

Agenda Item Number 6.0311

**Taylor County District School Board
Office of the Superintendent
Agenda Item for School Board Approval**

Date Submitted 11/15/2018 Board Meeting Date 12/04/2018

Date agenda item is due in the Superintendent's Office 11/16/2018

Person submitting the item: Sharon Hathcock - DOI

Name of document placed on agenda: Title I Part A 2018-2019

Summary description regarding this action item:

Please review and approve the attached Title I, Part A:

Improving the Academic Achievement of the Disadvantaged

Grant that has been approved by the Department of

Education for the 2018-2019 school year.

APPROVED

DEC 18 2018

**By Taylor County
School Board**

Signatures Required

Yes ☐ No ☒

Reviewed by:

Director of Finance _____

The action described above is provided for and is consistent with relevant contract and grant provisions and the Board approved budget as amended.

Director of Personnel _____

The action described above is provided for and is consistent with the Board approved staffing plan and collective bargaining agreements.

Director of Instruction Sharon Hathcock

The action described above is provided for and is consistent with relevant Federal programs and the Board approved School Improvement, Instructional and Curriculum Plans.

Superintendent _____

TCSB # 0607-3

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Taylor County School District	2 PROJECT NUMBER 620-2129B-9CB01													
3 PROJECT/PROGRAM TITLE Title I, Part A: Improving the Academic Achievement of the Disadvantaged TAPS 19A001	4 AUTHORITY 84.010A Title I, Part A, Basic USDE or Appropriate Agency FAIN#: S010A180009													
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2018 - 06/30/2019 Program Period: 07/01/2018 - 06/30/2019													
7 AUTHORIZED FUNDING Current Approved Budget: \$886,306.00 Amendment Amount: Estimated Roll Forward: \$145,000.00 Certified Roll Amount: Total Project Amount: \$1,031,306.00	8 REIMBURSEMENT OPTION Federal Cash Advance													
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: 06/30/2019 Date that all obligations are to be liquidated and final disbursement reports submitted: 08/20/2019 Last date for receipt of proposed budget and program amendments: 05/31/2019 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: 07/01/2018 														
10 DOE CONTACTS <table border="0"> <tr> <td>Program: Sonya Morris</td> <td>Comptroller Office</td> <td>Duns#: 106027881</td> </tr> <tr> <td>Phone: (850) 245-9614</td> <td>Phone: (850) 245-0401</td> <td>FEIN#: F596000878002</td> </tr> <tr> <td>Email: Sonya.Morris@fldoe.org</td> <td></td> <td></td> </tr> <tr> <td colspan="3">Grants Management: Unit A (850) 245-0496</td> </tr> </table>			Program: Sonya Morris	Comptroller Office	Duns#: 106027881	Phone: (850) 245-9614	Phone: (850) 245-0401	FEIN#: F596000878002	Email: Sonya.Morris@fldoe.org			Grants Management: Unit A (850) 245-0496		
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Phone: (850) 245-9614	Phone: (850) 245-0401	FEIN#: F596000878002												
Email: Sonya.Morris@fldoe.org														
Grants Management: Unit A (850) 245-0496														
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application. RFP/RFA, hereby incorporated by reference. For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. 														
12 APPROVED: <table border="0"> <tr> <td align="center">  Authorized Official on behalf of Pam Stewart Commissioner of Education </td> <td align="center">  Date of Signing </td> <td align="center">  FLORIDA DEPARTMENT OF <small>Education</small> </td> </tr> </table>			 Authorized Official on behalf of Pam Stewart Commissioner of Education	 Date of Signing	 FLORIDA DEPARTMENT OF <small>Education</small>									
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DOE-200
Revised 07/15

APPROVED

Page 1 of 2

APPROVED

DEC 18 2018

DEC 18 2018

By Taylor County
School Board

By Taylor County
School Board

**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

TAPS Number
1790011

Please return to:

Florida Department of Education
Office of Grants Management
Room 332, Turfington Building
325 West Gaines Street
Tallahassee, Florida 32399-0470
Telephone: (850) 245-0496

A) Name and Address of Eligible Applicant:

Taylor County District School Board
318 N CLARK ST
PERRY, FL 32347

DOE USE ONLY

Date Received

B) Applicant Contact Information

Contact Name: Sharon Halthzick

Fiscal Contact Name: Ashley Valentine

Mailing Address: 318 North Clark Street Perry, FL

E-mail Address: sharon.halthzick@taylor.k12.fl.us

DUNS Number: 106027881

Telephone Number: 850-838-2500 Ext:

Fax Number: 850-838-2501

Physical/Facility Address: 318 North Clark Street

FEIN Number: F586000878002

Programs

C) Program Name:

1. Title I, Part A: Improving the Academic Achievement of the Disadvantaged 2018-2019
620-27296-HC801

Project Number: (DOE Assigned):

D) Total Funds Requested:

\$1,031,305.44

Total Approved Project (DOE USE ONLY):

\$1,031,305.44

CERTIFICATION

I, Danny Glover, Jr., (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) Danny Glover, Jr. Superintendent 6-13-18

Signature of Agency Head

Title

Date

DOE 100

Instructions for Completion of DOE 100A



Pam Stewart, Commissioner

TAYLOR COUNTY SCHOOL DISTRICT

PROJECT #620-2129B-9CB01

TAPS# 19A001

0-C

INDIRECT COSTS
PLAN B

0-C

Line Items

5xxx
31x

7800 31x

and All

6xx
objects

917,707.67 *

917,707.67 *

5.29% - 1.0329 *

917,707.67 *

Max - 46,107.00 *

Line Item 7200 790

Current 46,501.34 *

193.70 *

Line Item 0-C
6300 519

193.70 *

Supplies 0.000.00 *

193.70 *

Administrative
Costs

886,306.00 *

10.00 *

Max - 886,306.00 *

Budgeted
Admin Code K 0-C

Total Award

1,031,306.00 *

ERF 45,000.00 *

Budgeted
Roll Forward
Code I 0-C

Current 145,000.00 *

0.00 *

Parent & Family
Engagement 0-C

886,306.00 *

1.00 *

8,863.06 *

HB 7055 0-C

886,306.00 *

2.00 *

Max - 17,726.12 *

Budgeted
Codes 6150, B-2 0-C

10,538.27 *

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM -**

Title I, Part A: Improving the Academic Achievement of the Disadvantaged 2018-2019

A) NAME OF ELIGIBLE RECIPIENT: Taylor County District School Board

B) Project Number (DOE USE ONLY): 620-2129B-9CB01

E) TAPS
Number
19A001

count	Activity	Function	Object	Account Title and Description	FTE	Amount
1	N/A Classroom Teachers - AOF 1	5100	120	<u>Classroom Teachers</u> Classroom Teachers-Classroom Teachers Salaries for 5.0 State Certified Teachers Title I Classrooms	5.000	\$186,735.82
2	A Financial Rewards and Incentives Set-Aside	5100	120	<u>Classroom Teachers</u> Classroom Teacher - rewards and incentives for attaining reading endorsement or meeting requirements outlined in the CS&I MOU	0.000	\$15,000.00
3	N/A Other Certified Personnel - AOF 1	5100	130	<u>Other Certified Instructional Personnel</u> Other Certified Personnel to provide MTSS interventions for students AOF 1	0.500	\$30,000.00
4	N/A Instructional Substitutes - AOF 1	5100	140	<u>Substitute Teachers</u> Substitute Teachers-Substitute Teachers for 5 State Certified TI Teachers and teachers participating in professional development, lesson study, inquiry and data days	0.000	\$5,197.00
5	N/A HQ TI Paraprofessionals - AOF 1	5100	150	<u>Aides</u> Aides-Salaries for 9 HQ Paraprofessionals	9.000	\$188,000.00
6	N/A Benefits-Retirement AOF 1	5100	210	<u>Retirement</u> Retirement-Retirement benefits calculated @ 8.28 % for 5 State Certified TI teachers and 9 HQ paraprofessionals	0.000	\$31,442.40
7	N/A Benefits-Social Security AOF 1	5100	220	<u>Social Security</u> Social Security -Social Security calculated @ 7.65 % for 5 State Certified TI teachers and 9 HQ paraprofessionals	0.000	\$30,370.50
8	N/A Benefits-Group Insurance AOF 1	5100	234	<u>Cafeteria Plan</u> Cafeteria Plan- Cafeteria Plan Group Insurance calculated @ 3100 annually for 5 State Certified TI teachers and 9 HQ paraprofessionals	0.000	\$43,400.00
9	N/A Benefits-Worker's Compensation AOF 1	5100	240	<u>Workers Compensation</u> Worker's Compensation-Worker's Compensation calculated @ 1.376% for 5 State	0.000	\$5,438.90

					Certified TI teachers and 8 HQ paraprofessionals		
10	I	Tutoring for Level 1 and 2 students AOF 1	5100	310	<u>Professional and Technical Services</u> Professional and Technical Services- Tutoring services used to provide intervention services for Level 1 and 2 using TCMS, A to Z, and ATS providers	0.000	\$99,000.00
11	N/A	Web-based Instructional Support and progress monitoring AOF 1	5100	369	<u>Technology-Related Rentals</u> Rentals- Rentals for K-5 software programs, i-Ready (\$36,840), Velocity (\$948.25), Failure Free Reading (\$945), Write Score (\$14,027), and STAR 360 (\$8384.16)	0.000	\$65,000.00
12	N/A	Title I student materials AOF 1	5100	390	<u>Other Purchased Services</u> Other Purchased Services- Printing costs associated with Title I brochures and academic materials	0.000	\$1,000.00
13	D	Neglected and Delinquent Support AOF 4	5100	510	<u>Supplies</u> Supplies-Services to assist N&D students during transition if needed	0.000	\$1,000.00
14	I	Instructional Materials AOF 10	5100	510	<u>Supplies</u> Supplies to support core content are instruction, lab materials, Positive Behavior Support (PBS)/attendance initiatives such as a school supplies, supplemental math and ELA materials, hands on science supplies, and trade books	0.000	\$13,714.24
15	C	Homeless Set Aside AOF 3	5100	510	<u>Supplies</u> Supplies for homeless students set aside to meet the needs of homeless students by securing school supplies, clothing, and hygiene items necessary or successful school participation	0.000	\$1,000.00
16	N/A	Technology supplies AOF 1, 3	5100	519	<u>Technology-Related Supplies</u> Supplies- Technology supplies- flash drives, ink cartridges	0.000	\$700.00
17	N/A	Instructional Periodicals AOF 1	5100	530	<u>Periodicals</u> Periodicals- Periodicals materials used for supplementary instruction, Weekly Reader, Studies Weekly, and Reading Mastery	0.000	\$7,000.00
18	N/A	Capitalized Computer Hardware	5100	643	<u>Capitalized Hardware and Technology-Related Infrastructure</u> Capitalized Computer Hardware-Laptop computers to replace out of date computers used by instructional coaches	0.000	\$4,059.00
19	N/A	Instructional Technology AOF 1	5100	643	<u>Capitalized Hardware and Technology-Related Infrastructure</u> Poster Printer for student materials 1/3 of \$6,889.00 cost for the Presentation Systems purchase	0.000	\$2,296.33
20	N/A	Non capitalized Computer Hardware AOF 1	5100	644	<u>Computer Hardware Non-Capitalized</u> Computer hardware non-capitalized -	0.000	\$3,398.00

					computer accessories, headphones, clickers, wireless keyboards, and mice		
21	N/A	Non-instructional substitutes AOF 1	5100	750	<u>Other Personal Services</u> Other Personal Services- Substitutes for 9 HQ TI paraprofessionals	0.000	\$7,000.00
22	G	Instructional Support AOF 7	5500	310	<u>Professional and Technical Services</u> Professional and Technical Services- To provide wrap around VPK fee support for up to 5 students in the Taylor Pre-K program	0.000	\$4,000.00
23	G	VPK AOF 7	5500	730	<u>Dues and Fees</u> Dues and Fees-wrap around fees required for four year old VPK students to receive full school-day services	0.000	\$2,000.00
24	C	Homeless Set Aside AOF 3	6100	130	<u>Other Certified Instructional Personnel</u> Other Certified Instructional Personnel- Extra hours for the homeless liaison to provide services for homeless students	0.080	\$3,500.00
25	C	Homeless Set Aside Benefits retirement AOF 3	6100	210	<u>Retirement</u> Retirement-Retirement benefits calculated @ 8.26 % for homeless liaison	0.000	\$250.00
26	C	Homeless Set Aside Benefits Social Security AOF 3	6100	220	<u>Social Security</u> Social Security -Social Security calculated @ 7.65 % for homeless liaison	0.000	\$235.00
27	C	Homeless Set Aside Benefits Worker's Compensation AOF 3	6100	240	<u>Workers Compensation</u> Worker's Compensation-Worker's Compensation calculated @ 1.376% for homeless liaison	0.000	\$44.00
28	B-2	Childcare and additional support for PFEP activities AOF 2	6150	150	<u>Aides</u> Aides-Salaries at hourly rate for child care as needed to support PFEP activities	0.050	\$1,000.00
29	B-2	Transportation to PFEP activities AOF 2	6150	330	<u>Travel</u> Travel-Funds needed to transport families to school PFEP activities	0.000	\$300.00
30	B-2	Parental involvement AOF 2	6150	510	<u>Supplies</u> Supplies-Supplies 1% Parent Involvement for Title I public schools used to purchase educational parenting materials, file folder, games, books, and learning activities that can be used at home. Supplies will include paper, folders, books, markers, and sheet protectors. (\$9.52 allocated per low SES student)	0.000	\$9,538.27
31	I	Curriculum and Intervention Assistant AOF 1	6300	160	<u>Other Support Personnel</u> Other Support Personnel- Curriculum and Intervention assistant to support completion of Title requirements	0.600	\$23,000.00
32	I	Benefits retirement AOF 1	6300	210	<u>Retirement</u> Retirement-Retirement benefits calculated @ 8.26 % for curriculum assistant	0.000	\$1,821.16

