

## PRE-SUBMISSION EXECUTIVE SUMMARY

### Grant 06/25/19 – A

<b>Grant Program</b>	<b>Florida Department of Education: 21<sup>st</sup> Century Community Learning Centers – New Proposals</b>	
Status	New -Request For Proposal	
Funds Requested	Not to exceed \$2,000,000	
Financial Impact Statement	The potential positive financial impact not to exceed \$2,000,000, 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 RFP is released	
Managing Department/School	Equity & Diversity	
Source of Additional Information	<ol style="list-style-type: none"> <li>1. David Watkins-Director, Equity &amp; Diversity</li> <li>2. Tresha Fletcher, Grant Manager</li> <li>3. Jennifer Bass, 21<sup>st</sup> CCLC Program Facilitator</li> <li>4. Tangie Carr, 21<sup>st</sup> CCLC Data Research Assistant</li> </ol>	<p>754-321-1600</p> <p>754-321-2159</p> <p>754-321-1664</p> <p>754-321-1646</p>
Project Description	The 21 <sup>st</sup> Century Community Learning Centers (21 <sup>st</sup> 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 21 <sup>st</sup> CCLC activities are offered before school, after school, on Saturdays, and/or during the summer.	
Evaluation Plan	At the end of each year, 21 <sup>st</sup> 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 <sup>st</sup> CCLC program. Students, adult family members and students' school-day teachers are asked to provide information about their perception and impacts of the 21 <sup>st</sup> CCLC program on student academic and personal development. The information obtained will assist the 21 <sup>st</sup> 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, 2019, 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	Level 1 - 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 06/25/19 – B

<b>Grant Program</b>	<b>Florida Department of Education: 21<sup>st</sup> Century Community Learning Centers – Renewal Proposals</b>	
Status	Renewal	
Funds Requested	\$3,350,000 (to be requested)	
Financial Impact Statement	The potential positive financial impact is \$3,350,00. 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, , Dillard-LPT, Pinewood-Markham, New River, Larkdale,-Castle Hill, Oriole-North Fork and Morrow -Oakridge	
Managing Department/School	Equity & Diversity	
Source of Additional Information	1. David Watkins, Director, Equity & Diversity 2. Tresha Fletcher, 21 <sup>st</sup> CCLC Grant Manager 3. Jennifer Bass, 21 <sup>st</sup> CCLC Program Facilitator 4. Tangie Carr, 21 <sup>st</sup> CCLC Data Research Assistant	754-321-1600 754-321-2159 754-321-1664 754-321-1646
Project Description	The 21 <sup>st</sup> Century Community Learning Centers (21 <sup>st</sup> 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 21 <sup>st</sup> CCLC activities are offered before school, after school, on Saturdays, and/or during the summer.	
Evaluation Plan	At the end of each year, 21 <sup>st</sup> 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 <sup>st</sup> CCLC program. Students, adult family members, and students’ school-day teachers are asked to provide information about their perception and impacts of the 21 <sup>st</sup> CCLC program on student academic and personal development. The information obtained will assist the 21 <sup>st</sup> 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, 2019, 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	Level 1 - 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 06/25/19 – C

<b>Grant Program</b>	U.S. Department of Education - Title II, Part A, Supporting Effective Instructions				
<b>Status</b>	Continuation - Formula				
<b>Funds Awarded</b>	\$8,954,195 (base allocation) + \$2,500,000 (projected roll forward) = \$11,454,195 (to be requested)				
<b>Financial Impact Statement</b>	The potential positive financial impact is \$8,954,195. 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 school district.				
<b>Schools Included</b>	The project will serve all schools, district-wide.				
<b>Managing Department</b>	Teacher Professional Learning and Growth, Office of Academics (TPLG)				
<b>Source of Additional Information</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Dr. Fabian Cone, Director – TPLG</td> <td style="text-align: right;">754-321-5018</td> </tr> <tr> <td>2. Stephanie R. Williams, Director – Grants Administration (GA)</td> <td style="text-align: right;">754-321-2260</td> </tr> </table>	1. Dr. Fabian Cone, Director – TPLG	754-321-5018	2. Stephanie R. Williams, Director – Grants Administration (GA)	754-321-2260
1. Dr. Fabian Cone, Director – TPLG	754-321-5018				
2. Stephanie R. Williams, Director – Grants Administration (GA)	754-321-2260				
<b>Project Description</b>	<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 training and 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, meet the new federal guidelines related to ESSA, and the purchase of materials and supplies to support all relevant activities.</p>				
<b>Evaluation Plan</b>	Annual monitoring by Program Director, Bureau of Educator Recruitment, Development and Retention, Florida Department of Education.				
<b>Research Methodology</b>	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.				
<b>Alignment to Strategic Goals</b>	<p>Goal 1: High-Quality Instruction; Improving teacher and principal job performance thus increasing student achievement.</p> <p>Goal 2: Effective Communication; fulfilment of the implementation of the Florida Standards, ESSA, Learning Forward Standards and the Florida Professional Development Standards</p>				
<b>Level of Support provided by GAGP</b>	Level 1 - 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 06/25/19 – D**

