

## EXECUTIVE SUMMARY

### Grant 05/17/16 – A

<b>Grant Program</b>	<b>Florida Department of Education Carl D. Perkins Secondary Career and Technical Education Programs for Department of Juvenile Justice Students</b>
Status	New – Competitive
Funds Requested	\$128,800 (to be requested)
Financial Impact Statement	The potential positive financial impact is \$128,800. The source of funds is from the Florida Department of Education Division of Career and Adult Education.
Schools Included	Department of Juvenile Justice sites – Broward Youth Treatment Center and Pompano Youth Treatment Center
Managing Department/School	Office of Equity and Academic Achievement
Source of Additional Information	1. David Watkins, Director – Equity and Academic Achievement 754-321-1650 2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP) 754-321-2263
Project Description	The Carl D. Perkins Secondary Career and Technical Education Program for Department of Juvenile Justice Students will provide secondary, career and technical training to students at Broward Youth Treatment Center and Pompano Youth Treatment Center. This program supports the education, training, support services, and potential job placement for incarcerated juveniles. This funding will allow the District to provide targeted career pathways in culinary arts. In addition, transition and support services will be provided as participants move back into their communities. The goal of the program is to provide participating students with credentials that prepare them for future success, provide employment opportunities and help reduce recidivism rates.
Evaluation Plan	The program will use data collected of the impact of the enhanced educational, vocational, and support services on the incarcerated juveniles enrolled in the program. The program will be evaluated by completion of program activities. Outcome evaluation will examine whether the program has met the intended goals of assisting participants to achieve educational milestones, obtain industry certifications, enter post-secondary institutions, and/or secure employment.
Research Methodology	According to the U.S. Departments of Education and Justice, each year 700,000 individuals leave prisons and half return within 3 years. Incarceration does not improve the community and it negatively affects youth. A 2013 study from the RAND Corporation found that inmates who participate in a correction education program have 43 percent lower odds of returning to prison than those who did not. In addition, high school dropouts are 63 times more likely to be in an institution than college graduates. Yet incarcerated youth have limited opportunities for career technical education. The proposed career technical program will prepare students to succeed in school and the workforce and help reduce recidivism rates.
Alignment with Strategic Plan	This program aligns with District Strategic Plan Goal 1: High-Quality Instruction by preparing participants for careers and acquiring workplace skills.
Level of Support provided by GAGP	GAGP staff has worked continuously with Equity and Academic Achievement to research, collect data and edit applications and budgets. Additionally, GAGP staff helped to develop the executive summary for Board approval and will track the grant in the eCivis grants management system.

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### Grant 05/17/16 – B

<b>Grant Program</b>	<b>U.S. Department of Education Magnet Schools Assistance Program</b>	
Status	New – Competitive	
Funds Requested	\$12,000,000 (to be requested)	
Financial Impact Statement	The potential positive financial impact is \$12,000,000 over three years. The source of funds is the U.S. Department of Education Magnet Schools Assistance Program. There is no additional financial impact to the District.	
Schools Included	Blanche Ely High School, Stranahan High School, New River Middle School, and Pompano Beach Middle School	
Managing Department/School	Innovative Programs/Design Support	
Source of Additional Information	1. Leslie Brown, Chief Portfolio Services Officer – Portfolio Services	754-321-2100
	2. Leona Miracola, Director – Innovative Programs	754-321-8401
	3. Stephanie R. Pollard, Director, Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	<p>The Magnet Schools Assistance Program (MSAP) provides grants to eligible local educational agencies (LEAs) and consortia of LEAs to support magnet schools under an approved, required, or voluntary desegregation plan. By supporting the development and implementation of magnet schools that reduce, eliminate, or prevent minority group isolation; these program resources can be used in pursuit of the objective of the Elementary and Secondary Education Act of 1965, as amended, which supports state and local efforts to enable all elementary and secondary school students to achieve high standards. In particular, the MSAP provides an opportunity for eligible entities to provide students from varied backgrounds with the educational benefits of diversity and equitable access to a high-quality education that will enable all students to succeed academically. The District proposes iConnections, a 6-12 secondary program structured as a whole-school magnet program that incorporates an entrepreneurial model to prepare students for both college and careers of the 21<sup>st</sup> century and will operate in partnership with high-demand businesses and industries. The program will revise the science and medical magnet themes and incorporate science, technology, engineering, and mathematics (STEM) and an entrepreneurial model at Blanche Ely and Stranahan High Schools. In addition, New River and Pompano Beach Middle Schools will align their magnet themes to ensure a seamless transition to high school. These schools have been identified as minority group isolated compared to the District and state on the State Public Accountability Report, have the capacity to accommodate students both in and out of boundary. Middle grade students will earn high school credits and acquire business skills along with industry certifications; high school students will have four days of instruction with the fifth day providing business/industry experiences and internships, and both middle and high school students will foster relationships with mentors to enhance soft skills and sharpen their business skills and knowledge.</p>	
Evaluation Plan	The project will be evaluated for reduced minority isolation, increased teacher capacity, expansion of postsecondary opportunities for students and partnerships, and curriculum interventions used in each program. Using baseline data for enrollment, student achievement, diversity, recruitment and acceptance practices, the implementation will be evaluated through an annual evaluation conducted by Metis Associates. Metis Associates has in-depth knowledge of the District’s magnet programs and over 35 years of experience in evaluation.	
Research Methodology	Industry discussions conducted by The Greater Fort Lauderdale Alliance and Career Source Broward revealed current employment candidates do not have the appropriate workforce skills (hard or soft) to support current companies' needs or the skills targeted for long-term economic development. Furthermore, the Center for Education	

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	Statistics cites “20 percent of new college students report taking remedial courses before moving on to college-level work.” In order to fuel sustainable economic development in Broward County, the education system and industry need to come together in an effort to better prepare students with the education and training to fill high-wage, high-skill jobs. Gaining the necessary competencies to drive innovation requires a new approach to integrating relevant learning and overcoming the lack of hard and soft skills.
Alignment with Strategic Plan	This program aligns with District Strategic Plan Goal 1: High-Quality Instruction by increasing the number of students receiving high rigor academic content, career technical skills, and industry certifications. Students will be matched with employers to collaborate on real world projects throughout the program. Industry leaders and higher education will consult on the alignment of work skills and course curriculum.
Level of Support provided by GAGP	GAGP staff has worked continuously with Innovative Programs to research, collect data, edit applications, and budgets. Additionally, GAGP staff helped to develop the executive summary for Board approval and will track the grant in the eCivis grants management system.