

**Florida Department of Education  
Project Award Notification**

<b>1 PROJECT RECIPIENT</b> Madison County School District	<b>2 PROJECT NUMBER</b> 400-2120B-0CB01				
<b>3 PROJECT/PROGRAM TITLE</b> Title I, Part A - Improving the Academic Achievement of the Disadvantaged  <p style="text-align: right;"><b>TAPS 20A001</b></p>	<b>4 AUTHORITY</b> <b>84.010A Title I, Part A, Basic USDE or Appropriate Agency</b>  <b>FAIN#:</b> S010A190009				
<b>5 AMENDMENT INFORMATION</b> Amendment Number: Type of Amendment: Effective Date:	<b>6 PROJECT PERIODS</b>  Budget Period: 07/01/2019 - 06/30/2020 Program Period: 07/01/2019 - 06/30/2020				
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$1,219,852.00 Amendment Amount: Estimated Roll Forward: \$182,977.00 Certified Roll Amount: Total Project Amount: \$1,402,829.00	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance				
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>Last date for incurring expenditures and issuing purchase orders: <span style="float: right;"><u>06/30/2020</u></span></li> <li>Date that all obligations are to be liquidated and final disbursement reports submitted: <span style="float: right;"><u>08/20/2020</u></span></li> <li>Last date for receipt of proposed budget and program amendments: <span style="float: right;"><u>05/31/2020</u></span></li> <li>Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>Date(s) for program reports:</li> <li>Federal Award Date : <span style="float: right;"><u>07/01/2019</u></span></li> </ul>					
<b>10 DOE CONTACTS</b> <b>Program:</b> Sonya Morris <b>Phone:</b> (850) 245-9614 <b>Email:</b> <a href="mailto:Sonya.Morris@fldoe.org">Sonya.Morris@fldoe.org</a> <b>Grants Management:</b> Unit A (850) 245-0496	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Comptroller Office</b></td> <td style="width: 50%;"><b>Duns#:</b> 175079268</td> </tr> <tr> <td><b>Phone:</b> (850) 245-0401</td> <td><b>FEIN#:</b> F596000721004</td> </tr> </table>	<b>Comptroller Office</b>	<b>Duns#:</b> 175079268	<b>Phone:</b> (850) 245-0401	<b>FEIN#:</b> F596000721004
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<b>Phone:</b> (850) 245-0401	<b>FEIN#:</b> F596000721004				
<b>11 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference.</li> <li>For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project.</li> <li>All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification.</li> </ul>					
<b>12 APPROVED:</b>  <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;">            Authorized Official on behalf of Richard Corcoran            Commissioner of Education         </div> <div style="width: 45%; text-align: center;"> <u>10/31/19</u>            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**

TAPS Number:

1. 20A001

OFFICE OF GRANTS MANAGEMENT

2019 JUN 11 AM 10:53

RECEIVED

Please return to:

**A) Name and Address of Eligible Applicant:** DOE USE ONLY

Florida Department of  
Education  
Office of Grants Management  
Room 332, Turlington  
Building  
325 West Gaines Street  
Tallahassee, Florida 32399-  
0400  
Telephone: (850) 245-0496

Madison County District School Board  
210 NE DUVAL AVE  
MADISON, FL 32340

Date Received

**B) Applicant Contact Information**

Contact Name: Lisa Roderick

Telephone Number: 850-973-1565 Ext:

Fiscal Contact Name: Andy Barnes

Mailing Address: 210 N Duval Avenue Madison, FL Fax Number: 850-973-5027

E-mail Address: lisa.roderick@madison.k12.fl.us Physical/Facility Address: 210 N Duval Avenue

DUNS Number: 175079268

FEIN Number: F596000721004

**Programs**

**C) Program Name:**

1. Title I, Part A: Improving the Academic Achievement of the Disadvantaged 2019-2020

**Project Number: (DOE Assign)**

400-2120B-OCB01

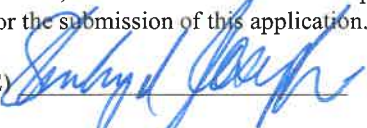
**CERTIFICATION**

**\$1,402,829.00**

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)



Superintendent

6/5/19

Signature of Agency Head

Title

Date



Richard Corcoran, Commissioner

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. Complete Signature, Title and Date. 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.

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

**Title I, Part A: Improving the Academic Achievement of the Disadvantaged 2019-2020**

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

B) Project Number (DOE USE ONLY): **400-2120B-0CB01**

E) TAPS  
Number  
20A001

count		Activity	Function	Object	Account Title and Description	FTE	Amount
1	N/A	Salaries for Florida certified teachers	5100	120	<u>Classroom Teachers</u> Classroom Teachers: Classroom teachers for Florida-certified teachers, to reduce pupil/teacher ration below the regular staffing allocation of each school. Instructional staff will provide research-based instructional strategies that strengthen foundation skills of students in core content areas.	14.600	\$608,170.97
2	N/A	Aides for paras who meet ESSA requirements	5100	150	<u>Aides</u> Aides; Aides salaries for paras who meet ESSA requirements to provide research based instructional strategies under the direct supervision of a Florida-Certified teacher that strengthen foundation skills of student in one area.	8.400	\$108,617.00
3	N/A	Computer Support Tech for Student Technology Support	5100	160	<u>Other Support Personnel</u> Other Support Personnel: Computer Tech Support for school technology to assist students	1.000	\$36,113.73
4	N/A	Benefits for Computer Support Tech (Retirement)	5100	210	<u>Retirement</u> Retirement: Retirement for Computer Tech Support calculated at 8.47%	0.000	\$3,058.83
5	N/A	Benefits for certified teachers (Retirement)	5100	210	<u>Retirement</u> Retirement: Retirement benefits for classroom teachers calculated at 8.47%	0.000	\$51,512.65
6	N/A	Benefits for paraprofessionals (retirement)	5100	210	<u>Retirement</u> Retirement: Retirement for paras calculated at 8.47%	0.000	\$9,199.86
7	N/A	Benefits for paras (social security)	5100	220	<u>Social Security</u> Social Security: Social security for paras calculated at 6.2%	0.000	\$6,734.26
8	N/A		5100	220		0.000	\$37,707.02

		Benefits for certified teachers (Soc. Security)			<u>Social Security</u> Social Security: Social Security benefits for classroom teachers calculated at 6.2%		
9	N/A	Benefots fpr Computer Support Tech (Social Security)	5100	220	<u>Social Security</u> Social Security: Socieal Security for Computer Tech Support calculated at 6.2%	0.000	\$2,339.05
10	N/A	Benefits for Computer Tech Support (Medicare)	5100	221	Medicare: Medicare for Computer Tech Support calculated at 1.45%	0.000	\$523.65
11	N/A	Benefits for certified teachers (Medicare)	5100	221	Medicare: Medicare benefits for classroom teachers calculated at 1.45%	0.000	\$8,818.58
12	N/A	Benefits for paras ((Medicare)	5100	221	Medicare: Medicare for paras calculated at 1.45%	0.000	\$1,574.95
13	N/A	Benefits for paras (Group Insurance)	5100	230	<u>Group Insurance</u> Group Insurance: Group insurance for paras calculated at 4200/individual	0.000	\$21,000.00
14	N/A	Benefits for certified teachers (Group Insurance)	5100	230	<u>Group Insurance</u> Group Insurance: Group insurance benefits for classroom teachers calculated at 4200/individual	0.000	\$61,320.00
15	N/A	Benefits for Computer Tech Support (Group Insurance)	5100	230	<u>Group Insurance</u> Group Insurance: Group Insurance for Computer Tech Support calculated at 4200/individual	0.000	\$4,200.00
16	N/A	Benefits for Computer Tech Support (Worker's Compensation)	5100	240	<u>Workers Compensation</u> Worker's Compensation: Worker's comp. for computer tech support calculated at 1.26%	0.000	\$455.04
17	N/A	Benefits for certified teachers(Worker's Comp)	5100	240	<u>Workers Compensation</u> Worker's Compensation: Worker's compensation benefits for classroom teachers calculated at 1.26%	0.000	\$7,663.04
18	N/A	Benefits for paras (Worker's Compensation)	5100	240	<u>Workers Compensation</u> Worker's Compensation: Worker's comp for paras calculated at 1.26%	0.000	\$1,367.57
19	I	Student Field Trips for learning activities	5100	330	<u>Travel</u> Travel: Admission for students to attend educational field trips (NFCC Children's Theater, High School Students to attend several community college and 4-year colleges to help them plan for life after high school, field trips to museums or similar field trips).	0.000	\$5,761.87
20	N/A	Annual Software License-iReady	5100	369	<u>Technology-Related Rentals</u> Annual Software License-iReady for student learning and assessment.	0.000	\$16,036.00
21	N/A	Annual Software Licenses-Apex Learning which offers learning in	5100	369	<u>Technology-Related Rentals</u> Technology Related Rentals-Apex Annual License for students to work	0.000	\$45,000.00

