


**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Liberty County School District	2 PROJECT NUMBER 390-2233B-3CD01	
3 PROJECT/PROGRAM TITLE Title I, Part D, Subpart 2 - Neglected & Delinquent Youth (N&D) <p align="center">TAPS 23A009</p>	4 AUTHORITY 84.010A Title I, Part D, Local Delinquent USDE or Appropriate Agency FAIN#: S010A220009	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2022 - 06/30/2023 Program Period:07/01/2022 - 06/30/2023	
7 AUTHORIZED FUNDING Current Approved Budget: \$116,434.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$116,434.00	8 REIMBURSEMENT OPTION Federal Cash Advance	
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>06/30/2023</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2023</u> • Last date for receipt of proposed budget and program amendments: <u>04/30/2023</u> • Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: • Date(s) for program reports: • Federal Award Date : <u>07/01/2022</u> 		
10 DOE CONTACTS Program: Carla Greene Phone: (850) 245-0983 Email: Carla.Greene@fldoe.org Grants Management: Unit A (850) 245-0735	Comptroller Office Phone: (850) 245-0401 UEI#: LVN6Y885WAC4 FEIN#: F596000720001	
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> • This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. • For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. • All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. • The Department's approval of this contract/grant does not excuse compliance with any law. 		
12 APPROVED: <div style="display: flex; justify-content: space-between;"> <div data-bbox="152 1717 574 1837"> <p align="center"><u>Margaret Aune</u></p> <p>Authorized Official on behalf of the Commissioner of Education</p> </div> <div data-bbox="834 1738 1062 1808"> <p align="center">10/14/2022</p> <p>Date of Signing</p> </div> <div data-bbox="1192 1675 1511 1776">  <p align="center">FLORIDA DEPARTMENT OF EDUCATION fldoe.org</p> </div> </div>		

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

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



Elementary and Secondary Education Act (ESEA) Federal Programs

Florida's 2022-23 ESEA Federal Programs Application

[Click here to access the 2022-23 ESEA Federal Program Companion Guide](#)

Liberty

DUNS Number	026297721
FEIN Number	F596000720001

Fiscal Contact Information

Fiscal Contact Name	Melanie King
Title	Director of Finance
Phone Number	850-643-2275
Contact Email	melanie.king@lcsb.org

Title I, Part A

Program Contact Name	Mandie Fowler
Title	Director of Instruction
Phone Number	850-643-2275
Contact Email	mandie.fowler@lcsb.org

Title I, Part C

Program Contact Name	
Title	
Phone Number	
Contact Email	

Title I, Part D, Subpart 2

Program Contact Name	Mandie Fowler
Title	Director of Instruction
Phone Number	850-643-2275
Contact Email	mandie.fowler@lcsb.org

Title II, Part A

Program Contact Name	Mandie Fowler
Title	Director of Instruction
Phone Number	850-643-2275
Contact Email	mandie.fowler@lcsb.org

Title III, Part A

Program Contact Name	
Title	
Phone Number	
Contact Email	

Title IV, Part A

Program Contact Name	Mandie Fowler
Title	Director of Instruction
Phone Number	850-643-2275
Contact Email	mandie.fowler@lcsb.org

Title V, Part B, Subpart 2

Program Contact Name	Mandie Fowler
Title	Director of Instruction
Phone Number	850-643-2275
Contact Email	mandie.fowler@lcsb.org

Florida 2022-23 ESEA Federal Program Assurances

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

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

Assurance 2: The LEA assures that they will comply with all applicable supplement not supplant requirements under ESEA. [ESEA sections 1118(b), 1304(c)(2), 1415(b), 2301, 3115(g), 4110, 5232].

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

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

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

Assurance 6: The LEA assures that timely and meaningful consultation occur between 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 subject to equitable participation.

Assurance 7: The LEA assures that they submit their application by the dates listed on the 2022-23 Collaborative Calendar.

Assurance 8: The LEA assures they will periodically monitor and evaluate the effectiveness of the activities approved within the program application.

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

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

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

Assurance 3: NAEP: The LEA assures that it will participate, if selected, in the National Assessment of Educational Progress (NAEP) in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)). [ESEA section 1112(c)(3)].

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

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

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

Assurance 7: Early Childhood Education: The LEA assures that in the case the LEA that chooses to use Title I, Part A funds to provide early childhood education services to low-income children below the age of compulsory school attendance, such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)). [ESEA section 1112(c)(7)].

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

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

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

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

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

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

Assurance 14: Policy Involvement: The LEA assures that each school served under this part shall meet the following requirements outlined in section 1116(c)(1-5): (1) Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved; (2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; (3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children; (4) provide

parents of participating children — (A) timely information about programs under this part; (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida's challenging academic standards; and (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicable; and (5) if the schoolwide program plan, under section 1114(b), is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA. [ESEA section 1116(c)].

