



Miami-Dade County Public Schools

giving our students the world

Superintendent of Schools

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Miami-Dade County School Board

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February 6, 2024

Dear Non-Public Schools Administrators:

In the District's ongoing effort to ensure compliance with Section 1117 – Participation by children enrolled in private schools of the *Every Student Succeeds Act of 2015*, meaningful consultation with non-public school officials is required during the design, development and implementation phases of the entitlement programs. Miami-Dade County Public Schools (M-DCPS) is seeking communication with all eligible non-public, non-profit schools, teachers, and administrators in an effort to involve you not only as a potential program participant, but also in the planning and developmental stages of said programs. During the course of the participant period, you will be notified of any new grant offerings for which your schools or students may be eligible.

You are invited to participate in the federal entitlement programs listed on page 3 for the 2024-2025 school year. Accordingly, a meaningful consultation meeting regarding the design phase has been scheduled as follows:

Date: Wednesday, February 21, 2024
Time: 9:30 AM – 11:30 AM
ZOOM Meeting: 996 9043 6998
Meeting ID: <https://zoom.us/j/99690436998>

The M-DCPS program manager for each of the entitlement programs will provide an overview of proposed activities and services available during the 2024-2025 school year. Your school has the right to participate in all of the programs if your students and/or teachers meet the necessary criteria for inclusion. In order to participate, you must comply with the eligibility requirements as outlined in the following documents:

1. Entitlement Programs Checklist (Programs of Interest);
2. Non-Public School Intent to Participate in Selected Federal Programs;
3. Assurance of Compliance with the Title VI Civil Rights Act of 1964; and
4. Sex/Ethnic/Racial Composition Population Form.

Attached is information about each entitlement program's objectives, criteria for student participation, and other pertinent data. In addition, the name and telephone number of the contact person for each program is included. If your school is interested in participating, you are urged to contact the person in charge of the program directly.

Additionally, please complete the 2024-2025 Non-Public Schools application packet. The forms and instructions for participation are found on pages 4-13, 14-17, 18-21, 22-23, 24, 25, 26-27, 28, 29 and 30-33. **Documents** must be completed, signed and emailed in **PDF Format** to the **Entitlement Program Manager** (Program Manager email addresses can be found on page 3) and to GrantsAdministration@dadeschools.net, no later than Friday, March 8, 2024.

Both the subject line of the email and the PDF file name should read as follows:
2024-2025 Non-Public (Entitlement Name) Application - (School Name)

Example:

Email Subject: 2024-2025 Non-Public Title I Application – St. Joseph School

PDF Name: 2024-2025 Non-Public Title I Application – St. Joseph School.pdf

Failure to complete and return the Non-Public School Intent to Participate in Selected Federal Programs form and other documents by the required due date indicates that your school chooses to decline services for the 2024-2025 school year.

If you have any questions, please contact Ms. Maria Cervantes, District Supervisor, Office of Grants Administration at 305-995-1538 or via email at mcervantes@dadeschools.net

Sincerely,



Melissa Latus
Administrative Director
Office of Grants Administration

ML:mc
L049

Attachments

cc:

Dr. Dawn M. Baglos	Dr. Milagros Gonzalez	Ms. Yodislen Martinez
Ms. Lourdes Diaz	Ms. Lynn Maceyras	Ms. Faye Rodney
Mr. Ron Y. Steiger	Dr. Leonid Rabinovich	Ms. Yvonne T. Leon
Ms. Lisette M. Alves	Mr. Pedro Arteaga	Ms. AnSeing N. Partridge
Ms. Verena Cabrera	Ms. Shannon Gottardi	Ms. Brenda Cummings
Dr. Trynegwa K. Diggs	Dr. Danita Duhart	Ms. Julie Lambert
Dr. Patricia M. Fernandez	Dr. Josie Gregoire	Ms. Audrey Maman
Mr. Daniel Mateo	Ms. Virna M. Kaufman	Ms. Valerie Mitrani
Mr. Edgardo L. Reyes	Ms. Alina M. Rodriguez	Dr. Jim Rigg
Ms. Angie Torres	Ms. Rosy M. Ugalde	Rabbi Efrat Zarren-Zohar
Mr. Rouben J. Yaghdjian	Ms. Montserrat Balseiro	
Ms. Melba Brito	Ms. Maria B. Cervantes	

ENTITLEMENT/ PROGRAM ADMINISTRATOR	PROGRAM AUTHORIZATION	PROGRAM MANAGER AND TITLE	TELEPHONE	PAGES
Title I Administration Part A, C, and D Mr. Edgardo L. Reyes Assistant Superintendent Mr. Pedro Arteaga District Director 1450 N.E. 2 Avenue, Suite 500 Miami, Florida 33132	Every Student Succeeds Act of 2015 (ESSA)	Ms. Yodislen S. Martinez Director, Community Outreach Title I Administration Non-Public Schools yodimartinez@dadeschools.net	(O) 305-258-4115 (F) 305-258-3840	04-13 30-33
Title II, Part A, Supporting Effective Instruction Mr. Rouben Yaghdjian Assistant Superintendent 1450 N.E. 2 Avenue, Suite 456 Miami, Florida 33132	Every Student Succeeds Act of 2015 (ESSA)	Dr. Milagros Gonzalez Administrative Director Professional Learning and Career Development Mgonzalez5@dadeschools.net	(O) 305-995-7616	14-17 30-33
Title III, Supplementary Instructional Support for English Language Learners Ms. Melba Brito, Administrative Director 1500 Biscayne Boulevard, Suite 341 Annex Miami, Florida 33132	Every Student Succeeds Act of 2015 (ESSA)	Ms. Rosa Ugalde Executive Director Department of Bilingual Education and World Languages RUgalde@dadeschools.net	(O) 305-995-4196 (F) 305-523-0789	18-21 30-33
Title IV, Student Support and Academic Enrichment Mr. Daniel Mateo, Assistant Superintendent 1500 Biscayne Boulevard, Suite 337 Annex Miami, Florida 33132	Every Student Succeeds Act of 2015 (ESSA)	Ms. Virna M. Kaufman Executive Director Innovation & School Choice ApplyT4@dadeschools.net	(O) 305-995-7167	22-23 30-33
Individuals with Disabilities Education Act Ms. Angie Torres, Assistant Superintendent 1500 Biscayne Boulevard, Suite 407P Annex Miami, Florida 33132	Individuals with Disabilities Education Act (IDEA)	Ms. Yvonne T. Leon Executive Director Exceptional Student Education yvonneleon@dadeschools.net	(O) 305-995-2707 (F) 305-995-1760	24 30-33
Preschool Grant for Children with Disabilities Ms. Angie Torres, Assistant Superintendent 1500 Biscayne Boulevard, Suite 407P Annex Miami, Florida 33132	IDEA, Part B	Dr. Josee Gregoire Executive Director Pre-K ESE District Office JGregoire@dadeschools.net 5555 S.W. 93 Avenue Miami, Florida 33165	(O) 305-271-5701 (F) 305-598-5253	25 30-33
Florida Diagnostic and Learning Resources System Ms. Angie Torres, Assistant Superintendent 1500 Biscayne Boulevard, Suite 407P Annex Miami, Florida 33132	IDEA, Part B	Dr. Danita Duhart, Executive Director, Exceptional Student Education dduhart@dadeschools.net 6521 S.W. 62 Avenue South Miami, Florida 33143	(O) 305-274-3501 (F) 305-598-7752	26-27 30-33
Multiagency Network for Students with Emotional/ Behavioral Disabilities Ms. Alina Rodriguez, Executive Director Department of Exceptional Student Education 11001 S.W. 76 Street, Room 63 Miami, Florida 33173	IDEA, Part B	Ms. Dolores Vega Project Manager dvega@dadeschools.net 11001 S.W. 76 Street, Room 63 Miami, Florida 33173	(O) 305-598-2436 (F) 305-598-4639	28 30-33

THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA
Title I, Part A - Improving the Academic Achievement of the Disadvantaged
Department of Title I Administration
Non-Public School Component Program Description
2024 - 2025 School Year

Providing Services to Eligible Private School Children Attending Non-Profit Private Schools

The Title I program provides supplemental educational services for eligible public and private school students to assist those children in acquiring the knowledge and skills necessary to meet the challenging student performance standards that all children are expected to meet.

The Every Student Succeeds Act of 2015 (ESSA) requires the Local Educational Agency (LEA) to provide eligible private school children attending non-profit private schools with Title I educational services or other benefits that are equitable to those provided to eligible public school children. Title I services for eligible private school children must be developed after timely and meaningful consultation with private school officials.

For the 2024-2025 school year, services to eligible private school students will consist of contracted supplemental tutorial services in the basic skills subject areas, delivered by a third-party provider approved by the District and selected by the school, during the school day as a pull-out model and/or in extended school day tutorial services designed to accelerate academic achievement of students. The third-party provider will provide the necessary teachers, training, and materials to implement the tutorial program. Eligible students may also receive instructional services by way of computer-assisted instruction model. Professional development and parental involvement activities will also be provided throughout the school year by the third-party provider.

Collecting Poverty Data on Private School Children

Proportionality - The LEA applies the low-income percentage of each participating public school attendance area to the number of private school children who reside in that attendance area.

Allocating Title I Funds

The LEA allocates Title I funds to participating public school attendance areas using data obtained on the number of children from low-income families, both public and private, who reside in that public school area. Once funds are generated, if eligible low achieving children in a particular private school do not wish to participate in the Title I program, any funds generated by low-income children in that private school remain in the pool.

Eligibility Determination for Non-Public Schools Implementing the Title I Program

In order to ensure the count of Title I eligible students attending private schools is accurate and timely, participation in the Title I program requires the completion of the Non-Public School Registration for Title I ESES and establishment of an online user account to access the District's Community Portal. This system will provide private schools the opportunity to enter all students in the portal in order to have the students' eligibility determined based on their public school attendance boundary automatically and electronically. The result being a higher quality of services to these eligible students, and allow the schools and providers to enjoy a greater degree of accountability and visibility of the services being provided, as well as an increased turnaround time regarding funding notifications and implementation of the Title I Program for the 2024-2025 school year.

The Title I Equitable Supplementary Educational Services for Non-Public Schools New User guide (dated April 2019), delineating the steps and process necessary to complete the address poverty submission, is included as reference.

The online portal application system will automatically close on Friday, March 22, 2024.

The Principal of each school is responsible for the authenticity and veracity of any and all student data entered. That is why each school has an established unique online user account name and password for their respective school. This automated process ensures transparency, accountability, and facilitates the timely implementation of the Title I program. If technical assistance is needed with the online portal application system, please call the Title I Non-Public School office at 305-258-4115, Extension 2030 or 2014.

Compliance of Each Non-Public School with Regulations of the U.S. Department of Education Office for Civil Rights

Each non-profit Non-Public school wishing to participate in the Miami-Dade County Public Schools' (M-DCPS) Title I program must execute a Civil Rights Certificate and other forms contained in the appendix of this packet. Also, the attached *Affirmation of Consultation with Private School Officials* form must be submitted.

If you believe you have eligible students and are interested in participating in the M-DCPS Title I program, please obtain an executed Civil Rights Certificate, or any other acceptable notice of compliance, and all the required forms in this packet:

- Title I, Part A Eligibility Checklist
- LEA Affirmation of Consultation
- Service Delivery Plan Agreement
- Additional comments regarding agreement
- Service Delivery Options
- Entitlement Programs Checklist
- Intent to Participate in Selected Federal Programs
- Civil Rights Certificate Assurance of Compliance
- Certification of Eligibility
- Sex/Ethnic/Racial Composition

All documents must be returned via email no later than Friday, March 8, 2024 to mdcpsNPSprogram@dadeschools.net.

Upon receipt of the above, our staff will contact you to advise you of the status of your application and of any further action that may be necessary. If any further assistance or clarification is required, please do not hesitate to call the Department of Title I Administration, Non-Public School office at 305-258-4115, Extension 2014 or 2030.

THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA
Title I, Part A - Improving the Academic Achievement of the Disadvantaged
Non-Public Schools Eligibility Checklist
2024 - 2025 School Year

Purpose:

Title I, Part A, is intended to help ensure that all children can obtain a high-quality education and reach proficiency on challenging state academic standards and assessments. As the largest federal program supporting elementary and secondary education, Title I targets these resources to the districts and schools where the needs are greatest.

Eligibility Checklist:

- _____ 1. **Non-Profit** elementary and/or secondary school
- _____ 2. Registered with the Florida Department of Education as a Non-Public school
- _____ 3. Entitlement Programs Checklist
- _____ 4. Completion of Intent to Participate in Selected Federal Programs Form
- _____ 5. Completion of Certificate of Eligibility Form
- _____ 6. Completion of Civil Rights Certificate
- _____ 7. Completion of Sex/Ethnicity/Racial Composition Population Form
- _____ 8. Title I, Part A-Eligibility Checklist
- _____ 9. Service Delivery Plan Agreements (Three Pages)
- _____ 10. Service Delivery Options
- _____ 11. Completion of Affirmation of Consultation with Private School Officials Form
- _____ 12. Online registration and establishment of a user account with District Community Portal
- _____ 13. Submission of student addresses via online system and email confirmation

Describe the school's needs as they relate to student achievement, professional development, and parental involvement:

School Name: _____ School State I.D. # _____

Principal or Designee (print): _____

Signature: _____

Date: _____

All documents must be returned via email no later than Friday, March 8, 2024 to mdcpsNPSprogram@dadeschools.net

THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA
Title I, Part A - Improving the Academic Achievement of the Disadvantaged
LEA Affirmation of Consultation with Non-Public School Officials
2024 - 2025 School Year

The *Every Student Succeeds Act of 2015* of Title I regulations require that timely and meaningful consultation occur between the local educational agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this act. Consultation shall continue throughout the implementation and assessment of activities under this section.

