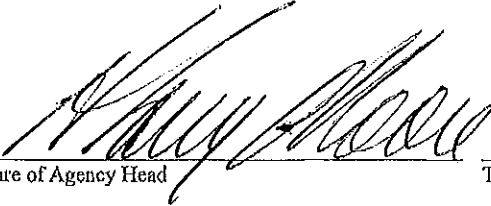
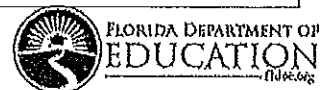


**FLORIDA DEPARTMENT OF EDUCATION  
PROJECT APPLICATION**

Please return to:  Florida Department of Education Office of Grants Management	A) Program Name: <b>Strengthening Career and Technical                  Education for the 21<sup>st</sup> Century Act (Perkins V)                  Advancing Career and Technical                  Education Through Entrepreneurship                  Education and Training (EET)                  Fiscal Year 2020-2021</b>  TAPS NUMBER: 21B094	DOE USE ONLY  Date Received						
B) Name and Address of Eligible Applicant:		Project Number (DOE Assigned)						
C) Total Funds Requested:  \$ 100,000  <hr/> DOE USE ONLY  Total Approved Project:  \$	D) Applicant Contact & Business Information <table border="1"> <tr> <td data-bbox="667 758 1073 877">                     Contact Name: J. Chris. Franklin                       Fiscal Contact Name: Lisa Nowell                 </td> <td data-bbox="1073 758 1459 877">                     Telephone Numbers: 850-482-9617                       850-482-1200                 </td> </tr> <tr> <td data-bbox="667 877 1073 982">                     Mailing Address:                      2903 Jefferson Street                      Marianna, FL 32446                 </td> <td data-bbox="1073 877 1459 982">                     E-mail Addresses:  <a href="mailto:Chris.franklin@jcsb.org">Chris.franklin@jcsb.org</a>  <a href="mailto:Lisa.nowell@jcsb.org">Lisa.nowell@jcsb.org</a> </td> </tr> <tr> <td data-bbox="667 982 1073 1060">                     Physical/Facility Address:                      2903 Jefferson Street                      Marianna, FL 32446                 </td> <td data-bbox="1073 982 1459 1060">                     DUNS number: 193311362                       FEIN number: F596000680005                 </td> </tr> </table>		Contact Name: J. Chris. Franklin  Fiscal Contact Name: Lisa Nowell	Telephone Numbers: 850-482-9617  850-482-1200	Mailing Address: 2903 Jefferson Street Marianna, FL 32446	E-mail Addresses: <a href="mailto:Chris.franklin@jcsb.org">Chris.franklin@jcsb.org</a> <a href="mailto:Lisa.nowell@jcsb.org">Lisa.nowell@jcsb.org</a>	Physical/Facility Address: 2903 Jefferson Street Marianna, FL 32446	DUNS number: 193311362  FEIN number: F596000680005
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Mailing Address: 2903 Jefferson Street Marianna, FL 32446	E-mail Addresses: <a href="mailto:Chris.franklin@jcsb.org">Chris.franklin@jcsb.org</a> <a href="mailto:Lisa.nowell@jcsb.org">Lisa.nowell@jcsb.org</a>							
Physical/Facility Address: 2903 Jefferson Street Marianna, FL 32446	DUNS number: 193311362  FEIN number: F596000680005							
<p align="center"><b>CERTIFICATION</b></p> <p>I, H. Larry Moore, Superintendent, 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> Superintendent <u>October 30, 2020</u>                  Signature of Agency Head Title Date</p>								



A) JACKSON COUNTY SCHOOL DISTRICT (SECONDARY)

