


**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Liberty County School District	2 PROJECT NUMBER 390-2232B-2CD01	
3 PROJECT/PROGRAM TITLE Title I, Part D Subpart 2: Local Educational Agency Delinquent Program <p align="center">TAPS 22A009</p>	4 AUTHORITY 84.010A Title I, Part D, Local Delinquent USDE or Appropriate Agency FAIN#: S010A210009	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2021 - 06/30/2022 Program Period:07/01/2021 - 06/30/2022	
7 AUTHORIZED FUNDING Current Approved Budget: \$87,413.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$87,413.00	8 REIMBURSEMENT OPTION Federal Cash Advance	
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>06/30/2022</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2022</u> • Last date for receipt of proposed budget and program amendments: <u>04/30/2022</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>07/01/2021</u> 		
10 DOE CONTACTS Program: Carla Greene Phone: (850) 245-0983 Email: Carla.Greene@fldoe.org Grants Management: Unit A (850) 245-0496	Comptroller Office Phone: (850) 245-0401 Duns#: 026297721 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. 		
12 APPROVED: <div style="display: flex; justify-content: space-between;"> <div data-bbox="155 1734 751 1843"> <p><i>Melissa Ramsey</i> Authorized Official on behalf of Richard Corcoran Commissioner of Education</p> </div> <div data-bbox="792 1734 1065 1812"> <p>9/17/2021 Date of Signing</p> </div> <div data-bbox="1195 1682 1511 1780" style="text-align: right;">  <p>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 2021-22 ESEA Federal Programs Application

Florida's 2021-22 ESEA Federal Program Application allows Local Education Agencies (LEAs) flexibility to choose which of the federal programs they would like to apply for in a new consolidated toolkit. LEAs may choose to apply for one or multiple federal programs depending on the LEAs strategic planning, staffing and individualized needs. Florida is pivoting to a streamlined system for federal programs through alignment of all ESEA programs within the Strategic Improvement framework. **UPDATED 3/31/21**

Select LEAs will also be piloting the opportunity for a consolidated federal programs application during the 2021-22 program cycle. We appreciate the support of the following LEAs who represent various size-alike LEAs from across the state who have volunteered to participate in the pilot project: Bradford, Charlotte, Citrus, Clay, Collier, Desoto, FAMU Lab School, FAU Lab School, FLVS, Franklin, Hardee, Hendry, Lake Wales, Levy, Osceola, Pasco, Sarasota, Seminole, Taylor and Volusia.

Liberty

[Click here to access the 2021-22 ESEA Federal Program Companion Guide](#)

Please ONLY complete the contact information for the program(s) within this toolkit for which the LEA intends to apply.

Fiscal Contact Information	
Fiscal Contact Name	Sheila Hall
Title	Director of Finance
Phone Number	850-643-2275
Contact Email	sheila.hall@lcsb.org
DUNS Number	026297721
FEIN Number	F596000720001
Title I, Part A	
Program Contact Name	Gay Lewis
Title	Director of Instruction
Phone Number	850-643-2275
Contact Email	gay.lewis@lcsb.org
Title I, Part C	
Program Contact Name	
Title	
Phone Number	
Contact Email	
Title I, Part D, Subpart 2	
Program Contact Name	Gay Lewis
Title	Director of Instruction
Phone Number	850-643-2275
Contact Email	gay.lewis@lcsb.org
Title II, Part A	
Program Contact Name	Gay Lewis
Title	Director of Instruction
Phone Number	850-643-2275
Contact Email	gay.lewis@lcsb.org
Title III, Part A	
Program Contact Name	
Title	
Phone Number	
Contact Email	

Title IV, Part A

Program Contact Name	Gay Lewis
Title	Director of Instruction
Phone Number	850-643-2275
Contact Email	gay.lewis@lcsb.org

Title V, Part B, Subpart 2

Program Contact Name	Gay Lewis
Title	Director of Instruction
Phone Number	850-643-2275
Contact Email	gay.lewis@lcsb.org

Elementary and Secondary Education Act (ESEA) Federal Programs

Florida 2021-22 ESEA Federal Program Applications

Project Application (DOE 100A)

