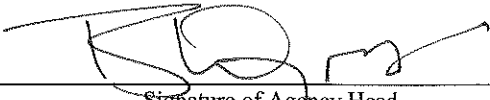
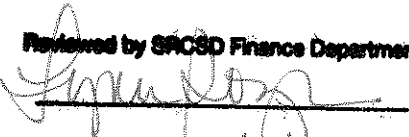


FLORIDA DEPARTMENT OF EDUCATION

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: Carl D. Perkins Secondary, DJJ Competitive Fiscal Year 2014-2015 TAPS NUMBER: 15B006	DOE USE ONLY Date Received Project Number (DOE Assigned)
B) Name and Address of Eligible Applicant: Santa Rosa School District 5086 Canal Street Milton, FL 32570		
C) Total Funds Requested: \$ 64,215 <hr style="width: 20%; margin-left: 0;"/> <i>DOE USE ONLY</i> Total Approved Project: \$	D) Applicant Contact & Business Information	
	Contact Name: David Johnson Fiscal Contact Name:	Telephone Numbers: 850-983-5066
	Mailing Address: 6751 Berryhill St. Milton, FL 32570	E-mail Addresses: JohnsonD@mail,santarosa.K12.fl.us
	Physical/Facility Address: 5770 East Milton Rd Milton, FL 32583	DUNS number: FEIN number:
CERTIFICATION I, <u>Tim Wyrosdick</u> , (<i>Please Type Name</i>) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.		
E)	 _____ Signature of Agency Head	Reviewed by SACSD Finance Department  _____ Date 5/14/14

A) SANTA ROSA COUNTY SCHOOL DISTRICT (FOR MILTON YOUTH ACADEMY)
 Name of Eligible Recipient:

TAPS Number
15B006



B) _____

Project Number: (DOE USE ONLY)

FLORIDA DEPARTMENT OF EDUCATION

Budget Narrative Form

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITIO N	(5) AMOUNT
5300	643	Capitalized Hardware: 20 HP desktop computers for students with 20" monitors, keyboard, mouse, Window 7/8 for a total of \$15,380 (@ \$769 each) for use in Business Education Digital Publishing classes. (Performance Measures Addressed: 2S1, 3S1) (Required Use of Funds: 1, 2, 3, 4, 6, 7, 8, 9)		\$15,380
5300	643	Capitalized Hardware: 1 Business Card slitter for use in Business Education Digital Publishing classes. (Performance Measures Addressed: 2S1, 3S1) (Required Use of Funds: 1, 2, 3, 4, 6, 7, 8, 9)		\$3,995
5300	692	Uncapitalized Software: 20 licenses Microsoft Office 2013 Professional (@ \$359 per license) (Performance Measures Addressed: 2S1, 3S1, 5S1) (Required Use of Funds (1, 2, 3, 4, 6, 7, 8, 9)		\$7,180
5300	643	Capitalized Hardware: One multifunction color copier/printer (Performance Measures Addressed: 2S1, 3S1) (Required Use of Funds: 1, 2, 3, 4, 6, 7, 8, 9)		\$17,500
5300	510	Materials and Supplies – Student classroom supplies for use during class and for printer use. (Performance Measures Addressed: 2S1) (Required Use of Funds: 3); Permissive Use of Funds; 4,7,20) Supplies Itemized 50 boxes of paper @27.00 each: \$1,350		\$1,350
5300	520	Materials- Moore Solutions (MSi) Microsoft Certification Packet for Digital Design class students, including student industry certification testing (Performance Measures Addressed: 2S1, 3S1, 5S1) Required Use of Funds: (1, 3, 4, 6, 7, 8, 9)		\$5,000
5300	643	Internet Connectivity: 1 server, 1 router (Performance Measures Addressed: 2S1, 3S1) (Required Use of Funds: 1, 2, 3, 4, 6, 7, 8, 9)		\$5,900
5300	644	Uncapitalized Hardware: 1 single function scanner (@ \$175) (Performance Measures Addressed: 2S1, 3S1) (Required Use of Funds: (3, 4)		\$175


5300	643	24-Port 10/100/1000 Gigabit Switch to provide non-blocking, wire speed switching for 10, 100, and 1000 megabit network (2 @ \$289 each) (Performance Measures Addressed: 2S1, 3S1) (Required Use of Funds: 1, 2, 3, 4, 6, 7, 8, 9)		\$678
5300	510	Materials, Supplies, and Other Costs related to server and wiring installation and system set up for the Business Education Digital Publishing Classes. (Performance Measures Addressed: 2S1, 3S1, 5S1) Required Use of Funds: (1, 3, 4, 6, 7, 8, 9)		\$6,419
7200	790	Indirect Costs/Administration Fee for School Board: Indirect Costs @ 5% Cap		\$638
C) TOTAL				\$64,215

DOE 101
Revised August 2013

Page 1 of 2

Pam Stewart, Commissioner



Reviewed by SRCSD Finance Department


 Date
 5/10/14

**Florida Department of Education
Division of Career and Adult Education**

PROJECTED EQUIPMENT PURCHASES FORM

Equipment planned and/or purchased with funds from this grant must be submitted on this form or in a format that contains the information appearing on this form.

