




**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Liberty County School District	2 PROJECT NUMBER 390-2423A-4CR01	
3 PROJECT/PROGRAM TITLE Stronger Connections Grant Program <p align="center">TAPS 24A278</p>	4 AUTHORITY 84.424F Title II BSCA SSAE Program USDE or Appropriate Agency FAIN#: S424F220010	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 01/01/2024 - 09/30/2026 Program Period:01/01/2024 - 09/30/2026	
7 AUTHORIZED FUNDING Current Approved Budget: \$275,000.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$275,000.00	8 REIMBURSEMENT OPTION Federal Cash Advance	
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>09/30/2026</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>11/20/2026</u> • Last date for receipt of proposed budget and program amendments: <u>08/30/2026</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>09/15/2022</u> 		
10 DOE CONTACTS Program: Andria Cole Phone: (850) 245-0649 Email: Andria.Cole@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. • Other: 		
12 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  <hr style="width: 30%; margin: 0 auto;"/> Authorized Official on behalf of the Commissioner of Education </div> <div style="text-align: center;"> 4.3.24 <hr style="width: 30%; margin: 0 auto;"/> Date of Signing </div> <div style="text-align: right;">  <small>FLORIDA DEPARTMENT OF EDUCATION fldoe.org</small> </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.

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0735	A) Program Name: <h2 style="text-align: center;">Stronger Connections Grant Program 2023-2026 Application</h2> TAPS NUMBER: 24A278	DOE USE ONLY Date Received <h2 style="text-align: center;">10/18/2023</h2>
B) Name and Address of Eligible Applicant: <h3 style="text-align: center;">Liberty County</h3> 11051 NW SR 12, Bristol, FL, 32321		Project Number (DOE Assigned) <h2 style="text-align: center;">390-2423A-4CR01</h2>
C) Total Funds Requested: <h2 style="text-align: center;">\$912,297.45</h2> <hr style="width: 50%; margin: auto;"/> DOE USE ONLY Total Approved Project: <h2 style="text-align: center;">\$ 275,000.00</h2>	D) Applicant Contact & Business Information	
		Telephone Numbers: <h2 style="text-align: center;">850-643-2275</h2>
		E-mail Addresses: mandie.fowler@lcsb.org melanie.king@lcsb.org
		UEI number: LVN6Y885WAC4 FEIN number: F596000720001
CERTIFICATION		
<p>I, <u>Kyle Peddie</u>, (Please Type Name) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p>		
Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.		
E)  _____ Signature of Agency Head	_____ Superintendent Title	_____ 10/12/2023 Date

Instructions for Completion of DOE 100A

- A.** If not pre-populated, enter name and TAPS number of the program for which funds are requested.
- B.** Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
- C.** Enter the total amount of funds requested for this project.
- D.** Enter requested information for the applicant's program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Unique Entity Identifier (UEI) requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their UEI registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
- E.** **The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.
 - **Note: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM 101S**

A) Name of Eligible Recipient/Fiscal Agent:	Liberty
B) DOE Assigned Project Number:	
C) TAPS Number:	24A278

(1)	(2)	(3)	(4)	(5)	(6)
FUNCTION	OBJECT	Account Title and Narrative	FTE POSITION	AMOUNT	% Allocated to This Project
5100	120	Salaries for 2 part time Teachers to provide small group instruction at both of the district Title I schools for Kg-5th grade. 2*1*\$45,000 (avg. salary)=\$360,000 (Program 2)	1	\$ 45,000.00	33%
5100	210	Retirement for Teachers (12%) (Program 2)		\$ 5,400.00	4%
5100	220	Federal Benefits for Teachers (7.65%) (Program 2)		\$ 3,442.50	3%
5100	230	Health & Life Insurance for teachers \$390/month *12 (Program 2)		\$ 4,680.00	3%
5100	240	Workers Comp for Teachers (0.468%) (Program 2)		\$ 210.60	0%
5100	510	Classroom supplies to support small group instruction at both of the district Title I schools for Kg-3rd grade. (Program 2)		\$ 5,000.00	4%
5100	520	Classroom curriculum to support small group instruction at both of the district Title I schools for Kg-3rd grade. (Program 2)		\$ 6,760.00	5%
5900	130	Salaries for Guidance Counselors & Social Worker to work with ELL students & families during the summer program (in home or at school visits), 5 counselors 28 days* 7 hours/day* @ employee hourly rate, appx. \$35/hr=\$25,200 (Program 3)		\$ 34,300.00	25%
5900	210	Retirement for Guidance/Social Worker (12%) (Program 3)		\$ 4,116.00	0.029934545
5900	220	Federal Benefits for Guidance/Social Worker (7.65%) (Program 3)		\$ 2,623.95	2%
5900	240	Workers Comp for Guidance/Social Worker (0.468%) (Program 3)		\$ 160.52	0%
5100	520	Purchase district adopted core curricula & support resources to support ELL & SWD students (Program 3)		\$ 5,000.00	0.036363635
5100	369	Purchase digital resources to be used during small group instruction for ELL & SWD students (Program 3)		\$ 7,171.43	5%
5100	510	Purchase resource supplies to be used during small group instruction to support (Program 3)		\$ 5,000.00	4%
7200	790	Indirect Cost 7.56%		\$ 8,635.00	6%
D) TOTAL				\$ 137,500.00	100%

DOE ATTESTATION (Program and Grants Management)

The cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions



reached.

April 2022

DOE 101S

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM 101S**

A) Name of Eligible Recipient/Fiscal Agent:	Liberty
B) DOE Assigned Project Number:	
C) TAPS Number:	24A278

(1)	(2)	(3)	(4)	(5)	(6)
FUNCTION	OBJECT	Account Title and Narrative	FTE POSITION	AMOUNT	% Allocated to This Project
5100	120	Salaries for 2 part time Teachers to provide small group instruction at both of the district Title I schools for Kg-5th grade targeted Tier II/III targeted SWD. 2*1*\$45,000 (avg. salary)=\$360,000 (Program 2)	1	\$ 45,000.00	33%
5100	210	Retirement for Teachers (12%) (Program 2)		\$ 5,400.00	4%
5100	220	Federal Benefits for Teachers (7.65%) (Program 2)		\$ 3,442.50	3%
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D) TOTAL				\$ 137,500.00	100%

DOE ATTESTATION (Program and Grants Management)

The cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.



April 2022

DOE 101S

Budget Narrative Form Instructions

- A) Enter Name of Eligible Recipient/Fiscal Agent
- B) Enter DOE Assigned Project Number
- C) Enter TAPS Number
- D) Enter the Total Amount for column (5)

(1) Function Code – *For School Districts Only* – Enter the Function Code, as required in the *Financial and Program Cost Accounting and Reporting for Florida Schools Manual*, which best classifies the overall purpose or objective of the goods or services budgeted.

(2) Object Code – Enter the Object Code which best classifies the goods or services budgeted. *School Districts* - Use the three-digit Object Code as required in the *Financial and Program Cost Accounting and Reporting for Florida Schools Manual*; *Colleges and Universities* - Use the first three digits of the Object Codes listed in the *Florida Accounting Information Resource Manual*; *Non-public entities* – Use the Object Codes that are used in the respective entity’s/agency’s chart of accounts.

(3) Account Title and Narrative - Provide the Account Title that applies to the Object Code listed in (2) and a detailed Narrative that includes a description of each good or service budgeted and its purpose or use. For example:

Salaries – Describe the type(s) of position(s) requested and the major responsibilities/duties of each position(s). Use a separate line to describe each type of position.

Other Personal Services – Describe the type of service(s), its purpose or use, and an estimated number of hours for each type of position. OPS is defined as compensation paid to persons, including substitute teachers not under contract, who are employed to provide temporary services to the program.

Professional/Technical Services – Describe the services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge.

Contractual Services and/or Inter-agency agreements – Describe the services to be rendered and the type of entity or agency (name, if available).

Travel – Describe each type of travel to be supported with project funds, such as conference(s), local travel, in- or out-of-district, and out-of-state. Do not list

individual names. List individual position(s) when travel funds are being requested to perform necessary activities.

Materials and Supplies - Describe the type of item to be purchased and its purpose or use.

Capital Outlay - Describe the type of item/equipment to be purchased and its purpose or use.

Indirect Cost - Refer to the DOE *Project Application and Amendment Procedures for Federal and State Programs (Green Book)* for additional guidance regarding indirect cost.

- *School Districts Only* - Provide the percentage rate from the district’s Approved Indirect Cost Plan.

- *Colleges and Universities Only* – Provide the percentage rate (maximum of 5%) approved by the DOE.

(4) FTE - (Only applicable for items classified as *Salaries and Other Personal Services (Refer to (2) Object Code.)*) Enter the total number of positions (as FTEs*) that will be supported with these funds. *Full-Time Equivalent (FTE based on the standard workweek for the type of position) is the number of positions to be funded. Determine FTE by dividing the standard number of weekly hours (e.g., 35 hours) for the type of position (e.g., teacher aide) into the actual work hours to be funded by the project.

(5) Amount - Enter the total amount budgeted for each line item.

(6) Percent Allocated – For each line item, enter the appropriate percentage that is allocated or applicable to this project (see pages 3-4 for examples).