The following topics **must** be discussed during the ongoing consultation process:

- How the LEA will identify the needs of eligible private school children;
- What services the LEA will offer to eligible private school children;
- How and when the LEA will make decisions about the delivery of services, including approximate time of day and services provided;
- How, where and by whom the LEA will provide services to eligible private school children.
- How the LEA will assess academically the services to eligible private school children in accordance with Title I regulations, and how the LEA will use the results of that assessment to improve Title I instructional services;
- The size and scope of the equitable services that the LEA will provide to eligible private school children, including the proportion of funds that will be allocated to provide these services, and how that portion of funds is determined;
- The method or sources of data that the LEA will use to determine the number of private school children from low-income families residing in participating public school attendance areas, including whether the LEA will extrapolate data, if a survey is used;
- The equitable services the LEA will provide to teachers and families of participating private school children;
- If the LEA disagrees with the views of the private school officials on the provisions of equitable services through a contract, the LEA must provide the private schools the reasons in writing why the LEA chooses not to use a contractor; and
- The provision of funding through a "pool" or "pool funds" derived under the mandatory formula or with the proportion of funds allocated under this section.

The following were also discussed:

- Thorough consideration and analysis of the views of the private school officials on whether the LEA should contract with a third-party provider;
- Consultation with private school official regarding district-wide activities;
- The policy and/or procedures regarding equipment, property, and materials purchased with Title I funds and that the LEA maintains title and ownership of said equipment, property, and materials;
- The LEA is the final authority and control over the Title I Program implementation, monitoring and oversight;
- Complaint policy and/or procedures (both LEA and State), including information regarding the State Ombudsman at 1-850-245-9349; and
- Consolidation of Title I funds.

We agree that timely and meaningful consultation (Please check one) ___ did/did not ___ occur before the LEA made any decision that affected the participation of eligible private school children in the Title I, Part A, Program. The Program Design (Please check one) ___ is/is not ___ equitable with respect to eligible private school children.

Private School Official Date

Name of Private School

Title I Administrator Date

Miami-Dade County Public Schools

**Title I, Part A - Improving the Academic Achievement of the Disadvantaged
Non-Public Schools Service Delivery Plan Agreement
2024 - 2025 School Year**

School: _____

- 1. Decisions about Delivery of Services.** The decision about delivery of services is gained through the collaborative process between the Miami-Dade County Public Schools, Title I Program and the representative private school official.
- 2. Students' Needs Identified.** To become eligible for the Title I Program, students must meet two of the three multiple selection criteria's: 1) Must reside in a Title I attendance area; 2) Must have received a "D" or below on their last report card either in reading, math, language arts, or science/social studies and or 3) Must have received below 50th percentile on their latest standardized assessment. Title I services for students in grades K-2 can be determined by their home room teacher's observations and assessments. Grades 3-8 must have a formal assessment. Please note any additional assessments you would like to be considered for determining Title I services:
- _____
- _____

- 3. Instructional Services Offered.** Based upon the students' needs, Title I supplemental services are available in reading, math, language arts, or science/social studies. A certified teacher will conduct tutoring in small group sessions. Tutoring can be delivered by utilizing one of three methods: Before-care, pull-outs during school, or after-school tutoring. The instruction length per session will vary between one to two hours per day. The amount of instructional sessions will vary from one to three times per week and the number of children that qualifies for services, which will be determined during the beginning of the **2024-2025 school year.**

Title I supplemental services are provided to eligible students at a time other than the core instruction in the regular Non-Public school schedule. Non-Public school employees hired by the third-party contractors to serve eligible students at the Non-Public school, provide Title I supplemental services outside of the Non-Public school's contractual hours and are highly qualified.

Based upon consultation with the Department of Title I Administration and reviewing my student data, I would like to request for Title I, supplemental services in:

Reading Math Language Arts Science Social Studies

- 4. Pooling Funds.** Non-Public schools are required to notify the District if they elect to pool their Title I funding. Pooling funds allows the District to pool your Title I allocation with other Non-Public schools to employ full-time District staff. If you elect not to pool your Title I funding, the District is required to design a Title I program based upon your allocation, i.e. supplies, materials, and/or after-school part-time teacher.

Request to Pool Funds Do not wish to Pool Funds

5. Contracted Services. Title I services can be delivered either by a third-party vendor or by District staff. A third-party contractor is when the District contracts with a company to provide tutorial services to the Non-Public school. The other method is when the district employs highly qualified teachers to provide services to Non-Public schools.

I would like to receive services for my school through:

Third-Party Contractor **Elect to Design A Separate School Plan**

I elect to receive Title I services during the below times:

Before School **During School** **After School**

6. Parental Involvement/Professional Development Services. The District allocates a set-aside Title I funding for professional development and parental involvement activities. Teachers and parents of eligible Title I students are invited to participate in all District sponsored workshops and parent seminars. In addition, private schools are encouraged to schedule the Title I Parent Mobile Unit to visit their school, which contains parent/student checkout materials.

7. Program Evaluation. The private school official and District staff will make a decision on which assessment(s) will be utilized to evaluate the effectiveness of the program. Students will receive a pre/post test to determine student gains. The District will also utilize these assessments to improve the program. Test results will be analyzed by the Office of Program Evaluation. Academic growth will be defined as students showing academic gains of 2.0 or more points. The goal is to increase student academic achievement by two percentage points as evidenced by the number of students scoring above 51st percentile in Reading, Mathematics, and Writing.

8. Monitoring and Ongoing Consultation. Formative assessments and ongoing consultations are key components to student achievement. A Title I administrator will conduct ongoing consultations with the private school officials and conduct classroom visitations to monitor this process. These visits will be utilized to determine the program's effectiveness and make suggestions for improvement.

Note: *The size and scope of the amount of services delivered to your school will be based upon the needs of your eligible Title I students, amount of funding generated, and supplemental delivery of services based on student schedules and schools' academic calendar.*

We agree that the above Service Delivery Plan Agreement was developed through timely and meaningful consultation between the LEA and private school officials and is equitable with respect to eligible private school children. The development of the plan occurred before the LEA made any decision that affected the participation of eligible private school children in the Title I, Part A program.

Private School Official Date

Name of Private School

Title I Administrator Date

Miami-Dade County Public Schools

THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA
Title I, Part A - Improving the Academic Achievement of the Disadvantaged
Guide to Designing your Title I Non-Public Program
2024 - 2025 School Year

Title I Allocation: The Title I program provides supplemental educational services for eligible public and Non-Public school students who reside in an area where there is a Title I school.

In consultation with Non-Public school officials, the District is required to meet with Non-Public officials to design a Title I program for their school. The District will promptly notify each private school official of their Title I allocation for the 2024-2025 school year.

Below is the description of Title I services that Non-Public school officials are required to select from:

Service	Description
Pool Funds	Non-Public schools can elect to pool their Title I funds with other participating Title I Non-Public schools. Each school must agree to pool their Title I funding.
Third Party Contractor	The District hires a third- party contractor (independent company) to provide Title I services to eligible Title I Non-Public students.
Elect to Design A Separate School Plan	The Non-Public official and the Title I administrator will collaboratively design a school plan based upon the school's Title I allocation.
Options for Delivery of Services	
Before School Program	Non-Public schools can elect to implement a Title I Program to tutor students before school.
During School (Pull-Outs)	Non-Public school officials can elect to have services during school. These services can only be offered during electives classes. Eligible students cannot miss core classes to attend Title I tutoring.
After-School Program	Non-Public school officials can elect to provide Title I tutorial services after-school. The District will hire a highly qualified teacher to tutor Title I students one to two hours per day.
	Note: <ul style="list-style-type: none"> • Non-Public schools cannot request the purchase of school-wide supplies/materials or activities with Title I funding. • Title I supplies, materials and services are for eligible participating Title I students, teachers and parents.

**THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA
Non-Public Schools Service Delivery Plan Agreement
2024 - 2025 School Year**

Additional Comments Regarding the Design of Non-Public Services:

Principal's Signature

Date

**Miami-Dade County Public Schools Office of
Program Evaluation
Title I Non-Public School Evaluation Plan
2024 – 2025 School Year**

The *Every Student Succeeds Act of 2015* (ESSA) mandates the provision of funds for equitable supplemental education of eligible Non-Public schools students at risk of academic failure. Eligible students have assigned public schools that participate in Title I. Third-party contractors will provide tutoring at most of the Non-Public schools. These companies will be under contract with the M-DCPS and bill the district directly for their tutoring services. Based on the timely and meaningful consultation that occurred during the issuance of the Request for Proposals (RFP), schools will select a third-party contractor to provide services to their students.

This evaluation plan is designed to examine the implementation and impact of Non-Public school tutoring funded by Title I. The evaluation to be carried out by the M-DCPS Office of Program Evaluation and by the Title I program office will examine the quality of services provided, the achievement gains of tutored students, and client satisfaction with services. The report of the evaluation, which will be made available to local and state stakeholders, will describe the methods used for the evaluation and the results obtained. It will also provide recommendations for service improvement.

Evaluation Questions and Methods

Implementation: Two questions will guide the evaluation of program implementation. Are the appropriate eligible children being served? Is the tutoring provided consistent with established best instructional practices? To answer these questions, the Title I program office will conduct approximately five unannounced quality assurance reviews of each participating school throughout the year. Reviews by the program specialist will include the following activities:

- Document review of schedules, rosters, consent forms, parent outreach program folders, Title I District Support folder, attendance records, student work folders, and documentation file.
- Observation of one class in order to determine if tutoring is conducted in accordance with best practices.
- Feedback and/or consultation with relevant teachers and administrators.

Student Achievement: Do tutored students exhibit academic growth? To assess achievement gains, contractor will administer a standardized assessment (SAT 10; ITBS) as pre and post-test. The reading and/or the mathematics tests will be administered to correspond with the subject area tutored. Test results will be analyzed by the Office of Program Evaluation. Academic growth will be defined as students showing academic gains of 2.0 or more points. The goal is to increase student academic achievement by two percentage points as evidenced by the number of students scoring above 51st percentile in Reading, Mathematics, and Writing.

Client Satisfaction: Are parents, teachers and principals satisfied with the services provided by the third-party contractor? To answer this question, third-party contractors will distribute surveys provided to them by the Office of Program Evaluation. Principals or designated administrators will return completed surveys directly to the Office of Program Evaluation (not the third-party contractor) for analyses. Third-party contractors must not be involved in the collection of the surveys.

Professional Development: Are principals and teachers satisfied with the services provided by the third-party contractor? To answer this question, third-party contractors will distribute surveys provided to them by the Office of Program Evaluation. Principals or designated administrators and teachers will return completed surveys directly to the Office of Program Evaluation (not the third-party contractor) for analyses. Third-party contractors must not be involved in the collection of the surveys.

Parental Involvement: Are parents satisfied with the services provided by the third-party contractor? To answer this question, third-party contractors will distribute surveys provided to them by the Office of Program Evaluation to parents who will return completed surveys directly to the Office of Program Evaluation (not the third-party contractor) for analysis. Third-party contractors must not be involved in the collection of the surveys.

Plan of Action

The evaluation report, prepared by the Office of Program Evaluation, will include the methods of evaluation, the results obtained, discussion and conclusions of findings and recommendations for program improvement. On the basis of results and of recommendations, the Title I program office, in consultation with private school officials, will develop a plan of action for implementation during the 2024-2025 school year.

Formative Assessments will be conducted during the Winter 2024-2025 qualitatively via onsite monitoring and consultation in order to make necessary adjustments prior to the conclusion of the school year.

Summative Assessments will be conducted during the Spring and Summer 2024 with findings shared with all stakeholders via written final report during the Fall 2025 Title I Orientation Meeting.

Timeline	Formative Evaluation	Ongoing through Winter 2024
	Data Collection	Spring and Summer 2025
	Summative Evaluation	Fall 2025
	Improvement Modifications	Winter 2025

**2024-2025 Title II, Part A
Supporting Effective Instruction**

The purpose of Title II, Part A Grant funds is to provide professional learning services to improve teacher and administrator quality to impact student achievement.

School Name _____	School State ID # _____
Address _____	Telephone _____
Principal/Administrator (print) _____	
Email address _____	
Program Contact Person _____	
Email address _____	
Principal/Administrator Signature _____	
Date _____	Student Enrollment _____

Provide a summary of the school's professional learning needs as it relates to increasing student achievement, enhancing professional growth, and improving instructional practice.

Return this form with all required documents by Friday, March 8, 2024

For additional information, please contact Dr. Milagros Gonzalez, Administrative Director,
Office of Professional Learning and Career Development (PLCD) at 305-995-7616 or
mgonzalez5@dadeschools.net

2023-2024 Title II, Part A Supporting Effective Instruction

The Title II, Part A Supporting Effective Instruction grant is intended to assist in recruiting and retaining highly qualified teachers and school administrators, as well as to provide training and related activities that contribute directly to improving both teaching performance and student achievement.

Professional learning activities for non-public schools in Miami-Dade are provided by a third-party educational institution. The professional learning provider is expected to provide research-based learning experiences, programs, and resources for teachers, school administrators and support personnel. Research-based professional learning should support instructional practices, curricular goals and strategic initiatives. Professional learning opportunities must be designed to increase or change participants' knowledge, skills, and attitudes. High-quality professional learning adheres to national and state standards, is job-embedded and relevant.

High-quality professional learning includes activities that

- Improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified
- Are an integral part of school-wide and district-wide educational improvement plans
- Give teachers, principals and school leaders the knowledge and skills to provide students with the opportunity to meet challenging state academic content standards and student academic achievement standards
- Improve classroom management skills
- Are high quality, sustained, intensive and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom
- Are comprehensive, research-based, aligned to state standards, and can be sustained over a period of time.

Eligibility

Representatives from non-public schools formed a consortium to seek a third-party provider to meet the professional learning needs of non-public schools teachers and administrators in support of student achievement. Using the services of a third party provider for professional learning is permitted under Title II, Part A. The federal requirement stipulates that the provider of professional learning services deliver services that are secular, neutral, and non-ideological.

Schools must complete the *Intent to Participate* form and indicate Title II for services in order to be considered for the Title II, Part A program.

