

PRE-SUBMISSION EXECUTIVE SUMMARY

Grant 06/09/20 – A

Grant Program	Florida Department of Education: Nita M. Lowey 21st Century Community Learning Centers – Renewal Proposals	
Status	Renewal	
Funds Requested	\$3,350,000 (to be requested)	
Financial Impact Statement	The potential positive financial impact is \$3,350,000. 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, Larkdale,-Castle Hill, Oriole-North Fork, and Morrow -Oakridge	
Managing Department/School	Equity & Diversity	
Source of Additional Information	<ol style="list-style-type: none"> 1. David Watkins, Director, Equity & Diversity 754-321-1600 2. Tom Albano, 21st CCLC Administrator 754-321-1631 3. Jennifer Bass, 21st CCLC Grant Manager 754-321-1664 4. Stephanie Williams-Louis, Director – Grants Administration 754-321-2260 (GA) 	
Project Description	The Nita M. Lowey 21 st Century Community Learning Centers (21 st 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 st CCLC activities are offered before school, after school, on Saturdays, and/or during the summer.	
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, 2020, through July 31, 2021.	
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 GA	Level 2 - GA staff are responsible for reviewing requirements with program staff, securing Superintendent signature on proposal forms, uploading documents to the online application portal, developing the executive summary for Board approval, preparing a hard copy of the file for record keeping, and tracking the grant through the grants management system.	

PRE-SUBMISSION EXECUTIVE SUMMARY

Grant 06/09/20 – B

Grant Program	Florida Department of Education: Bureau of Exceptional Education and Student Services: Florida Diagnostic & Learning Resources System	
Status	Continuation – Non-Competitive	
Funds Awarded	\$1,421,255 (to be requested)	
Financial Impact Statement	The potential positive financial impact is \$1,421,255. The source of funds is the Florida Department of Education, Bureau of Exceptional Education and Student Services (BEES). There is no additional financial impact to the school district.	
Schools Included	All schools. Priority is given to schools that are identified as critically low-performing under the Differentiated Accountability System.	
Managing Department/School	Exceptional Student Learning Support Division	
Source of Additional Information	1. Gwen Lipscomb – FDLRS Coordinator	754-321-3466
	2. Saemone Hollingsworth, Executive Director, ESLS	754-321-3436
	3. Diane T. Eagan – Director, Prekindergarten/Elementary	754-321-3465
	4. Stephanie Williams-Louis – Director, Grants Administration (GA)	754-321-2260
Project Description	The Florida Diagnostic and Learning Resources System (FDLRS) Grant is a discretionary non-competitive award project that provides an array of instructional support services to exceptional student education (ESE) programs in school districts statewide. The four central functions of the FDLRS Associate Center are child find, parent services, human resource development, and technology. Funding also supports implementation of the Professional Development Alternatives (PDA) online modules, which are designed to provide Florida teachers with widely available, easily accessible opportunities to increase their competencies in the area of exceptional student education. Statutory authority for implementing FDLRS Associate Centers is located in Section 1006.03, Florida Statutes. Florida Inclusion Network (FIN) Facilitators are funded through FDLRS Associate Centers and their role is to support the priorities of FIN. The purpose of the FIN discretionary project is to maintain a regional network of facilitators, consultants, and practitioners to assist schools and school districts in the implementation of effective and inclusive educational practices. Statutory authority for implementing the Florida Inclusion Network Project is located in Section 1003.57(1)(f), F.S.	
Evaluation Plan	Projects are expected to achieve the performance targets for each category of deliverables (products, training, & service delivery) with performance based on completion of deliverables documented in the BEES Project Tracking System (PTS). Projects are required to update their performance in the PTS within 30 days of the end of each project quarterly period. The FDOE’s Project Liaisons will track each project’s performance based on the data reported by the project and the stated criteria for successful performance and verify the receipt of required deliverables as required by Sections 215.971 and 287.058(1)(d)-(e), Florida Statutes.	
Research Methodology	Project activities addressing local priorities are based on data analysis of professional learning needs assessments and are aligned to Broward County Public Schools’ Strategic Plan. Statewide-required project outcomes/goals are pre-determined by DOE, Bureau of Exceptional Education & Student Services in collaboration with the State Advisory Council. Goals and outcomes are aligned with the BEES Strategic Plan and SPP Indicators 1-8 and 12-14.	
Alignment to Strategic Goals	Goal 1: High Quality Instruction, Special Areas of Focus: Support & Leadership - Exceptional Student Education & Support Services. The FDLRS Project focuses on improving student achievement of students with disabilities through the provision of evidence-based/validated professional learning opportunities and by building capacity of school-based personnel and administrators.	