Stronger Connections Grant Program

2023-2026 Application

Bureau of Federal Educational Programs

Local Educational Agency (LEA): Liberty County

Contact Name: Mandie Fowler

Contact Title: Director of Instruction

Contact Telephone: 850-643-2275

Contact E-mail: mandie.fowler@lcsb.org

For more information, please contact:

Title IV, Part A

Phone: (850) 245-0479

Email: T4A@fldoe.org

Assurances

The assurances for the Stronger Connections Grant (SCG) are as follows:

- The Local Educational Agency (LEA) has on file with the Florida Department of Education (FDOE) Office of the Comptroller a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs. The complete text may be found in Section D of the [Green Book](#). 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.
- The LEA assures that it will comply with all applicable supplement not supplant requirements in section 4110 of the Elementary and Secondary Education Act (ESEA), as amended.
- The LEA assures that it will provide equitable services to students and teachers in non-public schools as required under section 8501 of the ESEA.
 - The LEA assures that timely and meaningful consultation will 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.
 - The LEA assures that it will maintain control of funds for the services and assistance provided to a non-public school with SCG funds.
 - The LEA assures that it will maintain title to materials, equipment, and property purchased with SCG funds.
 - The LEA assures that it will provide services to a non-public school with SCG funds directly, or through contract with, another public or private entity.
 - The LEA assures that equitable services provided with SCG funds are secular, neutral, and nonideological.
- The LEA assures that it will only use funds received to support one or more activities authorized under section 4108 of ESEA.
- The LEA assures it will not use funds for the provision to any person of a dangerous weapon or training in the use of a dangerous weapon as prohibited under Section 13401 of the Bipartisan Safer Communities Act, which amends section 8526 of the ESEA.
- The LEA assures it will track the SCG funds separately from its regular allocation under Title IV, Part A of the ESEA.
- The LEA assures it will use at least 40% of funds by the midpoint of the budget period.
- The LEA assures it will comply with Florida Statute, State Board of Education Rules and the K12 ESEA Common Federal Program Guidance.
- The LEA assures resources and materials purchased using SCG funds will receive a thorough review and all contents are in compliance with State Board of Education Rules and Florida Statute.

By checking this box and providing a DOE 100 with the agency head's signature, I hereby certify that the LEA agrees to all the assurances of the Stronger Connections Grant program, and will abide by all federal, state and local laws.

Abstract (Required, but no points assigned)

Provide a brief summary of no more than 500 words describing the proposed project for the Stronger Connections Grant and the intended safe and healthy student outcomes. The summary must include the goals and objectives for each year of the grant.

The Liberty County School District proposes to utilize the Stronger Connections Grant (SCG) program funds to establish and support safer and healthier learning environments in school communities through the implementation of programs to support safe and healthy students under section 4108 of the ESEA. Program objectives include targeting students identified as economically disadvantaged and/or high rates of chronic absenteeism, specifically Students with Disabilities (SWDs) and English Language Learners (ELLs) and provide research-based interventions to improve student academic and behavioral success.

Program designs will focus on building teacher efficacy, student & family success, as well as building relationships among students and teachers, and improving the school-home connection, all of which will impact the community long after the grant period ends.

During the first year of the grant (January through June 2023), the program goals and objectives will focus on identifying student needs and teacher recruitment & trainings.

The following two years (July 2023 through June 2025) the program goals and objectives will focus on the following:

- Providing small group interventions at both of the Title I K-8 Schools for Tier II & Tier III, with priority given to ELL, SWD, and economically disadvantaged students.
- Addressing chronic absenteeism through relationship building at both the school and home level utilizing teacher mentors.

All program successes will be measured through standardized testing data (teacher certifications, student FAST & WIDA scores) and student attendance data.

Stakeholder Engagement (15 points possible)

Describe stakeholder engagement for the SCG. Include the types and number of stakeholders engaged and the method of engagement during the development of the application. Summarize the comments and feedback received during stakeholder engagement, and describe how feedback was incorporated during the development of the application. Describe the plan for the frequency and method of continuous stakeholder engagement during the project period and the topics in which stakeholders will be engaged.

Stakeholder input was solicited through ParentSquare, the initial post reached 1,913 parents, community members, and 4th-12th grade students. Submitted suggestions are attached in Appendix A.

Stakeholder feedback from the September District Advisory Council was also taken into account, with the parent feedback expressing a need to improving student-teacher relations, improving student attendance and success being supported by the attached research, which shows that students who feel connected to their school community and teachers are more likely to feel successful & experience long range academic success.

The theme of the comments centered on academic supports and building relationships. The district decided to focus the grant application programs on improving student attendance, supporting academic achievement, and increasing attendance in all students, but specifically ELL, SWD, and economically disadvantaged students based on stakeholder feedback and comments.

Of the three district schools, two of them are in A-TSI status, based on SWD subgroup performance status at both schools, and ELL subgroup performance status at one of them. The third school is currently in RAISE support status based on Reading performance in two grade levels, both of which have higher than average SWD student percentages. District and school staff feel that the Stronger Connections grant funds would be a great help to address all three schools' targeted School Improvement areas.

See Appendix for Stakeholder feedback, DAC meeting notes, and supporting research

Needs Assessment (10 points possible)

Provide a summary of the needs assessment that includes:

- the identified need(s) and greatest challenges that could be addressed with SCG funds;
- a description of the sources and findings of data reviewed;
- a description of how stakeholder groups were engaged in the analysis and prioritization of identifying needs; and
- a description of any programs, activities, and resources already being used to address the identified need(s).

Note: Programs outlined in the program implementation section must have a demonstrated

Based on current student attendance, discipline, and academic achievement data (see FAST PM1 & FOCUS data analysis in Appendix B) as well as the attached stakeholder feedback and engagement, the district will focus grant program prioritization on improving student attendance, supporting academic achievement, and increasing attendance, with the focus on our ELL, SWD, and economically disadvantaged students. Grant funds would be utilized to provide high quality WWC backed programs that will augment activities funded through Title I Part A and the district's 21st Century Program.

- the identified need(s) and greatest challenges that could be addressed with SCG funds;
 - Targeted Research Based Small Group Instruction
 - Challenge-teacher training needs, personnel, certifications
- a description of the sources and findings of data reviewed;
 - FAST Reading & Math data & FOCUS attendance data (attached)
- a description of how stakeholder groups were engaged in the analysis and prioritization of identifying needs; and
 - ParentSquare survey results (sample attached)
 - DAC meeting notes (attached)
- a description of any programs, activities, and resources already being used to address the identified need(s).
 - Intervention groups using WWC supported strategies & materials
 - Specific for ELL, currently LCSB has one ELL specific paraprofessional who provides services in a blended push-in/pull-out model
 - Specific for SWD, currently LCSB provides SWD services through primarily an inclusion model with three self contained classrooms district wide.
 - Attendance has been identified as a hinderance of student success at all three district schools, however chronic absenteeism is an area that all struggle improving.

Program Implementation (35 points possible)

Describe the program and the specific activities within in it the LEA plans to implement with SCG funds. For each proposed program, provide the following information in the template:

- the type of safe and healthy program or activity;
- a description and how the program will be implemented including an explanation of the activities;
- the connection to the needs assessment;
- the group of students impacted by the program and the approximate number of students that will be served;
- A description of how the program prioritizes English Language Learners (ELLs) and/or Students with Disabilities (SWDs);
- the goals, objectives, and anticipated student outcomes;
- the implementation timeline including the expected grant year; and
- the program measures that will be used to monitor for implementation effectiveness.

At least one program must prioritize the provision of safe, healthy, and supportive learning environments for only ELLs and/or SWDs to improve their academic achievement and resiliency and/or reduce absenteeism.

All programs must prioritize the provision of safe, healthy, and supportive learning environments for ELLs and/or SWDs.

Note: Five program activity templates are included in this application. If additional program activity templates are needed, copy, cut, and paste additional tables. If less than five are needed, delete the extra templates.

Program Implementation

PROGRAM #1 – Teacher Professional Learning & Certifications

1. Select the primary type of safe and healthy program or activity.

Providing high-quality training for school personnel related to an aspect of providing safe and healthy learning conditions

2. Describe how the program will be implemented with specific activities included.

Teachers will be provided professional learning opportunities in best practices for working with ELL, SWD, and economically disadvantaged students.

3. Explain how the program connects to the SCG needs assessment.

Teacher efficacy is the cornerstone to any successful program implementation and will result in long term impact on student achievement.

4. Identify which group of students will be impacted by the program activity and the approximate number of students that will be served.

ELL & SWD students districtwide will benefit from this program.

5. Explain how ELLs and SWDs will be prioritized.

Teacher efficacy as measured by additional certification areas added, will be completely focused on ELLs & SWDs.

6. Outline the goals, objectives, and anticipated student outcomes.

The primarily goal will be to improve teacher efficacy which will result in improved students' academic achievement. The measurable goal will be increasing teacher certification(s) in ESOL and/or ESE/Varying Exceptionalities by at least 20% of district teachers.

Objectives: Provide teacher professional learning opportunities through PAEC/FLDOE/FDLRS. Pay for teacher certification exams & addition of subject areas to professional certifications.

