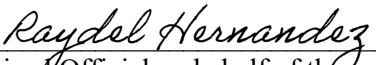



**Florida Department of Education  
Project Award Notification**

<b>1 PROJECT RECIPIENT</b> Liberty County School District	<b>2 PROJECT NUMBER</b> 390-1275B-5CH01	
<b>3 PROJECT/PROGRAM TITLE</b> Title IX, Part A - Education of Homeless Children and Youth Project  <p align="center"><b>TAPS 25A006</b></p>	<b>4 AUTHORITY</b> <b>84.196A Title IX Part A Homeless ESSA</b> <b>USDE or Appropriate Agency</b>  <b>FAIN#:</b> S196A240010	
<b>5 AMENDMENT INFORMATION</b> Amendment Number: Type of Amendment: Effective Date:	<b>6 PROJECT PERIODS</b>  Budget Period: 07/01/2024 - 08/31/2025 Program Period:07/01/2024 - 08/31/2027	
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget:                 \$29,700.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount:                         \$29,700.00	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance	
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>• Last date for incurring expenditures and issuing purchase orders: <u>08/31/2025</u></li> <li>• Date that all obligations are to be liquidated and final disbursement reports submitted: <u>10/20/2025</u></li> <li>• Last date for receipt of proposed budget and program amendments: <u>07/31/2025</u></li> <li>• Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>• Date(s) for program reports:</li> <li>• Federal Award Date : <u>07/01/2024</u></li> </ul>		
<b>10 DOE CONTACTS</b> <b>Program:</b> Lorraine Allen <b>Phone:</b> (850) 245-0668 <b>Email:</b> <a href="mailto:Lorraine.Allen@fldoe.org">Lorraine.Allen@fldoe.org</a> <b>Grants Management:</b> Unit A (850) 245-0735	<b>Comptroller Office</b> <b>Phone:</b> (850) 245-0401  <b>UEI#:</b> LVN6Y885WAC4 <b>FEIN#:</b> F596000720001	
<b>11 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• The Department’s approval of this contract/grant does not excuse compliance with any law.</li> </ul>		
<b>12 APPROVED:</b>  <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">   <hr/>           Authorized Official on behalf of the            Commissioner of Education         </div> <div style="text-align: center;">           11/20/2024  <hr/>           Date of Signing         </div> <div style="text-align: right;">  </div> </div>		

**INSTRUCTIONS**  
**PROJECT AWARD NOTIFICATION**

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

## FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

<b>Please return to:</b>  Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0735	<b>A) Program Name:</b>  2024-2027 Title IX, Part A – Education of Homeless Children and Youth  <b>TAPS NUMBER: 25A006</b>	<b>DOE USE ONLY</b>  Date Received  <b>6/12/2024</b>						
<b>B) Name and Address of Eligible Applicant:</b> Liberty County 11051 NW SR 12, Bristol, FL, 32321		<b>Project Number (DOE Assigned)</b>  <b>390-1275B-5CH01</b>						
<b>C) Total Funds Requested:</b>  <div style="text-align: center; border-bottom: 1px solid black; width: 200px; margin: 0 auto;"> <b>\$29,700</b> </div> <b>DOE USE ONLY</b>  <b>Total Approved Project:</b>  <b>\$ 29,700.00</b>	<b>D) Applicant Contact &amp; Business Information</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> <b>Contact Name:</b>  <b>Mandie Fowler</b>  <b>Fiscal Contact Name:</b>  <b>Katy Gunn</b> </td> <td style="width: 40%;"> <b>Telephone Numbers:</b>   <b>850-643-2275</b> </td> </tr> <tr> <td> <b>Mailing Address:</b>  <b>11051 NW SR 12, Bristol, FL, 32321</b> </td> <td> <b>E-mail Addresses:</b>  <a href="mailto:mandie.fowler@lcsb.org">mandie.fowler@lcsb.org</a>  <a href="mailto:katy.gunn@lcsb.org">katy.gunn@lcsb.org</a> </td> </tr> <tr> <td> <b>Physical/Facility Address:</b>  <b>11051 NW SR 12, Bristol, FL, 32321</b> </td> <td> <b>UEI number: LVN6Y885WAC4</b>   <b>FEIN number: F596000720001</b> </td> </tr> </table>		<b>Contact Name:</b> <b>Mandie Fowler</b> <b>Fiscal Contact Name:</b> <b>Katy Gunn</b>	<b>Telephone Numbers:</b>  <b>850-643-2275</b>	<b>Mailing Address:</b> <b>11051 NW SR 12, Bristol, FL, 32321</b>	<b>E-mail Addresses:</b> <a href="mailto:mandie.fowler@lcsb.org">mandie.fowler@lcsb.org</a> <a href="mailto:katy.gunn@lcsb.org">katy.gunn@lcsb.org</a>	<b>Physical/Facility Address:</b> <b>11051 NW SR 12, Bristol, FL, 32321</b>	<b>UEI number: LVN6Y885WAC4</b>  <b>FEIN number: F596000720001</b>
<b>Contact Name:</b> <b>Mandie Fowler</b> <b>Fiscal Contact Name:</b> <b>Katy Gunn</b>	<b>Telephone Numbers:</b>  <b>850-643-2275</b>							
<b>Mailing Address:</b> <b>11051 NW SR 12, Bristol, FL, 32321</b>	<b>E-mail Addresses:</b> <a href="mailto:mandie.fowler@lcsb.org">mandie.fowler@lcsb.org</a> <a href="mailto:katy.gunn@lcsb.org">katy.gunn@lcsb.org</a>							
<b>Physical/Facility Address:</b> <b>11051 NW SR 12, Bristol, FL, 32321</b>	<b>UEI number: LVN6Y885WAC4</b>  <b>FEIN number: F596000720001</b>							
<b>CERTIFICATION</b>  I, <u>Kyle Peddie</u> , (Please Type Name) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.  Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.								
E)	_____ Superintendent Title	_____ 6/13/2024 Date						

