

EXECUTIVE SUMMARY

Grant 06/21/16 – A

Grant Program	2016-17 Enhanced Instructional Opportunities for Recently-Arrived Immigrant Children and Youth	
Status	Continuation – Formula	
Funds Requested	\$1,197,609 (to be requested)	
Financial Impact Statement	The potential positive financial impact is \$1,197,609. The source of funds is the U.S. Department of Education through the Florida Department of Education. There is no additional financial impact to the District.	
Schools Included	The project will serve all schools in the District that have recently-arrived immigrant children and youth.	
Managing Department/School	Bilingual/ESOL Department	
Source of Additional Information	1. Vicky B. Saldala, Director – Bilingual/ESOL Department	754-321-2589
	2. Leyda Sotolongo, Curriculum Supervisor – Bilingual/ESOL Department	754-321-2592
	3. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	The purpose of this project is to provide supplemental support and educational opportunities for immigrant children and youth enrolled in Broward County Public Schools. Our recently-arrived immigrant children and youth need intensive, specialized literacy and content-area instruction as well as basic introduction to the norms of American classroom culture in order to meet the same challenging state academic content and student academic achievement standards as all students are expected to meet. They require services such as cultural/social services, career counseling, and guidance services. Additionally, teachers and staff working with the various immigrant student populations have a need for professional development in cross-cultural understanding and methodologies for teaching and working with immigrant students who have unique needs.	
Evaluation Plan	To assure that project activities are implemented as required, the project administrator will conduct monitoring meetings throughout the year. The evaluation plan will include participation records for various program opportunities. Documentation for evaluation will include: sign-in sheets, agendas, entry/exit surveys, and evaluation forms by participants. All activities implemented through the grant are designed to help immigrant students meet rigorous standards and increase opportunities to pursue life-long learning and post-secondary education.	
Research Methodology	All supplemental activities are research-proven and aligned to the District Strategic Plan.	
Alignment with Strategic Plan	All activities in this grant are aligned to District Strategic Plan Goal 1: High-Quality Instruction, District Strategic Plan Goal 2: Continuous Improvement, and District Strategic Plan Goal 3: Effective Communication.	
Level of Support provided by GAGP	GAGP staff were responsible for including the executive summary on the Board agenda and will track the grant application through the eCivis grants management system.	

EXECUTIVE SUMMARY

Grant 06/21/16 – B

Grant Program	2016-17 Title III, Part A, English Language Acquisition	
Status	Continuation – Formula	
Funds Requested	\$4,143,594 (to be requested)	
Financial Impact Statement	The positive financial impact is \$4,143,594. The source of funds is the U.S. Department of Education through the Florida Department of Education. There is no additional financial impact to the District.	
Schools Included	The project will serve all schools in the District that have English Language Learners (ELLs).	
Managing Department/School	Bilingual/ESOL Department	
Source of Additional Information	1. Vicky B. Saldala, Director – Bilingual/ESOL Department	754-321-2589
	2. Leyda Sotolongo, Curriculum Supervisor – Bilingual/ESOL Department	754-321-2592
	3. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	This project will supplement instructional and non-instructional components, at the school level, geared toward the improvement of English proficiency and academic achievement of ELLs. It will provide for the implementation of parent training, support services such as interpreters/translators, and supplemental instructional materials to provide for personalized learning opportunities for ELL students. This project will also provide professional development aligned with District, state, and federal standards.	
Evaluation Plan	Data from sources including, but not limited to: The Florida Standards Assessments (FSA), ACCESS for ELLs 2.0, iObservation, and principal/customer surveys. Information will be collected, disaggregated, and analyzed by a research specialist to establish the success of predetermined objectives and will be indicative of the program’s effectiveness.	
Research Methodology	All supplemental activities are research-proven and aligned to the District Strategic Plan. The FSA, ACCESS for ELLs 2.0, and the Individuals with Disabilities Education Act Proficiency Test data provides the pre- and post-educational assessment of students.	
Alignment with Strategic Plan	All activities in this grant are aligned to District Strategic Plan Goal 1: High-Quality Instruction, District Strategic Plan Goal 2: Continuous Improvement, and District Strategic Plan Goal 3: Effective Communication.	
Level of Support provided by GAGP	GAGP staff were responsible for including the executive summary on the Board agenda and will track the grant application through the eCivis grants management system.	