A) SANTA ROSA SCHOOL DISTRICT (For Milton Youth Academy)
Name of Eligible Recipient

TAPS Number 15B006

B) _____
Project Number (DOE USE ONLY)

Agencies are accountable for all equipment purchased using grant funds including those below the agencies' thresholds.

PROJECTED EQUIPMENT PURCHASES
(Cells will expand when text is typed.)

ITEM #	FUNCTION CODE	OBJECT CODE	ACCOUNT TITLE	DESCRIPTION	SCHOOL / PROGRAM	NUMBER OF ITEMS	ITEM COST (\$)	TOTAL AMOUNT (\$)
	A	B	C	D	E	F	G	H
1	5300	643	Capital Outlay	HP Computers	MYA/Administrative Office Specialist	20	\$769	\$15,380
2	5300	643	Capital Outlay	Multifunction Color Copier/Printer	MYA/Administrative Office Specialist	1	\$17,500	\$17,500
3	5300	643	Capital Outlay	Business Card Slitter	MYA/Administrative Office Specialist	1	\$3,995	\$3,995
4	5300	643	Capital Outlay	Server and Router	MYA/Administrative Office Specialist	1	\$5,900	\$5,900
5	5300	690	Computer Software	Microsoft Office 2013 Professional Licenses	MYA/Administrative Office Specialist	12	\$359	\$7,180
6	5300	644	Capital Outlay	Single Function Scanner	MYA/Administrative Office Specialist	1	\$175	\$175
7	5300	643	Capital Outlay	24-Port 10/100/1000 Gigabit Switch to provide non-blocking, wire speed	MYA/Administrative Office Specialist	2	\$289	\$678

Inventory Guidelines

The following elements are required on the inventory of all equipment purchased.
EDGAR 80.32(d)(1): Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.

Definitions

- Tasks** Specific activities that are required to be performed to complete the Project Narrative/Scope of Work.
- Deliverables** Products and/or services that directly related to a Task specified in the Scope of Work. Deliverables must be quantifiable, measurable, and verifiable.
- Due Date** Date for completion of tasks.

Submit this form as is with the application package.

Project Performance and Accountability			
Scope of Work (see Project Design – Narrative)	Tasks (see Project Design – Narrative)	Deliverables	Due Date
<p>Carl D. Perkins – Career, Technical Education To develop academic, career, and technical skills of students who elect to enroll in career and technical education programs. (Performance measures as determined, approved by, and on file with the Division of Career and Adult Education.)</p>	<p>Units of Service Meet Established Minimums (As approved by FLDOE)</p>	<p>Data Collected (Performance data as collected by the FLDOE)</p>	<p>Post Project Performance (July 1, 2014– June 30, 2015)</p>

COOPERATIVE AGREEMENT FORM

Between Santa Rosa County School District and DJJ Facility for FY 2014-2015

Santa Rosa County School District hereby enters into a cooperative agreement with Milton Youth Academy, a Department of Juvenile Justice program, to develop an Action Plan (see the following form) establishing the curriculum, goals, and performance measures for career and technical education programs in Department of Juvenile Justice programs.

The agencies will jointly develop, expand or strengthen career and technical programs to include career and technical competencies or prerequisites needed for entry into a specific occupation pursuant to Section 985.3155, Florida Statutes.

The school district will be the fiscal agent and will provide coordination for maximizing appropriate state and federal funding sources, including funds under the Workforce Investment Act and the Perkins Act.

Charles Knight

Date: 5-6-14

Career and Technical Education Director

Signature of Agency Head

Date: 5/14/14

[Signature]

Date: 5-8-14

Dropout Prevention Specialist

[Signature]

Date: 5/5/14

Juvenile Justice Program Administrator

[Signature]

Date: 5-05-14

Juvenile Justice Lead Educator

**ACTION PLAN FORM
DJJ- 2014-2015**

District Name	Santa Rosa County School District	DJJ Facility
Contact Person (name and title)	David Johnson, Director of Continuous Improvement and Alternative Education	List Names of Team Members
Email	johnsond@mail.santarosa.k12.fl.us	Patricia Swanz- Reiners, Lead Educator Kelli Longo, Business Education Teacher Bruce Predmore, Facility Administrator
Phone	850-983-5066	
Fax	850-981-7861	
Address (facility name, street, city, zip)	Milton Youth Academy 5770 East Milton Road Milton, FL 32583	

Note: This Action Plan must include the information outlined in Narrative Component 3F. that addresses the projected student success indicators.