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

<b>A) Name of Eligible Recipient/Fiscal Agent:</b>	<b>Liberty County School District</b>
<b>B) DOE Assigned Project Number:</b>	<b>390-1275B-5CH01</b>
<b>C) TAPS Number:</b>	<b>25A006</b>

LINE ITEM	(1) ASSOCIATED ACTIVITY NUMBER(S)	(2) FUNCTION	(3) OBJECT	(4) Account Title and Narrative	(5) FTE POSITION	(6) AMOUNT	(7) % Allocated to This Project
1	1, 3	6000	130	Other Certified: Twenty percent time of the Multi-Tiered System of Support (MTSS) position to coordinate McKinney-Vento support services, collect data, provide professional learning, and complete grant documentation (Employee Hourly Rate \$18; 25 hours/month, 12 months) (300 hours/1470 hours = 0.20 FTE)	0.20	\$5,400.00	20%
2	1, 3	6000	210	Retirement - MV Liaison (13.63%)		\$736.02	20%
3	1, 3	6000	220	Federal Benefits - MV Liaison (7.65%)		\$413.10	20%
4	1, 3	6000	240	Workers Comp - MV Liaison (0.4%)		\$21.60	20%
5	1, 2	6000	150	Paraprofessionals - Three school-based McKinney-Vento Support Staff @ approximately 5% each (Employee Hourly Rate \$18; 7 hours/month, 12 months) to facilitate school enrollment, collect school based data, and distribute student supplies (approximately 254 hours)	0.15	\$4,563.00	15%
6	1, 2	6000	210	Retirement - MV Support Staff (13.63%)		\$621.94	15%
7	1, 2	6000	220	Federal Benefits - MV Support Staff (7.65%)		\$349.07	15%

8	1, 2	6000	240	Workers Comp - MV Support Staff (0.4%)		\$18.25	15%
9	1	6120	120	Classroom Teacher: Five school-based McKinney-Vento Counselors @ approximately 3% each (Employee Hourly Rate \$40. 20 hours/semester; 2 semesters) to provide student and family counseling regarding services available and coordinate with outside agencies (approximately 200 hours from August-May)	0.15	\$8,000.00	15%
10	1	6120	210	Retirement -MV Counselors (13.63%)		\$1,090.40	15%
11	1	6120	220	Federal Benefits - MV Counselors (7.65%)		\$612.00	15%
12	1	6120	240	Workers Comp - MV Counselors (0.4%)		\$32.00	15%
13	1	5100	510	Supplies for 65 students' academic (ex. Binders, calculators, pens, highlighters) and 10 student extracurricular (cleats, softball/baseball gloves, volleyball knee pads) activities [(academic cost 65*42.27=2747.73) + (athletic cost,10*50=\$500) = \$3,247.73].		\$3,329.01	100%
14	1	5100	360	Rental costs for student music instruments (\$600/student annually)		\$3,000.00	100%
15		7200	790	Indirect Costs (5.37%)		\$1,513.61	100%
<b>D) TOTAL</b>						\$29,700.00	

**DOE ATTESTATION (Program and Grants Management)**

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



April 2022

DOE 101S

# Section D#

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## Florida Department of Education General Assurances, Terms, and Conditions for Participation in Federal and State Programs

**Authority for Data Collection:** 20 USC 1232e (a)

**Planned Use of Data:** The requirements established in United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232(e), stipulate that “[e]ach local education agency which participates in an applicable program under which federal funds are made available to such agency through a state agency shall submit, to such an agency, a general application containing the assurances set forth in subsection [1232e] (b).” The application shall cover the participation by the local education agency and all other organizations participating in state and federal programs administered by the Florida Department of Education. These assurances are set forth below in the “General Assurances” section.

**Instructions:** These general assurances will be in effect for the duration of the project it covers. The state agencies or boards administering the projects covered by the application shall not require the submission or amendment of such an application unless required by changes in federal or state law, or by other significant change in the circumstances affecting an assurance in such application. The superintendent, agency head, or other authorized officer must sign the certification and return it to the following address. No payment for project/grant awards will be made by this agency without a current signed General Assurances form on file. For further information, contact the Florida Department of Education, Bureau of the Comptroller, at (850) 245-0401.

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### Certification:

I, the undersigned official am legally authorized to bind the named agency/organization of the State of Florida, hereby apply for participation in federally funded and/or state-funded education programs on behalf of the named agency/organization below. I certify that the agency will adhere to and comply with the General Assurances, Terms, and Conditions and all requirements outlined in the “Project Application and Amendment Procedures for Federal and State Programs” (Green Book).

Liberty	39	Kyle Peddie, Superintendent
Typed Agency Name	Agency Number	Typed Name and Title of Authorized Official (Agency Head)

I certify that the agency will adhere to each of the assurances contained in this set of *General Assurances, Terms, and Conditions for Participation in Federal and State Programs* as applicable to the project(s) for which this agency is responsible.

	9/30/2024	850-643-2275
Signature (must be original)	Date	Area Code/Telephone Number



**Title IX, Part A – Education of Homeless Children and Youth (EHCY)  
Project Application**

**July 1, 2024 - August 31, 2027**

**Florida McKinney-Vento Program  
Bureau of Federal Educational Programs**

**Local Educational**

**Agency (LEA) Name:** Liberty

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**Contact Name:** Mandie Fowler

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**Contact Title:** Director of Curriculum & Instruction

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**Contact Telephone:** 850-643-2275

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**LEA Contact Email:** mandie.fowler@lcsb.org

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***For more information, please contact:***

Florida McKinney-Vento Program

Phone: 850-245-0479

Email: [flmvp@fldoe.org](mailto:flmvp@fldoe.org)

## Program Specific Assurances

The Local Educational Agency (LEA) must assure that it will:

- Ensure that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
- Review and undertake steps to revise any laws, regulations, practices or policies that may act as a barrier to the enrollment, attendance or success in school of homeless children and youth.
- Not separate homeless students from the mainstream school environment or segregate homeless students in a separate school, or in a separate program within a school, based on such students' status as homeless.
- Ensure homeless children and youth have access to the education and other services that they need to meet the same challenging state student academic achievement standards to which all students are held.
- Ensure its combined fiscal effort per student, or the aggregate expenditures of the LEA and the state with respect to the provisions of free public education by the LEA for the fiscal year preceding the fiscal year for which the determination is made, was not less than 90 percent of such combined fiscal effort or aggregate expenditures for the second fiscal year preceding the fiscal year for which the determination is made (unless the state receives a waiver).
- Comply with or use requested funds to comply with paragraphs (3) through (7) of section 722(g) of the McKinney-Vento Homeless Assistance Act (MVA).
- Adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless.
- Designate an appropriate staff person, who may also be a coordinator for other federal programs, as the LEA Homeless Education Liaison for homeless children and youths to carry out the duties described in sections 722(g)(1) and (6)(A), MVA.
- Adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the Homeless Education Liaison), to and from the school of origin, as determined in the MVA.
- Adopt policies and practices to ensure participation by the designated Homeless Education Liaison in professional development and other technical assistance provided by, or as determined appropriate by, the State Homeless Education Coordinator.
- Provide assistance to homeless high school youth to prepare them and improve their readiness for postsecondary education.
- Arrange school of origin transportation if the homeless student's living arrangement in the area served by the LEA of origin terminates and the student, though continuing his or her education in the school of origin, begins living in an area served by another LEA. The LEA of origin and the LEA in which the homeless student is living shall agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the school of origin. If the LEAs are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.
- Meet the requirements of section 722(g)(3), MVA.
- Ensure qualified homeless high school students, while enrolled in high school, earn credit accrual or accelerated credit, such as advanced placement courses, dual enrollment and industry certifications.
- Ensure homeless high school seniors who receive a standard diploma will receive a letter or the FDOE tuition and fee exemption form verifying their status as homeless for the purpose of supporting their application for Florida's state tuition and fee exemption for individuals lacking a fixed, regular and adequate nighttime residence under section 1009.25(1)(e), Florida Statutes, and the federal Free Application for Student Financial Aid.
- Make available progress and annual reports to the Florida Department of Education's Florida McKinney-Vento Program Office as requested.
- Collect and promptly provide requested data outlined in section 722(f)(1-3), MVA.

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By submitting this application, I hereby certify that the LEA agrees to all the assurances of the Title IX, Part A Program outlined above, and will abide by all federal, state and local laws.



## Part 1: SUMMARY

### Instructions:

- The summary should reflect all other sections of the grant and explain a brief overview of the proposed project and intended outcomes at the end of each year of the three-year project.

### Project Summary

The overarching goals of the grant are to reduce barriers to enrollment and to increase student participation & success in both academic and extracurricular activities through addressing barriers to success as well as increasing community-based supports for families experiencing homelessness. The district began receiving a smaller Title IX grant in 2021, and all goals are based on expanding what has been successful and adding additional services due to increased funding with each year reflecting on what works, what needs improvement, and what should continue.

### Intended outcomes at the end of Year 1, 2024-2025

- Improve identification of barriers to academic success & extracurricular participation
  - Student data analysis
  - Student counseling sessions
  - Staff surveys & interviews
- Improve targeted supports for identified students experiencing homelessness
  - Small group academic supports (partially funded through other entitlement grant funds)
  - 1:1 or small group counseling sessions
  - Purchase/rental of supplies for participation in school-based extracurricular activities
  - Coordinate transportation for afterschool activities through 21<sup>st</sup> CCLC program or on a case-by-case basis with coaching staff
- Increase community-based supports for families experiencing homelessness
  - Community partnership surveys (identify available supports & qualifications)
  - Collaborate with community-based organizations for dissemination of information through school-based resources (entitlement funded ParentSquare, etc.)
- Increase staff understanding and empathy for families experiencing homelessness
  - Staff training provided for all teachers & staff.

### Intended outcomes at the end of Year 2, 2025-2026

- Continue identification of barriers to academic success & extracurricular participation and address those barriers through continued:
  - Student data analysis
  - Student counseling sessions
  - Staff surveys & interviews
- Continue to provide targeted supports for identified students experiencing homelessness through:
  - Small group academic supports (partially funded through other entitlement grant funds)
  - 1:1 or small group counseling sessions
  - Purchase/rental of supplies for participation in school-based extracurricular activities

## 2024-2027 EHCY Project Application

- Coordinate transportation for afterschool activities through 21<sup>st</sup> CCLC program or on a case-by-case basis with coaching staff
- Continue to cultivate community-based supports for families experiencing homelessness through:
  - Community partnership surveys (identify available supports & qualifications)
  - Collaborate with community-based organizations for dissemination of information through school-based resources (entitlement funded ParentSquare, etc.)
- Continue to increase staff understanding and empathy for families experiencing homelessness
  - Refresher training provided for all teachers & staff and full training for all new hires.
- Reflection on year 1 data and provide outcome reports for all stakeholders.

### **Intended outcomes at the end of Year 3, 2026-2027**

- Continue identification of barriers to academic success & extracurricular participation and address those barriers through continued:
  - Student data analysis
  - Student counseling sessions
  - Staff surveys & interviews
- Continue to provide targeted supports for identified students experiencing homelessness through:
  - Small group academic supports (partially funded through other entitlement grant funds)
  - 1:1 or small group counseling sessions
  - Purchase/rental of supplies for participation in school-based extracurricular activities
  - Coordinate transportation for afterschool activities through 21<sup>st</sup> CCLC program or on a case-by-case basis with coaching staff
- Continue to cultivate community-based supports for families experiencing homelessness through:
  - Community partnership surveys (identify available supports & qualifications)
  - Collaborate with community-based organizations for dissemination of information through school-based resources (entitlement funded ParentSquare, etc.)
- Continue to increase staff understanding and empathy for families experiencing homelessness
  - Refresher training provided for all teachers & staff and full training for all new hires.
- Reflection on year 2 data and provide outcome reports for all stakeholders.
- Work towards continuation of support services without funds.

## Part 2: GOALS and PROGRESS MONITORING

### GOALS: Three Areas of Focus (AOF)

#### Instructions:

- Provide the baseline Homeless Student Identification Rate (HSIR), Homeless Student Attendance Rate (HSAR) and the Homeless Student Promotion Rate (HSPR) using the LEA's 2022-2023 Homeless Education Data Profile.
- Identify the LEA's projected annual goals for Years 1-3 for each Area of Focus for Years 1-3.

