

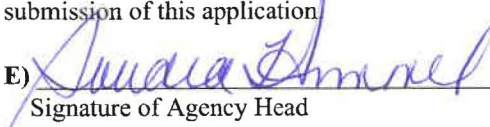
**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Citrus County School District	2 PROJECT NUMBER 090-2230B-0CD01
3 PROJECT/PROGRAM TITLE Title I, Part D Subpart 2: Local Educational Agency Delinquent Program <p style="text-align: right;">TAPS 20A009</p>	4 AUTHORITY 84.010A Title I, Part D, Local Delinquent USDE or Appropriate Agency FAIN#: S010A190009
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2019 - 06/30/2020 Program Period: 07/01/2019 - 06/30/2020
7 AUTHORIZED FUNDING Current Approved Budget: \$79,663.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$79,663.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>06/30/2020</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2020</u> Last date for receipt of proposed budget and program amendments: <u>05/31/2020</u> Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: Federal Award Date : <u>07/01/2019</u> 	
10 DOE CONTACTS Program: Alvita Howard Phone: (850) 245-9442 Email: Alvita.Howard@fldoe.org Grants Management: Unit A (850) 245-0496	<div style="display: flex; justify-content: space-between;"> <div> Comptroller Office Phone: (850) 245-0401 </div> <div> Duns#: 079798966 FEIN#: F596000546049 </div> </div>
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. The Current Approved Budget includes the Final Fiscal Year 2019-2020 allocation in the amount of \$79,649.00 and an audit adjustment increase in the amount of \$14.00. 	
12 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;"> Authorized Official on behalf of Richard Corcoran Commissioner of Education </div> <div style="text-align: center;"> Date of Signing </div> </div> <div style="text-align: right; margin-top: 20px;"> </div>	

**INSTRUCTIONS
PROJECT AWARD NOTIFICATION**

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

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332, Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: Title I, Part D: Subpart 2: Local Programs for ✓ Neglected and Delinquent 2019-2020 ✓ TAPS NUMBER: 20A009	<div style="text-align: center; color: purple; font-weight: bold; font-size: 1.2em;">RECEIVED</div> <div style="text-align: center; color: purple; font-weight: bold;">DOE USE ONLY</div> <div style="text-align: center; color: purple; font-weight: bold;">Date Received 2019 JUN 20 AM 9:15</div> <div style="text-align: center; color: purple; font-weight: bold;">OFFICE OF GRANTS MANAGEMENT</div> <hr/> <div style="text-align: right;"> Project Number (DOE Assigned) ✓ 090-22308-0CD01 </div>								
B) Name and Address of Eligible Applicant: Katrina Metzler 1007 W Main Street Inverness, 34450 <div style="text-align: center; color: blue; font-size: 1.5em; font-family: cursive;">Citrus CSD</div>										
C) Total Funds Requested: \$80,300.00 <div style="text-align: center;"> DOE USE ONLY Total Approved Project: <div style="color: blue; font-size: 1.5em; font-family: cursive;">\$ 79,663.00</div> </div>	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> Contact Name: Rene' Johnson </td> <td style="width: 50%;"> Telephone Numbers: 352-726-1931 </td> </tr> <tr> <td> Fiscal Contact Name: Rene' Johnson </td> <td></td> </tr> <tr> <td> Mailing Address: 1007 W Main Street Inverness, 34450 </td> <td> E-mail Addresses: metzlerk@citrus.k12.fl.us </td> </tr> <tr> <td> Physical/Facility Address: 1007 W Main Street Inverness, 34450 </td> <td> DUNS number: 079798966 FEIN number: 596000546049 </td> </tr> </table>		Contact Name: Rene' Johnson	Telephone Numbers: 352-726-1931	Fiscal Contact Name: Rene' Johnson		Mailing Address: 1007 W Main Street Inverness, 34450	E-mail Addresses: metzlerk@citrus.k12.fl.us	Physical/Facility Address: 1007 W Main Street Inverness, 34450	DUNS number: 079798966 FEIN number: 596000546049
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Physical/Facility Address: 1007 W Main Street Inverness, 34450	DUNS number: 079798966 FEIN number: 596000546049									
CERTIFICATION <p>I, <u>Sandra "Sam" Himmel</u>, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p> <p>E) <u></u> Signature of Agency Head</p>										

DOE 100A
Revised March 2015



Richard Corcoran, Commissioner

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

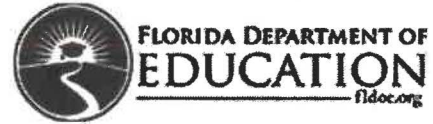
A) NAME OF ELIGIBLE RECIPIENT: **Citrus County District School Board**
B) Project Number: (DOE USE ONLY): **090-2230B-0CD01**