<b>Grant Program</b>	<b>Florida Department of Education: Title IX, Part A - Education of Homeless Children and Youth Project</b>
Status	Competitive (July 1, 2019-June 30, 2020)
Funds Requested	\$115,000
Financial Impact Statement	The potential positive financial impact is up to \$115,000. The source of funds is the U.S. Department of Education through the Florida Department of Education (FLDOE).
Schools Included	District-wide (PreK-12)
Managing Department/School	Student Support Initiatives: Student Services Department’s Homeless Education Assistance Resource Team (HEART)
Source of Additional Information	1. Carole D. Mitchell, District Liaison - Homeless Education Assistance Resource Team Supervisor 754-321-1566 2. Dr. Laurel Thompson, Director – Student Services 754-321-1550
Project Description	Grant funds are considered supplemental in nature and shall be used to remove barriers that prevent students experiencing homelessness from enrolling, attending, and succeeding in school. Essentially, funds shall be used “to ensure that homeless students have equal access to the same free, appropriate public education, including preschool education, as provided to other students, and to provide other support services that meet the specific needs of such students.” By definition, homeless students (families in transition) are those found to lack a fixed, regular or adequate nighttime residence. Upon eligibility determination, HEART services include the provision of school uniforms, backpacks and school supplies, the coordination of District bus transportation, automatic registration for free school meals, and access to after school care and summer camp opportunities. In addition, high school seniors receiving HEART services shall have the cost of their cap and gown rentals covered (via donated funds) and receive verification letters required to complete the Free Application for Federal Student Aid and college applications. Eligibility shall remain in place for a full school year, even if the episode of homelessness ends before the end of the school year.
Evaluation Plan	HEART will use a combination of surveys, assessments, observations, and raw data to measure and evaluate program effectiveness. Collection and reporting of data will occur at the school, shelter, and District level. Students, parents, District staff, and shelter case managers will complete surveys and document anecdotal information providing valuable feedback on project successes and gaps in service. Academic progress for all students registered in HEART shall be evaluated through standardized test scores, grades, and promotion/graduation data maintained in the District’s TERMS and Data Warehouse databases. HEART self-evaluation/progress reports shall be provided to FLDOE mid-and year-end. In addition, FLDOE desk-top and onsite evaluation shall occur upon request.
Research Methodology	The application requires effective methods for incorporating one or more areas of focus from Florida’s Next Generations PreK-20 Education Strategic Plan. HEART will continue to employ the “Strengthen Foundation Skills” focus area using Florida State Standards Curriculum for Just Read Florida as well as FLDOE math and science initiatives.
Alignment with Strategic Plan	All activities in this grant are aligned to District Strategic Goal 1: High-Quality Instruction as the program ensures that all students have the same access to attend early childhood, elementary, middle school and high school readiness programs to successfully graduate within four years.
Level of Support provided by GAGP	Level 2 - GAGP staff worked with Student Services to obtain signatures and mail requisite forms to FLDOE. GAGP also prepared the executive summary for the board agenda and will track the grant application through the grants management system.

## PRE-SUBMISSION EXECUTIVE SUMMARY

**Grant 06/25/19 – E**

<b>Grant Program</b>	<b>Title I Part A: Improving the Academic Achievement of the Disadvantaged</b>
Status	Continuation-Formula
Funds Requested	\$84,043,284* Projected
Financial Impact Statement	The potential positive financial impact is \$84,043,284. 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 school district.
Schools included	The District will serve a total of 199 public schools designated as Title I. (112 elementary, 33 middle and 54 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	1. Daniel Gohl, Task Assigned Chief – Student Support Initiatives 754-321-2618 2. Luwando Wright-Hines, Director – Title I 754-321-1420
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 High-Quality Instruction, Continuous Improvement, and Effective Communication.
Level of Support provided by GAGP	Level 2 - GAGP staff worked with Student Services to obtain signatures and mail requisite forms to FLDOE. GAGP also prepared the executive summary for the board agenda and will track the grant application through the grants management system.

