. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
7. Developing strategies and implementing public health protocols including, to the greatest extent possible, and not inconsistent with state law, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
8. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

# 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.

* 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) without pre-approval of the Florida Department of Education
* Land acquisition
* Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
* Tuition
* Dues to organizations, federations, or societies for personal benefit
* Clothing or uniforms
* Costs for items or services already covered by indirect costs allocation

Costs not allowable for federal programs per the USDE 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 <https://www.myfloridacfo.com/division/aa/manuals/documents/ReferenceGuideforStateExpenditures.pdf>.

**Equipment Purchases**

Any equipment purchased under this program must follow the Uniform Grants Guidance (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, <https://www.myfloridacfo.com/division/aa/manuals/documents/ReferenceGuideforStateExpenditures.pdf>.

Further guidance and instruction on property records, inventory and disposition requirements for property are outlined in the Green Book, <https://www.fldoe.org/core/fileparse.php/5625/urlt/0076985-2013greenbook.pdf>.

**Administrative Costs including Indirect Costs:**

**Local educational agencies (LEAs) may take reasonable and necessary administrative costs, to include direct and indirect costs. Indirect costs may be taken up to the negotiated, unrestricted indirect cost rate. However, to ensure that the total administrative costs are reasonable, the total direct and indirect costs may not exceed five percent (5%) of the LEA’s total award.**

**School Districts**

The Florida Department of Education has been given the authority by the U.S. Department of Education 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 by the Florida Department of Education’s Comptroller. **Indirect costs shall only apply to federal programs.** Additional information and forms are available at [www.fldoe.org/finance/comptroller/](http://www.fldoe.org/finance/comptroller/).

**LEA Plan for Safe Return of In-Person Instruction**

Each LEA developed and made publicly available on the LEA’s website a plan for the safe return of in-person learning in the Fall of 2020. This was before the enactment of the ARP Act. This plan must be updated to address the requirements of the U.S. Department of Education’s Interim Final Rule, 88 FR 21195. The requirements of the Interim Final Rule are summarized in the LEA ARP ESSER Plan, Application and Assurances released concurrently with this RFA. Each LEA shall seek public comment on the updated plan and take such comments into account prior to the submission of the final plan to the Department. Updated plans must comply with state law, including any applicable executive order, any agency emergency action, or any

agency regulation or rule. No later than 60 days from receipt of its DOE 200 Project Award Notification, each LEA shall submit its updated final plan to the Department. Upon the Department’s approval, the LEA shall post this plan on the LEA’s website within 90 days of the award.

**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 [https://www.flgov.com/wp-](https://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf) [content/uploads/orders/2011/11-116-suspend.pdf.](https://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf)

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**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 [https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf.](https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf) If the Applicant has submitted a GEPA statement for the Elementary and Secondary Schools Emergency Relief (ESSER) Fund, the previously submitted GEPA statement will apply to this program. Any revisions specific to the ARP ESSER non-enrollment allocation shall be submitted with the application.

**Narrative Section**

Districts shall submit an LEA ARP ESSER Plan, Application and Assurances utilizing the template released concurrently with this RFA.

**Conditions for Acceptance**

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

* Application must be submitted to the Office of Grants Management via ShareFile. ShareFile access has been established for the ARP ESSER program for each LEA. Requests for access for additional or different LEA personnel may be sent to OGM@fldoe.org. It is requested that access be limited to only those staff needed to upload application or amendment materials.
* Application is received in the timeframe specified by the RFA.
* Application includes required forms: LEA ARP ESSER Plan, Application and Assurances utilizing the template released concurrently with this RFA, DOE 100A Project Application Form, and ARP ESSER DOE 101 Budget Narrative Form.
* All required forms must have the assigned TAPS Number included on the form
* All required forms must have signatures by an authorized entity. Electronic signatures are acceptable. Electronic signatures may include a pdf or other scanned version of a hard-copy signature, or a typed or imaged signature. If a typed or imaged signature is used, the document must be uploaded by the individual signing the document.