E) TAPS
Number
20A009

Count	Activity	Function	Object	Description	FTE	Amount
1	Educational Achievement - Implement Small Group and One-on-One Instruction;	5100	310	Professional and Technical Services - One consultant to provide supplemental tutoring to assist students in gaining a high school education at Cypress Creek Academy	0.000	\$7,000.00
2	Educational Achievement - Implement Small Group and One-on-One Instruction;	5100	369	Technology-Related Rentals - Site License-Online course access for Broadband Premises/Technician and New Century Programming for high school EOC/FSA Science	0.000	\$3,000.00
3	Educational Achievement - Implement Small Group and One-on-One Instruction;	5100	510	Supplies - Consumable supplies- paper, pens, notebooks, tape, binder clips, scissors, colored paper, pencils, erasers, rulers, binders, and folders	0.000	\$4,058.00
4	Educational Achievement - Implement Small Group and One-on-One Instruction;	5100	519	Technology-Related Supplies - Technology related supplies- headphones, printing ink, and laminating ink. These supplies supplement the digital publishing and ADOBE Photoshop print shop classes by providing students with the necessary supplies to complete projects as required for CAPE certification and High School credit.	0.000	\$1,548.00
5	Transition - Transition Specialist Services at Cypress Creek;	6100	310	Professional and Technical Services - The Transition Specialist will provide an increased level of supplemental services to students in career and academic counseling. The specialist will also ensure the academic records of students who enter and exit Cypress Creek Academy.	0.000	\$44,000.00
6	Dropout Prevention - Behavior Modification: 2 Paraprofessionals;	6300	310	Professional and Technical Services - Four paraprofessional consultants will serve four classrooms to mentor students with academic and behavioral concerns. The paraprofessionals will provide supplemental support to each teacher and the Lead Behavioral Specialist. They will do this by providing additional mentoring for the students, coaching students with alternative behavioral strategies and small group or individual counseling. These paraprofessionals will allow	0.000	\$15,000.00

				students to be continuously taught replacement behaviors, provide progress reports, track discipline data, and assist teachers with tier 2 and 3 interventions.		
7		7200	792	Miscellaneous Expenses - Indirect Costs	0.000	\$5,057.00
C) TOTAL					0.000	\$79,663.00

DOE 101



Richard Corcoran, Commissioner

Citrus County District School Board

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

General Assurances

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

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

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

School Districts, Community Colleges, Universities, and State Agencies

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

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

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

Risk Analysis

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

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

Funding Method

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

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

Fiscal Records Requirements and Documentation

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

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

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

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

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

Allowable Expenses:

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

Unallowable Expenses

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

- Pre-award costs
- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
- Meals, refreshments or snacks
- End-of-year celebrations, parties or socials
- Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)
- Out-of-state travel without FDOE pre-approval
- Overnight field trips (e.g. retreats, lock-ins)
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- Gift cards
- Decorations
- Advertisement
- Promotional or marketing items (e.g., flags, banners)
- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
- Land acquisition
- Furniture
- Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
- Tuition
- Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
- Dues to organizations, federations or societies for personal benefit
- Clothing or uniforms
- Costs for items or services already covered by indirect costs allocation
- Costs not allowable for federal programs per the USDE General Administration Regulations (EDGAR), which may be found at <https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html> and the Reference Guide for State Expenditures, which may be found at https://www.myfloridacfo.com/aadir/reference_guide/.

Equipment Purchases

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

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

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

Administrative Costs including Indirect Costs:

School Districts

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

State Agencies, Public Universities, and State Colleges

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

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

Executive Order 11-116

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

For Federal Programs - General Education Provisions Act (GEPA)

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

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

Program Specific Assurances

Applicants must provide assurances of the following:

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

Exception

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

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

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

Activities

Educational Achievement

Activity: Implement Small Group and One-on-One Instruction

District Level or Facility Level Activity:	Facility-Level
Activity Description:	Through supplemental instruction, approximately 90 students will receive an increased quality of instruction. A paraprofessional will be hired to provide the supplemental instruction. Supplemental instruction will be based upon individual student needs. Formative assessments will be utilized to identify skill deficits for small group and individual instruction. Instruction will take place in the classroom.
Timeline and Frequency:	Supplemental instruction will be implemented 4 hours per day throughout the entire school year.
How will the effectiveness of this activity be measured? Please select the CSPR data reporting areas and indicate the percentage to which measurable outcomes for Neglected, Delinquent, and At-Risk students will be improved.	
Earn Diploma and/or GED:	The effectiveness of this activity will be measured by an increase of 1% in student performance on post assessments given to students through the DJJ Common Assessment, supplemental instruction provided by the paraprofessional will increase the GED Pass Rate, and PERT Concordant score rate.
Academic Performance:	The effectiveness of this activity will be measured by an increase of 1% in student performance on post assessments given to students through the DJJ Common Assessment, GED Pass Rate, and PERT Concordant score rate.
Was this activity funded by Title I, Part D funds during the previous grant year?	Yes - Yes, In 2017, 85% of students showed an increase in reading post test scores and 87% of students showed an increase in math post test scores. In 2018, 89% of students showed an increase in reading and 87% of students showed an increase in math. The pass rate for the GED increased to 95% from 81%.
Is this activity coordinated with Title I, Part A?	No -

