


**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Liberty County School District	2 PROJECT NUMBER 390-2125B-5CB01	
3 PROJECT/PROGRAM TITLE Title I, Part A - Improving the Academic Achievement of the Disadvantaged (TIPA) <p align="center">TAPS 25A001</p>	4 AUTHORITY 84.010A Title I Part A School Improvement 1003 USDE or Appropriate Agency FAIN#: S010A240009	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2024 - 06/30/2025 Program Period:07/01/2024 - 06/30/2025	
7 AUTHORIZED FUNDING Current Approved Budget: \$338,396.00 Amendment Amount: Estimated Roll Forward: \$91,709.34 Certified Roll Amount: Total Project Amount: \$430,105.34	8 REIMBURSEMENT OPTION Federal Cash Advance	
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>06/30/2025</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2025</u> • Last date for receipt of proposed budget and program amendments: <u>04/30/2025</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>07/01/2024</u> 		
10 DOE CONTACTS Program: Dr. Dinh Nguyen Phone: (850) 245-0811 Email: Dinh.Nguyen@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;"> <div data-bbox="155 1696 594 1801"> <p align="center"><i>Dinh Nguyen</i></p> <hr/> <p align="center">Authorized Official on behalf of the Commissioner of Education</p> </div> <div data-bbox="797 1696 1065 1772"> <p align="center"><u>08/27/2024</u></p> <hr/> <p align="center">Date of Signing</p> </div> <div data-bbox="1195 1640 1511 1738">  <p align="center">FLORIDA DEPARTMENT OF EDUCATION fldoe.org</p> </div> </div>		

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

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

Elementary and Secondary Education Act (ESEA) Federal Programs Florida 2024-25 ESEA Federal Program Applications

Project Application (DOE 100A)

UEI Number **LVN6Y885WAC4**

Liberty*

Program Name <small>Type an "X" in the green box below for the program(s) in which the LEA is applying for funds.</small>	Project Number	TAPS Number	2023-24 Preliminary Allocation	Requested Allocation	Estimated Roll Forward	Total Funds Requested (Sum of Allocation and Estimated Roll)
<input type="checkbox"/> Title I, Part A		25A001	\$338,396.00	\$338,396.00	\$91,709.34	\$430,105.34
<input type="checkbox"/> Title I, Part C		25A020	PAEC	\$0.00		\$0.00
<input type="checkbox"/> Title I, Part D, Subpart 2		25A009	\$63,048.75	\$63,048.75		\$63,048.75
<input type="checkbox"/> Title II, Part A		25A011	\$54,139.00	\$56,452.21	\$7,902.75	\$64,354.96
<input type="checkbox"/> Title III, Part A		25A014	\$2,880.00	\$0.00	\$0.00	\$0.00
<input type="checkbox"/> Title IV, Part A		25A120	\$25,382.00	\$25,382.00	\$9,211.91	\$34,593.91
<input type="checkbox"/> Title V, Part B, Subpart 2		25A007	\$45,890.00	\$45,890.00		\$45,890.00

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

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

Kyle Peddie

Printed Name of Agency Head



Signature of Agency Head

Superintendent

Title

6/6/2024

Date

Title I, Part A
Liberty*

Improving Basic Programs Operated by Local Educational Agencies

To provide all students significant opportunity to receive a fair, equitable and high-quality education and to close educational achievement gaps.

	Preliminary Allocation	\$338,396.00
	Requested Allocation Amount	\$338,396.00
	Estimated Roll Forward	\$91,709.34
Total Funds Requested (Including Roll Forward) (sum of allocation and estimated roll)		\$430,105.34
Area of Focus 1	Student Achievement	
Area of Focus 2	Parent and Family Engagement	
Area of Focus 3	Homeless Education	
Area of Focus 4	Neglected and Delinquent Reservation	
Area of Focus 5	Early Childhood	
Area of Focus 6	Private School	
Area of Focus 7	Transportation and Foster Care	
Area of Focus 8	College and Career Readiness	
Area of Focus 9	Educational Services Funded at the LEA Level	
Area of Focus 10	Administrative Costs	

Area of Focus 1: Student Achievement

A. Describe how the LEA will develop and implement a well-rounded Title I, Part A program of instruction to meet the academic needs of all students.

The Liberty County School District monitors students` progress in meeting Florida`s challenging academic standard by developing and implementing a well-rounded program of instruction to meet the academic needs of all students. The LEA provides appropriate instruction and strategies to enable students the opportunity to perform academically at their expected level or higher. All students have access to rigorous coursework and the support needed to be successful. This is accomplished through a comprehensive needs assessment to determine the strengths and weaknesses of the system as well as barriers for meeting desired outcomes. The district and schools engage in the continuous improvement process to determine the needs of the district and schools based on data from various sources. This includes state and local achievement data, early warning systems data, and feedback from stakeholders such as parents and community members. Based on this data strategies for improvement are developed, resources are identified, goals and objectives are developed and a plan for improvement is implemented. Progress toward meeting established goals are reviewed ongoing during the school year to determine if the strategies in place are working. Based on data, strategies are revised as necessary to ensure desired outcomes are met.

B. Describe how the LEA will identify Title I, Part A students who may be at-risk for academic failure.

Liberty County uses state test data(when available), progress monitoring data and Early Warning System data as a baseline to determine students that are at risk of failure. This data is reviewed, and appropriate Tier II interventions are implemented in consultation with parents during the first three weeks of school. Students continue to be monitored by designated school staff during the school year. Data for this application is derived from Liberty County's FAST Spring assessment for the 2023-24 school year. Additional sources include Early Warning Systems data for each school and lagging data generated for

graduation rate, and acceleration components.

W R TOLAR Reading FAST Achievement grades 3rd - 8th, Spring 2024

o Proficiency & beyond (Level 3+) - 59%

o At Risk (Level 2) -26 %

o Intensive Interventions (Level 1) -15 %

W R TOLAR Math FAST/Alg EOC Achievement grades 3rd - 8th, Spring 2024

o Proficiency & beyond (Level 3+) -61 %

o At Risk (Level 2) - 26%

o Intensive Interventions (Level 1) - 12%

HOSFORD Reading FAST Achievement grades 3rd - 8th, Spring 2024

o Proficiency & beyond (Level 3+) -53%

o At Risk (Level 2) -30 %

o Intensive Interventions (Level 1) - 17%

Hosford Mathematics FAST/Alg EOC Achievement grades 3rd - 8th, Spring 2024

o Proficiency & beyond (Level 3+) -68 %

o At Risk (Level 2) - 19%

o Intensive Interventions (Level 1) -13 %

Liberty County High School FAST Reading grades 9th-10th, Spring 2024

o Proficiency & beyond (Level 3+) - 57%

o At Risk (Level 2) -25 %

o Intensive Interventions (Level 1) -18 %

Liberty County High School Math EOCs, Spring 2024

o Proficiency & beyond (Level 3+) - 37%

o At Risk (Level 2) -42 %

o Intensive Interventions (Level 1) -19 %

C. Describe how the LEA will provide additional educational assistance to individual students the LEA or school determine need help in meeting Florida’s challenging academic standards.

Progress monitoring assessments are administered to determine progress toward Florida’s challenging academic standards in ELA, Mathematics and Science, utilizing the state adopted progress monitoring assessments and calendar. After each progress monitoring cycle data is collected and reviewed at the district and school level. Data is disaggregated to determine how the school is progressing, by grade level, by subject area and by subgroups. The data is further examined to determine students that are meeting benchmarks and those that need intervention. Students meeting benchmark continue to receive core instruction. The LEA maintains appropriate class size and utilizes appropriately certified infield teachers to deliver instruction.