- Complete the information below for each Performance Measure.
- Cells will expand when text is typed.
- Add rows as needed for the appropriate number of Performance Measures for the proposed project.

Performance Measure	Activities/Deliverables	Which team member is responsible?	Who else is involved?	Timeline Dates
				Beginning
				Ending

<p>1. 75% or 30 of the 40 students enrolled in the CTE Program will obtain at least 1 credit toward OCP A for the Administrative Assistant CTE Program.</p>	<p>1.1 Order equipment, textbooks, and any other materials and supplies 1.2 Enroll students in the Business Technology Education classes 1.3 Provide instruction for Microsoft Office courses with a focus on successfully completing work orders 1.4 Arrange for guest speakers on employment opportunities in field 1.5 Teach employability skills 1.6 Guide students in exploring job opportunities/related career paths 1.7 Monitor individual student progress in academics and CTE courses 1.8 Determine grade for each course 1.9 Award Credits and Occupational Completion Points</p>	<p>District Lead Teacher Teacher Lead Teacher Teacher Teacher Teacher Teacher Teacher</p>	<p>CTE Teacher Teacher Teacher Lead Teacher Lead Teacher Lead Teacher Lead Teacher Lead Teacher Lead Teacher Lead Teacher</p>	<p>Aug. 2014 Aug. 2014 Aug. 2014 Ongoing Ongoing Ongoing Ongoing Ongoing Ongoing Ongoing Ongoing Ongoing Semesters</p>	<p>Oct. 2014 June 2014 June 2015 June 2015 June 2015 June 2015 June 2015 June 2015 June 2015 June 2015 June 2015 June 2015</p>
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<p>2. 50% or 20 of the 40 students who earn a credit in the CTE program will receive and industry certification in Microsoft Office.</p>	<p>2.1 Order/Purchase equipment 2.2 Instruct each new group of students enrolled in program in equipment's proper use 2.3 Observe students practicing operation of equipment and rate their proficiency 2.4 Administer 3rd party industry recognized assessments</p>	<p>Lead Teacher Teacher Teacher Teacher</p>	<p>Teacher Lead Teacher</p>	<p>Sept 2014 Sept 2014 Oct. 2014 Oct. 2014</p>	<p>Dec 2014 June 2015 June 2015 June 2015</p>
<p>3. 80% or 32 of the 40 students who earned credit in the CTE program will demonstrate improvement in their mathematics scores based on pre and post tests using the WIN pre-post tests in mathematics.</p>	<p>3.1 Administer a pre-test in mathematics 3.2 Instruct students and assign classroom activities and work that will increase math skills and abilities 3.3 Assist students in using available computers/software to complete mathematics assignments and enhance math knowledge/skills 3.4 Arrange for tutoring for those students needing additional mathematics help 3.5 Administer a post-test in mathematics to determine gains. 3.6 Administer Florida Ready to Work Testing</p>	<p>Lead Teacher/Designee Math Teacher Math Teacher Math Teacher Lead Teacher/Designee Business Education Teacher</p>	<p>Teacher CTE Teacher CTE Teacher</p>	<p>Upon entry July 2014 July 2014 July 2014 Prior to exit Prior to exit</p>	<p>Ongoing June 2015 June 2015 June 2015 June 2015 June 2015 June 2015</p>