		reading, math and sciences for grades K-Adult (Title I only pays 60%, Title I, Part D pays 30% and Adult Education pays 10%)			on Reading, Math and Sciences. This is also a credit recovery program for these areas (and has a certified teacher provided through APEX for credit recovery).		
22	C	Materials and Supplies	5100	510	<u>Supplies</u> Materials and Supplies: Supplemental supplies for homeless students that are reasonable, allowable and necessary for homeless students to attend and succeed in school. Materials include backpacks, uniforms, pens, papers, flashcards.	0.000	\$15,125.00
23	D	Materials and Supplies	5100	510	<u>Supplies</u> Supplies: Supplies and materials necessary to support students transitioning back to traditional classroom settings. This may include school supplies, backpacks, uniforms	0.000	\$250.00
24	N/A	Materials and Supplies	5100	510	<u>Supplies</u> Supplies: Materials and supplies necessary and reasonable to support instruction. Funds to support supplemental materials and supplies to enhance teaching and learning in Title I classrooms. Materials may include paper, pens, pencils, supplemental books, manipulatives	0.000	\$40,000.00
25	I	Supplies and Materials	5100	519	<u>Technology-Related Supplies</u> Supplies and materials for district office (print cartridges, projector bulbs for PD)	0.000	\$1,000.00
26	I	Technology related rentals	5500	369	<u>Technology-Related Rentals</u> Technology related rentals-Reading eggs software site license. (A research based instruction program in reading for early childhood). Developmentally appropriated animated lessons to model reading concepts for young children. Math Seeds software site license. (A research based instruction program in math for early childhood). Developmentally appropriated animated lessons to model math concepts for young children. (school level)	0.000	\$24,000.00
27	N/A	Salary for Homeless Liaison (55%)	6100	160	<u>Other Support Personnel</u> Other Support Personnel: Funds to support the homeless liaison (45% of salary is from Title IX). The homeless liaison identifies and serves homeless students LEA wide; makes referrals for other	0.550	\$22,000.00

					services; and determines placement and transportation		
28	N/A	Benefits for Homeless Liaison (Retirement)	6100	210	<u>Retirement</u> Retirement: Retirement for homeless liaison calculated at 8.47%	0.000	\$1,863.40
29	N/A	Benefits for homeless liaison (Social Security)	6100	220	<u>Social Security</u> Social Security: Social security for homeless liaison calculated at 6.2%	0.000	\$1,364.00
30	N/A	Benefits for homeless liaison (Medicare)	6100	221	Medicare: Medicare for homeless liaison calculated at 1.45%	0.000	\$319.00
31	N/A	Benefits for homeless liaison (Group Insurance)	6100	230	<u>Group Insurance</u> Group Insurance: Group Insurance for homeless liaison calculated at 4200/individual	0.000	\$2,310.00
32	N/A	Benefits for homeless liaison (Worker's Compensation)	6100	240	<u>Workers Compensation</u> Worker's Compensation: Worker's Comp. for homeless liaison calculated at 1.26%	0.000	\$277.20
33	N/A	Salary for half time truancy monitor to assist schools with attendance rates and locating chronically absent students	6110	160	<u>Other Support Personnel</u> Attendance and Social Work: Salary for half time truancy monitor to assist all Title I schools with student attendance rates and chronically absent students.	0.500	\$28,000.00
34	N/A	Benefits for truancy monitor (Retirement)	6110	210	<u>Retirement</u> Retirement: Retirement benefits for truancy monitor calculated at 8.47%	0.000	\$2,371.60
35	N/A	Benefits for truancy monitor (Social Security)	6110	220	<u>Social Security</u> Social Security: Social Security benefits for truancy monitor calculated at 6.2%	0.000	\$1,736.00
36	N/A	Benefits for truancy monitor (Medicare)	6110	221	Medicare: Medicare benefits for truancy monitor calculated at 1.45%	0.000	\$406.00
37	N/A	Benefits for truancy monitor (Group Insurance)	6110	230	<u>Group Insurance</u> Group Insurance: Group Ins. benefits for truancy monitor calculated at 4200/individual	0.000	\$2,100.00
38	N/A	Benefits for truancy monitor (Worker's Comp)	6110	240	<u>Workers Compensation</u> Worker's Compensation: Worker's Comp. benefits for attendance monitor calculated at 1.26%	0.000	\$352.80
39	B-2	Communications	6150	370	<u>Communications</u> Communications: Postage for parent and family engagement mailings to meet ESSA requirements. Postage for Parent Right to Know letters, 4 week letters, and SPAR. Communications are sent within a timely understandable uniform format, and to the extent practicable, in a language that parents can understand.	0.000	\$500.00
40	B-2	Babysitting/child care	6150	390		0.000	\$2,000.00



					<u>Other Purchased Services</u> Babysitting/Child Care-for parent meetings where child care is provided by the school for parent and family engagement activities.		
41	B-2	In-district travel for parent and family engagement assistance	6150	450	<u>Gasoline</u> Gasoline-Cost of fuel reimbursed to the district for the use of a district vehicle when Federal Program staff plans/attends parent and family engagement activities at the school.	0.000	\$700.00
42	B-2	Supplies and Materials	6150	510	<u>Supplies</u> Supplies and Materials: Supplies necessary to implement parent and family engagement activities (Literacy Nights, Scholar nights, Monthly meetings) paper, refreshments when it is during a meal time for parents, post-it notes, make and take supplies for activities, pens, highlighters, notebook paper..	0.000	\$9,000.00
43	B-2	Supplies for parent office located at school	6150	510	<u>Supplies</u> Materials and supplies to support the parent office located at the school to include paper, post-it notes, make and take supplies for activities, pens, highlighters, notebook paper.	0.000	\$1,200.00
44	I	Half of the salary for Coordinator of Special Programs	6300	110	<u>Administrators</u> Administrators: Half of the Coordinator of Special Programs Salary. This position writes all grants, monitors implementation, monitors purchases, monitors budgets, is the lead person for all Federal Educational Grants and Competitive Grants.	0.500	\$28,500.00
45	I	Salary for District Administrative Assistant for Title I	6300	160	<u>Other Support Personnel</u> Other Support Personnel: District Administrative Assistant for Title I. Clerical support to answer phones, direct school questions, monitor budgets, review purchase orders for correct funding. (0.50) with Adult Education).	0.500	\$24,000.00
46	I	Benefits for Coordinator of Special Programs (Retirement)	6300	210	<u>Retirement</u> Retirement: Retirement for Coord. of Spec. Programs calculated at 8.47%	0.000	\$2,413.80
47	I	Benefits for administrative assistant for Title I (Retirement)	6300	210	<u>Retirement</u> Retirement: Retirement for admin. asst. for Title I calculated at 8.47%	0.000	\$2,032.80
48	I	Benefits for administrative assistant for Title I (Soc. Security)	6300	220	<u>Social Security</u> Social Security: Social security benefits for admin. asst. for Title I calculated at 6.2%	0.000	\$1,488.00

49	I	Benefits for Coordinator of Special Programs (Soc. Security)	6300	220	<u>Social Security</u> Social Security: Social Security for Coord. of Spec. Programs calculated at 6.2%	0.000	\$1,767.00
50	I	Benefits for Coordinator of Special Programs (Medicare)	6300	221	Medicare: Medicare for Coord. of Spec. Programs calculated at 1.45%	0.000	\$406.00
51	I	Benefits for administrative assistant for Title I (Medicare)	6300	221	Medicare: Medicare benefits for admin. asst. for Title I calculated at 1.45%	0.000	\$348.00
52	I	Benefits for administrative assistant for Title I (Group Insurance)	6300	230	<u>Group Insurance</u> Group Insurance: Group Ins. benefits for admin. asst. for Title I calculated at 4200/individual	0.000	\$2,100.00
53	I	Benefits for Coordinator of Special Programs (Group Insurance)	6300	230	<u>Group Insurance</u> Group Insurance: Group insurance for Coord. of Spec. Programs calculated at 4200/individual	0.000	\$4,200.00
54	I	Benefits for Coordinator of Special Programs (Worker's Compensation)	6300	240	<u>Workers Compensation</u> Worker's Compensation: Worker's Comp. benefits for Coord. of Spec. Programs calculated at 1.26%	0.000	\$351.90
55	I	Benefits for administrative assistant for Title I (Worker's Comp)	6300	240	<u>Workers Compensation</u> Worker's Compensation: Worker's Comp. benefits for admin. asst. for Title I calculated at 1.26%	0.000	\$302.40
56	I	District copier for Title I offices	6300	369	<u>Technology-Related Rentals</u> Technology related rentals-Cost associated with lease agreement for copiers located at Title I office	0.000	\$3,000.00
57	I	Materials and Supplies	6300	510	<u>Supplies</u> Materials and Supplies for district Title I office paper, highlighters, pens and pencils, staples, binder clips, binders.	0.000	\$3,000.00
58	I	District Dues and Fees	6300	730	<u>Dues and Fees</u> Dues and Fees: Fees to Florida Association of State and Federal Education Program Administrators and Association for Supervision and Curriculum Development for Federal Program Coordinator, Migrant Coordinator, Administrative Assistant, and Homeless Liaison.	0.000	\$2,000.00
59	I	Vehicle repair and maintenance	6300	790	<u>Miscellaneous Expenses</u> Miscellaneous Expenses: As needed repairs and maintenance to the Title I vehicles used by Title I District personnel. (Title I van repaired by district personnel)	0.000	\$1,000.00
60	I	Contracted Services for PD	6400	310	<u>Professional and Technical Services</u> Professional and Technical Services: Contracted services for PD through ECTAC	0.000	\$1,667.00