B) Name of Eligible Recipient: \_\_\_\_\_

TAPS Number 21B094
-----------------------

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	390	<b>Other Purchased Services</b> Printing, binding, reproduction services for brochures, banners and signage promoting entrepreneurship in CTE programs; materials for public relations and promotion of EET events and activities <b>Sec 134: CLNA Need:A4:1; D2:1</b> <b>Program Number or CIP#: 8117000, 8106800, 8005100, 8116000, 8722000, 8800500, 8209600</b> <b>Sec 135: Use of Funds 5E, 5T</b>		\$2000.00
5300	510	<b>Supplies</b> Materials and supplies to be used in CTE programs that are establishing School-based enterprises. Materials and supplies could include lumber, fasteners, steel, welding supplies, cooking ingredients, kitchen supplies, paints and finishes, wiring, hardware, and small tools. (consumables- no item will cost more than \$1000) to be expended prior to 6.30.21. <b>Sec 134: Local Application C2:4</b> <b>Program Number or CIP#: 8117000, 8106800, 8005100, 8116000, 8722000, 8800500, 8209600</b> <b>Sec 135: Use of Funds 5E, 5T</b>		\$19,000.00
5300	519	<b>Technology Related Supplies</b> Expenditures for supplies used for technology-related purposes. (data storage devices, printer/copier ink, projector bulbs, stationery, photopaper, production supplies, copy paper) to be expended prior to 6.30.21. <b>Sec 134: Local Application C2:4</b> <b>Program Number or CIP#: 8117000, 8106800, 8005100, 8116000, 8722000, 8800500, 8209600</b> <b>Sec 135: Use of Funds 5Q, 5T</b>		\$3,200.00
5300	590	<b>Other Materials and Supplies</b> Materials and supplies to be used CTE classrooms for school-based enterprises - no item will cost more than \$1000) to be expended prior to 6.30.21. <b>Sec 134: Local Application C2:4</b> <b>Program Number or CIP#: 8117000, 8106800, 8005100, 8116000, 8722000, 8800500, 8209600</b> <b>Sec 135: Use of Funds 5E, 5T</b>		\$14,365.00
5300	641	<b>Capitalized Furniture, Fixtures and Equipment</b> MIG Welding machines, Plasma arc torch machines, and IQF freezer. <b>Sec 134: CLNA Need:C2:4</b> <b>Program Number or CIP#: 8117000, 8106800, 8005100, 8116000, 8722000, 8800500, 8209600</b> <b>Sec 135: Use of Funds 5E, 5T</b>		\$8,800.00

5300	642	<p><b>Non-Capitalized Furniture, Fixtures and Equipment</b> Welding Tools, Culinary tools and equipment, furniture for culinary department, communications furniture and equipment. <b>Sec 134: CLNA Need:C2:4</b> <b>Program Number or CIP#: 8117000, 8106800, 8005100, 8116000, 8722000, 8800500, 8209600</b> <b>Sec 135: Use of Funds 5E, 5T</b></p>	\$13,451.00
5300	649	<p><b>Technology Related Non-Capitalized Furniture, Fixtures and Equipment</b> Video/digital equipment for Digital Design and Agricultural Communications Programs. <b>Sec 134: CLNA Need: E2:5</b> <b>Program Number or CIP#: 8117000, 8106800, 8005100, 8116000, 8722000, 8800500, 8209600</b> <b>Sec 135: Use of Funds 5D</b></p>	\$3,500.00
6400	120	<p><b>CLASSROOM TEACHER – OTHER PAY INSTRUCTION AND CURRICULUM DEVELOPMENT</b> Supplemental pay outside of the normal school day for CTE classroom teachers for curriculum development, training, and for outside of school externships with local entrepreneurs. <b>Sec 134: CLNA Need: C2:1,2,3</b> <b>Program Number or CIP#: 8117000, 8106800, 8005100, 8116000, 8722000, 8800500, 8209600</b> <b>Sec 135: Use of Funds 2C, 5E, 5H, 5T, 6</b></p>	\$7,500.00
6400	210	<p><b>Retirement (10%)</b> Benefits associated with retirement for classroom teacher Supplemental pay outside of the normal school day for CTE classroom teachers for curriculum development, training, and for outside of school externships with local entrepreneurs. <b>Sec 134: CLNA Need: C2:2,3</b> <b>Program Number or CIP#: 8117000, 8106800, 8005100, 8116000, 8722000, 8800500, 8209600</b> <b>Sec 135: Use of Funds 2C, 5E, 5H, 5T, 6</b></p>	\$750.00
6400	220	<p><b>FICA /Medicare (7.65%)</b> Benefits associated with retirement for classroom teacher Supplemental pay outside of the normal school day for CTE classroom teachers for curriculum development, training, and for outside of school externships with local entrepreneurs. <b>Sec 134: CLNA Need: C2:2,3</b> <b>Program Number or CIP#: 8117000, 8106800, 8005100, 8116000, 8722000, 8800500, 8209600</b> <b>Sec 135: Use of Funds 2C, 5E, 5H, 5T, 6</b></p>	\$574.00
6400	240	<p><b>Workers Compensation (.48%)</b> Benefits associated with retirement for classroom teacher Supplemental pay outside of the normal school day for CTE classroom teachers for curriculum development, training, and for outside of school externships with local entrepreneurs. <b>Sec 134: CLNA Need: C2:2,3</b> <b>Program Number or CIP#: 8117000, 8106800, 8005100, 8116000, 8722000, 8800500, 8209600</b> <b>Sec 135: Use of Funds 2C, 5E, 5H, 5T, 6</b></p>	\$36.00

