



**Florida Partnership for Minority &
Underrepresented Student Achievement
Grant**

Memorandum of Understanding

Palm Beach State College

And

Hernando County School District

Project Title: Florida Minority and Underrepresented Student Achievement (MUSA)

Subaward Contract No: GR0344-AW0193-0002

PTE Award No: 502-96444-4S001 TAPS 24A299

Performance Period: July 1st, 2024 - June 30th, 2025

Budget Period: July 1st, 2024 - June 30th, 2025

Current Approved Budget: \$90,000

Introduction

This Memorandum of Understanding (MOU) establishes a cooperative relationship between Palm Beach State College (PBSC), and Hernando County School District (Subrecipient) for Year 2 of the Florida Partnership for Minority & Underrepresented Student Achievement (MUSA) grant term of July 1, 2024, to June 30, 2025. This MOU follows the acceptance of a proposal submitted by Hernando County School District which aligns with the goals and mission of the MUSA program.

RECITALS

WHEREAS, PBSC is a public state college in Palm Beach County, Florida, and is a member institution of the Florida College system; and

WHEREAS, the mission of the MUSA program under the administration of PBSC is to prepare, inspire, and connect all students to postsecondary success and opportunity, with a particular focus on minority students and students who are underserved in postsecondary education.

WHEREAS, in accordance with 1007.35, Florida Statutes, it is the intent of the Florida Legislature that every student enrolled in a public secondary school has access to high-quality, rigorous academics, with a particular focus on access to advanced courses and acceleration options; and it is the intent of the Legislature to provide assistance to all public secondary schools, with a primary focus on low-performing middle and high schools.

WHEREAS, it is the intent of the Legislature that the MUSA Program accomplish its mission primarily through strengthening the content knowledge of teachers and providing instructional resources, including materials and strategies, which enable teachers to provide instruction to students who have different learning styles.

NOW, THEREFORE, this Agreement addresses the terms and conditions under which Subrecipient will aim to enhance educational opportunities for minority and underserved students through a comprehensive approach involving professional development, public awareness campaigns, and access to rigorous coursework. The terms of this Agreement can be changed only by written modification to this Agreement or by the Parties adopting a new Agreement.

To this end, the Parties agree to enter into this Agreement according to the following terms and conditions contained therein.

Terms and Conditions

I. Authorized Representatives:

Palm Beach State College
Ms. Betina Jean-Jacques
Executive Director, Florida Partnership for Minority
& Underrepresented Student Achievement
jeanjacb@palmbeachstate.edu
(561) 868-4202

Hernando County School District
John Morris
morris_j@hcsb.k12.fl.us
(352) 797-7000 ext 443

II. Statement of Work & Budget: PTE hereby awards a cost-reimbursable Subaward, (as determined by 2 CFR 200.331), to Subrecipient according to the Statement of Work and Budget for this Subaward in Attachments A and B of this MOU. In its performance of Subaward work, Subrecipient shall be an independent entity and not an employee or agent of PBSC.

III. Invoices: Subrecipient shall submit invoices not more often than monthly and not less frequently than quarterly for allowable costs incurred. Upon the receipt of proper invoices, the PBSC agrees to process payments in accordance with this Subaward and 2 CFR 200.305. All invoices shall be submitted using PBSC's "MUSA Subrecipient Invoice" form and shall include current and cumulative costs, breakdown by major cost category, Subaward number, and certification by the Authorized Representative, as required in 2 CFR 200.415(a).

Invoices should be emailed to: flpinvoices@palmbeachstate.edu

Questions concerning invoices shall be directed to the MUSA Finance contact shown below:

Naomie Mersan
Grant Accountant, Florida Partnership for Minority &
Underrepresented Student Achievement
mersann@palmbeachstate.edu
(561) 868-4210

A final statement of cumulative costs incurred marked "FINAL" must be submitted to the MUSA Finance contact shown in Section III.b. no later than 30 days after the end of the budget period.