61	I	Federal Programs Staff Travel	6400	330	<u>Travel</u> Travel: Cost associated with travel for program staff to attend PD and bring the PD back to the schools for each respective area as related to their Title I duties (Coordinator of Special Programs, Homeless Liaison, Migrant Education Program Supervisor, Title I Admin. Asst.)	0.000	\$10,256.63
62	N/A	Substitute Teachers	6400	750	<u>Other Personal Services</u> Other Personnel Services: Substitute teachers compensation used to cover classrooms while Title I funded teachers attend PD	1.000	\$1,000.00
63	K	Indirect cost at negotiated rate of 7.32%	7200	792	<u>Indirect Cost</u> Miscellaneous Expenses: Per negotiated rate of 7.32% (taking less than 7.32%)	0.000	\$55,564.80
64	I	School Administrator for supplemental summer school	7300	110	<u>Administrators</u> Administrator: Asst. Principals to plan implement, oversee and administer supplemental summer school programs. The 4 APs that this funds, plan, implements and oversees as well as evaluates the summer STEM camps at each school that are funded by Title I (school level)	1.000	\$45,222.00
65	I	School Administrators for supplemental summer school benefits (Retirement)	7300	210	<u>Retirement</u> Retirement: Retirement for APs calculated at 8.47% (school level)	0.000	\$3,830.31
66	I	School Administrators for supplemental summer school benefits (Social Security)	7300	220	<u>Social Security</u> Social Security: Soc. Security for APs calculated at 6.2% (school level)	0.000	\$2,803.77
67	I	School Administrators for supplemental summer school benefits (Medicare)	7300	221	Medicare: Medicare for APs calculated at 1.45% (school level)	0.000	\$655.72
68	I	School Administrators for supplemental summer school benefits (Group Insurance)	7300	230	<u>Group Insurance</u> Group Insurance: Group insurance for APs calculated at 350/month for two months (school level)	0.000	\$2,800.00
69	I	School Administrators for supplemental summer school benefits (Worker's Compensation)	7300	240	<u>Workers Compensation</u> Worker's Compensation: Worker's Comp. for APs calculated at 1.26% (school level)	0.000	\$569.80
70	I	Pupil Transportation Services	7800	450	<u>Gasoline</u> Gasoline: Pupil transportation necessary for student field trips	0.000	\$7,500.00
Totals:						28.050	\$1,402,829.00

Totals:

Code	Description	Total
B-2	Parent and Family Engagement for LEAs with greater than \$500,000 set-aside	\$13,400.00 ✓
C	Homeless Education Set-Aside	\$15,125.00 ✓
D	Neglected & Delinquent Education Set-Aside	\$250.00 ✓
I	2017-2018 Roll-Forward	\$182,977.00 ✓
K	Administrative Costs (Including Indirect Costs) - Not to Exceed 10%	\$55,564.80 ✓
	Total	\$267,316.80 ✓

DOE 101



Richard Corcoran, Commissioner

[Grant Application Menu](#)  
[Return to Program Menu](#)

## Funds Requested

Below is the amount allocated for this grant. Indicate the roll forward for this grant. Enter 0 if there is no roll forward. Then click the Save button. To print the DOE 100 form, click on the link below and complete the necessary contact information.

[Print 100A Form for this Grant](#)

**Program Name:** Title I, Part A: Improving the Academic Achievement of the Disadvantaged 400-2120B-0CB01

**Funds Allocated:** \$1,219,852.00 ✓

**Estimated Roll Forward:** \$  ✓

Save

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## Madison County District School Board

### DESCRIPTION OF LEA ACTIVITIES TO SUPPORT REQUIRED RESERVATIONS

#### A. Financial Rewards & Incentives Reservations:

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

LEA's amount reserved:

\$0.00 ~

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

	Minimum Reservations	Actual Reservations Amount
REQUIRED reservation - 1% of the LEA's Title I Allocation:	\$ 12,198.52	\$ 13,400.00 ~
Indicate the amount to be allocated (dollar amount) to public schools for parent and family engagement (minimum of 90% is required)	\$ 10,978.67	\$13,400.00 ~
If applicable, Balance to be used for LEA-level Parent and Family Engagement Activities	N/A	\$0.00 ~

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#### C. Homeless Education Reservations:

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

LEA's amount reserved

\$15,125.00 ~

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#### D. Neglected and Delinquent Education Reservations:

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

LEA's amount reserved

\$250.00 ~

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**E. Educational Services Funded at the LEA-Level**

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

LEA's amount reserved \$0.00 ✓

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**F. Discretionary Educational Services Funded at the School-Level**

LEA's amount reserved \$0.00 ✓

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**G. Early Childhood**

LEA's amount reserved \$0.00 ✓

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**H. Private School Services**

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

H-1. Private School Administrative Costs \$0.00 ✓

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

H-3. Private School Professional Development \$0.00 ✓

H-4. Private School Instructional Services \$0.00 ✓

H-5. Roll Forward for Equitable Services \$

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I. 2017-18 Roll-Forward \$ 182,977.00 ✓

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J. Transportation for Foster Care Children \$

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K. Administrative Costs (Including Indirect Costs) - Not to Exceed 10% \$ 55,564.80 ✓

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L. Reimbursements for Charter School Expenditures \$

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

LEA NAME: Madison				
Parent and Family Engagement				
<b>Total Allocation</b>	<b>1%</b>	<b>90%</b>	<b>2%</b>	<b>Coded B-2</b>
\$1,219,852.00	\$12,198.52	#####	\$24,397.04	\$13,400.00

Sum of TOTAL		Column Labels		
Row Labels	Function	Object	B-2	Grand Total
39	6150	370	500	500
40	6150	390	2000	2000
41	6150	450	700	700
42	6150	510	9000	9000
43	6150	510	1200	1200
<b>Grand Total</b>			<b>13400</b>	<b>13400</b>



LEA NAME: Madison				
Administrative Costs including Indirect Costs				
<b>Total Allocation</b>	<b>10%</b>	<b>Coded K</b>	<b>Estimate Admin %</b>	
\$1,219,852.00	\$121,985.20	\$55,564.80	4.56%	

Sum of TOTAL			Column Labels	
Row Labels	Function	Object	K	Grand Total
	69	7300	790	55564.8
Grand Total			55564.8	55564.8



FLORIDA DEPARTMENT OF  
EDUCATION  
[fldoe.org](http://fldoe.org)

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**Madison County District School Board**

## LEA Profile

<b>Total District Allocation</b>		\$1,219,852.00
<b>Number of Public CLIF</b>	<b>Number of Private CLIF</b>	<b>Total CLIF</b>
2319	0	2319.00
<b>Total Public School Proportion</b>	<b>Total Private School Proportion</b>	
100.00%	0.00%	
<b>Total Public School Allocation</b>	<b>Total Private School Allocation</b>	
\$ 1,219,852.00	\$ 0.00	
	<b>Private School Administrative Cost Reservation</b>	
	\$ 0.00	

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## General Assurances

### **Title I Part A, Educational Disadvantaged Students**

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

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

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

#### **School Districts, Community Colleges, Universities, and State Agencies**

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

**Note:** The UGG combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (former 34 CFR part 74), A-21, A-87, A-122, A-133, A-50. For the FDOE this means that the requirements in EDGAR Parts 74 and 80 have also been subsumed under the UGG. The final rule implementing the UGG was published in the Federal Register on December 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, State Universities, and State Agencies** must use the DOE 610 form. Once submitted and approved, the risk analysis will remain in effect unless changes are required by changes in federal or state law, changes in the circumstances affecting the financial and administrative capabilities of the agency or requested by the Department. A change in the agency head or the agency's head of financial management requires an amendment to the form. The DOE 610 form may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/doe610.xls>

### **Funding Method**

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

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

### **Fiscal Records Requirements and Documentation**

Applicants must complete a Budget Narrative form, DOE101S. Budget pages must be completed to provide

sufficient information to enable FDOE reviewers to understand the nature and reason for the line item cost.