**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.**



2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund Local Educational Agency ARP ESSER Plan,

Application and Assurances

**Franklin 19**

 **Purpose** Florida must subgrant not less than 90 percent of its total ARP ESSER allocation to local educational agencies (LEAs) (including charter schools that are LEAs) to help meet a wide range of needs arising from the coronavirus pandemic, including reopening schools safely, sustaining their safe operation, and addressing students’ social, emotional, mental health, and academic needs resulting from the pandemic. The State must allocate these funds to LEAs on the basis of their respective shares of funds received under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) in fiscal year (FY) 2020.

The purpose of this document is to guide districts to plan for the continued implementation of reopening and recovery through the utilization of the 2021-24 ARP ESSER and to assure federal requirements are met.

Florida utilized the 2020-21 District Reopening Plan and the Spring 2021 Education Plan to respond to and mitigate the impact of the emergency and to promote the health, safety, and welfare of persons connected with Florida’s educational system.

The Department recognizes that the safe return to in-person instruction must be accompanied by a focus on meeting students’ academic, social, emotional, and mental health needs, and by addressing the opportunity gaps that existed before – and were exacerbated by – the pandemic. In this document, districts

will describe how they will support the development of high-quality plans for the use of ARP ESSER funds to achieve these objectives for the following student groups: students from low-income families, from each racial or ethnic background, by gender, English Language Learners, students with disabilities, experiencing homelessness, in foster care, migratory students and other student groups.

 **Directions** Districts shall submit its ARP ESSER application to the Office of Grants Management via ShareFile **on or before November 12, 2021**. ShareFile access has been established for the ARP ESSER Lump Sum program for each LEA. The complete application shall include:

* + LEA ARP ESSER Plan, Application and Assurances utilizing this template;
	+ DOE 100A Project Application Form; and
	+ DOE 101 Budget Narrative Form.

Each LEA developed and made publicly available on the LEA’s website a plan for the safe return of in-person learning in the Fall of 2020. This was before the enactment of the ARP Act. This plan must be updated to address the requirements of the U.S. Department of Education’s Interim Final Rule, 88 FR 21195. The requirements of the Interim Final Rule are summarized in Appendix A. Each LEA shall seek public comment on the updated plan and take such comments into account prior to the submission of the final plan to the Department. Updated plans must comply with state law, including any applicable executive order, any agency emergency action, or any agency regulation or rule. No later than 60 days from receipt of its DOE 200, Project Award Notice, each LEA shall email its updated final plan to recoveryplan@fldoe.org. The subject line of the email must include district name and Plan for the Safe Return of In-person Instruction. Upon the Department’s approval, the LEA shall post this plan on the LEA’s website within 90 days of the award.

 **Part I: Implementation Plan**

**The LEA will submit an implementation plan, outlining planned activities for each of the following uses of funds under section 2001(e) of the ARP Act. The description must be adequate to ascertain that the proposed use of funds is necessary to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students.**

**Activities should be numbered consecutively. If the LEA does not plan any activities for one or more authorized uses, please indicate that there are no planned activities. School district LEAs shall include the activities identified for charter schools within the LEA, aggregated at the district/LEA level.**

**Activity 1**: **Addressing Learning Loss (at least 20% of total allocation).** Of the total amount allocated to an LEA, the LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that those interventions respond to students’ social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

1. **Recovering Learning Loss-** FCSD needs funds to employ and pay stipends to instructional staff for Summer School Remediation and tutoring. Based on District data sources, identified students will be provided summer school remediation to address loss instructional time and strengthen fundamental skills. Certified teachers will provide research-based classroom instruction for summer of 2022 and tutoring in math, reading & science for the 2021-24 school year. Continued funding for ESSER II. FCSD will fund a **Student Attendance Assistance** to assist in tracking student attendance and act as a liaison between parents and school staff regarding attendance matters and improve student engagement in distance education

**1.1 School MTSS Coach**-FCSD needs funds to an employ an MTSS Coach. This position will offer a needed focus on closing the achievement gap by providing on-ground instructional support, monitor and support intervention resource implementation, and provide professional development to support understanding of tiered instruction for all students. who will provide professional and technical support to PLC's and other administrators to implement the Multi-Tier Student Support (MTSS) system. The provided supports include development of site-based systems for effective interventions, analysis of student data, and professional development of student needs for 2022-23 school year