## PRE-SUBMISSION EXECUTIVE SUMMARY

**Grant 06/25/19 – F**

<b>Grant Program</b>	<b>Florida Department of Education – Unified School Improvement Grant (UniSIG)</b>	
Status	New – Eligible Schools	
Funds	<b>TBA</b>	
Financial Impact Statement	The allocation of the Unified School Improvement Grant (UniSIG) funds for each district includes a specific allocation for each eligible public school. For the 2019-20 school year, all funds under the UniSIG program will be awarded on a per-pupil allocation basis of \$400 per student. The source of funding is the Florida Department of Education. These funds, which are separate from and in addition to Title I, Part A funds allocated by school districts through the regular rank and serve process, will be released to the district. The district will then be responsible for distributing the funding to eligible charter schools on a monthly reimbursement basis as provided for in section 1002.33(17)(c), Florida Statutes.	
Schools Included	Any school(s) with a school grade of “D” or “F” and/or graduation rate of 67 percent or less based on the most recently released graduation data.	
Managing Department/School	Title I	
Source of Additional Information	1. Veda Hudge, Director – Office of Service Quality	754-321-3636
	2. Luwando Wright-Hines, Director – Title I	754-321-1420
Project Description	<p>In the 2019-20 school year and in accordance with section 1003 of Title I of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), the Unified School Improvement Grant (UniSIG) will be utilized to serve students attending Title I schools identified for targeted (i.e., school grade of “D”) or comprehensive (i.e., school grade of “F” or two consecutive grades of “D”) support and improvement based on the most recent school grades released and students attending any public high school regardless of Title I status that has a four-year adjusted cohort graduation rate of 67 percent or less based on the most recently released data.</p> <p>To receive funding under this program, the eligible schools had to develop a school improvement plan (SIP) and corresponding budget pursuant to State Board of Education Rule 6A-1.099827, Florida Administrative Code. The SIP is available for review upon request.</p>	
Evaluation Plan	Each participating school will establish its own objectives and goals in the areas of English Language Learners (ELL), Exceptional Student Education (ESE), Literacy, Mathematics, Science, and Parent Involvement.	
Research Methodology	All selected curricula and assessment tools adhere to the reliability and validity requirements of the UniSIG program and BCPS.	
Alignment to Strategic Goals	Goal 1: High-Quality Instruction – The program is designed to meet rigorous performance measures related to individualized instruction and mastery of age appropriate school readiness goals.	
Level of Support provided by GAGP	Level 1 - GAGP staff prepared the executive summary for board approval, prepared documents for School Board records, and will track the grant in the grant management system.	

**PRE-SUBMISSION EXECUTIVE SUMMARY**

**Grant 06/25/19 – G**

<b>Grant Program</b>	<b>2019-20 Enhanced Instructional Opportunities for Recently-Arrived Immigrant Children and Youth</b>
Status	Entitlement - Formula
Funds Awarded	\$1,526,392
Financial Impact Statement	The final potential positive financial impact is determined by the State. The source of funds is U.S. Department of Education through the Florida Department of Education. There is no additional financial impact to the school district.
Schools Included	The project will serve all schools, including Charter, who serve recently-arrived immigrant children and youth.
Managing Department	Bilingual/ESOL Department
Source of Additional Information	1. Vicky B. Saldala, Director, Bilingual/ESOL Department 754-321-2589 2. Leyda Sotolongo, Supervisor, Bilingual/ESOL Department 754-321-2592
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. Service period is from July 1, 2019 through June 30, 2020.
Evaluation Plan	To assure 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 to Strategic Goals	All activities are aligned to High Quality Instruction, Safe & Supportive Environment, and Effective Communication.
Level of Support provided by GAGP	Level 1 - GAGP staff prepared the executive summary for board approval, prepared documents for School Board records, and will track the grant in the grant management system.