7. Provide the implementation timeline including the expected grant year.

Timeline:

1/24-5/24-Enroll targeted teachers in endorsement coursework (ESOL) and professional learning content (ESE/VE).

8/24-Grant Completion-continue to enroll targeted teachers in endorsement coursework (ESOL) and professional learning content (ESE/VE). Reimburse teachers for teacher certification exams & addition of subject areas to professional certification through Title II & IV.

8. Explain the program measures that will be used to monitor implementation effectiveness.

Teacher certification/endorsement areas from the beginning of the program to the program completion will improve by at least 20%.

Program Implementation

PROGRAM #2 – Small Group Interventions

1. Select the primary type of safe and healthy program or activity.

Establishing or improving dropout prevention

2. Describe how the program will be implemented with specific activities included.

Two highly qualified teacher per Title I school for grades Kg-3rd will provide small group interventions in both reading and math, with the target populations of ELL, SWD, and economically disadvantaged students receiving priority services.

3. Explain how the program connects to the SCG needs assessment.

Students who experience early and consistent success less likely to be retained and later on drop out of school. These teachers' small group instruction will focus on closing learning gaps and providing Tier II & III interventions for targeted students.

4. Identify which group of students will be impacted by the program activity and the approximate number of students that will be served.

These interventions will impact ELL, SWD, & economically disadvantaged students, with the expectation of approximately 10-15% of students per grade level at each school being served.

5. Explain how ELLs and SWDs will be prioritized.

Small groups will be structured to provide ELL & SWD students primary placement.

6. Outline the goals, objectives, and anticipated student outcomes.

The overall program goal will be to increase student success as measured by the FAST assessment by at least 10% overall and at least 5% for SWD & ELL students.

Objectives: Provide 2 total teachers for Kg-3rd grade to provide small group instruction. Provide small group instruction to primary grade students along with progress monitoring and curriculum.

7. Provide the implementation timeline including the expected grant year.

Timeline:

1/24-6/24: Advertise and hire highly qualified teachers, with priority given to those endorsed in ESOL, ESE, and Reading with Elementary certifications.

8/24-Grant Conclusion: Provide small group instruction and monitor program impact, and adjust instruction as needed.

8. Explain the program measures that will be used to monitor implementation effectiveness.

The program measures that will be used to monitor implementation effectiveness will be the FAST assessment, with the goal of increase student success as measured by the FAST assessment by at least 10% overall and at least 5% for SWD & ELL students.

Program Implementation

PROGRAM #3 – English Language Learners

1. Select the primary type of safe and healthy program or activity.

Promoting supportive school climates

2. Describe how the program will be implemented with specific activities included.

The district will program implementation will focus on specific activities to target supports for ELL students including:

- In home and/or at school training/counseling for ELL families
- purchase technologies & curriculum for ELL students and families to use at home and/or school
- provide partial funding for two paraprofessionals for college coursework to become certified ESOL teachers

3. Explain how the program connects to the SCG needs assessment.

The needs assessment included all of the abovementioned areas of focus.

4. Identify which group of students will be impacted by the program activity and the approximate number of students that will be served.

This program would impact all ELL students districtwide.

5. Explain how ELLs and SWDs will be prioritized.

This program is entirely focused on ELLs with the goal of increasing parental involvement and understanding of the education process.

6. Outline the goals, objectives, and anticipated student outcomes.

The primary goal of this program is to improve ELL students' academic performance by at least 10% as measured on the WIDA.

Objectives:

- Increase parental involvement in ELL students' academics by providing training/counseling for students and their families.
- Purchase state adopted curriculum in native language(s) for all core courses & technology programs currently used by the district.
-

7. Provide the implementation timeline including the expected grant year.

Timeline:

1/2024-6/2024-Identify areas that ELL families need support in & begin family outreach. Research which core content the district needs to purchase for ELL students.

7/2024-grant completion: provide in home & at school supports for ELL students and their families.

Reimburse 2 paraprofessionals for tuition and books, 2 courses/semester, with a goal degree of ELL education.

8. Explain the program measures that will be used to monitor implementation effectiveness.

The ELL student success will be measured based on performance on the WIDA assessment with a goal of 10% improvement over the program period.

Program Implementation

PROGRAM #4 – Address Chronic Absenteeism

1. Select the primary type of safe and healthy program or activity.

Establishing or improving dropout prevention

2. Describe how the program will be implemented with specific activities included.

The program will be implemented through a combination of at school and in-home counseling sessions for students & families by teacher mentors, focused on improving the cultural ideal of missing school regularly.

3. Explain how the program connects to the SCG needs assessment.

The need for improving student attendance was identified during the planning stage as well as during community input, with building relationships and improving culture as the identified ways to address this topic.

4. Identify which group of students will be impacted by the program activity and the approximate number of students that will be served.

The program will target chronically absent students and their families, 456 students total, with 15 ELLs & 94 SWDs meeting this criteria (FLDOE.org).

5. Explain how ELLs and SWDs will be prioritized.

Those ELL & SWD students who are chronically absent will be prioritized through data analysis.

6. Outline the goals, objectives, and anticipated student outcomes.

The primary goal: improve student attendance & reduce chronic absenteeism by 10%.

Objectives: Meet with chronically absent students & families to identify root causes of attendance issues and address those root issues. Create individualized attendance goals, incentives, and academic supports to improve attendance.

Anticipated student outcomes: Chronic absenteeism reduced district-wide by 10%, resulting improved academic achievements and self-esteem growth. Long range anticipated student outcomes include dropout prevention & long-term academic successes.

7. Provide the implementation timeline including the expected grant year.

Timeline for implementation:

1/24-5/24: Provide training for mentors and arrange home visits (scheduled visits and/or transportation for tardy students); begin meeting with identified students & families

8/24-Grant Conclusion: Continue to meet with students and families during the district after school program and/or home visits and mentor students and families on academic success and the value of school attendance.

8. Explain the program measures that will be used to monitor implementation effectiveness.

Student attendance data will improve by at least 10% over the grant period, attendance data will be collected via FOCUS data.

Evidence-based Programs (15 points possible)

For each proposed program, identify the tier of evidence and describe how project activities are supported by evidence-based research.

The tiers of evidence are as follows:

- Tier 1-Strong Evidence: Well-designed and implemented experimental study, meets What Works Clearinghouse (WWC) standards without reservations.
- Tier 2-Moderate Evidence: Well-designed and implemented quasi-experimental study, meets WWC standards with reservations.
- Tier 3-Promising Evidence: Well-designed and implemented correlational study, statistically controls for selection bias.
- Tier 4-Demonstrates a Rationale: Well-defined logic model based on rigorous research.
 - Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
 - Includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

The core of the LCSB proposed program addressing academic achievement will focus on small group instruction focused on supporting ELL, SWD, and economically disadvantaged students, through strategic planning of classes in K-3 and ensuring these students are placed with highly qualified teachers in smaller classes at all grade levels. Additionally, the proposed program will providing targeted RtI/MTSS during the school day for Kg-12th grade. This is a Tier 1 activity according to the attached WWC research, located in Appendix C.

The program will include teacher professional learning activities and certification opportunities to improve instruction for ELL and SWD students through use of other grant funds (TII & IIV).

The core of the LCSB proposed program addressing chronic absenteeism will focus on building relationships with students and increasing parental awareness of the pitfalls of frequent absenteeism. Research consistently shows that students who experience a connection to the school community are more likely to attend school regularly, show academic growth and achievement, and are less likely to disengage and eventually drop out of school. See attached ERIC research regarding the affects of these proposed programs, located in Appendix C.

Program Evaluation (15 points possible)

Describe the evaluation framework and methodology. Include measurable goals and objectives associated with the anticipated outcomes. Identify the specific data that will be collected and the process for collecting outcome data including at what points in the program period it will be collected. Describe the data analysis process to evaluate achievement of the goals and objectives.

If the LEA will select an external evaluator, describe the process for the selection of an external evaluator, including qualifications and how the LEA will ensure the evaluator will provide the evaluation requirements outlined above.

The LCSB will utilize the state assessments and attendance data as the evaluation framework and methodology. The LEA will focus on the following measurable goals & objectives:

- Reduction of chronic absenteeism by 10% in the total population and 5% in ELL, SWD, & Economically Disadvantaged students, as measured by quarterly FOCUS attendance data.
- Increase student achievement and/or growth on FAST Reading assessments by 10% in the total population and 5% in ELL, SWD, & Economically Disadvantaged students, as measured during PM3 FAST assessments.
- Increase student achievement and/or growth on FAST Math assessments by 10% in the total population and 5% in ELL, SWD, & Economically Disadvantaged students, as measured during PM3 FAST assessments.
- Increase student achievement on the WIDA assessments by 5% in ELL students, as measured during spring assessments.
- Increase classroom teacher certifications in ESE/Varying Exceptionalities by 10%
- Increase classroom teacher Endorsement in ESOL by 10%

Budget (5 points possible)

Provide a budget using the DOE Form 101S that includes a narrative reflecting the objectives and proposed costs of the project. All proposed line items must be clearly defined as a measurable objective(s) that are clearly identified as reasonable, necessary and allowable according to the funding purpose and priorities. The link between the budget line items and the proposed programs must be evident.

Any additional narrative or justification the LEA would like considered may be included below.