Services

Services provided must meet the same criteria for public school teachers and administrators with the ultimate outcome of increasing student achievement. All teachers, paraprofessionals, library specialists, and other school leaders are eligible to participate in the professional learning services provided by the contracted professional learning provider. The scope and extent of services provided to schools or school groups is determined by annual Title II allocations and student enrollment. Services are provided to the following non-public school groups

- Catholic schools represented by the Archdiocese of Miami
- Jewish schools represented by the Center for the Advancement of Jewish Education (CAJE)
- Independent non-public schools not affiliated with the above

The overarching purpose for the professional learning provided must align to the stated purpose of the funds which includes: (ESSA Authorized Use of Funds, section 2001)

1. Increasing student achievement consistent with the challenging State academic standards
2. Improving the quality and effectiveness of teachers, principals and other school leaders
3. Increasing the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools
4. Providing low-income and minority students greater access to effective teachers, principals and other school leaders
5. Providing sustained, job-embedded professional learning and
6. Monitoring the application and impact of professional learning on teacher practice and student achievement.

Services must address the following, as determined by allowable use of funds documented in the [Elementary and Secondary Education Act (ESEA) Sections 2001 and 2103]:

- Develop and implement initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools.
- Recruit qualified individuals from other fields to become teachers, principals, or other school leaders.
- Provide high-quality, personalized professional learning that is evidence-based.
- Develop programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners.
- Provide programs and activities to increase the knowledge base of teachers, principals, or other school leaders on instruction in the early grades.
- Provide training, technical assistance, and capacity building to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student achievement.

- Provide in-service training for school personnel in techniques and supports needed to help educators understand when and how to refer students affected with trauma, and mental illness.
- Provide training to support the identification of students who are gifted and talented.
- Support the instructional services provided by effective school library programs.
- Provide training for all school personnel regarding how to prevent and recognize child sexual abuse.
- Develop and provide professional learning for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science.
- Develop feedback mechanisms to improve school working conditions.
- Provide high-quality professional learning for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning.

Program Evaluation

Professional learning services must include a needs assessment to determine learning and development needs of the staff and a method for monitoring the fidelity of implementation of professional learning and evaluating the impact of professional learning on teacher practice and student achievement. Some examples may include the following:

- Course evaluations
- Surveys
- Student Work Samples
- Artifacts
- Formative and summative assessment results

Monitoring and Ongoing Consultation

Professional Learning and Career Development (PLCD) will monitor the delivery and quality of professional learning services provided by the third-party provider. Monitoring will include review of professional learning activities, agendas, evaluations, assessments, and other supporting documentation.

Ongoing consultations with the third party provider and private school officials will be conducted to ensure the fidelity of services.

**Title III – Supplementary Instructional Support Services
for English Language Learners (ELLs) 2024-2025
Questionnaire for Private Schools**

Private schools that meet eligibility criteria and wish to receive Title III grant services must complete the following questionnaire, attach it to the application and **email** it to Ms. Rosy Ugalde, Executive Director, Title III Grants Administrator, Department of Bilingual Education and World Languages, rugalde@dadeschools.net, no later than **March 8, 2024**. **Application packets received after March 8, 2024 will not be considered for the 2024-2025 school year.**

A. General Information

School name: _____ School telephone: _____/_____
Area Code

Address (Number and Street): _____

City: _____ State: _____ Zip Code: _____

Name of Respondent: _____ Title: _____
(Please print)

Email address: _____ Cellular: _____

B. Identification and Educational Services

How does the school screen students at the time of initial entry to determine if they are English Language Learners in need of second language instruction? Please explain:

What assessment instrument does the school use to assess the language proficiency of those students that have been identified as English Language Learners? Please explain:

How does the school screen students at the time of initial entry to determine if a student meets eligibility to receive Title III services as a foreign-born, immigrant student **without** asking immigration status questions and using Date Entered a U.S. School (DEUSS)? Please explain:

Does the school administer a programmatic assessment to secondary ELL students in their native language at the time of initial entry to determine proper placement in the content areas, e. g. mathematics? Please explain:

What assessment instrument(s) does the school use to assess the annual progress of English Language Learner (ELL) students in listening, speaking, reading, and writing? Please explain:

How does the school determine that an English Language Learner is no longer in need of special language instruction and can be mainstreamed into a regular classroom? Please explain:

Does the school have an English for Speaker of Other Languages (ESOL) program in place for their English Language Learner students? Yes ___ No ___

Does the school provide instruction in the native language to their English Language Learner (ELL) students? Yes ___ No ___

If yes, please explain:

How does the school ensure that the instruction they provide to their English Language Learner (ELL) students is comprehensible? Please explain:

What type of specialized training do teachers that provide reading/language arts/ESOL and/or Language Arts/English Through ESOL to ELL students have? Please explain:

What type of specialized training do teachers that provide instruction in mathematics, science, and social science to ELL students have?

What programs and/or services does the school provide their English Language Learner (ELL) students that are considered to be **above and beyond** what regular students at the school receive? Please explain:

C. Student Eligibility

What is the total number of English Language Learner (ELL) students that are currently enrolled at the school? _____ ELL students

How many foreign-born immigrant students that have attended school in the United States for less than three years are enrolled at the school? _____ Immigrant students

How many English Language Learner (ELL) students in grades:

ELEMENTARY: KG: _____; 1st _____; 2nd _____; 3rd _____; 4th _____; 5th _____

SECONDARY: 6th _____; 7th _____; 8th _____; 9th _____; 10th _____; 11th _____; 12th _____

D. Other

Does the school notify parents of English Language Learner (ELL) students annually of their child's participation in an English for Speakers of Other Languages course, Yes ___ No ___
If yes, how is this done? Please explain:

Does the school involve the parents of their English Language Learner (ELL) students in their school activities and/or organizations? Yes ___ No ___ If yes, please explain:

Does the school have a Parent Leadership Council (PLC) that includes the parents of the English Language Learner (ELL) students? Yes ___ No ___ If yes, please explain:

E. Title III Components

Please put a check mark “X” next to the Title III component(s) your school wishes to participate.

- Bilingual Parent Outreach Program Component
- Staff Development - Best Practices – Elementary Programs (K-5)
- Staff Development - Best Practices – Secondary Programs (6-12)
- Staff Development - Compliance
- Supplemental Supplies - Elementary Programs (K-5) ESOL Math Science Software
- Supplemental Supplies - Secondary Programs (6-12) ESOL Math Science Software
- Support with Initial and Annual Assessment of English Language Learners

F. Specific Needs

Please provide a brief description detailing the specific Title III needs the school has at the present time:

Schools must have a minimum of 10 eligible students to receive Title III services and must already have an ESOL program, offering ESOL services to those eligible ESOL students. Amount of supplemental Title III services schools are eligible for is determined on a per-student basis, determined after the District receives the final award. Please note that upon receiving the completed questionnaire, it will be reviewed to ensure that the school meets the eligibility criteria. Additional consultative meetings may be necessary. The final decision will be emailed to the contact person listed and will be based on school meeting eligibility criteria, the number of eligible ELL students enrolled at the school and the services being provided by the applicant school.

For additional information on any of the above components, please contact the Department of Bilingual Education and World Languages:

1. Ms. Rosy Ugalde, Executive Director, Title III Grants Administrator, rugalde@dadeschools.net.
2. Oscar Fragas, Title III Support Specialist, ofragas@dadeschools.net.