<p>4. 80% or 32 of the 40 students who earned credit in the CTE program will demonstrate improvement in their reading scores based on pre and post tests using WIN pre-post tests in reading.</p>	<p>4.1 Administer a pre-test in reading 4.2 Instruct students and assign classroom activities and work that will increase reading skills and abilities 4.3 Assist students in using available approved district computers/software to improve reading skills and earn 1 credit in intensive reading classes 4.4 Arrange for tutoring for those students needing additional reading help 4.5 Administer a post-test in reading to determine gains. 4.6 Administer Florida Ready to Work Testing</p>	<p>Lead Teacher/Designee Reading Teacher Reading Teacher Reading Teacher Lead Teacher/Designee Business Education Teacher</p>	<p>CTE Teacher CTE Teacher</p>	<p>Upon entry July 2014 July 2014 July 2014 Prior to exit Prior to exit</p>	<p>Ongoing June 2015 June 2015 June 2015 June 2015 June 2015</p>
<p>5. 25% or 10 of the 40 total successful completers of the MYA program will earn a high school diploma prior to leaving the facility (standard high school diploma, GED or special diploma for ESE students).</p>	<p>5.1 Identify students who may be able to complete a diploma program while at MYA 5.2 Counsel students about credits needed to complete their program 5.3 Enroll students in appropriate courses 5.4 Monitor progress 5.5 Complete paperwork for diploma or GED test registration 5.6 Award the diploma at the</p>	<p>Lead Teacher Lead Teacher Lead Teacher Lead Teacher Lead Teacher Lead Teacher</p>		<p>Upon entry July 2014 July 2014 July 2014 July 2014 July 2014</p>	<p>June 2015 June 2015 June 2015 June 2015 June 2015 June 2015</p>

<p>6. 50% or 20 of the 40 students who earned credit in the CTE program will have been gainfully employed, enrolled in high school or a postsecondary education program, or in the military after a period of one year following release from MYA.</p>	<p>graduation ceremony</p> <p>6.1 Facilitate and ensure enrollment of each exiting student in their next educational placement or in a job placement</p> <p>6.2 Arrange staffing with school</p> <p>6.3 Assist student in filling out and returning applications</p> <p>6.4 Follow up with students after release to track progress</p>	<p>Lead Teacher</p> <p>Lead Teacher</p> <p>Lead Teacher</p> <p>Lead Teacher</p>	<p>Upon exit</p> <p>July 2014</p> <p>July 2014</p> <p>Quarterly student exit</p>	<p>June 2015</p> <p>June 2015</p> <p>June 2015</p> <p>June 2015</p>
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Definitions

Performance Measures are program goals that can be quantifiably measured.

Activities and Deliverables include information submitted by the program coordinator as proof of achievement of performance measures.

General Education Provision Act (GEPA) Summary

Milton Youth Academy is an all male facility for Department of Juvenile Justice students with intensive mental health needs. All students enrolled in the Business Education digital publishing program will enroll in and participate in program courses designed to lead to specific occupational completion points and possible industry certification. All students will utilize computer software applications, primarily the Microsoft Office Suite to further their progress in the program. All students are also expected to participate in the Florida Ready to Work program curriculum and testing. Exceptional education students enrolled in the courses will be assisted to participate in all course projects with suitable accommodations or modifications appropriate to their Individual Education Plan. Also, all ESOL students enrolled in the courses will be encouraged to participate fully in the course projects and activities. The instructor will provide instruction in a manner that assists both ESE and ESOL students to acquire the knowledge and skills embedded in the course content. Any discrimination toward any student is strictly prohibited.

Florida's Perkins IV Performance Measures APPLICATION CHECKLIST

**Carl D. Perkins, DJJ
FY 2014-2015**

Submitting Agency's Name: Santa Rosa County School District

- **Place all items requested in the order indicated below.**
- Include only the items requested.
- Place page numbers on every page consecutively, at the bottom, beginning with the DOE 100A as page 1. Page numbers written by hand are permissible if electronic numbering is a problem.
- Place a binder clip on the upper left corner of each complete application package (no spiral bindings, notebooks or cover pages, please).
- Include this form in the application package.

Placement Order	Item	Applicant Provide page #s for items listed	DOE Staff ✓ Check appropriate box below	
			Complete	Incomplete
ITEMS				
1	DOE 100A, Project Application – with original signature	1		
2	DOE 101, Budget Narrative Form	2-3		
3	Projected Equipment Purchases Form	4		
4	Project Performance and Accountability (include as is)	5		
5	Cooperative Agreement Form	6		
6	Action Plan Form	7-11		
7	GEPA - one page summary	12		
8	Application Checklist – this page	13		
NARRATIVE COMPONENTS				
9	1. Project Abstract or Summary	14		
	2. Project Need	14-16		
	3. Project Design and Implementation a. – h.	16-23		
	4. Evaluation	23-24		
	5. Support Strategic Plan	24-25		
	6. Dissemination Plan	25		
	7. Budget	25-26		

1. Project Abstract or Summary

Milton Youth Academy is a Residential Commitment Facility located at 5770 East Milton Road, Milton, Florida 32583. G4S has contracted with the Florida Juvenile Justice Department and the Santa Rosa County School Board to provide education services to juvenile male offenders ages 12 to 18 for 6 to 9 months. The maximum capacity is 40 residents. Our youth often lack the career and technical skills to be able to secure and maintain employment once they have graduated from the facility, and this is an important concern to educators and policymakers alike.

