



**Florida Department of Education
Project Award Notification**

6.03(2)

1 PROJECT RECIPIENT Taylor County School District	2 PROJECT NUMBER 620-1100B-0CR01	
3 PROJECT/PROGRAM TITLE Title V, Part B Subpart 2: Rural & Low-Income Schools Program (RLIS) TAPS 20A007	4 AUTHORITY 84.358B Title V Part B, Rural Education USDE or Appropriate Agency FAIN#: S358B190009	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/05/2019 - 06/30/2020 Program Period: 07/05/2019 - 06/30/2020	
7 AUTHORIZED FUNDING Current Approved Budget: \$49,437.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$49,437.00	8 REIMBURSEMENT OPTION Federal Cash Advance	
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: 06/30/2020 Date that all obligations are to be liquidated and final disbursement reports submitted: 08/20/2020 Last date for receipt of proposed budget and program amendments: 05/31/2020 Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: Federal Award Date : 07/01/2019 		
10 DOE CONTACTS Program: Alvita Howard Phone: (850) 245-9442 Email: Alvita.Howard@fldoe.org Grants Management: Unit A (850) 245-0496	Comptroller Office Phone: (850) 245-0401	Duns#: 106027881 FEIN#: F596000878002
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. 		
12 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  Authorized Official on behalf of Richard Corcoran Commissioner of Education </div> <div style="text-align: center;"> 11/22/19 Date of Signing </div> <div style="text-align: right;">  FLORIDA DEPARTMENT OF EDUCATION <small>fldoe.org</small> </div> </div>		

DOE-200
Revised 07/15

APPROVED

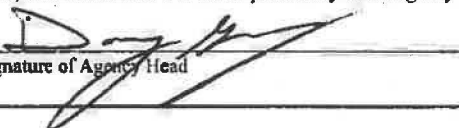
JAN 21 2020

By Taylor County
School Board

**INSTRUCTIONS
PROJECT AWARD NOTIFICATION**

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

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332, Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: Title V, Part B, Subpart 2: Rural & Low Income Schools Program 2019-2020 ✓ TAPS NUMBER: 20A007 ✓	<div style="text-align: right;">RECEIVED</div> <div style="text-align: center;">2019 JUL -5 PM 2:20</div> <div style="text-align: center;">OFFICE OF GRANTS MANAGEMENT</div> <div style="text-align: right;">Project Number (DOE Assigned) 620-11008-0CR01</div>						
B) Name and Address of Eligible Applicant: Taylor County School District 318 North Clark Street Perry, 32347 ✓								
C) Total Funds Requested: \$44,167.00 DOE USE ONLY Total Approved Project: \$ 49,437.00	D) Applicant Contact & Business Information <table border="1"> <tr> <td data-bbox="479 535 933 661"> Contact Name: Sharon Hathcock Fiscal Contact Name: Ashley Valentine </td> <td data-bbox="933 535 1502 661"> Telephone Numbers: 850-838-2500 FAX: 850-838-2501 </td> </tr> <tr> <td data-bbox="479 661 933 745"> Mailing Address: 318 North Clark Street Perry, 32347 </td> <td data-bbox="933 661 1502 745"> E-mail Addresses: sharon.hathcock@taylor.k12.fl.us </td> </tr> <tr> <td data-bbox="479 745 933 829"> Physical/Facility Address: 318 North Clark Street Perry, 32347 </td> <td data-bbox="933 745 1502 829"> DUNS number: 106027881 FEIN number: F596000878002 </td> </tr> </table>		Contact Name: Sharon Hathcock Fiscal Contact Name: Ashley Valentine	Telephone Numbers: 850-838-2500 FAX: 850-838-2501	Mailing Address: 318 North Clark Street Perry, 32347	E-mail Addresses: sharon.hathcock@taylor.k12.fl.us	Physical/Facility Address: 318 North Clark Street Perry, 32347	DUNS number: 106027881 FEIN number: F596000878002
Contact Name: Sharon Hathcock Fiscal Contact Name: Ashley Valentine	Telephone Numbers: 850-838-2500 FAX: 850-838-2501							
Mailing Address: 318 North Clark Street Perry, 32347	E-mail Addresses: sharon.hathcock@taylor.k12.fl.us							
Physical/Facility Address: 318 North Clark Street Perry, 32347	DUNS number: 106027881 FEIN number: F596000878002							
<p style="text-align: center;">CERTIFICATION</p> <p>I, <u>Dr. Danny Glover Jr.</u>, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p> <p>E) <u></u> Signature of Agency Head </p>								



