

PRE-SUBMISSION EXECUTIVE SUMMARY

Grant 06/12/18 – A

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|-----------------------------------|--|--|
| Grant Program | Florida Department of Education - 21st Century Community Learning Centers – New Proposals | |
| Status | New Request For Proposal | |
| Funds Requested | \$700,000 (to be requested) | |
| Financial Impact Statement | The potential positive financial impact is \$700,000 or more, if eligible. The source of funds is from the Florida Department of Education. There is no additional financial impact to the District. | |
| Schools Included | School to be determined once the Request For Proposal is released | |
| Managing Department/School | Diversity Prevention & Intervention Department | |
| Source of Additional Information | <ol style="list-style-type: none"> 1. Tresha Fletcher, Grant Manager – Diversity Prevention & Intervention Department 754-321-1655 2. Jennier Bass, 21st CCLC Program Facilitator – Diversity Prevention & Intervention Department 754-321-1655 3. Tangie Carr, Data Research Assistant – Diversity Prevention & Intervention Department 754-321-1655 4. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260 | |
| Project Description | <p>The 21st Century Community Learning Centers (21st CCLC) initiative is a key component of the No Child Left Behind Act. Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind (NCLB) Act of 2001, is designed to help students meet state and local academic standards. The program funds academic enrichment and remediation services for children and their families. The 21st CCLC activities are offered before school, after school, on Saturdays, and/or during the summer.</p> <p>The 21st CCLC program is still under the NCLB Act of 2001 until July 1, 2017. At that time, the Every Student Succeeds Act (ESSA) will go into effective.</p> | |
| Evaluation Plan | At the end of each year, 21 st CCLC programs are required to survey participating students, their adult family members, and the students’ school-day teachers. This is a requirement of the funds that support the 21 st CCLC program. Students, adult family members, and students’ school-day teachers are asked to provide information about their perception and impacts of the 21 st CCLC program on student academic and personal development. The information obtained will assist the 21 st CCLC program in making improvements to better serve students and families in the future and support the outside evaluator’s center recommendations. | |
| Research Methodology | This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children. Service period is from August 1, 2017, through July 31, 2020. | |
| Alignment with Strategic Plan | This program aligns with District Strategic Plan Goal 1: High-Quality Instruction by providing youth with the necessary academic, social-emotional, and other support needed to be successful in school and life. | |
| Level of Support provided by GAGP | GAGP staff were responsible for developing the executive summary for board approval, preparing a hard copy of the file for record keeping, and tracking the grant through the eCivis grants management system. | |

PRE-SUBMISSION EXECUTIVE SUMMARY

Grant 06/12/18 – B

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|-----------------------------------|--|--------------|
| Grant Program | Florida Department of Education - 21st Century Community Learning Centers – Renewal Proposals | |
| Status | Renewal | |
| Funds Requested | \$3,158,944 (to be requested) | |
| Financial Impact Statement | The potential positive financial impact is \$3,158,944. The source of funds is from the Florida Department of Education. There is no additional financial impact to the District. | |
| Schools Included | Attucks-Olsen, North Side-Plantation, Lauderdale Lakes-Coconut Creek, Apollo-South Broward, Rock Island-Thurgood Marshall, Broward Estates-Parkway, Dillard-LPT, Pinewood-Markham, and New River | |
| Managing Department/School | Diversity Prevention & Intervention Department | |
| Source of Additional Information | 1. Tresha Fletcher, Grant Manager – Diversity Prevention & Intervention Department | 754-321-1655 |
| | 2. Jennier Bass, 21 st CCLC Program Facilitator – Diversity Prevention & Intervention Department | 754-321-1655 |
| | 3. Tangie Carr, Data Research Assistant – Diversity Prevention & Intervention Department | 754-321-1655 |
| | 4. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) | 754-321-2260 |
| Project Description | <p>The 21st Century Community Learning Centers (21st CCLC) initiative is a key component of the No Child Left Behind Act. Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001, is designed to help students meet state and local academic standards. The program funds academic enrichment and remediation services for children and their families. The 21st CCLC activities are offered before school, after school, on Saturdays, and/or during the summer.</p> <p>The 21st Century Community Learning Centers program is still under the NCLB Act of 2001 until July 1, 2017. At that time the Every Student Succeeds Act (ESSA) will go into effective.</p> | |
| Evaluation Plan | At the end of each year, 21 st CCLC programs are required to survey participating students, their adult family members, and the students’ school-day teachers. This is a requirement of the funds that support the 21 st CCLC program. Students, adult family members, and students’ school-day teachers are asked to provide information about their perception and impacts of the 21 st CCLC program on student academic and personal development. The information obtained will assist the 21 st CCLC program in making improvements to better serve students and families in the future and support the outside evaluator’s center recommendations. | |
| Research Methodology | This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children. Service period is from August 1, 2017, through July 31, 2020. | |
| Alignment with Strategic Plan | This program aligns with District Strategic Plan Goal 1: High-Quality Instruction by providing youth with the necessary academic, social-emotional, and other support needed to be successful in school and life. | |
| Level of Support provided by GAGP | GAGP staff were responsible for developing the executive summary for board approval, preparing a hard copy of the file for record keeping, and tracking the grant through the eCivis grants management system. | |