Related Budget Items

Function Code	Object Code	Object Title	Description	FTE	Amount
5100	369	Technology-Related Rentals	Site License-Online course access for Broadband Premises/Technician and New Century Programming for high school EOC/FSA Science	0.000	3000.00
5100	510	Supplies	Consumable supplies-paper, pens, notebooks, tape, binder clips, scissors, colored paper, pencils, erasers, rulers, binders, and folders	0.000	4014.00
5100	519	Technology-Related Supplies	Technology related supplies- headphones, printing ink, and laminating ink. These supplies supplement the digital publishing and ADOBE Photoshop print shop classes by providing students with the necessary supplies to complete projects as required for CAPE certification and High School credit.	0.000	1548.00
6100	310	Professional and Technical Services	On consultant to provide supplemental tutoring to assist students in gaining a high school education at Cypress Creek Academy	0.000	7000.00

Transition

Activity: Transition Specialist Services at Cypress Creek

District Level or Facility Level Activity:	Facility-Level
Activity Description:	The Transition Specialist will provide an increased level of supplemental services to students in career and academic counseling. They will also ensure the transition of academic records of students who enter and exit Cypress Creek Academy. From the time the student enters the facility, Transition Specialist is involved with each student. During the intake process, the Transition Specialist helps the student fill out his/her educational entrance packet. In that packet, the student fills out a career interest profile, a learning styles questionnaire, a Social Skills Improvement System (SSIS) questionnaire, the Behavior Assessment System for Children questionnaire (SASC),

	four year educational plan, a writing assessment, graduation options, vocational contract, Intake Math test using New Century and the Common Assessment, Intake Reading Tests using New Century and the Common Assessment and an ESOL Questionnaire to determine whether or not the student uses English or another language
Timeline and Frequency:	The Transition Specialist is on-site 8 hours per day throughout the entire school year.
How will the effectiveness of this activity be measured? Please select the CSPR data reporting areas and indicate the percentage to which measurable outcomes for Neglected, Delinquent, and At-Risk students will be improved.	
Successfully Transition:	The goal will be that all college ready students and graduates complete the FAFSA online prior to exit. All 14 day and 60 day, and re-entry team meetings will be attended and a system will be in place to ensure that the youth leaving the facility will have a smooth transition back into high school or post-secondary school if desired.
Earn Diploma and/or GED:	The percentage of students earning a GED will increase by 1% of previous outcomes.
Was this activity funded by Title I, Part D funds during the previous grant year?	Yes - Yes- During the 17-18 school year 100% of all high school graduates completed the FAFSA online. During the 18-19 school year 100% of all high school graduates completed the FAFSA online.

Is this activity coordinated with Title I, Part A?	No -				
Related Budget Items					
Function Code	Object Code	Object Title	Description	FTE	Amount
5100	310	Professional and Technical Services	The Transition Specialist will provide an increased level of supplemental services to students in career and academic counseling. The specialist will also ensure the academic records of students who enter and exit Cypress Creek Academy.	0.000	44000.00

Dropout Prevention

Activity: Behavior Modification: 2 Paraprofessionals

District Level or Facility Level Activity:	Facility-Level
Activity Description:	Two paraprofessionals will provide support to classroom teachers with counseling/mentoring students with academic and behavioral support. The paraprofessionals will implement the school-wide behavior modification system. They will reinforce school appropriate behaviors, explicitly teach replacement behaviors, and record behavior progress in 5-minute increments throughout the school day.
Timeline and Frequency:	The paraprofessionals will be on campus daily in full time positions.
How will the effectiveness of this activity be measured? Please select the CSPR data reporting areas and indicate the percentage to which measurable outcomes for Neglected, Delinquent, and At-Risk students will be improved.	
Academic Performance:	The effectiveness of this activity will be measured by a 10% decrease in the number of out-of-school suspension days from the previous year.
Was this activity funded by Title I, Part D funds during the previous grant year?	Yes - Yes, Renaissance had a 25% decrease in the total number of out-of-school suspensions, which will result in an increase in reading test scores.
Is this activity coordinated with Title I, Part A?	Yes - Yes, Title I Part A funds are also utilized to fund the paraprofessionals focusing on behavior support.