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Level of Support provided by GA	GA staff obtained signatures and provided technical assistance with the Executive Summary for the board agenda. Staff will also track grant application through the grants management system.
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PRE-SUBMISSION EXECUTIVE SUMMARY

Grant 06/09/20 – C

Grant Program	U.S. Department of Education/Florida 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	\$56,240,239 (to be requested)								
Financial Impact Statement	The potential positive financial impact for 2020-2021 is \$54,887,283 for IDEA Part B, Entitlement and \$1,352,956 for IDEA Part B, Preschool for an estimated total of \$56,240,239 which does not include possible roll forward funds.								
Schools Included	IDEA Part B: District-wide IDEA Preschool: Currently, there are 300+ elementary schools at 100 elementary schools, and six community agencies providing instructional programs for preschoolers with disabilities. These 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: 70%;">1. Daniel Gohl, Chief Academic Officer</td> <td style="text-align: right;">754-321-2618</td> </tr> <tr> <td>2. Saemone Hollingsworth, Executive 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> <tr> <td>4. Stephanie Williams-Louis, Director – Grants Administration (GA)</td> <td style="text-align: right;">754-321-2260</td> </tr> </table>	1. Daniel Gohl, Chief Academic Officer	754-321-2618	2. Saemone Hollingsworth, Executive Director, ESLS	754-321-3456	3. Sonja Clay, Director, ESLS Secondary	754-321-3435	4. Stephanie Williams-Louis, Director – Grants Administration (GA)	754-321-2260
1. Daniel Gohl, Chief Academic Officer	754-321-2618								
2. Saemone Hollingsworth, Executive Director, ESLS	754-321-3456								
3. Sonja Clay, Director, ESLS Secondary	754-321-3435								
4. Stephanie Williams-Louis, Director – Grants Administration (GA)	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 matter. 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 are 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 grant. The Florida State Performance Plan Indicators are also used as a benchmark for meeting federal and state requirements.								

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	Preschool Disabilities: Evaluation metrics include Battelle Developmental Inventory, Second Edition, (BDI-2), data points, performance outcome measures, and State Performance Plan Indicators.
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.
Alignment to Strategic Goals	The IDEA Grant supports the District's strategic plan: Goal 1: High Quality Instruction, Goal 2: Safe & Supportive Environment, and Goal 3: Effective Communication

