

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Madison County School District	2 PROJECT NUMBER 400-2241B-1CT01
3 PROJECT/PROGRAM TITLE Title II, Part A: Supporting Effective Instruction <p style="text-align: center;">TAPS 21A011</p>	4 AUTHORITY 84.367A Title II, A Teacher and Principal Training Fund USDE or Appropriate Agency FAIN#: S367A200009
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2020 - 06/30/2021 Program Period: 07/01/2020 - 06/30/2021
7 AUTHORIZED FUNDING Current Approved Budget: \$112,133.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$112,133.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>06/30/2021</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2021</u> Last date for receipt of proposed budget and program amendments: <u>05/30/2021</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>07/01/2020</u> 	
10 DOE CONTACTS Program: Lynn Talley Phone: (850) 245-7804 Email: Lynn.Talley@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. Other: 	
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;"> 12 APPROVED: <div style="text-align: center;"> _____ Authorized Official on behalf of Richard Corcoran Commissioner of Education </div> </div> <div style="width: 45%; text-align: center;"> 7/27/2020 _____ Date of Signing </div> <div style="width: 10%; text-align: right;"> <small>FLORIDA DEPARTMENT OF EDUCATION fldoe.org</small> </div> </div>	

**INSTRUCTIONS
PROJECT AWARD NOTIFICATION**

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

FLORIDA DEPARTMENT OF EDUCATION

PROJECT APPLICATION

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: <h3 style="text-align: center;">Title II, Part A: Supporting Effective Instruction</h3> <h3 style="text-align: center;">TAPS NUMBER: 21A011</h3>	DOE USE ONLY Date Received 								
B) Name and Address of Eligible Applicant: MADISON COUNTY SCHOOL DISTRICT 210 NE Duval Ave Madison, FL 32341		Project Number (DOE Assigned) _400_-2241B-1CT01								
C) Total Funds Requested: \$ 112,133.00 <hr style="width: 50%; margin-left: 0;"/> <div style="text-align: center;"> DOE USE ONLY Total Approved Project: \$ </div>	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Contact Name: Lisa Roderick</td> <td style="width: 50%;">Telephone Numbers: Lisa Roderick 850-973-1565 Edna Ealy-850-973-5022</td> </tr> <tr> <td>Fiscal Contact Name: Edna Ealy</td> <td></td> </tr> <tr> <td>Mailing Address: 210 NE Duval Ave. Madison, FL 32340</td> <td>E-mail Addresses: Lisa.roderick@mcsbfl.us Edna.ealy@mcsbfl.us</td> </tr> <tr> <td>Physical/Facility Address: 210 NE Duval Ave Madison, FL 32340</td> <td>DUNS number: 175079268 FEIN number: F596000721004</td> </tr> </table>		Contact Name: Lisa Roderick	Telephone Numbers: Lisa Roderick 850-973-1565 Edna Ealy-850-973-5022	Fiscal Contact Name: Edna Ealy		Mailing Address: 210 NE Duval Ave. Madison, FL 32340	E-mail Addresses: Lisa.roderick@mcsbfl.us Edna.ealy@mcsbfl.us	Physical/Facility Address: 210 NE Duval Ave Madison, FL 32340	DUNS number: 175079268 FEIN number: F596000721004
Contact Name: Lisa Roderick	Telephone Numbers: Lisa Roderick 850-973-1565 Edna Ealy-850-973-5022									
Fiscal Contact Name: Edna Ealy										
Mailing Address: 210 NE Duval Ave. Madison, FL 32340	E-mail Addresses: Lisa.roderick@mcsbfl.us Edna.ealy@mcsbfl.us									
Physical/Facility Address: 210 NE Duval Ave Madison, FL 32340	DUNS number: 175079268 FEIN number: F596000721004									

CERTIFICATION

I, Shirley Joseph (*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) _____

Signature of Agency Head

Superintendent _____

Title

4/6/2020

Date

Instructions for Completion of DOE 100A

- A. If not pre-populated, enter name and TAPS number of the program for which funds are requested.
- B. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
- C. Enter the total amount of funds requested for this project.
- D. Enter requested information for the applicant's program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their DUNS registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
- E. **The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.
 - **Note: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**

A) **Madison County School Board**
 Name of Eligible Recipient

B) **400-2241B-1CT01**
 Project Number (Title II, Part A)

TAPS Number
21A011

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) Function	(2) Object	(3) Account Title & Narrative	(4) FTE Position	(5) Amount
6400	121	Stipends: for facilitators in Reading and for teachers taking reading courses over the summer outside of their contract hours. Also, stipends for mentors for new teachers.		\$ 23,156.03
6400	121	Stipends: for facilitators (district staff/instructional coaches) in balanced literacy and for teachers that complete PD after their contract hours (this will be done in all 5 schools)		\$ 17,000.00
6400	369	Technology related rentals: instructional staff training-Florida Learning Alliance tracking for PD points for educators and the evaluation system to help identify PD needs for teachers and administrators to help make them more successful in their classroom and school.		\$ 15,000.00
6400	510	Materials and Supplies: Consumable materials and supplies for professional development activities for classroom teachers, mentors/mentees and instructional support personnel. (ie. Chart paper, markers, flash drives, 3 ring binders, copy paper)		\$ 6,000.00
6400	330	Travel: Teacher travel/PD-transportation, meals, hotel. Registrations fees for PD conferences such as FOIL, NEFEC/PAEC conferences as well as other third party PD designated by the superintendent.		\$ 4,000.00
7200	330	Travel: Administrative travel/PD-transportation, meals, hotel. Registrations fees for PD conferences such as NEFEC/PAEC PD/conferences and other third party PD designated by the superintendent.		\$ 8,275.84
6400	730	Dues and Fees: Certification for teachers, coursework and exams in ESOL and Reading Endorsement. Also for NEFEC training which is a set of PD opportunities that allow the district to assign teachers to specific trainings as necessary and appropriate.		\$ 25,000.00

7200	730	Dues and Fees: Membership for professional organizations such as ASCD and FOIL		\$ 1,500.00
6400	730	Dues and Fees: NEFEC summer trainings for teachers		\$ 2,000.00
7200	730	Dues and Fees: NEFEC summer trainings for administrators		\$ 2,000.00
7200	792	Indirect costs at the negotiated rate of 7.32%		\$ 8,201.13
C) TOTAL			\$	112,133.00



Instructions

This form should be completed based on the instructions outlined below, unless instructed otherwise in the Request for Proposal (RFP) or Request for Application (RFA).

A. Enter Name of Eligible Recipient

B. (DOE Use Only)

Column 1 (Function) School Districts Only:

Use the four digit function codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

Column 2 (Object) School Districts:

Use the three digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

Community Colleges:

Use the first three digits of the object codes listed in the Accounting Manual for Florida's Public Community Colleges.

Universities & State Agencies:

Use the first three digits of the object codes listed in the Florida Accounting Information Resource Manual.

Other Agencies:

Use the object codes as required in the agency's expenditure chart of accounts.

Column 3 All Applicants:

Account Title:

Use the account title that applies to the object code listed in accordance with the agency's accounting system.

Narrative: Provide a detailed narrative for each object code listed. For example:

- Salaries - describe the type(s) of positions requested. Use a separate line to describe each type of position listed.
- Other Personal Services - describe the type(s) of services and an estimated number of hours for each type of position. OPS is defined as compensation paid to persons, including substitute teachers not under contract, who are employed to provide temporary services to the program.
- Professional/Technical Services - describe services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge.
- Contractual Services and/or Inter-Agency Agreements - provide the agency name and description of the service(s) to be rendered.
- Travel - provide a description of each type of travel to be supported with project funds, such as conference(s), in district or out of district, and out of state. Do not list individual names. List individual position(s) when travel funds are being requested to perform necessary activities.
- Capital Outlay - provide the type(s) of items/equipment to be purchased with project funds.
- Indirect Cost - provide the percentage rate being used. Use the current approved rate. (Reference the DOE Green Book for additional guidance regarding indirect cost.)

Column 4 (FTE) Must be completed for all Salaries and Other Personal Services:

Indicate the Full Time Equivalent (FTE based on the standard workweek for the type of position) number of positions to be funded. Determine FTE by dividing the standard number of weekly hours (e.g., 35 hours) for the type of position (e.g., teacher aide) into the actual work hours to be funded by the project.

Column 5 (Amount) Provide the budget amount requested for each object code.

C. Total - Provide the total for Column (5) on the last page. Amount must be the same as requested on the DOE 100A- or B.

Title II, Part A: 2020-21 Application

Agency Name: **Madison County School Board**
Project Number: **400 - 2241B - 1CT01**
TAPS Number: **21A011**

Title II, Part A: 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.

Private Colleges, Community-Based Organizations and Other Agencies

In order to complete requirements for funding, applicants of this type must certify adherence to the General Assurances for Participation in State and Federal Programs by submitting the certification of adherence page, signed by the agency head with each application.

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>.

By submitting this application to the Florida Department of Education:

☒ The local educational agency (LEA) assures that it will use Title II, Part A funds to increase student achievement for all students including low-income and minority students, children with disabilities, English language learners, and gifted and talented students by (1) optimizing the supply of new teachers and principals and (2) improving the effectiveness of teachers, principals and other schools leaders, in accordance with the [Every Student Succeeds Act \(ESSA\), section 2001](#).

☒ The LEA assures that it will target funds to schools within the jurisdiction of the LEA that have the highest percentages of ineffective teachers, high percentages of students who do not meet the

challenging State academic standards, have the largest average class size, or are identified for school improvement, in accordance with [section 2103\(b\)\(3\)\(B\)](#).

☒ The LEA, after timely and meaningful consultation, assures that it will provide the opportunity for equitable participation by private school educational personnel in the activities and services funded by this application and those schools have been so notified. Educational services or other benefits, including materials and equipment provided, shall be secular, neutral, and non-ideological, in accordance with [section 2102\(b\)\(2\)\(E\)](#) and [section 8015](#).

☒ The LEA assures that professional development activities authorized under Title II, Part A will coordinate with professional development activities provided through other federal, state and local programs, in accordance with [section 2102 \(b\)\(2\)\(F\)](#).

☒ The LEA assures that the professional development activities have been developed with extensive participation of teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title, in accordance with [section 2102\(b\)\(3\)](#).

☒ The LEA assures that funds received will be used to supplement and, to the extent practical, increase the level of funds that would be made available from nonfederal sources; in no case will such funds be used to supplant funds from nonfederal sources, in accordance with [section 2103](#).

☒ The LEA assures that the control of funds will remain in the public agency and the public agency will administer the funds and property to the extent required by the authorizing law.

☒ The LEA assures that accurate records will be kept and provide such information to the state, as may be reasonably required for fiscal audit and program evaluation and shall demonstrate compliance with all state, federal, and program requirements. The reports and information provided shall be made readily available to the public, and shall not reveal any personally identifiable information about any individual, in accordance with [section 2104](#).

☒ The LEA assures that programs will be evaluated annually, and the evaluation will be used to make decisions about appropriate changes in programs for the subsequent year. The evaluation will describe how program(s) affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served, and will be submitted to the state annually, in accordance with [section 2104 \(b\)](#).

☒ The LEA assures that a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals or other school leaders and a description of the LEA's opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership are included in the LEA's state-approved Professional Development System, in accordance with [section 2102\(b\)\(2\)\(B\)](#). If the LEA's state-approved Professional Development System does not include these descriptions, the LEA will include the descriptions as an attachment to this application.

Overview of the Title II, Part A Application

The purpose of Title II, Part A is to provide subgrants to LEAs to (1) increase student achievement consistent with challenging State academic standards; (2) improve the quality and effectiveness of teachers, principals, and other school leaders; (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders, in accordance with [section 2001](#).

To achieve these goals, LEAs in the state of Florida shall focus on four broad strategies:

- 1) Developing and implementing initiatives to assist in recruiting and hiring effective teachers [\[section 2103\(a\)\(3\)\(B\)-\(C\)\]](#);
- 2) Increasing effectiveness of all teachers through effective evaluation and high-quality, personalized professional development [\[section 2103 \(a\)\(3\)\(A\) and \(E\)\]](#);
- 3) Increasing the retention of effective teachers, principals, and other school leaders [\[section 2103 \(a\)\(3\)\(B\)\(iv\)\(II\)\]](#); and
- 4) Prioritizing effective teachers for high-needs students, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards [\[section 2103 \(a\)\(3\)\(B\), \(F\), and \(I\)\]](#).