FLORIDA DEPARTMENT OF EDUCATION

BUDGET DESCRIPTION FORM -

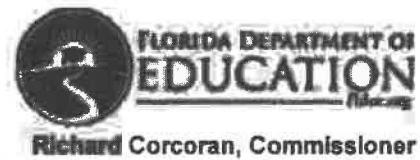
Title V, Part B, Subpart 2: Rural & Low Income Schools Program 2019-2020

A) NAME OF ELIGIBLE RECIPIENT: Taylor County District School Board
B) Project Number: (DOE USE ONLY): 620-1100B-0CR01

E) TAPS
Number
20A007

Count	Activity	Function	Object	Description	FTE	Amount
1	Tutoring for Struggling Students; Educational Achievement - Graduation Support for At-Risk;	5100	120	Classroom Teachers - Classroom Teachers - Tutoring for Struggling Students Activity 2	0.100	\$5,000.00
2	Educational Achievement - Graduation Support for At-Risk;	5100	150	Aides - Paraprofessional - Credit Recovery Activity 1	0.400	\$6,500.00
3	Tutoring for Struggling Students; Educational Achievement - Graduation Support for At-Risk;	5100	210	Retirement - Retirement - Retirement benefits for Title V staff @ 8.47%, Activities 1 and 2	0.000	\$1,511.00
4	Tutoring for Struggling Students; Educational Achievement - Graduation Support for At-Risk;	5100	220	Social Security - Social Security - Social Security Benefits at 7.65% for Title V Staff, Activities 1 and 2	0.000	\$1,350.00
5	Tutoring for Struggling Students; Educational Achievement - Graduation Support for At-Risk;	5100	234	Cafeteria Plan - Cafeteria Plan - Graduation Support for At-Risk Students: Credit Recovery Activity 1 and 2 - 50% of \$3,100	0.000	\$1,540.00
6	Tutoring for Struggling Students; Educational Achievement - Graduation Support for At-Risk;	5100	240	Workers Compensation - Workers Compensation - Workmen's Compensation Benefits @ 1.376% for Title V Staff, Activities 1 and 2	0.000	\$302.00
7	Tutoring for Struggling Students; Educational Achievement - Graduation Support for At-Risk;	5100	310	Professional and Technical Services - Professional and Technical Services - Tutoring for Struggling Students: Services of retired, HQ reading and math teachers. Activities 1 and 2	0.100	\$5,000.00
8	Tutoring for Struggling Students; Educational Achievement - Graduation Support for At-Risk;	5100	369	Technology-Related Rentals - Rentals - Instructional software for credit recovery and curriculum support for at-risk students. Activities 1 and 2	0.000	\$25,270.00
9	Tutoring for Struggling Students; Educational Achievement - Graduation Support for At-Risk;	5100	510	Supplies - Supplies - Supplies for Title V Strategy Implementation. Notebooks, paper, pencils for students. Activities 1 and 2	0.000	\$329.62
10	Educational Achievement - Graduation Support for At-Risk;	5100	750	Other Personal Services - Substitute for Credit Recovery Paraprofessional	0.000	\$250.00
11		7200	790	Miscellaneous Expenses - Indirect Costs PLAN B 5.87%	0.000	\$2,384.38
C) TOTAL					0.600	\$49,437.00

DOE 100A
Revised July 2015



INDIRECT
COSTS
PLAN B

5000 31X

5476 →

Max

Line Item 7200 792

Current

Excess

5100 510

Supplies →

Taylor County District School Board

Title V, Part B, Subpart 2: Rural & Low Income Schools Program: 2019-2020

General Assurances

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

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

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

School Districts, Community Colleges, Universities, and State Agencies

The certification of adherence, currently on file with the FDOE Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance or condition.