Tier II interventions are provided for students that do not meet benchmark, following the district MTSS guidelines. These interventions consist of small group class instruction, and small group pull out. Problem solving teams are in place at the district, school and classroom level to design and implement Tier II interventions to improve individual student performance. Data for students` receiving Tier II interventions is reviewed bi-weekly to determine if identified students are responding to intervention. If the student responds and continues to make acceptable progress the intervention remains in place until the student reaches benchmark. If the intervention does not have the desired impact the teacher with the assistance of the problem-solving team designs a new intervention. If the problem solving team determines that the student is not achieving progress or the rate of progress is not sufficient the student is referred for Tier III interventions for specialized interventions and supports designed to support the students and close or narrow the achievement gap. Tier II and Tier III strategies are provided in the inclusive classroom setting to the extent practical. The LEA uses effective infield resource teachers to provide differentiated small group instruction and remediation to at-risk students at all grade levels. Tier III supports are supplemented by resource teachers that push in the general education classroom or pull out as needed to provide appropriate supports to students. Lead teachers are used to support teachers by assisting teachers to prepare and develop curriculum and instructional materials, model lessons, and problem solve to maximize student achievement.

Online instructional resources, such as iReady, and IXL are used to provide additional educational assistance to individual students. These programs are aligned to state academic standards and provide a challenging and engaging learning environment tailored to each students’ individual academic level and learning needs. These learning systems are research based and designed to give teachers and district staff tools to help with differentiation of instruction

D. Describe how the LEA will identify and implement instruction and other strategies intended to strengthen and improve school conditions for student learning.

The Danielson Framework for Teaching is utilized throughout the district to ensure the effective implement of instruction and to improve the environmental conditions for learning. Teachers in the district receive ongoing training on the Danielson’s Framework with attention given to Domain 2, classroom environment and Domain 3, instruction. All teachers will receive on demand targeted Professional Development aligned with their instructional needs utilizing targeted trainings. All new teachers are assigned a mentor for one-three years, based on teacher needs and available funds. This mentor provides individualized guidance, and frequent instructional observations to ensure that teachers are meeting the established standards.

A structure is in place for frequent and ongoing classroom observations. District staff conducts classroom walk throughs bi-weekly, while school principals are required to implement daily classroom walk throughs. Through this system the LEA has established norms for the classroom environment and

instructional practice. District and school wide expectations for the classroom environment include, creating an environment of respect and rapport, establishing a culture of learning, managing classroom procedures to ensure instructional time is maximized, and managing student behavior. Expectations for instruction include, clearly communicating the instructional purpose of the lesson, utilizing questioning techniques that use a variety of questions or prompts to challenge student thinking, a high level of student engagement through well designed learning content and embedded assessments that are fully integrated through extensive use of formative assessments.

Lead teachers used to help teachers identify and implement instructional strategies to improve student learning. The lead teachers model teaching strategies and assist with the analysis of student and school learning data. The lead teachers also assist with the development of focus calendars and provide training/modeling on implementation of Florida's B.E.S.T. Standards. Professional development is provided in concert with PAEC & FLDOE and may include Rural Connect, Hattie high impact strategies and other appropriate Professional Learning opportunities, as well as iReady updates and other applicable online instructional programs. Teachers are supported as they meet the requirements for the Reading and ESOL certification/endorsement. The Regional Reading Specialist provides onsite support to teachers throughout the academic year.

E. Describe the LEA's strategy to implement supporting efforts to reduce the overuse of discipline practices that remove students from the classroom. This may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as identified in section 1111(c)(2).

The LEA will focus on continuing to implement the the Positive Behavior Plan for the 2024-25 school year. This will be done by the district and school leadership teams and driven by behavior data that is disaggregated for each subgroup of students from the 2023-24 school year. Additionally, LCSD will participate in professional development around current Mental Health guidelines. This professional development promotes relationship-building, and problem-solving skill development. Instead of strictly looking at punishment for behavior issues, it allows students to reflect on their behavior, take responsibility for their actions, and come up with plans to repair the harm that was caused.

LCSD believes that these actions, in concert with other directives, reduce discipline practices that could lead to students being removed from the classroom. The district will also use our student information system to track discipline hot spots and utilize the data to shift support as needed.

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

Activity 1	Salaries for 2.76 teachers at W. R. Tolar K-8 School; 0.51 teacher at Hosford Elementary and Junior High School and 0.58 teacher at Liberty County High School to provide core instruction, remediate and support at-risk students. The total amount for this activity is \$163,150 for salaries plus benefits
Activity 2	The LEA will provide professional development for teachers in the area of Science, Math, and ELA. Training will be delivered face to face during the 2024-2025 school year, with a focus on increasing vertical alignment and data driven cross-curricular planning. The LEA will consult with Curriculum Associates to provide 2 day of training for a period of 7 hours per day at a rate of \$2,200/day. There will be two sessions for i-Ready assessments and personalized instruction for approximately 30 teachers see 3 year renewal rates in Activity 3).
Activity 3	Purchase iReady, RenLearn, and WriteScore software licenses to provide individualized instruction based on each student's needs. The program provides extensive data on each student that teachers can use to provide differentiated small group instruction to meet the needs of all students for both at-risk or acceleration. iReady for grades K-8 at each of the 2 Title I Schools = 1 year renewal @\$35,238 (\$105,714.10 Total 3 year renewal rate/3) iReady Toolkit for grades K-8 at each of the 2 Title I Schools =1 year renewal @\$7,644 (\$22,933 Total 3 year renewal rate/3) iReady Professional development & 1 time partner services fee (Act 2)= 1 year renewal @ 11,433.67(\$34,400 Total 3 year renewal rate/3) RenLearn for 3 Title I Schools = \$11,014.80 total RenLearn cost breakdown (Hosford \$3,995, Tolar \$5,155 and LCHS \$1864.80) WriteScore for all 3 Title I Schools = \$12786.20 WriteScore cost breakdown (Hosford= \$4552.28, Tolar = \$5080.97, LCHS = \$3152.95)
Activity 4	Consumable Supplies to support classroom implementation of B.E.S.T. standards and to support core instruction, remediate and support at-risk students. For example: consumable workbooks, chart paper, markers, highlighters, post-it notes, journals, pens, pencils, binders
Activity 5	Student technology refresh to support 1:1 initiative, 200 supplemental student devices at \$300 each) to be used during individual student lessons (iReady, RenLearn)
Activity 6	Purchase curriculum & materials for content area teachers implementing Tier II classroom supports & for intervention teachers implementing Tier III supports.
Activity 7	

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	Please use the dropdown to select LEA or School
5100	120	AOF 1	1	Basic (FEFP K-12)-Classroom Teacher	3.85	\$163,150.00	School
5100	210	AOF 1	1	Basic (FEFP K-12)-Retirement		\$22,237.50	School
5100	220	AOF 1	1	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		\$11,622.26	School
5100	230	AOF 1	1	Basic (FEFP K-12)-Group Insurance		\$17,150.04	School
5100	240	AOF 1	1	Basic (FEFP K-12)-Workers' Compensation		\$630.00	School
5100	310	RF: AOF 1	2	Basic (FEFP K-12)-Professional and Technical Services		\$29,600.00	School
5100	360	AOF 1	3	Basic (FEFP K-12)-Rentals		\$78,116.67	School
5100	510	AOF 1	4	Basic (FEFP K-12)-Supplies		\$8,123.74	School
5100	640	RF: AOF 1	5	Basic (FEFP K-12)-Furniture, Fixtures, and Equipment		\$60,000.00	School

5100	510	AOF 1	6	Basic (FEFP K-12)-Supplies			School
------	-----	-------	---	----------------------------	--	--	--------

LEA Total (Including Roll Forward)							\$0.00
School Total (Including Roll Forward)							\$390,630.21
Area of Focus 1 Total (Not Including Roll Forward)							\$301,030.21
Estimated Roll Forward Total							\$89,600.00
Total Funds Requested (Including Roll Forward)							\$390,630.21

Area of Focus 2: Parent and Family Engagement

For LEAs with a Total Allocation under \$500,000- Area of Focus 2 budget is not to exceed two percent of the total allocation.