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

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

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

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

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

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

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

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

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

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

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

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

Title I, Part C: Migrant Education Program

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

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

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

Assurance 4: The LEA assures that in planning and carrying out such programs and projects, there will be adequate provision for addressing the unmet educational needs of preschool migratory children and migratory children who have dropped out of school. [ESEA section 1304(c)(4)].

Assurance 5: The LEA assures the effectiveness of such programs and projects will be determined, where feasible, using the same and standards approaches that will be used to assess the performance of students, schools, and local educational agencies under Title I, Part A. [ESEA section 1304(c)(5)].

Assurance 6: The LEA assures such programs and projects will provide for advocacy and outreach activities for migratory children and their families, to inform such children and families of other education, health, nutrition, and social services to help connect them to such services. [ESEA section 1304(c)(6)].

Assurance 7: The LEA assures to the extent feasible, such programs and projects will provide for advocacy and other outreach activities for migratory children and their families, including helping such children and families gain access to other education, health, nutrition, and social services; professional development programs, including mentoring, for teachers and other program personnel; family literacy programs; the integration of information technology into educational and related programs; and programs that facilitate the

transition of secondary school students to postsecondary education or employment. [ESEA section 1304(c)(7)].

Assurance 8: The LEA assures they will conduct the transfer of migrant student records according to state required policies and procedures including actively participate with and meet all Migrant Student Information Exchange System requirements. [ESEA section 1308(b)(2). 34 CFR 200.85(d). 20 USC 6398(b)(2)].

Assurance 9: The LEA assures they will assist the state in determining the number of migratory children under Section 1303(a)(1); and the LEA shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or, have dropped out of school. [ESEA section 1304(d). 34 CFR Part 200.89(c). 20 USC 6394(d)].

Assurance 10: The LEA assures they will assist the state to promote interstate and intrastate coordination of services for migratory children, including coordination with other relevant programs and local projects in the state and in other states. [ESEA section 1304(b)(3). 34 CFR Part 200.82(b)].

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

Assurance 1: The LEA assures they shall adhere to the purpose of Section 1420 to provide opportunities for students to meet the same challenging state content standards and student academic achievement standards that all children in Florida are expected to meet. [ESEA sections 1421. [20 U.S.C. 6451] and 1425(6). [20 U.S.C. 6455]].

Assurance 2: The LEA assures they shall design transitional and supportive programs to meet the needs of children and youth returning to schools within the LEA or other alternative educational programs and assist them in completing their education. [ESEA sections 1422. [20 U.S.C. 6452] and 1424. [20 U.S.C. 6454]].

Assurance 3: The LEA assures they shall, where feasible, involve parents in efforts to improve educational achievement of their children and prevent further delinquent activities. [ESEA sections 1425(8). [20 U.S.C. 6455]].

Assurance 4: The LEA assures they shall adhere to the provision of services under section 1423(2) and program requirements under section 1425 for any correctional facility in which the LEA has entered into an agreement. [ESEA section 1423. [20 U.S.C. 6453]].

Assurance 5: The LEA assures they shall evaluate the program not less than once every three years to determine the program's impact on student outcomes. [ESEA section 1431. [20 U.S.C. 6456]].

Title II, Part A: Supporting Effective Instruction

Assurance 1: The LEA assures they will comply with section 8501 (regarding participation by private school children and teachers). [ESEA section 2102(b)(2)(E)].

Assurance 2: The LEA assures they will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs. [ESEA section 2102(b)(2)(F)].

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

Assurance 1: The LEA assures that it will be in compliance with section 1112(e) – Parents Rights-to-know, prior to, and throughout, each school year as of the date of application. [ESEA section 3116(b)(4)(A)].

Assurance 2: The LEA assures that it is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with Sections 3125 and 3126. [ESEA section 3116(b)(4)(B)].

Assurance 3: The LEA assures that each school with English learner (EL) students receives funds from non-Federal sources to fulfill the LEA's obligations under Title IV of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act, before using Title III, Part A funds for languages services to EL students. [ESEA section 3115(g)].

Assurance 4: The LEA assures that, if applicable, it will coordinate activities and share relevant data under its plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers. [ESEA section 3116(b)(4)(D)].

Assurance 5: The LEA consults with officials of private schools in a timely and meaningful manner to make available equitable Title III, Part A services to eligible English learners and immigrant children attending private schools located within the LEA's geographical boundaries. [ESEA section 8501].

Title IV, Part A: Student Support and Academic Enrichment

Assurance 1: The LEA assures that it will prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that—are among the schools with the greatest needs, as determined by such local educational agency, or consortium; have the highest percentages or numbers of children counted under section 1124(c);

Assurance 2: The LEA assures that it will comply with section 8501 regarding equitable participation by private school children and teachers. [ESEA section 4106(e)(2)(B)].