Note: The UGG combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (former 34 CFR part 74), A-21, A-87, A-122, A-133, A-50. For the FDOE this means that the requirements in EDGAR Parts 74 and 80 have also been subsumed under the UGG. The final rule implementing the UGG was published in the Federal Register on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014.

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

Risk Analysis

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

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

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

Program Specific Assurances

Applicants must provide signed assurances to the following program specific assurances:

1. Program objectives and outcomes for activities under this subpart, including how the State educational agency or specially qualified agency will use funds to help all students meet the challenging State academic standards.
2. If the State educational agency will competitively award grants to eligible local educational agencies, as described in section 5221 (b)(3)(A), the application under the section shall include:
 - A. The methods and criteria the State educational agency will use to review applications and award funds to local educational agencies on a competitive basis.
 - B. How the State educational agency will notify eligible local educational agencies of the grant competition.
3. A description of how the State agency will provide technical assistance to eligible local educational agencies to help such agencies implement the activities described in section 5222.

Funding Method

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

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

Fiscal Records Requirements and Documentation

Applicants must complete a Budget Narrative form, DOE101. Budget pages must be completed to provide sufficient information to enable FDOE reviewers to understand the nature and reason for the line item cost.

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

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

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

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

Allowable Expenses:

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

Unallowable Expenses

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

- Pre-award costs
- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
- Meals, refreshments or snacks
- End-of-year celebrations, parties or socials
- Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)
- Out-of-state travel without FDOE pre-approval
- Overnight field trips (e.g. retreats, lock-ins)
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- Gift cards
- Decorations
- Advertisement
- Promotional or marketing items (e.g., flags, banners)
- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
- Land acquisition
- Furniture
- Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
- Tuition
- Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
- Dues to organizations, federations or societies for personal benefit
- Clothing or uniforms
- Costs for items or services already covered by indirect costs allocation

- Costs not allowable for federal programs per the USDE General Administration Regulations (EDGAR), which may be found at <https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html> and the Reference Guide for State Expenditures, which may be found at https://www.myfloridacfo.com/aadir/reference_guide/.

Equipment Purchases

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

Any equipment purchases not listed on the original budget approved by the Florida Department of Education require an amendment submission and approval prior to purchase by the agency awarded the funding.

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

Administrative Costs including Indirect Costs:

School Districts

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

State Agencies, Public Universities, and State Colleges

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

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

Executive Order 11-116

The employment of unauthorized aliens by any contractor is considered a violation of section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term. Executive Order 11-116 may be viewed at <http://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf>.

For Federal Programs - General Education Provisions Act (GEPA)

Applicants must provide a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to <http://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>. ☒ By selecting this checkbox, I hereby certify the District School Board will comply with ALL of the preceding requirements.