All grant funds will be spent with the goal of impacting student achievement of targeted populations, specifically ELL, SWD, and economically disadvantaged students.

See attached DOE 101S documents.

Sustainability (5 points possible)

Identify actions the LEA will take to continue the program and/or activities beyond the life of the grant. Include sufficient resources (human, fiscal, operational, external partnerships, etc.) that support the implementation and sustainability of the evidence-based programs and or activities implemented through this grant.

Liberty County School District is the poorest school district in the state of Florida, dependent almost entirely on state and federal funding; therefore before implementation of any programs, the district must look at how seed money can be used and if the district can sustain the implementation of the programs once nonrecurring grant funds end.

Actions that the LCSB will take to continue program and/or activities beyond the life of the Stronger Connections Grant is hinged upon the grant focus on increasing and sustaining teacher efficacy through professional learning opportunities and incentivizing certifications during the grant period. These teachers will continue to apply this knowledge throughout their career.

The goal of increasing quality small group interventions both during the school day and during the afterschool program will be sustained long term through the following:

- Additional teacher positions in Kg-5th to provide small group interventions at both Title I K-8 schools will be funded through a combination of Entitlement grants, general funds, and adding a half cent sales tax referendum on the 2026 ballot to fund activities that are currently paid through the general fund to free up funds to pay salaries.
- Outside the school day mentor positions & counseling will be funded through a combination of Entitlement grant, 21st CCLC grant funds, and community partnerships.
- Increased FTE funding for ELL and SWD students who are in classes taught by highly qualified teachers will be used to offset staffing costs as well.

General Education Provisions Act (GEPA) (Required, but no points assigned)

Applicants must provide concise statements that describe the LEA's existing mission, policies, or commitments that ensure equitable access to, and participation of students, teachers, and other program beneficiaries; identify barriers that may impeded equitable access and participation based on the proposed projects or activities; identify steps that will be taken to address the identified barriers to equitable access and participation; and identify a timeline, including targeted milestones, for addressing the barriers. For details, refer to:

<http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>.

The LCSB works hard to ensure equal access to all proposed projects and activities and identify any barriers are addressed as they arise.

The LCSB Vision is "To inspire a love of learning, instill social responsibility, integrity and respect in all students, demonstrated through their excellence and determination for success using a systems approach of continuous improvement."

While "Our mission is to create an educational organization that functions with professionalism, integrity, pride and excellence. The main objective of the Liberty County School District is to educate our students to be productive citizens of our community, our nation, and our world. We are committed to building on a foundation of common community values of respect, integrity, and spirituality while engaging in academic achievement. We stress the importance of individual competence, effort, and perseverance while learning to work interdependently to achieve goals. We pride ourselves on our determination, common sense, perseverance, and creative thinking to solve problems in order to provide students with an education that has a broader focus than academics that will promote a happy successful life."

Liberty County School District does not discriminate in admission or access to, or treatment or employment in, its programs and activities on the basis of race, color, religion, age, sex, national origin, marital status, disability, genetic information for applicants and employees, or any other reason prohibited by Federal and State law regarding non-discrimination. See 34 C.F.R. 100.6(d); 34 C.F.R. 106.9; 34 C.F.R. 110.25. In addition, the School Board provides equal access to the Boy Scouts and other designated youth groups. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities. See 34 C.F.R. 108.9. Disabled individuals needing reasonable accommodations to participate in and enjoy the benefits of services, programs, and activities of the School Board are required in advance to notify the administrator at the school/center at which the event or service is offered to request reasonable accommodation. The lack of English language skills will not be a barrier to any opportunity or event associated with Liberty County School District Schools. The designated Equity Coordinator, Title IX and Section 504 Compliance Coordinator as required by 34 C.F.R. 100.6(d) is Jeff Sewell, Assistant Superintendent of Schools, 11051 NW State RD 20, Bristol, FL 32321; jeff.sewell@lcsb.org; 850.643.2275.

Support for Strategic Imperatives (Required, but no points assigned)

Describe how the project will incorporate one or more of the goals included in the Florida's PreK-20 Education Strategic Plan.

URL: <http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>

The project will incorporate Florida's PreK-20 Education Strategic Plan Goal 1, Higher Student Achievement, through targeted growth goals for both Reading and Math FAST student performance as well as improving WIDA scores.

Equitable Services (Required, but no points assigned)

In accordance with Public Law 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers within the LEA's service area.

The private school chose not to participate in this grant application.

See Appendix D for email chain with the only private school in Liberty County, Gold Star Private Academy.

Appendix A

Stakeholder Feedback

The screenshot shows a ParentSquare interface. At the top, there's a navigation bar with 'ParentSquare', 'Home', 'Admin', 'Add-ons', a search bar, 'Español', a help icon, and the user name 'Mandie Fowler'. Below that, the page title is 'Liberty County School District'. The main content area features a post by 'Mandie Fowler' titled 'Stronger Connections Competitive Grant Input'. The post text says: 'Good morning Liberty County families, We are in the process of writing for a competitive grant available to Florida districts based on student poverty rates and attendance data. The purpose of the grant is to improve student academic success for our most vulnerable populations, especially students who are living in poverty, students with disabilities, and/or our English Language Learners. Some areas that could be impacted by grant funds are: student attendance, discipline, and/or academic achievement. If you have suggestions for activities to include in the grant application, that you feel would have a high likelihood to create a positive impact, please respond to this post by Wednesday, 9/27/2023. Suggestions will be taken into account and cross-referenced based on need and greatest impact.' Below the text is a 'Form Input' section with a 'Complete by Wednesday, Sep 27' deadline, a note 'No action required. Form deadline has passed.', and a text input field labeled 'What do you suggest?'. A 'Save' button is at the bottom of the form. To the right of the post is a sidebar with an 'Appreciate' button, '8 people appreciate this post', '1,913 Notified' (with sub-items: User Preferred Notifications, Staff, Parents, Students, and Guests), and a list of actions: Edit, Send Update, Duplicate, Delete, Manage Admins, Print, Share, and Comments. At the bottom of the sidebar are 'Add-ons' including Forms.

Reponses to ParentSquare message:

Not sure it's relevant here but in relation to English and those that struggle with the FaST, it would be great to have some tutors available for help with that test and test taking skills!

I have always dreamed of having some classes/training for parents. They want to help, but there are lots of times they don't have the skills themselves to help. I don't know how or if that could be included.

What about more technology or just materials in Spanish? I can hardly believe that in the state of Florida, ALL instructional materials are still not available in Spanish and English.

Can that money be used to reward teachers who have ESOL endorsement – a small stipend or discretionary \$\$ they can spend on materials specific to ELL needs.

AND OF COURSE, Janna needs and deserves a raise/supplement. She has responsibilities that the typical para does not.

Funding Ideas:

Could these funds be used to hire a school social worker? One that could cover Hosford. And maybe split the high school with Maggie?

Or maybe an afterschool position that could address social/emotional issues. It would be cool to have an etiquette/manners/life skills class maybe during 21st Century.

Teacher on special assignment could be a social emotional teacher and actually teach classes on rotation like PE and music. 1 day a week music, 3 days a week PE and 1 day a week Social Emotional Class.

According to my two, most kids don't go to school because the parents won't get up or drive them there and signing forms to ride the bus has passed. They said even kids say they missed school even though they were ready because their mom barely got out of bed or the vehicle was having issues. A suggestion would be sending out school bus signups periodically for kids to sign up later in the year to ride the bus. Also, purchase a cell phone number for someone at the school to receive direct calls from students that need to be picked up because they missed the bus or their parent did not take them. This person could use a purchased school van to use specifically to pick these kids up and get them to school as tardy instead of absent. In addition, allowing floating spots in the after school program to be reserved for these students to catch up on their assignments and take makeup tests and using this purchased van to transport kids home because these kids do not have the parent or reliable vehicle to pick them up at the after school program. As far as the individuals teaching the kids in the after school program (rather than having the teachers stop teaching the others to get the kid caught up) this could be done by high school students needing community service hours. Our two are smart, and I will admit that makeup work and makeup tests have been a struggle in the past when they were sick. Recording the teachers lessons and posting them on YouTube would make it easier to get the kids caught up. More suggestions could be having the teachers provide their lesson plans the week prior along with tearing out the chapter the kids are working on each week so that kids have them in their backpacks at home to work on in the event they are absent.

Also, stop testing these kids all the time. If the test isn't required at the state level, don't use it at the District and school level. Kids hate having to test ALL THE TIME so they end up hating school. Stopping some of the testing allows kids to not have to cram all the time and would allow for more fun hands-on learning activities. Testing is to blame for the bad attitudes against school.

District Advisory Council Input , full meeting minutes can be found at:

<https://www.lcsb.org/curriculumandinstruction>

LIBERTY COUNTY SCHOOL DISTRICT ADVISORY COUNCIL Minutes **September 14, 2023** at 9:30am

Liberty County High School-Report giving by Tim Davis, Asst. Principal

Academics

PIP and SIP

PIP-Copies of brochure on request

SIP-Our two areas of improvement again this year are 1) attendance and 2) Mathematics. Both improved last year, but still can be better moving forward.

Math proficiency went from 43% to 47% and seat time continues to shrink each year.