Assurance 3: With the exception of LEAs outlined in special rule ESEA 4106(f), the LEA assures that it will use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107. [ESEA section 4106(e)(2)(C)].

Assurance 4: With the exception of LEAs outlined in special rule ESEA 4106(f), the LEA assures that it will use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108. [ESEA section 4106(e)(2)(D)].

Assurance 5: With the exception of LEAs outlined in special rule ESEA 4106(f), the LEA assures that it will use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b). [ESEA section 4106(e)(2)(E)].

Assurance 6: The LEA assures that it will annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E). [ESEA section 4106(e)(2)(F)].

Title V, Part B, Subpart 2: Rural and Low-Income Schools

Assurance 1: The local educational agency (LEA) assures that its grant funds under Title V, Part B, subpart 2 will be used for any of the following activities authorized under the following ESEA Title programs: Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A; and parental involvement activities. [ESEA section 5222(a)].

Assurance 2: The LEA assures that its grant funds under Subpart 2 will be used to supplement, and not supplant, any other Federal, State, or local education funds. [ESEA section 5232].

Elementary and Secondary Education Act (ESEA) Federal Programs Florida 2022-23 ESEA Federal Program Applications

Project Application (DOE 100A)

UEI Number *Enter UEI Number here*

Liberty

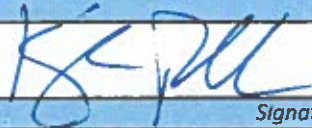
	Program Name <small>Type an "X" in the green box below for the program(s) in which the LEA is applying for funds.</small>	Project Number	TAPS Number	2022-23 Preliminary Allocation	Requested Allocation	Estimated Roll Forward	Total Funds Requested (Sum of Allocation and Estimated Roll)
	Title I, Part A		23A001	\$334,324.00	\$334,324.00	\$0.00	\$334,324.00
	Title I, Part C		23A020	-	\$0.00		\$0.00
X	Title I, Part D, Subpart 2	390-2233B-3CD01	23A009	\$116,434.00	\$116,434.50		\$116,434.50
	Title II, Part A		23A011	\$54,297.32	\$54,297.00	\$11,815.18	\$66,112.18
	Title III, Part A		23A014	-	\$0.00	\$0.00	\$0.00
	Title IV, Part A		23A120	\$25,850.91	\$25,851.00	\$0.00	\$25,851.00
	Title V, Part B, Subpart 2		23A007	\$28,454.83	\$0.00		\$0.00

As the official who is authorized to legally bind the agency/organization, I do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

Kyle Peddie

Printed Name of Agency Head



Signature of Agency Head

Superintendent

Title

5/1/2022

Date

Elementary and Secondary Education Act (ESEA) Federal Programs Florida 2022-23 ESEA Federal Program Applications

Project Application (DOE 100A)

UEI Number *Enter UEI Number here*

Liberty

Program Name		Project Number	TAPS Number	2022-23 Preliminary Allocation	Requested Allocation	Estimated Roll Forward	Total Funds Requested (Sum of Allocation and Estimated Roll)
Type an "X" in the green box below for the program(s) in which the LEA is applying for funds.							
	Title I, Part A		23A001	\$334,324.00	\$334,324.00	\$2,434.00	\$336,758.00
	Title I, Part C		23A020	-	\$0.00		\$0.00
X	Title I, Part D, Subpart 2	390-2233B-3CD01	23A009	\$116,434.00	\$116,434.00	\$116,434.00	\$116,434.00
	Title II, Part A		23A011	\$54,297.32	\$54,297.00	\$11,815.18	\$66,112.18
	Title III, Part A		23A014	-	\$0.00	\$0.00	\$0.00
	Title IV, Part A		23A120	\$25,850.91	\$25,851.00	\$0.00	\$25,851.00
	Title V, Part B, Subpart 2		23A007	\$28,454.83	\$28,454.83		\$28,454.83

As the official who is authorized to legally bind the agency/organization, I do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