**1.2 Supplemental Instructional Support Positions**-FCSD needs funds to hire 2-permanent School Substitutes on an hourly basis. The subs will be embedded within a single school community to provide continuity of instruction for students and support administrators for the 2021-24 school years

* 1. **Teachers’ salaries (4)-** will be employed to maintain the continuity of instructional services to students.
	2. **Paraprofessionals’ salaries (11)-** will be employed to assist teacher and maintain the continuity of instruction to students.
1. FCSD is committed to ensuring every student has a bright and prosperous future with access to quality instruction. Progress monitoring tools (MAPS and Florida IReady) will be used to measure and address the academic impact of lost instructional time and disrupted learning environments on all students effected by COVID19. Franklin County K-12 School review multiple data sources to focus on closing the achievement gap. Funding will be utilized to continue the employment of the District MTSS Coach, MIS position and Attendance Assistant. Those positions will compile data and provide technical support & training to identify students in need of support. School administrators and teachers will review data to determine the academic strengths and weaknesses of students and provide support where needed. These positions and the implementation of evidence-based interventions will be provided daily and for summer learning. These proactive actions will respond to students’ academic needs and address thedisproportionate impact of COVID-19 on varying student groups to include the impoverished students, students with disabilities, English Language Learners, minorities, homeless students, and students in the foster care.

1. Counseling services for students will continue to be provided to students addressing the continuing social emotional needs of all the student groups. Social Emotional Learning curriculum will be provided to students by 2 mental health counselors during the school day.

# Activity 2 (A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

***No planned activity***

# Activity 2 (B) Any activity authorized by the Individuals with Disabilities Education Act.

***No planned activity***

# Activity 2 (C) Any activity authorized by the Adult Education and Family Literacy Act.

***No planned activity***

# Activity 2 (D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

***No planned activity***

# Activity 2 (E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

***No planned activity***

# Activity 2 (F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

***No planned activity***

# Activity 2 (G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

***No planned activity***

# Activity 2 (H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

***No planned activity***

# Activity 2 (I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

***No planned activity***

# Activity 2 (J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

1. **Food/Meal Storage**: FCSD Food Service department needs funds to purchase a walk-in cooler/freezer to provide for adequate and proper storage of food and beverages to ensure food safety and distribution of healthy meals/snacks utilized in the event of emergency situations and for summer school.

# Activity 2(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

1. **Virtual Education Environment-**FCSD needs funds to purchase TruTouch Newline Panels and Webcams allowing students to see the teacher for virtual courses to be used as the shared screen in a virtual education environment enhancing student learning.
2. **Device Storage**-FCSD needs funds to purchase Lock n Charge Chromebook/Laptop Carts to ensure adequate & proper storage of Chromebooks in classrooms & mobile labs
3. **Technology refresh** of targeted student equipment in schools that are no longer manufactured, no longer supported or are in the period of their life cycle where they no longer support the needs of the classroom. These upgrades will help to ensure that the teacher can properly connect the equipment within the classroom to aid in student instruction. Windows 10 Laptops for MS/HS Students-40% of current device inventory will reach "End of Life" on July 1, 2022, and needs to be replenished
4. **Technology upgrade**-FCSD needs funds to purchase Windows 10 Laptops for Teachers, Desktop SSD drives & DDR Ram. Teachers will transition from desktop computers to laptops permitting teachers more flexibility in schedule, location and access to instructional applications and data for virtual use if the needed. SSD Drives & RAM will be used to re-purpose existing teacher desktops for use in computer labs as well as current lab desktops
5. **Phone Center Switches**- FCSD needs funds to purchase/update the Cisco Phone Switch which has reached the end of life for support no longer meets the needs of the district.
6. **Data Center Switches**-FCSD needs funds to purchase 48Cisco Meraki port switches as current switches have reached End of Life for support. The network equipment provides the essentials for building high-performance and maintain seamless network service.
7. **Offsite Network Backup**-FCSD needs funds to purchase Microsoft Cloud based stack which will provide full end security District wide. The stack will also be used to provide a more secure email platform for users and remote access to documents for virtual use if needed. It will establish virtual communication by students and teachers (TEAMS) and Data Loss Prevention of sensitive documents
8. **Dell Server**-FCSD needs funs to purchase a Dell Server to address onsite redundancy for Active Director and other services that support day to day operations for both onsite and remote users. Current Ser4vers are "End Of Life" and experiencing hardware failures. Loss of servers will cause major interruptions to daily operations
9. **Email and Directory Upgrade**-FCSD needs funds to purchase Microsoft 365 & PhiseER Email Monitoring Filter to auto investigate and remediate security threats found in potentially dangerous emails reported by end users. Presently our system does not have adequate amount of ram to run all VMS that handle account creation, active directory, callout systems and school lunch system. This upgrade will ensure seamless communication with students, staff, and community stakeholders.
10. **Student System Support Upgrade**- FCDS needs funds to purchase ScribOrder student record management system which will be used to convert existing, paper-based processes into automated system for all student payments and records allowing for seamless and better standardized record keeping.
11. **Textbook Manager System**-FCSD needs funds to purchase Follet Library accountability system to record & track of the purchase and borrowing of textbooks to students that may have to be quarantined. Includes yearly license
12. **Supplemental Reading Program**-FCSD needs funds to purchase Mindplay online reading program to increase practice and assist Tier III & IV students with obtaining proficiency and reach grade level.