PRE-SUBMISSION EXECUTIVE SUMMARY

Grant 06/12/18 – C

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|-----------------------------------|---|---|
| Grant Program | Florida Department of Education - Adult General Education and Family Literacy | |
| Status | Continuation – Competitive | |
| Funds Requested | \$2,226,354 (to be requested) | |
| Financial Impact Statement | The potential positive financial impact \$2,226,354. The source of funds is from the Florida Department of Education. There is no additional financial impact to the District. | |
| Schools Included | Sheridan, McFatter, Atlantic, Community School North, Community School South, Dave Thomas Education Center, Whiddon Rogers and H.D. Perry Education Center. | |
| Managing Department/School | Career, Technical, Adult and Community Education Department (CTACE) | |
| Source of Additional Information | <ol style="list-style-type: none"> 1. Enid Valdez, Director – CTACE 2. Christy Bradford, Curriculum Supervisor – CTACE 3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) | <p>754-321-8444</p> <p>754-321-8416</p> <p>754-321-2260</p> |
| Project Description | Broward County Public Schools is requesting \$2,226,354 to supplement Adult Basic Education, GED® preparation, career advisement, and Family Literacy for the adult students of Broward County. Some of the effective instructional strategies used in the classrooms include: cooperative learning, differentiated instruction, test taking strategies, graphic organizers, individualized education plans, computer and project based learning, small and large group, and individualized instruction. Infusion of contextualized curriculum into the classrooms with the utilization of classroom lessons and activities designed to target the essential skills required for specific in demand Broward County occupations. | |
| Evaluation Plan | Evaluation of this program is done through the Florida Department of Education. The evaluation process will include collecting and reporting data on the number of students served, the services provided, basic skills attainment, involvement with their child’s education, and placement outcomes in jobs or postsecondary education. The data is compared to national data to determine the effectiveness of the program. Additionally, school reviews the performance measures of this program monthly. These findings are shared at data review meetings with Directors and District Staff. | |
| Research Methodology | This grant supports the District’s Strategic Plan Goal 1: High-Quality Instruction through curriculum strengthening, differentiated instruction, and project based learning, as well as preparing participants for a secondary, career, or technical education. | |
| Alignment with Strategic Plan | This grant supports District Strategic Plan Goal 1: High-Quality Instruction through curriculum strengthening, differentiated instruction, and project based learning, as well as preparing participants for a secondary, career, or technical education. | |
| Level of Support provided by GAGP | GAGP staff were responsible for developing the executive summary for board approval, preparing a hard copy of the file for record keeping, and tracking the grant through the eCivis grants management system. | |