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Grant 06/09/20 – D

Grant Program	U.S. Department of Education/Florida Department of Education: Multiagency Service Network for Students with Emotional/Behavioral Disabilities
Status	Continuation - Formula
Funds Awarded	\$128,000 (to be requested)
Financial Impact Statement	The potential positive financial impact is \$128,000. The source of funds is the U.S. Department of Education through the Florida Department of Education. There is no additional financial impact to the school district.
Schools Included	District-wide
Managing Department	Exceptional Student Learning Support (ESLS)
Source of Additional Information	1. Chauntea S. Cummings, Ed.S. - Task Assigned, SEDNET 754-321-3421 Project Coordinator, ESLS
Project Description	The Multiagency Service Network for Students with Emotional/Behavioral Disabilities (SEDNET) provides an intensive integrated educational program to include a continuum of mental health treatment services to enable students with or at risk of emotional/behavioral disabilities (E/BD) to develop appropriate behaviors and demonstrate academic and career education skills. SEDNET is a network of 19 regional projects that are comprised of the major child-serving agencies, community-based service providers, students and their families. Local school districts serve as fiscal agents for each local regional project. Within this framework, SEDNET focuses on developing interagency collaboration and sustaining partnerships among professionals and families in the education, mental health, substance abuse, child welfare and juvenile justice systems serving children and youth with and at risk of E/BD.
Evaluation Plan	For 2020-21, SEDNET will utilize the following evaluation elements for program evaluation: [1] Quantitative and qualitative data may be collected through various methods, such as evaluations, consumer satisfaction surveys, teacher rating scales and monthly provider reports. In addition, informal needs assessments and surveys from stakeholder groups may be reviewed; [2] Outcome data may include student academic and behavioral data, discipline data, graduation rates, and target State Performance Plan (SPP) indicator data as reflected in the SPP/APR or Local Education Agency (LEA) Profiles; [3] Data analysis will allow for identification of barriers to fidelity of implementation and need for change or revision of project activities; [4] Projects will facilitate an assortment of follow-up activities to determine whether educational and community stakeholder recipients of applicable deliverables, service delivery, and training, implement what they receive where appropriate; [5] Projects are expected to achieve minimum performance targets for each deliverable.
Research Methodology	In developing SEDNET’s goals and objectives for 2020/21, the Project Manager used Information from Department of Education 2019 LEA Profiles; Statewide Suicide Prevention Data and Research from University of South Florida; Bruce Perry Research on Neuro Sequential Models in Therapeutics and Education; SAMSHA’s published works on Trauma; National Trauma Center ; and Suicide Prevention Registry for Promising Suicide Prevention Practices; Youth Mental Health First Aid Evidenced Based Best Practice Training.
Alignment to Strategic Goals	Goal 2: Continuous Improvement: Improving understanding of Mental Health and Impact on student behavior and abilities in the classroom. Educating all School staff on Impact of Trauma on students and families which can ultimately increase student success. The SEDNET Project focuses on Collaboration which is aligned with Goal 3: Effective Communication. Communication with Community Behavioral Health Providers who can offer additional supports to students outside of the academic day. Communication with school staff regarding supports for students in and outside of the classroom. Ability to offer online and in person education and support in areas of

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	mental health for students. This increase of support can ultimately decrease behaviors which allows students to be present in the classroom both physically and emotionally.
Level of Support provided by GAGP	Level 2 - GA staff obtained signatures on the project forms; interfaced between the program team and the general counsel's office; and created the executive summary for the board agenda. Staff will also track grant application through the grants management system.

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Grant 06/09/20 – E

Grant Program	U.S. Department of Education/ Florida Department of Education: Title I Part A: Improving the Academic Achievement of the Disadvantaged
Status	Continuation-Formula
Funds Requested	\$86,384,309 (to be requested)
Financial Impact Statement	The potential positive financial impact is \$86,384,309. 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, 70 nonpublic schools and 31 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, Chief Academic Officer – Office of Academics 754-321-2618 2. Luwando Wright-Hines, Director – Title I 754-321-1400
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 sound programs built on evidence-based research.
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, Safe and Supportive Environment, and Effective Communication.
Level of Support provided by GA	The Grants Administration Department annually gathers the Title I, Part A Pre-Submission Executive Summary for the upcoming schools year to accommodate board discussion at School Board Operational Meeting (SBOM) of the submission of this federal grant to the Florida Department of Education.

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Grant 06/09/20 – F

Grant Program	U.S. Department of Education/ Florida Department of Education: Title I Part C Basic: Education of Migratory Children
Status	Continuation-Formula
Funds Requested	\$104,113 (to be requested)
Financial Impact Statement	The potential positive financial impact is \$104,113. 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, Chief Academic Officer – Office of Academics 754-321-2618 2. Luwando Wright-Hines, Director – Title I 754-321-1400
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 2020-2021 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, Safe and Supportive Environment, and Effective Communication.
Level of Support provided by GA	The Grants Administration Department annually gathers the Title I, Part C Pre-Submission Executive Summary for the upcoming school year to accommodate board discussion at School Board Operational Meeting (SBOM) of the submission of this federal grant to the Florida Department of Education.

