

Summary of 2017-2018 Closeout Reports
for
Title IV, Part A Project
Student Support and Academic Enrichment Program



*Submitted November 20, 2018 by
New Directions, New Ideas LLC*

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Introduction: Title IV, Part A Closeout Report for 2017-2018

In October 2018, a request to complete a year-end report was sent to all Title IV, Part A (T4A) contacts throughout Florida. Sixty-seven responses were received from school districts and charter schools. Two T4A recipients did not respond to the request (Clay and Gilchrist), with four others not responding due to the impact of Hurricane Michael (Franklin, Gulf, Holmes, Jackson).

T4A funding allocation varies across the state, with those entities receiving greater than \$30,000 implementing projects using all three approaches: well-rounded opportunities, safe and healthy schools, and effective use of technology. Those entities receiving less than \$30,000 could choose one approach to implement. Nearly one-third of the respondents received less than \$30,000.

- 47 (70%) of respondents received greater than \$30,000
- 20 (30%) of respondents received less than \$30,000

Forty-nine of the survey respondents reported they were the project lead for T4A during the first year of the project. Nineteen respondents were not the project lead and they described their role with the T4A project. Their responses were coded into four different categories.

District Level Personnel (n=7, 39%)

- As the Director of Federal Programs my department oversees the budget and works to ensure compliance with the grant requirements.
- Budget and facilitator for purchase orders and expenditures.
- Support for application development and project implementation.
- Title II Grant Coordinator and Dual Enrollment Manager
- Grant Writer
- Implementation Support
- Leadership in district

New to Position (n=6, 33%)

- I was not employed here then.
- Not yet hired.
- New to FAU Lab School. Dalis Domingues, Grants Director, was the project lead in 2017-18.
- The Lead was Liliana Salazar, since I started as Grant Manager in February 2018.
- Did not begin employment with Monroe County School District until late July 2018.
- I was not Coordinator of Title programs at that time, I was a school administrator. I transferred into this role in March 2019.

School Level Personnel (n=4, 22%)

- Asst. Principal at Hartley Elementary
- Assistant Principal at Chipley High School
- Teacher
- Instructional coach at Lafayette High School

Miscellaneous (n=1, 6%)

- I did not have a role with the T4A project.

Evaluation Question 1: To what extent were stakeholders involved in the application development process?

The T4A application development process involved many different groups of people. Respondents were asked to “check all that were involved” in the process. Table 1 displays the results showing the percentage of respondents who included different groups of people in the application process. These groups are recommended by the U.S. Department of Education, Title IV, Part A, to be involved in the application process.

Table 1 Participants in Application Development Process		
Participants	Percentage of Respondents	Count
District Administrators	100%	67
School Principals	82%	55
School Leaders	75%	50
School Teachers	63%	42
Specialized Instructional Support Personnel	60%	40
Parents	54%	36
Charter Schools	39%	26
Community-based Organizations	33%	22
Students	30%	20
Others*	27%	18
Others with relevant and demonstrated expertise	22%	15
Local Government Representative	10%	7
Indian Tribes or Tribal Organizations	0%	0

*Others involved in the application process included:

- Private Schools (n=12)
- School Board (n=1)
- Guidance Counselors (n=1)
- Local businesses and postsecondary education leaders (n=1)
- Contractor (n=1)
- IT Department (n=1)
- Program Specialists (n=1)
- Due to time constraints, exit slips from Title I Consultation and Needs Assessment from Title II Consultation were used for both Private and Charter School input. (n=1)

Private School Engagement

Consultations with private schools are required for the T4A project. In some cases, private school engagement is not applicable because the entity is a single school, a charter school, or community-based organization and in Calhoun County there are no private schools.

Many different methods were used to engage private schools, some using multiple methods, such as certified mail invitation, then scheduled a meeting, and then followed up with a phone call. The information in Table 2 shows the number of respondents who mentioned a specific type of engagement and seven did not specify a method.

