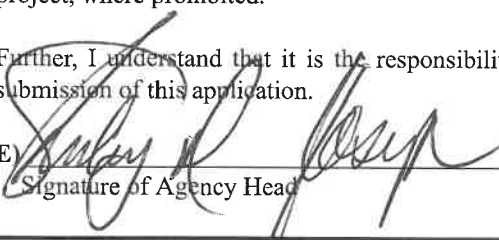


**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Madison County School District	2 PROJECT NUMBER 400-2230B-0CD01
3 PROJECT/PROGRAM TITLE Title I, Part D Subpart 2: Local Educational Agency Delinquent Program <div align="right">TAPS 20A009</div>	4 AUTHORITY 84.010A Title I, Part D, Local Delinquent USDE or Appropriate Agency FAIN#: S010A190009
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2019 - 06/30/2020 Program Period: 07/01/2019 - 06/30/2020
7 AUTHORIZED FUNDING Current Approved Budget: \$91,042.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$91,042.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>06/30/2020</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2020</u> Last date for receipt of proposed budget and program amendments: <u>05/31/2020</u> Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: Federal Award Date : <u>07/01/2019</u> 	
10 DOE CONTACTS Program: Alvita Howard Phone: (850) 245-9442 Email: Alvita.Howard@fldoe.org Grants Management: Unit A (850) 245-0496	<div style="display: flex; justify-content: space-between;"> <div> Comptroller Office Phone: (850) 245-0401 </div> <div> Duns#: 175079268 FEIN#: F596000721004 </div> </div>
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. The Current Approved Budget includes the Final Fiscal Year 2019-2020 allocation in the amount of 91,027.00 and an audit adjustment increase in the amount of \$15.00 	
12 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;"> Authorized Official on behalf of Richard Corcoran Commissioner of Education </div> <div style="text-align: center;"> <u>10/28/19</u> Date of Signing </div> <div align="right"> FLORIDA DEPARTMENT OF EDUCATION <small>fldoe.org</small> </div> </div>	

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332, Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: Title I, Part D: Subpart 2: Local Programs for Neglected and Delinquent 2019-2020 ✓ TAPS NUMBER: 20A009 ✓	<div style="text-align: right; color: purple; font-weight: bold; font-size: 1.2em;">RECEIVED</div> DOE USE ONLY Date Received <div style="color: purple; font-weight: bold; font-size: 1.2em;">2019 JUN 20 AM 10: 35</div> OFFICE OF GRANTS MANAGEMENT <hr/> Project Number (DOE Assigned) <div style="color: purple; font-weight: bold;">✓ 400-2230B-0CD01</div>		
B) Name and Address of Eligible Applicant: Madison County School Board ✓ 210 NE Duval Madison, 32331				
C) Total Funds Requested: \$91,772.00 DOE USE ONLY Total Approved Project: \$ 91,042.00	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Contact Name: Lisa Roderick Fiscal Contact Name: Andrew Barnes Mailing Address: 210 NE Duval Ave Madison, 32340 Physical/Facility Address: 210 NE Duval Ave Madison, 32340 </td> <td style="width: 50%; vertical-align: top;"> Telephone Numbers: 850-973-1565 FAX: 850-973-5904 E-mail Addresses: lisa.roderick DUNS number: 175079268 FEIN number: F596000721004 </td> </tr> </table>		Contact Name: Lisa Roderick Fiscal Contact Name: Andrew Barnes Mailing Address: 210 NE Duval Ave Madison, 32340 Physical/Facility Address: 210 NE Duval Ave Madison, 32340	Telephone Numbers: 850-973-1565 FAX: 850-973-5904 E-mail Addresses: lisa.roderick DUNS number: 175079268 FEIN number: F596000721004
Contact Name: Lisa Roderick Fiscal Contact Name: Andrew Barnes Mailing Address: 210 NE Duval Ave Madison, 32340 Physical/Facility Address: 210 NE Duval Ave Madison, 32340	Telephone Numbers: 850-973-1565 FAX: 850-973-5904 E-mail Addresses: lisa.roderick DUNS number: 175079268 FEIN number: F596000721004			
<p style="text-align: center;">CERTIFICATION</p> <p>I, <u>Shirley Joseph</u>, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p> <p>E)  _____ Signature of Agency Head </p>				



**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM -
Title I, Part D: Subpart 2: Local Programs for Neglected and
Delinquent 2019-2020**

A) NAME OF ELIGIBLE RECIPIENT: **Madison County District
School Board**

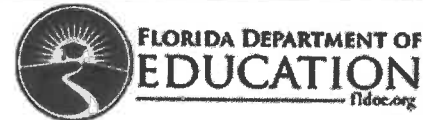
B) Project Number: (DOE USE ONLY): **400-2230B-0CD01**