Hosford-Report giving by Danielle Summers, Asst. Principal

Area of Focus: ELA

1. ELA is an area of focus based on state assessment data. The current 4th grade has 52% of students who scored below proficiency, the current 5th grade has 54% who scored below proficiency, and the current 7th grade scored 14 points lower than the previous year.
2. Measurable Outcome: The 4th and 5th grades will increase proficiency on the ELA state assessment by 10%. 7th grade will maintain at or above the state average.
3. Monitoring: Data chats 3 times per year Strategic coaching to improve practice Implementation of scope and sequence
4. Evidence-Based Intervention: Targeted, small group instruction with experienced teachers in both ELA and intensive reading classes will occur. Collaboration with the state regional literacy director will help support this.

Area of Focus: Attendance

Based on the Early Warning System data, increased student attendance is a crucial need.

1. Measurable Outcome: 95% of students will attend at least 90% of the school year.
2. Monitoring: Student attendance will be reviewed daily utilizing FOCUS daily attendance. Attempts to contact parents of absent students will be made daily through Parent Square. Students who are sick will be encouraged to use on-site Pan Care. If excessive absences occur, a parent conference will be held. District attendance policy will be followed.
3. Evidence-Based Intervention: Increase parent contact and support to engage families.

WR Tolar School-Report given by Jessie Bennet Assistant Principal

1. -24 WR Tolar School improvement plan
 - ELA Achievement 57%
 - Math Achievement 64%
 - Science Achievement 55%
 - Social Studies Achievement 71%

Tolar's 3rd-8th students scored 64 level 5s in the 2022-2023 year.

42 students scored one or two level 5s. That equals 14% of the students in 3rd-8th grade.

1. Goal #1 Improve Attendance

- Area of Focus-Increase Attendance rates for all students.
- Measurable Outcome- Average daily attendance will increase too at least 95% for grades K-8
- Monitoring- Daily attendance in monitored by FOCUS by administration. Regular updates will be shared with staff and plans made to address any area of need.

2. Goal #2 ELA Proficiency

- Area of Focus- Increase or maintain ELA proficiency for all students. The school and district will coordinate with our state literacy liaison to address any subgroup needs.
- Measurable Outcome-Overall proficiency for all tested students will maintain or improve from last year's PM3.
- Monitoring-Progress monitoring data will be reviewed as a staff and with parents and student by data chats, sharing reports, progress reports, and CST meetings.
- Parent Concerns
- Positive relationships can bridge a lot of gaps. Make the culture change turn the attitude to positive. Let's Build Relationship from top to the bottom with staff, students, parents, and volunteers. Rally behind our kids, go over and beyond to make our kids feel a part of a loving family.

District Reports:

ESE, ELL Director- Lara Deason *ESE &*

Student Services updates

1. The district currently has approximately 22 ESOL students enrolled in the district, primarily located at W.R. Tolar School. In process of increasing license for Rosetta Stone language program as well as looking into other curriculum resources to help teacher support these students within their classrooms. Teachers who are required to have the ESOL certification are working on obtaining that certification. There are currently 2 of the ESOL courses needed for that certification being offered through PAEC (Panhandle Area Education Consortium). Other courses will follow during the 2nd semester of this school year. ELA/Reading teachers are required to obtain 120 in-service credits; Social Studies, Math, Science and Computer Literacy are required to obtain 60 in-service credits. The remaining subject areas are required to obtain 18 inservice credits.

Curriculum- Mandie Fowler-Out Report given by Jeff Sewell

Updates on Federal Grants for 2023-24

If you have suggestions or requests for use of grant funds, please email mandie.fowler@lcsb.org, all grants approval letters are published on the district website, under the Curriculum & Instruction tab, if you would like additional information.

21st Century-Report given by Beth Brown, *Project Manager*

Summer Programs were a success with enrollment above average.

We partnered with the

- Liberty County Sheriff's Department for a Deputy Day Camp
- Centennial Bank - banking activities
- Liberty Arts
- Sewing Camp was provided by Monica Brinkley.

Also, in July we had two on site activities-

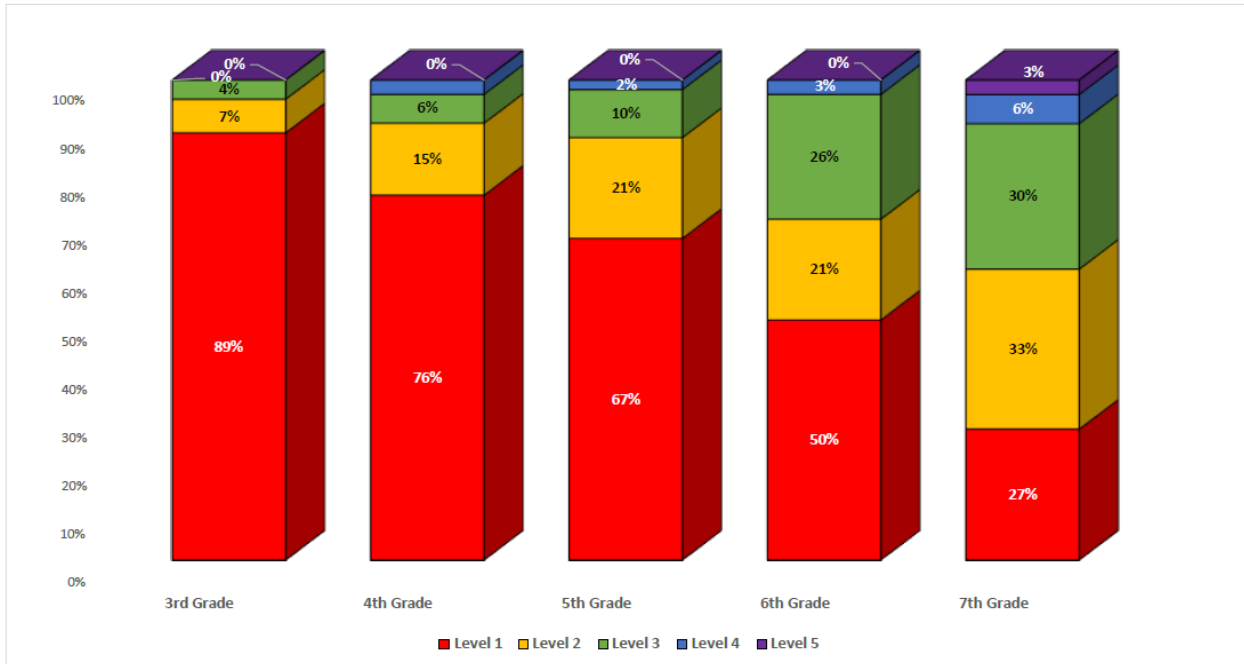
- The Junior Museum brought reptiles AND stories to share with students.
- Gulf Specimen brought critters and shared learning experiences with both Tolar and Hosford Sites.

Full texts of District Advisory Council meetings are available at the district website, lcsb.org

Appendix B
Student Data
FAST, PM 1, August 2023

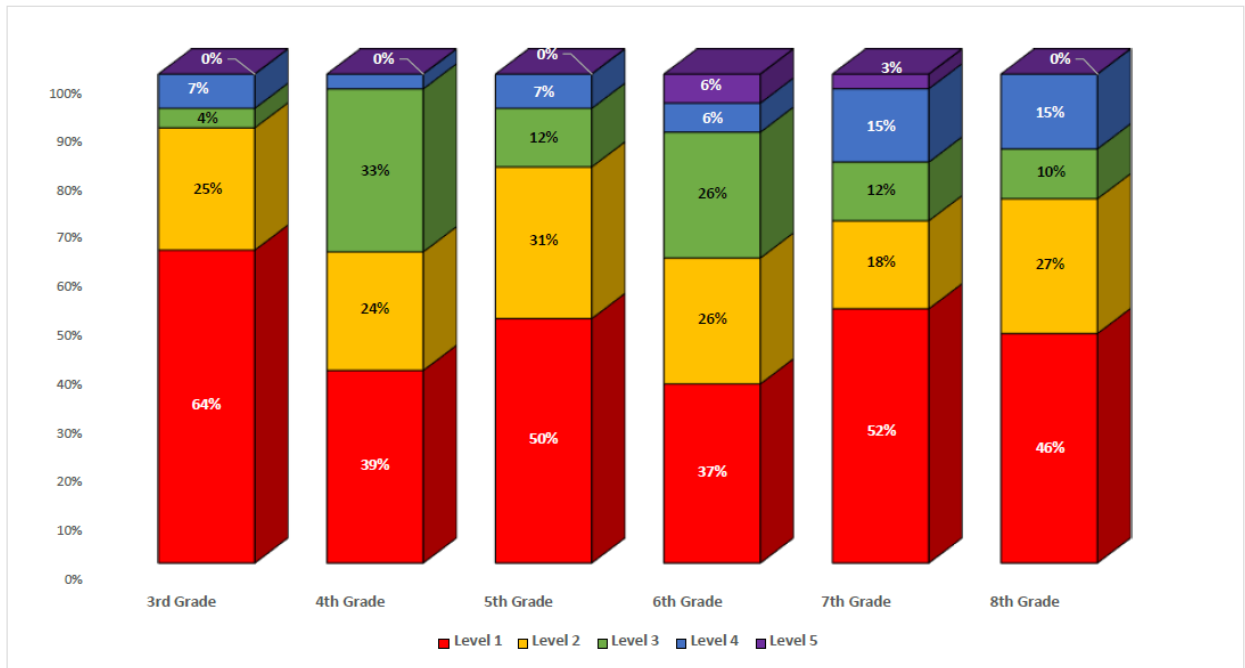
Hosford Elementary & Jr High, Math FAST data