6400	330	<b>Travel</b> Travel for CTE and other teachers to attend staff development and activities related to CTE instruction. All travel will be completed prior to 6/30/21 at State Rate Travel allowances and expenses according to Florida Statutes Section 112.061. <b>Sec 134: CLNA Need: Sec 134: CLNA Need: E2:4; F2:3</b> <b>Program Number or CIP#: 8117000, 8106800, 8005100, 8116000, 8722000, 8800500, 8209600</b> <b>Sec 135: Use of Funds 2C, 5E, 5H, 5T, 6</b>	\$8505.00
6400	360	<b>Rentals</b> Payment for rented vehicles used by CTE Teachers, Industry Certification Specialist, Guidance Counselor or other teachers to attend staff development and/or activities related to EET, when district owned vehicles are not available. All travel will be completed prior to 6/30/21 at State Rate Travel allowances and expenses according to Florida Statutes Section 112.061. <b>Sec 134: CLNA Need: E2:4; F2:3</b> <b>Program Number or CIP#: 8117000, 8106800, 8005100, 8116000, 8722000, 8800500, 8209600</b> <b>Sec 135: Use of Funds 5A, 5F</b>	\$609.00
6400	369	<b>Technology Related Rentals (licenses, fees, software)</b> Lease of computer software. Instructional tools and training to deliver curriculum and meet learning objectives and standards as identified in Uncharted Learning curriculum for entrepreneurship. <b>Sec 134: CLNA Need:E2:5</b> <b>Program Number or CIP#: 8117000, 8106800, 8005100, 8116000, 8722000, 8800500, 8209600</b> <b>Sec 135: Use of Funds 5A, 5F</b>	\$14,000.00
7200	790	<b>Indirect Costs (3.71%)</b>	\$3710.00
<b>C) TOTAL</b>			\$100,000.00

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

**PROJECTED EQUIPMENT PURCHASES FORM**

Equipment projected to be 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) Jackson County School District**  
Name of Eligible Recipient

**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	641		Plasma Cutter	Sneads High/Cottondale High	2	\$1,100	\$2,200
2	5300	641		MIG Welders	Sneads High/Cottondale High	4	\$1,351	\$5,404
3	5300	641		IQF Freezer	Marianna High	1	\$2,500	\$2,500
4								
5								
6								
7								
8								
9								

**Inventory Guidelines**

The following elements are required on the inventory of all equipment purchased.  
2 C.F.R. 200, Uniform Guidance, 200.313 Equipment: Property records must be maintained that include a description of the property, a serial number or other identification number, the source funding for the 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.

State Requirements for inventory elements are located in Rule 69I-72.003, Florida Administrative Code, Recording of Property.

Does the agency's inventory system contain all required federal and state elements listed above?  YES  NO

**PROJECT DESIGN NARRATIVE SECTION**

**1. Project Abstract**

**FIXED REQUIREMENT**

**Complete the following summary for the proposed project.**

<b>Applicant</b>	School District or Florida College System Institution
<b>Program Level</b>	Secondary Program or Postsecondary Program
<b>Application Funding Categories</b> <i>See page 1 for the application funding categories associated with the number of initiatives required.</i>	Select One: <input checked="" type="checkbox"/> Option One: High Impact <input type="checkbox"/> Option Two: Medium-High Impact <input type="checkbox"/> Option Three: Medium Impact
<b>Amount (\$) of Funds Requesting</b>	\$100,000.00
<b>Proposed Initiatives/Activities</b> <i>Provide a numbered list of initiatives/activities</i>	<ol style="list-style-type: none"> <li>1. Integrate EET curriculum into existing CTE programs and programs of study</li> <li>2. Develop EET-related professional development opportunities for teachers and faculty using Teacher Training and Curriculum from Uncharted Learning</li> <li>3. Advance teacher and faculty EET Community of Practice, teacher externship opportunities</li> <li>4. Create student-centered EET maker spaces for an existing CTE program(s)</li> <li>5. Build and launch of a CTE-related school-based enterprise</li> <li>6. Develop pitch competitions, entrepreneurship competitions or experiences that challenge students to develop innovative solutions for environmental, social, or community issues</li> <li>7. Expand existing EET programs that encourages growth and innovation</li> <li>8. Establish a network of stakeholders to support and perpetuate entrepreneurship activities and programs across our district</li> </ol>