E) TAPS
Number
20A009

Count	Activity	Function	Object	Description	FTE	Amount
1	Transition - Credit Recovery and supplemental course offering;	5100	369	Technology-Related Rentals - Annual site license for Apex-student learning platform that allows for at risk students to work on credit recovery and get up to grade level.	0.000	\$17,000.00
2	Educational Achievement - Supplemental CTE Program for At-Risk Youth;	5300	120	Classroom Teachers - Provide daily instruction in Career and technical Programs of study such as Power and Energy and Applied Robotics increasing college, career and civic readiness for graduating students.	0.500	\$24,500.00
3	Educational Achievement - Supplemental CTE Program for At-Risk Youth;	5300	210	Retirement - Retirement benefits for supplemental CTE instructional personnel to provide supplemental CTE instruction to struggling at risk students in the Power and Energy and Applied Robotics program with additional opportunities to earn a nationally recognized industry certification.	0.000	\$1,940.40
4	Educational Achievement - Supplemental CTE Program for At-Risk Youth;	5300	220	Social Security - Social Security benefits for supplemental instructional personnel to provide supplemental CTE instruction to struggling at risk students in the Power and Energy and Applied Robotics program with additional opportunities to earn nationally recognized industry certification.	0.000	\$1,531.25
5	Educational Achievement - Supplemental CTE Program for At-Risk Youth;	5300	221	Medicare - Medicare benefits for supplemental CTE Instructional personnel to provide supplemental CTE instruction to struggling at risk students in Power and Energy and Applied Robotics program with additional opportunities to earn a nationally recognized industry certificate.	0.000	\$355.25
6	Educational Achievement - Supplemental CTE Program for At-Risk Youth;	5300	230	Group Insurance - Group Insurance benefits for supplemental instruction personnel to provide supplemental CTE instruction to struggling at risk youth in the Power and Energy and Applied Robotics program with additional opportunities to earn a nationally recognized industry certification	0.000	\$4,200.00
7	Educational Achievement - Supplemental CTE Program for At-Risk Youth;	5300	240	Workers Compensation - Workers compensation for supplemental CTE instructional personnel to provide supplemental CTE instruction to struggling at risk students in the Power and Energy and Applied Robotics program with additional opportunities to	0.000	\$308.70

				learn a nationally recognized industry certification.		
8	Dropout Prevention - Vocational Programs to Support At Risk Students;	5300	510	Supplies - Supplies to include binders, and materials (supplemental workbooks) to provide supplemental instruction to at-risk students in CTE programs such as power and energy and applied robotics.	0.000	\$5,770.40
9	Educational Achievement - Supplemental CTE Program for At-Risk Youth;	5300	510	Supplies - Consumable materials and supplies used to supplement instruction for Delinquent and at risk students. Items may include general office supplies, pens, papers, folder, writing tablets.	0.000	\$10,882.50
10	Educational Achievement - Supplemental CTE Program for At-Risk Youth;	5300	520	Textbooks - Workbooks-textbooks and text related materials used to provide supplemental instruction to at risk students in CTE programs such as applied robotics and power and energy.	0.000	\$11,373.50
11	Educational Achievement - Supplemental CTE Program for At-Risk Youth;	5300	642	Furniture, Fixtures and Equipment Non-Capitalized - RubiQ build and code drones with teacher and student curriculum. 4 sets of 2 at 3295.00	0.000	\$13,180.00
C) TOTAL					0.500	\$91,042.00 ✓

DOE 101



Richard Corcoran, Commissioner

Madison County District School Board

Title I, Part D: Subpart 2: Local Programs for Neglected and Delinquent: 2019-2020

General Assurances

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 19, 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, and 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, DOE101. 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 funded projects and any amendments are subject to the procedures outlined in the 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 accessed online at <http://www.fldoe.org/grants/greenbook/>.

All accounts, records, and other supporting documentation pertaining to all 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 or any documentation must be available upon request.

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 date 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.

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 or services already covered by indirect costs allocation
- Costs not allowable for federal programs per the USDE 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.myfloridacfo.com/aadir/reference_guide/.

Equipment Purchases

Any equipment purchased under this program must follow the Uniform Grants Guidance (UGG) 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.myfloridacfo.com/aadir/reference_guide/.

Any equipment purchases not listed on the original budget approved by the Florida Department of Education 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 the property are outlined in the Green Book, <http://www.fldoe.org/grants/greenbook/>.

Administrative Costs including Indirect Costs:

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 by the Florida Department of Education's Comptroller. **Indirect costs shall only apply to federal programs.** Additional information and forms are available at <http://www.fldoe.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 the 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, Florida College System institution, school district, or any other entity.

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.flgov.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>.

☒ By selecting this checkbox, I hereby certify the District School Board will comply with ALL of the preceding requirements.

Program Specific Assurances

Applicants must provide assurances of the following:

1. Funds will be used only to meet the intents and purposes of the Title I, Part D, Subpart 2, as specified in the federal statute, guidance, and regulation.
2. The LEA will provide a budget expenditure report, and a program achievement summary to the state educational agency quarterly after funds are released. (Quarterly Reports)
3. Where feasible, the LEA will ensure that the educational programs in the correctional facility are coordinated with the students' home schools, particularly with respect to students with an Individual Educational Plan (IEP) under the Individuals with Disabilities Education Act (IDEA).
4. The LEA will use reallocation funds, to support program objectives identified in the Title I, Part D application.
5. The LEA will provide appropriate professional development to teachers and other staff in Title I, Part D supported programs.
6. The LEA will notify the local school of the child or youth if the child or youth is identified while in the facility as being in need of special education related services.
7. The LEA will provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling.
8. The LEA will upon the child's or youth's entry into the correctional facility, work with the child's or youth's family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the correctional facility and local educational agency in order to facilitate the transition of such children and youth between the local educational agency and the correctional facility
9. The LEA will consult with the local educational agency for a period jointly determined necessary by the correctional facility and local educational agency upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child's or youth's achievement.
10. The LEA will provide support programs that encourage children and youth who have dropped out of school to reenter school attain a regular high school diploma once they have completed their term at the correctional facility, or provide them with the skills necessary to gain employment or to seek or its recognized equivalent.
11. The LEA will work to ensure that the neglected, delinquent and at-risk facility is staffed with teachers and other qualified staff who are trained to work with children and youth who have disabilities, taking into consideration the unique needs of such children and youth.
12. The LEA will ensure that the educational programs in the neglected, delinquent and at-risk facility are related to assisting students to meet challenging state academic standards.
13. The LEA will use technology (to the extent possible) to assist in coordinating educational programs between the neglected, delinquent and at-risk facility and the community school.
14. The LEA will involve student's families and communities in efforts to (a) improve the educational achievement of their children; (b) assist in dropout prevention activities; and (c) prevent the involvement of their children in delinquent activities.
15. The LEA will coordinate Subpart 2 funds with other federal, state, and local funds to provide services to participating children and youth, such as funds made available under the Workforce Investment Act, and other career and technical education funds.
16. The LEA will coordinate Subpart 2 programs with activities funded under the Juvenile Justice and Delinquency Prevention Act, and other comparable programs.
17. The LEA will evaluate the effects of Title I, Part D funds on programs for neglected, delinquent, and at-risk students, including the completion of the Title I, Part D evaluation form provided by the Florida Department of Education.
18. The LEA will use past use evaluations to improve services provided to neglected, delinquent, and at-risk students.
19. The LEA will ensure compliance with 1003.52 Florida Statutes.
20. The LEA will work with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.
21. The LEA will work with their local Information System team to ensure data reporting accuracy including:
 - The reporting of delinquent, residential students and neglected residential students on Survey 9 or other reporting mechanisms;
 - The reporting of data to be submitted to section 2.4.2 of the Consolidated State Performance Report using Survey 5 or other reporting mechanisms including:
 - Programs and facilities supported with Title I, Part D, Subpart 2 funds;
 - Students served with Title I, Part D, Subpart 2 funds;
 - Transition services in programs and facilities supported with Title I, Part D, Subpart 2 funds;
 - Academic and Career and Technical Outcomes for students in programs and facilities supported with Title I, Part D, Subpart 2 funds; and
 - Academic performance of students in programs and facilities supported with Title I, Part D, Subpart 2 funds.
22. The LEA will ensure that all formal agreements between it and neglected, delinquent and at-risk facilities, and alternative schools serving children and youth involved with the juvenile justice system meet the 13 requirements of section 1425 of Every Student Succeeds Act of 2015, PL 114-95.
23. LEAs receiving Title I, Part D, Subpart 2 funds must use a portion of their funds to operate a dropout prevention program for students returning from a locally operated correctional facility. (LEAs that select this option will complete items a-e of the Transition Plan section of this application.)

Exception

Title I, Part D funds used for dropout prevention and other transitional services are intended to serve students who will reside inside the boundaries served by the LEA upon their release from a correctional facility or other facilities for neglected and delinquent youth. An LEA that serves a school operated by a locally operated correctional facility or other facilities for neglected and delinquent children and youth, in which more than 30 percent of the children and youth attending the school will reside outside the boundaries served by the LEA upon leaving the facility, is not required to operate dropout prevention or other transitional programs at that particular facility.

LEAs receiving Title I, Part D, Subpart 2 funds must provide transitional services for students returning from correctional facilities or other facilities for neglected and delinquent youth outside of the district.

☒ By selecting this checkbox, I hereby certify the District School Board will comply with ALL of the preceding requirements.

Activities

Educational Achievement

Activity: Supplemental CTE Program for At-Risk Youth

District Level or Facility Level Activity:	District-Level
Activity Description:	Provide direct instruction for 90 at risk students enrolled in CTE programs of study such as Power and Energy, Applied Robotics, Culinary Arts and Audio/Visual Arts with additional opportunities to earn the Solidworks and/or certified LabView Associate Developer nationally recognized industry certifications. Additionally, students may earn certificates in culinary arts and the audio/visual arts that were implemented in the 18-19 school year.
Timeline and Frequency:	Modified block schedule 2 periods for 90 minutes twice weekly and one 45 minute period weekly.

How will the effectiveness of this activity be measured? Please select the CSPR data reporting areas and indicate the percentage to which measurable outcomes for Neglected, Delinquent, and At-Risk students will be improved.	
High School Credits and/or Middle School Course Completion:	Participating students are expected to increase their opportunity by 50% to earn high school credits in a career/job skill centered program enhancing college career and civic readiness upon graduation.
Accepted / Enrolled into Post-Secondary Education:	13 out of 55 students are expected to earn post-secondary credits through locally agreed upon/approved articulation agreements between the district and post-secondary institutions.
Obtain Employment:	5 out of 13 participating students are expected to enhance job readiness by preparing students with skill sets necessary for employment in power distribution companies.