PRE-SUBMISSION EXECUTIVE SUMMARY

Grant 06/12/18 – D

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|---|--|----------------------------------|--------------|--|--------------|---|--------------|
| Grant Program | Florida Department of Education - Integrated English Literacy and Civics Education | | | | | | |
| Status | Continuation – Competitive | | | | | | |
| Funds Requested | \$661,696 (to be requested) | | | | | | |
| Financial Impact Statement | The potential positive financial impact \$661,696. The source of funds is from the Florida Department of Education. There is no additional financial impact to the District. | | | | | | |
| Schools Included | Community School North, Community School South, Dave Thomas Education Center, H.D. Perry Education Center, Whiddon Rogers Education Center, Atlantic Technical Center, McFatter Technical Center, and Sheridan Technical Center. | | | | | | |
| Managing Department/School | Career, Technical, Adult and Community Education Department (CTACE) | | | | | | |
| Source of Additional Information | <table border="0"> <tr> <td>1. Enid Valdez, Director – CTACE</td> <td align="right">754-321-8444</td> </tr> <tr> <td>2. Christy Bradford, Curriculum Supervisor – CTACE</td> <td align="right">754-321-8416</td> </tr> <tr> <td>3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)</td> <td align="right">754-321-2260</td> </tr> </table> | 1. Enid Valdez, Director – CTACE | 754-321-8444 | 2. Christy Bradford, Curriculum Supervisor – CTACE | 754-321-8416 | 3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) | 754-321-2260 |
| 1. Enid Valdez, Director – CTACE | 754-321-8444 | | | | | | |
| 2. Christy Bradford, Curriculum Supervisor – CTACE | 754-321-8416 | | | | | | |
| 3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) | 754-321-2260 | | | | | | |
| Project Description | This project will enhance curriculum, instruction, and assessment of students enrolled in English Literacy, integrate research-based reading strategies for the Adult English Literacy population, provide intermediate to advanced limited-English proficient students the opportunity to access curriculum activities online, provide adult education English Literacy students tools for career exploration, provide blended curriculum that integrates English language instruction with contextual learning, create bridge curriculum between higher level ESOL classroom and ABE and postsecondary classrooms, and provide staff development for administrators, teachers and partners to enhance the delivery of Adult English Literacy programs. | | | | | | |
| Evaluation Plan | Evaluation of this program is done through the Florida Department of Education. The evaluation process will include collecting and reporting data on the number of students served, the services provided, basic skills attainment, involvement with their child’s education, and placement outcomes in jobs or postsecondary education. The data is compared to national data to determine the effectiveness of the program. Additionally, school reviews the performance measures of this program monthly. These findings are shared at data review meetings with Directors and District Staff. | | | | | | |
| Research Methodology | The project’s methodology is based upon the Adult Basic Education and Family Literacy Act’s intent to provide services to 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 | This grant supports District Strategic Plan Goal 1: High-Quality Instruction through curriculum strengthening, differentiated instruction, and project based learning, as well as preparing participants for a secondary, career, or technical education. | | | | | | |
| Level of Support provided by GAGP | GAGP staff were responsible for developing the executive summary for board approval, preparing a hard copy of the file for record keeping, and tracking the grant through the eCivis grants management system. | | | | | | |

PRE-SUBMISSION EXECUTIVE SUMMARY

Grant 06/12/18 – E

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|---|--|----------------------------------|--------------|--|--------------|---|--------------|
| Grant Program | United States Department of Education - Adults with Disabilities (AWD) | | | | | | |
| Status | Entitlement | | | | | | |
| Funds Requested | \$800,000 (to be requested) | | | | | | |
| Financial Impact Statement | The potential positive financial impact \$800,000. 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 | Seagull School Center, Whispering Pines. | | | | | | |
| Managing Department/School | Career, Technical, Adult and Community Education Department (CTACE) | | | | | | |
| Source of Additional Information | <table border="0"> <tr> <td>1. Enid Valdez, Director – CTACE</td> <td align="right">754-321-8444</td> </tr> <tr> <td>2. Christy Bradford, Curriculum Supervisor – CTACE</td> <td align="right">754-321-8416</td> </tr> <tr> <td>3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)</td> <td align="right">754-321-2260</td> </tr> </table> | 1. Enid Valdez, Director – CTACE | 754-321-8444 | 2. Christy Bradford, Curriculum Supervisor – CTACE | 754-321-8416 | 3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) | 754-321-2260 |
| 1. Enid Valdez, Director – CTACE | 754-321-8444 | | | | | | |
| 2. Christy Bradford, Curriculum Supervisor – CTACE | 754-321-8416 | | | | | | |
| 3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) | 754-321-2260 | | | | | | |
| Project Description | The School Board of Broward County, FL, has been awarded a grant in the amount of \$800,000 to provide adults with disabilities the opportunity for enhancement of skills that is 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 School and Seagull School Center will receive a direct allocation of funds in proportion to the number of students served. For 2018-19, the program will serve 380 students and maintain its high projections for achievement of benchmarks. | | | | | | |
| Evaluation Plan | The AWD Adult Individual Education Plan (AIEP) is aligned with the AWD grant requirements for reporting quarterly performance outcomes. | | | | | | |
| Research Methodology | Since the program became grant funded in July 2000, both schools 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 students with disabilities. | | | | | | |
| Level of Support provided by GAGP | GAGP staff were responsible for developing the executive summary for board approval, preparing a hard copy of the file for record keeping, and tracking the grant through the eCivis grants management system. | | | | | | |