<p><b>Partnerships</b>  <i>Provide a short summary of the collaborative partners identified for the proposed project</i></p>	<p>Several organizations will be utilized to support and perpetuate entrepreneurship activities. Partners will be used to help give teachers resources and provide support to students and programs. Such partners include the</p> <ul style="list-style-type: none"> <li>-Jackson County Chamber of Commerce,</li> <li>-Jackson County Economic Development Board,</li> <li>-Jackson County Chapter of the NAACP,</li> <li>-University of Florida Cooperative Extension Service,</li> <li>-Jackson County 4H,</li> <li>-Chipola Civic Club,</li> <li>-Marianna Optimist Club,</li> <li>-and area churches.</li> </ul> <p>Our teachers and students will need technical support from the</p> <ul style="list-style-type: none"> <li>-Chipola Workforce Development Board,</li> <li>-The Chipola College Workforce Program instructors (Specifically Welding, Mechanics, and Building Construction),</li> <li>-Florida Panhandle Technical College instructors,</li> <li>-and most certainly local industry and entrepreneurial experts.</li> </ul>
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## **2. Project Design and Implementation Plan**

**30 points**

Describe the project design and implementation plan. This summary must include the following sections:

a. Purpose of the project:

1. The intended outcome of this project is to cultivate entrepreneurial mindsets and capabilities among students in CTE programs by providing their teachers training and the students opportunities to experience entrepreneurial enterprises.
2. Teachers will be purchased a curriculum with proper training from Uncharted Learning for four of our schools: Marianna High, Marianna K-8, Sneads High, and Cottdale High. Other schools will hopefully be brought on in the next implementation year. Travel will be provided for teachers, administrators and the Superintendent to visit districts with successful Entrepreneurial programs such as Immokalee Middle in Collier County. Teachers will integrate the curriculum into their existing programs.
3. Funds will also be provided to advance teacher and faculty EET Community of Practice, teacher externship opportunities. Community partners will help to identify and select successful entrepreneurs in our area for teachers to spend a week working with during the month of June. Teachers will be paid a stipend and given follow up activities for professional development.
4. Equipment and materials will be purchased to give CTE programs school-based enterprises for students to have hands on practice. Enterprises to be funded will be based at the four selected schools to begin with. When this funding opportunity was presented, an email poll was sent to CTE program teachers to ask about what school-based enterprises they would like to start at their school if they had funding. The following had the best plans presented by the teachers:



- i. Custom Grill/Smoker design and construction company at Sneads High and Cottdale High. Students in the Agritechnology and the Tech Ag Operations programs will design plans for smokers then weld and construct them. Students in the Digital Design and Ag Communications and Ag Sales and Service programs will develop marketing programs as well as marketing materials, video, and online sales.
- ii. The Agritechnology program at Marianna High School will start a container plant operation. They will utilize funds to purchase seedstock, plant media, pots, and other materials and supplies to grow and sell hanging and potted plants to public and area farm supply stores. The students in the Digital Design program will help in developing marketing materials.
- iii. The Culinary departments at Marianna High School and Marianna K-8 will use funds to purchase materials and supplies to launch catering companies. Marianna High has had a school-based enterprise in this area in the past, but will expand it to add the production and sale of frozen cookie dough for other clubs to use as fundraisers.
- iv. The Digital Design and Agriculture Communications programs at Cottdale High will use funds to develop a video production studio to produce commercials and videos for area businesses. This enterprise will be used for this project to help inform the public about this EET project and to develop instructional videos.
- v. The District Building Trades and Construction Design Program will have two enterprises. One will be purchase materials and equipment needed to start a portable storage shed business. The second will be to use the

programs new equipment to build custom signs for sale. The Agriculture Communications and the Agriculture Sales & Service programs will help in advertising and marketing.

- vi. Funds will also be used for CTE programs at other schools to participate in a student led “Shark tank” style competition for enterprise funding.