#### Area of Focus 1: Identification and Enrollment

<b>Florida AOF 1 Goal</b>	The LEA identifies all school-aged homeless children and youth living in poverty in the LEA.
<b>FMVP State Standard: Homeless Student Identification Rate (HSIR)</b>	All LEAs will identify a number of homeless children and youth in their communities that is equal to at least five percent (5%) of their Free and Reduced Priced Lunch (FRPL) enrollment.
<b>2022-2023 Baseline HSIR</b>	The LEA's HSIR is <u>29.7</u> %.
<b>Year 1 Goal</b>	By June 30, <b>2025</b> , the LEA's HSIR will be <u>25</u> %.
<b>Year 2 Goal</b>	By June 30, <b>2026</b> , the LEA's HSIR will be <u>25</u> %.
<b>Year 3 Goal</b>	By June 30, <b>2027</b> , the LEA's HSIR will be <u>25</u> %.

#### Area of Focus 2: Regular School Attendance and Full Participation

<b>Florida AOF 2 Goal</b>	All homeless students will attend school regularly.
<b>FMVP State Standard: Homeless Student Attendance Rate (HSAR)</b>	The overall "days present" rate for homeless students for each Florida LEA is at least 90%.
<b>2022-2023 Baseline HSAR</b>	The LEA's HSAR is <u>80</u> %.
<b>Year 1 Goal</b>	By June 30, <b>2025</b> , the LEA's HSAR will be <u>90</u> %.
<b>Year 2 Goal</b>	By June 30, <b>2026</b> , the LEA's HSAR will be <u>90</u> %.
<b>Year 3 Goal</b>	By June 30, <b>2027</b> , the LEA's HSAR will be <u>90</u> %.

#### Area of Focus 3: Support for Academic Achievement

<b>Florida AOF 3 Goal</b>	All homeless students demonstrate academic progress.
<b>FMVP State Standard: Homeless Student Promotion Rate (HSPR)</b>	The overall LEA grade promotion rates for homeless students in grades K through 11 in each Florida LEA will be at least 90%.
<b>2022-2023 Baseline HSPR</b>	The LEA's HSPR is <u>96</u> %.
<b>Year 1 Goal</b>	By June 30, <b>2025</b> , the LEA's HSPR will be <u>96</u> %.
<b>Year 2 Goal</b>	By June 30, <b>2026</b> , the LEA's HSPR will be <u>96</u> %.
<b>Year 3 Goal</b>	By June 30, <b>2027</b> , the LEA's HSPR will be <u>96</u> %.

## Progress Monitoring

### Instructions:

- Complete the associated columns for Indicator 1 of each AOF. Identify up to two more progress monitoring indicators for homeless students for each AOF that will be tracked during Years 1-3 (i.e., 2024-2025, 2025-2026 and 2026-2027 school years) to determine the monitoring progress toward the intended outcome for Years 1-3. Note: Indicator 1 has been provided for each AOF, except for justification. Please add justification for Indicator 1 for each AOF.

<b>Indicator</b>	Specify the indicator that will be tracked.
<b>Justification</b>	Describe how the indicator will show whether the project is on track to meet the Years 1-3 indicators.
<b>Data Collection</b>	Describe how the data are collected, who collects the data and when the data are collected.
<b>Data Source</b>	Identify the data source.

### **AOF 1: Identification and Enrollment of HCY**

Progress Monitoring Indicators	Indicator	Justification	Data Collection (How, Who, When)	Data Source
Indicator 1 <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	Homeless Student Identification Rate	Students must be accurately identified in order to receive services	School & district MV staff collect data using surveys & interviews during the enrollment process & then quarterly throughout the academic year.	Survey data (all) Interviews (new enrollees)
Indicator 2 <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	Homeless Student enrollment in district auxiliary services	Enrollment in auxiliary services early on will allow increased participation	School & district MV staff collect enrollment data directly from district auxiliary services quarterly throughout the academic year.	Enrollment rosters in district auxiliary programs (21 <sup>st</sup> CCLC, Weekend Backpack Food, PanCare, etc.)
Indicator 3 <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	Assistance with addressing enrollment barriers	Enrollment barriers (missing documents, physicals, etc.) delay full participation in school	School & district MV staff directly coordinate with local partners to obtain student records and provide on-site student updated shots/physicals as needed.	Fully completed enrollment packets.

### **AOF 2: Regular School Attendance and Full Participation of HCY**

Progress Monitoring Indicators	Indicator	Justification	Data Collection (How, Who, When)	Data Source
Indicator 1 <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	Homeless Student Attendance Rate	Regular attendance is the greatest measure of academic success	School & district MV staff collect student attendance data quarterly	FOCUS attendance reports

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Progress Monitoring Indicators	Indicator	Justification	Data Collection (How, Who, When)	Data Source
Indicator 2 <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	Homeless Student Progress Monitoring data	Regular attendance should reflect academic growth	District MV staff collect FAST data for fall/winter/spring	FAST assessments
Indicator 3 <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	Homeless Student Academic Grades	Regular attendance should reflect academic success	District MV staff collect quarterly academic grades	FOCUS student report card data

**AOF 3: Support for Academic Achievement of HCY**

Progress Monitoring Indicators	Indicator	Justification	Data Collection (How, Who, When)	Data Source
Indicator 1 <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	Homeless Student Promotion Rate	Retentions should be rare and a last resort	School & district staff collect data for all retained students annually	FOCUS retention reports
Indicator 2 <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	Homeless Student Academic Support Participation Rate	Students who receive academic support when struggling are more likely to succeed	School & district staff collect data for student participation in support programs (interventions, 21 <sup>st</sup> CYCLIC, etc.)	Teacher surveys
Indicator 3 <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	Homeless Student Counseling Support Participation Rate	Students receiving small group/individual supports feel more engaged and are more successful	School & district staff collect data for student participation in small group/individual counseling sessions	Mental Health participation rates reports

## PART 3: IMPLEMENTATION PLAN

### Use of Other Resources

What other federal funds is the LEA using to support the identification, enrollment, retention and educational success of children and youth experiencing homelessness specifically? Select all that apply.