IV. Performance Reporting: Matters concerning the performance of this Subaward shall be directed to the appropriate party's Authorized Representative shown in Section I and PBSC's Grant Compliance Department. Performance reports are required quarterly, no later than 15 days after the end of each quarter, and must be completed using the "Year 2 MUSA Reporting Form". Failure to submit reports or complete project deliverables may result in a delay in reimbursement or a reduction in funding. Reports and questions concerning report submissions shall be directed to the MUSA Grant Compliance contact shown below:

Mollie Rhodes
 Grant Compliance, Palm Beach State College
 rhodesm@palmbeachstate.edu
 (561) 868-4244

Quarter	Reporting Dates	Due Date
Q1	July 1, 2024 – September 30, 2024	October 15, 2024*
Q2	October 1, 2024 – December 31, 2024	January 15, 2025
Q3	January 1, 2025 – March 31, 2025	April 15, 2025
Q4	April 1, 2025 – June 30, 2025	July 15, 2025
*Q1 and Q2 reports may be submitted together on the Q2 deadline of January 15, 2025		

V. Amendments: Matters concerning the amendment of the Scope of Work, Budget, or Terms and Conditions of the Subaward shall be directed to the PBSC's Grant Compliance contact named in Section IV and the Subrecipient's Authorized Representative named in Section I. Any such change made to this Subaward requires the written approval of each party named above.

VI. Travel: Travel performed in connection with approved project activities must be in compliance with Section 112.061, Florida Statutes, which covers per diem allowance and travel expenses and the Florida Department of Education's Travel Manual, available at:
<http://www.fldoe.org/core/fileparse.php/5625/urlt/0076987-travelmanual.pdf>

VII. Monitoring: To ensure proper accountability and compliance with program requirements and achievement of performance goals, and in accordance with 2 CFR 200.332, all Subrecipients must agree to comply and cooperate with monitoring procedures deemed appropriate by PBSC. Monitoring will be held on a biannual or annual basis and may occur virtually or in person.

VIII. Either party may terminate this Subaward with 30 days written notice.

IX. By signing this Subaward, Subrecipient certifies that it will perform the Statement of Work in accordance with the terms and conditions of this Subaward. The parties further agree that they intend this Subaward to comply with all applicable laws, regulations, and requirements of the Awarding Agency including the General Assurances for Participation in Federal and State programs and procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) available at:
<https://www.fldoe.org/core/fileparse.php/5625/urlt/0076985-2013greenbook.pdf>

Signatures

For Palm Beach State College:

Name: _____

Title: _____

Date: _____

For Hernando County School District:

Name: _____

Title: _____

Date: _____

Approved as to form
& legal sufficiency:
Kevin M. Sullivan
Attorney for HCSD
4:26 pm, Nov 01, 2024



**Florida Partnership for Minority &
Underrepresented Student Achievement Grant**

**Statement of Work Template
Hernando County Schools**

School District: Hernando County School District	
Primary Contact: John Morris	
Email: morris_j@hcsb.k12.fl.us	Phone: 352-797-7000 ext 443
Secondary Contact: Carrie Wilson	
Email: Wilson_c@hcsb.k12.fl.us	Phone: 352-797-7000

1. Project Overview

Briefly describe the project, including the main objectives, targeted issue, and the overall scope.

The Hernando County School District is partnering with Equal Opportunity Schools (EOS) and implementing a professional development initiative to address and close the equity gap in Advanced Placement (AP) course enrollment and performance among underrepresented minority and low-income students.

Objectives:

1. **EOS Partnership:** Identify and enroll underrepresented students in AP courses and provide support to ensure their success. The goal is to increase enrollment by 10% and improve AP exam pass rates by 15% within two years.
2. **AP Summer Institutes for Teachers:** Send at least 20 teachers to AP Summer Institutes to deepen their understanding of the AP curriculum and improve instructional strategies, focusing on subjects with historically lower AP exam scores.
3. **AP Conferences for Administrators:** Facilitate the participation of at least 14 school and district administrators in AP conferences in Florida and nationally. This aims to provide comprehensive insights into the AP curriculum and best practices to support AP programs effectively.

The project aims to enhance AP instruction, improve administrative support, and ultimately boost student performance and participation in AP courses. The initiative aligns with the district's commitment to equity and academic excellence, with a completion target by the end of the 2024-2025 academic year.