PRE-SUBMISSION EXECUTIVE SUMMARY

Grant 06/12/18 – F

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| Grant Program | United States Department of Education - Individuals with Disabilities Act (IDEA) Part B and IDEA Preschool Grant for Children with Disabilities Ages 3-5 | |
| Status | Continuation – (Non-Competitive) | |
| Funds Requested | \$55,255,648 (to be requested) | |
| Financial Impact Statement | The potential positive financial impact is \$55,255,648. It is estimated that the District will receive \$53,997,314 for IDEA Part B and \$1,258,334 for IDEA Preschool for a total of \$55,255,648 for entitlements to assist the District with the cost of supporting special education and related services for eligible students with disabilities. With this allocation, support will also be provided to charter schools and a proportionate share for private schools with eligible students with disabilities. 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 | IDEA Part B: District-wide IDEA Preschool: Currently, there are 102 elementary schools and six community agencies providing instructional programs for preschoolers with disabilities. The schools are identified based on school capacity with input from Directors and Principals. The community selections are based on those agencies documenting interest, experience, and expertise. | |
| Managing Department/School | IDEA Part B & IDEA Preschool: Managed by the Exceptional Student Learning Division | |
| Source of Additional Information | 1. Daniel Gohl, Chief Academic Officer – Office of Academics | 754-321-2618 |
| | 2. Antoine Hickman, Executive Director – Exceptional Student Learning Support Secondary | 754-321-3456 |
| | 3. Sonja Clay, Director – Exceptional Student Learning Support Secondary | 754-321-3435 |
| | 4. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) | 754-321-2260 |
| Project Description | <p>The Individuals with Disabilities Act (IDEA) grant program provides funds to help ensure children with disabilities in preschool, charter, and private schools have access to a free appropriate public education to meet each child's unique needs.</p> <p>IDEA Part B: The IDEA grant provides funds to support students with complex and unique needs that cannot be met within the resources of their individual schools. Funds are provided for special assistance, including paraprofessionals and nurses; professionals to work with students with emotional/behavioral disorders; assistive technology; interpretation services for students who are deaf/hard of hearing; and program enhancements for students with autism. Funds are also distributed directly to schools through the Matrix Support Allocation (MSA). The grant includes funding for capacity building through staff development and parent education services.</p> <p>IDEA Preschool: The District is required to educate all identified preschool children with disabilities. The Office of Special Education Programs (OSEP) requires the District to transition children from Early Steps/Part C (birth-two program) to IDEA Part B programs by their third birthday. To meet these requirements, the District must evaluate students and conduct Individual Education Plan (IEP) meetings in a timely fashion. Staff members conduct student assessments and utilize specific testing instruments to evaluate students for program eligibility.</p> <p>Proportionate Share: IDEA 2004 requires that a proportionate share of both IDEA Part B and IDEA Preschool funding is allocated for services to eligible children with disabilities who have been unilaterally placed by their parents in a private school.</p> | |
| Evaluation Plan | IDEA Part B: IEP goals and objectives are met in a variety of educational settings due to the individual support services, technology, and other resources provided by this | |

PRE-SUBMISSION EXECUTIVE SUMMARY

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| | <p>grant. The Florida State Performance Plan Indicators are also used as a benchmark for meeting federal and state requirements.</p> <p>Preschool Disabilities: Evaluation metrics include Teaching Strategies Gold data points, performance outcome measures, and State Performance Plan Indicators.</p> |
| <p>Research Methodology</p> | <p>The rationale and supportive research for inclusion services and early intervention for students with disabilities strongly supports the District’s current delivery systems. All trainings and products are based on research and evidence-based strategies for educating students with disabilities.</p> |
| <p>Alignment to Strategic Goals</p> | <p>The IDEA grant supports: District Strategic Plan Goal 1: High-Quality Instruction - Special Areas of Focus: Support/Leadership of Exceptional Student Education and Support Services; District Strategic Plan Goal 2: Continuous Improvement - optimizing internal and external relationships/partnerships; and District Strategic Plan Goal 3: Effective Communication - utilization of marketing tools and strategies to provide information to all stakeholders.</p> |
| <p>Level of Support provided by GAGP</p> | <p>GAGP staff were responsible for developing the executive summary for board approval, preparing a hard copy of the file for record keeping, and tracking the grant through the eCivis grants management system.</p> |