Was this activity funded by Title I, Part D funds during the previous grant year?	Yes - Yes-this began in 2017-2018 and is a continuing program. So far 13 out of 55 students have taken the classes and are still working towards certifications.
--	--

Is this activity coordinated with Title I, Part A?	No - No-this is coordinated with both Carl Perkins grants.
---	--

Related Budget Items					
Function Code	Object Code	Object Title	Description	FTE	Amount
5300	120	Classroom Teachers	Provide daily instruction in CTE Programs of study such as Power and Energy and Applied Robotics increasing college, career and civic readiness for graduating students.	0.500	24500.00
5300	210	Retirement	Retirement benefits for supplemental CTE instructiona to struggling at risk students in the Power and Energy and Applied Robotics program with additional opportunities to earn a nationally recognized industry certification.	0.000	1940.40
5300	220	Social Security	Social Security benefits for supplemental instructional	0.000	1531.25

			personnel to provide supplemental CTE instruction to struggling at risk students in the Power and Energy and Applied Robotics program with additional opportunities to earn nationally recognized industry certification.		
5300	221	Medicare	Medicare benefits for supplemental CTE Instructional personnel to provide supplemental CTE instruction to struggling at risk students in Power and Energy and Applied Robotics program with additional opportunities to earn a nationally recognized industry certificate.	0.000	355.25
5300	230	Group Insurance	Group Insurance benefits for supplemental instruction personnel to provide supplemental CTE instruction to struggling at risk youth in the Power and Energy and Applied Robotics program with additional opportunities to earn a nationally recognized industry certification	0.000	4200.00
5300	240	Workers Compensation	Workers compensation for supplemental CTE instructiona to struggling at risk students in the Power and Energy and Applied Robotics program with additional opportunities to earn a nationally recognized industry certification.	0.000	308.70
5300	510	Supplies	Consumable materials and supplies used to supplement instruction for Delinquent and at risk students. Items may include general office supplies, pens, papers, folder, writing tablets.	0.000	10882.50
5300	510	Supplies	RubiQ build and code drones with teacher and student curriculum. 4 sets of 2 at 3295.00	0.000	13180.00
5300	520	Textbooks	Workbooks-textbooks and text related materials used to provide supplemental instruction to at risk students in CTE programs such as applied robotics and power and energy.	0.000	11373.50

Transition

Activity: Credit Recovery and supplemental course offering

District Level or Facility Level Activity:	Facility-Level
Activity Description:	Rite of Passage and MCSB purchased Apex learning in December of 2018 to help raise achievement levels for those needing credit recovery. Apex learning system allows for progress monitoring, credit recovery and tracks students progress. This will allow for at least 10% (6 out of 55) more students reach grade level and graduate with their same age peers.
Timeline and Frequency:	Curriculum is used daily
<p align="center">How will the effectiveness of this activity be measured? Please select the CSPR data reporting areas and indicate the percentage to which measurable outcomes for Neglected, Delinquent, and At-Risk students will be improved.</p>	

Successfully Transition:	The program will help 10% (6 out of 55) of ROP students to transition back to class with the credits needed to successfully graduate on time with their peers.
Earn Diploma and/or GED:	The program will help 10% (6 out of 55) of ROP students to transition back to class with the credits needed to successfully graduate on time with their peers.
High School Credits and/or Middle School Course Completion:	This program allows for another 10% (6 out of 55) of N&D students to recover credits and graduate with their peers. Last year there were 30 total students at ROP and 4 of those students (15%) completed their courses.
Was this activity funded by Title I, Part D funds during the previous grant year?	No - The Apex learning system allows for students to be monitored and assists them in gaining the credits necessary for graduation and the transition back to a regular school. This will ensure they do not fall behind. Research consistently states that students who are retained by one or more grade level
Is this activity coordinated with Title I, Part A?	Yes - Apex has a student progress monitoring and adult education piece that Title I pays 33% of and Adult Ed pays 33% of.

Related Budget Items					
Function Code	Object Code	Object Title	Description	FTE	Amount
5100	369	Technology-Related Rentals	Annual site license for Apex-student learning platform that allows for at risk students to work on credit recovery and get up to grade level.	0.000	17000.00

Dropout Prevention

Activity: Vocational Programs to Support At Risk Students	
District Level or Facility Level Activity:	Facility-Level
Activity Description:	ROP and MCSB began offering welding courses last year for at risk students and will continue to offer that in partnership with NFCC (North Florida College after July 1, 2019).
Timeline and Frequency:	Coursework is part of the regularly offered student schedule.
How will the effectiveness of this activity be measured? Please select the CSPR data reporting areas and indicate the percentage to which measurable outcomes for Neglected, Delinquent, and At-Risk students will be improved.	
Successfully Transition:	15% or more (4 of 30) students will successfully transition from the facility into the community.
Was this activity funded by Title I, Part D funds during the previous grant year?	Yes - Yes, out of the students that transferred back to the public school 21% (6 out of 30) were successful and were promoted to the next grade level. Some of these students are in transition between the DJJ facility and MCSD, but are taking courses to gain the credits necessary for on time graduation.
Is this activity coordinated with Title I, Part A?	No - None

Related Budget Items					
Function Code	Object Code	Object Title	Description	FTE	Amount
5300	510	Supplies	Supplies to include binders, and welding materials to provide supplemental instruction to at-risk students in CTE programs such as power and energy and applied robotics.	0.000	5755.40

Educator Quality

Information on how the LEA is addressing this area with state and local dollars:

All educators must have the State of Florida Teacher Certification for the field they are teaching in. Should the LEA need to find teachers because we lose any that are state certified, the district will use teachers who are out of field, but those teachers will have one school year to get the correct certification with support provided through the school district, or the local consortiums. Additionally, the LEA has been recruiting in field teachers from surrounding areas and other states.