2. Goals

Identify the goals of the program. Goals are general statements about the purpose of the program (e.g., improve teacher knowledge of AP course curriculum).

Goal 1: Improve Teacher Knowledge and Instruction: Enhance the instructional quality of AP courses by providing teachers with in-depth training and resources through participation in AP Summer Institutes. This aims to improve their knowledge of the AP curriculum and instructional strategies, ultimately leading to better student engagement and performance.

Goal 2: Increase Equity in AP Enrollment and Performance: Close the equity gap in AP course enrollment and performance by partnering with Equal Opportunity Schools (EOS). This includes identifying and enrolling underrepresented minority and low-income students in AP courses and providing them with the necessary support to succeed.

Goal 3: Enhance Administrative Support and Leadership: Strengthen the capacity of school and district administrators to support and implement AP programs by facilitating their participation in AP conferences. This includes both state-level and national conferences, providing administrators with comprehensive insights into the AP curriculum, best practices, and strategic planning for AP program expansion.

Goal 4: Boost Student Success in AP Courses: Improve the overall performance and success rates of students in AP courses by ensuring they have access to high-quality instruction and support. This includes targeted interventions and resources for students identified through the EOS partnership and improved instructional practices from trained teachers.

3. Objectives

Detail the specific objectives of the project using the "SMART" model": Specific, Measurable, Achievable, Realistic, and Time-Framed (see attached tips for writing SMART objectives).

Objective 1: Identify and send at least 20 teachers to AP Summer Institutes to deepen their understanding of the AP curriculum and improve their instructional strategies. Achieve a 15% improvement in AP exam pass rates among students taught by these teachers within two years. Ensure funding and logistical support for teachers' attendance at these institutes. Focus on teachers from subjects with historically lower AP exam scores. Complete the selection and registration process by May 2025 for attendance in the summer of 2025.

Objective 2: Partner with Equal Opportunity Schools to identify and enroll underrepresented minority and low-income students in AP courses and provide them with the necessary support to succeed. Increase the enrollment of underrepresented minority and low-income students in AP courses by 10% and improve their AP exam pass rates by 15% within two years. Collaborate with EOS to conduct an initial equity audit and provide targeted outreach and support to identified students. Utilize existing district resources and support from EOS to implement the necessary interventions. Complete the equity audit and student identification by December 2024 and implement targeted interventions and support by January 2025.

Objective 3: Facilitate the participation of at least 14 school and district administrators in AP conferences in Florida and nationally. Ensure that these administrators gain comprehensive insights into the AP curriculum and best practices, reflected in improved AP program support and expansion within the district. Secure necessary funding and schedule the conferences within the academic calendar. Select administrators responsible for overseeing AP programs and curriculum development. Organize and complete attendance by the end of the 2024-2025 academic year.

Objective 4: Implement targeted interventions and provide additional resources for students identified through the EOS partnership and those taught by teachers who attended AP Summer Institutes. Achieve a 10% increase in the overall AP exam pass rates within two years. Leverage existing district resources and teacher expertise to provide the necessary support. Focus on students who have been identified as needing additional support and resources to succeed in AP courses. Implement interventions and support by the start of the 2025-2026 school year, and achieve the targeted pass rate increase by the end of the 2026 academic year.

4. Deliverables

Provide detailed descriptions of all the deliverables the project will produce.

Deliverable 1: Description: Comprehensive reports on the participation of at least 20 teachers in AP Summer Institutes, detailing the training received, instructional strategies learned, and feedback from the participants.
Outcome: Improved teacher knowledge and instructional quality in AP courses.

Deliverable 2: **Description:** A detailed equity audit conducted in partnership with Equal Opportunity Schools, including data on the identification and enrollment of underrepresented minority and low-income students in AP courses.
Outcome: Increased enrollment of underrepresented students in AP courses by 10% and improved AP exam pass rates by 15% within two years.

Deliverable 3: **Description:** Reports on the participation of at least 10 school and district administrators in AP conferences, both in Florida and nationally, including insights gained and action plans developed for supporting and expanding AP programs.
Outcome: Enhanced administrative support and strategic planning for AP program implementation and expansion.