Related Budget Items					
Function Code	Object Code	Object Title	Description	FTE	Amount
6300	310			0.000	15000.00

	Professional and Technical Services	Four paraprofessional consultants will serve four classrooms t mentor students with academic and behavioral concerns. The paraprofessionals will provide supplemental support to each teacher and the Lead Behavioral Specialist. They will do this by providing additional mentoring for the students, coaching students with alternative behavioral strategies and small group or individual counseling. These paraprofessionals will allow students to be continuously taught replacement behaviors, provide progress reports, track discipline data, and assist teachers with tier 2 and 3 interventions.	
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Educator Quality

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

All eligible Title I Part D programs are funded. Cypress Creek receives state funding to reimburse the cost of becoming in-field for teachers. The LEA Title II Director also provides support n working with the principal of Cypress Creek in developing their Teacher Induction Program (TIP), which is based on the Professional Education Competency Program. The LEA also invites the teachers to staff development opportunities at the district level.

Other Objectives

Delinquent Education Services

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

Facility Name	MSID	Program Type	Academic Services Provider	Academic Program Description	Why Not Served
All Facilities Served	0000	DJJ Facility	LEA	All programs eligible for Title I Part D are funded.	All programs eligible for Title I Part D are funded.

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

Facility Name	MSID	Facility Type	Student Population	Age Range	Length of Commitment	Facility Description	Academic Program Type	Academic Program Description	Activities	Assessments
Renaissance/SRMI	0321	At-Risk, Non-Residential	120	11-19	18 weeks or longer	Alternative center for middle and high school Citrus County Students.	Contracted Provider	Students are enrolled in school for 6 hours per day. Courses are taught by certified teachers and are aligned with the Florida Course Code, which enables students to earn credit towards graduations.	Behavior Modification: 2 Paraprofessionals;	TABE
Cypress Creek Academy	8001	Delinquent, Residential	80	14-21	9-36 Months	Cypress Creek is a level 10 maximum risk residential juvenile offender correctional center. This facility houses a maximum of 100 students that have been adjudicated by a court of law. The students at Cypress Creek are sentenced and sent to Cypress creek from all counties in the state of Florida.	Contracted Provider	Cypress Creek offers core academic classes to all students (Math, English, Science, and Social Studies). In addition, Cypress Creek offers several classes in digital design, food manager, and food handler, hotel front desk clerk, kitchen cook, Adobe Photoshop, building construction and maintenance. These programs target student's vocational needs and employability skills. Students participate in the Florida Ready to Work and ONET Program, which is a job interest profiler/career interest survey. Cypress Creek commits itself to following the standards set forth by the state and adopts curriculum that matches the district	Implement Small Group and One-on-One Instruction; Transition Specialist Services at Cypress Creek;	New Century Assessment Win Assessment

								approved curriculum aligned with the standards.	
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Characteristics and Program Coordination for At-Risk

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

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

14.00

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

Students assigned to Renaissance/SRMI go through an extensive orientation process to determine the student's current level of ability and psychological profile. Any students classified learning disabled in their cumulative file are placed into appropriate ESE classes. Other students are reviewed using the MTSS process to determine if additional services are necessary.

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

The LEA has established a strong support system for all students, including students with disabilities. ESE Specialists and the School Psychologist review student files to determine student classification and make any appropriate recommendations to school personnel regarding services needed.

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

The LEA has established a strong support system for all students, including students with disabilities. Our ESE Director and team work with the correctional facility to ensure that the students with IEPs have the appropriate accommodations and educational setting in place. Based on the information provided in the IEP, teachers are aware of the recommendations to make accommodations.

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

75.00

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

The Renaissance/SRMI center allows students who have zero tolerance issues related to substance abuse a chance to remain in school and work on credits in lieu of expulsion. These students also receive substance abuse counseling provided by the CENTERS. The level of counseling is based upon a needs assessment executed by the CENTERS professional housed at Renaissance/SRMI.

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

The LEA has established a strong support system for all students, including students with substance abuse problems. Additionally, the CENTERS offers a residential program to assist students who have active substance abuse issues. While in the program students can receive educational services.

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

21.00

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

ESE Specialist and the school psychologist review student files to determine student classification and make any appropriate recommendations to school personnel regarding services needed. Contact between ESE Specialists occurs for those students to determine appropriate placement. Teen parent candidates are referred to the district Teen Parent Program for appropriate services to help develop the skills necessary to be a successful parent.

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

ESE Specialist and the school psychologist will refer any students with a special need for appropriate placement and services. A Teen Parent Program is available throughout our district to meet the needs of those students.