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

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

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

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

#### **Allowable Expenses:**

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

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

#### **Unallowable Expenses:**

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

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

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

### **Equipment Purchases**

Any equipment purchased under this program must follow the Uniform Grants Guidance found at [http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200\\_main\\_02.tpl](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](https://www.myfloridacfo.com/aadir/reference_guide)

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

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

### **Administrative Costs including Indirect Costs**

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

- **School Districts**

The Florida Department of Education has been given the authority by the U.S. Department of Education to negotiate indirect cost proposals and to approve indirect cost rates for school districts. School districts are not required to develop an indirect cost proposal, but if they fail to do so, they will not be allowed to recover any indirect costs. Amounts from zero to the maximum negotiated rate may be approved for a program by the Florida Department of Education's Comptroller. Indirect costs shall only apply to federal programs. Additional information and forms are available at [www.fldoe.org/finance/comptroller](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 rental of office space, costs for bookkeeping and accounting services, and utilities. In the alternative, the department will approve an indirect cost rate of 8 percent plus the direct charges for typical administrative and overhead costs such as office space rental when such costs can be directly and appropriately allocated to the program. Indirect costs shall only apply to federal programs.

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

### **State of Florida, Executive Order 11-116**

The employment of unauthorized aliens by any contractor is considered a violation of section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all

contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term. Executive Order 11-116 may be viewed at <http://www.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>

#### **For Federal Programs - Equitable Services for Private School Participation â€“ If Applicable**

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

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

## **Program Specific Assurances**

In order to receive funding, the applicant (LEA) must also meet the following Title I, Part A-specific requirements.

### **General**

#### **The LEA will**

- Inform eligible schools and parents of schoolwide programs that the LEA may consolidate and use funds under this part, together with other federal, state, and local funds, in order to upgrade the entire educational program. [Every Student Succeeds Act (ESSA) Section 1114]
- Ensure an eligible school operating a schoolwide program develops a comprehensive plan or amends a plan for such a program that was in existence on the day before the date of the enactment of ESSA. [ESSA Section 1114(b)]
- Work in consultation with schools to develop schoolwide or targeted assistance program plans, and assist schools in the implementation of such plans or activities that will provide opportunities for all children to meet the challenging state academic standards. [ESSA Sections 1114 and 1115]
- Take into account evidence-based strategies, as defined in ESSA section 8101(21), when developing and implementing a schoolwide or targeted assistance program.
- In cases when the LEA chooses to use Title I, Part A funds to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that a Title I preschool program only includes children who are most at risk of failing to meet the state's challenging academic standards when they enter elementary school unless the preschool program is part of a schoolwide program, in which case all children may attend. [ESSA Section 1114(c)]
- Ensure that all teachers and paraprofessionals. Working in a program supported with Title I, Part A funds meet applicable state certification and licensure requirements. [ESSA Section 1112(c)(6)]
- Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. [ESSA Section 1112(b)(2)]

- Use the results of the student academic assessments required under ESSA section 1111(b)(2), and other measures or indicators available to the agency, to review annually the progress of each school served by the LEA and receiving Title I, Part A funds to determine whether all of the schools are making the progress necessary to ensure that all students will meet the state's proficient level of achievement on the state academic assessments.
- Ensure that the results from the academic assessments required under ESSA section 1111(b)(2) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [ESSA Section 1112(e)(1)(B)(i)]
- Ensure that the LEA and schools implement the requirements of the Parents Right-to-Know provisions as defined in ESSA section 1112(e), including ensuring that timely notice and information regarding the Parents-Right-to-Know requirements are provided to parents in an understandable and uniform format and, to the extent, practicable, in a language that the parents can understand.
- Ensure accuracy of the data reported via the student and/or staff data reporting system.
- Reserve such funds as are necessary under ESSA section 1113(c)(3)(A)(i) to provide children and youth experiencing homelessness and who do not attend Title I schools services that are comparable to those provided to children in Title I schools.
- Reserve such funds as are necessary under ESSA section 1113(c)(3)(A)(ii)-(iii), to provide services to children in local institutions for neglected and delinquent children and youth that are comparable to those provided to children in Title I schools.
- Reserve funds no less than one percent of the LEA's Title I, Part A allocation for parent and family engagement activities, unless the LEA receives \$500,000 or less. [ESSA Section 1116(a)(3)]
- Reserve funds to provide equitable services for private school students, parents and, if applicable, teachers. [ESSA Section 1117]
- Apply the proportionate share percentage for private school equitable services to the required one percent reservation for public school parent and family engagement to determine the amount to be reserved for parent and family engagement for participating private schools, and take this amount from the proportionate share reserved for private school equitable services. [ESSA Section 1117]
- Carry out the activities described in section 1119(b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs, which includes developing agreements with such Head Start agencies and other entities to carry out such activities. [ESSA Section 1119(a)]
- If the State of Florida identifies any school within the LEA as persistently dangerous, offer students attending that school, as well as students who are victims of a violent criminal offense while on school property, the opportunity to transfer to a safe school. [ESSA Section 8532]

### **Foster Care**

The LEA will collaborate with the state and/or local child welfare agency to

- Designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA.
- Update and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care. [ESSA Section 1112(c)(5)]

The LEA will ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act [42 U.S.C.675(4)(A)]. [ESSA Section 1112(c)(5)(B)(i)]

The LEA will ensure any additional costs incurred in providing transportation to maintain children in foster care in their school of origin are funded through one of the following means:

- The local child welfare agency agrees to reimburse the LEA for the cost of such transportation.
- The LEA agrees to pay for the cost of such transportation.



- The LEA and the local child welfare agency agree to share the cost of such transportation. [ESSA Section 1112(c)(5)(B)(ii)]

## **Parent and Family Engagement Plan**

- The LEA will conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in all of its schools with Title I, Part A programs consistent with section 1116 of ESSA. Such programs activities and procedures shall be planned and implemented with meaningful consultation with parents of participating children. [ESSA Section 1116(a)]
- The LEA will work with its schools to ensure that the required school-level parent and family engagement policy is developed under section 1116(b). The LEA will also work with its schools served under this part to develop a school-parent compact that outlines how parents, the entire staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children meet the state's challenging academic standards. [ESSA Section 1116(d)]
- The LEA will incorporate the LEA-wide parent and family engagement policy into its LEA plan developed under ESSA, section 1112. [ESSA Section 1116(a)(2)]
- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language parents understand. [ESSA Section 1116(f)]
- If the LEA plan for Title I, Part A developed under ESSA section 1112 is not satisfactory to the parents of participating children, the LEA will include any parent comments with the plan when the LEA submits the plan to the Florida Department of Education (FDOE). [ESSA Section 1116(b)(4)]
- The LEA will involve parents and family members of children receiving services under this part in the decisions regarding how funds reserved are allotted for parent and family engagement activities, and will ensure that not less than 90 percent of the funds reserved under this part shall be distributed to schools with priority given to high-needs schools. [ESSA Section 1116(a)(3)]
- The LEA will be governed by the statutory definition of "parental involvement" as defined in ESSA section 8101(39), and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition.
- The LEA will use funds reserved under this part to carry out activities and strategies consistent with the parent and family engagement policy as outlined in ESSA section 1116(a)(3).

## **LEA Plan**

- The LEA plan will be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and parents of children in schools served with Title I, Part A funds. [ESSA Section 1112(a)(1)(A)]
- As appropriate, the LEA plan will be coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 710 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 2301 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.) and other Acts as appropriate. [ESSA Section 1112(a)(1)(B)]

## **The LEA will**

- Ensure that migratory children and formerly migratory children who are eligible to receive services under Title I, Part A are selected to receive such services on the same basis as other children who are selected to receive services under Title I, Part A.

- Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services.
- Participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)).
- Coordinate and integrate services provided under Title I, Part A with other educational services at the LEA or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youth, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. [ESSA Section 1112(c)(1)-(4)]

### **Supplement Not Supplant**

In accordance with ESSA section 1118(b), the LEA certifies that it complies with the following assurances:

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

### **Comparability**

In accordance with ESSA section 1118(c), the LEA certifies that it has established and implemented the following:

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

### **Private Schools**

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

- Has conducted timely and meaningful consultations with appropriate private school officials.
- Provide special educational services, instructional services, counseling, mentoring, one-on-one tutoring, or other benefits that address the needs of eligible children identified under ESSA section 1117.
- Provides services and activities to families and, if applicable, teachers of eligible children on an equitable basis, pursuant to ESSA section 1117.
- After conducting the timely and meaningful consultation with appropriate private school officials, submits a copy of the agreement between the LEA and the private school to the ombudsman.
- Submits to the ombudsman a written affirmation, signed by officials of each participating private school, that the meaningful consultation required under ESSA section 1117 occurred.
- Provides the option for private school officials to indicate such officials'™ belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the LEA shall forward the documentation to FDOE that such consultation has, or attempts at such consultation have, taken place.