PRE-SUBMISSION EXECUTIVE SUMMARY

Grant 06/12/18 – G

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|-----------------------------------|---|
| Grant Program | United States Department of Education - Title I, Part A: Improving the Academic Achievement of the Disadvantaged |
| Status | Continuation-Formula |
| Funds Requested | \$70,514,501 (to be requested) |
| Financial Impact Statement | The potential positive financial impact is \$70,514,501 (projected). The source of funds is the United States Department of Education through the Florida Department of Education. There is no additional financial impact to the District. |
| Schools Included | 110 elementary, 33 middle, 51 charter schools. Additionally, 55 nonpublic schools and 33 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 | <ol style="list-style-type: none"> 1. Daniel Gohl, Chief Academic Officer – Office of Academics 754-321-2618 2. Michaelle Valbrun-Pope, Director – Student Support Initiatives 754-321-1660 3. Luwando Wright-Hines, Director – Title I, Migrant & Special Programs 754-321-1400 4. Stephanie R. Williams, 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 FSA 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 developing the executive summary for board approval, preparing a hard copy of the file for record keeping, and tracking the grant through the eCivis grants management system. |

PRE-SUBMISSION EXECUTIVE SUMMARY

Grant 06/12/18 – H

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|---|---|--|--------------|---|--------------|---|--------------|---|--------------|
| Grant Program | United States Department of Education - Title I, Part C Basic: Education of Migratory Children | | | | | | | | |
| Status | Continuation-Formula | | | | | | | | |
| Funds Requested | \$106,343 (to be requested) | | | | | | | | |
| Financial Impact Statement | The potential positive financial impact is \$106,343 (projected). The source of the funds is the United States 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 | <table border="0"> <tr> <td>1. Daniel Gohl, Chief Academic Officer – Office of Academics</td> <td>754-321-2618</td> </tr> <tr> <td>2. Michaelle Valbrun-Pope, Director – Student Support Initiatives</td> <td>754-321-1660</td> </tr> <tr> <td>3. Luwando Wright-Hines, Director – Title I, Migrant & Special Programs</td> <td>754-321-1400</td> </tr> <tr> <td>4. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)</td> <td>754-321-2260</td> </tr> </table> | 1. Daniel Gohl, Chief Academic Officer – Office of Academics | 754-321-2618 | 2. Michaelle Valbrun-Pope, Director – Student Support Initiatives | 754-321-1660 | 3. Luwando Wright-Hines, Director – Title I, Migrant & Special Programs | 754-321-1400 | 4. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) | 754-321-2260 |
| 1. Daniel Gohl, Chief Academic Officer – Office of Academics | 754-321-2618 | | | | | | | | |
| 2. Michaelle Valbrun-Pope, Director – Student Support Initiatives | 754-321-1660 | | | | | | | | |
| 3. Luwando Wright-Hines, Director – Title I, Migrant & Special Programs | 754-321-1400 | | | | | | | | |
| 4. Stephanie R. Williams, 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 (ECHOS) at the beginning and end of the 2018/19 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 developing the executive summary for board approval, preparing a hard copy of the file for record keeping, and tracking the grant through the eCivis grants management system. | | | | | | | | |

PRE-SUBMISSION EXECUTIVE SUMMARY

Grant 06/12/18 – I

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|---|---|--|--------------|---|--------------|---|--------------|---|--------------|
| Grant Program | United States Department of Education - Title I, Part D: Neglected & Delinquent Youth | | | | | | | | |
| Status | Continuation – Formula | | | | | | | | |
| Funds Requested | \$389,301 (to be requested) | | | | | | | | |
| Financial Impact Statement | The potential positive financial impact is \$389,301 (projected). The source of the funds is the United States 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, 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, 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 | <table border="0"> <tr> <td>1. Daniel Gohl, Chief Academic Officer – Office of Academics</td> <td align="right">754-321-2618</td> </tr> <tr> <td>2. Michaelle Valbrun-Pope, Director – Student Support Initiatives</td> <td align="right">754-321-1660</td> </tr> <tr> <td>3. Luwando Wright-Hines, Director – Title I, Migrant & Special Programs</td> <td align="right">754-321-1400</td> </tr> <tr> <td>4. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)</td> <td align="right">754-321-2260</td> </tr> </table> | 1. Daniel Gohl, Chief Academic Officer – Office of Academics | 754-321-2618 | 2. Michaelle Valbrun-Pope, Director – Student Support Initiatives | 754-321-1660 | 3. Luwando Wright-Hines, Director – Title I, Migrant & Special Programs | 754-321-1400 | 4. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) | 754-321-2260 |
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| 3. Luwando Wright-Hines, Director – Title I, Migrant & Special Programs | 754-321-1400 | | | | | | | | |
| 4. Stephanie R. Williams, 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 & 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. | | | | | | | | |