	Percentage	Count
Scheduled Meetings	30%	30
Certified Letter	13%	13
Phone Call	11%	11
Email	10%	10
Invitation	8%	8
Visit Schools	8%	8
Needs Assessment Used	7%	7
Letter	7%	7
Did not specify method	7%	7
Memo	1%	1
Total		102

The type of allocation to private schools was nearly equal between services and funding. Three school districts reported providing both. In twenty-seven school districts, all private schools declined to participate. In eight school districts, private school allocations did not apply (seven are classified as special districts and the Calhoun County School District does not have any private schools located in the district).

	Percentage	Count
Services	23%	15
Funding	20%	13
Funding and Services	4%	3
All private schools declined	32%	27
Did not apply	21%	8

Needs Assessment Sources

Respondents were asked to indicate all the different types of data sources they used to complete the needs assessment for the T4A application. Table 4 displays fifteen different sources and the percentage of respondents who used each source. Student FSA scores and school grades were used most often.

Table 4 Needs Assessment Sources		
Data Sources	Percentage of Respondents	Count
FSA scores	70%	46
School grades report	64%	42
High school graduation rates	50%	33
Free/Reduced lunch status	48%	32
School discipline report	48%	32
Other*	45%	30
School Climate Surveys (parents)	42%	28
Student attendance data	41%	27
School Climate Surveys (school staff)	38%	25
EOC exam scores	35%	23
School Climate Surveys (students)	30%	20
Student course enrollment data	24%	16
School Environmental Safety Incidence Report (SESIR)	21%	14
ACT/PSAT/SAT scores	20%	13
AP exam scores	18%	12

Other responses included data sources not listed above. These 27 responses were categorized into 5 different topic areas.

Student Related (n=12, 44%)

- EDSTATS.ORG DATA
- Homeless program surveys
- Student enrollment trend data
- Average Daily Attendance, Student Days Absent, Days of Out of School Suspension
- Early warning systems data
- Department of Juvenile Justice report of justice involved youth. Including students on probation, participating in teen court, or students transitioning back to SRC from a DJJ Correctional Facility.

- FAFSA Completion Rates, Gifted and Talented Enrollment, DJJ Reports
- IB and Cambridge enrollment
- We used the number of gifted students in the district and wanted to increase the number of gifted students district wide with a focus on Title I schools.
- Free/reduced lunch data, ESOL data, Title I data, students of color data
- Number of teen parents, Number of fosters, number of homeless, truancy, hospitalizations, bullying reports
- Retention rates of 3rd graders, FLKRS/Star Early Literacy assessment, low rates of well care visits and Medicaid eligible children in the community.

District and Schoolwide Data Sources (n=7, 26%)

- School improvement plans and comprehensive needs assessment, and the School Health Index.
- Healthy Schools Program Assessment
- Vision 2020 (District's Strategic Plan)
- The District's Strategic Plan
- Local Progress Monitoring Data (ex: Unit Assessments); Average Teacher Attendance
- Full service schools' data
- Concern of Harm Data, Professional Learning and School Improvement Survey data

Professional Development (n=5, 19%)

- 2017-2018 Professional Development Survey distributed to all certified staff; feedback collected through surveys completed at the end of workshops; and School Improvement Plan identified needs.
- Professional Development needs for teachers
- Professional Development Needs Survey
- Health screening information
- FL High School Feedback Report

Surveys (n=2, 7%)

- Combined needs assessment data from charter schools and private schools.
- Grant-specific survey was developed and used to elicit input from stakeholders.

Guidance Counselors (n=1, 4%)

- Guidance counselors worked with the Coordinator of Grants and Special Programs on activities involved in this grant opportunity.

Project Amendments

In year one of the Project, many entities submitted project amendments. Twenty-one out of 76 respondents reported an amendment was not filed. The results in Table 5 show the number and percentages for nine different types of budget amendments, with most being budget revisions to implement the project.

Types of Amendments	Percentage of Respondents	Count
Budget revision to implement the Project.	44%	33
Change in scope, goals or objectives.	20%	15
Change in deliverables.	13%	10
Change in key or types of personnel.	13%	10
Change in work tasks.	8%	6
Change in project evaluation scope.	1%	1
To obtain services of a third party.	1%	1
To increase project amount.	0%	0
For disengagement of Project Director.	0%	0
Total		76

Evaluation Question 2: To what extent were T4A activities implemented throughout Florida?