EXECUTIVE SUMMARY

Grant 06/21/16 – C

Grant Program	Adult Education Family Literacy – Adult General Education	
Status	Continuation – Non-Competitive	
Funds Requested	\$2,154,362 (to be requested)	
Financial Impact Statement	The potential positive financial impact, if funded, is \$2,154,362. The source of funds is the U.S. Department of Education through the Florida Department of Education (FLDOE). There is no additional financial impact to the District.	
Schools Included	Atlantic Technical College; Atlantic Technical College – Arthur Ashe, Jr. Campus; Community School North; Community School South; Dave Thomas Education Center; Charles Drew Elementary School; Hallandale Adult Community Center; McFatter Technical College; Sheridan Technical College; Sheridan Technical College West Campus; and Whiddon-Rogers Education Center.	
Managing Department/School	Career, Technical, Adult & Community Education (CTACE)	
Source of Additional Information	1. Enid Valdez, Director – CTACE 2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-8444 754-321-2260
Project Description	The purpose of the Adult General Education Program is to assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and self-sufficiency; assist adults who are parents in obtaining the educational skills necessary to become full partners in the education development of their children; assist adults in earning a high school diploma or the equivalent; and assist adults to enter postsecondary education without the need for developmental courses. The project will supplement Adult Basic Education, high school equivalency diploma preparation and family literacy for adult students in Broward County in order to increase the number and percentage of adult education students that enter postsecondary education with the knowledge and skills that will enable them to earn a certificate, degree, or industry credential.	
Evaluation Plan	The FLDOE requires an evaluation of this program. The evaluation process will include collecting and reporting data on the number of students enrolled, educational gains, and the number of students transitioning from Adult Basic Education and high school equivalency diploma programs to Career Technical Education programs. The transition data will be compared to the prior year’s data to ensure that gains of at least 5 percent are being made. Additionally, Learning Completion Point data is compared to national data to determine the effectiveness of the program.	
Research Methodology	The project’s methodology is based upon the Adult Education and Family Literacy Act’s intent to provide services to adult students that will ultimately make the United States more competitive in the world economy by fully developing the academic skills of all segments of the population.	
Alignment with Strategic Plan	All activities in this grant are aligned to District Strategic Plan Goal 1: High-Quality Instruction, District Strategic Plan Goal 2: Continuous Improvement, and District Strategic Plan Goal 3: Effective Communication.	
Level of Support provided by GAGP	GAGP staff were responsible for including the executive summary on the Board agenda and will track the grant application through the eCivis grants management system.	

EXECUTIVE SUMMARY

Grant 06/21/16 – D

Grant Program	Adult Education Family Literacy – English Literacy and Civics Education	
Status	Continuation – Non-Competitive	
Funds Requested	\$640,638 (to be requested)	
Financial Impact Statement	The potential positive financial impact, if funded, is \$640,638. The source of funds is the U.S. Department of Education through the Florida Department of Education (FLDOE). There is no additional financial impact to the District.	
Schools Included	Atlantic Technical College; Atlantic Technical College – Arthur Ashe, Jr. Campus; Community School North; Community School South; Dave Thomas Education Center; Charles Drew Elementary School; Hallandale Adult Community Center; McFatter Technical College; Sheridan Technical College; Sheridan Technical College West Campus; and Whiddon-Rogers Education Center.	
Managing Department/School	Career, Technical, Adult & Community Education (CTACE)	
Source of Additional Information	1. Enid Valdez, Director – CTACE 2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-8444 754-321-2260
Project Description	The purpose of the English Literacy/Civics Education Program is to support projects that demonstrate effective best practices in providing and increasing access to English Literacy Programs to individuals of limited English proficiency. These programs incorporate Civics Education and related support services into an integrated and coordinated program. The project will supplement English Language & Civics Education (ELCE) services for adult English Language Learner (ELL) students of Broward County. ELCE is provided at 29 sites with family literacy services provided at 22 of those sites and one with a child education component. The program provides effective instructional strategies to improve student outcomes including differentiated and computer-based instruction, group and individualized instruction, and project-based learning with emphasis on increasing knowledge of contextualized learning that makes connections between academics, writing, and careers.	
Evaluation Plan	The FLDOE requires an evaluation of this program annually. The process will include collecting and reporting data on the number of adult ELL students served, their educational gains, and the number of students who increase an Educational Functioning Level and transition to continued adult education. The data is compared to state and national data to determine the effectiveness of the program. These findings are shared with the District’s principals and directors of adult programs.	
Research Methodology	The project’s methodology is based upon the Adult Education and Family Literacy Act’s intent to provide services to adult students that will ultimately make the United States more competitive in the world economy by fully developing the academic skills of all segments of the population.	
Alignment with Strategic Plan	All activities in this grant are aligned to District Strategic Plan Goal 1: High-Quality Instruction, District Strategic Plan Goal 2: Continuous Improvement, and District Strategic Plan Goal 3: Effective Communication.	
Level of Support provided by GAGP	GAGP staff were responsible for including the executive summary on the Board agenda and will track the grant application through the eCivics grants management system.	