PRE-SUBMISSION EXECUTIVE SUMMARY

Grant 06/09/20 – G

Grant Program	U.S. Department of Education/Florida Department of Education: Title I Part D: Neglected & Delinquent Youth
Status	Continuation - Formula
Funds Awarded	\$566,075 (to be requested)
Financial Impact Statement	The potential positive financial impact is \$566,075. 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	<u>DELINQUENT SITES (7)</u> – Associated Marine Institute, Broward Detention Center, Juvenile Detention Center, Pace Center for Girls, Pompano Youth Treatment Center, Broward Youth Treatment Center <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), Children’s Harbor, Children’s Harbor (Teen), Children’s Home Society, Chrysalis Center/Lilac House, Chrysalis Able House, Freedom House, Henderson House, JAFCO, Kids in Distress, Living Legends, Lippman Shelter, Project Touch, Sheridan House 1 (Boys), Women in Distress, SOS Children’s Village, Mercy Place, Kids Place, Girl’s Place. <u>ALTERNATIVE SITES (4)</u> - Cypress Run Educational Center, Lanier James Educational Center, Whiddon Rogers Education Center and Pine Ridge Educational Center.
Managing Department	This project will be managed by the Title I, Migrant and Special Programs Department in collaboration with the Equity and Diversity Department.
Source of Additional Information	1. Daniel Gohl, Chief Academic Officer – Office of Academics 754 321-2618 2. Luwando Wright-Hines, Director – Title I 754 321-1400
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. Additionally, students served through the Neglected and Delinquent Title I, Part D Grant will be evaluated via the administration of pre/post test to measure their 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 a balanced curriculum, the rate of delinquent and criminal behavior is reduced and positively impacts the adolescents’ lives.
Alignment to Strategic Goals	All Activities in this grant are aligned to High-Quality Instruction, Safe and Supportive Environment, and Effective Communication.
Level of Support provided by GA	The Grants Administration Department annually gathers the Title I, Part D Pre-Submission Executive Summary for the upcoming schools year to accommodate board discussion at School Board Operational Meeting (SBOM) of the submission of this federal grant to the Florida Department of Education.

PRE-SUBMISSION EXECUTIVE SUMMARY

Grant 06/09/20 – H

Grant Program	U.S. Department of Education/Florida Department of Education: Title II, Part A, Supporting Effective Instructions
Status	Continuation - Formula
Funds Awarded	\$14,729,924 (to be requested)
Financial Impact Statement	The potential positive financial impact is \$14,729,924 (\$9,547,249/base allocation and \$5,182,735/projected roll forward. The source of funds is the U.S. Department of Education through the Florida Department of Education. There is no additional financial impact to the District.
Schools Included	The project will serve all schools, District-wide.
Managing Department	Teacher Professional Learning and Growth, Office of Academics (TPLG)
Source of Additional Information	1. Dr. Fabian Cone, Director – TPLG 754-321-5018 2. Stephanie Williams-Louis, Director – Grants Administration 754-321-2260 (GA)
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 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>
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	<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>
Level of Support provided by GA	Level 1 - GA 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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Grant 06/09/20 – I

Grant Program	U.S. Department of Education/Florida Department of Education: 2020-21 Title III, Part A, English Language Acquisition
Status	Continuation - Formula
Funds Awarded	\$4,485,680 (to be requested)
Financial Impact Statement	The 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 and private schools, 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, 2020 through June 30, 2021.
Evaluation Plan	Data from sources including, but not limited to: FSA, ACCESS for ELLs, 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, 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 GA	Level 1 - GA 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 06/09/20 – J

Grant Program	U.S. Department of Education/Florida Department of Education: 2020-21 Enhanced Instructional Opportunities for Recently Arrived Immigrant Children and Youth
Status	Entitlement - Formula
Funds Awarded	\$2,707,120 (to be requested)
Financial Impact Statement	The 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 District.
Schools Included	The project will serve all schools, including Charter and private schools, 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, 2020 through June 30, 2021.
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 GA	Level 1 - GA staff prepared the executive summary for board approval, prepared documents for School Board records, and will track the grant in the grant management system.