The appropriateness of the strategies the LEA employs will be supported through an analysis of data on student achievement, teacher supply, and teacher, principal, and other school leader effectiveness. Strategic activities should also serve school, district, and [state strategic priorities](#).

Title II, Part A: Needs Assessment

To be eligible for funds, an LEA shall conduct an assessment of local needs for professional development and hiring. The needs assessment shall be conducted with extensive participation of the stakeholder groups outlined in the assurances section of this application, and shall be based on various and numerous qualitative and quantitative data in the areas of student achievement, teacher supply, teacher effectiveness, and principal and other school leader effectiveness.

Powerful needs assessments have three distinct phases:

1. **Phase 1 - Collect and Analyze Data:** LEAs should analyze data from various and numerous qualitative and quantitative sources to determine existing trends and patterns that support the identification of needs related student achievement, teacher supply, and teacher and principal effectiveness. Some examples of data a district might consider are included below.

Data to inform student achievement needs

- [Florida Standards Assessments \(FSA\) student achievement data \(Language Arts and Mathematics\)](#) **
- [End-of-Course Assessments](#) **
- Student Progress Monitoring Data (district- or school-based)
- [Student achievement disaggregated by student group](#) **
- [Graduation rates](#) **
- Drop-out rates
- Student attendance

** Data can be found at edstats.fldoe.org

Data to inform teacher and principal supply needs

- Teacher, principal, and other school leader retention rates
- Anticipated teacher shortages in core academic subjects and areas of high need ([Critical Teacher Shortage Area Report](#))
- Data on distribution of teachers with specific characteristics (e.g., experience, out-of-field, provisional certificates)
- Data on the effectiveness of current recruitment and retention efforts
- Feedback from exit interviews
- [Teacher Salary Report](#)
- [In-Field and Out-of-Field Report](#)

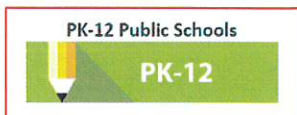
Data to inform teacher and principal effectiveness needs

- Value-Added Model (VAM) data; Red/Green Sheets
- Instructional practice and leadership practice data on teachers, principals, and school leaders
- Teacher, principal, and other school leader evaluation data ([18-19 data](#), [17-18 data](#) and [16-17 data](#))
- Teacher and principal needs assessment survey results
- Individual professional development plans
- Teacher, principal, and other school leader attendance

Other data

- [School Improvement Data](#)
- [School Grade Data](#)
- [Florida Report Cards](#)
- Current professional development efforts and effectiveness data
- [District and school report cards](#) **
- Program evaluation data of programs currently funded
- Private school data from equitable services consultation(s)
- Charter school data from consultation(s)
- [Archives for historical data](#) (to examine trends)

** Data can be found at edstats.fldoe.org



** When visiting edstats.fldoe.org, please click on the green "PK-12" box at the bottom section of the home page in order to access the data points mentioned in the list above.

LEAs are not required to submit data collection and analysis as part of this program application.

2. Phase 2 - Identify Areas of Strength and Challenges: Based on the data collected and analyzed in phase one of the needs assessment, LEAs should look at trends to consider the areas of strength and challenges related to student achievement, teacher supply, teacher effectiveness, and principal and other school leader effectiveness.

<p><i>Summarize the trends and patterns observed by the team while analyzing student achievement data. What gaps exist in outcomes among student subgroups? What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</i></p> <p>Student Achievement</p>	
<p><i>Areas of Strength</i></p>	<p>Students in grades 6-8 went up overall in Mathematics (44% to 47%). Students in grades 7-12 went up overall in U.S. History (57% to 58%). Though this is progress, and we are excited by all progress, there is more work to be done.</p>
<p><i>Challenges</i></p>	<p>Middle and lower achieving students, especially those from economically disadvantaged homes are not scoring as well as their counterparts from non-economically disadvantaged homes. Sadly, with the demographics of Madison County the vast majority of the students are from economically disadvantaged homes. The district has continued to invest in curriculum and technology with accompanying training, and in some areas has witnessed a payoff of these items. However, in Science, ELA and Math at the lower grades there is much work to still be done to reach these students and help them achieve at a higher rate. Our concern is that the difficulties in ELA underlie a students' difficulties in other areas, and that these are exacerbated over time. Until students make a year (or more) of learning gains they will not be able to catch up. Building student skills requires teachers that are both knowledgeable in their subject area and have high expectations for student achievement. The district still believes this is a school culture issue and has continued work on changing the culture of the school. This school year there will be three principal positions open (due to retirement), and it is a chance to bring in some new leadership that can lead the change in changing the culture of the schools. This is a long term issue and will take more than one year with a new leader for it to be corrected.</p>

Teacher and Principal Supply <i>Summarize the trends and patterns observed by the team while analyzing teacher and principal supply data. What are the important trends and patterns that will support the identification of teacher and principal supply needs?</i>	
<i>Areas of Strength</i>	<p>The schools in Madison County School District, can be divided into two groups, the smaller outlying schools, and the larger schools in town (Madison County Central and Madison High). The smaller schools tend to have a stable teaching population and few issues attracting and retaining teachers. The average teacher stays for ten years in the outlying schools and 95% of these teachers are considered effective of highly effective. Principals and other instructional leaders, the outlying schools do not have assistant principals, likewise are readily found and retained.</p> <p>On the other hand, Madison County Central and the high school have more turnover than the outlying schools. Madison County Central was in turnaround up until the past year. Part of the reason the schools in town struggle is the higher teacher turnover. Most schools did retain leadership previously, however this year we have three principal positions open at both Madison County Central, Madison High and Greenville Elementary which all three are difficult to fill. Madison County Central operated with a lead Vice Principal this year as the previous principal had to leave in December of 2019.</p>
<i>Challenges</i>	

Teacher Effectiveness <i>Summarize the trends and patterns observed by the team while analyzing data on the effectiveness of teachers. What are the important trends and patterns that will support the identification of teacher learning needs?</i>	
<i>Areas of Strength</i>	<p>Madison County School District (MCSD) has approximately 200 teachers. Of its 200 teachers 52% were considered effective or highly effective.</p>
<i>Challenges</i>	<p>The majority of MCSD teachers are assigned to the largest school, Central. Here 52% of the teachers are considered effective or highly effective, 48% are considered either needs improvement or unsatisfactory. MCSD is a rural, isolated district without a large influx of alternative teachers, so it must focus on growing the teachers it has, helping promising paras and youth to enter the teaching profession.</p>

Principal and Other School Leader Effectiveness	
<i>Summarize the trends and patterns observed by the team while analyzing data on the effectiveness of principals and other school leaders. What are the important trends and patterns that will support the identification of principal and other school leader learning needs?</i>	
<i>Areas of Strength</i>	MCSD has a number of strong principals, particularly at the outlying schools. These instructional leaders have been successful in raising student achievement in many areas, and in mentoring and supporting teachers.
<i>Challenges</i>	These strong principals were moved around two years ago, and the district still needs to help these administrators with their newer duties to be able to mentor them and support them in the roles they are serving. In addition, the new principals will also need to be mentored and supported in their new roles and duties.
Other Data Sources, Including Private School Data	
<i>Summarize the trends and patterns observed by the team while analyzing other data sources (including private school data). What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</i>	
<i>Areas of Strength</i>	Until recently, MCSD did not have any participating private schools. This year there is one school, and they have agreed to use the district model for PD for their teachers and leaders. They will be invited to all PD that the district offers and have access to NEFEC offerings and PAEC offerings that the district provides staff.
<i>Challenges</i>	Because this is the first year with a private school participating, we are learning as we go. Hopefully, the new connections made with the school this year will allow us to help the students in Madison County achieve at higher rates than they are currently. Private school data shows there are a total of 30 students that will be eligible for services in the upcoming year and that is also the total enrollment of the school at this time. Hopefully, the partnership will allow for students to achieve at a much higher rate.

3. Phase 3 - Identify and Prioritize Needs: Once areas of strength and challenges have been identified, districts should identify and prioritize needs associated with student achievement, teacher supply, and teacher effectiveness, and principal and other school leader effectiveness. Use the results from phases one and two to identify the greatest needs of the LEA.

Overarching Need	Focus Area (student achievement, teacher and principal supply, teacher and principal effectiveness, or other)	Is the need trending better or worse over time? (better or worse)	Can cause(s) be identified? (yes or no)	Additional Considerations (optional)
Provide more ELA learning opportunities for students	Student Achievement	Worse	Yes	Due to high turnover in some of the local schools, the students are not gaining a year's worth of learning every year causing them to fall further behind.
Enhance teacher competency in ELA and ESOL	Student Achievement	Does not change	Yes	MCSD schools are departmentalized down to 4 th grade. Content are teachers (social studies, science) are in the 2 nd year of learning how to emphasize reading strategies and ELA skills in their classrooms.
Engage students in learning in ways that are motivating and modern, including the use of classroom based technology	Student Achievement	Does not change	Yes	Over the past few years, MCSD has invested in classroom based technology. New teachers need to be trained on the technology in the classroom and those that have stayed need to have more PD to help grow their skills and usage of the technology.
Support new teachers and administrators	Teacher and Principal Effectiveness	Does not change	Yes	MCSD has established a successful, multi-touch peer mentoring system that will continue in the upcoming school year.
Maintain programmatic knowledge and expertise	Other	Better	Yes	MCSD uses our local expert teachers to help those that need more knowledge. Additionally, district leaders also work with school principals and teachers when necessary to share knowledge and

				expertise to help MCSD assist all students in meeting the challenges of testing and rigor in the classroom.
--	--	--	--	---

Note: LEAs may add rows as needed.

Title II, Part A: ESSA Regulation Responses

Please respond to each question.

- How will the LEA prioritize funds to schools implementing comprehensive or targeted support and improvement activities [\[section 2102\(b\)\(2\)\(C\)\]](#)?
MCSD will prioritize funds to schools implementing comprehensive and improvement activities by using the CNA to cind the school with the highest needs to serve first. Essentially, schools are put into a rank order and the funding is prioritized to them based on the need. The school(s) with the greatest needs have first priority, those with high need come in second and then those with identified needs are funded last. In essence, by implementing the CNA as the driving force to find the needs schools they are then served in the order of the needs identified.
- [Section 2102\(b\)\(3\)](#) outlines the consultation requirements for LEAs for Title II, Part A funds:
(3) *CONSULTATION. —In developing the application described in paragraph (2), a local educational agency shall—*
 - “(A) meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;*
 - “(B) seek advice from the individuals and organizations described in subparagraph (A) regarding how best to improve the local educational agency’s activities to meet the purpose of this title; and*
 - “(C) coordinate the local educational agency’s activities under this part with other related strategies, programs, and activities being conducted in the community.*

How will the LEA use data and ongoing consultation with stakeholders to continually update and improve activities [\[section 2102\(b\)\(2\)\(D\)\]](#)?
MCSD meets with the school advisory councils made up of staff, teachers, administrators, community members, students and parents to address the data and to continue to improve upon the activities that are offered to staff to help build their practices. Additionally, the district administrative team meets at least once a month and data is shared (note: data is not shared every month, only when it is available), as well as options for possible revisions to the program. The SAC meetings are every other month throughout the 10 months school is in (August 2020-May 2021).

Title II, Part A: Equitable Services

The amount an LEA must reserve to provide equitable services for private school teachers and other educational personnel for Title II, Part A services is based on the LEA’s total Title II, Part A allocation, less administrative costs. The LEA determines the amount of funds available for Title II, Part A equitable services by calculating, on a per-pupil basis, the amount available for all public and private school students enrolled in participating private elementary and secondary schools in areas served by the LEA (regardless of a student’s residency), taking into consideration the number and needs of the students, their teachers and other educational personnel to be served.