- American Rescue Plan (ARP) ESSER III funds
- American Rescue Plan-Homeless Children and Youth (ARP-HCY) funds
- Other funds and services available to children, youth, and families experiencing homelessness. Please specify:

Both ESSER III & ARP-HCY have supported services for homeless students in the past, but those funds expire July 2024.  
 The district will continue to provide services through Title I Part A, General Fund, and through supports from our community, including the Florida Department of Health, PanCare, and generous donations from the Calhoun-Liberty Ministerial Association.

### Use of Local Resources

**Instructions:**

- Identify up to three priority activities correlated to Area(s) of Focus supported with the use of local funds.
- In the first column, click on “Choose an item” to identify an activity from a pre-populated drop-down menu. After choosing one activity, double click below the selection box to show the activity without the drop-down option. If an activity is not listed, you may type in the activity next to other.
- In the second column, identify the Area(s) of Focus supported by the identified activity.

Activity Name	Correlation of Activity to Area(s) of Focus
Staffing: MV School Contacts Other:	<input checked="" type="checkbox"/> AOF 1: Identification and Enrollment <input checked="" type="checkbox"/> AOF 2: Regular School Attendance and Full Participation <input type="checkbox"/> AOF 3: Support for Academic Achievement
School supplies Other:	<input type="checkbox"/> AOF 1: Identification and Enrollment <input checked="" type="checkbox"/> AOF 2: Regular School Attendance and Full Participation <input checked="" type="checkbox"/> AOF 3: Support for Academic Achievement
Academic Support: Tutoring, homework assistance, extended enrichment day Other:	<input type="checkbox"/> AOF 1: Identification and Enrollment <input checked="" type="checkbox"/> AOF 2: Regular School Attendance and Full Participation <input checked="" type="checkbox"/> AOF 3: Support for Academic Achievement

**Use of Title I, Part A (TIPA) Reservation for Homeless Education**

1. Provide the amount of the Title I, Part A Homeless Reservation for the 2023-2024 and 2024-2025 grant:

2023-2024 Reservation	2024-2025 Reservation
\$500	\$1,000

2. Indicate how the amount of the 2024-2025 Title I, Part A Reservation was determined. Include in your response, a brief explanation as to why the amount has increased or decreased from the previous year (2023-2024).

Based on input from surveys & how funds were used in the 2023-24 year, the reserve was increased to make up for the loss of ESSER funds that were used to purchase individual classroom student school supplies for homeless students.

3. Describe how Title I, Part A staff will collaborate with the Homeless Education Liaison to implement services and activities identified in 2024-2025 Title I, Part A Reservation.

All federal programs are managed by the same individual. The program director matches resources from all programs to best implement education services and activities for homeless students.

4. Identify activities correlated to Area(s) of Focus supported with the use of the 2024-2025 Title I, Part A Reservation.

- In the first column, click on “Choose an item” to identify an activity from a pre-populated drop-down menu. After choosing one activity, double click below the selection box to show the activity without the drop-down option. If an activity is not listed, you may type in the activity next to other.
- In the second column, identify the Area(s) of Focus supported by the identified activity.

Activity Name	Correlation of Activity to Area(s) of Focus
School supplies  Other:	<input type="checkbox"/> AOF 1: Identification and Enrollment <input checked="" type="checkbox"/> AOF 2: Regular School Attendance and Full Participation <input checked="" type="checkbox"/> AOF 3: Support for Academic Achievement
Parent Involvement Activities (e.g., meetings, training, teacher/parent conference)  Other:	<input type="checkbox"/> AOF 1: Identification and Enrollment <input checked="" type="checkbox"/> AOF 2: Regular School Attendance and Full Participation <input checked="" type="checkbox"/> AOF 3: Support for Academic Achievement



**Proposed Use of Grant Funds for McKinney-Vento Activities**

**Instructions:**

- Identify proposed activities correlated to Area(s) of Focus supported with the use of the **2024-2025 McKinney-Vento funds**. Use the following chart to complete activity tables.

<b>A. Primary Activity and Description</b>	Identify a primary activity from a pre-populated drop-down menu. Click on “Choose an item” in Column (1) to choose one primary activity per table. After choosing one activity, double click below the selection box to show the activity without the drop-down option.
<b>B. Secondary Activities (Optional)</b>	Identify the secondary activities from a pre-populated drop-down menu that supports the primary activity. Click on “Choose an item” and select no more than one secondary activity per box. Four boxes have been provided. If no secondary activity is selected, select N/A.
<b>C. Area(s) of Focus</b>	Identify the Area(s) of Focus supported by the identified activity.
<b>D. Cycle Year Timelines</b>	Select the year(s) when the activity will be implemented.
<b>E. Target Group</b>	List the target groups and the number (e.g,100 homeless seniors) in each target group that will be served.
<b>F. Number Served</b>	Provide the number (e.g,100 homeless seniors) in each target group that will be served.
<b>1. Description</b>	Please provide a description (e.g., what, why, who, when, where) of this activity and how it will be implemented.
<b>2. Budget Line Item(s) Supporting Activity</b>	Refer to the completed DOE 101S, Budget Narrative Form, and indicate the line item(s) from the proposed budget that will support this activity (e.g., line items 1, 5, and 8).

*Note: Five activity table templates have been provided in this application. If additional activity tables are needed, copy, cut and paste additional tables. If less than five are needed, delete the extra tables.*

A. Primary Activity	B. Secondary Activities (Optional)	C. Area(s) of Focus	D. Cycle Year	Target Group and Number Served	
				E. Target Group	F. Number Served
1. Case Management: Academic Support	<input checked="" type="checkbox"/> Technical Assistance to Schools (ongoing) <input checked="" type="checkbox"/> Collaboration: Community Organizations and Partners <input checked="" type="checkbox"/> Enrollment: Assisting Parents, Guardians, and UHY <input checked="" type="checkbox"/> Fees: Extracurricular Activities Related	<input checked="" type="checkbox"/> Identification and Enrollment <input checked="" type="checkbox"/> Regular School Attendance and Full Participation <input checked="" type="checkbox"/> Support for Academic Achievement	<input checked="" type="checkbox"/> <u>Year 1</u> <input checked="" type="checkbox"/> <u>Year 2</u> <input checked="" type="checkbox"/> <u>Year 3</u>	All current & enrolling homeless students	

**a. Please provide a description of this activity and how it will be implemented:**

What is the activity?