33	I	Benefits Social Security ACF 1	6300	220	<u>Social Security</u> Social Security -Social Security calculated @ 7.65 % for curriculum assistant	0.000	\$1,759.50
34	I	Benefits Group Insurance ACF 1	6300	234	<u>Cafeteria Plan</u> Cafeteria Plan- Cafeteria Plan Group Insurance calculated @ 3100 annually for curriculum assistant	0.000	\$3,100.00
35	I	Benefits Worker's Compensation ACF 1	6300	240	<u>Workers Compensation</u> Worker's Compensation-Worker's Compensation calculated @ 1 376% for curriculum assistant	0.000	\$316.10
36	K	Professional and Technical Services	6300	310	<u>Professional and Technical Services</u> Professional and Technical Services Contract with FedNet and Ethica to provide technical assistance and support to Title I schools and district	0.000	\$3,000.00
37	N/A	Travel	6300	330	<u>Travel</u> Travel- Out of County Travel (district code 332) for Title I related professional development completed by teachers, instructional coaches and administration	0.000	\$1,562.83
38	N/A	Travel	6300	330	<u>Travel</u> Travel- In County Travel (district code 331) for title I support and technical assistance at school sites completed by instructional coaches and administration	0.000	\$1,237.17
39	I	Supplies	6300	510	<u>Supplies</u> Supplies- Paper, binders, and Title I school improvement initiatives, curriculum mapping, and other instructional support	0.000	\$1,790.00
40	N/A	Supplies	6300	519	<u>Technology-Related Supplies</u> Supplies- Ink Cartridges and flashdrives for Title I school improvement initiatives, curriculum mapping, and other instructional support	0.000	\$3,193.70
41	I	NonCapitalized Computer Hardware	6300	644	<u>Computer Hardware</u> Non-Capitalized NonCapitalized Computer Hardware- Computer accessories for instructional coach technology to purchase wireless keyboards, external speakers, and tablets	0.000	\$500.00
42	N/A	Professional Development Stipends ACF 1	6400	120	<u>Classroom Teachers</u> Classroom Teachers- Teacher salary; stipends for teachers to attend professional development held on non-contract days	0.000	\$10,000.00
43	N/A	Instructional Stipends	6400	120	<u>Classroom Teachers</u> Classroom Teachers- Stipends for state certified teachers to serve as mentors for struggling new teachers, technology support items, and PBS teams. Includes stipends for curriculum mapping	0.000	\$14,000.00
44	N/A	Other Instructional Personnel	6400	130	<u>Other Certified Instructional Personnel</u> Other Certified Instructional Personnel	1.650	\$69,000.00

					Partial Salaries for one math/ science coach and one ELA coach		
45	N/A	Benefits retirement	6400	210	<u>Retirement</u> Retirement-Retirement benefits calculated @ 8.26 % for other instructional personnel	0.000	\$7,920.00
46	N/A	Benefits Social Security	6400	220	<u>Social Security</u> Social Security Social Security calculated @ 7.65 % for other instructional personnel	0.000	\$7,650.00
47	N/A	Benefits Group Insurance	6400	234	<u>Cafeteria Plan</u> Cafeteria Plan- Cafeteria Plan Group Insurance calculated @ 3100 annually for other instructional personnel	0.000	\$5,200.00
48	N/A	Benefits Worker's Compensation	6400	240	<u>Workers Compensation</u> Worker's Compensation-Worker's Compensation calculated @ 1.376% for other instructional personnel	0.000	\$1,370.00
49	N/A	Professional And Technical Services	6400	310	<u>Professional and Technical Services</u> Professional And Technical Services- Steinhatchee Renaissance Learning Data Coaching	0.000	\$10,770.00
50	K	Travel	6400	330	<u>Travel</u> Travel- Gas to NEFEC Title I Director's Meeting, to Steinhatchee, to NEFEC Title I Meeting	0.000	\$2,700.00
51	N/A	Web based Professional Development	6400	369	<u>Technology-Related Rentals</u> Rentals- Web based professional development services from vendors, Simple K12 and Marzano	0.000	\$4,824.00
52	N/A	Web-based Technical Assistance	6400	369	<u>Technology-Related Rentals</u> Rentals- Web based technical assistance for Title I staff	0.000	\$2,000.00
53	N/A	Professional and Technical Services	6400	390	<u>Other Purchased Services</u> Other Purchased Services- Professional development for all Title I staff from Performance Matters, OnCourse, and Dr. Donna Szpyrka	0.000	\$45,310.64
54	N/A	Supplies	6400	510	<u>Supplies</u> Supplies for use with professional development such as chart paper, markers, staples, staplers, tape dispenser, tape.	0.000	\$210.00
55	N/A	Non-capitalized hardware AOF 1	6400	844	<u>Computer Hardware Non-Capitalized</u> Non-capitalized hardware for instructional coach	0.000	\$345.00
56	K	Administrative (Indirect District)	7200	790	<u>Miscellaneous Expenses</u> Miscellaneous Expenses - indirect cost rate negotiated at 5.29% PLAN B	0.000	\$46,107.64
57	J	Foster Student Support AOF 9	7800	330	<u>Travel</u> Travel- Transportation of foster students as needed	0.000	\$1,000.00
Totals:						16.580	\$1,031,306.00

Totals:

Code	Description	Total
A	Financial Rewards and Incentives Set-Aside (Not to Exceed 5%)	\$15,000.00
B-2	Parent and Family Engagement for LEAs with greater than \$500,000 set-aside	\$10,838.27
C	Homeless Education Set-Aside	\$5,029.00
D	Neglected & Delinquent Education Set-Aside	\$1,000.00
G	Early Childhood Set-Aside	\$6,000.00
I	2017-2018 Roll-Forward	\$145,000.00
J	Transportation for Foster Care Children	\$1,000.00
K	Administrative Costs (Including Indirect Costs) - Not to Exceed 10%	\$51,807.64
	Total	\$235,674.91

DOE 101



Pam Stewart, Commissioner

**Taylor County District School Board****DESCRIPTION OF LEA ACTIVITIES TO SUPPORT REQUIRED RESERVATIONS****A. Financial Rewards & Incentives Reservations:**

Please provide the amount that your LEA to provide financial incentives and rewards to teachers who serve in eligible schools identified for comprehensive or targeted support and improvement activities for the purpose of attracting and retaining qualified and effective teachers. [Section 1113(c)(4) of ESSA]

LEA's amount reserved

\$15,000.00**B. Parent and Family Engagement Calculation [Section 1116(3)(A-D) of ESSA]:**

	Minimum Reservations	Actual Reservations Amount
REQUIRED reservation - 1% of the LEA's Title I Allocation:	\$ 8,863.06	\$ 10,838.27
Indicate the amount to be allocated (dollar amount) to public schools for parent and family engagement (minimum of 90% is required)	\$ 7,976.75	\$8,863.00
If applicable, Balance to be used for LEA-level Parent and Family Engagement Activities	N/A	\$1,975.27

C. Homeless Education Reservations:

An LEA shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live. [Section 1113(C)(3)(A) of ESSA]

LEA's amount reserved

\$5,029.00**D. Neglected and Delinquent Education Reservations:**

An LEA shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve

children in local institutions for neglected children; and if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs. [Section 1113(C)(3)(A)(ii)(iii) of ESSA]

LEA's amount reserved	\$1,000.00
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E. Educational Services Funded at the LEA-Level

Please provide the amount that your LEA will use for LEA-wide instructional and professional development activities.

LEA's amount reserved	\$0.00
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F. Discretionary Educational Services Funded at the School-Level

LEA's amount reserved	\$0.00
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G. Early Childhood

LEA's amount reserved	\$6,000.00
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H. Private School Services

Please provide the amount that your LEA expenditures for non-instructional services and other benefits to eligible private schools. [Section 1117 of ESSA]

H-1. Private School Administrative Costs	\$0.00
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H-2. Private School Parent and Family Engagement	\$0.00
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H-3. Private School Professional Development	\$0.00
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H-4. Private School Instructional Services	\$0.00
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H-5. Roll Forward for Equitable Services	\$
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I. 2017-18 Roll-Forward	\$ 145,000.00
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J. Transportation for Foster Care Children	\$ 1,000.00
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K. Administrative Costs (Including Indirect Costs) - Not to Exceed 10%	\$ 52,001.34
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L. Reimbursements for Charter School Expenditures	\$
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M. Transportation for School Choice (Not to Exceed 5%)	\$
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Taylor County District School Board

LEA Profile

Total District Allocation		\$886,306.00
Number of Public CLIF	Number of Private CLIF	Total CLIF
998	0	998.00
Total Public School Proportion	Total Private School Proportion	
100.00%	0.00%	
Total Public School Allocation	Total Private School Allocation	
\$ 886,306.00	\$ 0.00	
	Private School Administrative Cost Reservation	
	\$ 0.00	

General Assurances

Title I Part A, Educational Disadvantaged Students

The Florida Department of Education (FDOE) has developed and implemented a document entitled, General Terms, Assurances and Conditions for Participation in Federal and State Programs, to comply with:

2 C.F.R. 200, Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the United States Education Department (USED); Applicable regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, applicants must have on file with the Florida Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs. The complete text may be found in Section D of the Green Book.

School Districts, Community Colleges, Universities, and State Agencies

- 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.

Note: The UGG combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (former 34 CFR part 74), A-21, A-87, A-122, A-133, A-50. For the FDOE this means that the requirements in EDGAR Parts 74 and 80 have also been subsumed under the UGG. The final rule implementing the UGG was published in the Federal Register on December 18, 2014, and became effective for new and continuation awards issued on or after December 26, 2014.

Technical assistance documents and other materials related to the UGG, including frequently asked questions and webinar recordings, are available at The Chief Financial Officers Council web site: <https://cfo.gov/cofar>

Risk Analysis

Every agency must complete a Risk Analysis form. The appropriate DOE 610 or DOE 620 form will be required prior to a project award being issued.

- School Districts, State Colleges, State Universities, and State Agencies** must use the DOE 610 form. Once submitted and approved, the risk analysis will remain in effect unless changes are required by changes in federal or state law, changes in the circumstances affecting the financial and administrative capabilities of the agency or requested by the Department. A change in the agency head or the agency's head of financial management requires an amendment to the form. The DOE 610 form may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/doe610.xls>

Funding Method

Federal Cash Advance (Public Entities only as authorized by the FDOE)

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient or subrecipient for disbursements. For federally-funded programs, requests for federal cash advance must be made through FDOE's Florida Grants System (FLAGS). Supporting documentation for expenditures should be kept on file at the program. Examples of such documentation include, but are not limited to, payroll records, contracts, invoices with check numbers verifying payment and/or bank statements – all or any of these items must be available upon request.

Fiscal Records Requirements and Documentation

Applicants must complete a Budget Narrative form, DOE101S. Budget pages must be completed to provide sufficient information to enable FDOE reviewers to understand the nature and reason for the line item cost.

All accounts, records, and other supporting documentation pertaining to costs incurred shall be maintained by the recipient for five years. Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: invoices with check numbers verifying payment, and/or bank statements; time and effort logs for staff; salary/benefits schedules for staff. All must be available upon request.

Funded programs and any amendments are subject to the procedures outlined in the FDOE Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs, which may be found at <http://www.fldoe.org/grants/greenbook/>

Budgeted items must correlate with the narrative portion of the project application that describes the specific activities, tasks and deliverables to be implemented.

All project recipients must submit a completed DOE 399 form, Final Project Disbursement Report by the dates specified on the DOE 200 form, Project Award Notification.

Allowable Expenses:

Program funds must be used solely for activities that directly support the accomplishment of the program purpose, priorities and expected outcomes during the program period. All expenditures must be consistent with the approved application, as well as applicable state and federal laws, regulations and guidance. Allowable expenditures may include costs associated with employing appropriate staff for administering the project, office materials and supplies and other relevant costs associated with the administration of the project, including meeting room rentals, consultant fees, printing, etc.

Expenses for personal digital assistants (PDA), cell phones, smart phones and similar devices, including the service costs to support such devices may be allowable, with FDOE prior approval. Applicants will need to describe and justify the need for such devices, identify the amount that will be applicable to the project and how the device will be kept secure.

Unallowable Expenses:

Below is a list of items or services that are generally not allowed or authorized as expenditures. This is not an all-inclusive list of unallowable items. Subrecipients are expected to consult the FDOE program office with questions regarding allowable costs.

- Pre-award costs
- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
- Meals, refreshments or snacks
- End-of-year celebrations, parties or socials
- Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)
- Out-of-state travel without FDOE pre-approval
- Overnight field trips (e.g., retreats, lock-ins)
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- Gift cards
- Decorations
- Advertisement
- Promotional or marketing items (e.g., flags, banners)
- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)

- Land acquisition
- Furniture
- Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
- Tuition
- Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
- Dues to organizations, federations or societies for personal benefit
- Clothing or uniforms
- Costs for items/services already covered by indirect costs allocation
- Costs not allowable for federal programs per the U.S. Education Department General Administration Regulations (EDGAR), which may be found at <https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html> and the Reference Guide for State Expenditures, which may be found at https://www.myfloridadoe.com/aadlr/reference_guide

Equipment Purchases

Any equipment purchased under this program must follow the Uniform Grants Guidance found at http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl or the Reference Guide for State Expenditures, https://www.myfloridadoe.com/aadlr/reference_guide

Any equipment purchases not listed on the original budget approved by the FDOE require an amendment submission and approval prior to purchase by the agency awarded the funding

Further guidance and instruction on property records, inventory and disposition requirements for property are outlined in the Green Book, www.fdoe.org/grants/greenbook

Administrative Costs Including Indirect Costs

All administrative costs (including indirect costs) must not exceed 10 percent of the LEA's total allocation, excluding any roll-forward funds carried over from the previous year.