Educational Program Comparability

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

The Renaissance/SRMI center is part of the citrus County school district system and participates in district level meetings in professional development. The school uses data to determine the needs of the students and to create school improvement goals. The school district provides oversight to Cypress Creek Academy to ensure that services are comparable to those in traditional schools. The school district has a liaison regularly visit the school to attend the Advisory Board meeting. Cypress Creek offers students the opportunity to earn occupational certificates through the Florida Ready to Work program in Computing for College and careers, Microsoft Office, excel, word, in PowerPoint. Cypress Creek students participate with on-site transition service managers that provide career counseling, employability skills and first aid certification. Transition Service Managers in Cypress Creek also assist students with transitioning back into their communities upon release by coordinating Counseling sessions with their local workforce development board through their career Source job services. Cypress Creek also has a working contract with the Home Builders Institute (HBI). Students can earn industry based certifications in building construction and maintenance. Students are also afforded opportunities by successfully completing it while at the facility. Students also have job placement opportunities through the program. Students at Cypress Creek can also earn CAPE certification by successfully completing courses in food manager, hotel front desk clerk, and kitchen cook.

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

The Renaissance/SRMI center serves at risk youth that have violated rules in school and or laws in their community, which requires them to be placed in an alternative setting. Behavior specialists are used to redirect students' negative behaviors that have caused them to be removed from that traditional classroom. Behavior specialist are used to redirect student's negative behavior. The students are sent to the behavior specialist for counseling and mentoring, which is a main component of the behavior modification program. This gets the students back into the classroom for learning, which successfully allows them to make up credits. When students are earning their scheduled classroom credits they are then given the opportunity to make up credits they are lacking through the credit retrieval program. Cypress Creek, through tutoring and the transition specialist guidance and mentoring, and incumbent combination with programs funded through their sources, such as Edgenuity, provide opportunities for students to retrieve credits and achieve further academic success. Middle school students are promoted to ninth grade once they have successfully completed 2 academic semesters of eighth grade.

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

The Renaissance/SRMI has data analysis meetings to provide opportunities for teachers to share, obtain, and present data for Student improvement. Teachers are provided opportunities to receive regular in-service through the school district in the school based professional learning communities. Cypress Creek Academy educational staff are offered the following professional development: 1) Protective Action Response PAR and/or its annual refresher course training, 2) Sexual harassment, 3) CPR Slash first aid, 4) Reading endorsement, 5) Reading intervention, 6) Differentiated instruction, 7) Multicultural diversity, 8) ESOL, 9) PREA, 10) ESE learning disabilities, 11) Suicide prevention, 12) Technology, 13) Substance abuse, 14) Red Flags, and 15) Fire control. Cypress Creek educational staff members also can participate in district sponsored professional development provided through the district ERO system.

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

The expectations are the same as the citrus County school district. However, Cypress Creek does not use high stakes results (FSA) as part of the evaluative process. Teachers are evaluated on their use of assessment data to improve instruction in student performance. Evaluation procedures otherwise are the same as the citrus County School District, which is based on the work of Marzano/Danielson model. Every walkthrough and full period observation is reviewed with the teacher and feedback/support is provided to the teacher.

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

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

Cypress Creek mirrors the instructional expectations for the citrus County school district. We have an application and interview process. Teachers must be certified through the Department of Education to hold a teaching position at Cypress Creek. Teachers are required to construct lesson plans that are aligned with the Florida standards. Cypress Creek aligns itself with the curriculum that is provided and used by the Citrus County School District.

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

Cypress Creek has access to all the citrus County curriculum materials. Cypress Creek has uninterrupted and unimpeded Internet access, which allows the teachers to utilize online resources to help them construct lessons that are aligned with the Florida Standards. The expectation is at Cypress Creek curriculum materials are aligned with the citrus County School District.

Family and Community Involvement

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

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

Renaissance/SRMI Center: Christina Thrasher, Cypress Creek: Casey Bishop

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

a. Improve the educational achievement of their children:

The Renaissance/SRMI Center makes a coordinate effort to provide information to parents on their student's achievement through the Principal and instructors. At Cypress Creek, teachers are present at monthly treatment meetings and provide parents/guardians academic and behavioral updates on student performance. Report cards and ESE progress reports are sent to parent sat the end of each semester. Additionally, Cypress Creek has quarterly family days to discuss any and all topics related to education with the parents and student. Parents are free to ask any questions and view their child's work product and study areas.

b. Assist in dropout prevention activities:

The Renaissance/SRMI Center provides a virtual based program if the daily school schedule isn't working for the student. We also prepare students for the FED if they choose that route. In addition, we have a scholarship fund for the students who do earn a GED with us that they can use towards post-secondary education. The Transition Specialist at Cypress Creek provides information to parents during student planning and transition staffing meetings. The Education Department also works with case management and mental health to ensure that the student properly participates in and completes all assignments as they relate to their education transition goals and thinking for change goals. These goals are discussed with the parents during quarterly family activities as well as during regularly scheduled phone calls between student and parent.