## PRE-SUBMISSION EXECUTIVE SUMMARY

### Grant 06/25/19 – I

Grant Program	<b>Florida Department of Education - Carl D. Perkins Secondary Grant</b>
Status	Continuation – Formula
Funds Requested	\$2,877,878 has been allocated by the U.S. Department of Education through the Florida Department of Education (FLDOE) to support career pathways in high school.
Financial Impact Statement	The potential positive financial impact is \$2,877,878. 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	<b>High:</b> 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, Lauderhill 6-12, McArthur, Miramar, Monarch, Northeast, Nova, Pembroke Pines Charter High, Piper, Plantation, Pompano Beach, South Broward, South Plantation, Stoneman Douglas, Stranahan, West Broward, and Western; <b>Tech High:</b> Atlantic Tech High, McFatter Tech High, and Sheridan Tech High; <b>Centers:</b> Cross Creek, Cypress Run, Dave Thomas W., HS Perry, Lanier James and Whiddon Rogers
Managing Department/School	Career, Technical, Adult and Community Education Department (CTACE)
Source of Additional Information	1. Enid Valdez, Director – CTACE <span style="float: right;">754-321-8401</span>
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 to Strategic Goals	Grant funds allow for high school CTE programs to continue High Quality Instruction for students through teacher support and coaching, teacher professional development, classroom curriculum resources, technology and other necessary equipment for the CTE classroom, and necessary supplies unique for CTE classrooms.
Level of Support provided by GAGP	Level 1 - GAGP staff prepared the executive summary for board approval, prepared documents for School Board records, and will track the grant in the grant management system.

## PRE-SUBMISSION EXECUTIVE SUMMARY

### Grant 06/25/19 – J

<b>Categorical Program FEFP Allocation</b>	<b>Florida Department of Education – Turnaround Schools Supplemental Services Allocation (TSSSA)</b>
Status	New – Eligible Schools
Funds	\$1,595,725
Financial Impact Statement	Florida Senate Bill 7070 amends s.1002.333,F.S. creates a new categorical program, the Turnaround Schools Supplemental Services Allocation (allocation), within the Florida Education Finance Program (FEFP).
Schools Included	Any school(s) in or exiting turnaround status as provided by current law.
Managing Department/School	The Office of Service Quality
Source of Additional Information	Veda Hudge, Director Office of Service Quality <span style="float: right;">754-321-3636</span>
Program Description	<p>In the 2019-20 school year and in accordance with SPB 7070 which amends s. 1002.333, FS, schools will be provided with up to \$500 per-FTE to offer services designed to improve the overall academic and community welfare of the students and families. Services may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• An extended school day or school year;</li> <li>• Tutorial or after-school programs;</li> <li>• Student and parent counseling; and</li> <li>• Models that encourage students to complete high school and attend postsecondary education or training, et high academic expectations, and inspire character development.</li> </ul> <p>School implementing a turnaround option may receive funding from the allocation for a maximum of four continuous fiscal years. A school that exits turnaround with a grade of “C” or higher will remain eligible to receive the allocation for a maximum of two continuous fiscal years after exiting turnaround status.</p>
Evaluation Plan	A plan template will be provided to the district by FLDOE. Plan requirements (services) and budgets will need to be identified by eligible school(s). Award will be at the district level.
Research Methodology	All selected curricula and assessment tools adhere to the reliability and validity requirements of the TSSSA, through FLDOE, and BCPS.
Alignment to Strategic Goals	Goal 1: High-Quality Instruction – The program is designed to meet rigorous performance measures related to individualized instruction and mastery of age appropriate school readiness goals.
Level of Support provided by GAGP	Level 1 - GAGP staff prepared the executive summary for board approval, prepared documents for School Board records, and will track the grant in the grant management system.

## PRE-SUBMISSION EXECUTIVE SUMMARY

### Grant 06/25/19 – K

<b>Grant Program</b>	<b>Florida Department of Education – School Improvement Grant 1003(g) - Cohort 4</b>	
Status	- Competitive	
Funds Requested	\$ 750,000	
Financial Impact Statement	The potential positive financial impact, if funded, is \$750,000 awarded. 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	Pompano Beach and C. Robert Markham Elementary Schools	
Managing Department/School	Office of Service Quality	
Source of Additional Information	1. Veda Hudge, Director – Office of Service Quality	754-321-3636
	2. Dr. Valerie S. Wanza, Chief of School Performance & Accountability	754-321-3827
Project Description	School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State Educational Agencies (SEAs), to Local Educational Agencies for use in Florida’s persistently lowest-performing schools that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make Annual Measurable Objectives to build capacity towards sustainability.	
Evaluation Plan	The SIG schools will be evaluated periodically through the Comprehensive Instructional Monitoring Process involving State and District personnel. The state review will be based on the SIG indicators listed in the grant.	
Research Methodology	The SIG program provides resources for turning around persistently low achieving schools emphasizing changes in school governance, structure, human capital, and teaching practices. The Office of Service Quality will use the Florida Continuous Improvement Model for instructional reform that includes the Plan, Do, Study, Act process. The instructional reforms will be research-based programs with a history of improving student achievement. Science, Technology, Engineering, and Mathematics (STEM) labs will be utilized in these schools as well as electronic classrooms. The use of school-based coaches, highly qualified teachers, and instructional leaders with a background in urban schools, has been proven to show significant improvement in struggling urban schools.	
Alignment to Strategic Goals	Schools will align their SIG goals to the District’s Strategic Plan, which focuses on high quality instruction, continuous improvement, and effective communication. SIG schools will participate in professional development related to standards-based instruction. Additionally, schools will implement Professional Learning Communities, Multi-tiered Support Systems (RtI), Communication, and Scaling up best practices.	
Level of Support provided by GAGP	Level 1 - GAGP staff prepared the executive summary for board approval, prepared documents for School Board records, and will track the grant in the grant management system.	