# Activity 2(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

**No planned activity**

# Activity 2(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

**Activity 2(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—**

1. **administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction;**
2. **implementing evidence-based activities to meet the comprehensive needs of students;**
3. **providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and**
4. **tracking student attendance and improving student engagement in distance education.**

# Activity 2(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

1. **Classroom Floor Coverings**-Funds will be used to purchase floor coverings that can be more easily cleaned and create a learning environment that will better sustain social distancing. These improvements will enable schools to reduce the risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

# Activity 2(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

1. **Replacement of heating, ventilation, and air conditioning 2 (HVAC**) **systems** at FCS main campus and Field House will be replaced due to the weighted age between five and ten years and is no longer supported by Microsoft. Replacement of these systems will improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems. Replacement will ensure safety and improve air flow/quality

# Activity 2(Q) Developing strategies and implementing public health protocols including, to the greatest extent possible and not inconsistent with state law, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

**No planned activity**

# Activity 2(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

1. **Bus drivers (2)-** salaries will be employed to provided uninterrupted transportation to and from schools
2. **Student Achievement Supplemental (1)-** pay will be provided to an employee to design, develop, and maintain system documentation. Develop and implement training programs for current and future software programs. Support Director of Assessment with the state-mandated testing for the district for the 2021-24 school years
3. **MIS specialist** **(1)**-The District will hire a to provide technical support, training, and information dissemination for all existing and future applications to all system users.
4. **Contracted Services-** (continuation of contract) for IT and Ethica to maintain the operation of and continuity of services and grant support in local educational agencies and continuing to employ existing staff of the local educational agency.
5. **Public Relations Specialist**-FCSD will continue the employment of the Public Relations specialist for 2022-23 to efficiently handle communications through presentations, press releases, social media posts and other materials for public consumption. This position will support student and staff recruitment and retention with the district.
6. **Staff Bonuses**-FCSD needs funds to pay a $1,000 stipend to 101 staff members employed as of June 2, 2021, to assist in planning, coordinating, and implementing activities during long term closures and quarantines. These efforts include providing meals, technology for online learning, guidance for carrying out requirements under the IDEA for all eligible students ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements for the year 2021-22. Continued funding ESSER II

# Activity 2 (S) Administration. LEAs may take reasonable and necessary administrative costs, to include direct and indirect costs. Indirect costs may be taken up to the negotiated, unrestricted indirect cost rate. However, to ensure that the total administrative costs are reasonable, the total direct and indirect costs may not exceed five percent (5%) of the LEA’s total award.

**No planned activity**

#  Part II: Ensuring Effectiveness of Interventions

**Please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students. In your response, please include a description of interventions and strategies that are aligned to the LEA’s data (disaggregated by subgroup) and describe how the LEA will measure the effectiveness of the selected interventions.**

**Differentiation**:

* Targeted support for students will be included within Tier I (differentiated small group instruction, support from intervention specialists). The district will utilize ESSER funds to hire an MTSS Coach to provide Tier 1 differentiated support.
* The district has allocated resources to expand understanding and monitor practices within Tier II/III (small group and intensive reading courses)
* The district will continue to provide supplemental services (after-school tutoring) for students and monitor data for impact

**Professional Development:**

Professional development is created and delivered to address and revisit the use of data to inform small group instruction in the core, provide an overview of the MTSS process to administrators and teachers, and support new coordinators through the MTSS Coach professional development.