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

The Renaissance/SRMI Center provides informational brochures to parents and students on prevention of delinquent activities. We also use parent meetings with the Principal and SRO (School Resource Officer) to inform parents and students of these measures. The Transition Specialist at Cypress Creek provides information to parents during student planning and transition staffing meetings. The Education Department also works with case management and mental health to ensure that the student properly participates in and completes all assignments as they relate to their educational transition goals and thinking for change goals. These goals are discussed with the parents during quarterly family activities as well as during regularly scheduled phone calls/conferences between student, teacher and parent.

Coordination

Coordination with Non-Academic Services

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

Non-ESE students with learning concerns receive remediation through literacy and math programs like Cengage, Study Island and Achieve 3000. All middle school students receiving a level 1 or 2 on FSA will receive a Hey progress monitoring plan to assist with remediation effectiveness. A part time psychologist is on staff to assist students with academic and behavior concerns, as well as referrals to other agencies. The Citrus County Health Department and Citrus County teen parent program, and the citrus County school nurses and aids are available as needed.

Coordination with Federal, State, and Local Programs

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

Activities designed by and for this project that serve at risk students will be coordinated with other federal, state, and local programs. The Educational Services Department which meets at least twice a month, includes these 2 Departments as well as student services, Research and Accountability, Exceptional Student Education, and Professional Development. This team works collaboratively to serve students in all schools, including Cypress Creek and Renaissance/SRMI. Renaissance/SRMI students also receive Title I Part A Services. Both schools receive services through Title II, Part A which provide staff development. Title III provides support to students for limited English speakers, IDEA funds provide partial funding for ESE specialists.

In accordance with section 1113(c)(3)(B)(C), the LEA shall reserve funds as necessary under Title I, Part A, to provide services comparable to those provided to children in schools funded under this part to serve children in local institutions for neglected children and, if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs.

1. Reservation Amount, if applicable: \$5000.00
2. Provide a description of how Title I, Part A, Reservations will be used assist this program:

Title I Part A funds continue to be utilized in order to support struggling students to help with academic needs to increase changes of student graduation and decrease the change of recidivism. This is done through extra academic assistance by staff through additional supplies as needed by students. Additionally, funds used at Cypress Creek Academy may be used for travel to provide training in the specific areas of assisting neglected and delinquent students or to visit similar facilities. Cypress Creek teachers come from varying academic backgrounds. Training and Professional Development is necessary for new teachers, and this cannot always be provided at the facility. Vocational Teacher may have to attend trainings in order to teach/test students for industry and workforce certifications. The severity of the needs of students is very high at Cypress Creek, including the number of students with disabilities as well as students who are multiple years behind their cohorts. The need for trainings for behavior management is ongoing. Additionally, there are many other conferences and trainings offered throughout the state of Florida that focus on working with the unique population of students that the facility accommodates. Visiting other facilities is the best way to see in action how others are able to be creative in the limiting environments. Teachers can see strategies throughout the state at not just public schools, but how other counties work with this unique population. Tutoring is also available to assist with academic support. The frequency will be dependent upon an analysis of students' needs who reside in the facility during the grant period.

Coordination with JJDPA

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

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

Coordination for programs operated under the juvenile Justice and Delinquency Prevention Act of 2002 will be handled and monitored through our district's Student Services Department working collaboratively with the Sheriff's Department. Quarterly reports will be maintained and reviewed by the Student Services Department. Our presence, as well as Student Services, will be maintained on the Creating Lasting Family Connections, which is part of the Juvenile Justice program for the district. Students returning from the DJJ programs often transition through the Renaissance/SRMI Center before returning to their regular middle/high school. We consult with after care officers to provide students a greater opportunity for a successful transition.

Coordination with Probation Officers

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

Renaissance/SRMI Center administrators and counselors work closely with probation officers and provide them with information on academic, behavioral, and social adjustment progress. We work hand in hand to help the students transition successfully. Probation officers share information about family dynamics and outside concerns that may impact the academic and behavioral success of the student. Cypress Creek works with probation officers on a regular basis. Probation officers participate in each students' Formal Treatment Team Review. These reviews are monthly and in coordination with parents, case managers, mental health therapists, teachers, and administrative personnel.

Coordination with Businesses

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

Renaissance/SRMI students can participate in the CDE program at the high schools where they are employed by a local business and practice vocational skills on the job. Students can also be shared with the district Vocational Institute. Other businesses that coordinate with SRMO are the Citrus County Sheriff's Department, US Military, Outback Steakhouse, and the Citrus County Education Foundation. Cypress Creek Suncoast Schools Federal Credit Union, Citrus Pest Control and CASA. These businesses assist student by providing real world experiences to assist in preparation for the work force.