Kyle Peddie

Printed Name of Agency Head

	Superintendent	5/1/2022
<i>Signature of Agency Head</i>	<i>Title</i>	<i>Date</i>

Florida 2022-23 ESEA Federal Programs Preliminary Allocations*

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

Agency Number	Local Educational Agency	Title I, Part A	Title I, Part C	Title I, Part D, Subpart 2
010	Alachua	\$8,097,548	\$1,018,376	\$286,024
020	Baker	\$1,151,324	-	-
030	Bay	\$6,958,016	-	\$141,746
040	Bradford	\$1,270,874	-	-
050	Brevard	\$16,293,831	-	\$169,589
060	Broward	\$76,015,782	\$107,438	\$683,419
070	Calhoun	\$708,292	-	-
080	Charlotte	\$3,728,534	-	-
090	Citrus	\$4,181,347	-	\$106,310
100	Clay	\$4,693,987	-	-
110	Collier	\$10,078,395	\$4,378,984	\$141,746
120	Columbia	\$3,227,801	-	-
140	DeSoto	\$2,078,308	\$590,115	-
150	Dixie	\$860,940	-	-
160	Duval	\$42,598,847	-	\$420,176
170	Escambia	\$15,026,943	-	\$230,338
685	FAMU Developmental Research School	\$258,051	-	-
687	FAU A. D. Henderson School	\$460,312	-	-
180	Flagler	\$2,811,734	-	-
708	Florida Department of Corrections	-	-	-
557	Florida School for the Deaf and Blind	\$129,330	-	-
48C	Florida Virtual School	\$1,214,715	-	-
190	Franklin	\$603,578	-	-
371	FSU Developmental Research School	\$284,331	-	-
200	Gadsden	\$4,383,780	-	-
210	Gilchrist	\$679,693	-	-
220	Glades	\$423,466	\$117,898	-
230	Gulf	\$530,819	-	-
240	Hamilton	\$1,060,391	-	\$151,870
250	Hardee	\$2,422,936	\$658,259	-
260	Hendry	\$2,983,176	\$951,104	-
270	Hernando	\$5,867,060	-	-
280	Highlands	\$6,690,317	\$845,166	-
290	Hillsborough	\$64,810,554	\$2,705,089	\$761,885
300	Holmes	\$983,735	-	-
99H	IDEA	\$314,577	-	-
310	Indian River	\$3,946,676	\$7,964	-
320	Jackson	\$2,579,259	-	\$55,686
330	Jefferson	\$536,981	-	-
98Z	KIPP Miami	\$424,305	-	-
340	Lafayette	\$349,574	\$7,478	-
350	Lake	\$11,684,697	\$35,201	\$35,437
53D	Lake Wales	\$1,695,778	\$34,135	-
360	Lee	\$24,900,062	\$541,205	\$184,776
370	Leon	\$9,272,600	-	\$139,215
380	Levy	\$1,831,580	-	-
390	Liberty	\$334,324	-	\$116,434
400	Madison	\$1,339,183	\$19,934	\$37,968
410	Manatee	\$12,986,966	\$429,931	\$245,524
420	Marion	\$16,733,158	\$68,553	\$379,677
430	Martin	\$3,289,677	\$17,211	-
130	Miami-Dade	\$138,308,358	\$1,777,550	\$296,148
440	Monroe	\$1,685,459	-	-
450	Nassau	\$1,610,679	-	-
460	Okaloosa	\$6,818,472	-	\$215,150
470	Okeechobee	\$2,437,159	\$553,643	\$91,122
480	Orange	\$71,784,511	\$305,604	\$493,580

Agency Number	Local Educational Agency	Title I, Part A	Title I, Part C	Title I, Part D, Subpart 2
490	Osceola	\$17,932,544	-	\$111,372
500	Palm Beach	\$50,715,863	\$3,093,488	\$326,522
510	Pasco	\$17,025,126	\$89,867	\$129,090
520	Pinellas	\$25,192,875	-	\$498,643
530	Polk	\$35,942,109	\$1,437,492	\$291,086
540	Putnam	\$5,711,653	\$149,764	-
570	Santa Rosa	\$4,192,763	-	-
580	Sarasota	\$8,387,403	-	-
590	Seminole	\$11,642,404	-	\$144,278
50D	South Tech	\$528,800	-	-
550	St. Johns	\$2,921,982	-	\$174,652
560	St. Lucie	\$10,903,603	\$185,471	\$410,051
600	Sumter	\$2,006,726	-	-
610	Suwannee	\$2,156,207	\$256,994	-
620	Taylor	\$1,175,054	-	-
015	UF, PK Yonge Devm't Research School	\$139,218	-	-
630	Union	\$469,273	-	-
48K	United Cerebral Palsy of Central Florida, Inc	\$353,356	-	-
640	Volusia	\$18,969,867	\$71,953	\$339,178
650	Wakulla	\$814,144	-	-
660	Walton	\$2,489,338	-	\$70,874
670	Washington	\$1,329,375	\$509,643	-
Total		\$829,432,465	\$20,965,510	\$7,879,566

Title I, Part D, Subpart 2

Liberty

Prevention and Intervention Programs for Children and Youths Who are Neglected, Delinquent or At-Risk

To support the operation of LEA programs that involve collaboration with locally operated correctional facilities to carry out high quality education programs to prepare children and youth for secondary school completion, training, employment or further education; provide activities to facilitate the transition of children and youth from the correctional program to further education or employment; and operate programs in local schools, including schools operated or funded by the Bureau of Indian Education, for children and youth returning from correctional facilities and programs which may serve at-risk children and youth.