Milton Youth Academy plans to operate a business education program providing relevant secondary career courses (career and technical education courses found in the Course Code Directory) that lead to industry certification and provide students with relevant job skills in today's economy. Our assumption is that many jobs will value the skills our students learn by participating in this program. Our business education program will include a student computer lab, internet based educational learning software, a multifunctional color copier/printer, a business card slitter, and scanner as well as a teacher operated network management. This lab and its associated equipment will be used to teach youth skills for the business management and information technology career clusters. It is also expected that students will attempt to earn industry related certifications in Microsoft Office as participants in the program.

2. Project Need

It is important that the educational component of a juvenile justice program makes a strong impact on residential youth. We know that recidivism rates are often high within the first year after release, and youth employment can help reduce these recidivism rates. We want youth enrolled in the Department of Juvenile Justice programs to have quality opportunities to obtain knowledge that will allow them to be competitive in the workforce once they return to their local communities. We also want them to be technologically ready whatever their chosen field of employment since almost all workplaces use technology in one form or another.

Career and technical opportunities can be in short supply for MYA alumni, many of whom are academically far behind their peers. Historically nearly 90 percent of our DJJ population exceeds or will turn 16 years of age prior to graduating the program. Over half of our students have been held back or are behind multiple grades. Almost half of these students can be more than two grades behind their peers, and their academic proficiency sorely lacking. Further, about a third of our students are ESE, the majority having exceptionalities with Specific Learning Disability or Emotional Behavior Disorder. Predictably, our students have problems passing the FCAT and EOCs in a range of academic subjects. Many of our students prefer to try to pass the new GED as an alternative to returning to school where they have traditionally failed. These students need career and technical as well as academic opportunities to become career-ready.

Milton Youth Academy youth clearly need to learn to function in the world of work. And, in order to so function, they must acquire the knowledge and skills needed in the workplace. The digital publishing program will provide MYA students the knowledge and skills that are useful in a number of different work contexts. The Business

Education Program introduces students to knowledge and skills of which they either would have been unaware or not given the opportunity to grasp at a higher level of skill and complexity. We believe that the program has the advantage of giving our students the opportunity for entry into the technologically based workforce and will serve them in the future independent of the career they ultimately choose. As students recognize the range of skills they have acquired through participation in the program, they may begin to see themselves as capable of being self-sufficient in the world of work. This recognition will potentially reduce their rate of recidivism. It may also lead to greater success where they have seen themselves as less capable – such as in academics.

3. Project Design and Implementation A

The Business Education program will serve as a career academy designed to prepare students for employment as an Administrative Assistant of Information Technology Assistant. This career and technical program is designed to include knowledge and skills learned from reading and hands on applications to assist students to obtain recognized industry certifications that will prepare them for employment. The students will learn about Microsoft Word, Excel and PowerPoint to accomplish these goals.

Within the year after receiving the grant, 40 career and technical students will be taught the fundamentals of Microsoft Office Suite, Business Management and employability skills. Our action plan for this project has several goals and objectives, including 75% of our students earning at least 1 OCP credit, 50% of our students receiving industry recognized certification in Microsoft Office, and 25% of the students who successfully complete the program will be earning a High School Diploma, GED or

Special Diploma. On a daily basis, the students will be trained for at least one period, which is presently a 52 minute period, on assignments that reflect the work of an office professional or assistant. The 40 students who complete the core course series will complete at least one Occupational Completion Point in several different Career and Technical Education programs for Administrative Assistants. Students who stay longer than the standard length of stay may be able to earn multiple OCPs under the CTE program for Administrative Assistant (see attached).

Our goal is to equip and prepare the students to be able to receive a High School Diploma or GED, even if they entered the program behind their peers in terms of grade level. Our Business Education teacher will collaborate with her colleagues at Milton Youth Academy to integrate reading and math requirements of the respective career courses with academic instruction. Presently, academic instruction is currently addressed through state course description requirements as defined by Florida's Department of Education and the standards in place. We also deliver remediation in a number of ways, including individualized instruction and through Florida Ready to Work, which offers career readiness and supplemental curricula in academic courses.

Our prospective partner in this endeavor, Moore Solutions, Inc. (MSi), has both current and recent experience within the last three years of developing, implementing, maintaining and improving five Information Technology (IT) Academies for Florida high schools. MSi has operated its own IT education school and has been licensed by the Commission for Independent Education Florida DOE since 2001. MSi also begun to run its own "boot camp" for business education teachers, whereby, these teachers are given

a 2-day preparation period to teach the Microsoft curricula and have the opportunity to become industry certified themselves, if they already have not done so.