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Grant 06/09/20 – K

Grant Program	U.S. Department of Education/Florida Department of Education: Title IV, Part A, Student Support and Academic Enrichment
Status	Continuation – Formula- Non-Competitive
Funds Awarded	\$5,336,571 (to be requested)
Financial Impact Statement	The potential positive financial impact is \$5,336,571. 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	All Schools, District
Managing Department	Department of Equity and Diversity
Source of Additional Information	1. David Watkins, Director – Department of Equity and Diversity 754-321-1600
Project Description	<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"> 1) Youth mental health training for staff; 2) Equity and diversity training and support for our school resource officers, security specialists, and campus monitors; 3) Continued support for implementation of school-based, department and district equity plans; 4) Professional development for teachers for improving instruction in math, science, and social studies; 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; 6) College and career readiness for students and parents; 7) Academic and social emotional support for DJJ transition and other at-risk students; 8) Professional development and support for our behavioral centers; 9) Programming for students to improve achievement in STEM, the Social Sciences, and Elective Courses; 10) Improvement in school climate and positive behavior intervention; 11) Improve parent education programs and parental support for students; 12) Enhance virtual learning opportunities for students, staff and parents.
Evaluation Plan	Each activity will be evaluated as determined by the specific deliverables of each of the targeted areas.
Research Methodology	Evidence-based practices and research will be used for each target area to ensure all deliverables are met with fidelity.
Alignment to Strategic Goals	High-Quality Instruction, Continuous Improvement
Level of Support provided by GA	Level 1 - GA 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 06/09/20 – L

Grant Program	U.S. Department of Education/Florida Department of Education: Title IX, Part A - Education of Homeless Children and Youth Project
Status	Competitive
Funds Requested	\$345,000 (to be requested)
Financial Impact Statement	The potential positive financial impact is up to \$345,000 over three-year grant cycle (\$115,000 per year). The source of funds is the U.S. Department of Education through the Florida Department of Education (FLDOE) Homeless Education Program. In addition, the Student Services Department supports 100 percent of the District Liaison’s salary and Title I homeless set-aside funds (\$400,000 per year) supports the salary of 1 FTE Homeless Program Specialist; 4.5 FTE Community Liaisons, and up to four (4) certified BCPS school teachers serving as academic tutors for the ArtREACH (Art Reaching and Educating At-Risk Children Experiencing Homelessness) after school enrichment program serving students (K-8), living in transition.
Schools Included	District-wide (PreK-12) – Public and Charter Schools
Managing Department/School	Student Support Initiatives and Recovery - 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 754-321-1566 2. Dr. Laurel Thompson, Director – Student Services Department 754-321-1550
Project Description	Grant funds are considered supplemental in nature and shall be used to ensure school stability by removing barriers that prevent students experiencing homelessness from enrolling, attending, and achieving academic success 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” as defined by Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.). By definition, homeless students are those who lack a fixed, regular, and adequate nighttime residence. Upon eligibility determination, HEART services include the provision of school uniforms, backpacks and school supplies, the coordination of out of boundary District bus transportation (to remain at the school of origin), free school meals, and access to after school care opportunities. In addition, high school seniors receiving HEART services shall have the cost of their cap and gown rentals covered and receive verification letters required to complete the Free Application for Federal Student Aid and college applications. Eligibility for all homeless education services 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, needs 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. In collaboration with the District Attendance office, academic progress for students registered in HEART shall be evaluated through standardized test scores, grades, and promotion/graduation data maintained in the District’s TERMS, Data Warehouse, BASIS, and other viable databases and dashboards. 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 fastest growing population of people experiencing homelessness across the U.S.A. are families with school-aged children and youth. The same holds true in Broward County. Challenges facing students experiencing housing instability are immense with the potential for negative impacts across academic, social, and emotional realms. When systems of support to these students are delivered equitably