PRE-SUBMISSION EXECUTIVE SUMMARY

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| Level of Support provided by GAGP | GAGP staff were responsible for developing the executive summary for board approval, preparing a hard copy of the file for record keeping, and tracking the grant through the eCivis grants management system. |
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PRE-SUBMISSION EXECUTIVE SUMMARY

Grant 06/12/18 – J

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| Grant Program | United States Department of Education - Title II, Part A, Supporting Effective Instructions |
| Status | Continuation - Formula |
| Funds Awarded | \$10,423,230 (to be requested) |
| Financial Impact Statement | The potential positive financial impact is \$10,423,230 [\$8,323,230 (base allocation) + \$2,100,000 (projected roll forward)]. The source of funds is the 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, District-wide. |
| Managing Department | Teacher Professional Learning and Growth Department, Office of Academics |
| Source of Additional Information | <ol style="list-style-type: none"> 1. Dr. Fabian Cone, Director – Teacher Professional Learning and Growth Department 754-321-5005 2. Stephanie R. Williams, 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 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 (BASA). Funds are available to provide professional learning in standards-based instruction delivery in eligible Differentiated Accountability schools, support teachers in the implementation of new knowledge and skills using a cycle of support model (mentoring, modeling and coaching), assist with Class Size Reduction, support recruitment efforts and fund appropriate resources, and 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 and evidenced based research and explanations as to why the activities are expected to improve teacher and student academic achievement [Section 2122(b)(1)(B)]. Professional Learning is developed from research/data provided by, but not limited to, Learning Forward, 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 developing the executive summary for board approval, preparing a hard copy of the file for record keeping, and tracking the grant through the eCivis grants management system. |

PRE-SUBMISSION EXECUTIVE SUMMARY

Grant 05/18/18 – K

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| Grant Program | United States Department of Health and Human Services - Head Start/Early Head Start Program - Continuing Application | | | | | | |
| Status | Continuation - Competitive | | | | | | |
| Funds Requested | \$16,141,657 (to be requested) | | | | | | |
| Financial Impact Statement | The potential positive financial impact is \$14,945,381 for Head Start and \$1,196,276 for Early Head Start for a total of \$16,141,657. The source of funds is the United States Department of Health and Human Services. These funds will cover 80 percent of the Head Start/Early Head Start program’s cost. Receipt of the \$16,141,657 is contingent upon the District providing a required 20 percent match of approximately \$3,737,391 (\$3,386,546 cash match and \$350,845 in-kind contributions) for Head Start and \$299,210 (\$230,798 cash match and \$68,412 in-kind contributions) for Early Head Start. The exact amount of the cash match may vary based upon negotiated pay raises and changes in staff’s positions. The source of in-kind contributions is reached through parent contributions, the number of volunteer hours dedicated to the classrooms, and the District’s building depreciation values. | | | | | | |
| Schools Included | <p>There are 58 school sites included for the 2017/18 school year and 59 sites for 2018/19*:</p> <p>Elementary: Atlantic West, Bennett; Bethune, Mary M.; Boulevard Heights; Broadview; Broward Estates; Castle Hill; Colbert; Collins; Coral Springs; Cresthaven; Cypress; Davie; Deerfield Beach; Deerfield Park; Dillard; Drew, Charles; Driftwood; Endeavour Primary; Fairway; Flamingo; Foster, Stephen; Gulfstream Early learning; King, Dr. Martin Luther Montessori Academy; Lake Forest; Larkdale; Lauderdale Manors; Lauderhill Paul Turner; Lloyd Estates; Markham, C. Robert; Meadowbrook; Miramar; Mirror Lake; Morrow; North Fork; North Lauderdale; North Side; Oakland Park; Oriole; Palmview; Park Lakes; Park Ridge; Peters; Plantation; Pompano Beach; Quiet Waters; Riverland; Rock Island; Royal Palm; Sanders Park; Sheridan Hills; Sheridan Park; Tedder; Thurgood Marshall; Village; Walker; West Hollywood; Westwood Heights; and Wilton Manors.</p> <p>*After review of historical data and the Community Assessment, seven three-year-old classes were added to schools with only a four-year old class or transitioned from four-year-old classes, two classes were moved due to space allocation in a school, one class was moved due to low enrollment and requests, and two sites with both a three year old and four year old class were added.</p> | | | | | | |
| Managing Department/School | Head Start/Early Intervention Department | | | | | | |
| Source of Additional Information | <table border="0"> <tr> <td>1. Angela Iudica, Director – Head Start/Early Intervention Department</td> <td>754-321-1972</td> </tr> <tr> <td>2. Lori Canning, Executive Director – Early Learning Language Acquisition (ELLA)</td> <td>754-321-1952</td> </tr> <tr> <td>3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)</td> <td>754-321-2260</td> </tr> </table> | 1. Angela Iudica, Director – Head Start/Early Intervention Department | 754-321-1972 | 2. Lori Canning, Executive Director – Early Learning Language Acquisition (ELLA) | 754-321-1952 | 3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) | 754-321-2260 |
| 1. Angela Iudica, Director – Head Start/Early Intervention Department | 754-321-1972 | | | | | | |
| 2. Lori Canning, Executive Director – Early Learning Language Acquisition (ELLA) | 754-321-1952 | | | | | | |
| 3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) | 754-321-2260 | | | | | | |
| Project Description | <p>The Head Start Program offers comprehensive services to 2,040 three- and four-year old students and their families in a center-based model. Certified classroom teachers, along with teacher assistants provide children with a learning environment to help them develop socially, intellectually, physically, and emotionally. The program provides these services by implementing research-based educational practices for the students’ age, individual interest, temperament, language, cultural background, and stage of development. The Creative Curriculum® for Preschool is used in all classrooms.</p> <p>The Head Start/Voluntary Prekindergarten extended day option model will be offered</p> | | | | | | |