Grade	Hosford % 3 & Above	State % 3 & Above	Difference	Hosford Avg. Scale Score	State Avg. Scale Score	Difference
3 rd	4%	10%	-6%	270	273	-3
4 th	9%	12%	-3%	285	286	-1
5 th	12%	16%	-4%	303	309	-6
6 th	29%	25%	+4%	311	311	0
7 th	39%	25%	+14%	323	314	+9



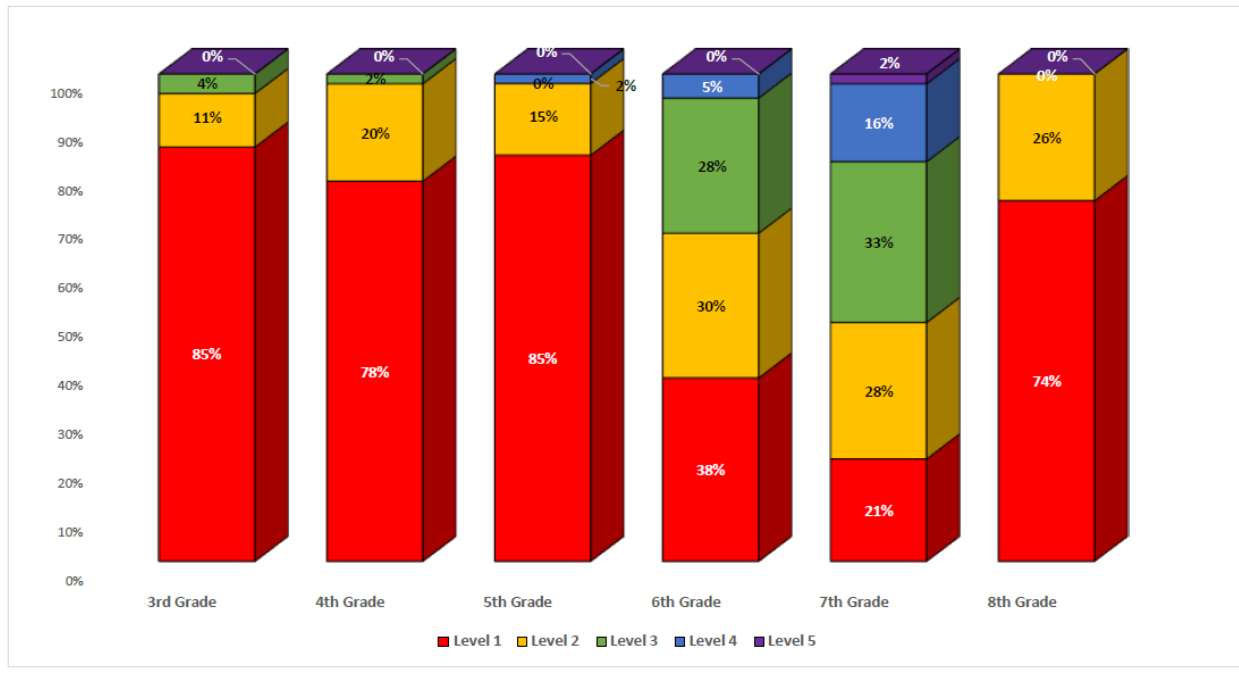
Hosford Elementary & Jr High, Reading FAST data

Grade	Hsfd % 3 & Above	State % 3 & Above	Difference	Hsfd Avg. Scale Score	State Avg. Scale Score	Difference
3 rd	11%	22%	-11%	282	283	-1
4 th	36%	33%	+3%	301	298	+3
5 th	19%	36%	-17%	303	309	-6
6 th	38%	40%	-2%	315	317	-2
7 th	30%	35%	-5%	318	320	-2
8 th	27%	31%	-4%	324	323	+1



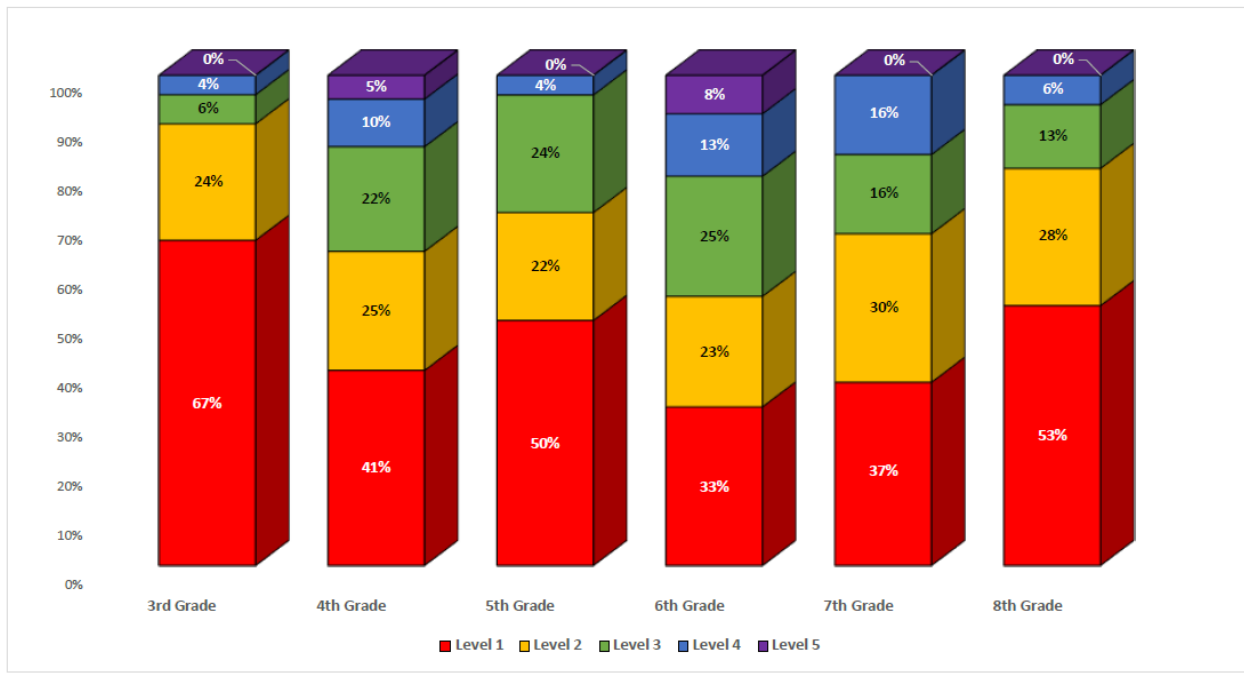
W.R. Tolar K-8 School Math FAST Data

Grade	WRT % 3 & Above	State % 3 & Above	Difference	WRT Avg. Scale Score	State Avg. Scale Score	Difference
3 rd	4%	10%	-6%	268	273	-5
4 th	2%	12%	-10%	284	286	-2
5 th	2%	16%	-14%	288	297	-9
6 th	33%	25%	+8%	314	311	+3
7 th	51%	25%	+26%	327	314	+13
8 th	0%	19%	-19%	308	314	-5