## PRE-SUBMISSION EXECUTIVE SUMMARY

Grant 06/25/19 – L

<b>Grant Program</b>	<b>Individuals with Disabilities Act (IDEA) Part B and IDEA Preschool Grant for Children with Disabilities Ages 3-5</b>						
Status	Continuation – (Non-Competitive)						
Funds Requested	\$56,953,622 (requested) which does not include possible roll forward funds						
Financial Impact Statement	The estimated potential positive financial impact for 2020 -2021 is \$55,589,881 for IDEA Part B, Entitlement and \$1,363,741 for IDEA Part B, Preschool for an estimated total of \$56,953,622, which does not include possible roll forward funds.						
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	<table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">1. Daniel Gohl, Chief Academic Officer</td> <td style="width: 40%; text-align: right;">754-321-2618</td> </tr> <tr> <td>2. Antoine Hickman, Exec. Director, ESLS</td> <td style="text-align: right;">754-321-3456</td> </tr> <tr> <td>3. Sonja Clay, Director, ESLS Secondary</td> <td style="text-align: right;">754-321-3435</td> </tr> </table>	1. Daniel Gohl, Chief Academic Officer	754-321-2618	2. Antoine Hickman, Exec. Director, ESLS	754-321-3456	3. Sonja Clay, Director, ESLS Secondary	754-321-3435
1. Daniel Gohl, Chief Academic Officer	754-321-2618						
2. Antoine Hickman, Exec. Director, ESLS	754-321-3456						
3. Sonja Clay, Director, ESLS Secondary	754-321-3435						
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><b>IDEA Part B:</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><b>IDEA Preschool:</b> 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><b>Proportionate Share:</b> IDEA 2004 requires that a proportionate share of both IDEA Part B and IDEA Preschool funding are allocated for services to eligible children with disabilities who have been unilaterally placed by their parents in a private school.</p>						
Evaluation Plan	<p>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 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>						
Research Methodology	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.						

## PRE-SUBMISSION EXECUTIVE SUMMARY

Alignment to Strategic Goals	The IDEA Grant supports the three pillars of the District's strategic plan: Goal 1: High Quality Instruction - Special Areas of Focus: Support/Leadership of Exceptional Student Education and Support Services. Goal 2: Continuous Improvement - optimizing internal and external relationships/partnerships. Goal 3: Effective Communication - utilization of marketing tools and strategies to provide information to all stakeholders.
Level of Support provided by GAGP	Level 1 - GAGP staff prepared the executive summary for board approval, prepared documents for School Board records, and will track the grant in the grant management system.

## PRE-SUBMISSION EXECUTIVE SUMMARY

### Grant 06/25/19 – M

<b>Grant Program</b>	<b>2019-20 Title III, Part A, English Language Acquisition</b>	
Status	Continuation - Formula	
Funds Awarded	\$4,190,126	
Financial Impact Statement	The final potential positive financial impact is determined by the State. The source of funds is U.S. 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	Bilingual/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
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, 2019 through June 30, 2020.	
Evaluation Plan	Data from sources including, but not limited to: 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 IDEA Proficiency Test (IPT) data provides the pre- and post-educational assessment of students.	
Alignment to Strategic Goals	All activities are aligned to High Quality Instruction, Safe & Supportive Environment, and Effective Communication.	
Level of Support provided by GAGP	Level 1 - GAGP staff prepared the executive summary for board approval, prepared documents for School Board records, and will track the grant in the grant management system.	