### **Section 1011.69, Florida Statutes (F.S.)**

The LEA must ensure the following:

- After providing Title I, Part A Basic funds to schools above the 75 percent poverty threshold, which may include high schools above the 50 percent threshold as permitted by federal law, the LEA provides any

remaining Title I, Part A funds directly to all eligible schools.

- Prior to the allocation of Title I funds to eligible schools, an LEA may withhold funds only as follows:
  - One percent for parental involvement, in addition to the one percent the LEA must reserve under federal law for allocations to eligible schools for parent involvement
  - A necessary and reasonable amount for administration which includes the LEA's indirect cost rate, not to exceed a total of 10 percent.
  - A reasonable and necessary amount to provide:
    - Homeless programs
    - Neglected and delinquent programs
    - Prekindergarten programs and activities
    - Private school equitable services
    - Transportation for foster care children to their school of origin or choice programs
    - Educational services in accordance with the approved Title I plan, not to exceed one percent
- Any funds provided by an eligible school to participate in discretionary educational services provided by the LEA are not subject to the requirements of section 1011.69(5), F.S.
- Any funds carried forward by the LEA are not subject to the requirements of section 1011.69(5), F.S..

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

## Area of Focus

### Area of Focus 1

#### Area of Focus 1: **Strengthening Academic Achievement**

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

**Response:**

*17-18 FSA scores show that ELA scores went up with the high school learning gains of 40%. Madison County Central School had learning gains at 48%. Greenville Elementary had learning gains of 58%. James Madison Prep had learning gains of 51%. Madison's Creative Art Charter had learning gains of 51% as well.*

*Math was also on the rise, however; it was not as strong as the ELA scores. Madison County High had learning gains of 33%, Madison County Central School had learning gains of 54%, Greenville Elementary had learning gains of 48%, Lee Elementary had learning gains of 55%, Pinetta Elementary had learning gains of 68%, James Madison Prep had learning gains of 55% and Madison's Creative Arts Charter had learning gains of 69%.*

*Though these results were impressive, Madison is striving to become an "A" district with all A school and to ensure that all students who are educated in Madison County are given a world class education. Madison County is working on research based methods to promote student engagement and also more systems of support for students who may be at risk academically. This year there is a continued focus on Kagan structures, brain based learning and restorative practices. These structures and supports will enable students to strengthen their skills in both ELA and Math.*

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

**Response:**

*By the end of the 2019-2020 school year Madison County students will show a 5% increase from 2018-19 on the ELA FSA and a 5% increase in Math on the FSA and EOCs.*

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

1	2	3	25

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

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

**Response:**

*1-Additional hours for after school tutoring to assist students who are at risk or need additional supports to reach proficiency.*

*2-Paraprofessionals to assist classroom teachers with small groups and research based strategies.*

*3-Teachers to help reduce class sizes and to implement research based strategies to assist student to meet proficiency.*

*4-Supplemental instructional technology rentals/site licenses-additional technology such as APEX to assist students who are falling behind their graduation cohort to recover credits, additionally it will also help students to work on areas they are struggling in math, reading and science.*

b. Provide the frequency & duration of each activity.

**Response:**

*After school tutoring: up to 17 weeks (spring semester) 4.5 hours per week/3-4 times a week (up to the principal's discretion).*

*Teachers: 37.5 hours per week, five days per week for 10 months*

*Paraprofessionals, 30-35 hours per week/5 days per week for 10 months*

*Supplemental instructional materials will vary depending upon student needs, but may be used for 20 hours per week/five days per week for 10 months.*

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

**Response:**

*FSA and EOC scores will be used to evaluate the effectiveness of the activities.*

*Additionally, iReady assessments, as well as teacher assessments will evaluate the effectiveness. To ensure implementation there will be administrator walk throughs, lesson plans, district walk throughs, teacher and non-instructional evaluations to help review implementation.*

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

**Response:**

NA

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

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

- Percentage of teachers in Title I schools who are ineffective
- Percentage of teachers in non-Title I schools who are ineffective
- Percentage of teachers in Title I schools who are inexperienced
- Percentage of teachers in non-Title I schools who are inexperienced
- Percentage of teachers in Title I schools who are out-of-field
- Percentage of teachers in non-Title I schools who are out-of-field

**Response:**

1-0%

2-NA (we have no non-Title I schools)

3-7%

4-NA (see #2)

5-4%

6-NA (See #2)

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

**Response:**

*Using Early Warning System (EWS) students are identified and then supplemental (MTSS) supports are given to the identified students.*

- c. Identifying and serving gifted and talented students; and

**Response:**

*Students are identified as gifted and talented by their teachers and testing. These students are given materials that are supplemental to help keep their knowledge growing in the classroom. Once in high school, some of these students move towards dual enrollment, AP and IB classes to enhance their learning. It should be noted that AP, IB and dual enrollment courses are not just for gifted and talented students, but that these students tend to choose to move in that direction.*

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

**Response:**

*Madison County has a media center with a certified media specialist that works with teachers and students weekly to incorporate more reading and digital literacy into the academic day.*

**Area of Focus 2**

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

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

**Response:**

*According to the 5Essential survey only 45% of parents were involved in their students academics at the school-level. The survey shows that 49% of parents believed they were communicated with well regarding activities that were occurring at their child's school and within the district. Communication is necessary between school and home and that will be the focus again this year for Madison County Schools.*

2. Parent & Family Engagement Mission Statement

**Response:**

*The goal of Madison County School District is to work collaboratively with parents to ensure the success of all students in the district.*

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

39	40	41	42
43			

4. Engagement of Parents

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

- LEA-wide parent and family engagement policy (PFEP)[Section 1116(2)];
- LEA plan [Section 1112(b)] and

- How the funds reserved for parent and family engagement will be spent [Section 1116(a)(3)].

**Response:**

*The district has district personnel that help reach out and connect with parents for the success of the students. District personnel help to prepare communications and make home visits when necessary. Additionally, they hold parent meetings and trainings to assist parents in helping students at home with academic studies.*

## 5. Technical Assistance

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

**Response:**

*District personnel use the previous year's 5Essential survey data to work on areas of concern for the upcoming year. The LEA then coordinates with parents on the technical assistance they need in conjunction with the schools and teachers to provide the support necessary to implement effective parent and family engagement that builds the capacity of the parents/families to improve the academic achievement of their child's performance.*

*Each spring the PTO meets to review the PFEP and make any necessary changes to the school-level PFEP. The principals use the FDOE rubric to ensure that all compliance requirements are met and the PFEP for each school is kept in the main office with a copy for each school also posted on the website.*

*The LEA has found through the survey that child care remains an issue as well as transportation for the Central School. Central is taking many activities into the community to alleviate the transportation issue, and there are funds for child care if it is during a parent/family engagement activity that are reserved for this purpose to help bolster engagement.*

## 6. Coordination and Integration

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

### 1. Program & Coordination

**Response:**

*Title I, Part A works with Head Start and HIPHY by having meetings in the spring prior to Kindergarten. At these meetings the parents are given Pre-K transition kits to assist them in activities that will promote social, emotional and academic growth in the students as they enter Kindergarten in the fall.*

## 7. Annual Evaluation

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

**Response:**

*Parents take part in the 5Essential Survey and the PTO reviews the survey responses to make sure the needs of the parents are being met, and if not, there are revisions done to the school level (and if necessary District level) PFEP.*

**8. Building Capacity**

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

1.

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

**Response:**

*A-Literacy nights, these nights focus on how parents can help their students improve in reading. They are able to make things at the literacy night that they can use at home with their children to work on strengthening reading skills. The schools also have implemented grade level meetings for parents in high school. These meetings help parents understand what requirements are necessary for graduation. They also are given materials to help their child at home with SAT/ACT Prep as well as various CTE program material.*

*B-Literacy nights are once a month at each school site. The grade level meetings occur each semester at the high school.*

*C-Involving parents in literacy and numeracy work is an excellent example of school-parent partnership in practice. To help build even stronger partnerships, all schools should, in discussion with parents, develop a written home-school contract.*

*Roger Hancock, British Educational Research Journal Vol. 24, No. 4, Families and Education. (Sep. 2016), pp. 399-414*

*D-The 5 Essential survey will be used at the end of the year and evaluated by district staff, school administration and teachers on the school improvement team. Additionally, school administration will progress monitor their parent and family engagement throughout the year (at least once each nine week period), using a survey thorough survey monkey or similar tool. Feedback from parents will be evaluated to continue to build relationships between school and home.*

**9. Staff Training**

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

1. Content and Type of Activity

- A. List each specific activity.
- B. Provide the frequency and duration of each activity.
- C. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.