Preliminary Allocation \$116,434.00

Requested Allocation Amount \$116,434.00

Area of Focus 1	Student Achievement
Area of Focus 2	Transition, Dropout Prevention (DOP) and Support Services
Area of Focus 3	Coordination and Collaboration
Area of Focus 4	Administrative Costs

Population to be Served and Its Needs

A. Provide a description of the delinquent schools to be assisted with Part D funds. Include the following in the description of each school: 1) characteristics of the students (e.g., learning difficulties, substance abuse problems, other special needs) and 2) if the program or school was supported with Part D funds in the last cycle. If the listed schools do not include all delinquent residential facilities, why not?

Liberty/JUST - "JUST is a residential mental health treatment program for adjudicated males between the ages of 13 and 17. The program is located in the heart of the Apalachicola National Forest that spans 560,000 acres. Youth live, learn, and work in an environment that provides them the opportunity to be creative and develop many basic skills that could not be learned in other environments."

Apalachicola Forest Youth Academy - "AFYC provides intensive competency restoration services to juveniles charged with delinquent acts or violations of law, which would be felonies if committed by an adult and who have been found incompetent to proceed to trial due to a mental illness or intellectual disabilities."

B. Provide a description of institutions and non-school institutions for neglected students to be assisted with Part D funds. Include a description of the transition, delinquency and dropout prevention services in which Part D funds support and if the institution was supported with Part D funds in the last cycle.

n/a

C. Provide a description of the at-risk programs to be assisted with Part D funds. Include the following in the description of each program: 1) characteristics of the students (e.g., teenage parent, credit deficient); 2) if the program was supported with Part D funds in the last grant cycle; and 3) the criteria to determine student eligibility to be served under this program.

Liberty Learning Center (LLC) Credit Retrieval and Credit Recovery Dropout Prevention/Alternative Program (supporting students in W.R. Tolar, Hosford School and LCHS) Students receiving services through this program have multiple early warning indicators for potential drop outs. These include, multiple retentions, high absenteeism rate, low GPA, below benchmark standards assessments, multiple course failures, multiple grade level failures, and identified learning disabilities. This program was supported with Part D funds in the last grant cycle. The LEA utilizes the Early Warning Signs screening to identify eligible students.

The LEA has established an alternative education program that is in place at each school, the district. This program is designed to allow students to earn initial credits, and recover credits that have previously been failed. The goal of the program is two fold, first to enable students to meet the rigorous academic standards that are offered to all Florida students, allowing them to earn a standard high school diploma and graduate with their assigned cohort. Second, the program supports the dropout prevention initiative by providing a support system that prevents students from dropping out of school by allowing them to recover credits, to meet graduation requirements. The program coordinates with existing programs in the district by working with guidance counselors to determine courses needed for graduation, as well as career counseling to ensure students are earning meaningful CTE certifications that will enhance employability skills upon graduation

D. Describe the cooperative agreements that exist between the LEA and correctional facilities serving children and youth involved in the juvenile justice system and the contracts for educational services that exist between the LEA and contracted education provider at the correctional facilities serving children and youth involved in the juvenile justice system.

The LEA has in place a contract for educational services with Twin Oaks Juvenile Development, Inc., The agreement addresses terms of the agreement, student eligibility, student records, student assessment, individual academic plans, transition services, instruction program and academic expectations, staff qualifications, funding, facilities, interventions, and coordination of programs. These areas are outlined in detail in the contract.

E. Describe how the LEA will use the results of the most recent evaluation to plan and improve the activities and services supported by Part D funds.

The LEA will utilize the results of the most recent evaluations to provide targeted intervention support for participating students utilizing research-based curricula. The LEA also will utilize the results of CTE-specific evaluations for assistance with long-range career planning for participating students.

Area of Focus 1: Student Achievement

A. Describe how participating schools will work to ensure education staff and facility staff are aware of a student's individualized education program.

The child's school or DJJ liaison forwards all ESE documents to the DJJ facility, the alternative placement, as well as the receiving school district. The receiving school district's ESE department works closely with the DJJ facility within the first week of enrollment to put IEP strategies in action. Services are matched within our alternative and DJJ programs to ensure continuity of educational services. All ESE records are readily available through PEER for teachers to access and review.

B. Describe the steps the LEA will take to find alternative placements for students interested in continuing their education but not able to attend a traditional public school program.

Once students leave the participating school, they are put in contact with community leaders through Project Connect. Contact is made within the first 10 days a student is back in his/her community. Meetings are held weekly for 3-9 months depending on the area the student resides in. Project Connect helps students to develop and implement a personal plan to continue their education and/or find employment. The institution from which the student is released can monitor progress through case management services.

C. Describe how participating schools will ensure students are enrolled in an education program that is comparable to the one in the local school they would otherwise attend.