Project Involvement

Tables 6-10 show the number of personnel, students, and schools involved with the T4A Project during the first year. The highest number of districts involved 11-50 school district personnel.

Number Categories	Percentage	Count
Less than 10	12%	8
11-50	38%	25
51-150	12%	8
151-300	20%	13
Over 300	18%	12

A majority of respondents (54%) reported over 500 students were involved with the T4A project showing an impact on a large number of students.

Table 7 Number of Students Involved with Project		
Number Categories	Percentage	Count
Less than 100	15%	10
101-200	13%	9
201-300	9%	6
301-400	6%	4
401-500	3%	2
Over 500	54%	36

A large percentage of respondents reported the Project involved 10 or more schools, with 18% involving 11-20 schools and another 25% involving more than 20 schools for a total of 43%.

Table 8 Number of Schools Involved with Project		
Number Categories	Percentage	Count
1 school	6%	4
2-5 schools	39%	25
6-10 schools	12%	8
11-20 schools	18%	12
More than 20 schools	25%	16

Responses showed a large majority (73%) changed T4A activities for year 2 of the Project as displayed in Table 9, in part due to receiving additional funding for year 2.

Table 9 Title IV, Part A Activities		
Number Categories	Percentage	Count
Yes, some of the activities are the same.	73%	49
Yes, all activities are the same.	12%	8
No, all the activities are new.	9%	6
Unsure, because we are still planning for year 2.	6%	4

Process and Outcomes of T4A Activities

To provide additional evidence of T4A activity implementation, respondents were asked to rate their overall experience along with four other topics related to the impact on student achievement, engagement of intended participants, implementation, and planning processes. The top ten rated activities for each of the five topic areas measured were identified. One activity, “mobile health clinic” was not included in the top ten due to only one respondent providing a rating score. Two activities, “An AVID program was implemented” and “A transition/bridge program was implemented” were the top two rated activities in all five topic areas.

Top Ten Activities

Overall Experience

- An AVID program was implemented. (n=6) 4.83
- A transition/bridge program was implemented for 5th or 9th grade students. (n=5) 4.80
- Curriculum mapping for one or more subjects was completed. 4.69
- Educational field trips were provided. (n=19) 4.68
- Additional classroom resources (for any subject area) were provided. (n=39) 4.68
- School safety equipment (i.e. defibrillators, security cameras, background check system) was purchased. 4.67
- A STEM/STEAM **education** program was enhanced. (n=38) 4.66
- Professional development opportunities were offered for school district staff. (n=48) 4.65
- College and career readiness activity or program was implemented. (n=16) 4.63
- The gifted and talented education program was enhanced. (n=8) 4.63

Impact of Student Achievement

- An AVID program was created. (n=6) 4.83
- A transition/bridge program was implemented for 5th or 9th grade students. (n=5) 4.80
- A student mentor program was implemented. (n=5) 4.80
- Curriculum mapping for one or more subjects was completed. (n=13) 4.64
- Additional classroom resources (for any subject area) were provided. (n=30) 4.61
- School safety equipment (i.e. defibrillators, security cameras, background check system) was purchased. 4.60
- Educational field trips were provided. (n=19) 4.56
- College and career readiness activity or program was implemented. (n=16) 4.56
- Health screenings were enhanced. (n=2) 4.50
- Volunteer portal system was enhanced. (n=2) 4.50

Engagement of Intended Participants

- An AVID program was created. (n=6) 4.83
- A transition/bridge program was implemented for 5th or 9th grade students. (n=5) 4.80
- Additional technology equipment (i.e. 3-D printers, GEO mats, virtual reality headsets, charging carts) was purchased. (n=18) 4.72
- Educational field trips were provided. (n=19) 4.72

- A STEM/STEAM education program was enhanced. (n=38) 4.68
- Additional classroom resources (for any subject area) were provided. (n=39) 4.67
- College and career readiness activity or program was implemented. (n=16) 4.63
- An afterschool program/club was created. (n=21) 4.62
- A student mentor program was implemented. (n=5) 4.60
- A program designed to increase enrollment in AP, IB, AICE, or Dual Enrollment Courses was implemented. (n=11) 4.60
- Professional development opportunities were offered for school district staff. (n=48) 4.60