After teachers have been trained and students introduced to EET curriculum, students will present proposals to a committee of project partners to compete for funding for school-based enterprises for CTE programs at their schools.

5. Community partnerships will be utilized to help identify and sustain activities that will promote an entrepreneurial mindset. The goal of the outcomes will be for our district to be saturated with employees with entrepreneurship skills, as well as new formed businesses to improve the economic development of our communities. Many of the stakeholders in our Comprehensive Local Needs Assessment will also be partners in this project.
6. Partnerships with our local postsecondary institutions will be especially important. The school-based enterprises will rely on career and technical program instructors from both Chipola College and Florida Panhandle Technical College for advice and expertise. We will also use this opportunity as a means for creating post-secondary pathway opportunities for students to these institutions.

b. Initiatives/Activities:

1. Integrate EET curriculum into existing CTE programs and programs of study
2. Develop or scale EET-related professional development opportunities for teachers and faculty using Teacher Training and Curriculum from Uncharted Learning
3. Advance teacher and faculty EET Community of Practice, teacher externship opportunities
4. Create student-centered EET maker spaces for an existing CTE program(s)
5. Build and launch of a CTE-related school-based enterprise
6. Develop Pitch competitions, entrepreneurship competitions or experiences that challenge students to develop innovative solutions for environmental, social, or community issues
7. Expand existing EET programs that encourages growth and innovation
8. Establish a network of stakeholders to support and perpetuate entrepreneurship activities and programs across our district

c. Partnership:

1. Jackson County Chamber of Commerce
2. Jackson County Economic Development Board
3. Jackson County Chapter of the NAACP
4. University of Florida Cooperative Extension Service
5. Jackson County 4H
6. Chipola Civic Club
7. Marianna Optimist Club
8. area churches.
9. Chipola Workforce Development Board
10. Jackson County Tourist Development Council
11. The Endeavor Project of Marianna
12. Career and Technical Student Organizations (FBLA, FFA, Skills USA, TSA)
13. The Chipola College Workforce Program instructors (Specifically Welding, Mechanics, and Building Construction)
14. Florida Panhandle Technical College instructors (Specifically Welding, Building Construction, digital media)
15. local industry
16. local churches
17. Local entrepreneurial experts.

d. Populations (ie. students, teachers) impacted:

1. An estimated 800 to 1,000, 6<sup>th</sup> through 12<sup>th</sup> grade Career and Technical Education students will be impacted by this project.
2. Approximately 12 teachers and 7 CTE programs will be influenced.
3. More than a dozen agencies and civic organizations will be utilized.
4. Special attention in this project will be given to motivate students from minorities to develop and exercise entrepreneurship skills.
5. A community based “think tank” committee will be utilized to plan and implement further entrepreneurship activities and opportunities. The “think tank” will come from community and business leader partners to the project.

e. Staffing:

1. The principal/director for the Jackson County School District Adult and Career-Technical Programs as well as the program secretary, data entry operator, and a part time staff member will manage the project at no cost to the project.
2. CTE instructors from 4 schools will be directly involved in the implementation of the curriculum into their general program or through capstone courses.
3. CTE instructors from other schools will be part of trainings to become master teachers to carry the ideas and mindsets back to their schools, as well as train other teachers, for future implementation.

f. Milestones and Timeframes:

1. December/January-

- i. Hopeful knowledge of recipient of award
- ii. Notify Program instructors of launch of school-based enterprises
- iii. Coordinate with Uncharted Learning for teacher training and curriculum

2. February

- i. Teachers training others on curriculum/ Implementation of curriculum
- ii. Monitor School-based enterprises.
- iii. Coordinate first community “think tank” planning meetings.

3. March

- i. Monitor school-based enterprises and curriculum implementation
- ii. Survey teacher needs
- iii. Plan with committee for a “Shark Tank” style competition
- iv. Seek local funding for student prizes for “Shark Tank” competition

4. April

- i. Monitor school-based enterprises and curriculum implementation
- ii. Survey teachers, Measure effectiveness of school-based enterprises
- iii. Conduct “Shark Tank” competition for more school-based enterprises

5. May

- i. Monitor school-based enterprises and curriculum implementation
- ii. Survey teacher needs, Survey students on effectiveness of programs

6. June

- i. Teacher externships, Plan for travel to Uncharted Learning Symposium
- ii. Plan for 2021-22 school year implementation
- iii. Close out accounts for grant

### **3. Project Need**

**30 points**

Describe the local need for the EET project (identified in the abstract) addressing the following:

- a. The need for the requested level (\$100,000 high impact, \$50,000 high to medium impact, or \$25,000 medium impact) of funding.
- b. Compelling evidence and data that supports the initiatives/activities of the project. NOTE: While the Perkins V State Plan articulates the efficacy of EET on student engagement and completion, include any additional compelling evidence specific to your institution or district for the kind of project proposed herein.