• School Districts

The Florida Department of Education has been given the authority by the U.S. Department of Education to negotiate indirect cost proposals and to approve indirect cost rates for school districts. School districts are not required to develop an indirect cost proposal, but if they fail to do so, they will not be allowed to recover any indirect costs. Amounts from zero to the maximum negotiated rate may be approved for a program by the Florida Department of Education's Comptroller. Indirect costs shall only apply to federal programs. Additional information and forms are available at www.fdoe.org/finance/comptroller

• State Agencies, Public Universities and State Colleges

The Florida Department of Education will allow other state agencies, state universities and state colleges to charge an indirect cost (administrative and/or overhead) up to 8 percent or the recipient's rate approved by the appropriate cognizant agency, whichever is lower. This rate may be charged on the total direct costs disbursed less the amounts of subcontracts in excess of \$25,000 and for items of equipment, alterations, renovations and flow-through funds (pass-through) to another entity on programs issued by the department. This rate is intended to be all-inclusive of typical administrative and overhead costs, including but not limited to rental of office space, costs for bookkeeping and accounting services, and utilities. In the alternative, the department will approve an indirect cost rate of 8 percent plus the direct charges for typical administrative and overhead costs such as office space rental when such costs can be directly and appropriately allocated to the program. Indirect costs shall only apply to federal programs.

Chapter 1010.06 F.S. Indirect cost limitation "State funds appropriated by the Legislature to the Division of Public Schools within the Department of Education may not be used to pay indirect costs to a university, state university, school district, or any other entity."

State of Florida, Executive Order 11-116

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. Executive Order 11-116 may be viewed at <http://www.fgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf>

For Federal Programs - General Education Provisions Act (GEPA)

Applicants must provide a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to <http://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

For Federal Programs - Equitable Services for Private School Participation §C If Applicable

In accordance with P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers with the local education agency(ies) service area. For details, refer to <https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf>

✓ By checking this box and by my signature on this application, I hereby certify that the **Taylor County District School Board** agrees to all General Assurances, and will abide by all Federal, State and Local laws in the use of any funds awarded

Program Specific Assurances

Assurance is hereby given that, to the extent applicable

- Inform eligible schools and parents of schoolwide programs that the LEA may consolidate and use funds under this part, together with other federal, state, and local funds, in order to upgrade the entire educational program. [ESSA Section 1114]
- Provide technical assistance and support to schoolwide programs.
- An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of ESSA Section 1114(b).
- Work in consultation with schools to develop the plans, and assist schools in implementation of such plans or activities that will provide opportunities for all children to meet the challenging State academic standards. [ESSA Sections 1114 and 1115].
- Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research.
- In cases when the LEA chooses to use Title I, Part A funds to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under Section 641(A)(a) of the Head Start Act
- In cases when the LEA chooses to use Title I, Part A funds to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that a Title I preschool program may only include children who are most at risk of failing to meet a State's challenging academic standards when they enter elementary school unless the preschool program is part of a schoolwide program, in which case all children may attend [ESSA Section 1114(b)(7)(V)(c)]

- Ensure that teachers are state certified, paraprofessionals are highly qualified, and that professional development is effective, relevant, and of high quality. ESSA Section 1111
- Comply with requirements of ESSA Section 1111 regarding the qualifications of teachers, paraprofessionals, and professional development.
- Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers [ESSA Section 1112(c) (1)(L)]
- Use the results of the student academic assessments required under ESSA Section 1111(b), and other measures or indicators available to the agency, to review annually the progress of each school served by the LEA and receiving Title I, Part A funds to determine whether all of the schools are making the progress necessary to ensure that all students will meet the state's proficient level of achievement on the state academic assessments described in ESSA Section 1111(b) by the 2017-2018 school year.
- Ensure that the results from the academic assessments required under ESSA Section 1112(e)(A)(i) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
- Ensure that the LEA and schools implement the requirements of the Parents Right-to-Know provisions as defined in ESSA Section 1112. Ensure that timely notice and information regarding the Parents-Right-to-Know requirements are provided to parents in an understandable and uniform format, to the extent, practicable, in a language that the parents can understand.
- Reserve such funds as are necessary under Public Law 114-95, ESSA Section 1113(A)(i), to provide children and youth experiencing homelessness and who do not attend Title I schools services that are comparable to those provided to children in Title I schools.
- Reserve such funds as are necessary under Public Law 114-95, ESSA Section 1113(A)(ii), to provide services to children in local institutions for neglected and delinquent children and youth that are comparable to those provided to children in Title I schools.
- Ensure that certified or licensed teachers and other qualified staff are trained to work with children and youth with disabilities and/or special needs.
- The LEA shall reserve funds to provide equitable services for private school students, parents, and teachers, if applicable. Once this amount is determined the LEA needs to reserve parent and family engagement funds for the participating private schools based off private school equitable share proportion. [ESSA Section 1117]
- The LEA shall reserve funds no less than one percent of the LEA's Title I, Part A allocation for parent and family engagement activities. The only exemption is for LEAs receiving \$500,000 or less. [ESSA Section 1116(3)]
- Reserve no less than one percent (1%) of the LEA's Title I, Part A allocation for parent and family engagement activities. The LEA must then apply the proportionate share percentage for parent and family engagement services to private school students to determine how much it must spend for parent and family engagement activities for the families and parents of eligible private school students, and this amount comes from the proportionate share reserved for private school equitable services. 90 percent (90%) of the one percent (1%) reservation shall be distributed to Title I schools to provide for parent and family engagement. Exemption: LEAs receiving \$500,000 or less are not required to set-aside to set-aside 1% of their allocation for parent and family engagement. [ESSA Section 1116(3)]
- Each LEA receiving assistance under ESSA Section 1119 shall carry out the activities described in subsection (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each LEA shall develop agreements with such Head Start agencies and other entities to carry out such activities.

Foster Care

The LEA will collaborate with the State and/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.
- Update 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 LEA 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)]. [ESSA, Section 1114(c)]

The LEA will ensure if there are additional costs incurred in providing transportation to maintain children in foster care in their 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.
- The LEA and the local child welfare agency agree to share the cost of such transportation.

Parent and Family Engagement Plan

- The LEA will conduct outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in all of its school with Title I, Part A programs consistent with Section 1116 of ESSA. Such programs activities and procedures shall be planned and implemented with meaningful consultation with parents of participating children. [ESSA, Section 1118(a)]
- The LEA will work with its schools to ensure that the required school-level parent and family engagement policy is developed under subsection (b). The LEA will also work with its schools served under this part to develop a school-parent compact that outlines how parents, the entire staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children meet the State's challenging academic standards. [ESSA, Section 1116(d)]
- The LEA will incorporate this LEA-wide parent and family engagement policy into its LEA Plan developed under ESSA, Section 1116.
- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language parents understand. [ESSA, Section 1116(e) (f)]
- If the LEA Plan for Title I, Part A developed under ESSA Section 1116(b)(4) is not satisfactory to the parents of participating children, the LEA will include any parent comments with the plan when the LEA submits the plan to FDOE.
- The LEA will involve parents and family members of children receiving services under this part in the decisions regarding how funds reserved are allotted for parent and family engagement activities, and will ensure that not less than 90 percent of the funds reserved under this part shall be distributed to schools with priority given to high-needs schools. [ESSA, Section 1116(3)]
- The LEA will be governed by the statutory definition of "parent and family engagement" as defined in ESSA Section 8101, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition.
- The LEA will use funds reserved under this part to carry out activities and strategies consistent with the parent and family engagement policy as outlined in ESSA Section 1116(3).

LEA Plan

- The LEA plan will be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency 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 with Title I, Part A funds.
- As appropriate, the LEA Plan will be coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 2301 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.
- The LEA will ensure that migratory children and formerly migratory children who are eligible to receive services under Title I, Part A are selected to receive such services on the same basis as other children who are selected to receive services under Title I, Part A.
- The LEA will provide services to eligible children attending private elementary schools and secondary schools in accordance with

Section 1117, and timely and meaningful consultation with private school officials regarding such services.

- The LEA will participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9822(b)(3)).
- The LEA will coordinate and integrate services provided under Title I, Part A with other educational services at the local education agency 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 youth, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

Supplement Not Supplant

The LEA certifies that it complies with the following assurances in accordance with Section 1118(b)(1) of the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA):

- The LEA shall use Federal funds received under Title I, Part A only to supplement the funds that would, in the absence of such Federal funds, be made available from state and local sources for the education of students participating in programs assisted under Title I, Part A, and not to supplant such funds.
- The LEA shall demonstrate that the methodology used to allocate state and local funds to each school receiving assistance under Title I, Part A ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under Title I, Part A.
- The local educational agency shall meet the methodology requirement not later than July 1, 2018.

The LEA certifies that it has established and implementedâ€

- A local educational agency-wide salary schedule;
- A policy to ensure equivalence among schools in teachers, administrators, and other staff; and
- A policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies

Private Schools

The LEA will collaborate with private schools to ensure that the LEA:

- Has conducted timely and meaningful consultations with appropriate private school officials.
- Will provide special educational services, instructional services, counseling, mentoring, one-on-one tutoring, or other benefits that address the needs of eligible children identified under Section 1115(c).
- Ensures that teachers and families of eligible children participate, on an equitable basis, in services and activities pursuant to Section 1116 after conducting the timely and meaningful consultation with

appropriate private school officials, has submitted a copy of the agreement between the LEA and the private school to the ombudsman.

- Has submitted to the ombudsman a written affirmation, signed by officials of each participating private school, that the meaningful consultation required by this section has occurred.
- Provides the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation to the State educational agency that such consultation has, or attempts at such consultation have, taken place.

HB 7055

The LEA shall ensure the following:

- After providing Title I, Part A Basic funds to schools above the 75 percent poverty threshold, which may include high schools above the 50 percent threshold as permitted by federal law, the LEA shall provide any remaining Title I, Part A funds directly to all eligible schools.
 - Prior to the allocation of Title I funds to eligible schools, an LEA may withhold funds only as follows:
 - One percent for parental involvement, in addition to the one percent the LEA must reserve under federal law for allocations to eligible schools for parent involvement.
 - A necessary and reasonable amount for administration which includes the LEA's indirect cost rate, not to exceed a total of 10 percent.
 - A reasonable and necessary amount to provide:
 - Homeless programs
 - Neglected and Delinquent programs
 - Prekindergarten programs and activities
 - Private school equitable services
 - Transportation for foster care children to their school of origin or choice programs; and
 - A necessary and reasonable amount, not exceed one percent, for eligible schools to provide educational services in accordance with the approved Title I plan.
 - Any funds provided by an eligible school to participate in discretionary educational services provided by the LEA are not subject to the requirements of this subsection.
 - Any funds carried forward by the school district are not subject to the requirements of this subsection.
- ✓ By checking this box and by my signature on this application, I hereby certify that the **Taylor County District School Board** agrees to all Program Specific Assurances, and will abide by all Federal, State and Local laws in the use of any funds awarded.

Area of Focus

Area of Focus 1

Area of Focus 1: Strengthening Academic Achievement

1. Using the data from <http://schoolgrades.fldoe.org/> list the baseline data and identify areas that need to be strengthened academically. If using data of another source, list the baseline data and identify the data source.

Response:

With 63.79% of the students within identified as direct certification eligible the Taylor County

School District is challenged to improve student achievement in lagging subgroups

2016-17 data found on the schoolgrades.fldoe.org website in the preliminary district grades release indicate LEA grade span scores are below state average in all three areas with a marked deficiency noted in the ELA content area

Florida Standards Assessment Data

ELA

Grade 3: 2018: 55% proficient, a one percent decrease in proficiency from 56% in 2017, State Average = 57%

Grades 3-5: 2018: 48% proficient, maintaining the same proficiency rate as in 2017, State Average = 56%

Math

Grades 3-5: 2018: 54% proficient, a 1% decrease from the 55% in 2017, State Average= 62%

Science

Grade 5: 2018: 51% proficient, a 1% increase from the 50% in 2017, State Average= 55%

The latest FSA results available at this time indicate a need for additional differentiated instructional programs in reading and math, while maintaining science support strategies as evidenced by the number of students scoring at the proficient level.

2017 – 2018 STAR Reading and Early Literacy EOY DATA

Percent of Students Scoring at, or above, Level 3

Kindergarten: 2018: 51% at or above benchmark, 49% below benchmark

First Grade: 2018 – 35% at or above Level 3, 65% below Level 3

Second Grade: 2018 – 41% at or above Level 3, 59% below Level 3

2017 – 2018 STAR Math

First Grade: 2018 – 52% Level 3 or higher, 48% below

Second Grade: 2018 – 48% Level 3 or higher, 52% below

There is a viable need to improve student performance in Reading and Math in most

subgroups. Proficiency rates in the area of science indicate that supplemental curriculum

supports implemented during 2017 - 18 had a positive effect on student growth and achievement

2. List the anticipated goal(s) the district plans to accomplish in addressing this area of focus. Ensure the goal is specific, measurable, achievable, realistic, and time limited (SMART).