**MTSS/Intervention:**

The district has developed a K-12 MTSS and Interventions team that supports teachers and school leaders and within learning communities.

**Progress Monitoring**

Progress monitoring will occur through standard-based culminating tasks focusing on the attainment of grade level benchmarks. Analyzing formative and summative assessment data helps teachers evaluate, adjust, and differentiate instruction to meet the needs of all students.

**Additional Interventions and Supports**

FCSD offers additional interventions and supports through an expanded list of supplemental resources and diagnostics tools for reading and mathematics. The list was developed to assist schools with the alignment of resources, diagnostics, and progress monitoring tools to students’ identified area(s) of need.

#  Part III LEA Plan for Safe Return of In-Person Instruction

Each LEA developed and made publicly available on the LEA’s website a plan for the safe return of in-person learning in the Fall of 2020. This was before the enactment of the ARP Act. This plan must be updated to address the requirements of the U.S. Department of Education’s Interim Final Rule, 88 FR 21195. The Interim Final Rule “does not mandate that an LEA adopt the CDC guidance, but only requires that the LEA describe in its plan the extent to which it has adopted the key prevention and mitigation strategies identified in the guidance.” 88 FR at 21200. Any updated LEA plan must be consistent with state law, including any applicable executive order, any agency emergency order, or any agency regulation or rule. Note specifically that LEA policies must comply with section 381.00316, Florida Statutes, and that any policies implemented after August 9, 2021, must comply with Florida Department of Health Rule 64DER21 -12, F.A.C., and any policies implemented after September 22, 2021, must comply with Florida Department of Health Rule 64DER21-15, F.A.C.

Each LEA must seek public comment on the plan and take such comments into account prior to submission of the final plan to the Department within 60 days of the award. Upon the Department’s approval, the LEA shall post this updated plan on the LEA’s website within 90 days of the award.

* By checking this box, the LEA acknowledges the requirement that each LEA shall update its Plan for Safe Return of In-Person Instruction to reflect the requirements stated above, shall seek public comment on the updated plan and take such comments into account prior to the submission of the final plan to the Department within 60 days of the award. Upon the Department’s approval, the LEA shall post this updated plan on the LEA’s website within 90 days of the award.

#  Part IV: Assurances

**The district must agree to ALL of the assurances by checking the corresponding boxes.**

[x]  **Assurance 1: LEA Periodic Plan Update with Public Comment.** As required in the U.S. Department of Education’s Interim Final Rule, 88 FR 21195, the LEA must regularly, but no less frequently than every six months, review and as appropriate, revise its plan for the safe return to in- person instruction and continuity of services. In determining whether revisions are necessary, and in making any revisions, the LEA must seek public input and take such input into account. If at the time the LEA revises its plan the CDC has updated its guidance on reopening schools, the revised plan must address the extent to which the LEA has adopted policies, and describe any policies, for each of the updated safety recommendations. Significantly, the Interim Final Rule “does not mandate that an LEA adopt the CDC guidance, but only requires that the LEA describe in its plan the extent to which it has adopted the key prevention and mitigation strategies identified in the guidance.” 88 FR at 21200. Any updated LEA plan must be consistent with state law, including any applicable executive order, any agency emergency order, or any agency regulation or rule. Specifically, LEA policies must comply with section 381.00316, Florida Statutes, and any policies implemented after August 9, 2021, must comply with Florida Department of Health Rule 64DER21 -12, F.A.C., and any policies implemented after September 22, 2021 must comply with Florida Department of Health Rule 64DER21-15, F.A.C.

[x]  **Assurance 2: Continue progress monitoring and interventions.** The district agrees to provide robust progress monitoring and requisite interventions must be extended to all students with tiered support for students who are performing below grade level and are not making adequate progress. Students who are receiving instruction through innovative teaching methods must transition to another teaching method if they fail to make adequate progress. The district agrees to provide monthly progress monitoring reports to parent/guardians for students identified as performing below grade level and/or demonstrating decline on the district’s progress monitoring system.