The Jackson County Economic Development Strategic plan recognizes a need for more workforce skills and greater connection between the K-12 system and career opportunities. Two key recommendations of the Jackson County Economic Development strategic plan are to (1) Drive Business Recruitment, Retention & Expansion and (2) Foster Entrepreneurship & Business Formation. Our county is in a Governor-designated Rural Area of Opportunity to attract more businesses and employers to the county. Our school district has been in a pattern of declining enrollment due in part to the lack of economic opportunities for our graduates. Our county has experienced a negative population growth rate of (-0.4%) due to lack of jobs and economic opportunities. Changes in the rural economy has influenced the job placement possibilities as well. Based on this data alone, our district needs a project like the Entrepreneurship Education and Training Grant to help the Career and Technical programs give a boost to the entrepreneurial mindset and capabilities of the community. The need is especially great among members of minority populations in our district.

Furthermore, on October 10<sup>th</sup>, 2018, category 5 Hurricane Michael made landfall and storm eye traveled North through the center of Jackson County. Catastrophic hurricane damage was experienced on 40-mile-wide path, encompassing the entire

county. The destruction from this event is still evident in the blue tarps on homes, the damaged landscape, as well as the empty business that closed or left in the wake of the storm. Hurricane Michael devastated much of Marianna with both the loss of businesses and residents, now with COVID-19, Jackson County may see more loss of small business. Clean up and constructions funding for jobs was short lived and only created a level of functioning to help those who remained to get by. Many companies and businesses that were not vested in the communities left soon after the storm leaving residents without jobs, services, and many times hope for the future.

The Jackson County School District is applying for the High Impact level of funding for this project because we feel there is a great need for the initiatives this project could bring. Our district shows a tremendous need for more students graduating with entrepreneurial skills and mindset. We are also in need of opportunities to bring *High Skill, High Wage, and In Demand* career opportunities to our area.

Currently, other than standards in current curriculum frameworks for CTE programs, there are no entrepreneurial programs in the Jackson County School District. Our students need these highly transferable skills. Career and Technical Education teachers need a curriculum and training for adequate teaching of entrepreneurship to meet the needs of our community's demands for *entrepreneurial mindsets and entrepreneurial capabilities*. Our students need to see how, despite what may be happening around them, there is potential for growth here without having to leave their home. The Entrepreneurship Education and Training Grant can provide that opportunity.



#### **4. Budget Narrative**

**15 points**

Describe how the project will directly align with secondary and postsecondary CLNA results, proposed objectives and EET program expenditures utilizing the DOE 101S Budget Narrative Form.

The goals and objectives of this project align very well with the secondary Comprehensive Local Needs Assessment (CLNA) results. Many of the stakeholders and members of the CLNA will be partners for the EET project's implementation. The skills needed by our students compliments the goals for this project. Most all will agree that the skills that can be attained from exposure to a rigorous entrepreneurship curriculum are skills and mindsets that will be desirable for employees for high skill/ high wages occupations. Alignment will be quite similar to the previous Perkins grants. Therefore, this project aligns with the findings of the CLNA (Comprehensive Local Needs Assessment).

Most of the funds for this project will be spent in five major areas:

1. Teacher Training and Curriculum from Uncharted Learning: Uncharted Learning has written the district a proposal to train teachers from four schools on their Entre Toolkit. Uncharted learning will allow additional teachers to learn to teach others on the curriculum for future years. Master teachers from the origination of this grant will be certified to train their peers at other schools. The cost of the curriculum and training is \$14,000.
2. Travel for 10 Teachers to attend training and to visit established Entrepreneurial programs and Uncharted learning's annual meeting in Chicago.

Up to ten teachers from the district will be identified as leaders for this project. They will be taken to districts with established entrepreneurship programs such as Collier County to learn what works and how to implement. It is also hopeful that some of those teacher leaders will have

an opportunity to travel to the Uncharted Learning Summit in Chicago to learn with other educators from across the nation about how they teach entrepreneurship skills and mindset. The cost for this travel will be an estimated \$9,114.