For LEAs with a Total Allocation of \$500,000 or greater- Area of Focus 2 budget must reserve at least one percent of the total allocation and allocate a minimum of 90 percent of the one percent directly to schools; not to exceed two percent of the total allocation.

**Please note the activities funded with Roll Forward will not be included in set-aside cap calculations .*

2% of Allocation (AoF2 Total must not exceed)	1% of Allocation (AoF2 Total must not fall below, if applicable)	90% of 1% (minumum amount that must be allocated to schools, if applicable)
\$6,767.92	\$3,383.96	\$3,045.56

A. Provide a description of how the LEA will address Parent and Family Engagement. Please include a brief description of the method used to calculate the amount set-aside for PFE.

Parent and Family Engagement Activities are outlined in the school level and district level Parent and Family Engagement Plans. All activities funded in this application are LEA-level activities. The LEA and individual schools have written Parent and Family Engagement Plans that are developed jointly with parents and family members. The LEA provides guidance and technical assistance to schools as they develop plans each year. This technical assistance takes place during June and July of each year and continues until the plans are complete. Ongoing assistance is provided during the school year as needed. The LEA monitors/evaluates the implementation of plans through quarterly reports of activities presented to the District Advisory Council, review of sign in sheets, attendance at activities, and assistance in writing plans and compacts. The process for the development of Parent and Family Engagement Plans is as follows. The LEA has in place the District Advisory Council that is made up of parents, school staff and community representatives from Title I schools. Through this forum programs, activities, and procedures are planned and implemented through meaningful consultation with parents of participating children. The DAC is involved in the planning, review, evaluation and improvement of Title I programs, which includes the development of the district's Parent and Family Engagement Plan. The school district incorporates the district wide parental involvement policy into its LEA plan developed under section 1112 of ESSA. In carrying out the Title I, Part A parental involvement opportunities for the participation of parents with limited English proficiency, parents of students with disabilities, and parents of migratory children, information and school reports is provided in an understandable and uniform format and includes alternative formats upon request and to the extent practicable in a language parents understand. Parents provide input into the development of the LEA Plan. This input is collected through surveys sent to all parents in the Spring of the school year. The results of these surveys are reviewed and opened for discussion at the District Advisory Council during the spring meeting. The meeting is designed to gather parent input for the completion of the plan. Parents are also included in the decision regarding how to spend the required one percent of Title I, Part A funds reserved for parental involvement. Parent involvement activities are coordinated with various projects to include Title IV, Part A, Student Services, and the curriculum department.

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

Activity 1	ParentSquare communication software will be purchased districtwide, ParentSquare provides parents, teachers, and students alerts, notices, website sharing, attendance notifications, classroom posts & newsletters, direct messaging options, appointments, volunteering & signups, tracking for volunteer hours, permission slips, Calendar appointments, polls & surveys, as well as form completion options. Parents and stakeholders can sign up for notifications on various levels of communication.
Activity 2	

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	Please use the dropdown to select LEA or School
5100	360	AOF 2	1	Basic (FEFP K-12)-Rentals		\$6,767.92	School
		AOF 2					
LEA Total (Including Roll Forward)							\$0.00
School Total (Including Roll Forward)							\$6,767.92
Area of Focus 2 Total (Not Including Roll Forward)							\$6,767.92
Estimated Roll Forward Total							\$0.00
Total Funds Requested (Including Roll Forward)							\$6,767.92

Area of Focus 3: Homeless Education

A. Provide a description of how the LEA will address Homeless Education.

The LEA has in place a homeless coordinator that works in concert with school guidance counselors and attendance clerks at each school to ensure that homeless students are identified and enrolled in school immediately. Homeless students are identified at the beginning of the school year and during the enrollment process. Upon enrollment we have found that homeless students are typically lacking basic school supplies necessary for a successful school experience. Needed supplies are provided through the Title I allocation. Guidance counselors also provide the first level of support by monitoring the

educational progress of students identified as homeless. This includes an ongoing review of progress monitoring data, grades, attendance and other early warning data. If homeless students are identified as experiencing difficulty in any of these areas the guidance counselor makes a referral to the problem solving team. The team provides problem solving and interventions as needed based on individual student data.

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

Activity 1	The LEA will purchase school supplies to support students identified as homeless in the district (paper, binders, folders, crayons, pens, pencils, ear buds). These supplies will be distributed to identified students at each school to support their educational needs.
Activity 2	

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	Please use the dropdown to select LEA or School
5100	510	AOF 3	1	Basic (FEPP K-12)-Supplies		\$1,000.00	School
		AOF 3					
LEA Total (Including Roll Forward)						\$0.00	
School Total (Including Roll Forward)						\$1,000.00	
Area of Focus 3 Total (Not Including Roll Forward)						\$1,000.00	
Estimated Roll Forward Total						\$0.00	
Total Funds Requested (Including Roll Forward)						\$1,000.00	

Area of Focus 4: Neglected and Delinquent Reservation

A. If the LEA has an eligible local institution for neglected children and youth, describe how the LEA will use the required Title I, neglected reservation to provide comparable Title I services to such students who do not attend a Title I school.

N/A all students in a DJJ facility are served through FLVS Scholars Academy.

B. If the LEA has an eligible local institution for neglected children and youth, describe how the LEA will use Title I, neglected reservation to provide comparable supplementary academic and support services to such students who attend a Title I school (this is in addition to the Title I, Part A services).

N/A

C. If the LEA is setting aside optional, additional funds for delinquent children and youth in DJJ residential schools and county jails, describe how the LEA will provide comparable Title I services to such students. The services should be separate from Title I, Part D services.

N/A

D. Describe the funded activities that will be implemented to address Area of Focus 4.

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

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

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select LEA or School
		AOF 4					
LEA Total (Including Roll Forward)						\$0.00	
School Total (Including Roll Forward)						\$0.00	
Area of Focus 4 Total (Not Including Roll Forward)						\$0.00	
Estimated Roll Forward Total						\$0.00	
Total Funds Requested (Including Roll Forward)						\$0.00	

Area of Focus 5: Early Childhood

A. Describe how the LEA will coordinate Title I preschool programs with other preschool educational services in the LEA.

N/A

B. Describe how the LEA will ensure on-going progress monitoring measures will align with Florida Early Learning and Developmental Standards.

N/A

C. Describe how the LEA will ensure on-going progress monitoring measures will be administered multiple times throughout the program.

C. Describe how the LEA will ensure on-going progress monitoring measures will be administered multiple times throughout the program.

N/A

D. Describe how the LEA will ensure on-going progress monitoring measures will provide data to inform instructional focus and strategies for use by the classroom teacher.

N/A

E. Describe how the LEA will assist parents in effectively transitioning their preschool children to kindergarten.

The LEA will provide students and families with opportunities to learn about the requirements of the school program by providing face to face family information meetings in the spring of each school year. In addition the LEA provides written information about school requirements, that is provided in the local newspaper, through ParentSquare and throughout the community. Open House is provided at each school site. Preschool teachers and kindergarten teachers meet annually to review standards alignment to ensure readiness and a smooth transition for preschool children.

F. In the Title I blended preschool chart, enter information regarding other early childhood programs that are blended TIPA early childhood programs.

