

PRE-SUBMISSION EXECUTIVE SUMMARY

Grant 05/08/18 – A

Grant Program	Broward County Board of Commissioners: Fiscal Year 2019 Human Services Department Grant for Mental Health Counseling Services						
Status	New – Competitive						
Funds Requested	\$2,000,000 (to be requested)						
Financial Impact Statement	The potential positive financial impact is \$2,000,000. The source of funds is the Broward County Board of County Commissioners. The District provides an in-kind match of \$2,000,000 approved from the General Fund and is a requirement of the grant. This match amount is an increase from previous iterations of the grant because of greater demands for services, long waiting lists, and the recent tragedy has exacerbated many symptoms of stress and depression that are interfering with academic performance and attendance across the District. There is no additional financial impact to the District. The Broward County fiscal year runs October 1 through September 30.						
Schools Included	District-wide						
Managing Department	Student Support Initiatives, Student Services Department						
Source of Additional Information	<table border="0"> <tr> <td>1. Michaëlle Pope, Executive Director – Student Support Initiatives</td> <td>754-321-1660</td> </tr> <tr> <td>2. Dr. Laurel Thompson, Director – Student Services</td> <td>754-321-1550</td> </tr> <tr> <td>3. Stephanie R. Williams, Director – Grants Administration and Government Programs</td> <td>754-321-2260</td> </tr> </table>	1. Michaëlle Pope, Executive Director – Student Support Initiatives	754-321-1660	2. Dr. Laurel Thompson, Director – Student Services	754-321-1550	3. Stephanie R. Williams, Director – Grants Administration and Government Programs	754-321-2260
1. Michaëlle Pope, Executive Director – Student Support Initiatives	754-321-1660						
2. Dr. Laurel Thompson, Director – Student Services	754-321-1550						
3. Stephanie R. Williams, Director – Grants Administration and Government Programs	754-321-2260						
Project Description	The Broward County Behavioral Health grant provides funding to support programs and services that provide individual, family, and/or group counseling, in school settings, for children and youth, ages 2 to 17 or through age 21 if enrolled in a school GED course or vocational school. The Department of Student Services is requesting funds to support its Family Counseling Program (FCP). FCP’s mission is to help students reach their maximum potential in the classroom while promoting optimal mental health and family functioning. FCP is available to all students and families of Broward County, whether students are enrolled in public, private, or charter schools, providing individual, family, and group counseling services. Since its inception in 1980, FCP has expanded to 29 centers located in each of the District’s Innovation Zones, utilizing the professional skills of 29 Masters level counselors. The counselors also provide crisis intervention and management, particularly in the areas of self-destructive and bullying behaviors. School professionals (teachers, administrators, guidance counselors, social workers, and school psychologists) are the most common sources of referral to the centers. The overall program outcomes identify that clients will demonstrate improvement in school performance (report card grades) and/or school behavior and/or school attendance and/or class work/homework in addition to attainment of mental health and family functioning treatment objectives. Funding from this grant will allow the District to continue its effort in providing family counseling services to students and families as an augmentation to the District’s ultimate goal of academic achievement. This grant will support forty-three family counselors and one coordinator position.						
Evaluation Plan	The FCP has been utilizing the Brief Strategic Family Therapy (BSFT) model of treatment for approximately 15 years, and it has been proven to be effective in reaching treatment goals as evidenced by the consistent treatment objective attainment rates that are recorded on each case each year. The evaluation plan includes written and verbal reports from school personnel and parents to validate improvements made as a result of counseling. In addition, counselors implement the Children’s Global Assessment Survey standardized measurement tool to determine levels of functioning at the onset and the termination of treatment. Family members evaluate family functioning treatment objectives through a client-family rating scale; family members rate their assessment of objective attainment at every session.						
Research Methodology	The project reflects active approaches to Family Counseling utilizing the evidence-based Brief Strategic Family Therapy (BSFT) model of treatment. BSFT evolved from						

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	more than 30 years of research and practice. BSFT is system-oriented, family-based in its focus, and has been effective in preventing and treating child and adolescent behavior problems. The BSFT model is an evidence-based, best practice therapy model and approved by the Substance Abuse and Mental Health Services Administration.
Alignment with Strategic Plan	The program focuses on school improvement based on individual performance (report card grades) and the attainment of mental health goals and supports District Strategic Plan Goal 1: High-Quality Instruction.
Level of Support provided by GAGP	GAGP provided Level 1 support to the department through signature routing, board item preparation and follow-up, maintaining archives of the grant, and tracking the grant through the system.