School based guidance counselors and data entry staff will provide assistance with enrollment and matching with community-based organizations for MV families during enrollment and during scheduled targeted ongoing counseling sessions with both students & families. Families and school staff will also be made aware of MV assistance available for school based extracurricular activities, including: band instrument rentals, athletic supplies, and any fees associated with participating in extracurricular activities; ex. FFA or HOSA conferences or district/state sports playoffs (travel paid from Perkins for CTE & booster clubs cover athletics). MV families will also be counseled regarding the availability of resources provided through other district programs, including School Choice (as well as available transportation), 21<sup>st</sup> CCLC programs, extended day options for PreK students, Title I and associated resources, dual enrollment options (including transportation) and college enrollment supports, as well as health & wellness related services available on site.

Why is the activity needed?

Many families are not aware of the services available to them and need assistance, even with those services they are aware of. This activity will increase student academic achievement through targeted supports of both them and their families.

Who will implement it?

School based MV staff-guidance counselors & data entry staff, with support from the district liaison & the district grant coordinator.

When will it be implemented?

The activity implementation will be ongoing.

A. Primary Activity	B. Secondary Activities (Optional)	C. Area(s) of Focus	D. Cycle Year	Target Group and Number Served	
				E. Target Group	F. Number Served
Where will it be implemented?					
The activity will be implemented districtwide at all three Title I schools.					
<b>b. Budget Line Item(s) on the DOE 101S Form associated with this activity:</b>					
1-14					

A. Primary Activity	B. Secondary Activities (Optional)	C. Area(s) of Focus	D. Cycle Year	Target Group and Number Served	
				E. Target Group	F. Number Served
2. Case Management: Full School Participation (including enrollment assistance (e.g., birth certificate, health records) and extracurricular activities participation)	<input checked="" type="checkbox"/> Fees: Enrollment Related (e.g., birth certificate, physicals, immunizations services) <input checked="" type="checkbox"/> Extraordinary or Emergency Assistance <input checked="" type="checkbox"/> Transportation: School of Origin <input checked="" type="checkbox"/> Enrollment: Assisting Parents, Guardians, and UHY	<input checked="" type="checkbox"/> Identification and Enrollment <input checked="" type="checkbox"/> Regular School Attendance and Full Participation <input type="checkbox"/> Support for Academic Achievement	<input checked="" type="checkbox"/> <u>Year 1</u> <input checked="" type="checkbox"/> <u>Year 2</u> <input checked="" type="checkbox"/> <u>Year 3</u>	All current & enrolling homeless students	
<b>a. Please provide a description of this activity and how it will be implemented:</b>					
What is the activity?					
Staff will assist families with obtaining any enrollment records and scheduling student immunizations/school physicals (as needed) as part of the enrollment process.					

A. Primary Activity	B. Secondary Activities (Optional)	C. Area(s) of Focus	D. Cycle Year	Target Group and Number Served	
				E. Target Group	F. Number Served
<p>Why is the activity needed?</p> <p>Families enrolling in a new school district are often overwhelmed, especially those experiencing homelessness. Depending on circumstances, they may not have access to needed records or know where to go to get copies.</p> <p>Who will implement it?</p> <p>School and district MV staff</p> <p>When will it be implemented?</p> <p>Ongoing</p> <p>Where will it be implemented?</p> <p>All three district Title I Schools</p>					
<p><b>b. Budget Line Item(s) on the DOE 101S Form associated with this activity:</b></p> <p>1-14</p>					

A. Primary Activity	B. Secondary Activities (Optional)	C. Area(s) of Focus	D. Cycle Year	Target Group and Number Served	
				E. Target Group	F. Number Served
3. Program Implementation: Liaison, program manager, program staff	<input checked="" type="checkbox"/> Collaboration: Community Organizations and Partners <input checked="" type="checkbox"/> Technical Assistance to Schools (ongoing) <input checked="" type="checkbox"/> Fees: Extracurricular Activities Related <input type="checkbox"/> Choose an item.	<input checked="" type="checkbox"/> Identification and Enrollment <input checked="" type="checkbox"/> Regular School Attendance and Full Participation <input checked="" type="checkbox"/> Support for Academic Achievement	<input checked="" type="checkbox"/> <u>Year 1</u> <input checked="" type="checkbox"/> <u>Year 2</u> <input checked="" type="checkbox"/> <u>Year 3</u>	All current & enrolling homeless students	
<p><b>a. Please provide a description of this activity and how it will be implemented:</b></p> <p>What is the activity?</p> <p>District MV staff will oversee all data collection &amp; grant deliverables, provide targeted professional learning activities, purchase all supplies &amp; pay all associated student fees, and coordinate ongoing community partnerships to provide services for students experiencing homelessness. District staff will also work to address truancy issues within the homeless student population.</p> <p>Why is the activity needed?</p> <p>Grant oversight and implementation to provide the highest quality education for students experiencing homelessness and improving attendance.</p> <p>Who will implement it?</p> <p>District MV staff, one coordinator &amp; one liaison</p> <p>When will it be implemented?</p> <p>Ongoing</p> <p>Where will it be implemented?</p> <p>Districtwide</p>					
<p><b>b. Budget Line Item(s) on the DOE 101S Form associated with this activity:</b></p> <p>1-14</p>					

## LEA Program Operations Activities

### Project Management

1. Provide the information for the Homeless Education Liaison.

First Name:	Mandie
Last Name:	Fowler
Telephone Number:	850-643-2275
Email Address:	mandie.fowler@lcsb.org
Qualifications for position	Director of Curriculum & Instruction
Percent of time devoted to the McKinney-Vento Program	5%

2. If the EHCY Project Manager is not the Homeless Education Liaison, list the name and title of the person who will manage the project. If the person is the Homeless Education Liaison, please put N/A in the responses to items 2 and 3.