Response:

By the end of the 2018-19 school year, all students in each subgroup will increase proficiency by at least 2% as evidenced by the percentage of students scoring level 3, or above, on the 2018 state or local assessments in reading and math

3. List the budget line item(s) that are associated with this area.

1	2	4	9
10	11	13	16

4. Describe the Activity(ies) that will be implemented to address the area of focus. Include the following information for each activity listed:

a. List each specific activity(ies) that will be implemented

Response:

Activity #1 - Supplemental Instructional Materials - All subject areas will incorporate daily, consistent use of research-based best practices in literacy, math, science, and writing instruction. Materials funded through TIPA for this activity will allow teachers to develop rigorous practice and intervention lessons for students to meet their differentiated needs and promote active student engagement. Supplemental materials to be provided include expenditures such as Failure Free Reading, I-Ready and Voyager Sopris Velocity Programs, science supplies to be used for experiments, and math manipulatives.

Ongoing monitoring of student progress using the district's Early Warning System will enable timely determination of the need for differentiated interventions for struggling students. The LEA will provide intensive Tier 2 reading and math intervention for L1 and L2 students in grades K-5. Tier 2 interventions will be scheduled during the day, as well as, afterschool tutoring sessions.

Activity #2- Technology / Progress Monitoring- More frequent, timely progress monitoring of students in the core subject areas of ELA and Math will enable a more efficient instructional improvement protocol. With STAR 360, students in grades K-5 can be regularly assessed and their instruction differentiated as indicated by the data. All three Title I schools use will be using STAR 360 and Early Literacy. Continuing to improve English/Language Arts proficiency is the District's #1 priority...while maintaining the growth that we have made in the areas of math and science.

In an effort to improve writing scores in grades K-5 and increase the students scoring level 7.0 or above, "Write Score" will be implemented with writing assessments being completed three times each year. Write Score is a progress monitoring, assessment company that has developed a much needed reliable formative assessment program to prepare students for state tests. Having writing scores will enable language arts/reading teachers to make instructional decisions in the classroom and differentiate for specific individual needs.

Activity #3 -Staffing- To strengthen foundational skills the LEA will employ five certified teachers to provide differentiated instruction in the classrooms of Title I school wide programs. Nine HQ paraprofessionals will also be employed to provide extra instructional assistance and intervention in TI schools.

Activity #4 - Extended Learning Time - Additional/earning time and intervention will be provided for approximately 120 targeted, struggling, nonproficient students in grades K-5 in the areas of reading and math. Intensive intervention, both during the school day and after-school, will be provided for the students that are deemed to be most in need by FSA and STAR 360 scores.

Activity #5 - Professional development to strengthen the knowledge and skill of content area teachers over the course of the school year

b. Provide the frequency & duration of each activity

Response:

Activity #1: Supplemental Core Curriculum Supports - Purchased as needed

Activity #2: Technology/ Frequent Progress Monitoring - Monitor at least three times per year

Activity #3: Provision of additional HQ staff at TIPA schools - 180 school days

Activity #4: Extended Learning Time - Intervention services will vary based upon student need.

Activity #5: Professional Development as scheduled to meet instructional needs determined by staff and data.

c. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.

Response:

Weiser & Mathes (2011) found a combination of decoding and encoding instruction was good for students who need gains in phoneme awareness, alphabetic decoding, word reading, spelling, fluency, and comprehension.... Many students have had positive effects from several types of reading intervention strategies. Nov 23, 2013

Reading intervention strategies, differentiated to match student need, have been shown to provide the critical content and clear instruction needed to transfer a struggling reader into a skilled reader. Through daily, explicit, and systematic instruction, the program addresses the needs of children who are not making adequate progress in their core reading program. (Dr. J Torgeson).

Benchmark assessments are used in many districts throughout the nation to raise student, school, and district achievement and to meet progress monitoring requirements

(Henderson, S., Petrosino, A, Guckenburg, S., &

Hamilton, S. (2007). Measuring how benchmark assessments affect student achievement (Issues & Answers Report, REL

2007-No. 039). Washington, DC: US. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast and Islands. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

Write Score's reputation in the business of hand-scoring written essays in the past has been very positive and has provided a reliable correlation with state writing assessments. In addition to the data, Write Score provides online teacher information and instructional resources to assist in writing development.

The Education Trust's article "Access to Strong Teachers" April 2010 shows the strong connection to effective teachers and student academic achievement. Research from the America Reads Challenge Resource Kit contains 65 published studies that found positive achievement effects across all of the studies where tutors were utilized. Instructional Grouping: Group Size. Research on School Effectiveness: Project Summa. Cotton, Kathleen; Savard, WG Children in primary grades should receive as much small group instruction as possible. The Effectiveness of Early Intervention Tutoring Programs-When is a Research Brief too Brief? Robert M Schwartz, Oakland University. This brief concludes that one-on-one tutoring, led by trained adults, can have a significant, positive effect on students' reading, particularly for younger students.

- d. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

Response:

The primary monitoring of implementation will be conducted at the school level by the administration, school leadership teams, and content area coaches. The Director of Instruction will meet at least three times per year with principals to monitor progress. During the monthly hour long meeting updates will be shared on the status of:

- 1. Intervention implementation*
- 2. STAR 360 data*
- 3. Write Score data*
- 4. Additional Title I certified staff*

Quarterly school improvement visits and debriefing meetings are scheduled with School Leadership Teams that will include monitoring of the data being reported from this project. These quarterly meetings will last approximately two hours per school. Pending the outcome of the activities, revisions to the Strategic Plan will be made if needed.

5. If other federal sources, besides Title I, Part A are being used to fund these activities, list the resources and how they will be coordinated.

Response:

FEFP Reading Allocation and General Funds will be used to provide services of administrators and instructional coaches. Collaborative funds will also be secured from Title II, Title IV, V, and SAI to assist in implementing these activities.

Most purchases will include varying amounts with optimal funding allocations made as the purchase amounts are determined. An example would be that an instructional coach is funded 50% Title I and 50% FEFP Reading. All expenditures vary in nature.

6. LEA Plan: The LEA's strategy for the following:

- a. Identifying & addressing any disparities that result in low-income students & minority students being taught at lower rates than other students by ineffective, inexperienced, or out-of-field teachers (if applicable):

Response:

Basically, the Taylor County School District has three Title I Schools. The two larger schools serve 96% of the K-5 students living in the county. The third Title I School serves approximately 60 K-5 students and is geographically located about 40 miles away. This school has historically had a higher percentage of low SES students than the two larger Title I Schools. This year, the smaller Title I School also has a higher percentage of new hires than the two larger school this year due to attrition and teacher mobility. Additional

support will be provided to this site through rural isolated school funding. All schools are staff with certified teachers.

Annually, the LEA collects VAM and evaluation data on all teachers at Title I Schools.

Additional support provided via instructional coaches and school administrators will be provided for struggling and inexperienced teachers. Mentors are provided as an additional level of support. Mentors are clinical education certified and serve in like content area positions. Differentiated support plans are developed to meet individual teacher needs.

b. Identifying students who may be at risk for academic failure:

Response:

Students exhibiting reading or math deficiencies that struggle with Tier 1 Core instruction will receive differentiated instructional supports through small skills groups before being referred to the MTSS team for review and placement into a Tier 2 intervention. Ongoing progress monitoring documentation will be collected to determine the intervention's impact. In the event that the student is not responding to the Tier 2 intervention, the MTSS team will review progress and make a determination of increased time, intensity, or change of intervention as delineated in the district's Tier 3 MTSS Plan.

Parents will be notified when the student demonstrates a reading or math deficiency (Grades K-5). STAR will be used for K-2 and FSA scores will be used for third through fifth grade.

c. Identifying and serving gifted and talented students: and

Response:

Within Taylor County, some children are referred for an individual evaluation because they show a innate ability to reason or the capacity to learn at a rapid rate as compared to their peers, or they are referred based on their high scores on state or district assessments. Enrichment strategies are utilized to provide these children more opportunities to explore and make progress in the regular classroom. Parents of potentially gifted students, or the school staff, are encouraged to refer the child for an evaluation to determine if they are eligible for ESE gifted services.

After the evaluation, the school holds a meeting called an eligibility staffing. The team at the eligibility staffing discusses the information collected about the child. Then the team uses data to determine whether the child is eligible for ESE services. To receive ESE services as a gifted student, the child must meet the criteria listed in Rule 6A-6.03019, Florida Administrative Code.

d. Developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement

Response:

Each Title I school provides an on-site and digital school library program designed to enhance and support learning. All school libraries have a certified school librarian at the helm, provide personalized learning environments, and offer equitable access to resources to ensure a well-rounded education for every student. School library programs are led by certified school librarians who actively participate in the instructional programs of their schools. This collaborative partnership between classroom teachers and school librarians is then supported by collections of up-to-date materials in a variety of formats.

Digital literacy skills are enhanced through the use of digital devices and lending services. Students are able to check out and read books virtually through an online

lending system. Title I school libraries also serve as a hub for earning points through Accelerated Reader and promoting literary excitement.

Area of Focus 2

Area of Focus 2: Parent and Family Engagement Plan (PFEP)

1. Using the data of choice, provide the LEA measurement of parental involvement participation and the basis for the identified need. Please identify the source data that is used.

Response:

The Taylor County School District tracks the participation of our Title I families over the course of the school year. Approximately 21% of our families attended planned Title I conference nights held at the Title I Schools. 84% of families attended the initial Back to School Orientation. 74% of families attended the Title I Annual Meeting in September, 2017. Spring 2018 FSA ELA proficiency rates for the district were 45% with only 39% of the low 25% making learning gains. Chronic absenteeism is a pervasive problem. In the June, 2018, DOE Attendance Rate release, Taylor was one of 7 districts with a 20 to 30% chronic absenteeism rate. 23.9% of the students within the district missed 21 or more days.

Low average daily attendance rates and lagging FSA ELA scores provide the basis for our 2017-18 family engagement plan. Family engagement outreach and events will be aimed at heightening awareness of the importance of attending school regularly.

2. Parent & Family Engagement Mission Statement

Response:

The Taylor County School District is committed to equipping students for the life-long learning through lessons in academics, accountability, and attitude. The Taylor County School District believes that a positive family engagement program is essential to maximizing student growth and achievement and thus encourages families to participate in school education planning and decision-making.

3. List the budget line item(s) that are associated with this area.

3	11	26	27
28			

4. Engagement of Parents

Describe the actions the LEA will take to involve parents in the following required policies/plans:

- LEA-wide parent and family engagement policy (PFEP)[Section 1116(2)];
- LEA plan [Section 1112(b)] and
- How the funds reserved for parent and family engagement will be spent [Section 1116(a)(3)]

Response:

The Taylor County School District will take the following actions to involve parents in the joint development of its district-wide family engagement plan under Section 1112 of the ESEA.

The District will provide opportunities for parental input at School Advisory Council meetings. SACs are comprised of parents from Title I schools representative of the school's demographics, district and Title I school administrators and staff, and will be involved in the development, implementation, support, and/or review of the LEA Parent Involvement Plan, the schools' Parent Involvement Plans, the School Compact, DIAP Plans and funding related to these plans. Parents are notified, encouraged and provided opportunities to participate in district and school planning.

The District will ensure that families are notified of opportunities to participate in planning and decision-making activities by utilizing the Blackboard Connect-Ed phone messaging system, the LEA's Parent Guide, home/school newsletters, school and district websites, PTA and SAC memberships, backpack communications, and invitations from administrators.

The District will ensure all Title I principals place the Title I Parent and Family Engagement Plan on the schools' School Advisory Council agendas for parental review.

Reserved family engagement funds will be spent at the school level to provide activities and information designed to assist parents in helping their children be successful students

5. Technical Assistance

- Describe the actions the LEA will take to provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1116(a)(2)(B and C) and 1116(e)(1-14)].
- Include a description of the process the LEA will use to review the school-level P&FE to ensure compliance with all requirements of Section 1116 [34 CFR 200.21(c and d)].
- Include information on how the LEA will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request [Section 1116(e)(14)].

Response:

The Taylor County School District will take the following actions to ensure technical assistance and other support to assist Title I schools in planning and implementing effective parent and family engagement programs designed to improve student achievement and school performance:

District personnel will provide an ESSA Title I technical assistance update annually to the SAC of each Title I school, which will include: requirements of Title I, reporting on student assessment data, school grade targets, and best practices of family engagement.

The District will hold technical assistance meetings with Title I principals to discuss and review TI-related matters, including family engagement strategies and activities.

The District will provide professional development for parent liaisons to build their capacity in the area of family engagement.

At the end of each school year, District personnel will meet with administrators and staff of the Title I schools to review assessment data, parent evaluations, and climate surveys and use this information in developing plans for the upcoming year designed to improve student achievement, school performance, and meaningful parent and family engagement.

The District will provide a minimum of one (1) Peer Review event in order for Title I schools and district personnel to review, discuss, and revise (if necessary) the parent and family engagement policies.

The District will provide annual technical assistance for Title I administrators and staff, including strategies for engaging families in their child's education.

The District ensures that each Title I school provides its families with a district web-site link which describes Title I parent and family engagement activities and opportunities.

The District will ensure that each Title I School provides families with access to a copy of the school's Parent and Family Engagement Policy.

The District will provide on-going information to parents using the Blackboard Connect Ed messaging system, the school website, and the district website.

The District will include information related to parental involvement to improve student achievement and school performance in student planners, handbooks, and separate mailings.

Each school, to the extent possible, will send notifications to parents in other languages and in a format that parents can understand.