Using the LEA’s most recent allocation amount, please complete the following equitable services allocation calculation:

Formula to Determine Amount for Title II, Part A Equitable Services		
A. Number of Students		
A1. LEA Enrollment		2326
A2. Participating Private Schools Enrollment		30
A3. Total Enrollment = A1 + A2		2356
B. Title II, Part A Allocation		
B1. Total LEA Allocation		112,113
B2. Administrative Costs (for public and private school programs)		9000
B3. LEA Allocation Minus Admin Costs = B1 – B2		103,113
C. Per Pupil Rate		
C1. B3 divided by A3		43.76
D. Equitable Services		
Amount LEA must reserve for equitable services for private school teachers and other educational personnel = A2 x C1		1312.80

If the LEA does not have participating private schools for the 19-20 school year, please note that here.

Title II, Part A: Strategic Activities

Once the LEA has identified and prioritized needs, consider ways in which Title II, Part A funds can support strategies to address these needs.

Title II, Part A funded activities in the LEA should address the areas of greatest need identified through the needs assessment process. Planning in this manner is intended to improve student achievement and equitable access for the most at-risk students. LEAs should also include in responses how funds will be prioritized to schools that are implementing comprehensive support and improvement activities and targeted support for low-income students.

After reviewing the data analysis results and the LEA's determined needs based on this data, explain the specific activities the LEA plans to implement in order to:

- 1) Develop and implement initiatives to assist in recruiting and hiring effective teachers [\[section 2103\(a\)\(3\)\(B\)-\(C\)\]](#);
- 2) Increase effectiveness of all teachers through effective evaluation and high-quality, personalized professional development [\[section 2103\(a\)\(3\)\(A\) and \(E\)\]](#);
- 3) Increasing the retention of effective teachers, principals, and other school leaders [\[section 2103\(a\)\(3\)\(B\)\(iv\)\(II\)\]](#); and
- 4) Prioritize effective teachers for high needs students, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards [\[section 2103\(a\)\(3\)\(B\), \(F\), and \(I\)\]](#).

Each expenditure item on the LEA's budget form must be included/described within the program narrative application. The narrative must align with the budget. **LEAs must include corresponding budget line numbers with strategic activity descriptions.**

In addition, any salaried positions funded with Title II, Part A funds should be addressed. If positions are fully funded (1.0 FTE), please also include a description of how this use of funds does not violate the "supplement, not supplant" assurance on page 2 of this application. Additional "supplement, not supplant" information can be found in [section 2301](#) and [page D-23 of the green book](#).

Next, consider how the LEA will evaluate the impact of these activities on teacher, principal, and other school leader effectiveness and student achievement.

Finally, explain how the LEA will identify and track progress and performance for each of the planned strategies in the four categories. Include the data sources that will be monitored and analyzed in order to measure the impact of each strategy, and how the evidence will be used to determine whether the strategy should continue as is, be modified, or be discontinued.

Salaried positions funded by Title II, Part A:				
Description of Specific Positions	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (SMART goal(s) - specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Position
<i>Budget Line Item(s):</i>				
<i>Budget Line Item(s):</i>				

Developing and implementing initiatives to assist in recruiting and hiring effective teachers, principals, and other school leaders:				
Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (SMART goal(s) - specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities
<i>Budget Line Item(s): None funded through Title II, Part A</i>	Travis Blue	NA	NA	NA
<i>Budget Line Item(s):</i>				

Increasing effectiveness of all teachers, principals, and other school leaders through effective evaluation and high-quality, personalized professional development:				
Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (SMART goal(s) - specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities
<p><i>Budget Line Item(s): 11, 12, 13, 15</i></p> <p>Reading PD</p> <p>Two MCSD employees will work with teachers to increase the focus on reading in all areas. Teachers in ELA that are not reading endorsed will have the ability to become endorsed through the reading courses offered throughout the school year and into the summer. By having more teachers trained in reading strategies, it will help the students to gain more in all areas of student achievement.</p> <p>Costs associated with stipends may be incurred for PD activities requiring teacher and other school leaders to attend sessions outside the regular school day.</p> <p>Costs associated with travel may be incurred for PD activities requiring teachers or school leaders to travel in and out of the county.</p>	Robin Hill/Kara Washington	NA	<p>Reading Skills PD will allow for MCSD to increase reading scores by 6% on the FSA.</p> <p>15% of teachers in ELA not currently reading endorsed will have completed at least 2 courses by the end of the 2020 school year.</p>	<p>FSA ELA scores</p> <p>This will be measured through the coursework in NEFEC that is monitored by the Director of Teaching and Learning.</p>

<p><i>Budget Line Item(s): 16-18</i></p> <p>NEFEC Training: Training offered by NEFEC through agreement with Madison County School District. Some of these are online and others are in person. Our private school decided in consultation to join us with NEFEC offered training as well as district offered training. These trainings vary over what is covered from classroom management, ESOL and reading endorsement classes to name a few.</p> <p>50% of teachers will attend at least one NEFEC training during the 2020-2021 school year as evidenced by the NEFEC online system. This will allow teachers to earn additional PD at a time that is convenient to them and give teachers PD that is relevant to their needs and their classes.</p>	Robin Hill	NA	<p>By having teachers have access to PD at all times it will allow for a 10% growth in retaining teachers at Madison County Central School and Madison County High School.</p> <p>NEFEC PD reports to the district will show that 50% of teachers have completed a minimum of one PD in the NEFEC system by May 20, 2021.</p> <p>FSA and EOC scores will be evaluated for those teachers that do participate and they will show a 3% increase on their FSA and EOC assessments.</p>	Madison teacher retention records
---	------------	----	---	-----------------------------------

Increasing the retention of effective teachers, principals, and other school leaders:				
Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (SMART goal(s) - specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities
<i>Budget Line Item(s): 16-18</i>	Robin Hill	NA	By working on professional development to help teachers	NEFEC monitoring through the online portal

Contracted services with NEFEC that allows for PD for new teachers, experienced teachers, principals and other school leaders. The program allows for selection of courses that are determined to be needed by the individual or that are required by their educational leader.				and leaders in and out of the classroom, it builds their efficacy and helps to retain them in their respective areas.	FSA and EOC scores will also be used to measure the effectiveness of the programs used through NEFEC. Additionally, True North Logic will be used to for evaluations that will show the effectiveness of those that took part in the offered PD courses.
<i>Budget Line Item(s):</i>					

Prioritizing effective teachers, principals, and other school leaders for high-needs students:					
Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (SMART goal(s) - specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities	
<i>Budget Line Item(s):</i> None supported with Title II funds. These changes have been made internally and are cost neutral	Travis Blue	NA	NA	NA	
<i>Budget Line Item(s):</i>					

Equitable Services for Private Schools and Charter Schools				
Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (SMART goal(s) - specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities
Private School Equitable Services: <i>Budget Line Item(s): 11-18</i> Reading professional development as well as the use of NEFEC's system will be used with the private school as well. This was decided by the private school in consultation.	Robin Hill/Lisa Roderick	NA	Private school teachers, administrators and staff will have the same ability to use the PD the district gives throughout the year to ensure student achievement.	The private school does not use True North Logic, but we will use their teacher evaluations, student scores on testing which will be done three times a year.
Charter School Services (for charter schools electing to receive a set-aside dollar amount): Not applicable. The charter schools did not choose the set-aside option and will participate in our LEA activities instead. <i>Budget Line Item(s):</i>				

Note: if the charter school(s) did not choose the set-aside option and wish to participate in existing LEA activities, please note this in the charter school box above.

A) **Madison County School Board**
 Name of Eligible Recipient
 B) **400-2241B-1CT01**
 Project Number (Title II, Part A)

TAPS Number
21A011

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) Function	(2) Object	(3) Account Title & Narrative	(4) FTE Position	(5) Amount
6400	121	Stipends: for facilitators in Reading and for teachers taking reading courses over the summer outside of their contract hours. Also, stipends for mentors for new teachers.		\$ 23,156.03
6400	121	Stipends: for facilitators (district staff/instructional coaches) in balanced literacy and for teachers that complete PD after their contract hours (this will be done in all 5 schools)		\$ 17,329.39
6400	369	Technology related rentals: instructional staff training-Florida Learning Alliance tracking for PD points for educators and theevaluation system to help identify PD needs for teachers and administrators to help make them more successful in their classroom and school.		\$ 15,000.00
6400	510	Materials and Supplies: Consumable materials and suplies for professional development activities for classroom teachers, mentors/mentees and instructional support personnel. (ie. Chart paper, markers, flash drives, 3 ring binders, copy paper)		\$ 6,000.00
6400	330	Travel: Teacher travel/PD-transportation, meals, hotel. Registrations fees for PD conferences such as FOIL, NEFEC/PAEC conferences as well as other third party PD designated by the superintendent.		\$ 4,000.00
7200	330	Travel: Administrative travel/PD-transportation, meals, hotel. Registrations fees for PD conferences such as NEFEC/PAEC PD/conferences and other third party PD designated by the superintendent.		\$ 8,275.84
6400	730	Dues and Fees: Certification for teachers, coursework and exams in ESOL and Reading Endorsement. Also for NEFEC training which is a set of PD opportunities that allow the district to assign teachers to specific trainings as necessary and appropriate.		\$ 25,516.35

7200	730	Dues and Fees: Membership for professional organizations such as ASCD and FOIL		\$ 1,500.00
6400	730	Dues and Fees: NEFEC summer trainings for teachers		\$ 2,000.00
7200	730	Dues and Fees: NEFEC summer trainings for administrators		\$ 2,000.00
7200	792	Indirect costs at the negotiated rate of 7.02%		\$ 7,355.39
C) TOTAL				\$ 112,133.00



Instructions

This form should be completed based on the instructions outlined below, unless instructed otherwise in the Request for Proposal (RFP) or Request for Application (RFA).

A. Enter Name of Eligible Recipient

B. (DOE Use Only)

Column 1 (Function) School Districts Only:

Use the four digit function codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

Column 2 (Object) School Districts:

Use the three digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

Community Colleges:

Use the first three digits of the object codes listed in the Accounting Manual for Florida's Public Community Colleges.

Universities & State Agencies:

Use the first three digits of the object codes listed in the Florida Accounting Information Resource Manual.

Other Agencies:

Use the object codes as required in the agency's expenditure chart of accounts.

Column 3 All Applicants:

Account Title:

Use the account title that applies to the object code listed in accordance with the agency's accounting system.

Narrative: Provide a detailed narrative for each object code listed. For example:

- Salaries - describe the type(s) of positions requested. Use a separate line to describe each type of position listed.
- Other Personal Services - describe the type(s) of services and an estimated number of hours for each type of position. OPS is defined as compensation paid to persons, including substitute teachers not under contract, who are employed to provide temporary services to the program.
- Professional/Technical Services - describe services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge.
- Contractual Services and/or Inter-Agency Agreements - provide the agency name and description of the service(s) to be rendered.
- Travel - provide a description of each type of travel to be supported with project funds, such as conference(s), in district or out of district, and out of state. Do not list individual names. List individual position(s) when travel funds are being requested to perform necessary activities.
- Capital Outlay - provide the type(s) of items/equipment to be purchased with project funds.
- Indirect Cost - provide the percentage rate being used. Use the current approved rate. (Reference the DOE Green Book for additional guidance regarding indirect cost.)

Column 4 (FTE) Must be completed for all Salaries and Other Personal Services:

Indicate the Full Time Equivalent (FTE based on the standard workweek for the type of position) number of positions to be funded. Determine FTE by dividing the standard number of weekly hours (e.g., 35 hours) for the type of position (e.g., teacher aide) into the actual work hours to be funded by the project.

Column 5 (Amount) Provide the budget amount requested for each object code.

C. Total - Provide the total for Column (5) on the last page. Amount must be the same as requested on the DOE 100A- or B.

**North East Florida Educational Consortium
2018-2019 Membership**

This signature page is incorporated into and subject to all terms and conditions of the master contractual agreement between the District School Board of Madison County and the District School Board of Putnam County on behalf of the North East Florida Educational Consortium.