First Name:	N/A
Last Name:	
Title:	
Percent of time devoted to the McKinney-Vento Program	

3. Describe the tasks that will be conducted by the EHCY Project Manager.

Task 1: Management of grant budgeting.
Task 2: Coordinating professional learning.
Task 3: Coordinating task assignments for district and school staff.
Task 4:

### Additional Program Staffing

- a. Provide the proposed staff that will support MVP in Year 1.  
*Do not include the Homeless Education Liaison or Project Manager's information in this table.*
- In the first column, identify the first and last name of the staff member.
  - In the second column, identify the job title and major duties of the staff member.
  - In the third column, identify the FTE of the position.
  - In the fourth column, only provide the percent of time spent on MVP duties.
  - In the fifth column, only provide the percent of the position proposed to be funded by this grant.

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<b>Name (First, Last)</b>	<b>Title/Duties</b>	<b>Actual Position FTE (e.g., 1.0)</b>	<b>% MVP Duties of Position</b>	<b>% MVP Funding</b>	<b>% Other Funding</b>
Jenna Chason	MTSS Coordinator, coordinate McKinney-Vento support services, collect data, provide professional learning, complete grant documentation, and manage all district student data	1.00	20%	20%	General fund
Shana Carson	School based data entry guidance office staff to facilitate school enrollment, collect school based data, and distribute student supplies	1.00	5%	5%	General fund
Ladell Holand	School based data entry guidance office staff to facilitate school enrollment, collect school based data, and distribute student supplies	1.00	5%	5%	General fund
Mary Waller	School based data entry guidance office staff to facilitate school enrollment, collect school based data, and distribute student supplies	1.00	5%	5%	General fund
Lisa O'Bryan	School Guidance Counselors (Teacher on Special Assignment)	1.0	3%	3%	General Fund
Bess Revell	School Guidance Counselors (Teacher on Special Assignment)	1.0	3%	3%	General Fund
Brenda Green	School Guidance Counselors (Teacher on Special Assignment)	1.0	3%	3%	General Fund
Beckie Black	School Guidance Counselors (Teacher on Special Assignment)	1.0	3%	3%	General Fund
Janessa Edwards	School Guidance Counselors (Teacher on Special Assignment)	1.0	3%	3%	General Fund

**b. Provide a rationale for the proposed staffing. Explain how the LEA ensures that the team has the capacity to achieve the intended outcomes in the Areas of Focus.**

The staff listed all are front line contact with students and are able to work with families both as part of the enrollment process and able to coordinate ongoing support services.

## Part 4: NEEDS ASSESSMENT

### A. Data

#### Area of Focus 1: Identification and Enrollment of HCY

##### Homeless Student Identification Rate (HSIR)

1. Based on your current homeless student enrollment for 2023-2024, do you anticipate reaching your homeless student identification goal for the current year? Why or why not? Identify your data source.

a. Yes

b. Why or why not?

Liberty County school-based staff work closely with families, bus drivers, teachers, and support staff on properly identifying students.

c. Identify data source(s).

Surveys & interviews with families and district staff

2. What strategies will be implemented in 2024-2025 to increase identification and enrollment of homeless students? *Number these strategies starting with 1.*

1. Increased training for school staff
2. Increased community partnership to identify via services received (housing assistance, etc.)
3. Continued interviews/surveys with families & staff



**Area of Focus 2: Regular School Attendance and Full Participation of HCY**

**Homeless Student Attendance Rate (HSAR)**

1. Based on your current homeless student enrollment for 2023-2024, do you anticipate reaching your homeless student attendance rate for the current year? Why or why not? Identify your data source.

a. Yes or No. Yes

b. Why or why not?

District and school staff will work closely with families to address barriers to school attendance and continue to monitor and counsel homeless students and families regarding regular school attendance.

c. Identify data source(s).

Student FOCUS attendance data

2. What strategies will be implemented in 2024-2025 to increase attendance of homeless students? *Number these strategies starting with 1.*

1. Identify any barriers to attendance
2. Provide assistance/coordinate with outside agencies to address barriers
3. Continue to monitor student attendance

**Area of Focus 3: Support for Academic Achievement of HCY**

**Homeless Student Promotion Rate (HSPR)**

1. Based on your current homeless student enrollment for 2023-2024, do you anticipate reaching the academic achievement rate for the current year? Why or why not? Identify your data source.

a. Yes or No. Yes

b. Why or why not?

District and school staff will provide targeted supports to facilitate student academic achievement

c. Identify data source(s).

Student FOCUS grade reports

2. What strategies will be implemented in 2024-2025 to increase the academic achievement rate of homeless students? *Number these strategies starting with 1.*

1. Preferential enrollment in academic support programs (21<sup>st</sup> CCLC, intervention groups, etc.)
2. Targeted counseling small group/1:1 counseling sessions

**B. Partnership Identification and Contribution**

Consider the current school year when responding.

- In the table below, select up to five major partners that will support each Area of Focus for each school year of the grant period.
- In the first column, click on “Choose an item” to identify a partner from a drop-down menu. After choosing one partner per row, double click below the selection box to show the partner without the dropdown option.
- In the second column, identify the partner’s expected contribution to the program.
- In the third column, identify the Area(s) of Focus in which the partner will assist. Indicate all areas that apply per partner. For ‘Other’, include the partner.
- In the fourth column, identify the method of communication between the partner and the local MVP.