Miami-Dade County Public Schools

Title IV, Part A Student Support and Academic Enrichment Grants (SSAE)

Authorized under subpart 1 of Title IV, Part A of the Elementary and Secondary Education Act (ESEA), the **Student Support and Academic Enrichment (SSAE) program** is intended to help increase the capacity of State educational agencies (SEAs), local educational agencies (LEAs), schools and local communities to:

1. **Provide students with access to a well-rounded education,**
2. **Improve safe and healthy school conditions for student learning, and**
3. **Improve the use of technology in order to improve the academic achievement and digital literacy of all students.**

PROGRAM OBJECTIVES:

Title IV, Part A Supports Three Key Components:

Component A: Well-Rounded Educational Opportunities (ESSA, Section 4107)

Component B: Safe and Healthy Students (ESSA, Section 4108)

Component C: Effective Use of Technology (ESSA, Section 4109)

Component A: Well-Rounded Educational Opportunities (ESSA, Section 4107)

Allowable Activities (this list provides examples of allowable activities and is not an exhaustive list):

- Improving access to foreign language instruction, arts, music education, Physical Education (PE), and health education.
- Supporting college and career counseling, including providing information on opportunities for financial aid through the early Free Application for Federal Student Aid (FAFSA).
- Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM); including computer science, and increasing access to these subjects for underrepresented groups.
- Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent enrollment programs, and early college high schools.
- Strengthening instruction in American history, civics, economics, geography, government education, and environmental education.

Component B: Safe and Healthy Students (ESSA, Section 4108)

Allowable Activities (this list provides examples of allowable activities and is not an exhaustive list):

- Promoting community involvement.
- Promoting parent engagement in schools.
- Providing school-based mental health services and counseling.
- Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline.
- Establishing or improving dropout prevention.
- Supporting re-entry programs and transition services for justice-involved youth.
- Implementing programs that support a healthy, active lifestyle (nutritional and PE); e.g., increase in PE time, physical activity programs before and after school, physical activity during the school day
- Implementing systems and practices to prevent bullying and harassment, such as social and emotional learning Components.

- Developing relationship-building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse; e.g., implementing a comprehensive health education curriculum such as the Michigan Model for Health.
- Establishing community partnerships; e.g., establishing a school wellness team with community partners.

Component C: Effective Use of Technology (ESSA, Section 4109)

Allowable Activities (this list provides examples of allowable activities and is not an exhaustive list):

- Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning, improve academic achievement, and increase student engagement.
- Building technological capacity and infrastructure.*
- Carrying out innovative blended learning projects.
- Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities.
- Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology.

** All technology infrastructure purchases (technology content, devices, equipment, and software applications [Section 4109(a)(2)] must be identified as “Title IV, Part A – Technology – Infrastructure” as the primary use even if their use also supports another primary use area.*

TARGET POPULATION(S):

Students attending Florida schools:

- (1) That are among those with the greatest needs as determined by the LEA,
- (2) That have the highest numbers of students from low-income families,
- (3) That are identified for comprehensive support and improvements plans, or
- (4) That are identified as persistently dangerous public schools.

CRITERIA FOR PARTICIPATION FOR 2022-2023

- M-DCPS must receive completed participation forms from the school by March 8, 2024 (electronic copies preferred)
- Schools must be non-profit and provide proof of their non-profit status as a part of their completed participation forms

Any school that receives a formula allocation above \$30,000 must:

- Conduct a needs assessment.
- Expend 20% of its grant on safe and healthy student activities.
- Expend 20% to provide a well-rounded education.
- The remaining 60% of the money can be spent on all three priorities, including technology.*
**No more than 15% of technology funds may be used to purchase technology infrastructure such as devices, equipment, software applications, platforms, digital instructional resources, and/or other one-time IT purchases.*

M-DCPS CONTACT PERSON:

Virna Kaufman
 Executive Director
 Innovation and School Choice
 ApplyT4@dadeschools.net

Miami-Dade County Public Schools

Parentally-Placed Private School Students with Disabilities Program

Under Part B of the Individuals with Disabilities Education Act (IDEA)

Support is provided to state and local education agencies that are in compliance with the rules and regulations specified in the Individuals with Disabilities Education Act (IDEA). The IDEA mandates the following for students with disabilities in public schools: 1) provision of a free and appropriate public education for all students with disabilities; 2) development of an Individual Education Plan (IEP) for each student with disabilities; 3) assurance of procedural safeguards and due process rights for all students with disabilities; 4) provision of education programs for students with disabilities in the least restrictive environment consistent with their needs; and 5) provision of a multifactor evaluation of students as part of the process to determine eligibility for placement into an exceptional student education (ESE) program.

The requirement to make available a free and appropriate public education does not extend to parentally-placed private school students with disabilities. However, under IDEA school districts have an obligation to ensure that parentally-placed private school students have an opportunity to participate in programs assisted or carried out under Part B of IDEA. In addition, a proportionate share of IDEA Part B funds are spent to provide equitable services to eligible non-profit private school children with disabilities.

The opportunity for equitable participation in special education must be provided through the processes of child find and meaningful consultation with representatives of non-profit private schools and parents regarding the needs of eligible students.

PROGRAM OBJECTIVES:

The Miami-Dade County Public Schools IDEA Private School Obligations Program has two major objectives: child find, and meaningful consultation as stipulated in the IDEA. Child find activities include but are not limited to providing information to directors/principals of private schools, within the local education agency, related to the process of evaluation and reevaluation through professional development sessions, electronic mail, and conferences. Meaningful consultation is conducted several times a year (fall, winter - for ESE only, and spring) which results in a needs assessment being secured from all schools participating in the process. The needs assessment results are used to determine the services (e.g. software programs, educational materials, etc.) to be provided to parentally-placed private school students with disabilities for the upcoming year.

CRITERIA FOR PARTICIPATION:

The IDEA requires the following for services to be provided to parentally-placed private schools students with disabilities:

- Schools must be non-profit
- Students must meet state eligibility criteria
- Students must maintain a current reevaluation; every 3-years with the M-DCPS

CONTACT PERSON:

Yvonne Leon, District Director
Exceptional Student Education
1500 Biscayne Boulevard, Suite 407
Miami, FL 33132
305-995-2707 (Phone)
305-995-1760 (Fax)

PRESCHOOL GRANT FOR CHILDREN WITH DISABILITIES

Program Description:

The Preschool Grant for Children with Disabilities employs an Executive Director who coordinates all activities for the Prekindergarten Program for Children with Disabilities to ensure a full continuum of services for all young children with disabilities and who provides a comprehensive parent education program in schools and homes through workshops, discussion groups, and dissemination of information. The program objectives are met through these meetings, distribution of written materials, staff development training sessions, and the purchase of materials and equipment for eligible students. The programs are housed in more than 100 schools with approximately 150 classrooms.

Program Objectives:

The objectives of the program are to (1) enhance and increase the Miami-Dade County Public Schools' Prekindergarten Program for Children with Disabilities through the establishment of additional programs and the coordination of the delivery of all services to this population, (2) provide comprehensive parent education programs to enhance parents' understanding of their child's disability and educational programs, and (3) increase parental awareness of available community resources which provide services appropriate to their individual needs.