Madison County District Schools is participating in the following programs for 2018-2019:

Program:	Fee:
Main Contract #731-19-064	\$ 0.00
Instructional Services Program (ISP) - #19-064-A1	\$2,500.00 base + \$4.50 per FTE = \$14,587.00
Human Resources Management Network - #19-064-A43	\$2,972.76
Virtual Instruction - #19-064-A47	See attachment for cost per student

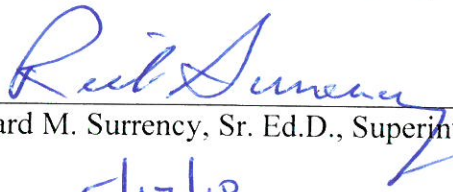
IN WITNESS WHEREOF, the parties hereto, by the undersigned authorized to bind said parties, set their hands and seal on this the _____, day of _____, 2018.

APPROVED AND RECOMMENDED FOR SIGNING

District School Board of Madison County

District School Board of Putnam County

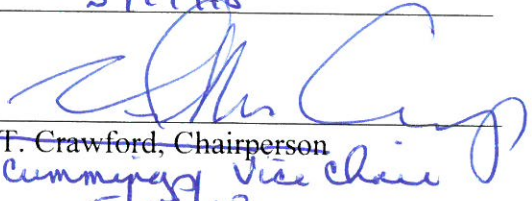
by Dr. Karen Pickles, Superintendent


by Richard M. Surrency, Sr. Ed.D., Superintendent

Dated: _____

Dated: 5/17/18

By Susie Williamson, Chair


by Jane T. Crawford, Chairperson

Dated: _____

N. Cummings, Vice Chair
Dated: 5/17/18

North East Florida Educational Consortium


by Dr. Patrick J. Wnek, Executive Director

Dated: 5/17/18

CONTRACTUAL AGREEMENT

731-19-064

The District School Board of Madison County

AND

**The District School Board of Putnam County on behalf of the
North East Florida Educational Consortium**

THIS CONTRACT between the District School Board of Madison County, herein referred to as the **BOARD**, and the District School Board of Putnam County on behalf of the North East Florida Educational Consortium, herein referred to as the **CONSORTIUM**, is for the purpose of: providing services and/or products that may not be otherwise available to the Board or provided with greater efficiency at less cost. Such services and/or products are more specifically described in subsequent contract attachments which, upon approval, become a part of this contract.

NOW THEREFORE, in consideration of the mutual covenants and conditions hereinafter stated, the above described parties covenant and agree as follows:

1. The above stated recital is true and correct and is incorporated herein by reference as a Contract term.
2. This contract shall begin on July 1, 2018. All work shall be completed by June 30, 2019, unless otherwise indicated in specific attachments.
3. No payment will be invoiced or paid for any work performed after June 30, 2019, unless otherwise indicated in specific attachments.
4. The Consortium shall be in compliance with the following:
 - (a) Title 42 United States Code Section 2000d (Section 601, Title VI, Civil Rights Act of 1964, as amended). The Consortium shall be in compliance with Sections 1011.62 and 1012.98 as amended by Florida Statutes and State Board Rules where applicable.
 - (b) Title 29 United States Code Section 794 (Section 504, Rehabilitation Act of 1973, as amended).
 - (c) Title 20 United States Code Section 1681 (Section 901, Title IX, Pub. L. 92-318, prohibiting discrimination on the basis of sex) unless the Consortium has been declared exempt or deferred from these provisions.

Performance by the Board of any of its obligations under this contract shall be subject to the Consortium's compliance with such provisions.

5. The performance by the Board of any of its obligations under this contract shall be subject to and contingent upon the availability of monies lawfully applicable for such purposes. If the Board deems, at any time during the term of the contract, that monies lawfully applicable to any attachment to this contract shall not be available for the remainder of the term, the Board shall immediately so notify the Consortium by phone, fax or e-mail to be followed in writing no less than five (5) days after the determination, whereupon the obligations of the parties herein shall end upon the giving of such notice, and such attachments of this contract shall be considered as canceled by mutual consent as provided in Paragraph 6.
6. Upon Contract cancellation, only the costs actually accrued to the date of cancellation will be due and payable and all work completed and paid for prior to the effective date of the cancellation of the contract will become the property of the Board and will be turned over promptly by the Consortium. Any services(s) and/or product(s) reflected in the attachments to this contract may, in addition to the reason provided in paragraph 5, above, be canceled only by:
 - (a) mutual consent of both parties, or
 - (b) either party upon giving ninety (90) days written notice to the other, unless otherwise indicated in specific attachments.
7. Should the Consortium be unable to deliver as required in this contract, the Consortium may propose a contract amendment. There is no obligation on the part of the Board to concur in such a proposal or to accept late delivery of any product except and unless the failure to deliver is due to an "act of God" or "force majeure". An "act of God" or "force majeure" is defined as An "act of God" or "force majeure" is defined for purposes of this contract as strikes, lockouts, sit-downs, material or labor restrictions by any governmental authority, unusual transportation delays, riots, floods, washouts, explosions, earthquakes, fire, storms, weather (including wet grounds or inclement weather which prevents construction), acts of the public enemy, wars, insurrections and any other cause not reasonably within the control of the Consortium and which by the exercise of due diligence the Consortium is unable, wholly or in part, to prevent or overcome. Unless this contract is

properly amended, in the event of non-delivery, all liability for payments for the product(s) by the Board shall expire on the day following the specified due date.

8. This contract may be changed or modified only by an amendment executed in the same manner as the original.
9. This is a flat fee contract. No amounts will be due, nor will there be any Board obligation, except for payments specified to be made, and then only if products are delivered on or before the date(s) specified or as may be amended pursuant to other provisions in this contract.
10. The Consortium shall provide to the Board written progress reports for each attachment to the contract as may be reasonably requested. Invoices shall be prepared for the amount due as specified in each attachment to the contract and delivered to the district administrator with appropriate reports and/or products. The district administrator will review each report and/or product and confirm to the finance officer over his/her signature on the invoice accompanying such progress and/or final reports that all obligations of the Consortium have been met pursuant to the contract and that payment should be made according to such invoices.
11. The Board agrees as follows:
 - (a) To cooperate in all matters requiring concurrences or approval.
 - (b) To designate in writing to the Consortium a district administrator to act for the Board in all matters pertaining to this contract up to and including all reports, drafts, products and invoices.
 - (c) To pay to the Consortium the amount indicated in each attachment for the product(s) and/or services(s) reflected therein. All payments are due in forty (40) days from the date on the invoice, in accordance to 215.422, Florida Statute. If payment is not made within ninety (90) days service(s) will be discontinued, unless brought to the NEFEC Board's attention for further action.
12. The Consortium agrees to provide the products(s) and/or services(s) as per each attachment to this contract.
13. Each Attachment to this Contract is incorporated by reference herein. Any additional Attachments, executed after the effective date of this Contract, shall be incorporated into this Contract. Said Attachments shall have a signature page and appropriate reference to

this Contract.

14. If a conflict arises between the terms of any Attachment and this Contract, the terms of the Attachment shall control.
15. In cases whereby the North East Florida Educational Consortium receives federal grant dollars and disburses those funds to districts through cash advances and cost reimbursements, the following rules and regulations apply:
Subject to the receipt of these funds from the Florida Department of Education and/or the United States Department of Education, the Consortium agrees to compensate the Board, on a cost-reimbursable or cash advance basis. This decision is based upon the specific language in the federal project awarded to the Consortium.
16. This contract is subject to the Laws of the State of Florida, in particular, the below listed provisions found in Sections 287.058, 287.0582, and 215.422, Florida Statutes:

287.058

(1)

- a. All bills for fees or other compensation for services must be submitted in detail sufficient for a proper pre-audit and post-audit thereof.
- b. All bills for any travel expenses must be submitted in accordance with Section 112.061, Florida Statutes.
- c. This contract may be unilaterally canceled by either party hereto if the other party refuses to allow public access to all documents, papers, letters, or other material subject to the provision of chapter 119, Florida Statutes, and made or received by such party in conjunction with this contract.

- (2) An authorized representative of the agency head and the Consortium, prior to the rendering of any contractual service, shall sign the written contract.

287.0582 - The State of Florida's performance obligation to pay under this contract is contingent upon an annual appropriation by the Legislature.

215.422 - Agencies have five (5) working days to inspect and approve goods and services, unless the bid specifications, purchase order or contract specifies otherwise. With the exception of payments to health care providers for hospital, medical, or other health care services, if payment is not available within forty (40) days, measured from the date the invoice is received or the goods or services are received, inspected and approved, whichever

is later, a separate interest penalty set by the Comptroller pursuant to Section 55.03, Florida Statutes will be due and payable in addition to the invoice amount. Payments to health care providers for hospitals, medical or other health care services shall be made not more than thirty-five (35) days from the date eligibility for payment is determined. Invoices returned to a vendor due to preparation errors will result in a payment delay. Invoice payment requirements do not start until a properly completed invoice is provided to the agency.

17. The parties recognize and agree the Consortium is a public entity and is therefore subject to the limitations of liability under the provisions of Sovereign Immunity. All provisions in this contract and any of its attachments or amendments shall be subject to the State of Florida law pertaining to Sovereign Immunity notwithstanding anything to the contrary contained in such documents.

18. **LIMITATION OF LIABILITY, WARRANTY, APPLICABLE LAW:**

The Consortium shall not be liable to the Board or any third party for any incidental, indirect, exemplary, special or consequential damages, under any circumstances, including, but not limited to, lost revenue or savings, loss of goodwill, or the loss of use of any data, even if the Consortium had been advised of, knew, or should have known, of the possibility thereof. Under no circumstances shall the Consortium's aggregate cumulative liability hereunder, whether in contract, tort, or otherwise, exceed the total amount of fees actually paid by the Board under this annual agreement. The Board acknowledges that the fees paid reflect the allocation of risk set forth in this agreement and that the Consortium would not enter into this agreement without these limitations on its liability.

All software and services are provided "as is" without any warranty whatsoever, including but not limited to any functionality. The Board recognizes that the "as is" clause of this agreement is an important part of the basis of this agreement, without which the Consortium would not have agreed to enter this agreement. Consortium disclaims all warranties, express, implied, or statutory, regarding the software and services, including any warranties of merchantability, fitness for a particular purpose, title, and non-infringement. No representation or other affirmation of fact regarding software and services shall be deemed a warranty for any purpose or give rise to any liability whatsoever. The Board acknowledges that they have relied on no warranties or statements other than as may be set forth herein. It is understood that this agreement includes a release of all known and unknown claims. To the extent permitted by law, the Consortium warrants that any

works provided under the agreement do not violate the copyright rights of any third parties and assumes liability for any claims relating to copyright infringement.

This Agreement and any dispute arising hereunder shall be construed in accordance with the laws of the State of Florida without regard to principles of conflict of laws. For the purpose of this Agreement, the Board consents to the personal jurisdiction and venue of the state courts located in Palatka, Putnam County, Florida. If any provision of this Agreement is prohibited by law or held to be unenforceable, the remaining provisions hereof shall not be affected, and this Agreement shall continue in full force and effect as if such unenforceable provision had never constituted a part hereof, and the unenforceable provision shall be automatically amended to so as to best accomplish the objectives of such unenforceable provision within the limits of applicable law. This Agreement may be executed in counterparts, each of which shall be deemed an original but all of which together shall constitute the same instrument. Any waiver of a provision of this Agreement must be in writing and signed by the party to be charged. A valid waiver hereunder shall not be interpreted to be a waiver of that obligation in the future or any other obligation under this Agreement. Subject to the terms of valid attachments, this Agreement constitutes the entire agreement between the parties related to the subject matter hereof, supersedes any prior or contemporaneous agreement between the parties relating to the software and services and shall not be changed except by written agreement signed by an officer of the Consortium.

19. LEGAL RELATIONSHIPS

The North East Florida Educational Consortium is a regional consortium service organization formed in 1976 with all of the duties and responsibilities as outlined in F.S. 1001.451. The Putnam County School Board is the legal entity designated to act as the parent state agency for NEFEC with the power to enter into contracts for the use and benefit of all Consortium members and participating school boards.