Title I Program Blended with:	Number of Students served with Title I			Total Number of Students			Describe method which will be used to identify students	Total (Title I, Part A) funds used
	Age 3	Age 4	Age 5	Age 3	Age 4	Age 5		
Early Head Start/ Head Start/ Migrant and Seasonal Head Start	0	0	0	0	0	0		
Home Instruction for Parents of Preschool Youngsters (HIPPY)	0	0	0	0	0	0		
LEA Migrant Preschool Program	0	0	0	0	0	0		
Prekindergarten Program for Children with Disabilities	0	0	0	0	0	0		
Voluntary Prekindergarten (VPK)	0	0	0	0	0	0		
Other (Please Specify)								
Other (Please Specify)								

G. Describe the funded activities that will be implemented to address Area of Focus 5.

Activity 1

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

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select LEA or School
		AOF 5					
LEA Total (Including Roll Forward)						\$0.00	
School Total (Including Roll Forward)						\$0.00	
Area of Focus 5 Total (Not Including Roll Forward)						\$0.00	
Estimated Roll Forward Total						\$0.00	
Total Funds Requested (Including Roll Forward)						\$0.00	

Area of Focus 6: Private Schools

**Please ensure Private School Allocation and Private School Admin Total are in alignment with Equitable Proportion of Funds and NPSES tabs in PSES/NPSES Workbook*

<input type="checkbox"/> If checked, the LEA does not have any eligible participating private schools.	
Preliminary Allocation	
\$338,396.00	
Number of Public CLIF	Number of Private CLIF
1015	10
Total CLIF	
1025	
Total Public School Proportion	Total Private School Proportion
99.02%	0.98%
Total Public School Allocation	Total Private School Allocation
\$335,080	\$3,316
List the LEA's private school Point of Contact	
Name:	Mandie Fowler
Title:	Director of Curriculum & Instruction
Phone Number:	850-643-2275
Email Address:	mandie.fowler@lcsb.org
A. Provide the timeline and frequency of activities that outline the detailed plan of action for providing timely and meaningful consultation and equitable services to eligible children, parents, and teachers in private school within the LEA's service area.	
Timely and meaningful consultation occurs between the LEA and the private school officials prior to any decision that impacts the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs.	
Timeline for Provision of Services:	
March/April - obtain list of all private school students who are residents of the LEA, review timeline and consultation process, establish a consultation calendar and procedure for collecting poverty data.	
April/May- Obtain from private school poverty data, match addresses of private school students from low-income families to public school attendance area, estimate the amount of funds to be generated, meet with private school officials to discuss poverty data, and the estimated amount of funds to be generated.	
July- Determine objective criteria to be used to select eligible students, obtain lists of names, addresses, of students meeting criteria, select for Title I services those students most at risk of failing, as decided in consultation, design services that meet participants' needs based on consultation, determine with private school the standards and annual assessments for measuring progress, define annual progress.	
August- Consult with private school to determine professional development and parent involvement needs, inform private school officials of tentative program design, update private school officials if there are any changes, obtain written affirmation that timely and meaningful consultation occurred, complete necessary reports, and ordering materials if needed.	
September – LEA begins Title I services for students identified during planning as participants and services to be provided, initiate professional development and parent involvement activities based on consultation.	
October – December – Consult to determine if adjustments are needed to services, start planning for the next school year cycle	
B. Provide the method used for identifying low-income students for services in private schools.	
List the criteria used to identify private school students for Title I educational services as a result of consulting with private school officials.	
Provide a description of services (if the LEA is not using a third party contractor). If applicable, clearly identify and describe the services that will be funded with roll forward.	
Identification of low-income students for services in private school criteria was at the same rate as public schools, based on district poverty rates for the students' home school zones and then pooled with other districts based on students' location. This method is discussed during the annual PPS meeting.	
C. Explain how the LEA will evaluate the effectiveness and implementation of the services provided to the private school students, their parents, and their teachers. Include how often this evaluation will occur.	
Effectiveness and implementation of services provided to the private school student, parents, and teachers is evaluated during the annual PPS meeting through private school administrator anecdotal evaluations.	
<input type="checkbox"/> If checked, the LEA provides services to private school students through a third party contractor and shall complete this section.	
D. Indicate the services provided to private school students, their parents, and their teachers through a third-party contractor. If applicable, clearly identify and describe the services that will be funded with roll forward.	
N/A	
E. Describe the funded activities that will be implemented to address Area of Focus 6.	
Activity 1	Supplemental technology rentals will be provided to support reading instruction at Gold Star Private Academy. Partially purchase RenLearn to provided differentiated reading instruction to supply a wide range of data for reading instruction and practice. This is in addition to the core reading program that is in place at Gold Star Private Academy.
Activity 2	Administrative Cost, Miscellaneous expenses, Indirect Cost Plan A @5.37% - Private School
Activity 3	

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

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
5100	360	AOF 6	1	Basic (FEFP K-12)-Rentals		\$3,138.09
7200	790	AOF 6	2	General Administration (Superintendent's Office)-Miscellaneous		\$177.91
		AOF 6				
Area of Focus 6 Total (Not Including Roll Forward)					\$3,316.00	
Estimated Roll Forward Total					\$0.00	
Private School Admin Total					\$0.00	
Total Funds Requested (Including Roll Forward)					\$3,316.00	

**If no Title I, Part A funds are being reserved for this Area of Focus, the LEA must still provide a Foster Care Point of Contact and a plan for foster care transportation, pursuant ESEA Section 1112(c)(5)(B)].*

List the LEA's Foster Care Point of Contact

Name: Lara Deason
 Title: Director of Student Services
 Phone Number: 850-643-2275
 Email Address: lara.deason@lcsb.org

Enter the amount of funds the LEA is reserving for this Area of Focus using Title I, Part A funds.

\$0.00

A. Describe the activities that will be implemented to ensure that transportation will be provided to maintain children in foster care in the school of origin unless there is a determination that is not in the child's best interest.

The LEA will ensure that foster care students are provided transportation to their school of origin, unless a determination is made that this is not in their best interest. In the event that the student is outside of the district the LEA will enter into an agreement to provide transportation services. Any transportation costs incurred will be covered through LEA general fund.

B. Describe the activities that will be implemented to ensure the successful enrollment and transfer of records of children enrolled in a new school, even if they do not have the required documentation.

The LEA will ensure that foster care students are successfully enrolled in school by removing all barriers with regards to required transfer of records and other documents required for enrollment.

C. Describe the activities that will be implemented to ensure the development and implementation of clear, written procedures for how transportation will be provided, arranged, and funded for a child's duration of time in foster care in collaboration with the appropriate Child Welfare Agency (CWA).

The LEA has coordinated with the local Child Welfare Agency to develop a procedure for the delivery of transportation services for students in foster care. The parties have agreed to assess the availability of federal or grant funding for transportation for children identified (any non-typical transportation costs will be covered through the LEA general fund). Every effort will be made by DCF to place children in foster care homes within or closest to their home school boundaries to facilitate transportation to and from school. The LEA will accept requests to provide bus transportation for children known to DCF, placed in out-of-home licensed placements that are not within their home school boundaries. This will be done in order to maintain a child's school of origin throughout the remainder of the current school term when it is determined to be in the best interest of the child to maintain the school of origin. Request for transportation shall be processed within ten business days of receipt of the request by the Transportation Department.

D. Describe the funded activities that will be implemented to address Area of Focus 7.

Activity 1

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

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select LEA or School
		AOF 7					
LEA Total (Including Roll Forward)					\$0.00		
School Total (Including Roll Forward)					\$0.00		
Area of Focus 7 Total (Not Including Roll Forward)					\$0.00		
Estimated Roll Forward Total					\$0.00		
Total Funds Requested (Including Roll Forward)					\$0.00		

Area of Focus 8: College and Career Readiness

A. Describe the LEA's strategy to increase students access to early college, high school, dual or concurrent enrollment opportunities, or career counseling to identify student's interests and skills. Describe how programs are aligned to high skill, high need, and high wage occupations.

The LEA will not address any activities that require funding from Title I, Part A for this Focus Area.

B. Describe the LEA's strategy to support work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, provide academic credit.

N/A

C. Describe the funded activities that will be implemented to address Area of Focus 8.

Activity 1

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

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select LEA or School
		AOF 8					
LEA Total (Including Roll Forward)						\$0.00	
School Total (Including Roll Forward)						\$0.00	
Area of Focus 8 Total (Not Including Roll Forward)						\$0.00	
Estimated Roll Forward Total						\$0.00	
Total Funds Requested (Including Roll Forward)						\$0.00	

Area of Focus 9: Educational Services Funded at the LEA Level

A. Describe the LEA's strategy for using Title I funds to provide LEA-wide educational services. Include the LEA's points of strength and opportunities for improvement, as well as the data source(s) used.