6. Coordination and Integration

Describe how the LEA will coordinate and integrate parent and family engagement strategies from Title I, Part A of with other federal programs (including but not limited to Head Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), Voluntary Pre-Kindergarten, Title I, Part C and Part D, Title III, and Title IV, Part A) [Sections 1116 (a)(2)(D) and 1116(e)(4)]. In the text box, please formulate your responses as follows:

1. Program & Coordination

Response:

The LEA strives to coordinate family engagement opportunities with various service providers and federal grants within our district.

Annually, the Taylor County School District partners with the early learning coalition, Child Find, social services, and the Title I Schools to host an annual professional development and articulation meeting for all pre-school four year old providers. The purpose of the pre-K provider network session is to assist in the provision of curriculum and instruction aimed at readying students for kindergarten. Resources are also provided to pre-Kindergarten providers to be used with families to assist families with transition from Pre-K to the K-12 school system.

District personnel, the Taylor County Health Department, Taylor County Pre-K and Taylor County High School will partner to provide academic and social services to parents enrolled in the Teen-Age Parent Program.

The LEA will also assist with the facilitation of articulation of educational opportunities for families of students as they progress from school to school within the district. Activities designed to assist with transition include family information nights, school/program orientations, conferencing, and more.

7. Annual Evaluation

With the inclusion of parents, describe the actions the LEA will take to conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of the Title I, Part A schools [Section 1116(a)(2)(E)].

Response:

The Taylor County School District will coordinate and integrate parent and family engagement evaluation strategies in Title I, Part A, through the following actions to conduct, with the involvement of parents. An annual evaluation of the content and effectiveness of the LEA parent and family engagement policy and the schools' family engagement policy, in improving the quality of its Title I schools. The evaluation will include, but not limited to: identifying barriers to greater participation by parents in parental involvement activities (with particular attention paid to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The District will use the findings of the evaluation regarding its parent and family engagement policy and activities to design strategies for more effective parent and family engagement policy, and to revise, if necessary, its parental involvement policies. To accomplish the above, the District will:

Partner with the Early Learning Coalition, Child Development Center, and Head Start to ensure an effective annual evaluation of policies.

· Ensure that Title I Schools conduct an annual evaluation of the content and effectiveness of parental involvement policies, share the results with school staff, parents, and the district office, and use the data to guide needed revision of the LEA PI policies.

· Ensure that a variety of evaluation options are used, including Survey Monkey, hard-copy evaluations, and Blackboard Connect Ed, so that as many parents as possible are included in the assessment.

· Ensure that surveys include the following: quality and number of parental offerings during the school year, methods of assessment, and barriers to effective parental involvement.

· Ensure that attendance records, agendas, and evaluations are kept at the school and district level to document parent activities.

· Ensure that Title I Schools develop jointly with parents a school-parent compact and outline how parents, school and students share responsibility for improved academic achievement.

· Ensure that parental involvement evaluations are used by Title I schools in the planning of their School Improvement Plan.

8. Building Capacity

If the LEA plans to implement LEA-wide parent and family engagement activities, describe the actions that will be taken to build the schools' and parents' capacity. The plan should demonstrate a partnership among the school, the parents, and the community to improve student academic achievement [Sections 1116(a)(2) (C), 1116(e)(1-14)]. Please formulate your responses as follows:

1.

- A. List each specific activity
- B. Provide the frequency and duration of each activity
- C. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented
- D. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

Response:

The LEA will provide a number of capacity building events for Title I families including:

Back to School Orientations, Title I Annual Meetings, Family Engagement Nights, flexible conference nights, and the Annual ESSA Update for Schools and Families will be provided by the Director of Instruction mid-way through the school year. The anticipated impact on student achievement will be a result of more informed families with knowledge related to upcoming high-stakes assessments, student progression policies, and strategies to assist their students prepare for testing. Evidence of effectiveness will include parent climate surveys and overall attendance at specific events

According to a research report entitled, "The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievement and Adjustment, the most important finding from the point of view of this review is that parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups."

9 Staff Training

Describe the professional development activities the LEA will provide, with the assistance of the schools and parents, to educate staff on the value and utility of contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, the implementation and coordination of parent

programs; and how to build ties between parents and the school [Section 1116(e)(3)] Please formulate your responses as follows:

1. Content and Type of Activity

- A. List each specific activity.
- B. Provide the frequency and duration of each activity.
- C. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.
- D. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

Response:

Title I schools will provide professional development for teachers and staff on the topic of parent and family outreach concentrated on strengthening and maintaining teacher/parent relationships. Professional development will be held during the first nine weeks of school. The anticipated impact on student achievement will be an increased number of successful parent conferences and family engagement events. Evidence will include the quantity of parent attendance at PFEP activities.

According to the USED Dual Capacity-Building Framework for Family-School Partnerships, "the increase in policies promoting family engagement is a sign of progress toward improving educational opportunities for all children. Yet these mandates are often predicated on a fundamental assumption: that the educators and families charged with developing effective partnerships between home and school already possess the requisite skills, knowledge, confidence, and belief systems—in other words, the collective capacity—to successfully implement and sustain these important home-school relationships. Unfortunately, this assumption is deeply flawed. Principals and teachers receive little training for engaging families and report feeling under-prepared, despite valuing relationships with families."

10. Communication and Accessibility

Describe how the LEA will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1116(e)(5) and 1116(f)].

Response:

The District will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Child Development Center, Head Start, the Early Learning Coalition of the Big Bend, and private preschool programs; and will conduct other activities such as operating parent resource centers and parents' night-out programs, that encourage and support parents in participating in the education of their children. All school facilities and meeting locations meet ADA regulations and will be wheelchair accessible. These activities will include participation opportunities for ALL parents- ELL, Disabled, Disadvantaged, and Migratory - by:

- Participating and collaborating with the Early Learning Coalition of the Big Bend.*
- Participating and collaborating with the Shared Services Network.*

Collaborative Targeted outreach to ELL, Disabled, Disadvantaged, and Migratory families through Title I Parent Liaisons, and the District Child Find Parent Specialist.

- Providing links on the district website announcing family engagement opportunities and other educational web-based links such as Study Island, CPALMS, FOCUS and Classlink.

Providing each Title I school with Parent Liaisons to work with parents to increase meaningful family engagement.

Providing notifications on the district calendar, Blackboard Connect Ed, and through local media notifying families and the community of parent and family engagement activities.

Providing child care and transportation for PFEP activities.

Provide, as feasible, translations of the following:

1. Title I parent and family engagement plans, both school and district.
2. ESSA Parent Right to Know notices, and
3. Blackboard Connect Ed messages and communications.

11. Discretionary Activities

The LEA parent and family engagement policy may include additional discretionary activities that the LEA, in consultation with the parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement [Section 1116(e)].

☐ Check here if the LEA does not plan to implement the discretionary parent and family engagement activities.

If your district does plan to implement these activities, please formulate your responses as follows:

1. Activity

- A. List each specific activity
- B. Provide the frequency and duration of each activity
- C. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.
- D. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

Response:

The Taylor County School District will establish and facilitate an LEA-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs. The director of instruction will facilitate quarterly District Parent Advisory Council Meetings and the DPAC will impact student achievement by focusing family engagement efforts. Effectiveness will be determined through meeting agendas, notes, and sign-in sheets

Many research articles report the engagement of families in all aspects of a student's education has a positive impact. According to the Title I, Part A, Non-regulatory Guidance, family engagement is based upon "four principles that provide a framework through which families, educators, and communities can work together to improve teaching and learning. These principles are accountability for results, local control and flexibility, expanded parental choice, and effective and successful programs that reflect scientifically based research. The parental involvement provisions in Title I, Part A of the ESEA reflect these principles. Specifically, these provisions stress shared accountability between schools and parents for high student achievement, including expanded public school choice and supplemental educational services for eligible children in low-performing schools, local development of parental involvement plans with sufficient flexibility to address local needs, and building parents' capacity for using effective practices to improve their own children's academic achievement."

12. Upload Evidence of Input from Parents

Uploaded Document

Upload evidence of parent input in the development of the plan.

Evaluation of the Previous Year's Parental Involvement Plan

13. Building Capacity Summary

Provide a summary of the activities offered to help build the capacity of parents improve their children academic achievement [Section 1116(e)(1-2)]. Please formulate your responses as follows:

A. Content and Type of Activity

- A. List each specific activity.
- B. Provide the frequency and duration of each activity.
- C. Detail how current evidence-based research indicated the activity(ies) would be effective, or likely be effective, in improving student achievement.
- D. What method(s) were used to evaluate the implementation and effectiveness of the activity(ies) listed and how often did this evaluation occur?

Response:

Over the course of the last school year, many family engagement activities were provided for families:

Title I Annual Meetings: 3 meetings with 1052 attendees

Student Conferences: 3 nights with 810 participants

Family Orientations: 3 nights with 1189 families

Parent Capacity Building Meetings: 7 nights with 708 families

ESSA Transition Events were held for 2nd and 5th grade families: 50 families attended

The anticipated impact on student achievement of each of the family engagement activities listed above is more informed families that are better equipped to assist their children be successful students.

14. Staff Training Summary

Provide a summary of the professional development activities provided by the LEA to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs, and how to build ties between parents and the school [Section 1116(e)(3)]. Please formulate your responses as follows:

A. Content and Type of Activity

- A. List each specific activity.
- B. Provide the frequency and duration of each activity.
- C. Detail how current evidence-based research indicated the activity(ies) would be effective, or likely be effective, in improving student achievement.
- D. What method(s) were used to evaluate the implementation and effectiveness of the activity(ies) listed and how often did this evaluation occur?

Response:

During the 2017-18 school year training sessions were held across the three schools, 64 participants were recorded in attendance over the course of the year. The anticipated impact on student achievement was building the school and classroom capacity to facilitate an effective family engagement program. Support was provided to Title I classroom teachers so they know how to efficiently prepare for parent meetings.

15. Private School Summary

Provide a summary of the parent and family engagement activities provided for private schools implementing a Title I, Part A program [Section 1120(a)(1)]. Please formulate your responses as follows:

A. Content and Type of Activity

- A. List each specific activity.
- B. Provide the frequency and duration of each activity.
- C. Detail how current evidence-based research indicated the activity(ies) would be effective, or likely be effective, in improving student achievement.
- D. What method(s) were used to evaluate the implementation and effectiveness of the activity(ies) listed and how often did this evaluation occur?

Response:

Not applicable. No private schools were served with federal funds during the 2017-18 school year.

16. Barriers (LEA Plan Infusion)

Describe the barriers which hindered participation by parents in parent and family engagement activities during the previous school year. Include the steps the LEA will take during the upcoming school year to overcome the barriers and design more effective parent and family engagement policies (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) [Section 1116(a)(2)(E)]. Please formulate your responses as follows:

- A. Barrier (Including the Specific Subgroup)
- B. Steps the School will Take to Overcome

Response:

Some of the barriers noted in our LEA are:

1. Scheduling: It seems that we struggle to reach working families and some of our families of struggling students. The Title I school will work to schedule events in a flexible manner. Title I parent liaisons and other resource positions will be used to reach out to the families of struggling students. Our aim is to build a relationship with our families.

2. Resources to Use At Home: The school's ability to provide differentiated activities to enhance learning for all students, from low to high, has proven to be a challenge for the Title I schools. Title I schools will research and plan efficient ways to equip the families of all students with appropriately leveled learning materials and activities for use by families at home.

17. Best Practices

Describe the parent and family engagement activity/strategy implemented during the previous school year that the LEA considers the most effective. This information may be shared with other LEAs as a best practice. Please formulate your responses as follows:

- A. Content/Purpose
- B. Description of the Activity

Response:

The Taylor County School District has begun outreach to families with a reading bus that travels to homes, mentors for struggling students, and faith-based outreach into churches and community events.

Area of Focus 3**Area of Focus 3 Homeless Education**

- 1. Using the data choices listed, provide the baseline data and identify the sources of data used.

- a. Homeless Student Identification Rate (HSIR), Survey 5
- b. Homeless Student Attendance Rate (HSAR), Survey 5
- c. Homeless Student (Grade) Promotion Rate (HSPR), Survey 5

Response:

Homeless trend data over the course of the past six years from the LEA has had an increase of 42.2%, from 89 in 2010-11 to 126 in 2016-17, in the number of identified and served homeless students. Although according to the HSIR data, Taylor County only identifies 5.1% of the total student population.

2. List the anticipated goal(s) the district plans to accomplish in addressing this area of focus. Ensure the goal is specific, measurable, achievable, realistic, and time limited (SMART).

Response:

By the end of the 2018-19 school year, the District will work to identify and serve 2% more homeless students.

Barriers within the LEA that prevent 100% of homeless students from being identified and served are some students slip through the school level identification through the registration process or the student's living situation changes and school staff are unaware. Title I and Title IX strategies will hopefully improve the service rate.

3. List the budget line item(s) that are associated with this area

14	21	22	23
24	25		

4. Describe the Activity(ies) that will be implemented to address the area of focus. Include the following information for each activity listed:

- a. List each specific activity(ies) that will be implemented

Response:

1. Annually the Homeless Liaison will make Back to School presentations outlining the McKinney Vento Act and have information available at the Title I Annual Meeting at each Title I school.

2. After analyzing the data on the Federal Consolidated State Performance Report utilizing the McKinney Vento guidelines, each homeless child or youth will be provided services appropriate and comparable to those offered to other non-homeless students by the school district. These services include pre-school programs, transportation services, assistance with obtaining immunizations or immunization records of medical records, all educational services, ESE services, tutoring services, programs for gifted and talented students, nutritional programs and any after-school programs for youth.

3. Our homeless program will also assist with providing school supplies, clothing, and hygiene items that may be needed to ensure academic success.