Activities**Activity: Graduation Support for At-Risk**

Strategies Selected:	<ul style="list-style-type: none"> Title I, Part A - Improving Basic Programs;
Identify Needs:	The LEA plans to support struggling students in meeting requirements for graduation through the provision instructional interventions in an effort to increase the district graduation rate and decrease the dropout rate.
Data:	<p>The graduation rate of students in the LEA has fluctuated quite a lot over the past few years: 2010-11: 61.1%, 2011-12: 63.5%, 2012-13 62.4%, 2013-14: 49.5%, 14-15: 64.7%, 15-16: 70.7%, 16-17: 70.3%, and 17-18: 87.7% according to data reported at https://edstats.fldoe.org/SASWebReportStudio/openViewReportPrintOptions.do</p> <p>The 2017-18 District Graduation Rate shows that graduation rate is increasing with 87.7% of the cohort group meeting the 4 year graduation standard diploma requirements. Taylor's 87.7% is 0.5% above the state graduation rate of 86.1%. Of the 12.3% non-graduates, 0.6% received certificates of completion, 1.2% cohort dropouts, and 10.5% of the students were still enrolled. There was a decrease in the percentage of dropouts from 9.7% in 2016-17 to 1.2% in 17-18.</p>
Goals:	<ul style="list-style-type: none"> High School Graduation Rate;
Strategy Implementation:	<p>Identify Strategy:</p> <p>This strategy is designed to assist the LEA in improving the graduation outcomes for its students. The Graduation Support for At-Risk student strategy will support Title V performance goals and the SBOE's 2015-2020 Strategic Plan GOAL 4 - Each participating LEA will decrease the proportion of high school students not earning a standard diploma by 10% each school year. The Title V "Graduation for At-Risk" strategies and activities to be implemented center around APEX programs which will enable students to acquire credits needed for high school graduation and receive online tutorials that will assist in mastering proficiency on required state assessments. APEX includes computer based opportunities for students to earn original credit or participate credit retrieval. Title V funds will be used to provide a portion of a HQ paraprofessional salary at the acceleration center to facilitate the Credit Recovery Computer Lab at the Accelerated School and provide support for students as they complete their coursework. Credit recovery courses will be offered during the school day in addition to the students' regular academic program. Credit recovery courses will be offered to students through two different venues: -Students can take a credit recovery course during the regular school day during an elective slot -Students can take a credit recovery course after school in the credit recovery lab. Either venue serves as an intervention to assist students in getting on track with their cohort group. All students in grades 6-12 will also be provided the opportunity to use Study Island to increase their content area skills in ELA/reading, math, and science which will increase the students' academic achievement and 2020 Florida State Assessment scores. Student progress will be monitored by the LEA through the use of I-Ready, STAR 360, and Performance Matters data analysis.</p> <p>Frequency and Duration:</p> <p>Students in the Taylor Accelerated School (TAS) credit recovery program will use APEX daily. Intensive classes will be supported by high quality instructors and a HQ para for 180 school days during the 2019-2020 school year. Summer programs will also be provided for students in need of recovery courses to catch up with their cohort group. Placement in the TAS Credit Recovery Program will be considered for students who have missed more than 10 days in a semester, having failed to accrue and maintain the necessary credits or GPA to graduate within four years of entering the high school, or have more than 15 days of combined in-school/out-of-school suspension in a semester.</p>

Target Schools and Populations:

These activities will be implemented in the Taylor Accelerated School and the Taylor County High School Credit Recovery Labs with students needing credits to graduate with their cohort group. 12th graders will have prioritized access to credit recovery courses with any available slots used for underclassmen in need of credit recovery courses to remain on target for their graduation track. APEX will also be used with students in grades 9 through 12 who are having problems with behavior, attendance, and academics.

Evidence-based Research:

APEX Learning is a 2019 approved FLDOE VIP and holds accreditation and approvals by AdvancED, NCAA, WebbAlign and more. Apex Learning offers a full catalog of Florida courses for grades 6-12. Developed using backward design, the learning objectives in Apex Learning instructional content guide the development of courses through innovative and engaging instruction and tightly integrated assessments. As a WebbAlign DOK Partner, Apex Learning understands the need to deconstruct standards during the development process in order to ensure the rigor of each standard is met through the appropriate depth of instruction and that courses align with the Florida standards. More information on Apex Learning curriculum and research practices can be found at <https://www.apexlearning.com/digital-curriculum/courses> Best-Practices Used Apex Learning digital curriculum is based on time-tested pedagogical principles: • Create an anticipatory set for the student; • Provide focused instruction using teaching strategies such as guided-inquiry and direct instruction; • Engage students in practice and application exercises to clarify and deepen conceptual understanding and mastery of skills; • Assess student progress throughout the instruction with formative assessments that provide feedback to both students and teachers; • Remediate where necessary; and • Provide summative assessment with both objective (computer-scored) and open-ended (teacherscored) instruments at the end of each unit and semester. Content Review Apex Learning digital curriculum undergoes review by an in-house team of experienced instructional designers on a periodic basis. Our content development team monitors changes to state and national standards, as well as end-of-course and AP exams. Changes to standards and exams influence the development of new curriculum as well as enhancements to existing content. Annually, instructional designers evaluate Apex Learning curriculum based on data pertaining to effectiveness, including client feedback that is logged and tracked by our client services team. As a vendor-hosted solution, updates and enhancements to Comprehensive Courses are immediately available to all users and are provided at no additional cost. The Apex Learning client services team ensures that users are aware of updates and enhancements through announcements in the LMS, email-based outreach, and updated articles, videos, and orientation materials available via the integrated online help center. NCAA Approval More than 120 Apex Learning Comprehensive Courses are approved by the NCAA as meeting the requirements for establishing the initial-eligibility certification status for high school student-athletes wishing to compete in college. For a full list of the approved Apex Learning courses, visit the NCAA website and enter Apex Learning as the school name: <https://web1.ncaa.org/hsportal/exec/hsAction?hsActionSubmit=searchHighSchool>.