Other Objectives

Delinquent Education Services

Please provide information on Delinquent Programs within the school district that are not being supported by Title I, Part D in 2019-2020 .

Facility Name	MSID	Program Type	Academic Services Provider	Academic Program Description	Why Not Served
All facilities eligible for TIPD are funded.	00	DJJ Facility	LEA	NA	NA

Description of Programs to be Assisted by Title I, Part D Funding

Facility Name	MSID	Facility Type	Student Population	Age Range	Length of Commitment	Facility Description	Academic Program Type	Academic Program Description	Activities	Assessments
JoAnne Bridges	0925	Delinquent, Residential	28	12-18	3-9 months	<p>The JoAnne Bridges Academy serves females ages 12-18 in a non-secure residential commitment program. The JoAnne Bridges Academy emphasizes a strong behavioral approach which is augmented by a level system that stresses responsible decision making, appropriate social skills, and proper interactions with authority. The facility uses the "Arise" life and social curriculum to enhance basic life and social skills development. It also emphasizes academics, employment abilities and conflict resolution. Program residents participate in group activities that address management of one's emotions, problem-solving, substance abuse, victim awareness and parenting. Treatment includes mental health overlay.</p>	Contracted Provider	Academic and career education is provided. This is a type 2 program offering English, Math, Science, Social Studies along with one elective course which is typically used to provide additional reading assistance to needy students or vocational training.	Vocational Programs to Support At Risk Students;	FSA, Common Assessments, My Florida Inventories, GED

						services. Clothing is also provided to the youth.				
--	--	--	--	--	--	--	--	--	--	--

Characteristics and Program Coordination for At-Risk

Describe the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities or other facilities for Neglected, delinquent and At-risk youth. Include other at-risk children and youth within the district expected to be served by the program. Describe how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

What percentage of students that return from neglected, delinquent, and at-risk facilities have learning disabilities?

15.00

1. **How does the LEA coordinate existing educational programs to meet the unique educational needs of these students that have learning disabilities?**

The LEA has a full time staffer who is dedicated to the one DJJ facility to ensure that this requirement is met. The LEA reviews each student's IEP for accuracy and assurance that IEP guidelines and safeguards are met, regardless of the school or facility site. LEA hosts weekly IEP staff meetings to discuss changes, concerns and issues related to each facility. A school team meets to discuss relevant information about the student, and makes recommendations based on the student's needs and history. Parents are asked to come to the meetings and procedural safeguards are provided to parents of students with disabilities. Any student exceptionality is discussed and addressed, supports are put in place to assist the student.

2. **What does the LEA have in place for students with disabilities after returning to the local school from a correctional facility or community day center for neglected, delinquent, or at-risk children and youth?**

Students returning with IEPs identifying learning disabilities are reviewed prior to registration to facilitate appropriate placement in the school setting. District ESE staff work closely with DJJ transitional personnel to facilitate meeting the needs of all students. The facility Lead Educator submits a records request and obtains the IEP from the students prior school district. A thorough review is completed to initiate the IEP at the receiving facility.

3. **Describe the process in which the LEA will ensure correctional facilities working with children and youth are aware of a child's or youth's individualized education program.**

The DJJ facility within the district as an on site ESE staffing specialist. This person is responsible for requesting records and developing IEPs for all students assigned to the facility. As students return to Madison County, the receiving school shall request records from the ESE staffing specialist to insure correct placement and instructional needs are met.

What percentage of students that return from neglected, delinquent, and at-risk facilities have substance abuse problems?

20.00

1. **How does the LEA coordinate existing educational programs to meet the unique educational needs of these students with substance abuse problems?**

6 out of 30 students. School based counselors will establish an avenue for students to receive services to assist with overcoming substance abuse issues and will work with core teachers where necessary, to develop alternate course schedules to accommodate any treatment necessary.

2. **What does the LEA have in place for students with substance abuse issues after returning to the local school from a correctional facility or community day center for neglected, delinquent, or at-risk children and youth?**

To date, no students have been returned to MCSD with substance abuse problems. However, students who may return with such problems will be referred to the appropriate counseling agencies that will assist in meeting such needs. These agencies include Apalachee Mental Health, Capital City Youth Services, and Florida Therapy. Residential Alternative for Mentally Challenged facility completes a treatment plan service summary on all students assigned to the facility.

What percentage of students that return from neglected, delinquent, and at-risk facilities have special needs?