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	<p>and intentionally, the potential to mitigate school mobility rates, chronic absenteeism, gaps in academic achievement, and graduation rates are positively impacted. Per FL DOE Survey 5, as of 06/30/19, the H.E.A.R.T. program identified a total of 5,435 students experiencing homelessness (as defined by the McKinney-Vento Homeless Assistance Act) across 293 schools (public and charter) during the 18-19 school year (2 percent of the total BCPS student population (n= 271,517)). This equates to 504 additional students identified over the 17-18 school year (4,931) = 10.2 percent increase</p>
<p>Alignment with Strategic Plan</p>	<p>All activities in this grant are aligned to Broward County Public Schools' District Strategic Plan; specifically, High-Quality Instruction goals in support of Student Experience campaigns and initiatives.</p>
<p>Level of Support provided by GA</p>	<p>GA staff work with Student Services to obtain signatures and mail requisite forms to FLDOE. GA also prepares the executive summary for the board agenda and will track the grant application through the grants management system.</p>

PRE-SUBMISSION EXECUTIVE SUMMARY

Grant 06/09/20 – M

Grant Program	U.S. Department of Health and Human Services: Head Start/Early Head Start Program - Continuing Application	
Status	Continuation - Competitive	
Funds Awarded	\$17,342,551 (to be requested)	
Financial Impact Statement	The potential positive financial impact is \$16,107,507 for Head Start and \$1,235,044 for Early Head Start for a total of \$17,342,551. The source of funds is the U.S. 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 \$17,342,551 is contingent upon the District providing a required 20 percent match of approximately \$4,335,637 (\$3,279,833 cash match and \$747,044 in-kind contributions) for Head Start and \$308,761 (\$181,641 cash match and \$127,120 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. Funds for the required cash match will be allocated from fund number 1010, general grant match. 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	There are 51 school sites included for the 20-21 school year: Elementary: Atlantic West; Bethune, Mary M.; Boulevard Heights; Broadview; Castle Hill; Colbert; Collins; Coral Springs; Cresthaven; Cypress; Davie; Deerfield Park; Dillard; Drew, Charles Family Resource; Driftwood; Endeavour Primary; Fairway; Gulfstream Early Learning Center; King, Dr. Martin Luther Montessori Academy; Lake Forest; Larkdale; Lauderdale Paul Turner; Markham, C. Robert; McNab; Meadowbrook; Miramar; Morrow; North Fork; North Lauderdale; North Side; Oakland Park; Oriole; Park Ridge; Peters; Plantation; Pompano Beach; Quiet Waters; Riverland; Rock Island; Royal Palm; Sanders Park; Sheridan Hills; Sunland Park at Lauderdale Manors; Tamarac; Tedder; Thurgood Marshall; Village; Walker; West Hollywood; Westwood Heights; and Wilton Manors.	
Managing Department	Head Start/Early Intervention Department	
Source of Additional Information	2. Angela Iudica, Director – Head Start/Early Intervention	754-321-1972
	3. Lori Canning, Executive Director – Early Learning Language Acquisition (ELLA)	754-321-1952
	4. Stephanie Williams-Louis, Director – Grants Administration (GA)	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 (VPK) extended day option model will be offered at 20 elementary schools for Head Start eligible four-year-old students during the 20-21 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 five sites: Bethune Elementary, Charles Drew Family Resource Center, Gulfstream Early Learning Center, Peters Elementary, and Westwood Heights Elementary. The sites offer center-based and home-based options. The Creative</p>	

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	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. In accordance with federal regulation, the Early Head Start Program must operate for a minimum of 48 weeks per year; therefore, a home-based program is provided in the summer.
Evaluation Plan	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 (GOLD) 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 GOLD 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
Research Methodology	All selected curricula, screening, and assessment tools adhere to the reliability and validity requirements of the Head Start Performance Standards.
Alignment to Strategic Goals	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.
Level of Support provided by GA	GA 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 through the eCivis grants management system.