[x]  **Assurance 3: Allowable Uses of Funds.** The LEA will use funds for activities allowable under section 2001(e) of the CRRSA Act.

[x]  **Assurance 4: Maintenance of Equity.** The LEA will comply with all requirements relating to Maintenance of Equity, in accordance with section 2004(c) of the ARP Act.

[x]  **Assurance 5: Reporting.** The LEA will comply with all reporting requirements and submit required reports to the Florida Department of Education at such time and in such manner and containing such information as the department may subsequently require.

[x]  **Assurance 6: Audits, Inspections or Examinations.** The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Florida Department of Education, the Florida Auditor General; (ii) the Department and/or its Inspector General; or (iii) any other federal or state agency, commission, or department in the lawful exercise of its jurisdiction and authority.

#  Acknowledgement

Local Educational Agency Chief Executive Officer or Authorized Representative

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| **Name and title of person responsible for completion and submission** |
| Jill Rudd |
| **Contact information: email, phone number** |
| jrudd@franklincountyschools.org (850) 670-2810 ext. 4109 |
| **Superintendent signature (or authorized representative)** |
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| FLORIDA DEPARTMENT OF EDUCATIONAmerican Relief Plan (ARP)Elementary and Secondary Schools Emergency Relief Fund (ESSER III) |
| **LEA #** | **LEA** | **ARP ESSER III****Total Allocations** | **2/3****ARP ESSER****Allocations for Current Release** | **1/3****ARP ESSER****Allocations for Future Release** |
| 010 | Alachua | $ 61,518,688 | $ 40,982,624 | $ 20,536,064 |
| 020 | Baker | $ 8,746,834 | $ 5,826,981 | $ 2,919,853 |
| 030 | Bay | $ 56,003,154 | $ 37,308,276 | $ 18,694,878 |
| 040 | Bradford | $ 8,412,168 | $ 5,604,032 | $ 2,808,136 |
| 050 | Brevard | $ 144,325,289 | $ 96,146,866 | $ 48,178,423 |
| 060 | Broward | $ 577,507,038 | $ 384,724,620 | $ 192,782,418 |
| 070 | Calhoun | $ 5,381,036 | $ 3,584,748 | $ 1,796,288 |
| 080 | Charlotte | $ 28,326,418 | $ 18,870,541 | $ 9,455,877 |
| 090 | Citrus | $ 34,157,766 | $ 22,755,279 | $ 11,402,487 |
| 100 | Clay | $ 35,661,155 | $ 23,756,809 | $ 11,904,346 |
| 110 | Collier | $ 81,764,058 | $ 54,469,719 | $ 27,294,339 |
| 120 | Columbia | $ 24,522,248 | $ 16,336,273 | $ 8,185,975 |
| 130 | Dade | $ 1,053,345,965 | $ 701,719,806 | $ 351,626,159 |
| 140 | DeSoto | $ 17,333,596 | $ 11,547,324 | $ 5,786,272 |
| 150 | Dixie | $ 6,540,732 | $ 4,357,316 | $ 2,183,416 |
| 160 | Duval | $ 323,631,927 | $ 215,597,667 | $ 108,034,260 |
| 170 | Escambia | $ 108,982,674 | $ 72,602,263 | $ 36,380,411 |
| 180 | Flagler | $ 22,605,333 | $ 15,059,259 | $ 7,546,074 |
| 190 | Franklin | $ 4,620,789 | $ 3,078,285 | $ 1,542,504 |