PRE-SUBMISSION EXECUTIVE SUMMARY

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| | <p>at 20 elementary schools for Head Start eligible four-year-old students during the 2018/19 school year. Students receive full-day, wrap-around services under this model.</p> <p>The Early Head Start Program offers comprehensive educational and family services to 80 infants and toddlers, from birth to three years of age, and pregnant women. Services are offered at three sites: Bethune Elementary, Charles Drew Family Resource Center, and Peters Elementary. The sites offer center-based and home-based options. In the center-based classrooms, The Creative Curriculum® for Infants, Toddlers & Twos provides a balanced framework between child-initiated and adult-directed activities that support developmentally appropriate cognitive, emotional, physical, social, and self-help skills. The home-based program implements the Parents as Teachers Curriculum. In accordance with federal regulation, the Early Head Start Program must operate for a minimum of 48 weeks per year; therefore, a summer home-based program is provided.</p> |
| Evaluation Plan | <p>Performance measures are established for the Head Start/Early Head Start (HS/EHS) program and include, but are not limited to, the percentage of HS/EHS students mastering age appropriate skills, depending on the individual benchmarks. Teaching Strategies GOLD (TSG) is the selected online tool used to monitor students' ongoing progress and individualize instruction. HS/EHS teachers complete the assessment three times per year. Results of TSG are used to measure the required program's School Readiness Goals three times per year. The BRIGANCE Head Start Screen III helps HS/EHS teachers identify children's potential developmental delays and giftedness. The Family Services Matrix is the assessment tool used to measure families' progress toward meeting set goals. The tool is administered three times per year and the goals are monitored to measure parent engagement progress. The Devereux Early Childhood Assessment is used to measure the social emotional progress of students.</p> |
| Research Methodology | <p>All selected curricula, screening, and assessment tools adhere to the reliability and validity requirements of the Head Start Performance Standards.</p> |
| Alignment to Strategic Goals | <p>This grant supports District Strategic Plan Goal 1: High-Quality Instruction; Increase in early childhood proficiency. The program is designed to meet rigorous performance measures related to individualized instruction and mastery of age appropriate and school readiness goals.</p> |
| Level of Support provided by GAGP | <p>GAGP staff were responsible for gathering application information from the department, formatting the executive summary for the Board agenda, preparing a hard copy of the file for record keeping, and tracking the grant.</p> |