Monitoring:

The monitoring of this activity will be completed by the school site administration at both TCHS and TAS. School administrators will observe credit recovery classrooms through ongoing classroom walkthroughs and will meet with APEX instructors periodically to monitor student progress. The LEA's district administration will facilitate three differentiated accountability progress monitoring visits to each site during the 2019-2020 school year. APEX will provide student progress data upon request.

Anticipated Outcomes:

By the end of the 2019-2020 school year, at least 80% of the students attempting credit recovery coursework partially made available through Title V funds will earn the credits needed to graduate or remain on track to graduate with their cohort group. The LEA also anticipates an increase in the graduation rate upon completion of the 2019-2020 school year.

Evaluation/Evaluation

The LEA will evaluate the effectiveness of this activity by maintaining student

of Previous Year: enrollment and completion data for the APEX credit recovery coursework throughout the year and for the summer credit recovery program. In June, the LEA will determine the proportion of successful course completions. The 2018-2019 graduation rate will also be used to evaluate the effectiveness of each activity/strategy implemented and to evaluate progress made toward meeting the targeted objectives indicated in this goal. According to 2018-19 end of the school year data, 75% of identified at-risk seniors earned the necessary credits and assessment scores required for graduation. Summer school credit recovery stats for the 53 courses attempted, the program had a 83% pass rate. Credits earned in summer school should position students more on-track to graduate in 2020.

Related Budget Items					
Function Code	Object Code	Object Title	Description	FTE	Amount
5100	150	Aides	Paraprofessional - Credit Recovery Activity 1	0.400	8500.00
5100	210	Retirement	Retirement - Retirement benefits for Title V staff @ 8.47%, Activities 1 and 2	0.000	1211.00
5100	220	Social Security	Social Security - Social Security Benefits at 7.65% for Title V Staff; Activities 1 and 2	0.000	1050.00
5100	234	Cafeteria Plan	Cafeteria Plan - Graduation Support for At-Risk Students: Credit Recovery Activity 1 and 2 - 50% of \$3,100	0.000	1240.00
5100	240	Workers Compensation	Workers Compensation - Workmen's Compensation Benefits @ 1.376% for Title V Staff, Activities 1 and 2	0.000	202.00
5100	310	Professional and Technical Services	Professional and Technical Services - Tutoring for Struggling Students: Services of retired, HQ reading and math teachers. Activities 1 and 2	0.100	4000.00
5100	360	Rentals	Rentals - Instructional software for credit recovery and curriculum support for at-risk students. Activities 1 and 2	0.000	21000.00
5100	510	Supplies	Supplies - Supplies for Title V Strategy Implementation. Notebooks, paper, pencils for students. Activities 1 and 2	0.000	210.00
5100	750	Other Personal Services	Substitute for Credit Recovery Paraprofessional	0.000	250.00

Activity: Tutoring for Struggling Students

Strategies Selected:	<ul style="list-style-type: none"> Title I, Part A - Improving Basic Programs;
Identify Needs:	According to 2018-19 FSA results students in grades 3 through 10 document a need within the LEA to close the achievement gap with subgroups scoring below proficiency levels in the core content areas of reading, writing, math and science.
Data:	2018-2019 Data found on the FLDOE edstats website indicates that the LEA has only 49% of its students earning a Level 3 proficient ELA FSA scores in grades 3 through 10 with 59% of students earning a Level 3 in math grades 3 through 8. 2018-19 FSA results indicate a need for additional differentiated instructional programs in reading, math, and science strategies as evidenced by the number of students scoring below the proficient level and the percentage of students in the lowest quartile making gains.
Goals:	

- Student Achievement on Florida Assessments;
- Continued Growth on Florida Assessments;
- Closing the Achievement Gap;