EXECUTIVE SUMMARY

Grant 06/21/16 – E

Grant Program	Adults with Disabilities						
Status	Continuation – Formula						
Funds Requested	\$800,000 (to be requested)						
Financial Impact Statement	The potential positive financial impact is \$800,000. The source of funds is the U.S. Department of Education through the Florida Department of Education. There is no additional financial impact to the District.						
Schools Included	The project will serve all schools in the District that have adult students with disabilities.						
Managing Department/School	Career, Technical, Adult and Community Education (CTACE)						
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Enid Valdez, Director – CTACE</td> <td style="width: 30%; text-align: right;">754-321-8444</td> </tr> <tr> <td>2. Christy Bradford, Curriculum Supervisor – CTACE</td> <td style="text-align: right;">754-321-8416</td> </tr> <tr> <td>3. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)</td> <td style="text-align: right;">754-321-2263</td> </tr> </table>	1. Enid Valdez, Director – CTACE	754-321-8444	2. Christy Bradford, Curriculum Supervisor – CTACE	754-321-8416	3. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2263
1. Enid Valdez, Director – CTACE	754-321-8444						
2. Christy Bradford, Curriculum Supervisor – CTACE	754-321-8416						
3. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2263						
Project Description	The Adults with Disabilities grant will provide adults with disabilities the opportunity for enhancement of skills that are consistent with their abilities and needs. Funds are specifically used to improve the quality of life for people with disabilities through the provision of recreational activities and intellectual stimulation for those not suited for workforce development education programs. It also provides funds for lifelong learning activities for senior adults with disabilities (55+). Whispering Pines Center and Seagull Alternative High School will receive a direct allocation of funds in proportion to the number of students served. For 2016-2017, the program will serve 400 students and maintain its high projections for achievement of benchmarks.						
Evaluation Plan	The Adults with Disabilities (AWD) Adult Individual Education Plan is aligned with the AWD grant requirements for reporting quarterly performance outcomes.						
Research Methodology	Since the program became grant funded in July 2000, the sites have consistently exceeded their performance deliverables.						
Alignment with Strategic Plan	All activities in this grant are aligned to District Strategic Plan Goal 1: High-Quality Instruction to meet the individualized needs of adult student with disabilities.						
Level of Support provided by GAGP	GAGP staff were responsible for including the executive summary on the Board agenda and will track the grant application through the eCivis grants management system.						