20.00

1. **How does the LEA coordinate existing educational programs to meet the unique educational needs of these students with special needs (including those students who have a physical impairment and/or teen parents)? Please include a brief description of the needs.**

6 out of 30. Students with unique educational needs such as physical impairments or teen parenting, are provided with opportunities to receive assistance based on individual needs. Teen parents are referred to the teen parenting program offered at both the middle and high school levels.

2. **What does the LEA have in place for students with special needs after returning to the local school from a correctional facility or community day center for neglected, delinquent, or at-risk children and youth?**

Students returning with special needs are referred for assistance through Student Services. Student services will coordinate instructional supplemental services as prescribed in the IEP and physical services based on the individual specific needs of othe student. Students who are returning from a DJJ facility recieve a record review by ESE and the distrit staff of any recordds provided by the DJJ facility to determine subsequent student needs. Student wtih physical disabilities will have a 504 plan developed or continued to prescribe necessary sercices for academic success.

Educational Program Comparability

Describe how the LEA will coordinate with facilities working with neglected, delinquent, and at-risk children and youth to ensure the education program is comparable to that being implemented at the public school such youth would attend. (Example: similar curriculum, implementation of district academic initiative, or any comparable aspects of the programs)

MCSD contracted with ROP beginning with the 2017-2018 school year. It has negotiated an agreement specifying requirements including a similar curriculum, use of the same progress monitoring system, etc. However, the LEA has a full time ESE staffer assigned to the DJJ site. Additionally, the Director of Curriculum and Instruction will be conducting site visits to the facility at least twice annually to verify that educational programming is appropriate and comparable. Each family will strive to provide as close a curriculum as the student would otherwise receive in the traditional school setting. Instruction will be supplemented using Apex learning.

Describe how high school credit retrieval programs and/or middle school class completion opportunities will be implemented in programs supported by Title I, Part D dollars.

Funds are included in this application to support Apex learning which is a credit retrieval program addressing both high and middle school credits. Student records will be reviewed on entry (and at the beginning of the year for current residents), and a plan will be developed for recovery of all possible credits attempted in the past. The facility intends to involve each student in the plan and to update and celebrate successful credit recovery.

Describe the professional development that will be provided to teachers and other staff.

Funds are included in the application to provide four types of professional development, writing, reading, project-based learning and basic instructional strategies with a focus on customizing classroom pedagogy to meet student needs. Because the facility is small, we need to leverage each teacher to incorporate dynamic learning in each classroom. Therefore, all faculty will be used to determine teachers' needs for support in implementing new practices and curricula. In general, teachers and staff are afforded opportunities to participate in all district-sponsored and state level PD. All PD is supported through general and federal funds including Title II. PD is also scheduled by the district academic services department based on specific needs of teachers.

Describe how the LEA implements evaluation procedures to measure the effectiveness of teachers in Neglected, Delinquent and At-risk programs?

As noted earlier in the application, the LEA employs the same evaluation procedures for all its teachers, including those that teach at risk student. ROP is developed evaluation procedures that comply with DJJ requirements.

Describe how the LEA ensures that the educational program in Neglected, Delinquent and At-risk programs is staffed with teachers:

1. **That align their instructional practice to the expectations of the Florida standards?**

This requirement is covered in the existing MOU

2. **Have access to and fully use high-quality, aligned curriculum and assessment materials?**

The LEA Director of Curriculum and Instruction oversees ROP Curriculum and assessment materials in addition to the full time ESE staffer on site.

Family and Community Involvement

Describe how the program will involve student's families and communities in efforts to (a) improve the educational achievement of their children; (b) assist in dropout prevention activities; and (c) prevent the involvement of their children in delinquent activities.

1. Please identify the staff member(s) responsible for Family and Community Involvement services for students:

MCSD has established a leadership team comprised of the following: Principal, Curriculum Coordinator, ESE Staffing Specialist. This team is responsible for meeting the needs of all students assigned to DJJ facilities within the District.

2. Describe how the program will involve parents in efforts to:

a. Improve the educational achievement of their children:

Parent contact is made on assignment of a student to a facility. Student educational plans will be reviewed with parent/guardians outlining what is required for academic success while assigned at the facility. Parents will be provided with access to their students academic performance through the use of the parent portal.

b. Assist in dropout prevention activities:

MCSD uses the state mandated early warning system to identify students at risk of dropping out. The leadership team will provide parents of these students with educational options including credit recovery and GED information.

c. Prevent the involvement of their children in delinquent activities:

Parents are provided with referrals to agencies to assist parents in deterring future involvement of their children in delinquent activities. These agencies may include Boys and Girls Clubs of America; Drug Abuse Education; Mental Health Counseling Services, and others as identified in the community.

Coordination

Coordination with Non-Academic Services

Describe how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

The DJJ operations principal/leadership team and district transition specialist (LEA) coordinates with the DJJ facility to obtain information about student needs as documented on the electronic transition plan. Any information related to needs in social, health or other services are coordinated once the student returns from the DJJ facility to their home community. This includes mental health services and any medical or other services. Returning students with special needs as identified by their exit treatment plan are reviewed by the ESE department to determine placement and instructional needs. Provisions are made for students with such needs, however; to date no students have required such supports.