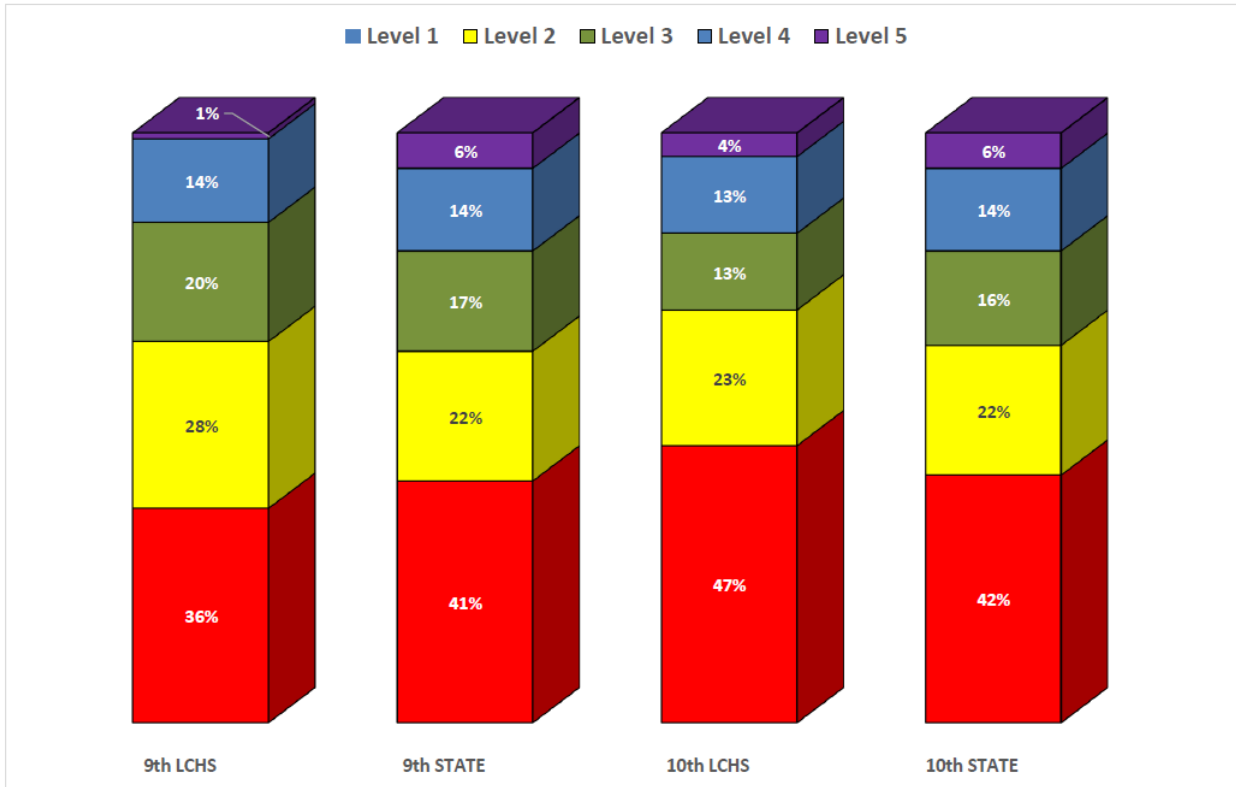
W.R. Tolar K-8 School Reading FAST Data

Grade	WRT % 3 & Above	State % 3 & Above	Difference	WRT Avg. Scale Score	State Avg. Scale Score	Difference
3 rd	10%	22%	-10%	278	283	-5
4 th	34%	33%	+1%	299	298	+1
5 th	28%	36%	-8%	303	309	-6
6 th	46%	40%	+6%	319	317	+2
7 th	32%	35%	-3%	322	320	+2
8 th	19%	31%	-12%	319	323	-4



Liberty County High School Reading FAST Data

Grade	LCHS % 3 & Above	State % 3 & Above	Difference	LCHS Avg. Scale Score	State Avg. Scale Score	Difference
9 th Grade	35%	37%	-2%	333	332	+1
10 th Grade	30%	36%	-6%	332	337	-5



Appendix C

Supporting Research

According to the *What Works Clearinghouse, Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades, Educator’s Practice Guide*, as well as the *Providing Reading Interventions for Students in Grades 4-9, Educator’s Practice Guide*, explicit instruction in small group settings, provided by highly qualified instructor(s) has a strong level of evidence, as indicated in the charts below.

Practice Recommendation	Level of Evidence		
	Minimal	Moderate	Strong
1. Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of <u>mathematical ideas</u> .			✓
2. Mathematical Language: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of <u>mathematical concepts</u> .			✓
3. Representations: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures.			✓
4. Number Lines: Use the number line to facilitate the learning of mathematical concepts and procedures, build understanding of grade-level material, and prepare students for advanced mathematics.			✓
5. Word Problems: Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas.			✓
6. Timed Activities: Regularly include timed activities as one way to build fluency in mathematics.			✓

Practice recommendation	Level of evidence		
	Minimal	Moderate	Strong
1. Build students' decoding skills so they can read complex multisyllabic words.			✓
2. Provide purposeful fluency-building activities to help students read effortlessly.			✓
3. Routinely use a set of comprehension-building practices to help students make sense of the text.			✓
4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information.		✓	

Systematic high-quality instruction in small group settings is also supported by the What Works Clearinghouse document, *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, Educator’s Practice Guide*, as well. Recommendations for integration is as follows:

Recommendation 4

Provide small-group instructional intervention to students struggling in areas of literacy and English language development.

- Use available assessment information to identify students who demonstrate persistent struggles with aspects of language and literacy development.
- Design the content of small-group instruction to target students' identified needs.
- Provide additional instruction in small groups consisting of three to five students to students struggling with language and literacy.
- For students who struggle with basic foundational reading skills, spend time not only on these skills but also on vocabulary development and listening and reading comprehension strategies.

Research Documentation Supporting Grant Goals

“A driving force in improving student attendance is creating an inclusive school climate where students feel safe and as though they... school climate and student perceptions of school climate have a complex but close relationship to student attendance and chronic absenteeism. How a student feels in terms of safety, connectedness, and value all yield varying effects on the likelihood a student will attend school consistently... schools with a “positive climate” had a significantly lower chronic absenteeism rate than schools with a “marginal” or “challenged” climate... there are multiple factors that influence school climate at varying levels, teachers have one of the more visible and influential roles.”

Ahmad, N. & Benz, C. (2021). School (Dis)Connectedness During Comprehensive Distance Learning: A Mixed-Methods Study. *Journal of School Administration Research and Development* Volume 7, Issue 2 pp. 83-92. ISSN: 2470-8496 Print/ ISSN: 2470-850X.
<https://files.eric.ed.gov/fulltext/EJ1368481.pdf>

“There is a focus in the field on comprehension problems as a primary cause of reading problems among struggling adolescent readers. For example, the IES practice guide, *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*, makes a strong recommendation to provide direct and explicit instruction on comprehension strategies when working with adolescent readers (Kamil et al., 2008).”

Boulay, B. et.al. (2015). Summary of research generated by Striving Readers on the effectiveness of interventions for struggling adolescent readers. Institute of Education Sciences NCEE-2016-4001 U.S. DEPARTMENT OF EDUCATION.
<https://ies.ed.gov/ncee/pubs/20164001/pdf/20164001.pdf>

Students who benefited from home visits showed improvements in attendance, discipline, and math achievement levels, particularly students with disabilities and minority students.

Impacts of Home Visits on Students in District of Columbia Public Schools (2022). Regional Educational Laboratory Mid-Atlantic At Mathematica REL 2022–128 U.S. DEPARTMENT OF EDUCATION. <https://files.eric.ed.gov/fulltext/ED615918.pdf>

“One of the best resources for a teacher will be a less stressful language learning environment. Considering the positive relationship between SRL and class attendance, students with developed self-regulation skills are likely to attend classes more regularly and their academic achievement will improve as a result... Given that class attendance significantly predicts the overall academic success of EFL students, teachers might employ a process approach in order to encourage class attendance. Even though the advantages of process approach to teaching writing and speaking in

a foreign language classroom have been well acknowledged in a large number of studies... language teachers should always be on the alert for any student for whom it is hard to speak and understand the messages of his/her peers because communication apprehension might be an indicator of foreign language anxiety, and so is the fear of negative social evaluation.”

Ozier, O. (2021). Examining the Roles of Self-Efficacy Beliefs, Self-Regulated Learning and Foreign Language Anxiety in the Academic Achievement of Tertiary EFL Learners. *Participatory Educational Research (PER)* Vol. 8(2), pp. 357-372, April 2021 Available online at <http://www.perjournal.com> ISSN: 2148-6123
<http://dx.doi.org/10.17275/per.21.43.8.2>

“[E]ducators...must connect with parents and students early in the school year to establish trusting, supportive relationships. It should not stop there, however... This is particularly important with parents of color and may take greater effort, especially in predominantly White schools, since parents of color often feel less connected to the school. The ultimate goal? The creation of brave and productive learning environments supported by equitable and culturally-responsive systems of communication and collaboration among multiple stakeholders and informed by the careful collection of parent feedback.”

Rogers, L. A., & Hyson, D. (2022). Creating brave and productive learning environments for young adolescents: Parents' perspectives of teacher-parent and teacher-student relationships. *Middle Grades Review*. <https://files.eric.ed.gov/fulltext/EJ1357743.pdf>

“ [H]igh-quality developmental relationships are powerful but uncommon, and highlights the potential value of efforts to systematically strengthen relationships in schools, out-of-school time programs, and other youth-serving organizations... strengthening student-teacher relationships should be a central and explicit part of schools’ and districts’ missions, visions, and plans for the future. ... Building developmental relationships of care, support, challenge, shared power, and expanded possibilities is likely to become a reality for the majority of students only when it becomes an organizational imperative as important as strengthening curriculum, instruction, and other essential elements of school improvement.”

Scales, P., et. al. (2020). Academic Year Changes in Student-Teacher Developmental Relationships and Their Linkage to Middle and High School Students’ Motivation: A Mixed Methods Study. *Journal of Early Adolescence* 2020, Vol. 40(4) 499–536.
<https://files.eric.ed.gov/fulltext/EJ1246124.pdf>

5 Things

for Advocates to Know About

Chronic Absenteeism

1

Chronic absence is often hidden

4

Improving attendance requires prevention and early intervention

2

Chronic absence is a reflection of the school and community environment

5

Reducing chronic absence requires authentic partnerships with students, families, and communities

3

Punitive responses are not effective

<https://files.eric.ed.gov/fulltext/ED627994.pdf>

Appendix D

Equitable Services Documentation

Bureau of Federal Educational Programs

Stronger Connections Grant Program



mandie fowler

To: Janna Hill <jannahill@gspafll.org>; Johnette Wahlquist <johnettewahlquist@gspafll.org>



Mon 10/2/2023 11:26 AM

I'm working on a competitive grant that is focused on increasing academic achievement and reducing chronic absenteeism targeting specifically ELL, SWD, and economically disadvantaged students. I can write for the private school as well, but I have to provide beginning data and monitoring throughout the two-year award period. Everything that I write for has to be supported through WWC research.