Criteria for Student Participation:

1. The student must be three to five years of age;
2. The student must have an identified disability; and
3. The student requires education services.

Contact Person:

Josee Gregoire, Ed. D.
Executive Director
Prekindergarten Program for Children with Disabilities
Miami-Dade County Public Schools
5555 SW 93rd Avenue
Miami, FL 33165
Telephone: 305 271-5701 Fax: 305 598-5253
E-Mail: jgregoire@dadeschools.net

Javonie V. Wilcox, Ed. D.
Instructional Supervisor
Prekindergarten Program for Children with Disabilities
Miami-Dade County Public Schools
5555 SW 93rd Avenue
Miami, FL 33165
Telephone: 305 271-5701 Fax: 305 598-5253
E-Mail: javoniewilcox@dadeschools.net

FLORIDA DIAGNOSTIC & LEARNING RESOURCES SYSTEM - SOUTH

Program Description:

The Florida Diagnostic & Learning Resources System is funded by the Florida Department of Education, Division of Public School, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act Part B and State General Revenue funds.

Section 1006.03, Florida Statutes (F.S.) – Diagnostic and Learning Resource Centers

The Florida Diagnostic & Learning Resources System - South (FDLRS-South), operating through the fiscal agent Miami-Dade County Public Schools (M-DCPS), is a special education support system for educators, parents, and other professionals who work with exceptional children. FDLRS-South, serving KIPP: Miami, Mater LEA, Miami-Dade and Monroe Counties, is part of a statewide network of associate centers. There are 18 FDLRS Associate Centers coordinated through the Florida Department of Education, Bureau of Exceptional Education and Student Services (BEES) that provide support for Exceptional Student Education programs.

Program Objectives:

I. CHILD FIND:

FDLRS-South locates children from birth to age 22, who are not being served by the public school system and are potentially eligible for services under the Individuals with Disabilities Education Act (IDEA), and links them with needed services.

- A. Public Awareness: FDLRS-South promotes public awareness of programs and services available for young children who have or may be at risk of developing disabilities through community outreach activities.
- B. Preschool Screenings: FDLRS-South provides screenings in cooperation with early childcare and education centers and community agencies, to locate children suspected of having a disability.
- C. Evaluation Coordination: FDLRS-South also coordinates with the district offices for diagnostic services for children requiring evaluations.

II. HUMAN RESOURCE DEVELOPMENT (HRD):

FDLRS Human Resource Development (HRD) Specialists have knowledge of evidence-based practices and resources in the areas of accommodations, behavior

and classroom management, differentiating instruction, instructional strategies, explicit instruction, IEP development, Matrix of Services, Universal Design for Learning, and other Florida Department of Education initiatives.

FDLRS HRD Specialists collaborate with school district personnel, community agencies, educational service providers, and other stakeholders to plan, deliver,

follow-up, and evaluate data-based professional learning opportunities.

III. PARENT & FAMILY SERVICES:

FDLRS-South assists in the development of partnerships between families and professionals, which promote shared responsibility for improving the education of children with special and unique needs. These services include parent education workshops and technical assistance to families.

IV. TECHNOLOGY:

FDLRS-South provides assistance and support in the appropriate use of a variety of technologies for teachers. Additionally, emphasis is placed on Digital Tools to help teachers to quickly adapt instructional media to match each student's needs. Assistance is also provided in the identification and effective integration of assistive and adaptive technologies that meet the unique needs of exceptional children.

Criteria for Participation:

The FDLRS-South provision of services is available at no cost to special and general educators, administrative and instructional personnel, support personnel, universities, community agencies, eligible private schools, charter schools, parents/guardians, and others involved in the education of exceptional students. Contact FDLRS-South for further information and begin taking advantage of the services and materials available for you and the exceptional children you serve.

Contact Person:

Danita Duhart
Executive Director / FDLRS Project Manager
dduhart@dadeschools.net

FDLRS-South Main Office
JRE Lee Educational Center
6521 SW 62nd Avenue
South Miami, Florida 33143

Telephone: 305-274-3501

www.fdlrssouth.org

THE MULTIAGENCY NETWORK FOR STUDENTS WITH EMOTIONAL/BEHAVIORAL DISABILITIES (SEDNET)

Program Description:

The Miami-Dade/Monroe Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET) is a regional interagency networking project, which has been established to improve the range and quality of programs for students identified, or at risk of being identified with emotional/behavioral disabilities (E/BD) in Miami-Dade and Monroe Counties. SEDNET was created by the 1981 Legislature through the enactment of Section 230.23017, Florida Statutes. The Miami-Dade/Monroe SEDNET was established in 1983. The Project is primarily funded through a grant awarded by the Florida Department of Education, Bureau of Exceptional Education and Student Services.

Regional case management is used to coordinate students' educational programs with the delivery of community agency services. Project staff works collaboratively with the Department of Children and Families (DCF) and other agency providers to facilitate an appropriate school placement or to assist the student/families in obtaining additional services in the community. The Multiagency Network project staff serves as a liaison between Miami-Dade County Public Schools and psychiatric hospitals and community based mental health centers when a student may need special education placement upon discharge.

Project Goals:

The overall mission of the project is to improve the provision and coordination of education, and mental health treatment, for students identified, or at risk of being identified with emotional/behavioral disabilities in Miami-Dade and Monroe Counties.

- Monitor and promote a comprehensive system which includes: education and mental health treatment, for students identified with emotional/behavioral disabilities;
- Increase the effectiveness of existing education, mental health treatment, and residential services for students identified as emotional/behavioral disabled;
- Maintain the system for continuous multiagency planning, implementation, and evaluation of education, mental health treatment, and residential services for students identified as emotional/behavioral disabled; and
- Share information, materials, and resources with families.

Criteria Participation:

The targeted population for the project is students identified with emotional/behavioral disabilities, ranging in ages from 3 to 21 years of age in Miami-Dade and Monroe Counties.

Contact Persons:

Ms. Dolores Vega, Project Manager
6401 SW 152 Avenue
Miami, Florida 33193
Telephone: 305-598-2436-Office
305-598-4639-Fax

dvega@dadeschools.net

Mrs. Charlotte Terrell, Case Manager
6401 SW 152 Avenue
Miami, Florida 33193
Telephone: 305-598-2436-Office
305-598-4639-Fax

151392@dadeschools.net

THE FOLLOWING SECTION
CONTAINS FORMS AND
DIRECTIONS FOR ALL
PROGRAMS LISTED IN
THIS ANNOUNCEMENT

.....
(Duplicate the attached FORMS as needed)

For each program that you wish to apply for,
PDF the completed FORMS and send to the
corresponding Program Manager's email listed
on the checklist. Also send another PDF to
GrantsAdministration@dadeschools.net

Entitlement Programs Participation Checklist (Programs of Interest)

School Name

Contact Person & Title

Date

My school is interested in participating in the following entitlement programs:

PROGRAM TITLE	PROGRAM MANAGER & TITLE	
Title I, Part A Non-Public Schools	Ms. Yodislen Martinez, Director yodimartinez@dadeschools.net mdcpsNPSprogram@dadeschools.net	<input type="checkbox"/>
Title II, Part A Supporting Effective Instruction	Dr. Milagros Gonzalez, Administrative Director mgonzalez@dadeschools.net	<input type="checkbox"/>
Title III, Supplementary Instructional Support for English Language Learners	Ms. Rosy M. Ugalde, Executive Director RUgalde@dadeschools.net	<input type="checkbox"/>
Title IV, Part A, Student Support and Academic Enrichment	Ms. Virna M. Kaufman, Executive Director ApplyT4@dadeschools.net	<input type="checkbox"/>
Individuals with Disabilities Education Act	Ms. Yvonne T. Leon, Executive Director yvonneleon@dadeschools.net	<input type="checkbox"/>
Preschool Grant for Children with Disabilities	Dr. Josee Gregoire, Executive Director JGregoire@dadeschools.net	<input type="checkbox"/>
Florida Diagnostic and Learning Resources System-South/ Florida Inclusion Network	Ms. Danita Duhart, Director dduhart@dadeschools.net	<input type="checkbox"/>
Multiagency Network for Students with Emotional/ Behavioral Disabilities (SEDNET)	Ms. Dolores Vega, Project Manager dvega@dadeschools.net	<input type="checkbox"/>

**MIAMI-DADE COUNTY PUBLIC SCHOOLS
NON-PUBLIC SCHOOL INTENT TO PARTICIPATE IN SELECTED FEDERAL PROGRAMS**

I. GENERAL INFORMATION

School Name: _____	School Telephone: ____ - _____
Mailing Address (Number and Street): _____	
City: _____	Zip Code: _____ E-mail _____
<p>A. This school is interested in participating in the federal program listed below:</p> <p align="center">_____</p> <p align="center">(Complete a separate form for each program in which you desire to participate.)</p>	
<p>B. If your school is interested in participating, please complete Section II. If your school is <u>not interested</u> in participating, please sign below and return to the entitlement program manager.</p> <p>Florida Sales Tax Exemption Number is _____ . A copy of the certificate is attached.</p>	
Respondent Name _____	Respondent Signature _____
Respondent Title / Position _____	Date _____

II. ELIGIBILITY

1. This is a non-profit school (only non-profit schools may participate).	YES	NO
	<input type="checkbox"/>	<input type="checkbox"/>
2. This school operates a school program with pupils present for at least 180 days each school year. (A school day is that portion of the day in which school is actually in session and comprises not less than 5 net hours excluding intermissions for all grades above the third; not less than 4 net hours for the first three grades; and not less than 3 net hours in kindergarten, other equivalent as evaluated on a weekly basis.)	YES	NO
	<input type="checkbox"/>	<input type="checkbox"/>
<u>OR</u>		
The school operated a school program with pupils present a minimum of 170 actual school days and the hourly equivalent of 180 days, as indicated below:		
(a) Kindergarten: 540 net instructional hours		
(b) Grades 1-3: 720 net instructional hours		
(c) Grades 4-12: 900 net instructional hours		
3. This school has completed and returned the Assurance of Compliance – Civil Rights Certificate form.	YES	NO
	<input type="checkbox"/>	<input type="checkbox"/>

After completing and signing Sections I, II and Assurance of Compliance, please send PDF documents to Entitlement Program Manager email. Send an additional PDF copy to Ms. Maria Cervantes, District Supervisor, Grants Administration email MDCPSnonpublic@gmail.com.

Please note that failure to complete and return the *Non-Public Intent to Participate* form to the District by the required due date indicates that your school chooses to decline services for the 2024-2025 school year.

Respondent Name _____	Respondent Signature _____	Date _____
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**PLEASE RETURN TO:
Entitlement Program Manager**

ASSURANCE OF COMPLIANCE – CIVIL RIGHTS CERTIFICATE

TITLE VI OF THE CIVIL RIGHTS ACT OF 1964, TITLE IX OF THE EDUCATION AMENDMENTS OF 1972, SECTION 504 OF THE REHABILITATION ACT OF 1973, THE AGE DISCRIMINATION ACT OF 1975, AND THE BOY SCOUTS OF AMERICA EQUAL ACCESS ACT OF 2001

The non-profit, non-public school (schools) provides this assurance for the purpose of obtaining Federal grants, loans, contracts (except contracts of insurance or guaranty), property, discounts, funds made available through the U.S. Department of Education, or other Federal financial assistance from the Department. This assurance applies to all Federal financial assistance from or funds made available through the Department, including any that the applicant may seek in the future.

The school assures that it will comply with:

1. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d *et seq.*, which prohibits discrimination on the basis of race, color, or national origin in any program or activity receiving Federal financial assistance.
2. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 *et seq.*, which prohibits discrimination on the basis of sex in any education program or activity receiving Federal financial assistance.
3. Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of disability in any program or activity receiving Federal financial assistance.
4. The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 *et seq.*, which prohibits discrimination on the basis of age in any program or activity receiving Federal financial assistance.
5. If applicable, the Boy Scouts of America Equal Access Act of 2001, 20 U.S.C. 7905, which requires equal access for the Boy Scouts of America and other designated youth groups to meet at public schools. This law applies to any public elementary school, public secondary school, local educational agency, or State educational agency that has a designated open forum or limited public forum and that receives funds made available through the Department.
6. All regulations, guidelines, and standards issued by the Department under any of these statutes.

The school understands that it must comply with items 1-6 in order to continue receiving Federal financial assistance. The school also understands that this Assurance is binding on the school, its successors, transferees, and assignees at any time during which federal financial assistance is provided. The applicant will ensure that all contractors, subcontractors, subgrantees, or others with whom it arranges to provide services or benefits are not discriminating in violation of items 1-6. Otherwise, the financial assistance can be terminated and the applicant can be declared ineligible to receive further assistance. The applicant also understands that the Department of Education may seek a court order requiring compliance with items 1-6 or seek other appropriate judicial relief.

By signing this form, the school is agreeing to the above provisions.

_____ Signature of Authorized Official	_____ Title
_____ Print Name	_____ Name of School or Institution
_____ Date	_____ Office Email Address
_____ Street Address	_____ City, State, Zip Code



Sex/Ethnic/Racial Composition

Name of School _____ Grade Composition _____
 Address of School _____ School Year _____
 Name of Principal/Director _____ Date _____

ADMINISTRATIVE STAFF

MALE

FEMALE

White Non-Hisp	Black Non-Hisp	Hispanic	Asian Pa./Is.	American Indian	White Non-Hisp	Black Non-Hisp	Hispanic	Asian Pa./Is.	American Indian	TOTAL

FACULTY

MALE

FEMALE

White Non-Hisp	Black Non-Hisp	Hispanic	Asian Pa./Is.	American Indian	White Non-Hisp	Black Non-Hisp	Hispanic	Asian Pa./Is.	American Indian	TOTAL

STUDENT MEMBERSHIP

MALE

FEMALE

White Non-Hisp	Black Non-Hisp	Hispanic	Asian Pa./Is.	American Indian	White Non-Hisp	Black Non-Hisp	Hispanic	Asian Pa./Is.	American Indian	TOTAL

Principal's Manual Signature