Coordination with Federal, State, and Local Programs

Describe how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I, Part A of Public Law 107-110 and vocational and technical education programs serving at-risk children and youth.

The primary coordination of Title I, Part D is at the LEA level. The District uses DJJ CTE Bonus FTE allocation to supplement instructional resources for ROP. All MCSD schools are Title I schools, and Madison Central School is the largest schools. Because MCSD is small, a single director for curriculum and instruction oversees instruction on all campuses. MCSD also leverages all fund sources to ensure that the teachers of at risk students receive professional support and development, that all students receive access to credit recovery as well as enrichment and vocational courses (some supported with Title I, Part D funds, others supported through FEFP or Perkins).

In accordance with section 1113(c)(3)(B)(C), the LEA shall reserve funds as necessary under Title I, Part A, 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.

1. Reservation Amount, if applicable: \$250.00
2. Provide a description of how Title I, Part A, Reservations will be used assist this program:

Due to the closing of schools the reservations has been scaled back. Funds for supplies have been reserved to help students transition back to regular classrooms. The needs are determined at the time of transition, the ESE director works as transition coordinator and is notified when a student is transitioning. Due to the small size of MCSD, the ESE director works closely with staff, including the director of curriculum and instruction and the federal programs coordinator. Typically, the student is transitioning back to Madison Central School where vocational programs are available as well as guidance services.

Coordination with JJDP

This section is applicable for all LEAs that have DJJ programs. Coordination can be demonstrated through the LEA's relationship with JJEP.

Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974, and other comparable programs, if applicable.

MCSD uses DJJs approved monitoring/evaluation program formerly known as Juvenile Justice Enhancement Program (JJEP). MCSD reviews student achievement for neglected, delinquent, and at-risk students with reports generated through iReady and APEX the credit recovery and accural program.

Coordination with Probation Officers

Describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

District Staff coordinates with local juvenile probation officers (JPOs). Discussions are held to share information related to the needs of transitioning students. JPOs conduct periodic visits to Madison County to share information and provide oversight. JPOs are consulted routinely to determine the best placement of returning students, to periodically obtain information regarding student judicial disposition, etc.

Coordination with Businesses

Please provide description of any partnerships with local businesses for children and youth returning from correctional facilities to facilitate postsecondary and workforce success and mentoring services for participating students:

Students are provided opportunities to earn a nationally recognized industry certification which enables them to be work ready for certain career choices upon graduation. Funds in this application will enhance those offerings. Additionally, military recruiters conduct periodic visits to DJJ and school campuses to provide students with information about military career choices. Local businesses are invited as guest speakers to share information relating to employment opportunities within the community. Additionally, businesses are asked to provide sample job applications which can be used during daily instruction as real world examples.

Coordination with Higher Education Institutions

Please provide description of any partnerships with institutions of higher education for children and youth returning from correctional facilities to:

1. **Participate in college credit-bearing coursework while in secondary school;**

All dual enrollment options are coordinated through traditional school sites on students' re-enrollment. MCSD has agreements in place for student participation in credit bearing college coursework.

2. **Enroll in postsecondary education; and,**

na

3. **Participate in career and technical education programming.**

Career and technical education likewise is offered through the traditional school site on students' re-enrollment.

Transition Plans

Identify the staff member(s) responsible for transitional services for students who return to the LEA from neglected, delinquent, and at-risk facilities, as well as, students leaving the LEA's neglected, delinquent, and at-risk facilities returning to other LEAs.

Because the Excel school closed in 12/2018, the principals of Madison County Central or Madison County High School are notified by the local JPO of a student returning to school in Madison County. Both schools have separate classrooms for students to work in the regular school, but within an alternative setting. They do not change classes. The principal informs the ESE director and the coordinator of special projects to meet with the JPO and determine the best placement for the student. The leadership team of the DJJ facility works with the staff to support students returning to educational programs to provide a seamless transition back to the student's home district.

Transition services for students in programs supported by Title I, Part D funds.

Describe the transition program operated in participating facilities.

What is the process for obtaining academic records from a student's home school district?

Students assigned to a DJJ facility within Madison County initially undergo basic entry processes established by the DJJ. The facility contacts the originating district to request an official copy of the student's educational cumulative folders. Upon receipt of the information, students are placed in the most appropriate academic setting based on prior coursework, IEPs, the DJJ common assessment and other factors.

Describe the services in career counseling, distance learning, and assistance in securing student loans and grants that will be provided to children and youth who have earned a GED.

Students who return to MCSD from a DJJ facility have earned a GED are referred to CareerSource North Florida. CareerSource provides guidance for job searches and application processes through their system.

Describe the transitional services for neglected, delinquent, or at-risk children who have returned from a correctional institution or community day programs for neglected, delinquent, or at-risk children and have decided to take the GED.

Adult education opportunities, including the GED, are coordinated through Adult Education. Students returning to Madison County desiring to take the GED are referred to that department for guidance on enrollment in GED prep classes and subsequent GED testing.

In compliance with the reporting requirements identified in the Consolidated State Performance Report section 2.4.2.3.1, LEAs must be prepared to identify the number of students that receive transition services.