4. The homeless liaison will also work with students and families to meet their needs within the school district.

- b. Provide the frequency & duration of each activity

Response:

1. Annual Back to School Presentations will be held in August and September

2. Homeless Education Program staff will complete an educational needs assessment at least once per year on every identified student to determine the type of support needed to ensure school success.

3. Face to face client contact appointments lasting approximately one hour each will be scheduled as needed. These appointments will be scheduled by the homeless education program staff.

- c. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.

Response:

According to the July, 2014, "Supporting Homeless Children and Youth through Proactive and Positive Behavior Management and Intervention Practices National Center for Homeless Education" (www.serve.org/nche) Homeless students may come to school in distress due to their living situations and consumed with worry about the uncertainty in their lives (Walker-Dalhousie & Risko, 2008; Wong, 2009). The stresses of poverty compound each other and create a cycle that affects all areas of a child's life, including the development of social skills and positive peer relationships (Wadsworth et al. 2008). Adding to their social difficulties, children living in poverty and homelessness are often times viewed by their peers as "different" (Eamon, 2001). Eamon (2001) states this perception of 'differentness' can isolate children from their peers and hinder the development of positive peer relationships, including the necessary foundation of positive social interactions and development of social competence. Students living outside of the school social circle may consider themselves outcasts and are less likely to conform to the norms of acceptable school behavior (Schulz, 2011). The ability to make connections to others and build positive relationships has been positively linked to academic achievement (Kronenberg & Strahan, 2010). School environments that do not provide a safe haven of acceptance and social support may also negatively affect a homeless child's already fragile emotional, social, and behavioral development.

Thus, all of the Homeless Education Program activities planned for implementation during the 2017-18 school year all are designed to support homeless students as they attend school and seek to make the most of their education.

- d. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

Response:

The LEA will use client satisfaction information to verify the effectiveness of the homeless services in Taylor County which will be obtained at point of service by the Homeless Liaison. Student achievement/proficiency levels will also be reviewed through a comparison of the homeless and non-homeless student populations. Homeless student data will be reviewed on a quarterly basis.

5. If other federal sources, besides Title I, Part A are being used to fund these activities, list the resources and how they will be coordinated.

Response:

Taylor County does receive Title IX funds. Additional state and local funds in the amount of \$4,000.00 are used to address the needs of homeless students. Homeless education program staff will meet at bimonthly to ensure that funds are coordinated to effectively and efficiently meet the needs of homeless students.

Area of Focus 4

Area of Focus 4 Neglected and Delinquent Education

1. Describe how your LEA plans to address the following Neglected and Delinquent Education areas between correctional and local educational agencies (LEAs) facilities:

- a. Transitioning
- b. Drop out Prevention.
- c. Educational Achievement
- d. Educational Quality

Response:

A process similar to the one used to identify homeless students will be used to identify neglected and delinquent students. Students who are entering the district from DJJ facilities are referred to the Director of Support Services before placement in the alternative school. A meeting is held with probation officers, school personnel, and parents to discuss placement of students who are returning to the district after being in delinquent programs. These students will be placed at the alternative school where they have the opportunity to transition into the regular school setting. Students receive individual attention in a class with a small teacher/pupil ratio as well as individual counseling. Drop-out prevention strategies are used to instruct students. Credit Recovery provides students the opportunity to make-up credits needed to be promoted in middle school and graduate from high school.

Students returning to the LEA from N & D facilities outside the district and transition back into the LEA would now fall under the "At-Risk" category. At-Risk issues may be addressed with the LEA's Basic Title I funds, not the set-aside. Funds will be set-aside within the Title I grant to assist N&D students through the transition process.

2. List the anticipated goal(s) the district plans to accomplish in addressing this area of focus through the use of Title I, Part A funds in collaboration with Title I, Part D. Ensure the goal is specific, measurable, achievable, realistic, and time limited (SMART).

Response:

By the end of the 2018-19 school year, services will be provided to 100% of the students when/if identified as neglected and delinquent based upon their specific needs.

Students (now considered to be at-risk) returning from N & D facilities outside the district and transitioning back into the school system and attending a Title I school will be served, based on their specific needs, with Title I Basic funds, if applicable.

3. List the budget line item(s) that are associated with this area.

12			

4. Describe the activity(ies) that will be implemented to address the area of focus. Include the following information for each activity listed:

- a. List each specific activity(ies) that will be implemented.

Response:

If/when an N/D student enters our school district, identification will be made through the registration process. All schools are aware of the Title I N&D fund, and if a need arises and that fund needs to be accessed, the request will come from the school administration to the Director of Instruction. In addition, the LEA's Social Worker will work closely with any N/D students when they arrive in the District, including school visits, home visits, and follow-up to ensure the student's needs are met. Services will be provided on a case by case basis; therefore, the length of time per student will vary.

Equitable services will be provided to identify neglected and delinquent students. Students who are entering the district from DJJ facilities are referred to the Director of

Support Services before placement in the alternative school. A meeting is held with probation officers, school personnel, and parents to discuss placement of students who are returning to the district after being in delinquent programs. These students are placed at the alternative school where they have the opportunity to transition into the regular school setting. Students receive individual attention in a class with a small teacher/pupil ratio as well as individual counseling. Drop-out prevention strategies are used to instruct students. Credit Recovery provides students the opportunity to make-up credits needed to be promoted in middle school and graduate from high school.

- b. Provide the frequency & duration of each activity

Response:

Activities will be implemented on an as-needed basis if/when an N&D student enters the school district.

- c. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented

Response:

According to the August, 2016, Center for Juvenile Justice Reform's "Education and Interagency Collaboration: A Lifeline for Justice-Involved Youth," many components impact a youth's risk of delinquency and recidivism, including individual, family, school, peer, and community elements. These elements can serve as both risk and protective factors. Risk factors, such as family violence and association with deviant peers, increase a youth's likelihood of entering the juvenile justice system, whereas protective factors, such as having a supportive adult mentor and being attached to school, discourage a youth's delinquent behaviors. Education, in particular, is a critical factor in determining the risk of youth delinquency and recidivism (Lee & Villagrana, 2015). With sufficient support, most youth are able to overcome academic and social obstacles without entering the delinquency system. However, youth who lack the necessary resources to surmount the challenges are at a heightened risk for involvement in the juvenile justice system. These at-risk students tend to respond to academic failure with behavioral misconduct (Blomberg et al., 2011, p. 357), which is often met with exclusionary discipline practices that interfere with students' learning and perpetuate a cycle of failure (Ramirez & Harris, 2010, p. 158). Students who have "failed" at education are in turn more likely to misbehave, feel detached from school, be truant, use drugs and alcohol (Henry, Knight, & Thornberry, 2012, p. 158), and ultimately drop out, increasing the likelihood of contact with the justice system (Ramirez & Harris, 2010).

- d. What methods will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

Response:

Effectiveness of the district's N/D activities will be based upon verification of timely and accurate identification, assessment, and services provided as documented by case files.

5. If other federal sources, besides Title I, Part A are being used to fund these activities, list the resources and how they will be coordinated.

Response:

If the N/D student qualifies for ESE services, then IDEA funds will also be used to provide services.

Area of Focus 5

Area of Focus 5: Educational Services Funded at the LEA-Level

1. Using the data of choice, list the baseline data and identify the source data

Response: <i>Not applicable at this time. Funding at the district level is unavailable</i>								
2. List the anticipated goal(s) the district plans to accomplish in addressing this area of focus. Ensure the goal is specific, measurable, achievable, realistic, and time limited (SMART). Response: NA								
3. List the budget line item(s) that are associated with this area. <table border="1"> <tr> <td>0</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	0							
0								
4. Describe the Activity(ies) that will be implemented to address the area of focus. Include the following information for each activity listed. <p>a. List each specific activity(ies) that will be implemented.</p> <p>Response: NA</p> <p>b. Provide the frequency & duration of each activity</p> <p>Response: NA</p> <p>c. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.</p> <p>Response: NA</p> <p>d. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?</p> <p>Response: NA</p>								
5. If other federal sources, besides Title I, Part A are being used to fund these activities, list the resources and how they will be coordinated. Response: NA								

Area of Focus 6**Area of Focus 6: Discretionary Educational Services Funded at the School-Level**

- ☒ The LEA will not implement any discretionary educational services. If checked, then the section is not required.

Area of Focus 7**Area of Focus 7: Early Childhood Services**

1. Describe the early childhood education services to be provided under this application.

Response:

By the end of the 2018-19 school year, all Taylor County Pre-K staff will have access to professional development. At least 5 at-risk VPK students will receive wrap-around support.

Assistance will be provided to Taylor Pre-K staff to meet DCF's personnel requirements

Kindergarten transition support for pre-K families residing in the LEA will be provided

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

Response:

Historically, the LEA has provided both professional development and transition support for all pre-K providers and our families. The Early Education Provider's Network meets annually to share pertinent information about both VPK and kindergarten. Ongoing parent outreach and informational nights are planned throughout the school year at a variety of locations.

3. Describe how the LEA will ensure on-going progress monitoring measures will:

1. Align with Head Start Education Standards
2. Are administered multiple times throughout the program.
3. Provide data to inform instructional focus and strategies for use by the classroom teacher.

Response:

The LEA will track VPK student progress through VPK assessments which are administered three times per year. VPK assessments are aligned to the Florida VPK standards and the Head Start Education Standards

Annual FLKRS data is reviewed at LEA level. This data is used to guide additional support provided to early childhood classroom teachers. Support was provided in the area of scientific inquiry due to this being the lowest scoring area on the district level FLKRs report

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

Response:

Multiple Kindergarten information nights and registration events are planned each spring across the LEA.

Additionally, informational flyers are distributed at all of the pre-Kindergarten centers periodically throughout the year to inform families. All kindergartners and their families are invited to tour the Title I school during the school day, while classes are in session, to see what kindergarten looks and feels like.

5. Title I Preschool Blended with:

Title I Preschool Blended with:	Number of children served with Title I		Total Number of Students		Describe method which will be used to identify students	Total TIPA Funds Used
	Age 3	Age 4	Age 3	Age 4		
Voluntary PreKindergarten (VPK)	0.00	5.00	0.00	80.00	Will provide wrap around care to at-risk students as determined by the intake process.	4000.00
	0	5	0	80		

Area of Focus 8

Area of Focus 8. Private Schools

✓ Check here if this section is Not Applicable.

Area of Focus 9**Area of Focus 9: Foster Care**

- 1 Enter the amount of funds the district is reserving for this area of focus using Title I, Part A funds.

Response:

The LEA is reserving \$1,000.00 for services to support the educational needs of foster students. At this time no transportation services are being provided and historically none have been provided.

- 2 Describe how the LEA will ensure the following:

- a. Transportation will be provided to maintain children in foster care in the school of origin unless there is a determination that it is not in his or her best interest.

Response:***I. Determination of Child's Best Interest for Foster Care School Placement******A. Basic Procedure***

After DCF determines the most appropriate residence for the child, the TCPS FCD and/or a representative of the school in which the child is currently enrolled will work with the DCF caseworker to determine, based on the child's best interests, whether the child should:

- Remain in the school of origin, taking into account the appropriateness of the educational setting; or*
- Transfer to the local school for the child's new residence, if remaining in the school of origin is not in the child's best interest.*

The presumption should be that the child will remain in the school of origin to provide school stability and educational continuity for the child, unless to contrary to the child's best interests. In the event of transfer to the local school, the child shall be enrolled immediately and appropriately with all educational records provided to the new school, according to the procedures described below.

DCF has ultimate decision-making authority over school enrollment and will work with the involved school district to determine payment for the student's transportation.

B. Engaging Key Partners in Determining Child's Best Interest for School Placement

TCPS and DCF should make all reasonable efforts to include in the best interest determination process other individuals who have knowledge of the child.

In addition to the DCF caseworker, individuals who have knowledge of the child may include the:

- The child himself or herself;*
- Child's birth parent(s) or prior custodian;*
- Individual the child would like to participate;*
- Parent Surrogate for educational decisions, if applicable;*
- School representative;*
- Classroom teachers;*

- School social worker;
- School counselors;
- Special education coordinator if the child has an IEP or 504 plan;
- TCPS Office of Transportation;
- Coaches;
- Resource parents, kin caregivers, or residential care providers;
- Child's attorney; and
- Court Appointed Special Advocate.

In addition to including the child in the best interest determination process whenever possible, the DCF caseworker should engage the child in discussions to:

- Solicit his or her wishes related to school enrollment;
- Address constructively any concerns the child may have.
- Ask who the child would like to be a part of the best interest determination process, and arrange for this person's participation.

C. Factors to Assess in Determining Child's Best Interest for School Placement

Factors to assess in determining the child's best interest for school placement include, but are not limited to, the following:

- The student's age;
- The student's emotional needs;
- The school attended by the student's siblings;
- Length of time student is expected to remain at the current placement and the possible location of housing intended to be long-term
- Distance of commute and the impact it may have on the student's education and other student-centered, transportation-related factors, including travel time;
- The preferences of the student, the birth parents or prior custodians as appropriate, and the student's resource parent(s) or current placement provider
- School stability and educational continuity
- Time remaining in the academic year
- Personal safety, attendance, academic progress and social involvement of the student in the current school.
- The impact transferring the student to a new school may have on his or her needs and progress academically, emotionally, socially and physically.
- Availability of classes to avoid credit loss and for timely graduation or promotion

The caseworker shall document the best interest determination in the child's case file, including factors considered, participants involved in the collaborative process, the

determination for school placement, and the placement made. Documentation of the best interest determination shall be maintained in both the DCF's child case file and the school's student cumulative record. If a change in placement is determined to be in the child's best interest, the school representative shall send this documentation to the new school as part of the student's cumulative record.