Participating schools ensure that students are enrolled in education programs that are comparable to the ones in the local school they would otherwise attend. This is done by using high-quality, standards-based curriculum materials that are aligned to the state standards. Hiring qualified teachers that are evaluated using the Danielson Framework for teaching that focuses on six clusters of teaching to include; clarity and accuracy, learning environment, intellectual engagement, successful learning, and professionalism. Teacher performance within these clusters is predictive of student learning as measured by state assessments. Providing teachers the opportunity for professional learning through district lead trainings and in collaboration with the Panhandle Education Consortium. The district also maintains all programs within or below class size requirements to ensure a positive, manageable learning environment.

No Title I, Part D funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

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

Activity 1	Credit Retrieval and Recovery Opportunities: Title I, Part D funds will be used to provide a classroom teacher to provide supplemental instructional support for at-risk students at Liberty County High School, W. R. Tolar, and Hosford School. Students served in this dropout prevention program are assigned for a period of up to 180 days. Students are assigned to dropout prevention based on two primary factors including disciplinary action resulting in an alternative to expulsion, as well as placement for alternative education supports for repeated course failures for students needing to recover courses to meet graduation standards. The majority of students placed for disciplinary reasons are also in need of credit recovery. The focus for middle school students is to recover courses that will allow them to promote to high school, while high school students focus on recovering courses leading to graduation. Students in this program are reported in the district MIS system as an alternative to expulsion, disciplinary, and at risk. This activity will take place Monday through Friday, six hours daily, for the entire school year, including summer school, with one-third of the teacher's day allocated to each school. The success of this activity will be measured by the number of successful course completions during the 2022-2023 school year.
Activity 2	Credit Retrieval and Recovery Opportunities: Title I, Part D funds will be used to provide an instructional paraprofessional to provide supplemental instructional support for at-risk students at Liberty County High School, W. R. Tolar, and Hosford School. Students served in this dropout prevention program are assigned for a period of up to 180 days. Students are assigned to dropout prevention based on two primary factors including disciplinary action resulting in an alternative to expulsion, as well as placement for alternative education supports for repeated course failures for students needing to recover courses to meet graduation standards. The majority of students placed for disciplinary reasons are also in need of credit recovery. The focus for middle school students is to recover courses that will allow them to promote to high school, while high school students focus on recovering courses leading to graduation. Students in this program are reported in the district MIS system as an alternative to expulsion, disciplinary, and at risk. This activity will take place Monday through Friday, six hours daily, for the entire school year, including summer school, with one-third of the paraprofessional's day allocated to each school. The success of this activity will be measured by the number of successful course completions during the 2022-2023 school year.
Activity 3	Meet Rigorous Academic Standards for Unique Learners: Supplemental materials Provide Liberty Wilderness/JUST a variety of educational resources to include Edgenuity, consumable supplemental materials, Unique Curriculum, Rewards and Life Skills Curriculum. Edgenuity provides access to online core instruction. Consumables will provide supplemental instruction and supplemental materials/supplies through textbooks and consumable workbooks to improve the instruction of high school and GED standards to improve pass rates of GED and standard diplomas. The LEA will provide the facility supplemental instruction (Unique Learning Curriculum, Attainment Curriculum, Scholastic Curriculum Resource) to improve access to the general curriculum for students served on the ACCESS Points Diploma option. The LEA will provide Life Skills Curriculum to meet the unique needs of identified ESE, ELL, Homeless, Disadvantaged, and other struggling students. This activity will enable all youth regardless of socio-economic status to have the necessary requirements to be prepared for on the job training opportunities, independent living, and employment. This will help increase the number of successful transitions and employments secured by students leaving the programs.

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

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Enter school or facility name (if applicable)
5100	120	AOF 1	1	Basic (FEFP K-12)-Classroom Teacher	0.55	\$37,514.88	W.R. Tolar, Hosford School, LCHS
5100	210	AOF 1	1	Basic (FEFP K-12)-Retirement		\$6,977.77	
5100	220	AOF 1	1	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		\$2,889.00	
5100	230	AOF 1	1	Basic (FEFP K-12)-Group Insurance		\$2,178.00	
5100	240	AOF 1	1	Basic (FEFP K-12)-Workers' Compensation		\$358.00	
5100	150	AOF 1	2	Basic (FEFP K-12)-Paraprofessional	0.93	\$18,926.43	W.R. Tolar, Hosford School, LCHS
5100	210	AOF 1	2	Basic (FEFP K-12)-Retirement		\$2,254.14	
5100	220	AOF 1	2	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		\$2,889.00	
5100	230	AOF 1	2	Basic (FEFP K-12)-Group Insurance		\$2,178.00	
5100	240	AOF 1	2	Basic (FEFP K-12)-Workers' Compensation		\$358.00	
5100	510	AOF 1	3	Basic (FEFP K-12)-Supplies		\$32,517.78	Liberty JUST and AFYC
		AOF 1					
Area of Focus 1 Total						\$109,041.00	

Area of Focus 2: Transition, Dropout Prevention (DOP) and Support Services

A. Describe how the LEA facilitates the successful transition of students returning from correctional facilities and as appropriate, the services provided to those students and other students who are at risk of dropping out of school. Include a description of how the coordination of existing educational programs will continue to meet the unique educational needs of those students.