The LEA will not address any activities that require funding from Title I, Part A for this Focus Area.

B. Describe the activities that will be implemented to address Area of Focus 9, if applicable, that will be funded at the LEA level, meaning those to be funded out of the LEA's cost center budget, rather than out of the school allocations.

Activity 1

List the detailed activities that will be implemented to address Area of Focus 9, if applicable. The amount reserved for these services must not exceed one percent of the LEA's total allocation.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
		AOF 9				
Area of Focus 9 Total (Not Including Roll Forward)					\$0.00	
Estimated Roll Forward Total					\$0.00	
Total Funds Requested (Including Roll Forward)					\$0.00	

Area of Focus 10: Administrative Costs (not to exceed 10% of the total allocation)

A. Describe the funded activities that will be implemented to address Area of Focus 10.

Activity 1 Administrative Cost, Miscellaneous expenses, Indirect Cost Plan A @5.37% - Public School (feedback cap of \$20, 281.21, reflected in the roll forward line item)

Activity 2 Travel for the Federal Programs Director to participate in job-appropriate professional development (Six 4 day conferences, including 3 hotel nights/conference @ \$180/night + per diem @ \$30/day)=\$3600 Training registration fees for the Federal Programs Director to participate in job-appropriate professional development (\$3630/annual Ethica contract, \$880/FEDNET). Conference topics include best practices for educators & research based practices for implementation of federal programs.

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

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount

7200	790	AOF 10	1	General Administration (Superintendent's Office)-Miscellaneous		\$18,171.87
7200	790	RF: AOF 10	1	General Administration (Superintendent's Office)-Miscellaneous		\$2,109.34
6300	330	AOF 10	2	Instruction and Curriculum Development Services-Travel		\$3,600.00
6300	730	AOF 10	2	Instruction and Curriculum Development Services-Dues and Fees		\$4,510.00
		AOF 10				

LEA Administrative Costs Total (Not Including Roll Forward)					\$26,281.87
LEA Estimated Roll Forward Total					\$2,109.34
LEA Administrative Costs Grand Total Including Roll Forward					\$28,391.21
Private School Admin Total					\$0.00
Administrative Costs Grand Total (LEA and Private- Not Including Roll Forward)					\$26,281.87

Area of Focus		LEA Total (Including Roll Forward)	School Total (Including Roll Forward)	Area of Focus Total (Not Including Roll Forward)	Estimated Roll Forward Area of Focus Total	Area of Focus Grand Total	Percent of Allocation
Area of Focus 1	Student Achievement	\$0.00	\$390,630.21	\$301,030.21	\$89,600.00	\$390,630.21	88.96%
Area of Focus 2	Parent and Family Engagement	\$0.00	\$6,767.92	\$6,767.92	\$0.00	\$6,767.92	2.00%
Area of Focus 3	Homeless Education	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$1,000.00	0.30%
Area of Focus 4	Neglected and Delinquent Education	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Area of Focus 5	Early Childhood	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Area of Focus 6	Private School			\$3,316.00	\$0.00	\$3,316.00	0.98%
Area of Focus 7	Transportation for Foster Care Children	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Area of Focus 8	College and Career Readiness	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Area of Focus 9	Educational Services funded at the LEA Level			\$0.00	\$0.00	\$0.00	0.00%
Area of Focus 10	Administrative Costs, including Indirect Costs		Private Total \$0.00	\$26,281.87	\$2,109.34	\$28,391.21	7.77%
	**Not to exceed 10 percent of the total allocation		LEA Total \$26,281.87				
Grand Totals		\$0.00	\$424,680.00	\$338,396.00	\$91,709.34	\$430,105.34	100.00%

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

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



Elementary and Secondary Education Act (ESEA) Federal Programs

Florida's 2024-25 ESEA Federal Programs Application	
<i>Liberty*</i>	
Fiscal Contact Information	
Fiscal Contact Name	Katy Gunn
Title	Director of Finance
Phone Number	850-643-2275
Contact Email	katy.gunn@lcsb.org
Title I, Part A	
Program Contact Name	Mandie Fowler
Title	Director of Curriculum & Instruction
Phone Number	850-643-2275
Contact Email	mandie.fowler@lcsb.org
Title I, Part C	
Program Contact Name	
Title	
Phone Number	
Contact Email	
Title I, Part D, Subpart 2	
Program Contact Name	Mandie Fowler
Title	Director of Curriculum & Instruction
Phone Number	850-643-2275
Contact Email	mandie.fowler@lcsb.org
Title II, Part A	
Program Contact Name	Mandie Fowler
Title	Director of Curriculum & Instruction
Phone Number	850-643-2275
Contact Email	mandie.fowler@lcsb.org
Title III, Part A	
Program Contact Name	Mandie Fowler
Title	Director of Curriculum & Instruction
Phone Number	850-643-2275
Contact Email	mandie.fowler@lcsb.org
Title IV, Part A	
Program Contact Name	Mandie Fowler
Title	Director of Curriculum & Instruction
Phone Number	850-643-2275
Contact Email	mandie.fowler@lcsb.org
Title V, Part B, Subpart 2	
Program Contact Name	Mandie Fowler
Title	Director of Curriculum & Instruction
Phone Number	850-643-2275
Contact Email	mandie.fowler@lcsb.org

Florida 2024-25 ESEA Federal Program Assurances

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

- Assurance 1:** The Local Educational Agency (LEA) has on file with the FDOE, Office of the Comptroller, and a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs. The complete text may be found in Section D of the Green Book. The certification of adherence, currently on file with the FDOE Comptroller’s Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition.
- Assurance 2:** The LEA assures that they will comply with all applicable supplement not supplant requirements under ESEA. [Sections 1118(b), 1304(c)(2), 1415(b), 2301, 3115(g), 4110, 5232 of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015].
- Assurance 3:** The LEA assures that they will comply with the K12 ESEA Common Federal Program Guidance.
- Assurance 4:** The LEA assures, as appropriate, that stakeholder collaboration across multiple programs will occur as outlined under ESEA.
- Assurance 5:** The LEA assures that a comprehensive needs assessment is conducted that takes into account information on the academic achievement of children in relation to the challenging state academic standards.
- Assurance 6:** The LEA assures that timely and meaningful consultation occurs between LEA and private school officials before any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs subject to equitable participation. [Section 8501(a)(1)]
- Assurance 7:** The LEA assures they will periodically monitor and evaluate the effectiveness of the activities approved within the program application.
- Assurance 8:** The LEA assures compliance with all state laws and regulations, including the State Board of Education rules.