| 200 | Gadsden | $ 33,304,452 | $ 22,186,816 | $ 11,117,636 |
| 210 | Gilchrist | $ 5,279,845 | $ 3,517,336 | $ 1,762,509 |
| 220 | Glades | $ 3,448,612 | $ 2,297,402 | $ 1,151,210 |
| 230 | Gulf | $ 4,095,057 | $ 2,728,052 | $ 1,367,005 |
| 240 | Hamilton | $ 6,953,499 | $ 4,632,294 | $ 2,321,205 |
| 250 | Hardee | $ 18,564,767 | $ 12,367,508 | $ 6,197,259 |
| 260 | Hendry | $ 23,546,151 | $ 15,686,015 | $ 7,860,136 |
| 270 | Hernando | $ 44,573,225 | $ 29,693,867 | $ 14,879,358 |
| 280 | Highlands | $ 51,261,832 | $ 34,149,694 | $ 17,112,138 |
| 290 | Hillsborough | $ 492,378,688 | $ 328,013,671 | $ 164,365,017 |
| 300 | Holmes | $ 7,473,631 | $ 4,978,796 | $ 2,494,835 |
| 310 | Indian River | $ 29,983,682 | $ 19,974,580 | $ 10,009,102 |
| 320 | Jackson | $ 19,762,520 | $ 13,165,429 | $ 6,597,091 |
| 330 | Jefferson | $ 4,079,548 | $ 2,717,720 | $ 1,361,828 |
| 340 | Lafayette | $ 2,655,781 | $ 1,769,233 | $ 886,548 |
| 350 | Lake | $ 88,770,972 | $ 59,137,597 | $ 29,633,375 |
| 360 | Lee | $ 189,170,730 | $ 126,022,078 | $ 63,148,652 |
| 370 | Leon | $ 67,348,605 | $ 44,866,408 | $ 22,482,197 |
| 380 | Levy | $ 13,914,881 | $ 9,269,839 | $ 4,645,042 |
| 390 | Liberty | $ 2,539,924 | $ 1,692,051 | $ 847,873 |
| 400 | Madison | $ 10,174,041 | $ 6,777,760 | $ 3,396,281 |
| 410 | Manatee | $ 88,870,732 | $ 59,204,055 | $ 29,666,677 |
| 420 | Marion | $ 127,125,136 | $ 84,688,439 | $ 42,436,697 |
| 430 | Martin | $ 27,825,823 | $ 18,537,054 | $ 9,288,769 |
| 440 | Monroe | $ 12,914,142 | $ 8,603,165 | $ 4,310,977 |
| 450 | Nassau | $ 12,236,649 | $ 8,151,832 | $ 4,084,817 |
| 460 | Okaloosa | $ 51,801,289 | $ 34,509,071 | $ 17,292,218 |
| 470 | Okeechobee | $ 18,673,743 | $ 12,440,106 | $ 6,233,637 |
| 480 | Orange | $ 550,019,660 | $ 366,413,031 | $ 183,606,629 |
| 490 | Osceola | $ 136,237,111 | $ 90,758,670 | $ 45,478,441 |
| 500 | Palm Beach | $ 385,298,513 | $ 256,678,818 | $ 128,619,695 |
| 510 | Pasco | $ 129,343,276 | $ 86,166,123 | $ 43,177,153 |
| 520 | Pinellas | $ 191,395,285 | $ 127,504,036 | $ 63,891,249 |
| 530 | Polk | $ 275,391,809 | $ 183,460,983 | $ 91,930,826 |
| 540 | Putnam | $ 43,392,562 | $ 28,907,331 | $ 14,485,231 |
| 550 | St. Johns | $ 22,198,882 | $ 14,788,489 | $ 7,410,393 |
| 560 | St. Lucie | $ 90,432,128 | $ 60,244,229 | $ 30,187,899 |
| 570 | Santa Rosa | $ 31,853,259 | $ 21,220,058 | $ 10,633,201 |
| 580 | Sarasota | $ 68,045,364 | $ 45,330,576 | $ 22,714,788 |
| 590 | Seminole | $ 88,449,661 | $ 58,923,545 | $ 29,526,116 |
| 600 | Sumter | $ 15,245,497 | $ 10,156,271 | $ 5,089,226 |
| 610 | Suwannee | $ 16,982,322 | $ 11,313,312 | $ 5,669,010 |
| 620 | Taylor | $ 8,997,128 | $ 5,993,722 | $ 3,003,406 |
| 630 | Union | $ 3,565,161 | $ 2,375,045 | $ 1,190,116 |
| 640 | Volusia | $ 144,117,855 | $ 96,008,677 | $ 48,109,178 |
| 650 | Wakulla | $ 6,185,212 | $ 4,120,475 | $ 2,064,737 |