- b. b Successful enrollment and transfer of records of children enrolled in a new school even if they do not have the required documentation.

Response:

II. Immediate Enrollment

Delays in enrollment in school and disruptions to continuous education are not in the best interest of a child in foster care. Federal and state laws prohibit delaying a child's ongoing education.

Therefore, TCPS and DCF will collaborate to immediately and appropriately enroll a child in foster care seeking to attend his or her local school, whether he or she is enrolling in school for the first time or is transferring following a change in foster care placement and a determination that transfer would serve his or her best interests. As noted above:

- "Immediate" means no later than one school day after notification of intent to enroll.
- "Enrollment" means the child is attending classes and participating fully in school activities.

To begin the enrollment process, the child's DCF caseworker will notify the PPW assigned to the local school of the intent to enroll a child who is in foster care. Other adults may be required or permitted to assist with enrollment, but the DCF caseworker will always direct the process and be the primary contact for the TCPS staff.

DCF need not produce the child's school record at the time of enrollment in order to enroll the child in school. The Florida school that the child most recently attended is responsible for the transferring the education records of the child directly to the school where a child is seeking to enroll.

Only the following documentation is required for enrollment of a child in foster care:

1) Documentation that the child is in foster care, including:

- a. The parts of the most recent court order establishing legal custody; OR
- b. A letter on the letterhead of the placement agency that has custody of the child explaining that the child is in foster care.

2) Identification of the person who is authorized to enroll the student, including:

- a. Documentation to the receiving school that identifies the person as a DCF caseworker, or someone else authorized to enroll a child; AND

b. Photo identification

In addition, TCPS may require that DCF present documentation establishing the foster child's current residence. However, lack of such documentation is not a reason to delay or deny enrollment, and DCF may present such documentation after the child is enrolled if it is not available earlier.

- c. 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).

Response:

Inter-District Foster Transportation Services Agreement

Agreement between _____ and Taylor County School District

According to the provisions in the Every Students Succeeds Act (ESSA) that focus on ensuring educational stability for children in foster care, the State and its local educational agencies (LEAs/school districts) will develop practices and procedures to ensure such support is available. The LEA responsibilities, Sections 1111(g)(1)(E) and 1112(c)(5) of the Elementary and Secondary Education Act as amended by ESSA require LEAs to:

1. The Taylor County School District designated point of contact will be the district social worker if the corresponding child welfare agency notifies the LEA in writing of foster student needs.

2. The LEA will network with all agencies to:

a. arrange for transportation to maintain children in foster care in their school of origin when in their best interest for the duration of the time in foster care

b. 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 the federal Social Security Act.

c. 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:

(1) the local child welfare agency agrees to reimburse the LEA for the cost of such transportation;

(2) the LEA agrees to pay for the cost of such transportation, or

(3) the LEA and the local child welfare agency agree to share the cost of such transportation.

3. Ensure that any such child enrolls or remains in such child's school of origin, unless a determination is made that it is not in such child's best interest to attend the school of origin, which decision shall be based on all factors relating to the child's best interest, including consideration of the appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement.

4. Ensure that when a determination is made that it is not in such child's best interest to remain in the school of origin, the child is immediately enrolled in a new school, even if the child is unable to produce records normally required for enrollment.

5. Ensure that the enrolling school immediately contacts the school last attended by any such child to obtain relevant academic and other records.

All participants signing this Agreement concur that:

1. If a student remains in his/her school of origin, the District of Origin and the new District of Residence will share the cost of transportation either on an agreed upon

method to apportion the responsibility and cost for providing the transportation or on a 50/50 basis, if the two cannot agree.

2. The district where the student is enrolled/attending (District of Origin) arranges the transportation monitors billing.

3. The foster point of contact in the District of Residence, in conjunction with the foster point of contact in the District of Origin, monitors the student's situation in order to define the homeless status accurately.

4. The District of Residence, in conjunction with the District of Origin, will periodically check on the housing status of students in transition who are receiving transportation to and from their school of origin. On a case-by-case basis, the District of Residence, in conjunction with the District of Origin, will explore with the foster case manager if it is in the best interest of the child/youth to enroll in the District of Residence at the beginning of the next school year if the student is still in the foster care program.

5. Each district has established contacts for meeting foster education needs. These contacts have the ability to approve transportation arrangements within each district. The districts below have named specific contacts as appropriate individuals to contact when a family is in transition.

6. In cases requiring interdistrict transportation of ESE Students.

a. The District of Residence provides the specialized transportation. The District of Origin receives FTE funding from the state for the specialized transportation since the District of Origin provides all other ESE services. The District of Origin allocates the District of Residence half of the FTE funds to the District of Residence for specialized transportation costs since both districts are required to share the cost of foster student transportation expenses.

b. The District of Residence reports any incident of restraint or seclusion that occurs during the transportation route to and/or from school. The District of Origin reports any other incidents of restraint or seclusion.

7. This inter-district Homeless Transportation Agreement will remain in effect until such time as revisions are required.

3. Please list the LEA's Point of Contact for your district:

Name	Rhonda Brooks
Title	District Social Worker
Phone Number	8508382530
Email Address	rhonda.brooks@taylor.k12.fl.us

4. Upload district's dispute resolution process.

Uploaded Document

Area of Focus 10

Area of Focus 10 College and Career Readiness

1. Using the data of choice, list the baseline data and identify the source data.

Response:

The LEA only serves elementary schools, but plans to support transitions between grade levels and school sites within the district with initiatives that support and promote school attendance and appropriate behavior through the continuation and improvement of district-wide Positive Behavior System (PBS) at each school in district

Based on data from teacher surveys, parent surveys, SAC recommendations, and student performance on the 2018 FSA, plus the continued rate of student absenteeism, the need for improved classroom and student management is identified in the top 3 needs in all schools

2. List the anticipated goal(s) the district plans to accomplish in addressing this area of focus. Ensure the goal is specific, measurable, achievable, realistic, and time limited (SMART).

Response:

By the end of the 2017 - 18 school year,

1) 100% of Title I classrooms will host grade level transition meetings in the form of orientations and conference nights to assist K-5 students successfully prepare to enter and exit each grade level.

2) 100% of all teachers & staff will receive on-going training from the PBS Team and other professional development opportunities during the school year.

3) Teachers will understand the implications related to student achievement and attendance and assist with the implementation of the school attendance plan with success being measured by a 2% decrease in the number of K-5 students missing 10% or more days of school.

3. List the budget line item(s) that are associated with this area.

13	15	37	41
42			

4. Describe the Activity(ies) that will be implemented to address the area of focus. Include the following information for each activity listed:

- a. List each specific activity(ies) that will be implemented

Response:

Research based best practices will be used during the transition events and initiatives planned at each of the K-5 Title I schools.

The CHAMPS Model is an SBR model, as per DOE & national research, for improved student behavior and student management. From the input of needs assessments gathered from Title I and non-Title I schools, supporting the development of behavior and management strategies is in the top 3 most critical needs of each school in the district

The LEA will:

1) Continue to provide on-going training and technical assistance to all teachers and staff at their school site, beginning during summer, preplanning, and throughout the school year (Approximately 10 hours per Title I School).

2) Title I schools will implement attendance plans that include positive incentives for attending school. Also, the Title I Parent Liaison will communicate with families of habitually truant students and provide parent support on an as needed basis (Equates to approximately 3 hours per truant student).

Indirectly, this activity is part of all academic initiatives. Improved student behavior and improved teacher classroom management leads to improved student growth & achievement.

- b. Provide the frequency & duration of each activity

Response:

Grade level transition meetings will be planned for the beginning and end of year school year. The intent of these meetings will be to facilitate each Title I student's movement between each grade level.

The frequency & duration of the PBS behavior modification and attendance activities is for the entire 2017-18 school year. PBS teams will begin the year an hour long overview for teachers in preplanning, and monthly PBS team meetings throughout the year. PBS Teams will meet quarterly for approximately an hour with the District's PBS team facilitator to discuss data and make decisions as dictated by behavioral referral data.

Attendance data will be reviewed daily by the parent liaison. This daily review will take about 30 minutes. The parent liaison will update the attendance spreadsheet to track student absences. Depending on the number of student absences, more time will be needed to develop and send out communications, schedule parent conferences, and meet with families to develop attendance contracts. Documentation will also be maintained by the parent liaison to record activities and contacts related to absenteeism.

- c. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented

Response:

*Positive Behavior Support is an SBR strategy as depicted in: Kameenui, E. J., & Carnine, D. W. (2002). *Effective teaching strategies that accommodate diverse learners* (2nd ed.). Upper Saddle River, NJ: Merrill.*

*Lewis-Palmer, T., Bounds, M., & Sugai, G. (2004). District-wide system for providing individual student support (invited special issue). *Assessment for Effective Instruction*, 30, 53-66.*

*Lewis, T. J., Sugai, G., & Colvin, G. (1998). Reducing problem behavior through a school-side system of effective behavioral support: Investigation of a school-wide social skills training program and contextual interventions. *School Psychology Review*, 27, 446-459.*

Students who have high attendance rates and feel that school is important stay in school and graduate. According to "Early Warning Systems That Support Students at Risk of Dropping Out of High School," the Study by Allensworth, E. M., & Easton, J. Q. (2007). What matters for staying on-track and graduating in Chicago Public High Schools: A close look at course grades, failures, and attendance in the freshman year. Chicago, IL: University of Chicago, Consortium on Chicago School Research. Retrieved November 8, 2008. from <http://ccsr.uchicago.edu/publications/07%20What%20Matters%20Final.pdf>, student behavior and attendance, or the lack of it, are closely tied to graduation rates. According to the 2005 study, on-track students were three-and-a-half times more likely to graduate from high school in four years than were off-track students. The researchers found that failure of a single course indicated the potential for dropping out. In general, students who failed one course were struggling in all of their courses.

- d. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

Response:

The primary responsibility for monitoring these activities will rest with the school

administrators as they monitor the implementation of the new strategies in the classrooms and meet with their PBS teams on a monthly basis. The LEA will also monitor successful implementation by meeting with principals to take a look at behavioral referral rates. The number of students missing 10% or more days of school will also be monitored by school-based leadership. Pending the outcome results of each activity, revisions will be made if improvements are needed.

By the end of the 2017-18 school year, 100% of the Title I classrooms will host transition meetings to assist students and families with grade level transition.

By the end of the 2017-18 school year there will be a 2% decrease in the number of referrals at each of the schools and a 2% decrease in the number of students that missed 10%, or more, of school.

5. If other federal sources, besides Title I, Part A are being used to fund these activities, list the resources and how they will be coordinated.

Response:

Title I will partner with IDEA & TII to fund the PBS model activities at the Title I schools. Title II funds are used to provide professional development on an as needed basis. IDEA funding for FLPBS activities is approximately \$5,000.00 for training and school level support.

6. LEA Plan: Describe the LEA's strategy for implementing the following

- a. Increasing student access to early college, high school, dual or concurrent enrollment opportunities, or career counseling to identify student interest and skills (if applicable);

Response:

The LEA provides many opportunities for students to learn more about college and career opportunities. The Career Shines Program is used to help students learn more about themselves and their future. PSAT and SAT are offered free to all students during the school day. Data from these assessments are used to guide instruction and identify areas for growth. Low SES students are also provided four test waivers to enable them to challenge college track assessments, too.

Students meet with their guidance counselors and are given information about opportunities for them to take advanced courses through dual enrollment and FLVS. College courses are offered physically on the high school campus. Taylor County High School also provides an AVID Program to support students in developing skills to enable their success in college. Also, through the AVID program, guest speakers will be invited to speak with professionals to gain knowledge about careers and opportunities in our area. The school administration and the guidance department work closely with colleges and universities to provide recruitment and tour opportunities to students. In addition, our staff has been encouraged to wear their college colors on Thursdays throughout the school year to encourage conversations about college and the opportunities available to all of our students.

- b. 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 defined in section 1111(2) (if applicable), and

Response:

The LEA plans to continue to implement a restorative practice program in an effort to reduce school time missed due to suspension. Over the course of the 2018-19 school year, training for staff serving in disciplinary roles is planned to assist with the use of alternative consequences.

- c. Supporting work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit (if applicable)

Response:

Taylor County Middle and High School offer several Career and Technical Education (CTE) courses both on campus and through dual enrollment at Big Bend Technical College. All CTE courses offer instruction in worked-based learning and provide real-world application of the content. Additionally, many of the dual enrolled CTE courses have a clinical and/or internship component which provide significant interaction with business and industry professionals. The majority of the secondary CTE course offerings count as academic credit toward graduation and students who earn applicable industry certifications (secondary or postsecondary) may use those certifications for up to two math and/or one science credit. Any earned certification with a value of .2 FTE or greater also articulates to postsecondary credit at any state college in Florida. Finally, this year, Big Bend Technical College is organizing an event on National Job Shadowing Day to afford TCHS students an opportunity to learn more about Taylor County career opportunities and enable students to see how the skills they learn in school are applied in the world of work.

Area of Focus 11

Area of Focus 11: Targeted Assistance

☒ If checked then the section is not required

Area of Focus 12

Area of Focus 12: Technology

☒ The LEA will not implement any technology-focused activities that are not already described in another Areas of Focus. If checked, then the section is not required.

Area of Focus 13

Area of Focus 13: LEA-Determined Focus

☒ If checked then the section is not required

Coordination of Federal Programs & Participation/Collaborative Partners**Programs:**

If applicable, address coordination, integration, and collaboration with programs that are not identified in the Areas of Focus of this application.

Response:

Title I coordinates funding sources to implement the K-12 Comprehensive Reading Plan. Funds from Title I, Title II, Part A, Title V, IDEA and SAI will be used to supplement and assist in providing professional development, reimbursements for remaining highly qualified, and to assist in purchasing technological tools and resources to be used with the core curriculum programs.