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

- Assurance 1: Migratory Children:** The LEA assures that migratory and formerly migratory children who are eligible to receive services under Title I are selected to receive such services on the same basis as other children who are selected to receive services under the Title I program. [Section 1112(c)(1)].
- Assurance 2: Private Schools:** The LEA assures that it will provide services to eligible children attending private elementary schools and secondary schools per section 1117, and timely and meaningful consultation with private school officials regarding such services unless there are no eligible private schools identified. [Section 1112(c)(2)].
- Assurance 3: NAEP:** The LEA assures that it will participate, if selected, in the National Assessment of Educational Progress (NAEP) in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act [Section 1112(c)(3)].
- Assurance 4: Cross Coordination:** The LEA assures that it will coordinate and integrate services provided under Title I with other educational services at the LEA or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. [Section 1112(c)(4)].
- Assurance 5: Child Welfare Agency Point of Contact:** The LEA assures that it will collaborate with the State or local child welfare agency to designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA. [Section 1112(c)(5)(A)].
- Assurance 6: Certification:** The LEA assures that all teachers and paraprofessionals working in a program supported with funds under Title I meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification [Section 1112 (c)(6)].
- Assurance 7: Early Childhood Education:** The LEA assures that in the case the LEA 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 [Section 1112(c)(7)].
- Assurance 8: Parents Right-To-Know:** The LEA assures parents are notified appropriately according to the "Parents Right-To-Know" provision. [Section 1112(e)(1)(A-B)].
- Assurance 9: Collaboration:** The local educational agency (LEA) assures that its plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), administrators (including administrators of programs described in other parts of this Title), other appropriate school personnel, and with parents of children in schools served under Title I. [Section 1112(a)(1)(A)].
- Assurance 10: Coordination of Programs:** As appropriate, the LEA assures the plan is coordinated with other programs under ESEA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate. [Section 1112(a)(1)(B)].
- Assurance 11: Child Welfare Agency Procedures:** The LEA assures they will collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged and funded for the duration of the time in foster care. The procedures will: ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if: the local child welfare agency agrees to reimburse the LEA for the cost of such transportation; the LEA agrees to pay for the cost of such transportation; or the LEA and the local child welfare agency agree to share the cost of such transportation. [Section 1112(c)(5)(B)]. The LEA assures it will utilize a Best Interest Determination (BID) checklist when determining school placement that will include the following: (i) all factors relating to a student’s best interest, (ii) the appropriateness of the school of origin as a continued placement, and (iii) the proximity of the student’s new foster care placement to the school of origin.
- Assurance 12: Parent Consultation:** The LEA assures that in order to receive parent and family engagement funds under section 1116 the agency will conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under Title I consistent with section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. [Section 1116(a)(1)].
- Assurance 13: School Parent and Family Engagement Policy:** The LEA assures that the following requirements outlined in section 1116(b)(1-4) are met: (1) Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurances 11c-f. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school; (2) If the school has a parent and family engagement policy that applies to all parents and family members, a such school may amend that policy, if necessary, to meet the requirements of this subsection; (3) If the LEA involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, such agency may amend that policy, if necessary, to meet the requirements of this subsection; and (4) If the plan under section 1112 is not satisfactory to the parents of participating children, the LEA shall submit any parent comments with such plan when such LEA submits the plan to the state. [Section 1116(b)].

Assurance 14: Policy Involvement: The LEA assures that each school served under this part shall meet the following requirements outlined in section 1116(c)(1-5): (1) Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved; (2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; (3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children; (4) provide parents of participating children — (A) timely information about programs under this part; (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida's challenging academic standards; and (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and (5) if the schoolwide program plan, under section 1114(b), is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA. [Section 1116(c)].

Assurance 15: Shared Responsibilities for Student Achievement: The LEA assures that the following requirements outlined in section 1116(d)(1-2) are met: as a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help children achieve 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. [Section 1116(d)].

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

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

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

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

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

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

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

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

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

Assurance 25: Comparability: The LEA assures that it will be in compliance with the requirements provided in section 1118(c)(2)(A) to ensure the following comparability requirements are met: an 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. [Section 1118(c)(2)(A)].

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

Assurance 27: Schoolwide Programs: The LEA will ensure that all schools operating Schoolwide Programs under Title I, Part A will develop and implement a Schoolwide program plan that is developed in compliance with all requirements per Section 1114 (b).

Title I, Part C: Migrant Education Program

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

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

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

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

Assurance 5: The LEA assures the effectiveness of such programs and projects will be determined, where feasible, using the same standards approaches that will be used to assess the performance of students, schools, and local educational agencies under Title I, Part A. [Section 1304(c)(5)].
Assurance 6: The LEA assures such programs and projects will provide for advocacy and outreach activities for migratory children and their families, to inform such children and families of other education, health, nutrition, and social services to help connect them to such services. [Section 1304(c)(6)].
Assurance 7: The LEA assures that such programs and projects will, to the extent feasible, provide for advocacy and other outreach activities for migratory children and their families, including helping such children and families gain access to other education, health, nutrition, and social services; professional development programs, including mentoring, for teachers and other program personnel; family literacy programs; the integration of information technology into educational and related programs; and programs that facilitate the transition of secondary school students to postsecondary education or employment. [Section 1304(c)(7)].
Assurance 8: The LEA assures they will conduct the transfer of migrant student records according to state-required policies and procedures including actively participating with and meeting all Migrant Student Information Exchange System requirements. [Section 1308(b)(2). 34 Code of Federal Regulations Part 200.85(d)].
Assurance 9: The LEA assures they will assist the state in determining the number of migratory children under Section 1303(a)(1), and the LEA shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or, have dropped out of school. [Section 1304(d). 34 CFR Part 200.89(c). Section 1304(c)(8)].
Assurance 10: The LEA assures they will assist the state to promote interstate and intrastate coordination of services for migratory children, including coordination with other relevant programs and local projects in the state and other states. [Section 1304(b)(3). 34 CFR Part 200.82(b)].
Assurance 11: The LEA assures that a child who ceases to be a migratory child during a school term shall be eligible for services funded through Title I, Part C until the end of such term and may continue to receive such services for one (1) additional school year if comparable services are not available through other programs. Additionally, the LEA assures that migrant students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation. [ESEA section 1304(e)].”
Title I, Part D, Subpart 2: Neglected and Delinquent Youth
Assurance 1: The LEA assures they shall adhere to the purpose of Section 1420 to provide opportunities for students to meet the same challenging state content standards and student academic achievement standards that all children in Florida are expected to meet. [Sections 1421 and 1425(6)]
Assurance 2: The LEA assures they shall design transitional and supportive programs to meet the needs of children and youth returning to schools within the LEA or other alternative educational programs and assist them in completing their education. [Sections 1422 and 1424].
Assurance 3: The LEA assures they shall, where feasible, involve parents in efforts to improve the educational achievement of their children and prevent further delinquent activities. [Section 1425(8)].
Assurance 4: The LEA assures they shall adhere to the provision of services under section 1423(2) and program requirements under section 1425 for any correctional facility to which the LEA has agreed. [Section 1423].
Assurance 5: The LEA assures they shall evaluate the program not less than once every three years to determine the program's impact on student outcomes. [Section 1431].
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). [Section 2102(b)(2)(E)].
Assurance 2: The LEA assures they will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs. [Section 2102(b)(2)(F)].
Assurance 3: The LEA assures they will reduce class size to an evidence-based level, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers. [ESSA: Section 2103].
Assurance 4: Collaboration - The local educational agency (LEA) assures that, in developing the application, an LEA shall provide meaningful consultation with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities. [ESEA section 2102(b)(3)]
Assurance 5: Professional Development - The LEA assures they will meet the statutory professional development definition as provided in ESEA section 8101(42) or other allowable uses of funds under section 2103(b)(3) of the ESEA.
Title III, Part A: English Language Acquisition, Language Enhancement and Academic Achievement
Assurance 1: The LEA assures that it will comply with section 1112(e) – Parents' Rights-to-know, before, and throughout, each school year as of the date of application. [Section 3116(b)(4)(A)].
Assurance 2: The LEA assures that it is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with Sections 3125 and 3126. [Section 3116(b)(4)(B)].
Assurance 3: The LEA assures that each school with English learner (EL) students receives funds from non-Federal sources to fulfill the LEA's obligations under Title IV of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act, before using Title III, Part A funds for languages services to EL students. [Section 3115(g)].
Assurance 4: The LEA assures that, if applicable, it will coordinate activities and share relevant data under its plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers. [Section 3116(b)(4)(D)].
Assurance 5: The LEA assures that it will consult with officials of private schools in a timely and meaningful manner to make available equitable Title III, Part A services to eligible English learners and immigrant children attending private schools located within the LEA's geographical boundaries. [Section 8501].
Assurance 6: The LEA assures that the current ELL population has enough students to generate the \$10,000 threshold as indicated in Section 3114. [Section 3114 (c)].
Assurance 7: The LEA assures that not more than 2 percent of the LEA's Title III allocation will be used for the cost of administering the project. [Section 3115 (b)].
Title IV, Part A: Student Support and Academic Enrichment
Assurance 1: The LEA assures that it will prioritize the distribution of funds to schools served by the LEA or consortium of such agencies, that :are among the schools with the greatest needs, as determined by a such LEA, 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. [Section 4106(e)(2)(A)].
Assurance 2: The LEA assures that it will comply with section 8501 regarding equitable participation by private school children and teachers. [Section 4106(e)(2)(B)].
Assurance 3: With the exception of LEAs outlined in special rule ESEA 4106(f), the LEA assures that it will use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107, and will coordinate with other schools and community-based services. [Section 4106(e)(2)(C)].
Assurance 4: With the exception of LEAs outlined in the special rule section 4106(f), the LEA assures that it will use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108; coordinate with other schools and community-based services, foster safe, healthy, supportive, and drug-free environments that support student achievement; and promote the involvement of parents. [Section 4106(e)(2)(D)].
Assurance 5: With the exception of LEAs outlined in special rule section 4106(f), the LEA assures that it will use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b). [Section 4106(e)(2)(E)].