Liberty

Program Name		Project Number	TAPS Number	2021-22 Allocation	2020-21 Estimated Roll Forward	Total Funds Requested (Sum of Allocation and Estimated Roll)
Type an "X" in the green box below for each corresponding program that the LEA chooses to apply for within this application.						
x	Title I, Part A	390-2122B-2CB01	22A001	\$334,317.00	\$12,000.00	\$346,317.00
	Title I, Part C		22A020			\$0.00
x	Title I, Part D, Subpart 2	390-2232B-2CD01	22A009	\$87,413.00		\$87,413.00
x	Title II, Part A	390-2242B-2CT01	22A011	\$50,960.00	\$9,325.00	\$60,285.00
	Title III, Part A		22A014			\$0.00
x	Title IV, Part A	390-2412A-2C001	22A120	\$25,689.00		\$25,689.00
x	Title V, Part B, Subpart 2	390-1102B-2CR01	22A007	\$28,425.00		\$28,425.00

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

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

Kyle Peddie

Printed Name of Agency Head

Signature of Agency Head

Superintendent

Title

4/27/2021

Date

Elementary and Secondary Education Act (ESEA) Federal Programs

Florida 2021-22 ESEA Federal Program Applications

Project Application (DOE 100A)

Liberty

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Kyle Peddie

Printed Name of Agency Head

	Superintendent	4/27/2021
<i>Signature of Agency Head</i>	<i>Title</i>	<i>Date</i>

Florida 2021-22 ESEA Federal Program Assurances

General Assurances

Assurance 1: The Local Educational Agency (LEA) has on file with the FLDOE, 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 3: 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. Click here for access to [Know Your Schools](#).

Assurance 4: 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. The LEA may use the linked template: [Private School](#)

Assurance 5: The LEA assures that if they submit a separate application for each program or a combination of programs, and is not an LEA that was selected to participate in the 2021-22 Pilot Consolidated Application, the application is due on the earlier of the federal program dates listed on the [2021-22 Collaborative Calendar](#).

Assurance 6: The LEA assures, as appropriate, that stakeholder collaboration across multiple programs will occur as outlined under ESSA. The LEA may use the linked template: [Stakeholder Collaboration](#).

Title I, Part A: Improving the Academic Achievement of the Disadvantaged

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

Assurance 2, Coordination of Programs: As appropriate, the LEA assures the plan is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate. §1112(a)(1)(B).

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

Assurance 4, Private Schools: The LEA assures they 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. §1112(c)(2).

Assurance 5, NAEP: The LEA assures they will participate, if selected, in the National Assessment of Educational Progress (NAEP) in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)). §1112(c)(3).

Assurance 6, Cross Coordination: The LEA assures they will coordinate and integrate services provided under Title I with other educational services at the LEA or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. §1112(c)(4).

Assurance 7, Child Welfare Agency Point of Contact: The LEA assures they will collaborate with the state or local child welfare agency to designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA. §1112(c)(5)(A).

Assurance 8, Child Welfare Agency Procedures: The LEA 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. §1112(c)(5)(B).

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

Assurance 10, Early Childhood Education: The LEA assures that in the case of a LEA that chooses to use Title I, Part A funds to provide early childhood education services to low-income children below the age of compulsory school attendance, such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)). §1112(c)(7).

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

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

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and 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; if the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection; if the LEA involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, such agency may amend that policy, if necessary, to meet the requirements of this subsection; and if the plan under section 1112 is not satisfactory to the parents of participating children, the LEA shall submit any parent comments with such plan when such LEA submits the plan to the state.

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

convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved; offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children; provide parents of participating children — (A) timely information about programs under this part; (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida's challenging academic standards; and (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and if the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA.

Assurance 11d, Shared Responsibilities for Student Achievement: The LEA assures that the requirements outlined in section 1116(d)(1-2) are met: as a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the Florida's challenging academic standards. Such compact shall — (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida's challenging academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum — (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement; (B) frequent reports to parents on their children's progress; (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and (D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Assurance 11e, Building Capacity for Involvement: The LEA assures that effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and LEA assisted under this part will meet the requirements outlined in section 1116(e)(1-5, 14).