Participation:

Describe how the LEA consulted with stakeholders in developing this application and how the LEA will provide ongoing consultation with the application participants throughout the project period.

Response:

The LEA's process for ensuring consultation with appropriate stakeholders collect surveys/input from Title I schools staff, parents, SACs, district office. Input is solicited from the three Title I schools via surveys, PTOs, and SAC meetings. Once this data is collected, the Director of Instruction makes revisions to the school improvement and/or parent plan, if any are indicated by survey results, reviews data & sends to Superintendent for approval, then submits to DOE. Once approved by DOE, presented to School Board for approval.

The DOI meets with Title I principals on a bi-monthly basis and meets with each school's School Advisory Council at least once during the school year for annual ESSA update including reporting on Title I for its ongoing consultation throughout the project period.

Collaborative Partners:

If applicable, identify federal (non-NCLB)/state/local collaborative partners and/or community organizations, describe the benefit of the collaborative activities, the type of program(s), and the primary target group(s).

Response:

Our Pre-Kindergarten programs receive minimal Title I funding. However, several services are coordinated and shared. These include: parent training and staff development, use of school facilities, Child Find activities, and home visits. Head Start provides educational opportunities for approximately 100 four-year-olds in Taylor County.

Early Learning Coalition of the Big Bend - Provides child care services for qualifying children ages birth to four and some after school child care subsidies for students up to the age of 12.

Florida Diagnostic Learning Resource System sponsors a variety of programs and initiatives:

Child Find—Provides assistance in the location, identification, evaluation, and initiation of appropriate education or other needed services to all children and youth, 0-21 years of age who have or are at risk of developing special or unique needs.

Parent Services—Assists districts and families who have children who are exceptional and/or have special or unique needs to develop effective partnerships that will allow for shared responsibilities to improve the education of children and youth.

Technology—Provides assistance and support in the appropriate use of assisted, instructional, and communications technologies for professional staff, families and children and youth who are exceptional and/or have special or unique needs.

REPORTING REQUIREMENTS/ INFORMATION DISSEMINATION

NOTE: All reporting and information dissemination should be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. This requirement applies to each of the items listed in this section.

1. Reporting Student and Program Outcomes/Dissemination

A. Describe the methods and timelines the LEA utilizes to disseminate information about this application to the appropriate populations, and to report student and program outcomes to school staff, parents, and the community.

Response:

During the SY, the following methods & timelines are used to disseminate information regarding TI & report student & program outcomes: June/July - The LEA will use local newspaper, parent notice letters, LEA website, School Board/public forum presentation, presentations to local civic & business organizations to disseminate information to notify parents, students, school staff & community at large of student outcomes and status of TI schools. July - parent intervention/tutoring notification letters, district-website, are used to notify parents, students, school & LEA personnel, & community at large. August - parent/student handbook, "Parents Right-To-Know" letters sent as appropriate at the beginning of the year and throughout the school year, as needed. LEA Parent Guide, each school's Parent Orientation and Title I Annual Meeting & LEA website are used to keep parents, students, school & district personnel informed. October - District Report Card; monthly SAC meetings; PI meetings during the SY. "Non State-Certified" letters are sent out as appropriate. The LEA uses family friendly language.

B. Describe the process the LEA will use to ensure the accuracy of the data reported via the student and/or staff data reporting system. Include the process for reporting services provided for students attending private schools and N&D facilities; state certified teachers and highly qualified para professionals, and any program that coordinates and integrates services with Title I, Part A (homeless, migrant, and targeted assistance programs).

Response:

The LEA will enlist directors and principals to verify data reported on the student and staff system before submission to DOE. The Director of Personnel will verify that all teachers and paraprofessionals being hired are certified in compliance with our district policy. The Director of Personnel will verify information on the programs that coordinate with Title I.

2. Parents Notification Requirements

The "Parents Right-To-Know" provisions under Section 1112(e)(1)(A) of ESSA state that at the start of each school year (in a timely manner), an LEA that receives Title I, Part A funds must inform/notify parents of each student attending a Title I school that they have the right to request info about their child's classroom teacher and, if applicable, the services provided by their paraprofessionals, as well as the paraprofessional's qualifications. The LEA should include the method for which this information will be provided.

A. Describe the process and method used to ensure LEA and schools compliance with the "Parents Right-To-Know" requirements. Include date of dissemination.

Response:

The LEA uses the following process to ensure each Title I schools' compliance with "Parents Right To Know" requirements. During Parent Orientation and Open House at each school, parents are given the LEA's Parents Right To Know Letter. If there are parents who do not attend either meeting and have not received by turn-in due date, then the school will mail the letter. At the end of 4th week that a student is being taught by a non state-certified teacher, each school will send a letter to the parents noticing them of the situation. Copies of the 4 week notice letter are kept on file at each school and in the district office with the Director of Personnel.

Section 1112(e)(1)(A) of ESSA further requires that, when a child is taught for 4 or more consecutive weeks by a teacher who is non-state certified, LEAs must provide written notification to each parent in a timely manner. This notification should be timely and in letter form on LEA or school letterhead. Newsletters are not always timely and bring about providing information about a teacher's qualification for a specific classroom or grade that does not affect all parents. Notification may be disseminated via student backpack, U.S. mail, and meeting with parents.

B. Upload sample copies of the following:

(1) "Parent's Right to Know" notifications, and

(2) Non-State Certified Teacher notices to parents when child is taught for 4 or more consecutive weeks by Non-State Certified teacher.

Upload Sample Copy of Parent's Right to Know Letter.	Uploaded Document
Upload Sample Copy of 4-week Notification Letter	Uploaded Document

3. Guidelines and Annual Certification Regarding Constitutionally Protected Prayer in All Public Elementary and Secondary Schools

Constitutionally Protected Prayer Certification
Constitutionally Protected Prayer Memo

Upload Certification of Compliance for Constitutionally Protected Prayer	Uploaded Document
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4. Equitable Representation of Teachers

List the action steps that your district will follow to ensure there is equitable representation of various nationalities within your teacher population.

Response:

The LEA will make every effort to ensure equity in employment

through the hiring of males and minorities. The district currently takes the following action steps:

- 1. networks with colleges and universities to share information about the school district with potential graduates,*
- 2. participates in area job fairs to make educational job-seekers aware of what the district has to offer.*
- 3. advertises all positions on the internet through both the Florida Workforce Network and on our district website to ensure all potential applicants have access to job vacancies.*

5. English Learner (EL) Notification Requirements

As outlined in Section 1112(e)(3)(A and B) in ESSA, each LEA using funds under this part or Title III 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 of an EL identified for participation or participating in such a program using the 'Annual Parent Notification Letter'. For those children who have not been identified as EL prior to the beginning of the school year but are identified as EL during such school year, the local educational agency shall notify the children's parents during the first 2 weeks of the child being placed in a language instruction educational program using the 'Initial Parent Notification Letter'.

Describe the LEA's process for disseminating notifications for children who are receiving language instruction or are being placed in a language instruction educational program.

Response:

In compliance with EL Notification Requirements, the adult (parent/guardian) registering the student completes the Home Language Survey (HLS) at the time of registration as part of the registration process at each school site. The HLS is part of the registration form that is required of all students enrolling in the district. The data entry clerks at the schools enter the DEUSS (date entered US school for the first time) information in the student record system immediately upon completion of registration.

Within the first 20 days of the beginning of each school year, the ELL committee at each school site meets to review the progress of each ELL and/or to consider the initial placement of newly enrolled ELLs. All families of English Language Learners required parent notification letters. Families are also invited to attend their student's ELL Placement Meeting. During the ELL Committee Meeting placement information, instructional strategies and necessary accommodations are discussed and decisions are made as to how to best meet the individual needs of the student to promote learning and achievement. Parents are invited to the meetings and can, at any time, request a meeting of the ELL Committee. A Student ELL Plan is completed to document the meeting and to provide the structure for the delivery of instructional services. The ELL Plan is placed in the student's cumulative folder.

Supplement, Not Supplant

1. How does the LEA ensure it complies with the supplement, not supplant requirement under Title I, Part A?

Response:

The Taylor County School District has adopted a District Staffing Plan to allocate state and local dollars to its schools. Use of this plan assures that resources are distributed in a Title I neutral way.

SNS Methodology Upload: [Uploaded Document](#)

Non-Public School Eligibility

Not Applicable
Explain: Both of the private schools within the LEA declined services during the 2018-19 school year.

DESCRIPTION OF LEA ACTIVITIES TO SUPPORT REQUIRED RESERVATIONS

A. Financial Rewards & Incentives Reservations:

Please provide the amount that your LEA to provide financial incentives and rewards to teachers who serve in eligible schools identified for comprehensive or targeted support and improvement activities for the purpose of attracting and retaining qualified and effective teachers. [Section 1113(c)(4) of ESSA]

LEA's amount reserved

\$0.00

B. Parent and Family Engagement Calculation [Section 1116(3)(A-D) of ESSA]:

	Minimum Reservations	Actual Reservations Amount
REQUIRED reservation - 1% of the LEA's Title I Allocation:	\$ 8,863.06	\$ 10,838.27
Indicate the amount to be allocated (dollar amount) to public schools for parent and family engagement (minimum of 90% is required)	\$ 7,976.75	\$8,863.00
If applicable, Balance to be used for LEA-level Parent and Family Engagement Activities	N/A	\$0.00

C. Homeless Education Reservations:

An LEA shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live. [Section 1113(C)(3)(A) of ESSA]

LEA's amount reserved

\$0.00

D. Neglected and Delinquent Education Reservations:

An LEA shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve children in local institutions for neglected children; and if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs. [Section 1113(C)(3)(A)(ii)(iii) of ESSA]

LEA's amount reserved

\$0.00

E. Educational Services Funded at the LEA-Level

Please provide the amount that your LEA will use for LEA-wide instructional and professional development activities.

LEA's amount reserved

\$0.00

F. Discretionary Educational Services Funded at the School-Level

LEA's amount reserved \$0.00

G. Early Childhood

LEA's amount reserved \$0.00

H. Private School Services

Please provide the amount that your LEA expenditures for non-instructional services and other benefits to eligible private schools. [Section 1117 of ESSA]

H-1. Private School Administrative Costs \$0.00

H-2. Private School Parent and Family Engagement \$0.00

H-3. Private School Professional Development \$0.00

H-4. Private School Instructional Services \$0.00

H-5. Roll Forward for Equitable Services \$

I. 2017-18 Roll-Forward \$ 131,285.76

J. Transportation for Foster Care Children \$ 1,000.00

K. Administrative Costs (Including Indirect Costs) - Not to Exceed 10% \$ 53,559.76

L. Reimbursements for Charter School Expenditures \$

M. Transportation for School Choice (Not to Exceed 5%) \$

General Education Provisions Act

In accordance with the requirements of Section 427 of the General Education Provisions Act (GEPA) Public Law 103-382, each applicant must ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries with special needs. For details refer to URL:

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



K-12 Grant Application Menu
K-12 Program Management

Title I Part A

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PUBLIC SCHOOL ELIGIBILITY SURVEY

Ranking Type: Grade Span Grouping

Date Certain: 04/30/2018

Community Eligibility Program Option 2 - District Wide CEP

Identify the LEA allocation process. If serving multiple grade spans, please include allocation process as appropriate. (flow percentages)

Response:

The LEA will be used to serve students in grades K-5 at schools with at least a 65% poverty level. Schools serving elementary grades with a poverty rate of 75% and above, will receive a PPA rate of 150.00. Sherwin School is the only school in the LEA over the 74.99% poverty rate. The other two K-5 elementary schools in the LEA, Perry Primary and Taylor County Elementary with a poverty rate of 74.99% and below, will receive a PPA of \$650.00.

District: Taylor County District School Board													
No.	School Name	School Number	Grade	School type	Notified Date and	New School 2016-2017	Reported Number of Children Attending Public Schools	Reported Number of Children from Low Income Families	Reported Percent of Children from Low Income Families	2018-2019 Number of Children Attending Public Schools	2018-2019 Number of Children from Low Income Families	2018-2019 Percent of Children from Low Income Families (CEP)	Program Type
	TAYLOR COUNTY PRRK	0051	PRK	Elem	N	NO	4	4	100.00%	4	4	100.00%	MA
													0
													0.00

Grade Span Grouping
For all schools below the line the Percent of Children from Low Income Families is less than 75% (grouped by school type)

PERRY PRIMARY SCHOOL	014	K-2	160	N	NO	633	461	72.83%	633	461	72.83%	H	SW	650	299,559.00	—	CEP: Option 2 20132014	4084	NO
YALOR COUNTY ELEMENTARY SCHL	0041	2-5	300	N	NO	726	476	65.56%	726	476	65.56%	S	SW	650	308,405.00	—	CEP: Option 2 20132014	4227	NO
YALOR COUNTY MIDDLE SCHOOL	0031	6-8	Medium/Junior	N	NO	550	380	60.00%	550	380	60.00%	C	NA	0	0.00	—	CEP: Option 2 20132014	0	NO
YALOR COUNTY HIGH SCHOOL	0031	9-12	Senior High	N	NO	417	280	68.54%	417	280	68.54%	C	NA	0	0.00	—	CEP: Option 2 20132014	0	NO
Subtotal with a Selection Code of E are not included in the overall Total School Allocation																			
						2,410	1,635	67.84%	2,410	1,635	67.84%			2,500	598,350.00	0.00			8,653

DOE only Adjusted Value

To locate your regional Program Specialist contact the program office at (850) 245-0475