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| FLORIDA DEPARTMENT OF EDUCATIONAmerican Relief Plan (ARP)Elementary and Secondary Schools Emergency Relief Fund (ESSER III) |
| **LEA #** | **LEA** | **ARP ESSER III****Total Allocations** | **2/3****ARP ESSER****Allocations for Current Release** | **1/3****ARP ESSER****Allocations for Future Release** |
| 660 | Walton | $ 19,073,538 | $ 12,706,442 | $ 6,367,096 |
| 670 | Washington | $ 10,099,524 | $ 6,728,118 | $ 3,371,406 |
| 685 | FAMU DRS | $ 1,960,461 | $ 1,306,023 | $ 654,438 |
| 687 | FAU LABS | $ 3,497,080 | $ 2,329,691 | $ 1,167,389 |
| 371 | FSU LABS | $ 2,060,951 | $ 1,372,968 | $ 687,983 |
| 015 | P.K. YONGE | $ 1,057,669 | $ 704,600 | $ 353,069 |
| 48C | FLVS | $ 6,372,838 | $ 4,245,468 | $ 2,127,370 |
| 557 | FSDB | $ 992,848 | $ 661,417 | $ 331,431 |
| 48K | UCP | $ 2,707,449 | $ 1,803,653 | $ 903,796 |
| 50D | South Tech | $ 4,017,400 | $ 2,676,318 | $ 1,341,082 |
| 53D | Lake Wales | $ 12,883,162 | $ 8,582,527 | $ 4,300,635 |
| 98Z | KIPP Miami | $ 2,389,595 | $ 1,591,904 | $ 797,691 |
| 99H | IDEA | $ 2,655,112 | $ 1,768,787 | $ 886,325 |
|  | TOTAL | $ 6,339,033,137 | $ 4,222,947,863 | $ 2,116,085,274 |
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| \*Allocations to LEAs other than new charter LEAs are based on 2020-21 revised final allocations for Title I, Part A. Final Allocations for new charter LEAs are based on the hold-harmless base calculated for 2021-22 Title I, Part A allocations, using projected enrollment data for 2021-22. Final allocations for all LEAs will be adjusted after actual enrollment data for new charter LEAs are available. |

**FLORIDA DEPARTMENT OF EDUCATION** **PROJECT APPLICATION**

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| **Please return to:**Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400Telephone: (850) 245-0496 | **A) Program Name:**American Rescue Plan (ARP)Elementary and Secondary School Emergency Relief (ESSER) Fund**TAPS NUMBER: 22A-175** | **DOE USE ONLY**Date Received |
| **B) Name and Address of Eligible Applicant:** |
| **Project Number (DOE Assigned)** |
| **C) Total Funds Requested:****DOE USE ONLY****Total Approved Project:**$ | **D)****Applicant Contact & Business Information** |
| Contact Name: Fiscal Contact Name: | Telephone Numbers: |
| Mailing Address: | E-mail Addresses: |
| Physical/Facility Address: | DUNS number:FEIN number: |
|  |  | **CERTIFICATION** |  |
| I, , (*Please Type Name)* as the official who is authorized to legally bind the agency/organization, 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.**E)** Signature of Agency Head Title Date |



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| **Instructions for Completion of DOE 100A** |
| 1. If not pre-populated, enter name and TAPS number of the program for which funds are requested.
2. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
3. Enter the total amount of funds requested for this project.
4. Enter requested information for the applicant’s program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their DUNS registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
5. **The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.
* **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.** |

1. Name of Eligible Recipient
2. Project Number

**TAPS Number 22A-175**

**FLORIDA DEPARTMENT OF EDUCATION ARP ESSER BUDGET NARRATIVE FORM**

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| **Function** | **Object** | **Use of****Funds Number\*\*** | **Activity Number\*\*** | **Account Title** | **FTE****Position** | **Amount for 2/3 allocation** | **Amount for 1/3 allocation** | **Total allocation** |
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| TOTAL | $ - |  |  |

ARP ESSER Lump Sum DOE 101

Page 1 of 1

Richard Corcoran, Commissioner

\*\*Use of Funds Number and Activity Number should align with the activities reported in the LEA ARP Plan, Application and Assurances.