Strategy Implementation: **Identify Strategy:**

The Supporting Struggling Students activity will support the following SBOE Strategic Plan goals: GOAL 1 - Decrease the proportion of the cohort of students 3rd-10th grade scoring non-proficient on Florida's adopted assessment(s) in reading, mathematics, and writing by 10 percent (%) each school year; GOAL 2 - Each participating LEA will decrease the proportion of all students scoring non-proficient on Florida's adopted assessment(s) in reading, mathematics, and writing by 10%; GOAL 3 - Cut the average gap between minority and non-minority 20% each school year. Students in subgroups not meeting proficiency standards in reading and or math will be offered extended day programs to receive intensive, differentiated reading and math instruction from state certified teachers. TCMS and TCHS will provide additional tutoring for targeted Tier II and Tier III students in reading and math. This activity is a reading and math initiative, and will use infield effective teachers to provide intervention and support. The time that the students receive from these teachers will be in addition to the regular reading and math instruction. Participation in the reading or math extended day program will be determined by the students' previous year's FSA scores and performance on progress monitoring assessments such as I-Ready, STAR, Write Score, etc. Strategies that the LEA plans to implement to ensure students' participation will be parent meetings, outreach to families, and reading and math intervention related professional development that is aligned to the teachers' individual professional development plans. In addition to high quality instruction, student intervention during the extended day program will include the use of Study Island and Accelerated Reader Programs. Progress monitoring of the students participating in the extended day reading and math programs will be facilitated through the use of Performance Matters data analysis of all student data. In addition to the interventions utilized by the extended day teachers, all students will have access to Study Island and Accelerated Reader programs 24/7 to assist in addressing differentiated student needs and bridging their achievement gaps.

Frequency and Duration:

Extended day/year programs will take place for approximately 30 hours during the school year. TCHS will provide tutoring in core ELA or Math courses for identified Tier II and Tier III students using differentiated interventions tailored to meet students' needs. TCMS will provide tutoring for students in grades 6 through 8 in reading or math.

Target Schools and Populations:

Extended day programs are planned at both Taylor County Middle School, Grades 6-8, and Taylor County High School, Grades 9-12. The population targeted for the tutoring programs will be Tier II or Tier III students who did not achieve proficiency levels on the 2019 FSA.

Evidence-based Research:

Extended day/year programs that provide additional learning opportunities for children are seen as potentially powerful strategies to improve learning and facilitate other positive your outcomes, if implemented with fidelity. (Miller, 2001). Research has demonstrated that when teachers use student progress monitoring, students learn more, teacher decision making improves and students become more

	<p>aware of their own performance. A significant body of research conducted over the past 30 years has shown this method to be a reliable and valid predictor of subsequent performance on a variety of outcome measures, and thus useful for a wide range of instructional decisions (Deno, 2003; Fuchs, Deno, & Mirkin, 1984; Good and Jefferson, 1998). According to information located at www.studyisland.com the Study Island Florida State Standards and Next Generation Sunshine State Standards Mastery Program is specifically designed to help all students master the content specified in the Next Generation Sunshine State Standards (NGSSS) and FSA tests. Study Island's focus on the Sunshine State Standards enables students to improve their performance in all skill areas tested on the FSA in grades 3 through 8 and high school. Study Island also offers Math and Reading Skills for Kindergarten through 2nd Grade, Fine Arts, Health, and Technology for Elementary and Middle School, and High School Algebra II Skills Mastery products. Archipelago Learning's award winning Study Island Program earned the District Administration Top 100 and the Teacher's Choice Awards in 2010.</p>
Monitoring:	<p>Student achievement data of students participating in the extended day programs will be monitored through the analysis of scores housed in the Performance Matters program. A comparison of proficiency levels and learning gains will also be completed at the end of the 2019- 2020 school year by using the 2019-20 I-Ready and STAR reading and/or math scores.</p>
Anticipated Outcomes:	<p>By the end of the 2019-2020 school year, at least 60% of the students participating in the extended day, programs funded by Title V, Part B funds will increase proficiency on the 2019-20 I-Ready or STAR Reading or Math by at least 3 DSS points when the baseline and end of year progress monitoring results are compared. Taylor County Middle School will be using I-Ready as their primary progress monitoring tool this year.</p>
Evaluation/Evaluation of Previous Year:	<p>The LEA will evaluate the effectiveness of these programs by reviewing the data from district differentiated accountability progress monitoring data and analysis of Performance Matters data. Data analysis will assist in evaluating the progress made toward meeting the targeted goals and objectives indicated within this need. Additionally, classroom walkthrough data will be used to validate the fidelity of implementation at each school site. According to comparisons made between the beginning and the end of the year STAR data, this Title V strategy yielded the following results: TCMS served 53 students in after-school tutoring: Reading 14 students, 11 students had matching FSA ELA scores for comparison, 41.6% made FSA ELA Learning Gains, 64.2% showed positive DSS gains. 6th Math 13 students, 11 students had matching FSA Math scores for comparison 45.4% made FSA Math Learning Gains, 81.8% showed positive DSS gains. 6-7-8 Math 26 students, 21 students had matching FSA Math scores for comparison, 42.8% made FSA Math Learning Gains, 76.1% showed positive DSS gains. TCHS had 78 students in the 18-19 school year who were a junior or senior and in need of a 10th grade FSA ELA or concordant score for graduation. Of these 78 students, 35 earned a concordant score through either ACT or SAT and 11 students passed the 10th grade ELA retakes either in the spring or the fall. 59% of the 78 students have earned a score needed for graduation. 12 students of the 78 were scheduled to graduate in May 2019. Of those 12, 9 were able to earn a concordant score for graduation purposes (75%).</p>