Deliverable 4: **Description:** Detailed reports on the performance of students in AP courses, focusing on those identified through the EOS partnership and those taught by teachers who attended AP Summer Institutes. These reports will include AP exam pass rates and analysis of the impact of targeted interventions and support.
Outcome: A 10% increase in overall AP exam pass rates within two years, reflecting the success of the implemented interventions and support measures.

5. Timeline

Provide a detailed project timeline including start and end dates for each deliverable.

The equity audit and student identification will start in September 2024 and conclude by December 2024. The selection and registration of teachers for AP Summer Institutes will begin in January 2025 and end in May 2025. Administrator participation in AP conferences is scheduled from September 2024 to June 2025. The implementation of targeted student interventions will start in January 2025 and continue until June 2026. Finally, the project will culminate with the final reports and outcome analysis, starting in June 2026 and ending in August 2026.

6. Project Team

List all team members involved in the project, including their role and responsibility, and contact information.

Name	Contact	Role & Responsibility
John Morris	Morris_j@hcsb.k12.fl.us	Oversee the entire project and inform teachers and administrators of registration, timelines, PD opportunity, etc.
Carrie Wilson	Wilson_c@hcsb.k12.fl.us	Support with reports and seeing timelines are met.
School Principals		Will share PD information with staff. Attend PD conferences with AP. Oversee EOS use at sites.

7. Budget Narrative

Provide a detailed, narrative breakdown of your budget by cost category and item (see Sample Budget Narrative).

The budget for the Hernando County School District's project under the Florida Partnership for Minority & Underrepresented Student Achievement Grant is detailed as follows:

Professional Development:

- **AP Summer Institute:** Registration and stipends (covering time, mileage, and meals) for 20 high school teachers from Central High School, Hernando High School, Nature Coast Technical High School, Springstead High School, and Weeki Wachee High School to attend College Board AP Summer Institutes in Florida. The cost includes \$900 for registration and a \$500 stipend per teacher, totaling \$28,000.

Travel:

- **Out-of-State Travel:** For four school and/or district administrators to attend the College Board AP Annual Conference in the summer of 2025. The costs include hotel expenses (\$350 per night for 4 nights), per diem (\$36 per day for 4 days), airfare (\$400), and ground transportation (\$100), totaling \$2,074 per participant and \$8,176 for all participants.
- **In-State Travel:** For 14 school and/or district administrators to attend College Board AP Florida Conferences in 2024/2025. The costs include hotel expenses (\$300 per night for 2 nights), per diem (\$36 per day for 2 days), and mileage (\$150), totaling \$822 per participant and \$11,508 for all participants.
- **Total Travel Costs:** \$19,684

Programs:

- **Equal Opportunity Schools (EOS):** Online program and staff support to close the equity gaps in AP courses for the five high schools. The cost is \$10,000 per school, totaling \$50,000.

Total Budget:

- **Professional Development:** \$28,000
- **Travel:** \$19,684
- **Programs:** \$50,000
- **Grand Total:** \$97,684

This budget ensures comprehensive professional development for teachers and administrators and targeted support for underrepresented students to enhance AP course enrollment and performance.

7. Monitoring Activities

Describe the oversight processes put in place to ensure that the program is implemented with fidelity and appropriate documentation is collected and maintained.

To ensure that the program is implemented with fidelity and that appropriate documentation is collected and maintained, the Hernando County School District will establish the following oversight processes:

1. **Regular Progress Reviews:**
 - Conduct monthly progress meetings with the project team, including teachers, administrators, and EOS representatives, to review the implementation status, address any challenges, and make necessary adjustments.
 - Monitor the progress of teacher and administrator training, ensuring that all scheduled professional development activities are completed on time.
2. **Documentation and Reporting:**
 - Maintain detailed records of teacher and administrator participation in AP Summer Institutes and AP conferences, including registration details, attendance, and feedback.
 - Document the results of the equity audit conducted with EOS, including data on the identification and enrollment of underrepresented minority and low-income students in AP courses.
 - Collect and analyze data on student performance in AP courses, focusing on those identified through the EOS partnership and those taught by trained teachers.
3. **Data Tracking and Analysis:**
 - Utilize data tracking systems to monitor the enrollment and performance of students in AP courses, ensuring that the targeted increases in enrollment and AP exam pass rates are being achieved.
 - Analyze the impact of targeted interventions and support measures on student success, adjusting strategies as needed to optimize outcomes.
4. **Stakeholder Engagement:**
 - Engage stakeholders, including school principals, teachers, and parents, in regular updates and feedback sessions to ensure transparency and gather input on program effectiveness.
 - Provide regular reports to district leadership and the school board on program progress, outcomes, and any adjustments made to improve implementation.
5. **Continuous Improvement:**
 - Implement a continuous improvement process by reviewing and refining program activities based on feedback and data analysis, ensuring that the program remains aligned with its goals and objectives.

- Conduct an annual review of the program's effectiveness, using collected data and stakeholder feedback to make informed decisions about future initiatives and improvements.

These oversight processes will ensure that the program is implemented effectively, with accurate documentation and continuous monitoring to achieve the desired outcomes of increased equity and improved performance in AP courses.



**Florida Partnership for Minority &
Underrepresented Student Achievement Grant**

Hernando County School District

Professional Development:

AP Summer Institute: Registration and stipend (to cover teachers time, mileage, and meals over the summer) for 20 high school teachers from Central High School, Hernando High School, Nature Coast Technical High School, Springstead High School and Weeki Wachee High School to attend the College Board AP Summer Institutes in Florida locations. Registration \$900 + \$500 stipend x 20 teachers = \$28,000

Total Professional Development: \$28,000

Travel:

Hernando County School District's travel reimbursement rates will be charged in accordance with HCSD Travel Policy, "Per diem rate shall be at the rate specified in Florida Statutes Subsection 112.061(6).

Out of State Travel for a total of 4 school and/or district administrators to travel to the College Board AP Annual Conference in TBD in Summer of 2025. Hotel @ \$350 per night x 4 nights = \$1400; Per diem @ 36 per day x 4 = \$144; Airfare @ \$400; Ground Transportation @ \$100 = \$2,074 per participant x 4 participants = \$8,176

In State Travel for a total of 14 school and/or district administrators to travel to the College Board AP Florida Conferences in 2024/2025. Hotel @ \$300 per night x 2 nights = \$600; Per diem @ 36 per day x 2 = \$72; Mileage @ \$150 = \$822 per participant x 14 participants = \$11,508

Total Travel: \$19,684

Programs

Equal Opportunity Schools: Online program and staff used to support closing the equity gaps in AP courses for Central High School, Hernando High School, Nature Coast Technical High School, Springstead High School and Weeki Wachee High School @ 10,000 each = \$50,000

Total Materials & Supplies: \$50,000

Total Costs: \$97,684

Florida Partnership for Minority & Underrepresented Student Achievement Grant

Budget Template

FY 24-25

Budget Period: 7/1/2024 - 6/30/2025

District:Hernando

Professional Development

Item	Description	Qty.
AP Summer Institute	Registration for high school teachers to attend the College Board AP Summer Institute in Florida locations	20

Travel

Item	Description	Qty.
Hotel, per diem, airfare and ground transportation for AP Annual Conference	To attend the AP Annual Conference in TBD in Summer of 2025.	
	Hotel @ \$350 per night x 4 nights = \$1,400	
	Per diem @ 36 per day x 4 = \$144	
	Airfare @ \$400	
Hotel, per diem, airfare and ground transportation for APConferences in Florida	Ground Transportation @ \$100	4
	School and District Admin to attend the AP Florida Conferences	
	Hotel @ \$300 per night x 2 nights = \$600	
	Per diem @ 36 per day x 2 = \$72	
	Mileage @ \$75 per day x 2 = \$150	14

Programs/Online Technology

Item	Description	Qty.
Equal Opportunity Schools	Online Portal, Student and Staff Survey, and District Support @ \$10,000 per school	5

TOTAL

Cost per Item Total Cost

\$1,400 \$28,000

Cost per Item Total Cost

\$2,044 \$8,176

\$822 \$11,508

Cost per Item Total Cost

\$10,000 \$50,000

\$86,176