At both the school and the facility level students receive individualized interventions contingent upon their needs. Transition begins upon entry into our schools. A specific course of study is designed and individualized interventions are designed to meet each student where they are at. Members of the multidisciplinary team/problem-solving team at the school level, work together to ensure progress towards educational goals while enrolled in the program, and prepare students for future success, whether that be upon release from JUST or graduation from Liberty County High School. Additionally, educational opportunities are provided at JUST that include vocational training courses, Carpentry, and Welding. In addition to this youth participate in employability skills and participate in our off-campus work program with the Department of Transportation for additional on-the-job training. Other participating Liberty County schools provide opportunities for CTE, that includes MOS, Allied Health, Agriculture, and Culinary Arts. The primary assessment tools used in this area is MyCareerShines, additionally for JUST the Entrance Interview / Education Transition Plan from the DJJ Lead Educator Handbook, which are administered upon entry to the program. At JUST Project 10 also assists with the identification of further transition-related resources which are implemented into educational programming. Information is shared with the problem-solving/multi-disciplinary team in a variety of ways. For JUST written input regarding youth progress is shared with the treatment team biweekly in addition to education participation in all meetings. All members of the team receive a copy of the progress monitoring plans, transition upon entry plans, educational reports, portfolios, EEPs, and IEPs to ensure continuity of services throughout their stay. At other participating schools, the problem-solving team meets to determine interventions that are needed for the student. If Tier 2 or 3 interventions are needed, progress is tracked every two weeks to determine the response to the intervention. Based on data, interventions are modified or changed to meet the students' needs. Ongoing progress monitoring takes place at least monthly to ensure that the student is on track with course work, attendance, and behavior. This information is documented in the youth educational file and stored in the FOCUS school management system where it is easily accessible to all teachers and monitored by Liberty County School Board

B. Describe the participating school's process to facilitate the successful transition of students exiting the facility and coordinate next school placement and continued support services with the post-release LEA.

The LEA partners with Chipola College and Tallahassee Community College to provide opportunities for students to earn credit-bearing courses while attending secondary school. The district provides supervised time for students who wish to work on dual enrollment courses during the school day. In addition, educational counseling is provided to students regarding post-secondary education opportunities and requirements. A variety of career and technical programs are provided to include Serve Safe, MOS Certification, Welding, AgriScience, Certified Medical Administrative Assistant and more. School publicizes career technical opportunities and educates students about existing opportunities.

The DJJ program has existing partnerships (CareerSource, Habitat for Humanity, Florida Department of Transportation, etc.) that provide on-the-job training, job shadowing, guest speakers, field trips, mentoring, and vocational training supplies that enhance the technical training component of their Career and Technical Education. These partnerships continue to be maintained while additional partnerships are developed by the team year-round. JUST / AFYC conducts quarterly meetings with businesses, faith-based programs, and the School District to provide updates on the program.

C. As appropriate, describe partnerships with institutions of higher learning and local businesses to facilitate postsecondary and workforce success for students returning from correctional facilities, such as participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming and mentoring for participating students.

Schools conduct ongoing progress monitoring activities to determine students requiring Tier 2 academic or behavioral interventions. This information is communicated to parents through problem-solving meetings or data chats. Parents are invited to participate in data chats to ensure they stay up to date on the academic performance of students and the supports that are needed to increase academic achievement.

The LEA and schools develop a Parent Involvement Plan that provides parent and family engagement activities. One successful activity is Understanding High School, this activity educates parents and students on high school requirements for graduation, courses, college and career, Bright Futures, and a variety of other topics. The DJJ program provides a variety of parent activities focused on increasing academic achievement, such as progress notes, newsletters informing parents of activities and opportunities, as well as two family days each year. To address academic and behavioral concerns monthly treatment team meetings are held at the DJJ school where parents are invited to attend. All aspects of the students' academic, behavior and transition are discussed at this meeting to ensure success.

The Director of Education (Nicole Miller) is the primary person responsible for parental involvement services at DOVE. The School Improvement Chair at each school develops and assists the School Administration in implementing the parent involvement activities at the District's at-risk non-residential schools served by this.

D. Describe how the program will involve parents/guardians in efforts to improve the educational achievement of their children, assist in dropout prevention activities and prevent the involvement of their children in delinquent activities.

JPO's are included as a member of the Problem-Solving Team and are notified of all meetings. Their input is an important part of meeting the needs of the student

E. Describe how schools will work with probation officers to help meet the needs of students returning from correctional facilities.