Related Budget Items

Function Code	Object Code	Object Title	Description	FTE	Amount

5100	120	Classroom Teachers	Classroom Teachers - Tutoring for Struggling Students Activity 2	0.100	4000.00
5100	210	Retirement	Retirement - Retirement benefits for Title V staff @ 8.47%, Activities 1 and 2	0.000	1211.00
5100	220	Social Security	Social Security - Social Security Benefits at 7.65% for Title V Staff; Activities 1 and 2	0.000	1050.00
5100	234	Cafeteria Plan	Cafeteria Plan - Graduation Support for At-Risk Students: Credit Recovery Activity 1 and 2 - 50% of \$3,100	0.000	1240.00
5100	240	Workers Compensation	Workers Compensation - Workmen's Compensation Benefits @ 1.376% for Title V Staff, Activities 1 and 2	0.000	202.00
5100	310	Professional and Technical Services	Professional and Technical Services - Tutoring for Struggling Students: Services of retired, HQ reading and math teachers. Activities 1 and 2	0.100	4000.00
5100	360	Rentals	Rentals - Instructional software for credit recovery and curriculum support for at-risk students. Activities 1 and 2	0.000	21000.00
5100	510	Supplies	Supplies - Supplies for Title V Strategy Implementation. Notebooks, paper, pencils for students. Activities 1 and 2	0.000	210.00

Coordination and Collaboration

If other sources besides Title V, Part B, Subpart 2 are being used to fund the activities/ strategies identified, describe the programs and partners involved and the resources being provided.

Title V and SAI will collaborate to fund the HQ paraprofessional and certified teachers to provide and facilitate the Credit Recovery Program and the extended tutoring programs, which will target students who need to improve their GPA and gain credits to graduate with their cohort group. TV & SAI will partner to fund APEX which serves as the online curriculum for Credit Recovery at TCHS. In addition, Title V and SAI will assist with providing for extended day tutoring program at TCHS and TCMS. Extended day tutoring targets T2 and T3 students who need more time and more intensive, prescriptive instruction in order to improve their proficiency in reading and math.

Support for Reading/Strategic Imperatives

Incorporate one or more of the Areas of Focus included in Florida's State Board of Education Strategic Plan: <http://www.fldoe.org/core/fileparse.php/7734/urlt/0075039-strategicv3.pdf>

Describe how the project will address the reading and math/science initiatives of the Department of Education. If applicable the LEA is to indicate strategies and tactics that will support and be aligned to the goals and priorities of the Florida's State Board of Education Strategic Plan and Public School System, and Florida Standards: <http://www.fldoe.org/eduaccsummit.asp>

Reading Initiatives

This project will incorporate the Next Generation Strategic Areas of Focus of strengthening foundation skills and improving college and career readiness through extended day/year opportunities. Extended day/year opportunities will give students the opportunity to strengthen their foundational skills in reading, math, and related writing. These opportunities will also provide opportunities for students to be college ready by giving students additional support to raise their GPA for graduation, and accrue missing credits needed for graduation. Reading Initiatives that will be supported will include ensuring that professional development provided to teachers is focused on research-based practices, job-embedded, and based on student data.