EXECUTIVE SUMMARY

Grant 06/21/16 – F

Grant Program	Florida Department of Education - Carl D. Perkins Post-Secondary Grant	
Status	Continuation – Formula	
Funds Requested	\$659,364 (to be requested)	
Financial Impact Statement	The potential positive financial impact is \$659,364. The source of funds is the U.S. Department of Education through the Florida Department of Education (FLDOE). There is no additional financial impact to the District.	
Schools Included	Atlantic Technical College, McFatter Technical College, and Sheridan Technical College.	
Managing Department/School	Career, Technical, Adult & Community Education Department (CTACE)	
Source of Additional Information	1. Enid Valdez, Director – CTACE	754-321-8444
	2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	The purpose of the Carl D. Perkins Post-Secondary Grant is to support the continued development and to improve the academic and technical skills of students enrolled in post-secondary Career and Technical Education (CTE) Programs. With the exception of indirect costs, 100 percent of the remaining funds will be disseminated directly to the three technical centers. Through the project, the three technical centers will enhance CTE programs and services to provide students with the essential academic and technical competencies, as well as industry certification attainment, required for successful transition into high-skill/high-wage demand occupations.	
Evaluation Plan	The FLDOE actively reviews the performance of the Carl D. Perkins Postsecondary Grant on an annual basis. Performances are based upon attainment of occupational completion points, industry certifications, as well as academic and technical skill attainment, as determined by the FLDOE in comparison to state and national averages.	
Research Methodology	The project’s methodology is based upon the Carl D. Perkins Act’s intent and requirements, which ensure technical training, along with additional guidance and placement services to students who will ultimately make the United States more competitive in the world economy through fully developing their skill attainment and assisting them in successfully obtaining gainful employment.	
Alignment with Strategic Plan	All activities in this grant are aligned to District Strategic Plan Goal 1: High-Quality Instruction, District Strategic Plan Goal 2: Continuous Improvement, and District Strategic Plan Goal 3: Effective Communication.	
Level of Support provided by GAGP	GAGP staff were responsible for including the executive summary on the Board agenda and will track the grant application through the eCivis grants management system.	

EXECUTIVE SUMMARY

Grant 06/21/16 – G

Grant Program	Florida Department of Education - Carl D. Perkins Secondary Grant	
Status	Continuation – Formula	
Funds Requested	\$2,450,469 (to be requested)	
Financial Impact Statement	The potential positive financial impact is \$2,450,469. The source of funds is the U.S. Department of Education through the Florida Department of Education (FLDOE). There is no additional financial impact to the District.	
Schools Included	High: Atlantic Technical, Blanche Ely, Boyd Anderson, Charles W. Flanagan, Coconut Creek, Cooper City, Coral Glades, Coral Springs, City of Coral Springs Charter, Cypress Bay, Deerfield Beach, Dillard, Everglades, Fort Lauderdale, Hallandale, Hollywood Hills, J.P. Taravella, McArthur, McFatter Technical, Miramar, Monarch, Northeast, Nova, Piper, Plantation, Pompano Beach, South Broward, South Plantation, Stoneman Douglas, Stranahan, West Broward, and Western.	
Managing Department/School	Career, Technical, Adult and Community Education Department (CTACE)	
Source of Additional Information	1. Enid Valdez, Director – CTACE 2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-8444 754-321-2260
Project Description	The purpose of the Carl D. Perkins Secondary Grant is to support the development of the academic and technical skills of students who elect to enroll in secondary level Career and Technical Education (CTE) Programs. The primary goal of CTE Programs at these schools is to provide students with the essential academic and technical competencies, as well as industry certification attainment, which are required to become college and career ready.	
Evaluation Plan	The FLDOE actively reviews the performance of the Carl D. Perkins Secondary Grant on an annual basis. Performances are based upon attainment of occupational completion points, industry certifications, as well as academic and technical skill attainment, as determined by the FLDOE in comparison to state and national averages.	
Research Methodology	The project’s methodology is based upon the Carl D. Perkins Act’s intent and requirements, which ensure career exploration, technical training, along with additional services to students for their successful transition into post-secondary education and/or into high-skill/high-wage demand occupations.	
Alignment with Strategic Plan	All activities in this grant are aligned to District Strategic Plan Goal 1: High-Quality Instruction, District Strategic Plan Goal 2: Continuous Improvement, and District Strategic Plan Goal 3: Effective Communication.	
Level of Support provided by GAGP	GAGP staff were responsible for including the executive summary on the Board agenda and will track the grant application through the eCivis grants management system.	