The District works with the program's transitional specialist and the program's Community Action Team and Project Connect to review the program's suggested educational transition placement and to meet the needs of the student. Students that are transitioned back to a standard educational setting or to an alternative educational setting are staffed through the District's Director of Secondary Education, the Principal of the receiving school with the Director of Federal Programs serving as backup. Students with specific learning disabilities are also staffed with the Director of ESE or and IEP Program Specialist to ensure their unique needs are met. The District works with JUST / AFYC Community Action Team, as well as Community Action Teams from other facilities outside the District, for 6-9 months after a student's transition from the program to ensure their educational and social needs are met.

No Title I, Part D funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

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

Activity 1	
------------	--

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

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (if applicable)	Amount	Enter school or facility name (if applicable)
		AOF 2					
Area of Focus 2 Total						\$0.00	

Area of Focus 3: Coordination and Collaboration

A. Describe how the program will be coordinated with other Federal, State and local programs, such as those under Title I and career and technical education programs serving students who are at risk of dropping out of school.

The Director of Title I and the Director of Vocational Programs work closely to assist in the success of coordinating funds and services. This model incorporates the Perkins V Title I: Workforce Investment Act program and various other state and local programs that enhance the educational, vocational and transition services necessary for this population to be successful. The Director of ESE works with the DJJ program to ensure proper implementation of state and federal law concerning ESE with the use of services and funds, as necessary. Title II, Part A provides sustained professional development to all schools in the District including the DJJ program. Activities are targeted toward making teachers effective in educating students with diverse needs. Title II, Part A directly supports improved reading achievement through secondary reading and math resource teacher for the District. Some of those services under Title I Part A that are funded with the set-aside include supplemental instructional aides for GED and Vocational training in Carpentry and Welding Certification Programs. Liberty JUST has a working relationship with the Florida Department of Transportation (FDOT) through a work program. Students can work with FDOT to earn job skills and compensation.

B. Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974, reauthorized in 2018 as the Juvenile Justice Reform Act (e.g., gang violence prevention, human trafficking, mentoring), and other comparable programs, if applicable.

No Title I, Part D funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

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

Activity 1	
------------	--

List the detailed activities that will be implemented to address this Area of Focus.							
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Enter school or facility name (if applicable)
		AOF 3					
Area of Focus 3 Total						\$0.00	

Area of Focus 4: Administrative Costs

A. Describe the funded activities that will be implemented to address Area of Focus 4.	
Activity 1	Indirect cost 6.47%

List the detailed activities that will be implemented to address this Area of Focus.							
Function	Object	Area of Focus	Activity Number	Activity Description	FTE If applicable	Amount	
7200	792	AOF 4	1	General Administration (Superintendent's Office)-Indirect Cost		\$7,393.00	
		AOF 4					
Area of Focus 4 Total						\$7,393.00	

Area of Focus	Area of Focus Total	Percent of Allocation
Area of Focus 1 Student Achievement	\$109,041.00	93.65%
Area of Focus 2 Transition, Dropout Prevention (DOP) and Support Services	\$0.00	0.00%
Area of Focus 3 Coordination and Collaboration	\$0.00	0.00%
Area of Focus 4 Administrative Costs	\$7,393.00	6.35%
Grand Total	\$116,434.00	100.00%

[Click to return to the top of page.](#)

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

Title I, Part D Summary Budget

DOE 101

Liberty				390-2233B-3CD01		23A009	
Name of LEA				Project Number		TAPS Number	
Requested Allocation Amount						\$116,434.00	
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (if applicable)	Amount	
5100	120	AOF 1	1	Basic (FEFP K-12)-Classroom Teacher	0.55	\$37,514.88	
5100	210	AOF 1	1	Basic (FEFP K-12)-Retirement		\$6,977.77	
5100	220	AOF 1	1	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		\$2,889.00	
5100	230	AOF 1	1	Basic (FEFP K-12)-Group Insurance		\$2,178.00	
5100	240	AOF 1	1	Basic (FEFP K-12)-Workers' Compensation		\$358.00	
5100	150	AOF 1	2	Basic (FEFP K-12)-Paraprofessional	0.93	\$18,926.43	
5100	210	AOF 1	2	Basic (FEFP K-12)-Retirement		\$2,254.14	
5100	220	AOF 1	2	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		\$2,889.00	
5100	230	AOF 1	2	Basic (FEFP K-12)-Group Insurance		\$2,178.00	
5100	240	AOF 1	2	Basic (FEFP K-12)-Workers' Compensation		\$358.00	
5100	510	AOF 1	3	Basic (FEFP K-12)-Supplies		\$32,517.78	
7200	792	AOF 4	1	General Administration (Superintendent's Office)-Indirect Cost		\$7,393.00 ✓	

TOTAL	\$116,434.00 ✓
--------------	-----------------------