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

**Response:**

*A-Building Relationships-Fall 2019 for new teachers to learn how to make the home-school connection and to connect with the Title I staff that can assist teachers in making these connections. Family Engagement Summit in spring to provide PD to the Title I staff that work with teachers and admin to connect with teachers and build a bridge between home and school.*

*B-Once per year for training unless new teachers are hired during the year, then it will happen quarterly for those new teachers. The PD is approximately 3 hours in length.*

*C-Gabacz, et al. (2017) present information regarding family engagement that indicates school staff should: A) reach out to families as key stakeholders in students' lives; B) focus on equitable strategies that all families can access and use in multiple ways to support their children's learning; and C) include a family-centered service approach such as school staff demonstrating empathy, focusing on strengths; treating families with dignity, collaborating with family members, and tailoring practices, activities and interventions to their needs. These researchers advocate the development of conceptual models to guide family engagement programs and serve as a basis of research in the field (Bartz, D. E. & Karnes, C. (2018). Effective Parent Involvement/Family Engagement Programs. Neational Forum of Teacher Education Journal (28(3)/ 1-14).*

*D-To evaluate the implementation and effectiveness of the activities to the Coordinator of Special Programs will oversee trainings and surveys will go out to teachers that attend the training to rate its effectiveness and build in areas that are still needed.*

**10. Communication and Accessibility**

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

**Response:**

*Due to the lack of child care for many parents and families Madison County School District is offering child care again this year to help relieve that burden from the parents and families. Additionally, meetings are scheduled at variable times and locations to reach parents in their community. Also, all material sent home to parent with limited English proficiency is (to the extent practicable) translated into a language that they understand. For parents with disabilities, accommodations are made to allow them to come to the school or for the staff to come to them.*

**11. Discretionary Activities**

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

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

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

**1. Activity**

A. List each specific activity.

B. Provide the frequency and duration of each activity.

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

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

**Response:**

### **Evaluation of the Previous Year's Parental Involvement Plan**

#### **12. Building Capacity Summary**

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

**A. Content and Type of Activity**

A. List each specific activity.

B. Provide the frequency and duration of each activity.

C. Detail how current evidence-based research indicated the activity(ies) would be effective, or likely be effective, in improving student achievement.

D. What method(s) were used to evaluate the implementation and effectiveness of the activity(ies) listed and how often did this evaluation occur?

**Response:**

*A-Newsletters home, parent and family meeting nights, literacy skills for home*

*B-Newletters-monthly for some schools bimonthly for others, parent and family nights quarterly, literacy skills for home quarterly.*

*C-Guilford Academy continues to increase its reach to families. Participation in programs and activities has increased each year since its inception. GPA online accounts, which are use to gain access to resources on the GPA website and register for programs, have increased over 70% from 5842 accounts in July to 9986 in May of the same school year. Since then there has been a 212 percent increase in GPA participation in ay program event (Mendez, J. L. & Swick, D. C. (2018). Guildford Parent Academmy: A Collaborative Effort to Engage Parents in Childrens Education. Education & Treatment of Children 41(2) 249-268).*

*D-The amount of parents that come to the program (percentages) versus the number of attendees from the previous year wil help to evaluate the program. Additionally, administrative feedback, improved FSA/EOC scores and 5 Essential Survey information will be used.*

#### **13. Staff Training Summary**

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

**A. Content and Type of Activity**

A. List each specific activity.

B. Provide the frequency and duration of each activity.

C. Detail how current evidence-based research indicated the activity(ies) would be effective, or likely be effective, in improving student achievement.

D. What method(s) were used to evaluate the implementation and effectiveness of the activity(ies) listed and how often did this evaluation occur?

**Response:**

*A-Building Relationships-Fall 2019 for new teachers to learn how to make the home-school connection and to connect with the Title I staff that can assist teachers in making these connections. Family Engagement Summit in spring to provide PD to the Title I staff that work with teachers and admin to conect with teachers and build a bridge between home and school.*

*B-Once per year for training unless new teachers are hired during the year, then it will happen quarterly for those new teachers. The PD is approximately 3 hours in length.*

*C-Gabacz, et al. (2017) present information regarding family engagement that indicates school staff should: A) reach out to families as key stakeholders in students' lives; B) focus on equitable strategies that all families can access and use in multiple ways to support their children's learning; and C) include a family-centered service approach such as school staff demonstrating empathy, focusing on strengths; treating families with dignity, collaborating with family members, and tailoring practices, activities and interventions to their needs. These researchers advocate the development of conceptual models to guide family engagement programs and serve as a basis of research in the field (Bartz, D. E. & Karnes, C. (2018). *Effective Parent Involvement/Family Engagement Programs*. *Neational Forum of Teacher Education Journal* (28(3)/ 1-14).*

*D-To evaluate the implementation and effectiveness of the activities to the Coordinator of Special Programs will oversee trainings and surveys will go out to teachers that attend the training to rate its effectiveness and build in areas that are still needed.*

#### 14. Private School Summary

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

A. Content and Type of Activity

A. List each specific activity.

B. Provide the frequency and duration of each activity.

C. Detail how current evidence-based research indicated the activity(ies) would be effective, or likely be effective, in improving student achievement.

D. What method(s) were used to evaluate the implementation and effectiveness of the activity(ies) listed and how often did this evaluation occur?

**Response:**

NA

#### 15. Barriers

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

A. Barrier (Including the Specific Subgroup)

B. Steps the School will Take to Overcome

**Response:**

*A-parents without child care, migrant parents, working parents, transportation issues*

*B-MCSD is offering child care, transportation and offering activities within the community that make them more accessible. The MEP Supervisor also attends all meetings, can provide transportation for migrant parents and may also translate for them to participate.*

#### 16. Best Practices

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

A. Content/Purpose

B. Description of the Activity

**Response:**

*A-literacy nights*

*B-Literacy nights are done throughout the year at each school site. The parents come and make a game that they can take home which focuses on reading skills that are grade level appropriate. This was last year's most effective activities.*

**Area of Focus 3**

**Area of Focus 3: Homeless Education**

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

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

**Response:**

*A-9.1%*

*B-92.7%*

*C-90.9%*

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

**Response:**

*Increase by 3% the identification of homeless students by the end of hte 2019-2020 school year.*

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

26	33	34	35
36	37	38	39

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

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

**Response:**

*Publicize the availability of resources to high school staff including guidance counselors, school nurses, school leaders, and classroom teachers.*

*Post notices (and if necessary purchase new ones) concerning homeless childrens' rights in both English and Spanish in areas known to be frequented by families in transition and youth in transition (these areas include campgrounds, and other outdoor facilities).*

*Provide materials and supplies reasonable and necessary to allow students to attend school such as health vouchers, clothing, school supplies and backpacks.*

b. Provide the frequency & duration of each activity.

**Response:**

*Information is provided to school staff at the beginning of the year and refreshed mid-year.*

*Posters are posted in the summer and checked quarterly.*

*Materials and supplies provided on an as-needed basis to identified students.*

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

**Response:**

*Quarterly review of identified homeless youth by school site and grade level are conducted by the homeless liaison.*

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

**Response:**

*Homeless youth are primarily served under Title IX. The same individuals who serve as the McKinney Vento liaison under Title IX will coordinate the resources provided under this reservation.*

#### **Area of Focus 4**

##### **Area of Focus 4: Neglected and Delinquent Education**

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

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

**Response:**

*MCSD has one residential facility in Madison County and has a signed MOU that addresses each of these areas as required under Title I, Part D.*

*A-the facility notifies the LEA when a student is returning to MCSD so tha the student`s needs may be evaluated. MCSD staff meet with the student as well as his/her parents/family and JPO (if available) to determine placement and any needed referrals for other services.*

*B-MCSD places returning student primarily in the dropout prevention discipline program that is at MCCS and MCHS respectively or back into the regular classroom setting based on recommendations from probation officers, principals, teachers, and parents. In the alternative setting within the school students receivve individualized attentionn. In the traditional school setting, students are monitored using the early warning system (EWS).*

*C-Each school principal monitros educational achievement and reports it to their district contact to monitor student achievement and ensure that students are receiving the educational services that they are entitled to. Student achievement is assessed through iReady, FSA/EOC scores and teacher assessments.*

*D-There is ongoing contact between the residential facility and the LEA. Also there is a review of the curriculum, student achievement, teacher qualifications, and other quality metrics.*

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

**Response:**

*The LEA plans to help N&D students to transition back to their regular school and show at least a 3% growth on iReady.*

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

27			

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

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

**Response:**

*Upon notification that a student will be returning to MCS D from a residential facility, the administration will review student records, meet with the student, determine the student needs and request resources (school supplies, tutoring, other academic supports) from Title I as necessary to support individualized student needs.*

*We calculated our reservation this way:*

*We take a part of the homeless liaison's salary from Title I (45%) because we do not have general funds to pay for her full time. The other part of the reservation is for her materials and supplies which was calculated by giving 47.62 as an allocation for each student that was marked homeless by her records. We were at 210 at the end of the school year which equaled the 10,000.00 in materials and supplies. She uses this to support the students with uniforms, school supplies and she has a community partner that has been providing food for her to also give to these students in need.*

b. Provide the frequency & duration of each activity.