3. Build and launch several CTE related School Based Enterprises at various schools across district

Most of the funds from this project will be given to CTE programs to develop School-based enterprises. Four enterprises have been identified and targeted from a teacher questionnaire: A Grill/Smoker design and construction business, a catering and frozen cookie dough company, a container plant nursery and business, and a video/digital communications studio. Funds will also be used to develop three to four additional school-based enterprises to be selected by a committee of our partners in a "Shark Tank" style competition. The amount to be used for school-based enterprises is estimated at \$62,316.

4. Provide Summer Externships for Teachers to work with area entrepreneurs

A great example to immerse our teachers into entrepreneurship is to connect them with local entrepreneurs. A portion of the funds of this project will be used to pay teachers to work a week with various local businesspeople so that they can get firsthand experiences and expertise in the field. The estimated cost of the externships would be \$8,860.

5. Establish a network of stakeholders to support and perpetuate entrepreneurship activities and programs across our district

The establishment of partners and stakeholders will be one of the most critical for the future sustainability of the project. It is the partners that will

be able to communicate what is happening in the programs more effectively than anyone. Approximately \$2,000 in funds will be used to develop promotional materials.

## **5. Sustainability**

**20 points**

Describe how the applicant intends to ensure the project's sustainability and/or expansion of the program after the grant period ends. Provide information on future funding sources and plans to continue the project(s) initiated with these funds.

- a. This project has the possibility to impact our students and community for years to come. If the school-based enterprises are funded, programs will have the equipment and start up funds to operate a profitable in school business that could sustain itself for future years. The profits from the sale of the products and services produced would generate income to keep the enterprise going as well as supply funds for other expenses of the programs. Examples of the school-based enterprises to be fund through this project are:
1. A grill/smoker production business at Cottdale High and Sneads High. The agritechnology programs from both schools will design and build custom smokers and grills for public sale. The Agriculture Sales and Service programs will develop a business plan and teach students sales strategies. The Agriculture Communications programs will develop a marketing and communication plan.
  2. The Agriculture Communications program and the Digital Design program at Cottdale High will work together in writing and producing radio and television commercials for the smoker/grill enterprise as well as other projects.
  3. The Agritechnology program at Marianna High School and Marianna K-8 will work together in the development of a container plant business. Funds will be used to purchase equipment and supplies needed to grow container plants to sell when they are mature. The Agritechnology department will use the Digital Design program to develop an online advertisement.
  4. The Culinary department at Marianna High School will work in conjunction with the engineering department to purchase and develop equipment and supplies needed

to start a frozen cookie dough business. The Digital Design program, again, will develop an online advertisement.

Each of these enterprises could be self-sustaining for years to come. The enterprises would give meaning to fundraisers rather than selling calendars or donuts which have no connection to the program or standards.

- b. As far as curriculum implementation, the teachers trained will be asked to train other teachers at their own and other schools in the district. Plans include the goal of every CTE teacher in the district being trained to teach the entrepreneurship curriculum by the close of the 2021-22 school year.
- c. The need for instruction and recruitment in entrepreneurship in the Jackson County Economic Development Committee's Strategic Plan insures and demands future sustainability of this project. This project's funding meets two of the goals of the strategic plan and is in the community's best interest for sustainability. The JCEDC is identified as a stakeholder and partner for this project and will be asked to help the school district in funding student entrepreneurship competitions and awards.

## **6. Dissemination Plan**

**5 points**

Describe the methods/strategies to disseminate and share information about the proposed project to appropriate populations.

The dissemination of information will be conducted in several ways. If funded, the project support staff will communicate with the press, partners, teachers, program leaders, and students about news and activities in the project. Local news outlets such as newspapers, radio news programs, and television news will be given press releases throughout the project. Once partnerships are established, they will be communicated through mail, email, telephone, the district website, and social media.

Another avenue to disseminate information will be done through our students.

Students in the Digital Design and Agricultural Communications programs will be asked to develop public relations materials, as well as instructional videos featuring local entrepreneurs to help in teaching.