Assurance 11f, Accessibility: The LEA assures that in carrying out the parent and family engagement requirements of this part, LEAs and schools, to the extent practicable, shall provide

opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

Assurance 11g, Family Engagement in Education Programs: 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.

Assurance 12, Private School Consultation: The LEA assures they conducted timely and meaningful consultation with appropriate private school officials, will provide special educational services, instructional services, counseling, mentoring, one-on-one tutoring, or other benefits that address the needs of eligible children identified under section 1115(c); and, ensures that teachers and families of eligible children participate, on an equitable basis, in services and activities pursuant to section 1116. §1117(a)(1)(A), §1117(a)(3)(B)

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

Assurance 14, Affirmation of Agreement: The LEA assures they will submit to the ombudsman a written affirmation, signed by officials of each participating private school, that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the LEA shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the state educational agency. §1117(b)(5)

Assurance 15, Methodology: The LEA assures they are in compliance with paragraph (1) a LEA shall demonstrate that the methodology used to allocate state and local funds to each school receiving assistance under this part ensures that such school receives all of the state and local funds it would otherwise receive if it were not receiving assistance under Title I, Part A. §1118(b)(1-2).

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

Assurance 17, English Language Learners (ELLs) Notification Requirements: The LEA assures they are in compliance with the requirements of section 1112(e)(3)(A-B), the use of Title I, Part A and/or Title III funds to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents using the 'Annual Parent Notification Letter' of an English learner identified for participation or participating in such a program. For children who have not been identified as English learners prior to the beginning of the school year, but are identified as English learners during such school year, the LEA shall notify the children's parents during the first two weeks of the child being placed in a language instruction educational program using the 'Initial Parent Notification Letter'.

Assurance 18, Constitutionally Protected Prayer: The LEA 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.

Title I, Part C: Migrant Education Program

Assurance 1: The LEA assures funds received under this part will be used only for programs and projects, including the acquisition of equipment, in accordance with ESSA, 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.

Assurance 2: The LEA assures such programs and projects 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.

Assurance 3: The LEA assures in the planning and operation of programs and projects at both the state and local operating level, there is consultation with parents of migratory children, including parent advisory councils for programs of not less than 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.

Assurance 4: The LEA assures in planning and carrying out such programs and projects, there has been, and will be, adequate provision for addressing the unmet educational needs of preschool migratory children.

Assurance 5: The LEA assures the effectiveness of such programs and projects will be determined, where feasible, using the same and standards approaches that used to assess the performance of students, schools, and local educational agencies under Part A.

Assurance 6: The LEA assures, to the extent feasible, such programs and projects will provide for advocacy and 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 to facilitate the transition of secondary school students to postsecondary education or employment.

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

Assurance 1: The LEA assures they shall implement effective, research-based methods and instructional strategies likely to accelerate student achievement.

Assurance 2: The LEA assures they shall 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.

Assurance 3: 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.

Assurance 4: The LEA assures they shall, where feasible, involve parents in efforts to improve educational achievement of their children and prevent further delinquent activities.

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).

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.

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

Assurance 1: The LEA assures they shall comply with section 1112(e) prior to, and throughout, each school year as of the date of application.

Assurance 2: The LEA assures the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126.

Assurance 3: The LEA assures the eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such plan.

Assurance 4: The LEA assures the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.

Title IV, Part A: Student Support and Academic Enrichment

Assurance 1: The LEA assures they shall 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); are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i); are implementing targeted support and improvement plans as described in section 1111(d)(2); or are identified as a persistently dangerous public elementary school or secondary school under section 8532

Assurance 2: The LEA assures they shall comply with section 8501 regarding equitable participation by private school children and teachers.

Assurance 3: Absent a waiver specifying otherwise, the LEA assures they 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.

Assurance 4: Absent a waiver specifying otherwise, the LEA assures they will use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108.

Assurance 5: The LEA assures they 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).

Assurance 6: The LEA assures they 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).

Assurance 7: The LEA assures that if receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2) of the Every Student Succeeds Act.

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

Assurance 1: The LEA assures they will comply with all program requirements and activities authorized under the following ESEA Title programs: Title I, Part A; Title II, Part A; Title III, Part A; and Title IV, Part A.