**Response:**

*Tutoring support will be provided in a frequency/duration determined by the administrator and based on the needs of each returning student. Activity includes materials necessary for student participation in academic support.*

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

**Response:**

*iReady will be used to progress monitor all students, including any returning student. iReady enables the district to determine the effectiveness of student interventions including tutoring.*

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

**Response:**

*NA*

## Area of Focus 5

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

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

**Response:**

NA

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

**Response:**

NA

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

NA			

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

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

**Response:**

NA

b. Provide the frequency & duration of each activity.

**Response:**

NA

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

**Response:**

NA

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

**Response:**

NA

## Area of Focus 6

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

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

## Area of Focus 7

### Area of Focus 7: Early Childhood Services

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

**Response:**

*Reading programs such as reading eggs, a developmentally appropriate program, will be provided to PreK-2nd grade classrooms to accelerate achievement in developmentally appropriate ways.*

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

**Response:**

*The LEA has no Title I preschool. In general, Prek programs are coordinated under the direction of the Director of ESE and Student Support Services. The LEA also coordinates with IDEA VPK programs.*

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

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

**Response:**

*Progress monitoring is conducted by Head Start and provided to the LEA, ensuring alignment with Head Start Education Standards.*

*For VPK Performance indicators in the VPK or Brigance test are collected at least twice per year.*

*All student data are provided to the classroom teacher through the various electronic systems available.*

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

**Response:**

*The district will assist parents in effectively transitioning their preschool children to kindergarten through Parent Orientation, on-going parent conferences and parent workshops.*

5. Title I Preschool Blended with:

Title I Preschool Blended with:	Number of children served with Title I		Total Number of Students		Describe method which will be used to identify students	Total TIPA Funds Used
	Age 3	Age 4	Age 3	Age 4		
Early Head Start/Head Start/Migrant and Seasonal Head Start	0.00	0.00	0.00	0.00	NA	0.00
Home Instruction for Parents of Preschool Youngsters (HIPPY)	0.00	0.00	0.00	0.00	NA	0.00
LEA Migrant Preschool Program	0.00	0.00	0.00	0.00	NA	0.00
Prekindergarten Program for	0.00	0.00	0.00	0.00	NA	0.00



Children with Disabilities						
Voluntary PreKindergarten (VPK)	0.00	0.00	0.00	0.00	NA	0.00
	0	0	0	0		

## Area of Focus 8

### Area of Focus 8: **Private Schools**

1. Provide the timeline and frequency of activities that outline the detailed plan of action for providing timely and meaningful consultation, and equitable services to eligible children, teachers, and parents in private schools within the local education agency(ies) service area.

**Response:**

*The LEA was made aware this summer of the FDOE private school list. The LEA reached out to all private schools and was given verbal notice that Family Tree was not up and running this year, New Testament was noticed and was ineligible as they are not a 501(C)(3). The final school Excellence Learning has not had anyone in to speak with. I have left numerous messages for them. Nicole suggested emailing them and I am. There will be an amendment should we find out that any of our students are participating in private schools. Our consultations this year are using the directory (that we were unaware of its existence), and if there is not an answer to the certified mailing that will go out in October, there will be email follow up using the emails listed on the directory. We do know Special Kids is opening in January and have already spoken to Lisa Baxter regarding the school. She currently is working on getting things together to open, but is willing to discuss Title I this fall with us.*

2. Indicate the services provided to private school students, their parents, and their teachers through a third-party contractor. If applicable, clearly identify and describe the services that will be funded with roll forward.

**Response:**

3. Provide the method used for identifying low-income students for services in private schools.

**Response:**

NA

4. List the criteria used to identify private school students for Title I educational services as a result of consulting with private school officials. Section 200.62(b)(1)

**Response:**

NA

5. List each specific service.

- a. List each specific service (including frequency and duration), to be provided to private school students, their parents, and, if applicable, their teachers.

**Response:**

NA

- b. Explain how the LEA will evaluate the effectiveness and implementation of the services provided to the private school students, their parents, and their teachers. How often will this evaluation occur?

**Response:**

NA

6. List the LEA's private school Point of Contact:

Name:	<i>Lisa Roderick</i>
Title:	<i>Coordinator of Special Programs</i>
Phone Number:	<i>850-973-1565</i>
Email Address:	<i>lisa.roderick@mcsbfl.us</i>

**Area of Focus 9**

Area of Focus 9: **Foster Care**

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

**Response:**

*0.00*

2. Describe how the LEA will ensure the following:

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

**Response:**

*Madison County currently maintains foster children in their school of origin unless there is a determination that is not in the child's best interest. The LEA will advise school registrars that the same practice and policy includes children and youth in foster care. Appropriate materials will be reviewed.*

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

**Response:**

*MCSD currently enrolls all foster children even if they do not have the required documentation. The LEA will advise school registrars that the same practice and policy includes children and youth in foster care. Appropriate materials will be reviewed. Once the student is enrolled the liaison works with the student's prior school to obtain the relevant records by calling the prior school and asking to have those records transferred. If they use the same program we do (Skyward) there is a way to share the records from within the system that safeguards the student's personal information. If that is not an option, schools will send via email with a password protected document, fax or mail the records to MCSD.*

- c. Development and implementation of clear written procedures for how transportation will be provided, arranged, and funded for a child's duration of time in foster care – in collaboration with the appropriate Child Welfare Agency (CWA).

**Response:**

*The LEA has an existing MOU, executed March 2017, with the Department of Children and Families (Circuit 3 and 8), and Partnership for Strong Families, the appropriate CWA. The MOU covers transportation provisions, arrangement, and funding for children while in foster care.*

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

Name:	<i>Melinda Ritchey</i>
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Title:	Coordinator of ESE
Phone Number:	850-973-1562
Email Address:	melinda.ritchey@mcsbfl.us

## Area of Focus 10

### Area of Focus 10: College and Career Readiness

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

**Response:**

*Based on the data from FDOE ED Stats, MCSD loses students between 9th and 10th grades. For instance, at Madison County High there were 82 students in the cohort (2017-18), however, 15 did not graduate. In the previous year there were 126 and 15 did not graduate.*

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

**Response:**

*By the end of the 2019-2020 school year Madison County School District will raise their graduation rates by 3%.*

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

1	2		

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

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

**Response:**

*Using EWS, SROs, Guidance and teachers we will identify and counsel the students who are at risk of failure, dropout (based on factors such as age or multiple retentions).*

*Additionally, the school has hired a technology support person to have on site to assist with computer and coding classes that are in their 2nd year. The person will oversee the program's technology and ensure that it is running efficiently. He will also be there to consult with teachers on effective coding lessons and programs that may help to enhance the curriculum.*

b. Provide the frequency & duration of each activity.

**Response:**

*Counseling will occur at least once for each identified student within two weeks of identification.*

*The tech support/consult will be in daily contact with teachers and students. This person will work on these tasks for 8 hours each day to provide support and assistance to students and teachers working on the newer curriculum and technology.*

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

**Response:**

*Student credit accrual will be examined mid-year and at the end of the year. Students identified will be checked for academic progress, including both grades, EOC/FSA as well as credit accrual.*

*The computer tech will be evaluated by administrative walk throughs (at least twice a year), and evaluations from teachers (after any assistance/PD is offered).*

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

**Response:**

*The LEA also receives funds from Carl D. Perkins Career and Technical Education funds that support CTE students enrolled in CTE programs with technology and materials, industry certifications, and articulations with post-secondary institutions. Title I, Part D funds support 1/2 of one FTE of a high school CTE teachers to ensure that students have adequate educational options.*

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

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

**Response:**

*1. Students in 9th grade participate in social studies with career readiness where they explore careers and try to pinpoint areas of interest.*

*2. All 10th grade students are given the opportunity to take college readiness tests to qualify for dual enrollment with North Florida Community College (now North Florida College).*

*3. A graduation coach meets with senior students to review their graduation requirements and to discuss their post-secondary plans.*

- b. Supporting efforts to reduce the overuse of discipline practices that remove students from the classroom. This may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111©(2) [if applicable]; and

**Response:**

*1. Each school will continue to use a positive behavior support system as well as implementing restorative practices. School PBS teams began implementing the behavior expectations 2 years ago and this continues.*

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

**Response:**

*Madison County High School provides work based opportunities for students in the following areas:*

*1. Agricultural science-agricultural cooperative (OJT)*

*2. Diversified Career Technology (OJT)*

**Area of Focus 11****Area of Focus 11: Targeted Assistance**

☒ If checked then the section is not required.