EXECUTIVE SUMMARY

Grant 06/21/16 – H

Grant Program	Teacher Incentive Fund Grant Program
Status	New – Competitive
Funds Requested	\$50,000,000 (to be requested)
Financial Impact Statement	The potential positive financial impact, if funded, is up to \$50,000,000 over 5 years (\$10,000,000 per year). The source of funds is the U.S. Department of Education, Office of Innovation and Improvement. There is no additional financial impact to the District.
Schools Included	To be decided by Leadership Team. Schools must have 50 percent or more free and reduced price lunch to participate.
Managing Department/School	Office of Talent Development, Coaching and Induction
Source of Additional Information	<ol style="list-style-type: none"> 1. Angela Brown, Director of Coaching and Induction – Office of Talent Development 754-321-5024 2. Myrlaine Salter, Ed.D., Supervisor, Coaching and Induction – Office of Talent Development 754-321-5035 3. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	<p>The Teacher Incentive Fund (TIF) grant provides funding for projects that develop and implement performance-based compensation systems in high-need schools. Performance-based compensation systems must consider gains in student academic achievement as well as classroom evaluations conducted multiple times during each school year among other factors and leadership roles. The purpose of the TIF program is to support the use of performance-based compensation, and other human capital strategies that enhance and sustain performance-based compensation, in order to increase students’ access to effective educators in high-need schools, and to expand the array of promising approaches that can help these educators and other personnel succeed. The District will respond to the following grant priorities:</p> <ul style="list-style-type: none"> • Absolute Priority – a local educational agency-wide human capital management system with educator evaluation and support systems at the center • Competitive Priority 2 – improving teacher effectiveness and promoting equitable access to effective educators • Invitational Priority – promoting equitable access through state plans to ensure equitable access to excellent educators
Evaluation Plan	There is no required evaluation for this grant. However, we will budget for a third-party evaluator to track the grant objectives and make sure things are operating on schedule and according to budget.
Research Methodology	The evaluation plan will use a mixed methods design that blends quantitative analysis focused on educator evaluation data and student achievement with qualitative analysis of the experiences of educators with the human capital, professional development, and performance-based compensation systems.
Alignment to Strategic Plan Goals	This project is consistent with District Strategic Plan Goal 1: High-Quality Instruction and District Strategic Plan Goal 2: Continuous Improvement.
Level of Support provided by GAGP	GAGP staff were responsible for including the executive summary on the Board agenda and will track the grant application through the eCivis grants management system.

EXECUTIVE SUMMARY

Grant 06/21/16 – I

Grant Program	Title I, Part A: Improving the Academic Achievement of the Disadvantaged								
Status	Continuation – Formula								
Funds Requested	\$79,087,341 (to be requested)								
Financial Impact Statement	The potential positive financial impact is \$79,087,341. The source of funds is the U.S. Department of Education through the Florida Department of Education. There is no additional financial impact to the District.								
Schools Included	104 elementary, 32 middle, 53 charter schools. Additionally, 67 nonpublic schools and 36 institutions for neglected youth receive Title I services for students, teachers, and families.								
Managing Department/School	Title I, Migrant & Special Programs								
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Daniel Gohl, Chief Academic Officer – Office of Academics</td> <td style="width: 30%; text-align: right;">754-321-2618</td> </tr> <tr> <td>2. Michaelle Pope, Director – Student Support Initiatives</td> <td style="text-align: right;">754-321-1660</td> </tr> <tr> <td>3. Luwando Wright-Hines, Director – Title I, Migrant & Special Programs</td> <td style="text-align: right;">754-321-1400</td> </tr> <tr> <td>4. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)</td> <td style="text-align: right;">754-321-2260</td> </tr> </table>	1. Daniel Gohl, Chief Academic Officer – Office of Academics	754-321-2618	2. Michaelle Pope, Director – Student Support Initiatives	754-321-1660	3. Luwando Wright-Hines, Director – Title I, Migrant & Special Programs	754-321-1400	4. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
1. Daniel Gohl, Chief Academic Officer – Office of Academics	754-321-2618								
2. Michaelle Pope, Director – Student Support Initiatives	754-321-1660								
3. Luwando Wright-Hines, Director – Title I, Migrant & Special Programs	754-321-1400								
4. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2260								
Project Description	The goal of the Title I program is to ensure that children in high poverty schools have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on the challenging State Academic Achievement Standards and the State Academic Assessments.								
Evaluation Plan	Individual needs assessment data dictate the plan and program that each school designs, adopts, and implements to meet the needs of their students. Each school develops individual school improvement plans and implements programs that are scientifically-research based.								
Research Methodology	Data for students are included in the needs assessment. Students’ test scores on the reading, mathematics, and writing subtest of the Florida Standards Assessment (FSA) are reviewed and data is disaggregated by subject area (reading, mathematics, science and writing), Title I status, individual schools’ level and type (elementary, middle, high and charters), grade level, and by district areas. Data is calculated including the total number of students tested as well as the number and percentage of students who perform below proficiency on the Florida Standard Assessments reading, mathematics, science, and writing subtests.								
Alignment with Strategic Plan	All activities in this grant are aligned to District Strategic Plan Goal 1: High-Quality Instruction, District Strategic Plan Goal 2: Continuous Improvement, and District Strategic Plan Goal 3: Effective Communication.								
Level of Support provided by GAGP	GAGP staff were responsible for including the executive summary on the Board agenda and will track the grant application through the eCivis grants management system.								