Identify Partner	Contribution to Program	Contribution to Area of Focus	Method of Collaboration
County Health Department	The Department of Health provides on site nurses at all 3 district schools, they are able to provide screening/diagnosis/treatment for student health needs. This facilitates both enrollment and improving attendance, which in turn improves academic achievement.	<input checked="" type="checkbox"/> AOF 1 <input checked="" type="checkbox"/> AOF 2 <input checked="" type="checkbox"/> AOF 3	<input checked="" type="checkbox"/> Planning Meetings <input checked="" type="checkbox"/> Phone Calls <input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Referrals <input checked="" type="checkbox"/> Other (Please specify): Direct services
LEA Curriculum Office	The Director of Curriculum & Instruction manages all district curriculum & federal grants and is able to target funds to tailor professional development and budgeting to best meet the needs of homeless students.	<input checked="" type="checkbox"/> AOF 1 <input checked="" type="checkbox"/> AOF 2 <input checked="" type="checkbox"/> AOF 3	<input checked="" type="checkbox"/> Planning Meetings <input checked="" type="checkbox"/> Phone Calls <input checked="" type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Referrals <input type="checkbox"/> Other (Please specify):
LEA Student Services	The district Director of Student Services coordinates all mental health, ESOL, ESE, student services and is able to provide targeted funding and professional development to meet the needs of homeless students.	<input type="checkbox"/> AOF 1 <input checked="" type="checkbox"/> AOF 2 <input checked="" type="checkbox"/> AOF 3	<input checked="" type="checkbox"/> Planning Meetings <input checked="" type="checkbox"/> Phone Calls <input checked="" type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Referrals <input type="checkbox"/> Other (Please specify):

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Identify Partner	Contribution to Program	Contribution to Area of Focus	Method of Collaboration
Community Early Childhood Facility	The district Early Childhood program provides extended day services free of charge for all students with the goal of closing learning gaps and coordinates with all other programs to provide therapies for homeless students.	<input type="checkbox"/> AOF 1 <input checked="" type="checkbox"/> AOF 2 <input checked="" type="checkbox"/> AOF 3	<input checked="" type="checkbox"/> Planning Meetings <input checked="" type="checkbox"/> Phone Calls <input checked="" type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Referrals <input type="checkbox"/> Other (Please specify):

**Part 5: EVALUATION PLAN**

**Instructions:**

- Indicate if the LEA will utilize either the Standard Evaluation Plan or the Custom Evaluation Plan. The LEA will provide a description of the evaluation plan.

**OPTION 1: Standard Evaluation Plan**

**The LEA will implement the following Standard Evaluation Plan:**

- The LEA will collect the following information as each project activity is implemented, document as described in the approved Project Implementation Plan, and report on project activities by need area in Project Progress Reports and Project End-of-Year Reports:
  1. Title of activity
  2. Name of the lead staff for the activity
  3. Number of events
  4. A description of the participants or recipients
  5. The number of participants or recipients
  6. Deliverables completed
  7. Narrative summary
- The LEA will collect the data necessary to calculate the annual progress toward the Project Goals and related annual outcomes for AOF 1, AOF 2 and AOF 3 as described in the approved Project Implementation Plan.
  1. Title of the project outcome
  2. Baseline data (the average of Year 1, Year 2, Year 3)
- Identify who will be responsible for collecting the evaluation data and describe how and when evaluation data will be collected and stored. Optional information: Describe additional evaluation activities that will be conducted.

Mandie Fowler, Director of Curriculum & Instruction and Jenna Chason, District MTSS Coordinator & McKinney Vento Liaison will be responsible for collecting all evaluation data. Evaluation data will be collected quarterly and will be collected primarily electronically and stored on OneDrive.

**OPTION 2: Custom Evaluation Plan**

**The LEA will:**

1. Define the evaluation framework.
2. Describe the evaluation methodology.
3. Identify the process for collecting outcome data, including who, what, when, where and why data are collected.
4. Describe how data will be collected to determine the fidelity of implementation relative to the approved activity schedules for AOF 1, AOF 2 and AOF 3, as described in the approved Project Implementation Plan.
5. Describe the outcomes and related objectives if the evaluation will examine outcomes other than those identified in the Project Design.

6. Describe the process for the selection of an external evaluator, including qualifications (if the LEA selected an external evaluator).

## Part 6: STRATEGIC IMPERATIVES, EXECUTIVE ORDER

### Support for Strategic Imperatives

**Instructions:**

- Incorporate one or more of the priorities included in Florida's State Board of Education Strategic Plan for the Public School System and the Florida College System. Enter at least one PreK-12 student priority below, and describe how it is incorporated. See the following link for details:  
<http://www.fldoe.org/core/fileparse.php/7734/urlt/2025ListMeasures.pdf>.

**Criterion:** The applicant has included effective methods for incorporating one or more of the priorities from Florida's State Board of Education Strategic Plan for the Public School System and The Florida College System.

Strategic Plan Goal	Strategic Plan Measure	Description of Incorporation
Goal 1 Highest Student Achievement	Measure 5 (K-12) - Continued Achievement Growth on Florida Assessments – Percent of students making learning gains in: a. ELA b. Mathematics	Student growth as measured on FAST assessments.
Goal 2 Seamless Articulation & Maximum Access	Measure 1 (Early Learning) – Access to High Quality VPK Providers – Percent of 4-year-olds enrolled in a VPK provider with a readiness rate of at least 60 percent. Display the data as follows: a. Percent of 4-year-olds participating in VPK b. Percent of 4-year-olds enrolled in high-quality VPK providers (readiness rate of at least 60 percent)	Kindergarten readiness as measured on the STAR Early Literacy.
Goal 3 Skilled Workforce & Economic Development	Measure 3 – Increasing Participation and Performance in Meaningful Accelerated Pathways – Number and percent of students participating in and succeeding in the following acceleration areas: #/Percent of Graduates who passed at least one AP Exam #/Percent of Graduates who passed at least one IB Exam #/Percent of Graduates	Students earning dual enrollment credits and/or CTE certifications.

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	who passed at least one AICE Exam #/Percent of Graduates who passed at least one Dual Enrollment Course #/Percent of Graduates who passed at least one Industry Certification Exam	
Goal 4 Quality Efficient Services	Measure – Florida’s National Ranking on Various Educational Outcomes	Liberty County School District ranking as reflected in the district grade.

**Executive Order**

**Instructions:**

- Read the statement on Executive Order 11-116, and then select the checkbox to continue.

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- The employment of unauthorized aliens by any contractor is considered a violation of Section 274A (e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-Verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term.