### **Area of Focus 12**

#### **Area of Focus 12: Technology**

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

### **Area of Focus 13**

#### **Area of Focus 13: LEA-Determined Focus**

☒ If checked then the section is not required

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## Coordination of Federal Programs & Participation/Collaborative Partners

### Programs:

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

### Response:

NA

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### Participation:

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

### Response:

The TIPA application is based on input recieved from schools and parents as well as objective data such as school grades. The application will be presented at a publicly noticed board meeting and the major activities funded with this program will be sumarized in each schoool's TIPA annual meeting. Additional feedback will be collected through each school's SAC and the end of year survey.

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### Collaborative Partners:

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

### Response:

NA

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## REPORTING REQUIREMENTS/ INFORMATION DISSEMINATION

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

### 1. Reporting Student and Program Outcomes/Dissemination

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

**Response:**

*MCSD has their Title I approved application reviewed at the noticed board meetings. Additionally, the information is included in the Title I annual parent meeting held at each school site. The application will also be posted to the federal programs website this year.*

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

**Response:**

*The MCSB's MIS team pulls the data and gives it to each department to review. For instance, those in HR review the data for state certified and highly qualified teacher requirements. N&D is reviewed by the N&D coordinator and the facility in Madison, the homeless liaison tracks and reviews the homeless data.*

### 2. Parents Notification Requirements

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

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

**Response:**

*The Parents' Right to Know" requirement is sent home in the take home packet at the beginning of the year. The letters are signed, returned to the school and kept on file at the school location.*

Section 1112(e)(1)(A) of ESSA further requires that, when a child is taught for 4 or more consecutive weeks by a teacher who is non-state certified, LEAs must provide written notification to each parent in a timely manner. This notification should be timely and in letter form on LEA or school letterhead. Newsletters

are not always timely and bring about providing information about a teacher's qualification for a specific classroom or grade that does not affect all parents. Notification may be disseminated via student backpack, U.S. mail, and meeting with parents.

**B. Upload sample copies of the following:**

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

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

Upload Sample Copy of Parent's Right to Know Letter:	<u>Uploaded Document</u>
Upload Sample Copy of 4-week Notification Letter:	<u>Uploaded Document</u>

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

Constitutionally Protected Prayer Certification  
Constitutionally Protected Prayer Memo

Upload Certification of Compliance for Constitutionally Protected Prayer:	<u>Uploaded Document</u>
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**4. Equitable Representation of Teachers**

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

**Response:**

*MCSB follows all EEOC requirements to ensure that no one is denied employment on the basis of race, gender, disability and other protected categories. Additionally, MCSB recruits widely through consortiums, state wide recruiting, national sites and encourages diverse people to apply.*

**5. English Learner (EL) Notification Requirements**

As outlined in Section 1112(e)(3)(A and B) in ESSA, each LEA using funds under this part or Title III to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents of an EL identified for participation or participating in such a program using the 'Annual Parent Notification Letter'. For those children who have not been identified as EL prior to the beginning of the school year but are identified as EL during such school year, the local educational agency shall notify the children's parents during the first 2 weeks of the child being placed in a language instruction educational program using the 'Initial Parent Notification Letter'.

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



**Response:**

*The MCSB follows the identification of EL students not later than 30 days after the beginning of the school year, and then conferences with parents and informs them of their rights, the services that are provided as well as any accommodations that are provided for their child. Additionally, if a student is not identified as EL prior to the beginning of the school year the parents will be notified within the first 2 weeks of a child being identified and placed in a language instructional educational program. Letters are given in the language of the parent (when feasible), and a translator is used when available.*

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## Supplement, Not Supplant

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

**Response:**

*The district only purchases materials that are on the approved application which meet the intent and purpose of Title I, Part A.*

**SNS Methodology Upload:** [Uploaded Document](#)

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# Non-Public School Eligibility

Not Applicable
<b>Explain:</b> MCSD does not have any eligible private schools.

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## DESCRIPTION OF LEA ACTIVITIES TO SUPPORT REQUIRED RESERVATIONS

### A. Financial Rewards & Incentives Reservations:

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

LEA's amount reserved: **\$0.00**

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

	Minimum Reservations	Actual Reservations Amount
REQUIRED reservation - 1% of the LEA's Title I Allocation:	<b>\$ 12,198.52</b>	<b>\$ 13,400.00</b>
Indicate the amount to be allocated (dollar amount) to public schools for parent and family engagement (minimum of 90% is required)	<b>\$ 10,978.67</b>	<b>\$13,525.38</b>
If applicable, Balance to be used for LEA-level Parent and Family Engagement Activities	<b>N/A</b>	<b>\$1,724.62</b>

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### C. Homeless Education Reservations:

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

LEA's amount reserved **\$23,114.40**

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### D. Neglected and Delinquent Education Reservations:

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

LEA's amount reserved **\$500.00**

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### E. Educational Services Funded at the LEA-Level

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

LEA's amount reserved **\$0.00**

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**F. Discretionary Educational Services Funded at the School-Level**

LEA's amount reserved	<b>\$1,265,622.86</b>
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**G. Early Childhood**

LEA's amount reserved	<b>\$250.00</b>
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**H. Private School Services**

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

<b>H-1. Private School Administrative Costs</b>	<b>\$0.00</b>
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<b>H-2. Private School Parent and Family Engagement</b>	<b>\$0.00</b>
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<b>H-3. Private School Professional Development</b>	<b>\$0.00</b>
-----------------------------------------------------	---------------

<b>H-4. Private School Instructional Services</b>	<b>\$0.00</b>
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<b>H-5. Roll Forward for Equitable Services</b>	<b>\$</b>
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<b>I. 2017-18 Roll-Forward</b>	<b>\$ 169,715.13</b>
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<b>J. Transportation for Foster Care Children</b>	<b>\$</b>
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<b>K. Administrative Costs (Including Indirect Costs) - Not to Exceed 10%</b>	<b>\$ 55,564.80</b>
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<b>L. Reimbursements for Charter School Expenditures</b>	<b>\$</b>
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<b>M. Transportation for School Choice (Not to Exceed 5%)</b>	<b>\$</b>
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## **General Education Provisions Act**

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

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



## Madison County District School Board PUBLIC SCHOOL ELIGIBILITY SURVEY

Ranking Type: districtWide

Date Certain: 02/08/2019

### Community Eligibility Program: Option 4 - Direct Certification Data

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

#### Response:

The LEA funds all school above 50% (using CEP multiplier). The LEA serves the schools using the following guide: Schools with 77.87% poverty are allocated 671.53 PPA. Schools with 72.26% poverty are allocated 670.39 PPA. Schools with 66.50% poverty are allocated 670.31 PPA. Schools with 58.94% poverty are allocated 669.33 PPA. Schools with 54.23% poverty (using the multiplier) are allocated 666.93 PPA.

### District: Madison County District School Board

No.	School Name	School Number	Grade Code	School type	Neglected and Delinquent	New School	Reported Number of Children Attending Public Schools	Reported Number of Children from Low Income Families	Reported Percent of Children from Low Income Families	2019-2020 Number of Children from Low Income Families	2019-2020 Percent of Children from Low Income Families	Selection Code (codes)	Program Type	2019-2020 PPA Per Pupil Allocation	2019-2020 ISA Total School Allocation	2018-2019 ISA Total School Allocation	Provision 2 Or CEP	1% Allocation for Parental Involvement	Charter School
1	GREENVILLE ELEMENTARY SCHOOL	0091	PREK-5	Elem.	N	NO	122	95	77.87%	122	100.00%	A	SW	671.53	81,926.66	---	CEP: 20162017	892.45	NO
2	MADISON COUNTY CENTRAL SCHOOL	0041	PREK-8	Combo. Elem. & Second.	N	NO	995	719	72.26%	995	100.00%	A	SW	670.39	667,038.05	---	CEP: 20162017	7282.81	NO
3	PINETTA ELEMENTARY SCHOOL	0111	PREK-5	Elem.	N	NO	203	135	66.50%	203	100.00%	A	SW	670.31	136,072.93	---	CEP: 20162017	1485.39	NO
4	MADISON COUNTY HIGH SCHOOL	0011	9-12	Senior High	N	NO	358	211	58.94%	358	94.13%	A	SW	669.33	225,564.21	---	CEP: 20162017	2466.25	NO
5	LEE ELEMENTARY SCHOOL	0101	PREK-5	Elem.	N	NO	201	109	54.23%	201	86.57%	A	SW	666.93	116,045.82	---	CEP: 20162017	1273.1	NO
6	MADISON COUNTY	0950	6-12	Senior High	N	NO	2	1	50.00%	2	50.00%	H	NA	0	0.00	---	CEP: 20162017	0	NO

[illegible]