Assurance 2: The LEA assures that no more than 5 percent of the amount of the grant shall be used for administrative costs.

By checking this box, I hereby certify that the LEA agrees to all the assurances of the selected programs on the DOE 100A tab, and will abide by all federal, state and local laws.

Florida 2021-22 ESEA Federal Programs Preliminary Allocations*

Agency Number	DISTRICT	Title I, Part A	Title I, Part C	Title I, Part D, Subpart 2
010	Alachua County School Board	\$8,097,389.00	\$1,013,947.00	\$172,585.00
020	Baker County School Board	\$1,151,301.00	NA	NA
030	Bay County School Board	\$6,956,860.00	NA	\$125,516.00
040	Bradford County School Board	\$1,247,396.00	NA	NA
050	Brevard County School Board	\$16,293,510.00	NA	\$179,309.00
060	Broward County School Board	\$76,014,286.00	\$111,162.00	\$555,856.00
070	Calhoun County School Board	\$708,278.00	NA	NA
080	Charlotte County School Board	\$3,728,461.00	NA	NA
090	Citrus County School Board	\$4,120,743.00	NA	\$105,344.00
100	Clay County School Board	\$4,693,895.00	NA	NA
110	Collier County School Board	\$10,078,197.00	\$4,437,245.00	\$147,930.00
120	Columbia County School Board	\$3,219,023.00	NA	NA
140	DeSoto County School Board	\$2,075,723.00	\$629,317.00	NA
150	Dixie County School Board	\$860,923.00	NA	NA
160	Duval County School Board	\$42,598,009.00	NA	\$407,927.00
170	Escambia County School Board	\$14,471,329.00	\$122,487.00	\$201,722.00
685	FAMU Developmental Research School	\$259,922.00	NA	NA
687	FAU A. D. Henderson School	\$460,303.00	NA	NA
180	Flagler County School Board	\$2,803,004.00	NA	NA
708	Florida Department of Corrections	NA	NA	NA
557	Florida School for the Deaf and Blind	\$130,684.00	NA	NA
48C	Florida Virtual School	\$838,824.00	NA	NA
190	Franklin County School Board	\$603,059.00	NA	NA
371	FSU Developmental Research School	\$272,998.00	NA	NA
200	Gadsden County School Board	\$4,383,694.00	NA	NA
210	Gilchrist County School Board	\$674,103.00	NA	NA
220	Glades County School Board	\$424,213.00	\$40,820.00	NA
230	Gulf County School Board	\$531,217.00	NA	NA
240	Hamilton County School Board	\$1,025,797.00	NA	\$80,689.00
250	Hardee County School Board	\$2,422,889.00	\$708,278.00	NA
260	Hendry County School Board	\$2,981,729.00	\$1,060,367.00	NA
270	Hernando County School Board	\$5,866,945.00	NA	\$105,344.00
280	Highlands County School Board	\$6,690,185.00	\$905,961.00	NA
290	Hillsborough County School Board	\$64,809,279.00	\$2,874,486.00	\$627,578.95
300	Holmes County School Board	\$983,716.00	NA	NA
310	Indian River County School Board	\$3,946,598.00	\$15,824.00	NA
320	Jackson County School Board	\$2,579,208.00	NA	\$31,379.00
94B	Jefferson-Somerset Academy	\$536,970.00	NA	NA
98Z	KIPP Miami	\$424,297.00	NA	NA
340	Lafayette County School Board	\$349,567.00	\$11,655.00	NA
350	Lake County School Board	\$11,684,467.00	\$30,702.00	\$47,069.00
53D	Lake Wales Charter School	\$1,681,382.00	\$28,605.00	NA
360	Lee County School Board	\$24,899,572.00	\$591,682.00	\$136,723.00
370	Leon County School Board	\$8,929,873.00	NA	\$132,240.00
380	Levy County School Board	\$1,831,544.00	NA	NA
390	Liberty County School Board	\$334,317.00	NA	\$87,413.00
400	Madison County School Board	\$1,339,157.00	\$63,077.00	\$73,964.00
410	Manatee County School Board	\$12,494,983.00	\$453,278.00	\$237,584.00
420	Marion County School Board	\$16,732,829.00	\$76,757.00	\$347,410.00
430	Martin County School Board	\$3,235,138.00	\$22,440.00	NA
130	Miami-Dade County School Board	\$138,302,878.00	\$1,846,745.00	\$210,687.00
440	Monroe County School Board	\$1,685,425.00	NA	\$10,713.00
450	Nassau County School Board	\$1,610,647.00	NA	NA
460	Okaloosa County School Board	\$6,818,338.00	NA	\$179,309.00