Coordination with Higher Education Institutions

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

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

Throughout the students' stay at Cypress Creek, the Transition Specialist stays in contact with the Educational Transition coordinator of the home county to which the youth will return. Once the youth reaches his final 60 days in the program, a transitional meeting takes place via telephone conference. Present at this conference will be the Youth Case Manager, Mental Health Advisor, DJJ Transition Specialist, Department of Education Transition Coordinator from student's home county, student's Juvenile Probation Officer, member of the State's Attorney's Office and/or law enforcement, DCJ representative, if applicable, and any other representatives from any agency applicable to the situation. During this conference, educational concerns are addressed, and plans are developed related to the re-enrollment, if necessary, of the student back into a public or alternative school in that home district. Plans are also discussed to evaluate, place in a high school's equivalency assessment program, or to give a high school equivalency exam post exit. We offer the GED exam at Cypress Creek. Students are also assisted with enrollment services as they relate to college or vocational school interests. Another meeting is conducted with all parties at the student's 14-day mark prior to exit. At this meeting, all concerns or requests that were made at the 60-day staffing will be finalized at this time.

2. Enroll in postsecondary education; and,

Throughout the students' stay at Cypress Creek, the Transition Specialist stays in contact with the Educational Transition coordinator of the home county to which the youth will return. Once the youth reaches his final 60 days in the program, a transitional meeting takes place via telephone conference. Present at this conference will be the Youth Case Manager, Mental Health Advisor, DJJ Transition Specialist, Department of Education Transition Coordinator from student's home county, student's Juvenile Probation Officer, member of the State's Attorney's Office and/or law enforcement, DCJ representative, if applicable, and any other representatives from any agency applicable to the situation. During this conference, educational concerns are addressed, and plans are developed related to the re-enrollment, if necessary, of the student back into a public or alternative school in that home district. Plans are also discussed to evaluate, place in a high school's equivalency assessment program, or to give a high school equivalency exam post exit. We offer the GED exam at Cypress Creek. Students are also assisted with enrollment services as they relate to college or vocational school interests. Another meeting is conducted with all parties at the student's 14-day mark prior to exit. At this meeting, all concerns or requests that were made at the 60-day staffing will be finalized at this time.

3. Participate in career and technical education programming.

The Transition Coordinator, prior to exit, contacts the One-Stop Jobs Center location that is closest to the student's home. The student is given directions and a map to this center and a time certain to be at the center to initiate an interview with the One-Stop Job's Counselor at that time. While in the program, the student receives instruction on how to properly write a resume, fill out a job application, and learn proper job interviewing techniques. Students also have the ability and are required to participate in a job search/interest profile called "Choices". The Choices program allows students to research all pertinent information, including but not limited to the education requirements associated with the job or skill of their choice. The Transition Coordinator facilitates meetings between Armed Services Recruiters and administers the ASVAB test, if necessary, for students interested in making the military a career option. Students under supervision of the Transition Coordinator, have the opportunity to fill out job applications online prior to exit. Student are also allowed, through secure email and under the supervision of the Transition Coordinator, to follow-up on those applications prior to exiting.

Transition Plans

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

The students at the Renaissance/SRMI Center are sent from zoned schools in Citrus County due to behavioral issues. Students returning from DJJ programs often transition through the Renaissance Center before returning to their zoned school. The Renaissance Center provides academic support and behavioral strategies to improve success when students return to their zoned schools. The Renaissance Center offers transitional services through an enrollment process involving the Guidance Counselor, Social Worker, School Psychologist, School Resource Officer and administration. The enrollment process involves an assessment component to provide behavioral data used for appropriate placement into the school. We also have support available through District Student Services, teachers and instructional aides provide academic services and communication with parents.

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

Describe the transition program operated in participating facilities.

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

Files for the students at the Renaissance Center are easily accessible since all students have been enrolled in the LEA. For Cypress Creek, the Transition Specialist and/or registrar makes contact with the most recently attended school. Methods of email, phone, regular mail, and fax are used until records are received. Sometimes records are provided at intake if the student is coming from a detention center where the student was receiving educational services.

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

Students who have earned a GED or high school diploma while at Cypress Creek still participate in Eckerd Workforce Development which is a career based vocational program designed to counsel students in careers and helping students with the filing out of and processing of job applications and resumes. Students have the opportunity to earn CAPE certification in Food Manager, hotel front desk clerk, and kitchen cooks. The Home Builders Institute program is also available where students learn and earn certificates in building construction and maintenance. Job placement opportunities are also available through this institute. Students also have the opportunity to participate in the Microsoft Office Specialist (MOS) program offered through our Digital Publishing program. Students can receive an MOS certification through Microsoft after successful completion of the course and successful completion of the MOS certification test through Certiport.