The District School Board of Madison County has elected to contract with the Consortium as its agent for the procurement of various services and /or products more specifically described in subsequent contract attachments, which, upon approval become a part of this contract. If any contract entered into by the Putnam County School Board on behalf of the Consortium for the use and benefit of a participating School Board needs to be enforced the parties agree that each member School Board will hire its own counsel and bear its own costs and fees in enforcing the terms of the contract unless a different agreement is reached between the parties.

ATTACHMENT #19-064-A1 TO CONTRACT # 731-19-064 BETWEEN THE MADISON COUNTY DISTRICT SCHOOL BOARD, HEREIN REFERRED TO AS THE BOARD, AND THE NORTH EAST FLORIDA EDUCATIONAL CONSORTIUM, HEREIN REFERRED TO AS THE CONTRACTOR, TO PROVIDE INSTRUCTIONAL SERVICES PROGRAMS JULY 1, 2018 TO JUNE 30, 2019:

I. OBLIGATIONS OF THE CONTRACTOR:

The North East Florida Educational Consortium Instructional Services Program agrees to provide the Madison County District School Board for a base fee of \$2,500, plus \$4.50 per FTE, based on the previous October enrollment figures, the following services:

- A. To coordinate the North East Florida Educational Consortium Organization of Educational Leaders (NOEL) meetings. The meetings will provide district instructional administrative staff with opportunities for networking, sharing effective practices and Florida Department of Education updates.
- B. To coordinate networking meetings for district title directors and district data representatives.
- C. To provide regional technical assistance in the implementation of legislative mandates and Florida Department of Education initiatives such as accountability requirements, district reading requirements, graduation requirements, and virtual instruction.
- D. To provide facilitation and coordination of the development of plans required by both Florida Statutes and the Florida Department of Education. This includes the master inservice plan, professional development system, endorsement plans, and leadership development plans.
- E. To provide regional grant writing and district grant support through template development. Grant writing assistance will include state, federal, and foundation proposals.
- F. To seek legislative funding for local initiatives as directed by the NOELs and/or NEFEC Board of Directors. These initiatives may include English/Language Arts, Leadership, Science, Technology, Engineering and Math (STEM), College & Career Readiness, and Educator Quality.
- G. To provide access to online educational resources through the NEFEC website, adobe connect, and NEFEC's Professional Learning System (PLuS).
- H. To facilitate the implementation of a regional professional development certification program.
- I. To facilitate a College and Career Readiness Network to address needs identified by member districts. This includes coordination of two counselor forums.
- J. To coordinate the textbook adoption process for core subject areas. Coordination includes an evaluation process, the coordination of vendors, compilation of data and distribution of data summaries.
- K. To provide online and regional face to face professional learning at a reduced rate.
- L. To coordinate and provide regional face to face professional development for new teachers.
- M. To provide access to professional learning through established partnerships.

III. OBLIGATIONS OF THE BOARD:

The Madison County District School Board agrees:

- A. To cooperate expeditiously in all matters requiring concurrence or approval in order that the contractor will not be unduly delayed in performing contractual obligations.
- B. The Board designates _____, a staff member of the Madison County District School Board, to act on behalf of the Board in all matters in connection with this Contract Attachment and approve all reports, drafts, and invoices.
- C. To participate in the NEFEC Organization of Educational Leaders (NOEL).
- D. To serve in an advisory capacity to NEFEC's Instructional Services Department
- E. To assist in planning, coordinating, and evaluating Instructional Services Program functions.
- F. To pay to the Contractor \$14,587.00 which represents a base fee of \$2,500, plus \$4.50 per FTE, based on the previous October enrollment figures. Payments will be due on a semester basis. One-half of the total amount will be invoiced following the signing of this Contract; the remaining amount will be invoiced in January 2019.

ATTACHMENT #19-064-A43 TO CONTRACT #731-19-064 BETWEEN THE DISTRICT SCHOOL BOARD OF MADISON COUNTY, HEREIN REFERRED TO AS THE BOARD, AND THE DISTRICT SCHOOL BOARD OF PUTNAM COUNTY ON BEHALF OF THE NORTH EAST FLORIDA EDUCATIONAL CONSORTIUM, HEREIN REFERRED TO AS THE CONTRACTOR, TO PROVIDE HUMAN RESOURCE MANAGEMENT NETWORK SERVICES AND RELATED SUPPORT SERVICES:

This contract period shall be from July 1, 2018 to June 30, 2019, unless otherwise amended/extended by mutual agreement.

I. OBLIGATIONS OF THE CONTRACTOR:

The North East Florida Educational Consortium agrees to the following:

- A. Assist Human Resources Management Network members in streamlining their Human Capital Management Systems.
- B. Facilitate networking and sharing of best practices in school district Human Resources.
- C. Assist districts in planning and coordinating targeted professional development for Human Resource Management Network members.
- D. Collaborate and inform members of the Human Resource Management Network on all matters related to innovative recruitment and retention initiatives/strategies.
- E. Provide training and support for implementation of Skyward Fast Track.
- F. Assist participating districts in developing recruitment programs, budgets, brochures, and other related materials.
- G. Target specific universities and teaching colleges within Florida and out-of-state (if applicable) for recruitment visits (includes registration fees for respective career fairs).
- H. Coordinate with district staff to plan a recruitment event for the Northeast Florida region.
- I. Work with districts and NEFEC staff to implement comprehensive induction programs that include mentoring, staffing high need/critical areas, alternative certification options and community involvement in welcoming and supporting new teachers.
- J. Work with districts on grow your own teacher initiatives (including Future Educator Clubs).
- K. Serve as a liaison with the Florida Department of Education's Recruitment and Retention Office and work to secure support for NEFEC recruitment initiatives.
- L. Assist districts with the use of Human Capital Management System data.

II. OBLIGATIONS OF THE BOARD:

The Madison County District School Board agrees:

- A. To designate the following district staff member _____, to act as the contact for educator recruitment.
- B. To pay the district assessment of \$2,972.76 based on \$.66/FTE (FTE figures based on 2017-2018 FEFP Third Calculation enrollment – 2,686) plus \$1,200.00 base fee. The Contractor will invoice the Board upon receipt of this properly signed contract. Payment will be due within thirty (30) days of receiving the invoice.
- C. To cooperate expeditiously in all matters requiring concurrence or approval in order that the contractor will not be unduly delayed in performing contractual obligations.
- D. This contractual attachment is incorporated into and subject to all terms and conditions of the master contractual agreement.

ATTACHMENT #19-064-A47 TO CONTRACT #731-19-064 BETWEEN THE DISTRICT SCHOOL BOARD OF MADISON COUNTY AND THE DISTRICT SCHOOL BOARD OF PUTNAM COUNTY ON BEHALF OF THE NORTH EAST FLORIDA EDUCATIONAL CONSORTIUM (NEFEC) TO PROVIDE VIRTUAL INSTRUCTION PROGRAM (VIP) SERVICES COMMENCING JULY 1, 2018, AND ENDING AUGUST 31, 2019:

WHEREAS, the 2008 Legislature created Florida Statute 1002.45, an act relating to virtual instruction programs that requires school districts to implement K-12 virtual instruction programs, and

WHEREAS, school districts are authorized in F.S. 1002.45 to establish Florida Virtual School franchises, provide district-run programs, and enter into multi-district contractual arrangements through a regional consortium, and

WHEREAS, NEFEC has contracted with Florida Virtual School (FLVS), K12 Florida LLC, and Apex Learning.

NOW THEREFORE, the District School Board of Putnam County on behalf of the North East Florida Educational Consortium (NEFEC) and the District School Board of Madison County enter into this Attachment and agree as follows:

I. NEFEC agrees as follows:

- A. To comply with all requirements of Section 1002.45, Florida Statutes and with disclosure requirements adopted in rule by the State Board of Education.
- B. To assist the school district in providing timely written notifications to parents about opportunities to participate in a VIP and the dates of open enrollment periods listed in Section 1002.45(10) and 1002.45(1)(a)2.(b), Florida Statutes.
- C. To assist the school district in determining a student's eligibility to participate in a VIP option as listed in Section 1002.455, Florida Statutes.
- D. To ensure that students enrolled in a district VIP serviced by NEFEC are equipped with all necessary instructional materials per Section 1002.45(3)(c), Florida Statutes.
- E. To assist the school district in establishing procedures to monitor compulsory attendance requirements in a VIP per Section 1002.45(6)(a), Florida Statutes.
- F. To assist the school district in monitoring online provider's compliance with contract terms, such as the provider's quality of virtual instruction, provision for data quality requirements, and provisions specifying the minimum required security controls the school district is expected to have in place to protect the confidentiality, availability, and integrity of sensitive educational data.
- G. To facilitate an online application and enrollment process for potential VIP students, ongoing VIP students, and district students within district-run virtual instruction programs.
- H. To recruit, train, provide, and pay virtual instructors for district-run virtual instruction programs.
- I. To oversee the NEFEC web-based portals for participating district-run virtual instruction programs.
- J. To provide evidence that all virtual instructors have passed a background screening as required by Section 1012.32, Florida Statutes, using state criminal history records from the Florida Department of Law Enforcement.

- K. To ensure that all virtual instructors are highly qualified and hold a valid Florida Teaching Certificate.
- L. To assign virtual instructors to courses and students.
- M. To enroll approved students in courses.
- N. To monitor NEFEC-contracted virtual instructors.
- O. To pay Florida Virtual School, K12 Florida LLC, and Apex Learning the contracted fees pursuant to student participation and successful completion.
- P. To hold all information as confidential and not use such data for any purpose other than providing services and support to districts under this agreement. NEFEC shall use all such data and personally identifiable information in compliance with all applicable laws.
- Q. To provide all confidential and identifiable information to districts via secure transmission methods, such as encrypted documents or use of available SFTP folders for each district.
- R. To disclose student-teacher ratios as requested by individual districts contracted with NEFEC.
- S. To assist the District School Board of Madison County, upon request, in determining the reasonableness of the established student-teacher ratios.
- T. To provide all successful completion of courses to the District School Board of Madison County for students enrolled in both full-time and part-time virtual instruction program in grades K-12 so that the District can confirm that a student has satisfied the requirements for graduation in Section 1003.428, Section 1003.429, or Section 1003.43, Florida Statutes.
- U. To follow the method listed below for conflict resolution:
Any dispute concerning performance of the contract shall be decided by the District school board's designated contract manager, who shall reduce the decision to writing and serve a copy to NEFEC. The decision shall be final and conclusive unless within ten (10) days from the date of receipt, NEFEC files with the District school board a petition for administrative hearing. The District school board's decision on the petition shall be final, subject to NEFEC's right to review pursuant to Chapter 120 of the Florida Statutes. Exhaustion of administrative remedies is an absolute condition precedent to NEFEC's ability to pursue any other form of dispute resolution, provided, however, that the parties may employ the alternative dispute resolution procedures outlined in Chapter 120.
- V. To only terminate this contract before its expiration as follows: a) both Parties agree in writing to the termination; or b) if either Party materially breaches the contract and fails to cure such breach within ninety (90) days following written notification of such breach from the other Party, the non-breaching Party may elect to terminate.
- W. To invoice the District no less than three times a year as follows for services offered through August 31, 2019. Invoices will be generated at the end of the first semester, at the end of second semester, and at the end of summer.