Agency Number	DISTRICT	Title I, Part A	Title I, Part C	Title I, Part D, Subpart 2
470	Okeechobee County School Board	\$2,437,111.00	\$678,289.00	\$80,689.00
480	Orange County School Board	\$71,783,098.00	\$338,837.00	\$701,544.00
490	Osceola County School Board	\$17,932,191.00	NA	\$89,654.00
500	Palm Beach County School Board	\$50,714,865.00	\$2,720,343.00	\$298,100.00
510	Pasco County School Board	\$17,024,791.00	\$122,060.00	\$168,102.00
520	Pinellas County School Board	\$25,192,379.00	NA	\$378,789.00
530	Polk County School Board	\$35,946,415.00	\$1,510,605.00	\$217,412.00
540	Putnam County School Board	\$5,711,540.00	\$130,185.00	NA
570	Santa Rosa County School Board	\$4,192,681.00	NA	NA
580	Sarasota County School Board	\$8,387,238.00	NA	NA
590	Seminole County School Board	\$11,642,175.00	NA	\$105,344.00
50D	South Tech Charter School	\$528,790.00	NA	NA
550	St. Johns County School Board	\$2,921,925.00	NA	\$203,964.00
560	St. Lucie County School Board	\$10,855,767.00	\$164,126.00	\$430,341.00
600	Sumter County School Board	\$2,006,686.00	NA	NA
610	Suwannee County School Board	\$2,138,540.00	\$252,890.00	NA
620	Taylor County School Board	\$1,175,568.00	NA	NA
015	UF, PK Yonge Devm't Research School	\$135,804.00	NA	NA
630	Union County School Board	\$469,264.00	NA	NA
48K	United Cerebral Palsy of Central Florida, Inc	\$353,349.00	NA	NA
640	Volusia County School Board	\$18,969,493.00	\$80,104.00	\$351,893.00
650	Wakulla County School Board	\$814,128.00	NA	NA
660	Walton County School Board	\$2,489,289.00	NA	\$64,999.00
670	Washington County School Board	\$1,329,348.00	\$281,778.74	NA
Total		\$827,047,509.00	\$21,324,052.74	\$7,295,122.95

*Each LEA knows the climate within their district and should only use these preliminary allocation amounts for planning purposes. All preliminary allocations are based on the 2020-21 final program allocations with the exception of Title I, Part A.

Title I, Part A preliminary allocation is based on the 2021-22 preliminary allocation from USED (using Final Survey 3 data from 2019-20).

Title I, Part C preliminary allocation is based on the 2020-21 final allocation (using 2018-19 Final Survey 5).

Title I, Part D, Subpart 2 preliminary allocation is based on the 2021-22 preliminary allocation from USED as well as the reallocation funds from 2020-21 (using 2020-21 Final Survey 9). UPDATED 3/9/21

Title II, Part A preliminary allocation is based on 2020-21 final allocation (using 2019-20 Final Survey 3).

Title III, Part A preliminary allocation is based on the 2021-22 preliminary allocation from USED (using 2020-21 Final Survey 2). UPDATED 3/9/21

Title IV, Part A preliminary allocation is based on the 2021-22 preliminary allocation from USED (using 2020-21 Final Survey 3). UPDATED 3/18/21

Title V, Part B, Subpart 2 preliminary allocation is based on 2020-21 final allocation.

An amendment may be required to be submitted after 2021-22 final allocations are available. FDOE will provide further guidance should an amendment be required.

Title 1, Part D, Subpart 2

Neglected & Delinquent Youth (N&D)

To improve educational services for children and youth in local, tribal, and State institutions who are neglected, or delinquent children and youth, so that they have the opportunity to meet the same challenging State academic standards that all children in the State are expected to meet and to provide these children and youth with services to successfully transition to further schooling or employment.