1. How will the LEA provide transition services for students that address further schooling?

Prior to a student enrolling with MCSD, a transition meeting is conducted to determine the specific needs of assigned students. A re-entry meeting includes the student, JPO, ESE director or ESE staffing specialist (if applicable), district leadership to determine the best academic placement of the returning student. A review of past academic performance is conducted to determine and develop a graduation/academic performance plan.

2. How will the LEA provide transition services for students that address employment?

Students who return to MCSD from a DJJ facility seeking employment are referred to CareerSource North Florida. CareerSource provides guidance for job searches and application processes through their system. Additionally, students wishing to pursue military options are referred to appropriate military recruiting personnel.

Follow-up transitional services for students who have left the facility:

In compliance with the reporting requirements identified in the Consolidated State Performance Report section 2.4.2.3.1, LEAs must describe the method to follow-up on students once they leave the facility.

How will the LEA collect data on student outcomes once they have left the facility? Please include a timeline for collecting data.

DJJ facility leadership team will contact the student and/or guardian at 30 days and 90 days post-release to track student placement. Questions are 1. is the student enrolled in school? 2. Does the student have part time or full time employment? If the youth or guardian cannot be reached the designee will contact the JPO. This data is tracked on a spreadsheet that is reported to ROP and to the LEA. In addition, the Jobs for Florida Graduates (JFG) teacher contacts all 8th grade and 12th graders every 3 months for 1 year. The same questions are used and retained by JFG.

Transition services for students returning from programs for neglected, delinquent and at-risk students.

Describe the transitional services provided to children who have returned from a correctional or community day program for neglected, delinquent, or at-risk children to a transitional educational setting. Your response should include alternative placement for children and youth interested in continuing their education, but who are unable to participate in a regular public school program.

Prior to a student enrolling with MCSD, a transition meeting is conducted to determine the specific needs and best educational placement for the students. Students who re-enroll at their origin school meet with the dean or AP (and the student's parent/guardian). This meeting is designed to provide the student with a clear path and process of how the student may earn his/her way back into the traditional school classroom.

Describe the services provided to students who have returned from a correctional institution or community day program for neglected, delinquent, or at-risk children to the workplace.

The principal is notified by the JPO that a DJJ student is returning to Madison County. A re-entry meeting may be conducted to determine goals and ambitions of the returning student. Students who want to return to school, then participate in placement meeting. Students who are eligible to enter the workplace are encouraged to do so through coordination with CareerSource North Florida.

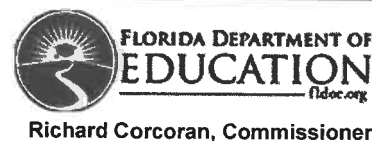
Describe the transitional services encouraging neglected, delinquent, or at-risk children who have returned from a correctional institution or community day program for neglected, delinquent or at-risk children to reenter school, if they have dropped out.

DJJ students who return to Madison County having previously dropped out of school are provided with information relative to re-entering school at the appropriate grade level. An academic plan will be created for such a student who wishes to return to school. Placement will be in one of the following options. Madison County Virtual School, Madison County Alternative Education at school of origin, Madison County Central School or Madison County High School.

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332, Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: Title I, Part D: Subpart 2: Local Programs for Neglected and Delinquent 2019-2020 TAPS NUMBER: 20A009	DOE USE ONLY Date Received Project Number (DOE Assigned) 400-2230B-0CD01				
B) Name and Address of Eligible Applicant: Madison County District School Board 210 NE Duval Madison, 32331						
C) Total Funds Requested: \$91,027.00 DOE USE ONLY Total Approved Project: \$	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Contact Name: Lisa Roderick Fiscal Contact Name: Andrew Barnes </td> <td style="width: 50%; vertical-align: top;"> Telephone Numbers: 850-973-1565 FAX: 850-973-5904 </td> </tr> <tr> <td style="vertical-align: top;"> Mailing Address: 210 NE Duval Ave, Madison, 32340 Physical/Facility Address: 210 NE Duval Ave Madison 32340 </td> <td style="vertical-align: top;"> E-mail Addresses: lisa.roderick DUNS number: 175079268 FEIN number: F596000721004 </td> </tr> </table>		Contact Name: Lisa Roderick Fiscal Contact Name: Andrew Barnes	Telephone Numbers: 850-973-1565 FAX: 850-973-5904	Mailing Address: 210 NE Duval Ave, Madison, 32340 Physical/Facility Address: 210 NE Duval Ave Madison 32340	E-mail Addresses: lisa.roderick DUNS number: 175079268 FEIN number: F596000721004
Contact Name: Lisa Roderick Fiscal Contact Name: Andrew Barnes	Telephone Numbers: 850-973-1565 FAX: 850-973-5904					
Mailing Address: 210 NE Duval Ave, Madison, 32340 Physical/Facility Address: 210 NE Duval Ave Madison 32340	E-mail Addresses: lisa.roderick DUNS number: 175079268 FEIN number: F596000721004					
CERTIFICATION <p>I, <u>Shirley Joseph</u> (Please Type Name) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>						
E) _____ <div style="display: flex; justify-content: space-between;"> Signature of Agency Head Title </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> _____ _____ </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> Date </div>						

DOE 100A
Revised July 2015





Richard Corcoran, Commissioner