## **7. Support for Reading/Strategic Imperatives**

**FIXED REQUIREMENT**

Describe how the project will incorporate one or more of the Goals included in the State Board of Education's K-20 Strategic Plan. For details refer to URL:  
<http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>

Students will gain a working knowledge of math, reading and science skills through the practical application of content learned in CTE programs. Additionally, district and school administration will continue to place a high emphasis on industry certification. Teachers will review the curriculum alignment associated with their course frameworks and will continue to implement rigorous reading standards as outlined in Just Read Florida academic standards. Such rigor will enable and empower CTE students to enter the workforce as industry certified and highly skilled employees. The Jackson County School District is committed to providing resources that will allow our students to reach their highest academic achievement while

providing seamless articulation to a post-secondary certificate or degree program. These interventions will result in a skilled workforce that can provide quality, efficient services.

Jackson County will use Perkins funding to address reading, math and science initiatives and the Strategic Imperatives of the Florida Department of Education. Career and Technical Education frameworks and standards include reading, math and science skills and include a curriculum alignment table. CTE teachers will implement the course frameworks utilizing the reading, math and science competencies and skills included in the respective curriculum frameworks. Quality, efficient services will result in learning gains for all students. The rigor of Florida Standards in mathematics and Language Arts will require that our CTE teachers significantly complement the core instruction and will provide our students with an education that will prepare them for new material thus empowering them to be more successful on all assessments. Advancing high-quality education for the next generation of students is the goal of the Jackson County School District and Perkins funding will support this effort. Students will be challenged to reach higher academic standards and realize their full educational potential. As Jackson County's students graduate from high school, they will be prepared to compete for jobs in a skilled, global workforce, make their dreams become a reality and develop into the strong leaders they have been prepared to be. Thus, they will have a positive impact on economic development.

**8. Federal Programs - General Education Provisions Act (GEPA)      FIXED  
REQUIREMENT**

For the fiscal years 2020-2021, provide a concise, one-page 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 URL:  
<http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>.

In order to minimize barriers, Jackson County School District CTE teachers will be available for IEP/504 staffing's and meetings to provide accurate information about program offerings and the benefit of those programs to students with exceptionalities. Students who are members of special populations but do not have IEP's will be guaranteed equal access, rights and protections. This will be accomplished by notification in written materials according to school board policy and monitored by the district equity coordinator, school based guidance counselors, teachers and district and school administrators. Through this process, strategies will be developed by the appropriate personnel should barriers appear that could prevent program access or success.

Special needs students are also counseled, tested and placed in CTE programs in which they have an interest after receiving comprehensive information about their career choice. Curriculum, equipment and classrooms are modified as needed to accommodate individual needs. Information regarding CTE opportunities are available, the requirements for eligibility for enrollment, the specific programs and courses available, special services available, employment opportunities and placement information are disseminated to all high school students and their parents. These opportunities are discussed with high school students by counselors, teachers and administrators.

Teachers receive training in data analysis and monitor progress, document achievement and develop activities for skill attainment. The Jackson County School District is committed to providing equitable access to and participation of students, teachers and other program beneficiaries.



**FY 2020-2021**  
**Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V),**  
**Advancing Career and Technical Education through Entrepreneurship**  
**Education and Training (EET Grant)**  
**TAPS# 21B094**

**APPLICATION REVIEW CRITERIA AND CHECKLIST**

- **Place all items requested in the order indicated below.**
- Include only the items requested. (Do not include **Instructions** pages).
- 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.
- Include this form in the application package.
- Eligible agencies must download the **Entrepreneurship Education and Training Grants** Application and submit all documents to FDOE via email to: [CTEGRANT@fldoe.org](mailto:CTEGRANT@fldoe.org).

Place in the following order	Item	Applicant Provide page #s for items listed	DOE Staff ✓ Check appropriate box below	
			Complete	Incomplete
<b>1</b>	DOE 100A, Project Application – with appropriate signature	<b>1</b>		
<b>2</b>	DOE 101S, Budget Narrative Form	<b>2-4</b>		
<b>3</b>	Projected Equipment Purchases Form OR other equipment documentation	<b>5</b>		
<b>4</b>	<b>Narrative Section</b>			
	1) Project Abstract	<b>6-7</b>		
	2) Project Design and Implementation	<b>8-14</b>		
	3) Project Need	<b>15-16</b>		
	4) Budget and Narrative	<b>17-19</b>		
	5) Sustainability	<b>20-21</b>		
	6) Dissemination Plan	<b>22</b>		
	7) Support for Reading/Strategic Imperatives	<b>22-23</b>		
<b>5</b>	Application Review Criteria and Checklist	<b>24</b>		