EXECUTIVE SUMMARY

Grant 06/21/16 – J

Grant Program	Title I, Part C Basic: Education of Migratory Children	
Status	Continuation – Formula	
Funds Requested	\$75,622 (to be requested)	
Financial Impact Statement	The potential positive financial impact is \$75,622. The source of the funds is the U.S. Department of Education through the Florida Department of Education. There is no additional financial impact to the District.	
Schools Included	Robert C. Markham Elementary	
Managing Department/School	Title I, Migrant & Special Programs	
Source of Additional Information	1. Daniel Gohl, Chief Academic Officer – Office of Academics	754-321-2618
	2. Michaelle Pope, Director – Student Support Initiatives	754-321-1660
	3. Luwando Wright-Hines, Director – Title I, Migrant & Special Programs	754-321-1400
	4. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	The Title I Migrant Education Program (MEP) is a compensatory program designed to address many of the unmet needs of migratory students, including the needs of children enrolled in the migrant preschool program at Robert C. Markham Elementary School. In the Migrant Pre-K classroom, students will be engaged in a high-quality program centered on reading and academic success. This will include a strong foundation in language development and early literacy (i.e. phonological awareness, letter knowledge, written expression, book and print awareness, motivation to read; and early math number concepts and operations). The MEP will also address additional educational and social needs of migratory students by providing the following services: Early Intervention Preschool Program, Identification and Recruitment, Advocacy and Coordination of Services, Parental Involvement, and Dropout Prevention.	
Evaluation Plan	Each of the 18 preschool children will be administered the Early Childhood Observation System at the beginning and end of the 2015-2016 school year to determine the extent in which each has mastered the critical content and grade level expectations.	
Research Methodology	The dropout rate among migrant students is much higher than students with more stability and more time spent in school. By providing stimulating educational experiences for preschool migrant students, their parents will see the value of educating their children in a learning environment. The overall intent of the Migrant Education Program is to encourage migrant children to remain in school until graduation.	
Alignment with Strategic Plan	All activities in this grant are aligned to District Strategic Plan Goal 1: High-Quality Instruction, District Strategic Plan Goal 2: Continuous Improvement, and District Strategic Plan Goal 3: Effective Communication.	
Level of Support provided by GAGP	GAGP staff were responsible for including the executive summary on the Board agenda and will track the grant application through the eCivis grants management system.	