7001 - Part Time (up to 3 courses)			
K12 Florida LLC (Fully Managed Program)	Curriculum and Instruction Fee	Admin Fee	Total Not to Exceed
Single Course K-8 (Per Semester)	\$295/course	\$15/course	\$310/course
Single Course 9-12 (Per Semester)	\$370/course	\$15/course	\$385/course
Single Course-Career Readiness Pathways	\$344/course	\$15/course	\$359/course
Career Exploration	\$10/enrollment	\$5/enrollment	\$15/enrollment
7001 - Full Time			
K12 Florida LLC (K-12 Fully Managed Program)	Curriculum and Instruction Fee	Admin Fee	Total Not to Exceed
Full-time K-8/Semester (5 courses)	\$370.50/course	\$50/semester	\$3805/year
Full-time K-12/Semester (6 courses)	\$357.92/course	\$50/semester	\$4405/year

7004 – District Franchise					
Grades 6 - 12	Curriculum Fees Per Half Credit/ Semester	Admin Fee Per Half Credit/ Semester Successful Completion	MDVS Teacher Cost per Half Credit/ Semester Successful Completion	Total Cost per Half Credit/ Semester Successful Completion	Total Cost per Half Credit /Semester Using District Paid Teacher
AP Biology	\$90	\$50	\$150	\$290	\$105
AP Calculus AB	\$75	\$50	\$150	\$275	\$90
AP Calculus BC	\$75	\$50	\$150	\$275	\$90
AP Literature	\$85	\$50	\$150	\$285	\$100
AP Microeconomics	\$55	\$50	\$150	\$255	\$70
AP Psychology	\$80	\$50	\$150	\$280	\$95
AP United States Gov't & Politics	\$75	\$50	\$150	\$275	\$90
Applied Object-Oriented Java Programming	\$103	\$50	\$150	\$303	\$118
Art in World Cultures	\$90	\$50	\$150	\$290	\$105
Astronomy Solar/Galactic	\$90	\$50	\$150	\$290	\$105
Biology	\$80	\$50	\$150	\$280	\$95
Business Software Applications I	\$103	\$50	\$150	\$303	\$118
Calculus	\$75	\$50	\$150	\$275	\$90
Career Research and Decision	\$77	\$50	\$150	\$277	\$92
Creative Photography	\$90	\$50	\$150	\$290	\$105
Critical Thinking and Study Skills	\$77	\$50	\$150	\$277	\$92
CSIT Network Systems	\$103	\$50	\$150	\$303	\$118
CSIT System Essentials	\$103	\$50	\$150	\$303	\$118
Data and Control Functions	\$103	\$50	\$150	\$303	\$118
Database Fundamentals	\$103	\$50	\$150	\$303	\$118
Digital Information Technology	\$75	\$50	\$150	\$275	\$90

Digital Media/Multimedia Foundations 1	\$103	\$50	\$150	\$303	\$118
Digital Media/Multimedia Foundations 2	\$103	\$50	\$150	\$303	\$118
Digital Media/Multimedia Foundations 3	\$103	\$50	\$150	\$303	\$118
Drivers Education	\$80	\$50	\$150	\$280	\$95
Early Childhood Education	\$90	\$50	\$150	\$290	\$105
Forensic Science	\$90	\$50	\$150	\$290	\$105
Foundations of Web Design	\$70	\$50	\$150	\$270	\$85
Guitar 1	\$90	\$50	\$150	\$290	\$105
Holocaust	\$90	\$50	\$150	\$290	\$105
Law Studies	\$90	\$50	\$150	\$290	\$105
Leadership Skills Development	\$77	\$50	\$150	\$277	\$92
Liberal Arts Math 2	\$60	\$50	\$150	\$260	\$75
Math for College Readiness	\$65	\$50	\$150	\$265	\$80
MJ Business Keyboarding	\$65	\$50	\$150	\$265	\$80
MJ Creative Photography	\$90	\$50	\$150	\$290	\$105
MJ Peer Counseling 1	\$77	\$50	\$150	\$277	\$92
MJ Science 3	\$55	\$50	\$150	\$255	\$70
Music of the World	\$90	\$50	\$150	\$290	\$105
Networking 1	\$103	\$50	\$150	\$303	\$118
Outdoor Education	\$115	\$50	\$150	\$315	\$130
Parenting Skills	\$90	\$50	\$150	\$290	\$105
Peer Counseling 1	\$77	\$50	\$150	\$277	\$92
Peer Counseling 2	\$77	\$50	\$150	\$277	\$92
Personal and Family Finance	\$90	\$50	\$150	\$290	\$105
Philosophy	\$90	\$50	\$150	\$290	\$105
Pre-Calculus Honors	\$80	\$50	\$150	\$280	\$95
Psychology I	\$55	\$50	\$150	\$255	\$70
Psychology II	\$90	\$50	\$150	\$290	\$105
Sociology	\$90	\$50	\$150	\$290	\$105
Technology Support Services - Client Systems	\$103	\$50	\$150	\$303	\$118
Technology Support Services - Network Systems	\$103	\$50	\$150	\$303	\$118
Theater, Cinema & Film	\$100	\$50	\$150	\$300	\$115
User Interface Design	\$70	\$50	\$150	\$270	\$85
World Religions	\$90	\$50	\$150	\$290	\$105
*All other franchise courses	\$50	\$50	\$150	\$250	\$65
**MDVS may offer additional or updated courses which may cost up to, but not exceed \$130/enrollment					

7023-Elementary Part Time (up to 3 courses)				
K12 Florida LLC (MDVS Teacher)	Curriculum Fee	Admin Fee	Teacher Fee	Total Not to Exceed
Single Course K-5 (Per Semester)	\$170/course	\$30/student	\$60/course	\$260/course
7023-Elementary Full Time (5 Courses)				
K12 Florida LLC (MDVS Teacher)	Curriculum Fee	Admin Fee	Teacher Fee	Total Not to Exceed
Full-Time K-5 (per semester)	\$216/course	\$150/student	\$60/course	\$3060/year
7023-Elementary Full Time (6 Courses)				
K12 Florida LLC (MDVS Teacher)	Curriculum Fee	Admin Fee	Teacher Fee	Total Not to Exceed
Full-Time K-5 (Per Semester)	\$208.34/course	\$150/student	\$60/course	\$3520/year

7023 – Apex Learning Digital Curriculum Solutions	
Single enrollment subscription	\$50 (one-time fee, per subscription)
AP Courses Materials Fees	Required Materials
Each Course's single enrollment subscription provides access for one student enrolled in any one Course. If a student completes or withdraws from the Course in which he or she is enrolled, the subscription may be used to enroll that student or another student in any one Course. The number of Course enrollments at the same time may not exceed the number of single enrollment subscriptions purchased.	
Each successful completion	\$50 Administrative Fee
	\$150 Teacher Fee
Interim enrollments	\$50 Administrative Fee
	\$50 Teacher Fee
*Interim enrollments are enrollments that are known to be a temporary placement for an intermediate period. For example, but not limited to, students placed in a temporary structured facility or are hospital homebound for a limited number of weeks.	

Apex Learning Digital Curriculum Solutions-Other Offerings	
Tutorial subscription	\$40 (one-time fee, per subscription)
Admin Fee	\$50 (one-time fee for initial setup)
Each Tutorial's subscription provides access for one student enrolled in any number of Tutorials at the same time. If a student completes or withdraws from all Tutorials in which he or she is enrolled, the subscription may be used to enroll another student in any number of Tutorials. The number of students enrolled in Tutorials at the same time may not exceed the number of subscriptions purchased.	
AP Review subscription	\$20 (one-time fee, per subscription)
Admin Fee	\$50 (one-time fee for initial setup)
Each AP Exam Review subscription provides access for one student enrolled in any one AP Exam Review subject. If a student completes or withdraws from the AP Exam Review subject in which he or she is enrolled, the subscription may be used to enroll that student or another student in any one AP Exam Review subject. The number of AP Exam Review enrollments at the same time may not exceed the number of subscriptions purchased.	

K12 Florida LLC/HEAL (Homebound Education/Alternative Learning)	
Administration fee	\$60 (one-time fee, per student)
Costs set forth below for each student are “not-to-exceed” figures. The components of the program will be billed separately to allow for material returns, prorating fee for student withdrawal, and for student consumption of fewer than 6 full year or 12 semester courses. The roll-up of the component level billing will “not-exceed” the student level fees listed below.	
Student Service Fees with K12 Teacher	
Each enrolled K-12 student	\$125/week (4 week minimum) – Student Fee (FuelEd)

II. The District School Board of Madison County agrees as follows:

- A. To comply with all requirements of Section 1002.45, Florida Statutes and with disclosure requirements adopted in rule by the State Board of Education.
- B. To establish a district Instructional Virtual Education contact.
- C. To establish a district MIS Virtual Education contact.
- D. To attend MyDistrict Virtual School VIP meetings as requested.
- E. To establish and maintain the school/reporting designations determined by the Florida Department of Education to report students participating in MyDistrict courses in programs such as 7001, 7004, and 7023.
- F. To provide, upon request, a detailed curriculum plan outlined in the school district’s student progression plan illustrating how students will be provided services and be measured for attainment of proficiency in the Florida Standards for each grade level and subject.
- G. To provide verification of student VIP eligibility as appropriate.
- H. To verify need and provide the required technology for VIP students who qualify.
- I. To approve virtual student course requests.
- J. To monitor virtual student progress.
- K. To communicate with all caregivers of students participating in virtual courses.
- L. To communicate with and schedule students for AP and state-required assessments.
- M. To coordinate with caregivers on reclaiming non-consumable materials.
- N. To report FTE and all other DOE survey information.
- O. To input student demographic, scheduling, and grade data as needed into the District database(s).
- P. To recommend the appropriate provider option for high school students based on their academic needs.
- Q. To recommend the appropriate curriculum choice for students where supplemental material is warranted.
- R. To make timely payment of NEFEC invoices per the fees noted in item I. W of this contract attachment, to include services for students who have been granted summer instruction beyond the 180 day school calendar, ending no later than August 31, 2019.

- S. To follow the method listed below for conflict resolution: Any dispute concerning performance of the contract shall be decided by the District school board's designated contract manager, who shall reduce the decision to writing and serve a copy to NEFEC. The decision shall be final and conclusive unless within ten (10) days from the date of receipt, NEFEC files with the District school board a petition for administrative hearing. The District school board's decision on the petition shall be final, subject to NEFEC's right to review pursuant to Chapter 120 of the Florida Statutes. Exhaustion of administrative remedies is an absolute condition precedent to NEFEC'S ability to pursue any other form of dispute resolution; provided, however, that the parties may employ the alternative dispute resolution procedures outlined in Chapter 120.
- T. To only terminate this contract before its expiration as follows: a) both Parties agree in writing to the termination; or b) if either Party materially breaches the contract and fail to cure such breach within ninety (90) days following written notification of such breach from the other Party, the non-breaching Party may elect to terminate.
- U. To be responsible for all debts for the District School Board of Madison County's Virtual Instruction Program that arise out of NEFEC's performance of this contract if the contract is not renewed or is terminated. This does not excuse the District School Board of Madison County from paying any obligations incurred resulting from its obligations under this contractor from the payment of any debts incurred under this contract for termination, unless such termination is as provided for in II. T.

Title II, Part A: 2020-21 Application

Agency Name: Madison County School Board
Project Number: 400 - 2241B - 1CT01
TAPS Number: 21A011

Title II, Part A: 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.

Private Colleges, Community-Based Organizations and Other Agencies

In order to complete requirements for funding, applicants of this type must certify adherence to the General Assurances for Participation in State and Federal Programs by submitting the certification of adherence page, signed by the agency head with each application.

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>.

By submitting this application to the Florida Department of Education:

☒ The local educational agency (LEA) assures that it will use Title II, Part A funds to increase student achievement for all students including low-income and minority students, children with disabilities, English language learners, and gifted and talented students by (1) optimizing the supply of new teachers and principals and (2) improving the effectiveness of teachers, principals and other schools leaders, in accordance with the [Every Student Succeeds Act \(ESSA\), section 2001](#).

☒ The LEA assures that it will target funds to schools within the jurisdiction of the LEA that have the highest percentages of ineffective teachers, high percentages of students who do not meet the

challenging State academic standards, have the largest average class size, or are identified for school improvement, in accordance with [section 2103\(b\)\(3\)\(B\)](#).

☒ The LEA, after timely and meaningful consultation, assures that it will provide the opportunity for equitable participation by private school educational personnel in the activities and services funded by this application and those schools have been so notified. Educational services or other benefits, including materials and equipment provided, shall be secular, neutral, and non-ideological, in accordance with [section 2102\(b\)\(2\)\(E\)](#) and [section 8015](#).

☒ The LEA assures that professional development activities authorized under Title II, Part A will coordinate with professional development activities provided through other federal, state and local programs, in accordance with [section 2102 \(b\)\(2\)\(F\)](#).