With funds received from this grant, equipment and supplies will be ordered at the beginning of August 2014. Our Business Education teacher has already received training from MSi and has begun to implement her training to our students enrolled in Computing for College and Careers. At this point our computer lab is small, with only 6 computers, so instruction time is limited to the few students that we can accommodate in the lab. Our Business Education teacher continues to provide instruction in employability skills as well as the creation of resumes, cover letters and other job searching tools which are integrated into the curriculum school wide. This will continue if we receive the grant and expand to include 20 students. Also, we intend to bring in guest speakers to discuss career opportunities as well as provide mock job interviews. In October, we will begin using Certiport testing for the students leaving within the next two months. We will continue this practice on a bimonthly basis throughout the year. OCP points will be awarded at the end of the school year, to continue as students complete additional points.

3b. New Carl D. Perkins Requirements

Under the career cluster for Business Management and Administration, the primary program of study is the CTE program - Administrative Assistant. All students will receive instruction in courses such as keyboarding and business skills, computer and business skills, or computing for college, (see attached study program). Technical assistance to faculty will be provided by MSi as a Microsoft Certified learning partner.

G4S makes every attempt to recruit good teachers, and many teachers remain loyal to G4S after beginning with us. All G4S teachers, once hired, may participate in a tuition reimbursement program for needed certification courses. University courses needed for professional certificates are reimbursed at a rate of 100 percent. There is also a career salary ladder system in place for teachers who earn in-field master's degrees, become ESE certified, earn their professional certificates, and obtain needed endorsements (ESOL and Reading, for example). Teachers may also participate in professional development provided by the Santa Rosa County School Board.

3c. Career and Employability Skills

Student transcripts, assessments, as well as parent and student input are used to select appropriate educational and career courses. In light of student interest, prior school history and future aspirations, the lead educator places the student on a GED or high school diploma track. During the student's initial stay at MYA, the Lead Teacher and teachers discuss with students career training options offered at MYA and offer students an understanding of what tasks they will be expected to complete as part of the program. As with many other DJJ educational contexts, students entering the school are administered the Choices career interest profiler. Students are also able to explore various careers using the Choices program online during their stay. As part of the Business Education Program students will also work on developing career portfolios that contain post-release employment plans, resumes, completed employment applications, letters of reference, writing samples and work related samples. In addition, students receive individual counseling to assist them in making decisions about their career and technical education plans along with their academic aspirations.

Facility professionals will be encouraged to utilize students who have finished or are in the process of finishing their initial OCP to assist with creation of non-confidential word-processing projects, spreadsheets, and PowerPoint presentations for the facility. Completion of these work orders will give students hands-on work experience to add to their repertoire. These projects will be added to the student's transition portfolio to use as evidence of skill during interviews.

3d. Project Management

All teachers at Milton Youth Academy are expected to be certified by the State of Florida. Our Career and Technical Education teacher will also have a certification in Business Education and be duly certified to teach the courses that are part of the digital program. The Santa Rosa School District provides access to Title I funds, ESE services, information management, and professional development. G4S lead teachers and principals are expected to conduct walkthroughs during classroom teaching and document their findings on a series of informal and formal documents for later review to improve classroom instruction. Lead educators also oversee and monitor pre- and post-testing activities, as well as student academic progress in a range of academic and career-technical courses. Further, pre- and post-test data related to reading, writing, and math is posted in the school district information management system. High school course credits and OCP are posted for each student who reaches the required level.

When grant monies are received, G4S will submit purchase requests to the Santa Rosa County School Board Office. Purchase orders will be reviewed and then processed by the County School Board finance department and sent to the vendor. Once the items/services are received, the MYA Lead Educator will oversee their proper

implementation, use, and continued care.

3e. Collaboration and Partnerships

Youth Services International (YSI) is an important partner in this project. YSI will provide the hours for supervision when students are engaged in their CTE program and completing work-related tasks. The program for this project is in a career cluster that offers good opportunity for gainful employment, both in private industries and governmental agencies.

G4S also partners with Home Builders Institute (HBI) to provide Building Construction Technology classes during our school day. HBI is an integral partner in providing hands on education in areas such as carpentry, plumbing, electrical and landscaping. Students who complete the program receive a PACT, which stands for a Pre-Apprenticeship Certificate Training. Students in HBI will gain the skills necessary to secure entry level employment.