EXECUTIVE SUMMARY

Grant 06/21/16 – K

Grant Program	Title I, Part D: Neglected & Delinquent Youth
Status	Continuation – Formula
Funds Requested	\$693,608 (to be requested)
Financial Impact Statement	The potential positive financial impact is \$693,608. The source of the funds is the U.S. Department of Education through the Florida Department of Education. There is no additional financial impact to the District.
Schools Included	<p><u>DELINQUENT SITES (7)</u> – Associated Marine Institute, Broward Detention Center, Broward Girls Academy, Juvenile Detention Center, Pace Center for Girls, Pompano Youth Treatment Center, and Broward Youth Treatment Center.</p> <p><u>NEGLECTED SITES (25)</u> - ACTS/Aesha, ACTS/Arris, AFC Alpha House (Boys), AFC Omega House (Girls), Apollo House (Teen Boys), Chrysalis Cassius House (Teen Boys), Charlee House, Children’s Harbor, Children’s Harbor (Teen), Children’s Home Society, Chrysalis Center/Lilac House, Chrysalis – Monarch, Crescent House (Teen), Freedom House, Henderson House, JAFCO, Lippman Shelter, Project Touch, Sheridan House 1 (Boys), Sheridan House 2 (Girls), Women in Distress, SOS Children’s Village, Mercy Place, Kids Place, and Girl’s Place.</p> <p><u>ALTERNATIVE SITES (4)</u> - Cypress Run Educational Center, Lanier James Educational Center, Whiddon Rogers Education Center, and Pine Ridge Educational Center</p>
Managing Department/School	This project will be managed by Title I in collaboration with the Equity and Academic Attainment department and Budget department.
Source of Additional Information	<ol style="list-style-type: none"> 1. Daniel Gohl, Chief Academic Officer – Office of Academics 754-321-2618 2. Michaelle Pope, Director – Student Support Initiatives 754-321-1660 3. Luwando Wright-Hines, Director – Title I, Migrant & Special Programs 754-321-1400 4. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	Title I, Part D funds are for prevention and intervention programs for youth who are delinquent or at-risk of dropping out of school. The Florida Department of Education identifies institutions to be served and the number of students for whom funding is allocated. Title I planning and support services will be coordinated with the District’s Office of Equity and Academic Attainment, Juvenile Justice System, health and social services providers, and vocational education programs that are designed to meet the needs of youth in at-risk situations.
Evaluation Plan	Grant funds will be used to achieve these outcomes: Improve educational services to delinquent students to assist them with meeting challenging state content and performance standards; encourage neglected and delinquent youth to complete high school to obtain a secondary school diploma, or to obtain employment skills after their period of incarceration is completed; partnership with local community agencies and or businesses; and students served through the Neglected and Delinquent Title I, Part D Grant will be administered a pre- and post-test to measure academic improvement.
Research Methodology	Many youth involved in the juvenile justice system and residential foster care programs struggle academically. Research shows that when adolescents are provided with a well-managed academic program and with a balanced curriculum, the rate of delinquent and criminal behavior is reduced and positively impacts the adolescents’ lives (such as drug use, employment, and educational involvement).
Alignment with Strategic Plan	All activities in this grant are aligned to District Strategic Plan Goal 1: High-Quality Instruction, District Strategic Plan Goal 2: Continuous Improvement, and District Strategic Plan Goal 3: Effective Communication.
Level of Support provided by GAGP	GAGP staff were responsible for including the executive summary on the Board agenda and will track the grant application through the eCivis grants management system.

EXECUTIVE SUMMARY

Grant 06/21/16 – L

Grant Program	Title II, Part A: Teacher and Principal Training and Recruiting Fund
Status	Continuation – Formula
Funds Requested	\$8,693,375 (to be requested)
Financial Impact Statement	The potential positive financial impact is \$8,693,375 (16-17 Allocation \$8,193,375 and projected roll-forward \$500,000). The source of funds is the U.S. Department of Education through the Florida Department of Education. There is no additional financial impact to the District.
Schools Included	The project will serve all schools, District-wide.
Managing Department/School	Professional Development Standards and Support, Office of Academics
Source of Additional Information	1. Nicole Mancini, Ed.D., Director – Head Start/Early Intervention Department 754-321-1961 2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	<p>The purpose of Title II, Part A is to provide funding to a local educational agency in order to increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified/infield effective teachers in the classroom and highly qualified principals and assistant principals in schools; and hold a local educational agency and schools accountable for improvements in student academic achievement.</p> <p>Activities include professional learning opportunities (on-site/face-to-face and online, i.e., BVU) for teachers and administrators with a focus on Florida State Standards, Marzano’s Art and Science of Teaching Instructional Framework, and the Broward Assessment for School Administrators. Funds are available to provide school-based science and mathematics coach positions in eligible differentiated accountability schools, to assist with Class Size Reduction in co-teaching models, support recruitment efforts, and fund appropriate resources, materials, and supplies to support all activities.</p>
Evaluation Plan	Annual monitoring by Program Director, Bureau of Educator Recruitment, Development and Retention, Florida Department of Education.
Research Methodology	All activities to be implemented will be based on a review of scientifically based research and explanations as to why the activities are expected to improve student academic achievement [Section 2122(b)(1)(B)]. Professional Learning is developed from research/data provided by, but not limited to, the Florida Center for Reading Research, the Florida Council of Teachers of Mathematics, Marzano Research Laboratory/Learning Sciences International, The Leadership and Learning Center, and the Florida Principal Leadership Standards.
Alignment to Strategic Goals	All activities in this grant are aligned to District Strategic Plan Goal 1: High-Quality Instruction - improving teacher and principal job performance thus increasing student achievement.
Level of Support provided by GAGP	GAGP staff were responsible for including the executive summary on the Board agenda and will track the grant application through the eCivis grants management system.