PRE-SUBMISSION EXECUTIVE SUMMARY

Grant 05/08/18 – B

Grant Program	Florida Department of Education: Carl D. Perkins Post-Secondary Grant	
Status	Continuation – Formula	
Funds Requested	\$612,801 (to be requested)	
Financial Impact Statement	The potential positive financial impact is \$612,801. The source of funds is the U.S. Department of Education through the Florida Department of Education (FLDOE) to support career pathways in our post-secondary technical colleges. There is no additional financial impact to the District.	
Schools Included	High: Atlantic Technical College, McFatter Technical College, and Sheridan Technical College	
Managing Department/School	Career, Technical, Adult and Community Education Department (CTACE)	
Source of Additional Information	1. Enid Valdez, Director – CTACE 2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-8401 754-321-2260
Project Description	The purpose of the Carl D. Perkins Post-Secondary Grant is to support the development of the academic and technical skills of students who elect to enroll in post-secondary level Career and Technical Education (CTE) programs. The primary goal of CTE programs at these colleges is to provide students with the essential academic and technical competencies, as well as industry certification attainment, which are essential to be 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 additional education and/or into high-skill/high-wage demand occupations.	
Alignment with Strategic Plan	All activities in the grant are aligned to District Strategic Plan Goal 1: High-Quality Instruction.	
Level of Support provided by GAGP	GAGP provided Level 1 support to the department through signature routing, board item preparation and follow-up, maintaining archives of the grant, and tracking the grant through the system.	

PRE-SUBMISSION EXECUTIVE SUMMARY

Grant 05/08/18 – C

Grant Program	Florida Department of Education: Carl D. Perkins Secondary Grant
Status	Continuation – Formula
Funds Requested	\$2,463,155 (to be requested)
Financial Impact Statement	The potential positive financial impact is \$2,463,155. The source of funds is the U.S. Department of Education through the Florida Department of Education (FLDOE) to support career pathways in high school. There is no additional financial impact to the District.
Schools Included	High: 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, Lauderdale 6-12, McArthur, Miramar, Monarch, Northeast, Nova, Pembroke Pines Charter, 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 754-321-8401 2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) 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 the grant are aligned to District Strategic Plan Goal 1: High-Quality Instruction.
Level of Support provided by GAGP	GAGP provided Level 1 support to the department through signature routing, board item preparation and follow-up, maintaining archives of the grant, and tracking the grant through the system.

PRE-SUBMISSION EXECUTIVE SUMMARY

Grant 05/08/18 – D

Grant Program	United States Department of Education: 2018-19 Enhanced Instructional Opportunities for Recently-Arrived Immigrant Children and Youth	
Status	Entitlement - Formula	
Funds Requested	\$1,000,000 (to be requested)	
Financial Impact Statement	The potential positive financial impact will be determined by the state and released in May. The source of funds is United States 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, including charter, who serve recently-arrived immigrant children and youth.	
Managing Department/School	Bilingual/English for Speakers of Other Languages (ESOL) Department	
Source of Additional Information	1. Victoria B. Saldala, Director – Bilingual/ESOL Department 2. Leyda Sotolongo, Supervisor – Bilingual/ESOL Department 3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2589 754-321-2592 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 School. 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 the 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 provided Level 1 support to the department through signature routing, board item preparation and follow-up, maintaining archives of the grant, and tracking the grant through the system.	

PRE-SUBMISSION EXECUTIVE SUMMARY

Grant 05/08/18 – E

Grant Program	United States Department of Education: Title III, Part A, English Language Acquisition 2018/19	
Status	Continuation - Formula	
Funds Requested	\$4,000,000 (to be requested)	
Financial Impact Statement	The potential positive financial impact will be determined by the State and released in May. The source of funds is United States Department of Education through the Florida Department of Education. There is no additional financial impact to the school district.	
Schools Included	The grant will serve all schools, including Charter, who serve English Language Learners (ELLs).	
Managing Department/School	Bilingual/English for Speakers of Other Languages (ESOL) Department	
Source of Additional Information	1. Victoria B. Saldala, Director – Bilingual/ESOL Department	754-321-2589
	2. Leyda Sotolongo, Supervisor – Bilingual/ESOL Department	754-321-2592
	3. Stephanie R. Williams, 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. Service period is from July 1, 2018, through June 20, 2019.	
Evaluation Plan	Data from sources including, but not limited to: Federal Student Aid (FSA), Automated Community Connection to Economic Self Sufficiency (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 and ACCESS for ELLs 2.0 data provides the pre- and post-educational assessment of students.	
Alignment with Strategic Plan	All activities in the 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 provided Level 1 support to the department through signature routing, board item preparation and follow-up, maintaining archives of the grant, and tracking the grant through the system.	