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

Assurance 7: The LEA assures that the LEA, or consortium of such agencies, shall develop its application through consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), Indian tribes or tribal organizations that may be located in the region served by the local educational agency (where applicable), charter school teachers, principals, and other school leaders (if such agency or consortium of such agencies supports charter schools), and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart. [Section 4106(c)(1)]

Assurance 8: With the exception of LEAs outlined in section 4106(d)(2), the LEA, or consortium of such agencies, shall conduct a comprehensive needs assessment of the local educational agency or agencies proposed to be served under this subpart in order to examine needs for improvement. [Section 4206(d)(1)]. The comprehensive needs assessment outlined in section 4109(b). [Section 4106(e)(2)(E)].

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

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

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

Assurance 3: The LEA assures that 20 percent or more of the children ages 5 through 17 years served by the LEA are from families with incomes below the poverty line. [Section 5221(a)(3)(C) (b)(1)(Ai)-(B)]

Assurance 4: The LEA assures that if eligible for funding under both this subpart and subpart 1, it will not receive funds under both subparts for such fiscal year. [Section 5225(a)]

Florida 2024-25 ESEA Federal Programs Preliminary Allocations

LEA - Denotes a Title III, Part A allocation below \$10,000. No Title III application should be submitted at this time. Follow-up instructions will be provided from the Title III program office at FDOE.*

Agency Number	Local Educational Agency	Title I, Part A	Title I, Part C	Title I, Part D, Subpart 2	Title II, Part A	Title III, Part A	Title IV, Part A	Title V, Part B, Subpart 2
010	Alachua	8,149,625	941,968	212,606	1,193,744	161,017	623,401	-
015	UF, PK Yonge Devm't Research School	130,255	-	-	25,680	-	10,000	-
020	Baker*	1,193,784	-	-	200,112	1,702	91,459	-
030	Bay	8,282,465	PAEC	105,570	1,074,443	224,899	634,574	-
040	Bradford*	1,255,801	AMC	-	198,999	3,534	96,210	98,922.00
050	Brevard	18,041,617	-	126,098	2,480,584	467,865	1,381,952	-
060	Broward	80,071,452	109,135	363,630	11,861,336	4,530,329	6,133,473	-
070	Calhoun*	749,490	PAEC	-	122,545	2,226	57,418	73,692.00
080	Charlotte	4,050,297	-	-	557,533	92,683	316,511	-
090	Citrus	5,702,147	AMC	-	917,047	22,778	435,107	-
100	Clay	6,076,271	AMC	-	1,046,253	200,551	481,168	-
110	Collier	12,078,336	3,606,685	76,245	1,729,680	1,017,547	925,404	-
120	Columbia	3,426,524	AMC	-	593,426	17,935	262,525	329,407.00
130	Miami-Dade	128,906,977	1,577,683	228,735	14,034,023	10,513,081	10,520,360	-
140	DeSoto	2,233,404	436,197	-	270,308	71,344	171,112	143,506.00
150	Dixie*	986,634	AMC	-	137,540	3,404	75,588	67,970.00
160	Duval	56,891,529	-	268,324	6,483,917	1,463,288	4,706,763	-
170	Escambia	20,603,490	PAEC	126,098	2,430,365	150,675	1,577,125	-
180	Flagler	3,170,419	AMC	-	488,854	69,251	247,654	-
190	Franklin*	620,917	PAEC	-	76,568	9,033	47,567	41,397.00
200	Gadsden	4,235,601	PAEC	-	466,149	45,032	324,515	156,178.00
210	Gilchrist	776,640	AMC	-	127,262	16,756	59,498	-
220	Glades	405,826	91,414	-	65,190	10,735	31,088	63,861.00
230	Gulf*	552,241	PAEC	-	92,037	2,487	42,305	64,130.00
240	Hamilton	1,118,048	240,070	-	136,832	23,040	80,765	53,416.00
250	Hardee	1,929,075	500,075	-	289,393	49,352	147,795	160,479.00
260	Hendry	3,356,572	1,183,387	-	419,997	157,744	283,438	472,682.00
270	Hernando	6,671,129	-	-	969,120	101,846	589,350	-
280	Highlands	4,874,241	785,009	4,399	648,759	82,865	408,127	409,128.00
290	Hillsborough	78,055,946	2,216,196	392,955	8,202,300	3,277,803	5,973,025	-
300	Holmes*	1,162,215	PAEC	-	167,695	785	89,040	112,938.00
310	Indian River	4,463,943	-	-	636,403	124,755	342,010	-

320	Jackson	2,343,046	PAEC	-	341,710	12,306	192,458	208,635.00
330	Jefferson*	598,542	PAEC	-	93,007	7,462	47,038	24,118.00
340	Lafayette*	391,157	9,748	-	61,368	5,498	29,964	39,937.00
350	Lake	12,025,994	12,765	2,933	1,808,957	351,226	921,216	-
360	Lee	26,428,727	412,884	149,558	3,671,076	2,528,355	2,024,204	-
370	Leon	11,035,854	PAEC	149,558	1,350,771	159,315	931,910	-
371	FSU Developmental Research School*	295,883	PAEC	-	53,241	8,640	22,664	-
380	Levy	2,664,346	AMC	-	326,918	29,061	204,129	196,769.00
390	Liberty*	338,396	PAEC	63,049	54,139	2,880	25,382	45,890.00
400	Madison*	1,120,125	17,372	-	152,062	2,619	85,159	83,408.00
410	Manatee	11,499,142	446,225	221,404	1,643,821	940,443	989,045	-
420	Marion	16,167,552	AMC	221,404	2,515,063	330,018	1,235,908	-
430	Martin	4,047,162	-	-	631,548	300,957	345,155	-
440	Monroe	1,844,404	-	5,865	306,308	193,612	143,696	-
450	Nassau	1,803,059	-	-	347,632	25,658	140,924	-
460	Okaloosa	6,455,612	PAEC	90,908	1,008,479	243,489	507,638	-
470	Okeechobee	2,170,820	515,316	-	319,051	84,174	164,795	206,753.00
480	Orange	69,856,994	409,124	303,514	7,637,594	4,217,198	5,457,357	-
490	Osceola	22,086,807	-	-	2,973,869	1,732,435	1,690,598	-
500	Palm Beach	57,332,562	2,209,795	228,735	6,884,604	4,542,372	4,391,471	-
510	Pasco	21,906,669	96,067	101,171	2,607,051	691,979	1,711,695	-
520	Pinellas	27,881,996	-	293,250	3,491,876	883,235	2,355,013	-
530	Polk	44,455,702	1,288,052	218,471	6,002,698	1,619,199	3,405,084	-
540	Putnam	6,783,843	113,089	-	787,522	92,290	519,754	335,589.00
550	St. Johns	4,084,510	AMC	-	869,360	130,908	365,197	-
557	Florida School for the Deaf and Blind*	124,959	-	-	15,617	4,320	10,000	-
560	St. Lucie	15,725,239	312,787	234,600	2,082,527	843,178	1,204,820	-
570	Santa Rosa	4,543,732	PAEC	-	868,346	39,011	348,123	-
580	Sarasota	8,254,352	-	-	1,301,756	510,541	721,852	-
590	Seminole	11,792,818	-	158,355	2,136,075	514,206	903,528	-
600	Sumter	3,276,602	-	-	435,407	50,138	262,753	-
610	Suwannee	2,566,979	262,438	-	416,847	31,811	196,669	200,570.00
620	Taylor*	1,135,336	PAEC	-	176,831	1,178	86,981	92,163.00
630	Union	652,424	AMC	-	103,999	1,178	49,981	-
640	Volusia	20,667,998	156,036	334,305	2,657,767	427,283	1,583,521	-
650	Wakulla*	908,048	PAEC	-	181,554	2,487	69,566	-
660	Walton	2,591,800	PAEC	-	474,371	100,275	198,571	-
670	Washington*	1,374,083	309,493	-	203,463	2,095	105,273	114,398.00
685	FAMU Developmental Research School*	297,127	-	-	30,175	1,178	25,085	-