☒ The LEA assures that the professional development activities have been developed with extensive participation of teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title, in accordance with [section 2102\(b\)\(3\)](#).

☒ The LEA assures that funds received will be used to supplement and, to the extent practical, increase the level of funds that would be made available from nonfederal sources; in no case will such funds be used to supplant funds from nonfederal sources, in accordance with [section 2103](#).

☒ The LEA assures that the control of funds will remain in the public agency and the public agency will administer the funds and property to the extent required by the authorizing law.

☒ The LEA assures that accurate records will be kept and provide such information to the state, as may be reasonably required for fiscal audit and program evaluation and shall demonstrate compliance with all state, federal, and program requirements. The reports and information provided shall be made readily available to the public, and shall not reveal any personally identifiable information about any individual, in accordance with [section 2104](#).

☒ The LEA assures that programs will be evaluated annually, and the evaluation will be used to make decisions about appropriate changes in programs for the subsequent year. The evaluation will describe how program(s) affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served, and will be submitted to the state annually, in accordance with [section 2104 \(b\)](#).

☒ The LEA assures that a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals or other school leaders and a description of the LEA's opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership are included in the LEA's state-approved Professional Development System, in accordance with [section 2102\(b\)\(2\)\(B\)](#). If the LEA's state-approved Professional Development System does not include these descriptions, the LEA will include the descriptions as an attachment to this application.

Overview of the Title II, Part A Application

The purpose of Title II, Part A is to provide subgrants to LEAs to (1) increase student achievement consistent with challenging State academic standards; (2) improve the quality and effectiveness of teachers, principals, and other school leaders; (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders, in accordance with [section 2001](#).

To achieve these goals, LEAs in the state of Florida shall focus on four broad strategies:

- 1) Developing and implementing initiatives to assist in recruiting and hiring effective teachers [\[section 2103\(a\)\(3\)\(B\)-\(C\)\]](#);
- 2) Increasing effectiveness of all teachers through effective evaluation and high-quality, personalized professional development [\[section 2103 \(a\)\(3\)\(A\) and \(E\)\]](#);
- 3) Increasing the retention of effective teachers, principals, and other school leaders [\[section 2103 \(a\)\(3\)\(B\)\(iv\)\(II\)\]](#); and
- 4) Prioritizing effective teachers for high-needs students, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards [\[section 2103 \(a\)\(3\)\(B\), \(F\), and \(I\)\]](#).

The appropriateness of the strategies the LEA employs will be supported through an analysis of data on student achievement, teacher supply, and teacher, principal, and other school leader effectiveness. Strategic activities should also serve school, district, and [state strategic priorities](#).

Title II, Part A: Needs Assessment

To be eligible for funds, an LEA shall conduct an assessment of local needs for professional development and hiring. The needs assessment shall be conducted with extensive participation of the stakeholder groups outlined in the assurances section of this application, and shall be based on various and numerous qualitative and quantitative data in the areas of student achievement, teacher supply, teacher effectiveness, and principal and other school leader effectiveness.

Powerful needs assessments have three distinct phases:

1. **Phase 1 - Collect and Analyze Data:** LEAs should analyze data from various and numerous qualitative and quantitative sources to determine existing trends and patterns that support the identification of needs related student achievement, teacher supply, and teacher and principal effectiveness. Some examples of data a district might consider are included below.

Data to inform student achievement needs

- [Florida Standards Assessments \(FSA\) student achievement data \(Language Arts and Mathematics\)](#) **
- [End-of-Course Assessments](#) **
- Student Progress Monitoring Data (district- or school-based)
- [Student achievement disaggregated by student group](#) **
- [Graduation rates](#) **
- Drop-out rates
- Student attendance

** Data can be found at edstats.fldoe.org

Data to inform teacher and principal supply needs

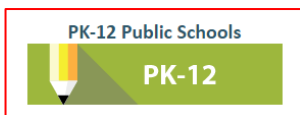
- Teacher, principal, and other school leader retention rates
- Anticipated teacher shortages in core academic subjects and areas of high need ([Critical Teacher Shortage Area Report](#))
- Data on distribution of teachers with specific characteristics (e.g., experience, out-of-field, provisional certificates)
- Data on the effectiveness of current recruitment and retention efforts
- Feedback from exit interviews
- [Teacher Salary Report](#)
- [In-Field and Out-of-Field Report](#)

Data to inform teacher and principal effectiveness needs

- Value-Added Model (VAM) data; Red/Green Sheets
- Instructional practice and leadership practice data on teachers, principals, and school leaders
- Teacher, principal, and other school leader evaluation data ([18-19 data](#), [17-18 data](#) and [16-17 data](#))
- Teacher and principal needs assessment survey results
- Individual professional development plans
- Teacher, principal, and other school leader attendance

Other data

- [School Improvement Data](#)
 - [School Grade Data](#)
 - [Florida Report Cards](#)
 - Current professional development efforts and effectiveness data
 - [District and school report cards](#) **
 - Program evaluation data of programs currently funded
 - Private school data from equitable services consultation(s)
 - Charter school data from consultation(s)
 - [Archives for historical data](#) (to examine trends)
- ** Data can be found at edstats.fldoe.org



** When visiting edstats.fldoe.org, please click on the green “PK-12” box at the bottom section of the home page in order to access the data points mentioned in the list above.

LEAs are not required to submit data collection and analysis as part of this program application.

2. **Phase 2 - Identify Areas of Strength and Challenges:** Based on the data collected and analyzed in phase one of the needs assessment, LEAs should look at trends to consider the areas of strength and challenges related to student achievement, teacher supply, teacher effectiveness, and principal and other school leader effectiveness.

Student Achievement <i>Summarize the trends and patterns observed by the team while analyzing student achievement data. What gaps exist in outcomes among student subgroups? What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</i>	
<i>Areas of Strength</i>	Students in grades 6-8 went up overall in Mathematics (44% to 47%). Students in grades 7-12 went up overall in U.S. History (57% to 58%). Though this is progress, and we are excited by all progress, there is more work to be done.
<i>Challenges</i>	Middle and lower achieving students, especially those from economically disadvantaged homes, are not scoring as well as their counterparts from non-economically disadvantaged homes. Sadly, with the demographics of Madison County the vast majority of the students are from economically disadvantaged homes. The district has continued to invest in curriculum and technology with accompanying training, and in some areas has witnessed a payoff of these items. However, in Science, ELA and Math at the lower grades there is much work to still be done to reach these students and help them achieve at a higher rate. Our concern is that the difficulties in ELA underlie a students' difficulties in other areas, and that these are exacerbated over time. Until students make a year (or more) of learning gains they will not be able to catch up. Building student skills requires teachers that are both knowledgeable in their subject area and have high expectations for student achievement. The district still believes this is a school culture issue and has continued work on changing the culture of the school. This school year there will be three principal positions open (due to retirement), and it is a chance to bring in some new leadership that can lead the charge in changing the culture of the schools. This is a long term issue and will take more than one year with a new leader for it to be corrected.

Teacher and Principal Supply <i>Summarize the trends and patterns observed by the team while analyzing teacher and principal supply data. What are the important trends and patterns that will support the identification of teacher and principal supply needs?</i>	
<i>Areas of Strength</i>	The schools in Madison County School District, can be divided into two groups, the smaller outlying schools, and the larger schools in town (Madison County Central and Madison High). The smaller schools tend to have a stable teaching population and few issues attracting and retaining teachers. The average teacher stays for ten years in the outlying schools and 95% of these teachers are considered effective or highly effective. Principals and other instructional leaders, the outlying schools do not have assistant principals, likewise are readily found and retained.
<i>Challenges</i>	On the other hand, Madison County Central and the high school have more turnover than the outlying schools. Madison County Central was in turnaround up until the past year. Part of the reason the schools in town struggle is the higher teacher turnover. Most schools did retain leadership previously, however this year we have three principal positions open at both Madison County Central, Madison High and Greenville Elementary which all three are difficult to fill. Madison County Central operated with a lead Vice Principal this year as the previous principal had to leave in December of 2019.

Teacher Effectiveness <i>Summarize the trends and patterns observed by the team while analyzing data on the effectiveness of teachers. What are the important trends and patterns that will support the identification of teacher learning needs?</i>	
<i>Areas of Strength</i>	Madison County School District (MCSD) has approximately 200 teachers. Of its 200 teachers 52% were considered effective or highly effective.
<i>Challenges</i>	The majority of MCSD teachers are assigned to the largest school, Central. Here 52% of the teachers are considered effective or highly effective, 48% are considered either needs improvement or unsatisfactory. MCSD is a rural, isolated district without a large influx of alternative teachers, so it must focus on growing the teachers it has, helping promising paraprofessionals and youth to enter the teaching profession.

Principal and Other School Leader Effectiveness

Summarize the trends and patterns observed by the team while analyzing data on the effectiveness of principals and other school leaders. What are the important trends and patterns that will support the identification of principal and other school leader learning needs?

<i>Areas of Strength</i>	MCSD has a number of strong principals, particularly at the outlying schools. These instructional leaders have been successful in raising student achievement in many areas, and in mentoring and supporting teachers.
<i>Challenges</i>	These strong principals were moved around two years ago, and the district still needs to help these administrators with their newer duties to be able to mentor them and support them in the roles they are serving. In addition, the new principals will also need to be mentored and supported in their new roles and duties.

Other Data Sources, Including Private School Data

Summarize the trends and patterns observed by the team while analyzing other data sources (including private school data). What are the important trends and patterns that will support the identification of student, teacher, and leader needs?

<i>Areas of Strength</i>	Until recently, MCSD did not have any participating private schools. This year there is one school, and they have agreed to use the district model for PD for their teachers and leaders. They will be invited to all PD that the district offers and have access to NEFEC offerings and PAEC offerings that the district provides staff.
<i>Challenges</i>	Because this is the first year with a private school participating, we are learning as we go. Hopefully, the new connections made with the school this year will allow us to help the students in Madison County achieve at higher rates than they are currently. Private school data shows there are a total of 30 students that will be eligible for services in the upcoming year and that is also the total enrollment of the school at this time. Hopefully, the partnership will allow for students to achieve at a much higher rate.

3. Phase 3 - Identify and Prioritize Needs: Once areas of strength and challenges have been identified, districts should identify and prioritize needs associated with student achievement, teacher supply, and teacher effectiveness, and principal and other school leader effectiveness. Use the results from phases one and two to identify the greatest needs of the LEA.

Overarching Need	Focus Area (student achievement, teacher and principal supply, teacher and principal effectiveness, or other)	Is the need trending better or worse over time? (better or worse)	Can cause(s) be identified? (yes or no)	Additional Considerations (optional)
Provide more ELA learning opportunities for students	Student Achievement	Worse	Yes	Due to high turnover in some of the local schools, the students are not gaining a year's worth of learning every year causing them to fall further behind.
Enhance teacher competency in ELA and ESOL	Student Achievement	Does not change	Yes	MCSD schools are departmentalized down to 4 th grade. Content area teachers (social studies, science) are in the 2 nd year of learning how to emphasize reading strategies and ELA skills in their classrooms.
Engage students in learning in ways that are motivating and modern, including the use of classroom based technology	Student Achievement	Does not change	Yes	Over the past few years, MCSD has invested in classroom based technology. New teachers need to be trained on the technology in the classroom and those that have stayed need to have more PD to help grow their skills and usage of the technology.
Support new teachers and administrators	Teacher and Principal Effectiveness	Does not change	Yes	MCSD has established a successful, multi-touch peer mentoring system that will continue in the upcoming school year.
Maintain programmatic knowledge and expertise	Other	Better	Yes	MCSD uses our local expert teachers to help those that need more knowledge. Additionally, district leaders also work with school principals and teachers when necessary to share knowledge and

				expertise to help MCSD assist all students in meeting the challenges of testing and rigor in the classroom.
--	--	--	--	---

Note: LEAs may add rows as needed.

Title II, Part A: ESSA Regulation Responses

Please respond to each question.

1. How will the LEA prioritize funds to schools implementing comprehensive or targeted support and improvement activities [\[section 2102\(b\)\(2\)\(C\)\]](#)?