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

Institution or community day programs for neglected, delinquent, or at-risk children and have decided to take the GED. Renaissance students who wish to take the GED are referred to Withlacoochee Technical College. WTC has a well-established GED program with multiple supports in place. The website www.aecp.wtonline.cc/ged.html has extensive information concerning the program. The website offers information for GED classes, tutorials, online assistance, counseling, and provides a step-by-step process to begin obtaining a GED.

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

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

Throughout the students' stay at Cypress Creek, the Transition Specialist stays in contact with the Educational Transition coordinator of the home county to which the youth will return. Once the youth reaches his final 60 days in the program, a transitional meeting takes place via telephone conference. Present at this conference will be the Youth Case Manager, Mental Health Advisor, DJJ Transition Specialist, Department of Education Transition Coordinator from student's home county, student's Juvenile Probation Officer, member of the State's Attorney's Office and/or law enforcement, DCF representative, if applicable, and any other representatives from any agency applicable to the situation. During this conference, educational concerns are addressed, and plans are developed related to the re-enrollment, if necessary, of the student back into a public or alternative school in that home district. Plans are also discussed to evaluate, place in a high school's equivalency assessment program, or to give a high school equivalency exam post exit. We offer the GED exam at Cypress Creek. Students are also assisted with enrollment services as they relate to college or vocational school interests. Another meeting is conducted with all parties at the student's 14-day mark prior to exit. At this meeting, all concerns or requests that were made at the 60-day staffing will be finalized at this time.

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

The Transition Coordinator, prior to exit, contacts the One-Stop Jobs Center location that is closest to the student's home. The student is given directions and a map to this center and a time certain to be at the center to initiate an interview with the One-Stop Job's Counselor at that time. While in the program, the student receives instruction on how to properly write a resume, fill out a job application, and learn proper job interviewing techniques. Students also have the ability and are required to participate in a job search/interest profile called "Choices". The Choices program allows students to research all pertinent information, including but not limited to the education requirements associated with the job or skill of their choice. The Transition Coordinator facilitates meetings between Armed Services Recruiters and administers the ASVAB test, if necessary, for students interested in making the military a career option. Students under supervision of the Transition Coordinator, have the opportunity to fill out job applications online prior to exit. Students are also allowed, through secure email and under the supervision of the Transition Coordinator, to follow-up on those applications prior to exiting.

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

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

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

Upon release from the facility students are supplied with all pertinent contact information needed to correspond with the facility Transition Coordinator. Students are encouraged to contact the facility at any time, as necessary. Students are asked to contact the facility to update their addresses or phone number any time there is a change. We do not give the students time limits for this, but we monitor up to six months post release. Since students are not required to contact the facility, the Transition Coordinator contacts the student via phone or email to obtain

updates. This is done two weeks after exit. The Transition Coordinator also contacts the One-Stop Jobs Center to see if the student has come in for a counseling session. If the student is employed through that center, verification is obtained. The Transition Coordinator contacts the student's Juvenile Probation Officer, if necessary, to verify the student is complying with the terms of his probation. The Transition Coordinator used all resources available to see if the exiting youth has re-offended. The Transition Coordinator makes every attempt to contact the exiting student and/or student's family to ascertain the progress of the student. These calls take place periodically up to a period of six months after release.

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

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

The Renaissance Center provides transitional services for students to return to their zoned school. Core academic subject classes are provided as well as credit recovery. The Renaissance Center will take steps to find alternative placements for students interested in continuing their education, but unable to participate in the regular public school program include the following, but are not limited to: 1) Withlacoochee Technical College (WTC) – program options at WTC are vocational/career centered and enable student to receive job skills training as well as national industry certification, once a student returns to his school and meets minimum requirements. 2) Job Corps provides services to students that match major area of interest, career preparation, and interest areas to employment opportunities. 3) GED Programs-GED options enable student to complete a high school educational program with an alternative diploma. 4) Florida Virtual School – Virtual school learning options, both through the State of Florida and through Citrus County, offer an option for distance learning that matches the rigor and requirements typically found in traditional brick and mortar schools.

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

The Renaissance Center provides career counseling for students to transition to continuing education and the workplace. Efforts are made to qualify returning students for Cooperative Diversified Education (CDE) programs as well as on-the-job training (OJT) programs for ESE students. Alternative placements as listed in Section B provide diplomas necessary to qualify students for Pell Grants and continuing education.

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

Students would re-enroll by attending an enrollment process involving the appropriate staff which may include a Guidance Counselor, Social Worker, School Psychologist, School Resource Officer and Administration. Our Positive Behavior Support (PBS) System would also be explained. Every effort is made to retrieve credit and to match coursework from the program in order to facilitate a successful transition for re-entry.