USED Link	https://www2.ed.gov/policy/elsec/leg/essa/legislation/title-i.html#TITLE-I-PART-D
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FLDOE Link	https://www.fl DOE.org/policy/federal-edu-programs/title-i-part-d-neglected-delinquent-at-stml
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2021-22 Total Funds Requested \$87,413.00

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 program and how the school(s) will coordinate with existing programs to meet the unique educational needs of such eligible students. If the participating schools do not include delinquent residential facilities, why not?

The LEA has established an alternative education program that is in place at each school, the district, and the DJJ facility. 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.

B. Describe the characteristics of the students to be served by the program including learning difficulties, substance abuse problems and other special needs.

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.

C. 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 cooperative agreement 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.

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 with 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 participating schools 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 one 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 focusing 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 activities that will be implemented to address Area of Focus 1. List by number the detailed activities that will be implemented to address this Area of Focus (Numbering the activities will be essential to connect each activity to a budget line).

AOF 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 supports 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 to include 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 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 teachers day allocated to each school. The success of this activity will be measured by the number of successful course completions during the 2021-2022 school year.

AOF 1 Activity 2: Meeting Academic Needs Through Intensive Intervention:

Support the supplemental funding to provide an intensive intervention teacher to provide supplemental instruction to at risk students. The teacher will provide small group and/or individual supplemental instruction to improve academic achievement in reading and math. Specially designed instruction will be provided to identified students. Progress monitoring will occur no less than three times per year and more often if needed to measure academic progress. Progress will be monitored utilizing STAR 360 and iReady. This activity will allow students the opportunity to meet promotion criteria and grade level standards in reading and math.

AOF 1 Activity 3: Meet Rigorous Academic Standards for Unique Learners:

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. Rewards will be purchased to support reading instruction for struggling readers. 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 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	Classroom Teachers Salary, for teacher to provide opportunity for credit/course accrual and recovery for at risk students at W. R. Tolar, Hosford School, and Liberty County High School. Activity 1: Student Achievement/Credit Retrieval and Recovery.	0.55	\$37,759.00	W. R. Tolar, Hosford School, Liberty County High School
5100	210	AOF 1	1	Retirement for teacher to provide credit retrieval.		\$3,776.00	
5100	220	AOF 1	1	Social Security for teacher to provide credit retrieval.		\$2,889.00	
5100	230	AOF 1	1	Group insurance benefits for teacher to provide credit retrieval.		\$15.00	
5100	240	AOF 1	1	Workers Compensation benefits for teacher to provide credit retrieval.		\$358.00	
5100	120	AOF 1	2	Classroom teacher salary to provide intensive intervention for at-risk students	0.47	\$18,777.00	Hosford School
5100	210	AOF 1	2	Retirement for intensive intervention teacher to provide instruction for at-risk students		\$1,878.00	
5100	220	AOF 1	2	Social Security for intensive intervention teacher to provide instruction for at-risk students.		\$1,437.00	
5100	230	AOF 1	2	Group insurance benefits for teacher to provide instruction for at-risk students		\$2,178.00	
5100	240	AOF 1	2	Workers Compensation benefits for teacher to provide instruction for at-risk students		\$306.00	
5100	310	AOF 1	3	Contract with Liberty Wilderness JUST and AFYC to purchase educational supports for students		\$11,972.00	Liberty JUST and AFYC
2021-22 Total Funds Requested						\$81,345.00	

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

A. Describe how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, students at risk of dropping out of school, and other participating children and youth.

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 multi-disciplinary 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 includes 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 to the treatment team biweekly in addition to educational participation in all meetings. All members of the team receive a copy of the progress monitoring plans, transition upon entry plans, educational reports, portfolios, EEP's, and IEP's 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 intervention. Based on data, interventions are modified or changed to meet the students needs. On going 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 youths 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. 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.

The LEA partners with Chipola College and Tallahassee Community College to provide opportunities for students to earn credit bearing courses while attending the 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, Agri Science, Certified Medical Administrative Assistant and more. School publicizes career technical opportunities and educate students about existing opportunities. The DJJ program has existing partnerships (CareerSource, Habitat for Humanity, Florida Department of Transportation etc.) that provides 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. 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.