687	FAU A. D. Henderson School	373,179	-	-	60,983	10,342	28,586	-	
708	Florida Department of Corrections	-	-	-	1,037	-	-	-	
815	Mater Academy	446,880	-	-	56,148	35,345	34,233	-	
05E	Odyssey Charter	876,400	-	-	89,048	10,081	67,142	-	
48C	Florida Virtual School	1,173,656	-	-	183,721	10,342	89,917	-	
48K	United Cerebral Palsy of Central Florida, Inc	451,501	-	-	45,399	10,211	34,587	-	
50D	South Tech*	1,009,144	-	-	58,167	9,426	85,211	-	
53D	Lake Wales	2,382,155	31,966	-	273,294	48,566	182,509	-	
98Z	KIPP Miami*	767,848	-	-	58,220	8,770	64,835	-	
99H	IDEA	978,056	-	-	274,361	116,377	74,930	-	
TBD	DJJ-Florida Scholars Academy*	531,978	-	1,573,282	61,832	1,571	38,092	-	
TBD	Tallahassee Collegiate Academy*					524		-	
Total		\$908,744,109	\$18,290,976		\$6,255,018	\$116,330,764	\$44,842,105	\$71,540,546	\$3,795,936

Title I, Part A Summary Budget DOE 101

Liberty*		390-2125B-4CB01			25A001	
Name of LEA		Project Number			TAPS Number	
Requested Allocation Amount					\$338,396.00	
Estimated Roll Forward					\$91,709.34	
Total Funds Requested (sum of allocation and estimated roll)					\$430,105.34	
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
5100	120	AOF 1	1	Basic (FEFP K-12)-Classroom Teacher	3.85	\$163,150.00
5100	210	AOF 1	1	Basic (FEFP K-12)-Retirement		\$22,237.50
5100	220	AOF 1	1	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		\$11,622.26
5100	230	AOF 1	1	Basic (FEFP K-12)-Group Insurance		\$17,150.04
5100	240	AOF 1	1	Basic (FEFP K-12)-Workers' Compensation		\$630.00
5100	310	RF: AOF 1	2	Basic (FEFP K-12)-Professional and Technical Services		\$29,600.00
5100	360	AOF 1	3	Basic (FEFP K-12)-Rentals		\$78,116.67
5100	510	AOF 1	4	Basic (FEFP K-12)-Supplies		\$8,123.74
5100	640	RF: AOF 1	5	Basic (FEFP K-12)-Furniture, Fixtures, and Equipment		\$60,000.00
5100	510	AOF 1	6	Basic (FEFP K-12)-Supplies		
5100	360	AOF 2	1	Basic (FEFP K-12)-Rentals		\$6,767.92
5100	510	AOF 3	1	Basic (FEFP K-12)-Supplies		\$1,000.00
5100	360	AOF 6	1	Basic (FEFP K-12)-Rentals		\$3,138.09
7200	790	AOF 6	2	General Administration (Superintendent's Office)-Miscellaneous		\$177.91
7200	790	AOF 10	1	General Administration (Superintendent's Office)-Miscellaneous		\$18,171.87
7200	790	RF: AOF 10	1	General Administration (Superintendent's Office)-Miscellaneous		\$2,109.34
6300	330	AOF 10	2	Instruction and Curriculum Development Services-Travel		\$3,600.00
6300	730	AOF 10	2	Instruction and Curriculum Development Services-Dues and Fee		\$4,510.00

Total= \$430,105.34

	Total District Allocation	
	\$338,396.00	
Number of Public CLIF	Number of Private CLIF	Total CLIF (auto-calc)
1015	10	1025
Total Public School Proportion (auto-calc)	Total Non-Public School Proportion (auto-calc)	
99.02%	0.98%	
Total Public School Allocation (auto-calc)	Total Non-Public School Allocation (auto-calc)	
\$335,080	\$3,316	
	Non-Public Administrative Cost Reservation	
	\$177.91	

Public School Eligibility Survey (PSES)	
LEA NAME: Liberty	School Year: 2024-2025
Ranking Type: LEA-Wide Ranking	
Survey Data Source: Survey 3	Survey Date Certain: 02/09/2024
Poverty Metric Option: Option 4-Direct Certification Data Only (no multiplier)	
Allocation Process: : Serve all district schools down to the state poverty average as of the Survey 3 2023-24 academic year, district CEP, based upon threshold established by Liberty for the 2016-2017 school year which was 38.17%. All schools at or above 38.17% shall be served. Liberty County Schools will serve all schools throughout the district due to all schools having a poverty rate above the 38.17% threshold (ESEA Section 1113(a)(3)(A)(i)).	

District Poverty Average (DPA)
86.29%

School Information							Poverty Data							Rank and Serve Information			
School Number	School Name	Grade Comb.	School Type (Elementary, Middle, High or Combination)	New School: Yes or No	Program Type (SW or TA)	Grade-Span Grouping (if not applicable, leave column blank)	Reported 2024-2025 Number of Children Attending Public Schools	Reported 2024-2025 Number of Children from Low-Income Families	Reported 2024-2025 Percent of Children from Low-Income Families	2024-2025 Number of Children Attending Public Schools	2024-2025 Number of Children from Low-Income Families	2024-2025 Percent of Children from Low-Income Families	FRPL or DC	1.6 Multiplier Applied: Yes or No	Selection Code	2024-2025 Per-Pupil Allocation (PPA)	2024-2025 Total School Allocation (TSA)
0021	Liberty County High School	9th-12th	Senior	No	SW		343	313	91.25%	343	313	91.25%	DC	NO	A	315.49	98,748.37
0041	Hosford Elementary & Junior High School	Kg-8th	Combination	No	SW		332	282	84.94%	332	282	84.94%	DC	NO	A	315.49	88,968.18
0031	W.R. Tolar K-8 School	Kg-8th	Combination	No	SW		508	420	82.68%	508	420	82.68%	DC	NO	A	315.49	132,505.80
District Totals							1,183	1015	86.29%	1,183	1015	86.29%					320,222.35

SELECTION CODE JUSTIFICATION

Enter the school name, school number, selection code and selection code justification for all schools receiving selection codes of **E, F, H, K, or L** (see PSES Guide for additional information):

School Name	School Number	Selection Code	Selection Code Justification
-------------	---------------	----------------	------------------------------

Non-Public School Eligibility Survey (NPSES) Form A: Non-Pooling

LEA Name: Liberty

Date Certain: 02/09/2024

Method for determining eligible non-public school students: Form A

Pooling or Non-Pooling: Non-Pooling

Total Non-Public School Allocation:	\$3,316.00
Non-Public School Administrative Cost Reservation:	\$177.91
Total Remaining Allocation (auto-calc):	\$3,138.09

Non-Public School Name	Non-Public School Number (4 digit)	Number of Non-Public School Students Residing In PSAA	Number of Non-Public School Students from Low-Income Families	PPA Non-Public School Service	Dollars Generated
------------------------	------------------------------------	---	---	-------------------------------	-------------------

Gold Star Private Academy	9441	17	10	313.81	3138.09
---------------------------	------	----	----	--------	---------