MCSD will prioritize funds to schools implementing comprehensive and improvement activities by using the CNA to find the school with the highest needs to serve first. Essentially, schools are put into a rank order and the funding is prioritized to them based on the need. The school(s) with the greatest needs have first priority, those with high need come in second and then those with identified needs are funded last. In essence, by implementing the CNA as the driving force to find the needs schools they are then served in the order of the needs identified.

2. [Section 2102\(b\)\(3\)](#) outlines the consultation requirements for LEAs for Title II, Part A funds:

(3) *CONSULTATION.—In developing the application described in paragraph (2), a local educational agency shall—*

“(A) meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;

“(B) seek advice from the individuals and organizations described in subparagraph (A) regarding how best to improve the local educational agency’s activities to meet the purpose of this title; and

“(C) coordinate the local educational agency’s activities under this part with other related strategies, programs, and activities being conducted in the community.

How will the LEA use data and ongoing consultation with stakeholders to continually update and improve activities [\[section 2102\(b\)\(2\)\(D\)\]](#)?

MCSD meets with the school advisory councils made up of staff, teachers, administrators, community members, students and parents to address the data and to continue to improve upon the activities that are offered to staff to help build their practices. Additionally, the district administrative team meets at least once a month and data is shared (note: data is not shared every month, only when it is available), as well as options for possible revisions to the program. The SAC meetings are every other month throughout the 10 months school is in (August 2020-May 2021).

Title II, Part A: Equitable Services

The amount an LEA must reserve to provide equitable services for private school teachers and other educational personnel for Title II, Part A services is based on the LEA's total Title II, Part A allocation, less administrative costs. The LEA determines the amount of funds available for Title II, Part A equitable services by calculating, on a per-pupil basis, the amount available for all public and private school students enrolled in participating private elementary and secondary schools in areas served by the LEA (regardless of a student's residency), taking into consideration the number and needs of the students, their teachers and other educational personnel to be served.

Using the LEA's most recent allocation amount, please complete the following equitable services allocation calculation:

Formula to Determine Amount for Title II, Part A Equitable Services	
A. Number of Students	
A1. LEA Enrollment	2,326
A2. Participating Private Schools Enrollment	30
A3. Total Enrollment = A1 + A2	2,356
B. Title II, Part A Allocation	
B1. Total LEA Allocation	112,113
B2. Administrative Costs (for public and private school programs)	9,000
B3. LEA Allocation Minus Admin Costs = B1 – B2	103,113
C. Per Pupil Rate	
C1. B3 divided by A3	43.76
D. Equitable Services	
Amount LEA must reserve for equitable services for private school teachers and other educational personnel = A2 x C1	1,312.80

If the LEA does not have participating private schools for the 19-20 school year, please note that here.

Title II, Part A: Strategic Activities

Once the LEA has identified and prioritized needs, consider ways in which Title II, Part A funds can support strategies to address these needs.

Title II, Part A funded activities in the LEA should address the areas of greatest need identified through the needs assessment process. Planning in this manner is intended to improve student achievement and equitable access for the most at-risk students. LEAs should also include in responses how funds will be prioritized to schools that are implementing comprehensive support and improvement activities and targeted support for low-income students.

After reviewing the data analysis results and the LEA's determined needs based on this data, explain the specific activities the LEA plans to implement in order to:

- 1) Develop and implement initiatives to assist in recruiting and hiring effective teachers [\[section 2103\(a\)\(3\)\(B\)-\(C\)\]](#);
- 2) Increase effectiveness of all teachers through effective evaluation and high-quality, personalized professional development [\[section 2103 \(a\)\(3\)\(A\) and \(E\)\]](#);
- 3) Increasing the retention of effective teachers, principals, and other school leaders [\[section 2103 \(a\)\(3\)\(B\)\(iv\)\(II\)\]](#); and
- 4) Prioritize effective teachers for high needs students, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards [\[section 2103 \(a\)\(3\)\(B\), \(F\), and \(I\)\]](#).

Each expenditure item on the LEA's budget form must be included/described within the program narrative application. The narrative must align with the budget. **LEAs must include corresponding budget line numbers with strategic activity descriptions.**

In addition, any salaried positions funded with Title II, Part A funds should be addressed. If positions are fully funded (1.0 FTE), please also include a description of how this use of funds does not violate the "supplement, not supplant" assurance on page 2 of this application. Additional "supplement, not supplant" information can be found in [section 2301](#) and [page D-23 of the green book](#).

Next, consider how the LEA will evaluate the impact of these activities on teacher, principal, and other school leader effectiveness and student achievement.

Finally, explain how the LEA will identify and track progress and performance for each of the planned strategies in the four categories. Include the data sources that will be monitored and analyzed in order to measure the impact of each strategy, and how the evidence will be used to determine whether the strategy should continue as is, be modified, or be discontinued.

Salaried positions funded by Title II, Part A:				
Description of Specific Positions	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (SMART goal(s) - specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Position
<i>None funded through Title II, Part A</i>	NA	NA	NA	NA

Developing and implementing initiatives to assist in recruiting and hiring effective teachers, principals, and other school leaders:				
Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (SMART goal(s) - specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities
<i>None funded through Title II, Part A</i>	NA	NA	NA	NA

Increasing effectiveness of all teachers, principals, and other school leaders through effective evaluation and high-quality, personalized professional development:				
Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (SMART goal(s) - specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities
Reading PD Two MCSD employees will work with teachers to increase the focus on reading in all areas. Teachers in ELA that are not reading endorsed will have the ability to	Robin Hill/Kara Washington	NA	Reading Skills PD will allow for MCSD to increase reading scores by 6% on the FSA.	FSA ELA scores

<p>become endorsed through the reading courses offered throughout the school year and into the summer. By having more teachers trained in reading strategies, it will help the students to gain more in all areas of student achievement.</p> <p>Costs associated with stipends may be incurred for PD activities requiring teacher and other school leaders to attend sessions outside the regular school day. Teacher costs average 35.00/hour.</p> <p>Costs associated with travel may be incurred for PD activities requiring teachers or school leaders to travel in and out of the county. The cost is 0.52 per mile for personal vehicles that have to travel in or out of county. These are done within a 100 mile radius that can be traveled within one day. These are not conferences, but rather visits to other schools for new teachers, new administrators for coaching purposes. The district anticipates this will cost roughly 1,500.00 this coming school year.</p> <p><i>Budget Line Item(s): 11, 12, 13, 14, 15, 18, 19, 20</i></p>			<p>15% of teachers in ELA not currently reading endorsed will have completed at least 2 courses by the end of the 2020 school year.</p>	<p>This will be measured through the coursework in NEFEC that is monitored by the Director of Teaching and Learning.</p>
<p>Conferences for Teachers and Leaders:</p>			<p>By attending these leadership and educational conferences, the district will build its capacity for</p>	<p>iReady, FSA and EOC exams</p>

<p>Florida Organization of Instructional Leaders (FOIL): Fall, winter, spring and summer leadership conferences. Cost of \$550 per participant for a 5 participants (we will have 3 new principals this year and may add them to these conferences), cost of hotel not to exceed \$200/night for 3 nights, travel with use of district vehicle costs approximately \$75.00 in fuel, wear and tear. Cost for those that use personal vehicles are \$0.52 per mile. Per diem for meals of \$6 for breakfast, \$11 for lunch and \$19 for dinner.</p> <p>Panhandle Area Education Consortium (PAEC): Summer Leadership Conference. Cost of \$386 per participant for 7 participants, cost of hotel not to exceed \$200/night for 3 nights, travel with use of district vehicle costs approximately \$75.00 in fuel, wear and tear. Cost for those that use personal vehicles are \$0.52 per mile. Per diem for meals of \$6 for breakfast, \$11 for lunch and \$19 for dinner.</p> <p>FASFEP: Spring and Fall Conferences for 3 participants. Cost of \$400 per person registration, cost of hotel not to exceed \$200/night for 3 nights, travel with use of district vehicle costs approximately \$75.00 in fuel, wear and tear. Cost for those that use personal vehicles are \$0.52 per mile. Per diem for</p>			<p>those to lead the schools and to help teacher leaders to move forward in their respective areas.</p> <p>By the end of the 2020-2021 school year the district's overall reading and math scores will improve by a minimum of 5% as indicated by iReady, FSA and EOC exams.</p>	
--	--	--	--	--

meals of \$6 for breakfast, \$11 for lunch and \$19 for dinner.				
<i>Budget Line Item(s): 15-16</i>				
<p>NEFEC Training: Training offered by NEFEC through agreement with Madison County School District. Some of these are online and others are in person. Our private school decided in consultation to join us with NEFEC offered training as well as district offered training. These trainings vary over what is covered from classroom management, ESOL and reading endorsement classes to name a few.</p> <p>50% of teachers will attend at least one NEFEC training during the 2020-2021 school year as evidenced by the NEFEC online system. This will allow teachers to earn additional PD at a time that is convenient to them and give teachers PD that is relevant to their needs and their classes.</p> <p><i>Budget Line Item(s): 18, 19, 20</i></p>	Robin Hill	NA	<p>By having teachers have access to PD at all times it will allow for a 10% growth in retaining teachers at Madison County Central School and Madison County High School.</p> <p>NEFEC PD reports to the district will show that 50% of teachers have completed a minimum of one PD in the NEFEC system by May 20, 2021.</p> <p>FSA and EOC scores will be evaluated for those teachers that do participate and they will show a 3% increase on their FSA and EOC assessments.</p>	<p>Madison teacher retention records</p> <p>FSA ELA and Math scores, EOC exam scores.</p>

Increasing the retention of effective teachers, principals, and other school leaders:				
Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (SMART goal(s) - specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities

<p>Contracted services with NEFEC that allows for PD for new teachers, experienced teachers, principals and other school leaders. The program allows for selection of courses that are determined to be needed by the individual or that are required by their educational leader. Please see attached NEFEC contract for cost breakdown details.</p> <p><i>Budget Line Item(s): 18, 19, 20</i></p>	Robin Hill	NA	<p>By working on professional development to help teachers and leaders in and out of the classroom, it builds their efficacy and helps to retain them in their respective areas.</p> <p>By having teachers have access to PD at all times it will allow for a 10% growth in retaining teachers at the Madison County Central School and Madison County High School.</p> <p>NEFEC PD reports to the district will show that 50% of teachers have completed a minimum of one PD in the NEFEC system by May 20, 2020.</p> <p>FSA and EOC scores will be evaluated for those teachers that do participate and they will show a 3% increase on their FSA and EOC assessments.</p>	<p>NEFEC monitoring through the online portal</p> <p>FSA and EOC scores will also be used to measure the effectiveness of the programs used through NEFEC. Additionally, True North Logic will be used to for evaluations that will show the effectiveness of those that took part in the offered PD courses.</p>
---	------------	----	--	---

Prioritizing effective teachers, principals, and other school leaders for high-needs students:				
Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (SMART goal(s) - specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities
None supported with Title II funds. These changes have been made internally and are cost neutral	NA	NA	NA	NA

Equitable Services for Private Schools and Charter Schools				
Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (SMART goal(s) - specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities
<p>Private School Equitable Services:</p> <p>Private school teachers, administrators and staff will have the same ability to use the PD the district gives throughout the year to ensure student achievement.</p> <p>Reading professional development as well as the use of NEFEC's system will be used with the private school as well. This was decided by the private school in consultation.</p> <p><i>Budget Line Item(s): 16-19</i></p>	Robin Hill/Lisa Roderick	NA	Private schools will use Reading Eggs and Math Seeds for student performance (they only have grades K-1 currently). From this they will determine growth (which should be a gain of 10% in Math and 15% in Reading), and teacher effectiveness.	The private school does not use True North Logic, but we will use their teacher evaluations, student scores on testing which will be done three times a year.
<p>Charter School Services (for charter schools electing to receive a set-aside dollar amount):</p> <p>Not applicable. The charter schools did not choose the set-aside option and will participate in our LEA activities instead.</p>				

Note: if the charter school(s) did not choose the set-aside option and wish to participate in existing LEA activities, please note this in the charter school box above.