G4S education hopes to partner with the local Career Solutions team to coordinate with businesses and organizations in the student's home district that are willing to interview students for possible employment and assist students in obtaining apprenticeships to further their training. Guest speakers from local businesses and organizations, career and technical schools, nearby colleges, and the armed services will be solicited to talk with students and to share literature about career options and postsecondary opportunities. Further, MYA seeks to provide meaningful hands-on work experiences for its students by offering services to the community through a school-based entrepreneurial business that includes graphic design and printing. Other MYA business collaborators include: Santa Rosa County Schools and Moore Solutions, Inc.

3f. Action Plan Form (Instructions - see attached Action Plan Form).

3g. Follow-up

As students who complete the program exit MYA, the Lead Teacher will initiate the exit transition by contacting the returning school district, the local employment agency or the postsecondary institution into which the student is expected to enroll. Once students have returned to their local communities, the transition specialist will contact students by phone once every three months. The table below summarizes our approach to follow-up activities.

Measure	Method	Person Responsible	Frequency
Number/Percentage Employed in Field	Phone Interview	Lead Teacher or Designee	Once per Quarter
Number/Percentage Returning to Secondary School	Phone Interview	Lead Teacher or Designee	Once per Quarter
Number/Percentage Graduating Secondary School or Obtaining a GED	Phone Interview	Lead Teacher or Designee	Once per Quarter
Number/Percentage Matriculated to Secondary Education	Phone Interview	Lead Teacher or Designee	Once per Quarter
Number/Percentage Joining the Military	Phone Interview	Lead Teacher or Designee	Once per Quarter

3h. Local Performance Accountability

This proposal and the associated CTE program support the Santa Rosa County school district 2013-14 negotiated targets for performance indicators. The Santa Rosa County school district performance indicators are as follows:

1s1 Academic Attainment in Reading = 82.99%	1s2 Academic Attainment in Math = 94.27%
2s1 Secondary Technical Skills = 89.55%	3s1 Secondary School Completion = 95.18%
4s1 Student Graduation Rates = 89.97%	5s1 Secondary Placement = 80.28%
6s1 Non-Traditional Enrollment = 42.38%	6s2 Non-Traditional Completion = 95.89%

At MYA, the proposed Career and Technical Education model will support all required goals to include 1s1 Academic Attainment in Reading, 1s2 Academic Attainment in Math, 2s1 Secondary Technical Skills, 3s1 Secondary School Completion, and 6s2 Non-Traditional completion.

4. Evaluation

Students are expected to be engaged with in-class assignments and short and long term projects that are directly tied to course requirements reflected in the Department of Education course descriptions. Students work on these assignments and project will constitute the grade for the course(s). The school, of course, will be using other numerous performance measures. Many of those listed below will also be part of the school's report card which is updated twice a year, and the final cumulate report card accessible to external stakeholders. Those performance measures include:

- pre/post testing of reading, writing and math skills,
- progress monitoring of monthly Individual Academic Plan (IAP) or Individual Education Plans (IEP) goal completion,
- trimester grades,
- OCPs earned,
- industry certificates earned, and
- GED and High school Diplomas earned.

Pre- and post-test scores are reported in the district MIS when the student leaves the program. IAP/IEP goals and interim class grades are reported by the students' teachers at treatment team on a monthly basis. At all G4S schools, a formal report card is issued every 18 weeks. Other teacher assessments will be used to evaluate students' success in acquiring the knowledge and skills needed to operate the Microsoft software, the printer, the business card splitter, and the scanner. The students' long-term outcomes, collected via the telephone follow-up, will also be used to evaluate the effectiveness of the program. Teachers will be evaluated using classroom walk-

throughs, as previously mentioned. Teachers' lesson plans will also be reviewed as well as the student performance indicators.

5. Support for Strategic Plan

The education team at Milton Youth Academy expects that the Business Education Digital Publishing program, taken in the aggregate of the whole school learning experience, will support the state's strategic imperatives. Strategic Imperative 3.1.a. expects that student' proficiency rates in reading, math, and writing will improve, and 3.2.a. addresses an annual increase in the percentage of 4-year public high school graduates. This project stresses that students complete the required academic and career courses needed for graduation, and there is in place strategies for students to improve their documented reading and mathematics skills as reflected on WIN pre and post tests (see below). We expect, too, that there will be cross-curriculum projects that integrate reading, writing, and math and encourage students to make public presentations of what they are learning.

Upon enrollment, every student is given an initial evaluation in reading and math using a statewide "Common Assessment" for juvenile justice schools. Results are used to develop goals and objectives on students' individual academic plans and individual education plans. We expect that there will also be available reading and math intervention strategies to include Florida Ready to Work (WIN) learning software for reading and math, computer-based software, individualized instruction, and teacher led lessons designed to help students master state standards.