## PRE-SUBMISSION EXECUTIVE SUMMARY

**Grant 06/25/19 – N**

<b>Grant Program</b>	Title IV, Part A, Student Support and Academic Enrichment
<b>Status</b>	Continuation – Formula- Non-Competitive
<b>Funds Awarded</b>	\$5,336,571.87
<b>Financial Impact Statement</b>	The potential positive financial impact is \$5,336,571.87 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 school district.
<b>Schools Included</b>	All Schools, District
<b>Managing Department</b>	Department of Equity and Diversity
<b>Source of Additional Information</b>	1. David Watkins, Director <span style="float: right;">754-321-1600</span>
<b>Project Description</b>	<p>BCPS will address the three funding priorities of the Title IV, Part A grant of 1) providing students with access to a well rounded education; 2) improve safe and healthy school conditions for student learning, and 3) improve the use of technology in order to improve the academic and achievement and digital literacy of all students. The proposal includes the following targeted areas:</p> <ol style="list-style-type: none"> <li>1) Youth mental health training for staff;</li> <li>2) Equity and diversity training and support for our school resource officers, security specialists, and campus monitors;</li> <li>3) Continued support for implementation of school-based, department and district equity plans;</li> <li>4) Professional development for teachers for improving instruction in math, science, and social studies;</li> <li>5) Diversity mandate training and resources for teachers in the History of the Holocaust; African American History; Hispanic Heritage and Women’s Contribution to the United States;</li> <li>6) College and career readiness for students and parents;</li> <li>7) Academic and social emotional support for DJJ transition and other at-risk students;</li> <li>8) Professional development and support for our behavioral centers;</li> <li>9) Programming for students to improve achievement in STEM, the Social Sciences, and Elective Courses</li> <li>10) Improvement in school climate and positive behavior intervention</li> </ol>
<b>Evaluation Plan</b>	Each activity will be evaluated as determined by the specific deliverables of each of the targeted areas.
<b>Research Methodology</b>	Evidence-based practices and research will be used for each target area to ensure all deliverables are met with fidelity.
<b>Alignment to Strategic Goals</b>	High Quality Instruction, Continuous Improvement
<b>Level of Support provided by GAGP</b>	Level 1 - GAGP staff prepared the executive summary for board approval, prepared documents for School Board records, and will track the grant in the grant management system.

**PRE-SUBMISSION EXECUTIVE SUMMARY**

**Grant 06/25/19 – O**

<b>Grant Program</b>	<b>Title I Part C Basic: Education of Migratory Children</b>
Status	Continuation-Formula
Funds Requested	\$102,485* Projected
Financial Impact Statement	The potential positive financial impact is \$102,485. 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 school district.
School included	Robert C. Markham Elementary
Managing Department/School	Title I, Migrant & Special Programs
Source of Additional Information	1. Daniel Gohl, Task Assigned Chief – Student Support Initiatives 754-321-2618 754-321-1400 2. Luwando Wright-Hines, Director – Title I
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 2019-2020 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 High-Quality Instruction, Continuous Improvement, and Effective Communication.
Level of Support provided by GAGP	Level 1 - GAGP staff prepared the executive summary for board approval, prepared documents for School Board records, and will track the grant in the grant management system.



**PRE-SUBMISSION EXECUTIVE SUMMARY**

**Grant 06/25/19 – P**

<b>Grant Program</b>	<b>Title I Part D: Neglected &amp; Delinquent Youth</b>
Status	Continuation – Formula
Funds Requested	\$570,704* Projected
Financial Impact Statement	The potential positive financial impact is \$570,704. 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><b><u>DELINQUENT SITES (7)</u></b> – 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><b><u>NEGLECTED SITES (25)</u></b> - 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><b><u>ALTERNATIVE SITES (4)</u></b> - 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, Migrant and Special Programs Department in collaboration with the Equity and Diversity Department
Source of Additional Information	<p>1. Daniel Gohl, Task Assigned Chief – Student Support Initiatives 754-321-2618 754-321-1400</p> <p>2. Luwando Wright-Hines, Director – Title I</p>
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 Equity and Diversity Department, 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/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).

## PRE-SUBMISSION EXECUTIVE SUMMARY

Alignment with Strategic Plan	All Activities in this grant are aligned to High-Quality Instruction, Continuous Improvement, and Effective Communication.
Level of Support provided by GAGP	Level 1 - GAGP staff prepared the executive summary for board approval, prepared documents for School Board records, and will track the grant in the grant management system.