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

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 the participating school's program to facilitate 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.

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 activities that will be implemented to address Area of Focus 2. List by number the detailed activities that will be implemented to address this Area of Focus (Numbering the activities will be essential to connect each activity to a budget line).

NA

List e 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					
2021-22 Total Funds Requested						\$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.

Representatives from the DJJ program participate as members of the local Juvenile Justice Council that coordinates and communicates the efforts of the juvenile justice services in Liberty and surrounding counties. During this time program staff network with council members that many times lead to introduction of local services and resources in the DJJ facility. The Director of Federal Programs and the Director of Vocation Education (serves as the transition contact for the District), attend the annual regional DJJ meeting to receive updates on DJJ rules and regulations.

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 activities that will be implemented to address Area of Focus 3. List by number the detailed activities that will be implemented to address this Area of Focus (Numbering the activities will be essential to connect each activity to a budget line).

NA

List e 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					
2021-22 Total Funds Requested						\$0.00	

Area of Focus 4: Administrative Costs

A. Describe the activities that will be implemented to address Area of Focus 4. List by number the detailed activities that will be implemented to address this Area of Focus (Numbering the activities will be essential to connect each activity to a budget line).

Administrative Cost, Miscellaneous expenses, Indirect Cost Plan A @7.46%.

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)
7200	792	AOF 4	1	Miscellaneous Expenses - Indirect cost @7.46%		\$6,068.00	
2021-22 Total Funds Requested						\$6,068.00	
Area of Focus					2021-22 Area of Focus Total		% of Total 2021-22 Allocation
Area of Focus 1		Student Achievement				\$81,345.00	0.930582408
Area of Focus 2		Transition, Dropout Prevention (DOP) and Support Services				\$0.00	0
Area of Focus 3		Coordination and Collaboration				\$0.00	0
Area of Focus 4		Administrative Costs				\$6,068.00	0.069417592

\$87,413.00 ✓ **100.00%** ✓

Title I, Part D Toolkit Summary Budget

Liberty		390-2232B-2CD01		22A009		DOE 101		
<i>Name of LEA</i>		<i>Project Number</i>		<i>TAPS Number</i>				
2021-22 Total Funds Requested						\$87,413.00		
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Funding Location	Program
5100	120	AOF 1	1	Classroom Teachers Salary, for teacher to provide opportunity for credit/course accrual and recovery for at risk students at W. R. Tolar, Hosford School, and Liberty County High School. Activity 1: Student Achievement/Credit Retrieval and Recovery.	0.55	\$37,759.00	W. R. Tolar, Hosford School, Liberty County High School	Title I, Part D
5100	210	AOF 1	1	Retirement for teacher to provide credit retrieval.		\$3,776.00		Title I, Part D
5100	220	AOF 1	1	Social Security for teacher to provide credit retrieval.		\$2,889.00		Title I, Part D
5100	230	AOF 1	1	Group insurance benefits for teacher to provide credit retrieval.		\$15.00		Title I, Part D
5100	240	AOF 1	1	Workers Compensation benefits for teacher to provide instruction for at-risk students		\$358.00		Title I, Part D
5100	120	AOF 1	2	Classroom teacher salary to provide intensive intervention for at-risk students	0.47	\$18,777.00	Hosford School	Title I, Part D
5100	210	AOF 1	2	Retirement for intensive intervention teacher to provide instruction for at-risk students		\$1,878.00		Title I, Part D
5100	220	AOF 1	2	Social Security for intensive intervention teacher to provide instruction for at-risk students.		\$1,437.00		Title I, Part D
5100	230	AOF 1	2	Group insurance benefits for teacher to provide instruction for at-risk students		\$2,178.00		Title I, Part D
5100	240	AOF 1	2	Workers Compensation benefits for teacher to provide instruction for at-risk students		\$306.00		Title I, Part D
5100	310	AOF 1	3	Contract with Liberty Wilderness JUST and AFYC to purchase educational supports for students		\$11,972.00	Liberty JUST and AFYC	Title I, Part D
7200	792	AOF 4	1	Miscellaneous Expenses - Indirect cost @7.46%		\$6,068.00	✓	Title I, Part D

TOTAL **\$87,413.00** ✓