Further, MYA, in line with DOE expectations and district oversight, provides remedial reading instruction based on Santa Rosa County School Board's reading plan. All Level

I and II students on the FCAT reading test are enrolled in an intensive reading class. The lead educator will be responsible to provide oversight on whether career and academic instructors are teaching students the science and mathematics concepts expected to further the state's science and mathematics initiatives. Also, CTE instructors will assist students to demonstrate proficiency in basic science and math skills as they are applied to their career and technical areas.

6. Dissemination Plan

Students will be provided information about the program during initial interviews and guided to the program through specifically designed student objectives in student IAP/IEPs. This CTE program and all of its components will be shared particularly with our business collaborations within the community and any community meetings in the future. Milton Youth Academy business collaborators include Santa Rosa School District, Youth Services, Inc., Home Builders Institute and Moore Solutions, Inc.

Further dissemination of the program's successes and challenges will be conducted through statewide newsletters through the Department G4S newsletters, which are disseminated broadly throughout the state. We further believe that this program will become known and recognized throughout the school district – and by extension to the local community -- through its innovative practices and the high percentage of students who earn certifications.

7. Budget

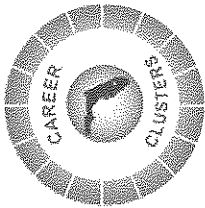
The expenditures for the project will total \$61,158 excluding indirect costs. We are purchasing 20 student desktop computers (\$15,380) to teach students office skills. Students will learn professional skills through the use of required up-to-date

software such as Microsoft Office 2013 Professional. These licenses will be purchased so that students are using the latest operating systems and software (\$7,180). The instructor will use the curriculum provided by MSi to teach skills in Microsoft Office (\$5,000). A new server and router will be installed for more efficient network processing (\$5,900). A multifunction copier and printer (\$17,500) and a business card slitter will be purchased so that the students can learn to operate these common business tools and to add work and project samples to their transition portfolios to use in job interviews (\$3,995). A scanner will also be purchased so that students learn how to operate this machine which is also commonly used in digital publishing contexts (\$175). The goal of this CTE program is to teach students industry level skills and knowledge and make them familiar with the industries primary tools and technology. To ensure that the business education digital publishing classroom is set-up to meet student needs, two 24 port gigabit switches will be purchased to enhance connectivity (\$678), and materials, supplies, and installation costs will be incurred to meet classroom specifications for the project (\$4,000). Finally, there will be classroom supplies purchased (e.g., paper) for class start-up (\$1,350).

Career Cluster: Business, Management & Administration
Career Cluster Administrative and Information
Pathway: Support

Secondary CTE Program: Administrative Assistant

Eligible Recipient: Florida Department of Education SAMPLE



16 CORE CURRICULUM CREDITS

ENGLISH 4 credits	MATH 4 credits	SCIENCE 3 credits, 2 with lab	SOCIAL STUDIES 3 credits	OTHER REQUIRED COURSES FINE ARTS (1 cdt) PHYSICAL EDUCATION (1 cdt)	8 ADDITIONAL CREDITS
				CAREER AND TECHNICAL EDUCATION COURSES Major Area of Interest: BUS ED Administrative Assistant	RECOMMENDED ELECTIVES (Aligned with State University System Admissions)

Career Cluster of interest identified by students enrolled in mandatory middle school career education course that includes interest inventory through Choices and ePersonal Education Planner through FACTS.org.

9	English I	Algebra I	Earth, Space Science or Integrated Science 1	American History	Keyboarding and Business Skills or Computing for College and Careers
10	English II	Geometry	Biology or Integrated Science 2	World History	Administrative Office Technology 1
11	English III	Algebra II	Chemistry or Integrated Science 3	American Government/Economics	Business Software Applications 1
12	English IV	Pre-Calculus	Physics		Digital Design 1

Dual enrollment courses may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements - see the Articulation Coordinating Committee's Dual Enrollment Equivalency List and the Bright Futures Comprehensive Course Table.

Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or postsecondary education options. Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.

TECHNICAL CENTER PROGRAM(S) Administrative Assistant*	COMMUNITY COLLEGE PROGRAM(S) Office Administration Office Management	UNIVERSITY PROGRAM(S) Business Management Science
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SAMPLE CAREER SPECIAL TIES

(TOL signifies occupation identified on the Agency for Workforce Innovation's Targeted Occupation Listing)		
Administrative Assistant Executive Secretaries	Office Manager	General Operations Manager(TOL) Administrative Services Manager(TOL)

*Possible Industry Certifications (Students):

Secondary: Microsoft Office Suite Certification