If you're interested in being included, please let me know by Friday. Also, please send preliminary attendance and academic achievement and what you'd like me to try and write for.

My goal is to submit by 10/18.

Here's the link for more information: <https://www.fldoe.org/policy/federal-edu-programs/title-iv-part-a/stronger-connections.stml>

Stronger Connections Grant Program

What is Student Support and Academic Enrichment? The purpose of Student Support and Academic Enrichment is to improve student academic achievement by increasi.

www.fldoe.org

Thank you,

Mandie M. Fowler, Ed.S.
Director of Instruction
Liberty County School District



Janna Hill <jannahill@gspafll.org>

To: mandie fowler

Cc: Johnette Wahlquist <johnettewahlquist@gspafll.org>



Mon 10/2/2023 2:01 PM

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Mandie:

We are going to pass on this.

Janna

...

The Liberty County School District is an Equal Education Opportunity Provider and Employer. Under Florida's "Public Records" law, absent a specific exclusion, written communications to and from Liberty County School District employees are considered public records. E-mail communication with this correspondent may be subject to public and media disclosure upon request. ***CONFIDENTIALITY NOTICE*** This e-mail is intended for the sole use of the individual(s) to whom it is addressed, and may contain information that is privileged, confidential and exempt from disclosure under applicable law. You are hereby notified that any dissemination, duplication, or distribution of this transmission by someone other than the intended addressee or its designated agent is strictly prohibited. If you receive this e-mail in error, please notify me immediately by replying to this e-mail.

--
Janna Hill
Administrator/CEO
Gold Star Private Academy
JannaHill@gspafll.org



mandie fowler

To: Janna Hill <jannahill@gspafll.org>

Cc: Johnette Wahlquist <johnettewahlquist@gspafll.org>



Mon 10/2/2023 2:21 PM

Okay, thank you.

Mandie M. Fowler, Ed. S.
Director of Instruction
Liberty County School District

...

Reply Reply all Forward



Assurances

The assurances for the Stronger Connections Grant (SCG) are as follows:

- The Local Educational Agency (LEA) has on file with the Florida Department of Education (FDOE) Office of the Comptroller a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs. The complete text may be found in Section D of the Green Book. 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.
- The LEA assures that it will comply with all applicable supplement not supplant requirements in section 4110 of the Elementary and Secondary Education Act (ESEA), as amended.
- The LEA assures that it will provide equitable services to students and teachers in non-public schools as required under section 8501 of the ESEA.
 - The LEA assures that timely and meaningful consultation will 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.
 - The LEA assures that it will maintain control of funds for the services and assistance provided to a non-public school with SCG funds.
 - The LEA assures that it will maintain title to materials, equipment, and property purchased with SCG funds.
 - The LEA assures that it will provide services to a non-public school with SCG funds directly, or through contract with, another public or private entity.
 - The LEA assures that equitable services provided with SCG funds are secular, neutral, and nonideological.
- The LEA assures that it will only use funds received to support one or more activities authorized under section 4108 of ESEA.
- The LEA assures it will not use funds for the provision to any person of a dangerous weapon or training in the use of a dangerous weapon as prohibited under Section 13401 of the Bipartisan Safer Communities Act, which amends section 8526 of the ESEA.
- The LEA assures it will track the SCG funds separately from its regular allocation under Title IV, Part A of the ESEA.
- The LEA assures it will use at least 40% of funds by the midpoint of the budget period.
- The LEA assures it will comply with Florida Statute, State Board of Education Rules and the K12 ESEA Common Federal Program Guidance.
- The LEA assures resources and materials purchased using SCG funds will receive a thorough review and all contents are in compliance with State Board of Education Rules and Florida Statute.
- The LEA assures that the programs and/or resources selected have been reviewed and are in compliance with Florida Statute and Florida Administrative Code.

By checking this box and providing a DOE 100 with the agency head's signature. I hereby certify that the LEA agrees to all the assurances of the Stronger Connections Grant program, and will abide by all federal, state and local laws.

Superintendent Signature: _____


Project Performance Accountability Information, Instructions, and Form

NOTE: The following pages are included in the RFA (DOE 900D) template and are to be completed by the applicant.

The Florida Department of Education has a standardized process for preparing applications for discretionary funds. This section of the RFA, Project Performance Accountability, is to assure proper accountability and compliance with applicable state and federal requirements.

The Department's project managers will:

- track each project's performance based on the information provided and the stated criteria for successful performance
- verify the receipt of required deliverables prior to payment

For projects funded via Cash Advance, the Department's project managers will verify that the project activities/deliverables are progressing in a satisfactory manner, consistent with the Scope of Work/Project Narrative and Performance Expectations, on a quarterly basis.

The Scope of Work/ Project Narrative must include the specific tasks that the grantee is required to perform.

Deliverables must:

- be directly linked to a specific line item/cost item that in turn links to the specific task/activity/service
- identify the minimum level of service to be performed
- be quantifiable, measureable, and verifiable. (*how many, how often, duration*). Effectiveness (*a method demonstrating the success such as a scale goals to be attained is necessary*). Evidence or proof that the activity took place (*Examples of deliverables: documents, manuals, training materials and other tangible product to be developed by the project, training & technical assistance and the method of provision, number of clients or individuals served, the method of providing the service and frequency*). Criteria for acceptance may vary based on the services being provided. Specific criteria will need to be developed by the program office, communicated to the provider, articulated in the deliverable form and will become part of the project award.

The applicant must complete the information related to the required tasks to be performed and timelines/due dates for the respective tasks/deliverables consistent with the provided instructions. Per Chapter 215.971 F.S. financial consequences will be applied if the subrecipient fails to perform the minimum level of services required by the agreement. Unit cost is not necessary for each item but can be used to establish a methodology for reduction in the event minimum performance is not met.

Project Performance Accountability Form

Program Name: Stonger Connections Grant (Taps 24A278) Project Number: 390- Reporting Period: 2024-26

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)	Financial Consequences/ Unit Cost
<p>The grant program goal is increases SWD & ELL student performances through targeted interventions and supports.</p>	<p>Student performance on formative & summative performance measures.</p>	<p>Evidence will include:</p> <ul style="list-style-type: none"> • Student WIDA, FAA, and/or FSA data as applicable • Teacher lesson plans • Guidance summer counseling logs • Teacher/guidance payroll documentation • Purchase Order verifications for curricula, digital resources, and classroom supplies 	<p>All evidence items annually</p> <ul style="list-style-type: none"> • June 2025 • June 2026 	<ul style="list-style-type: none"> • \$45,000 + benefits-2 part time teachers • \$34,300 + benefits-guidance counselors 24 summer days • \$17,171.43-curricula, digital resources, and supplies for intervention classrooms

Note: Add additional lines if necessary

Florida's 2023-26 Stronger Connections Grant (SCG) Program Budget Technical Review (BTR) for Liberty

Please respond on the chart below, complete any requested forms and, if necessary, make updates within the applicable documents (e.g., Assurances form, Budget DOE 101S forms, Project Performance Accountability Form (PPAF)). Please add highlight to additions, if needed). For resubmission, please email the chart and revised files to T4A@fldoe.org.

Title IV, Part A: 2023-26 Stronger Connections Grant (SCG) Program		
Item	Feedback, Clarification and Requests Form	LEA Response
Assurances	The LEA needs to assure that the programs and/or resources selected have been reviewed and are in compliance with Florida Statute and Florida Administrative Code. To complete , the LEA should read the revised Assurances form, check the bottom box and email the revised Assurance form to T4A@fldoe.org .	See attached
Application: Program Implementation	<p>The LEA indicates that the SCG targeted student population will be prioritized and that at least one program must serve solely SWDs or ELLs. To complete, the LEA should provide additional information on how ELL and/or SWD students will be prioritized compared to the general student population. There should be clear delineation on how SWD and/or ELL students will be identified to ensure the prioritized group is served <u>prior</u> to serving non-prioritized students.</p> <p>Please identify which program is specifically designed solely for ELLs or SWDs.</p> <p>Funds cannot be used to pay for teacher or staff certifications (Programs 1 and 3).</p>	<p>Language added regarding small group intervention groups focusing on Tier II/III SWD students (Program 2).</p> <p>Program 2-designed solely for SWDs.</p>
Budget	The budget as submitted exceeds the maximum allocation for a small LEA (\$275,000). This is the total for the entire program (2024-2026). Please revise and resubmit.	See attached updated budget.

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<p>PPAF</p>	<p>The LEA needs a Project Performance Accountability form that includes the specific tasks deliverables that must be directly linked/related to a specific line item/cost item that in turn links to specific task(s)/activity(ies)/service(s) to identify the minimum level of service to be performed. To complete, the LEA must submit a PPAF to include deliverables and evidence that are quantifiable, measurable, and verifiable to the goals of the programs. The PPAF must have deliverable/evidence completion due dates that reflect at least two deliverable cycles during each of the grant year periods.</p>	<p>See attached PPA.</p>
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