NGSSS Areas of Focus (If applicable)

The Taylor County Title V supported initiatives are all aimed at assisting struggling students in achieving proficient scores on the NGSSS state required assessments.

Florida Standards

The Taylor County Title V supported initiatives are all aimed at assisting struggling students in achieving proficient scores on the Florida Standards Assessments in ELA and Math.

Howard, Alvita

From: Howard, Alvita
Sent: Monday, October 14, 2019 11:14 AM
To: 'sharon.hathcock@taylor.k12.fl.us'
Subject: Final Allocation Title V 2019-2020

Good Morning,

The Program Office has received the final allocation for Title V. Your budget has an increase of \$6,272. Please go into the Egrants online system and adjust your budget. Your application is open to make updates. Please submit completed updates by Wednesday, October 16th. I appreciate your assistance.

Alvita Howard
Alvita.Howard@fldoe.org
Director
Title I, Part D and Title V
Bureau of Federal Educational Programs
9442
Phone: 850-245-



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

DIVISION OF PUBLIC SCHOOLS
Highest Achievement...Every Student, Every Day.

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332, Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: Title V, Part B, Subpart 2: Rural & Low Income Schools Program 2019-2020 TAPS NUMBER: 20A007	DOE USE ONLY Date Received Project Number (DOE Assigned) 620-1100B-0CR01							
B) Name and Address of Eligible Applicant: Taylor County District School Board 318 North Clark Street Perry, 32347		DOE USE ONLY Total Approved Project: Increase \$5,270							
C) Total Funds Requested: \$44,167.00									
D) Applicant Contact & Business Information									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Contact Name: Sharon Hathcock </td> <td style="width: 50%; vertical-align: top;"> Telephone Numbers: 850-838-2500 </td> </tr> <tr> <td style="vertical-align: top;"> Fiscal Contact Name: Ashley Valentine </td> <td style="vertical-align: top;"> FAX: 850-838-2501 </td> </tr> <tr> <td style="vertical-align: top;"> Mailing Address: 318 North Clark Street, Perry, 32347 </td> <td style="vertical-align: top;"> E-mail Addresses: sharon.hathcock@taylor.k12.fl.us </td> </tr> <tr> <td style="vertical-align: top;"> Physical/Facility Address: 318 North Clark Street Perry 32347 </td> <td style="vertical-align: top;"> DUNS number: 106027881 FEIN number: F596000878002 </td> </tr> </table>			Contact Name: Sharon Hathcock	Telephone Numbers: 850-838-2500	Fiscal Contact Name: Ashley Valentine	FAX: 850-838-2501	Mailing Address: 318 North Clark Street, Perry, 32347	E-mail Addresses: sharon.hathcock@taylor.k12.fl.us	Physical/Facility Address: 318 North Clark Street Perry 32347
Contact Name: Sharon Hathcock	Telephone Numbers: 850-838-2500								
Fiscal Contact Name: Ashley Valentine	FAX: 850-838-2501								
Mailing Address: 318 North Clark Street, Perry, 32347	E-mail Addresses: sharon.hathcock@taylor.k12.fl.us								
Physical/Facility Address: 318 North Clark Street Perry 32347	DUNS number: 106027881 FEIN number: F596000878002								
CERTIFICATION <p>I, <u>Dr. Danny Glover Jr.</u> (Please Type Name) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>									
E) <table style="width: 100%;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;">Signature of Agency Head</td> <td style="width: 50%; border-bottom: 1px solid black;">Title</td> </tr> <tr> <td style="border-bottom: 1px solid black;">Date</td> <td></td> </tr> </table>			Signature of Agency Head	Title	Date				
Signature of Agency Head	Title								
Date									

DOE 100A
Revised July 2015



**FLORIDA DEPARTMENT OF
EDUCATION**
fldoe.org

Richard Corcoran, Commissioner