Implementation/Administration

- An AVID program was created. (n=6) 4.83
- A transition/bridge program was implemented for 5th or 9th grade students. (n=5) 4.80
- Educational field trips were provided. (n=19) 4.68
- A STEM/STEAM education program was enhanced. (n=38) 4.68
- A wellness initiative was implemented. (n=11) 4.67
- An afterschool program/club was created. (n=21) 4.67
- Curriculum mapping for one or more subjects was completed. (n=13) 4.64
- College and career readiness activity or program was implemented. (n=16) 4.63
- Additional technology equipment (i.e. 3-D printers, GEO mats, virtual reality headsets, charging carts) was purchased. (n=18) 4.61
- A student mentor program was implemented. (n=5) 4.60

Planning

- An AVID program was created. (n=6) 4.83
- A transition/bridge program was implemented for 5th or 9th grade students. (n=5) 4.80
- A student mentor program was implemented. (n=5) 4.80
- A STEM/STEAM education program was enhanced. (n=38) 4.74
- An afterschool program/club was created. (n=21) 4.71
- College and career readiness activity or program was implemented. (n=16) 4.69
- Additional classroom resources (for any subject area) were provided. (n=30) 4.68
- Curriculum mapping for one or more subjects was completed. (n=13) 4.64
- Educational field trips were provided. (n=19) 4.63
- A supportive school environment program (i.e. Check and Connect, Project Achieve, or Ripple Effects) was implemented. (n=16) 4.63
- A summer camp/summer program was created. (n=20) 4.60

The type of activities rated by respondents are listed in the titles of Tables 10-44, along with the number of respondents for each activity. The average rating scale scores were calculated based on a scale of 1 to 5. (1=very poor, 2=poor, 3=average, 4=good, 5=very good)

All reported activities from across the state are included in the following tables. If the activity did not apply to the respondent's entity, they responded with an N/A. The bar graphs provide a visualization to compare rating scale scores for each type of activity.

Table 10: Additional School District Personnel were Hired (n=34)

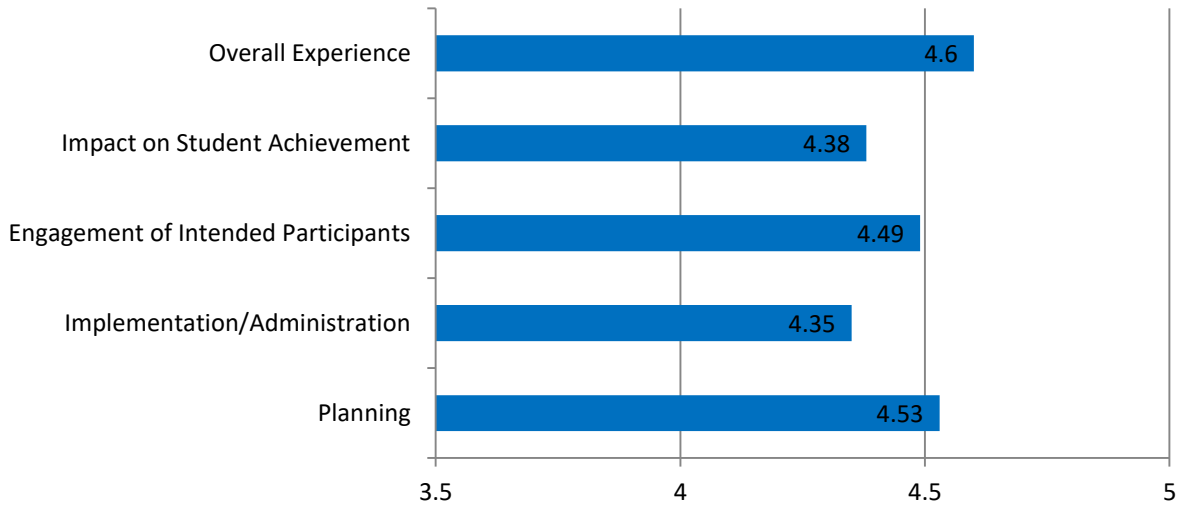


Table 11: Professional Development Opportunities were Offered for School District Staff (n=48)

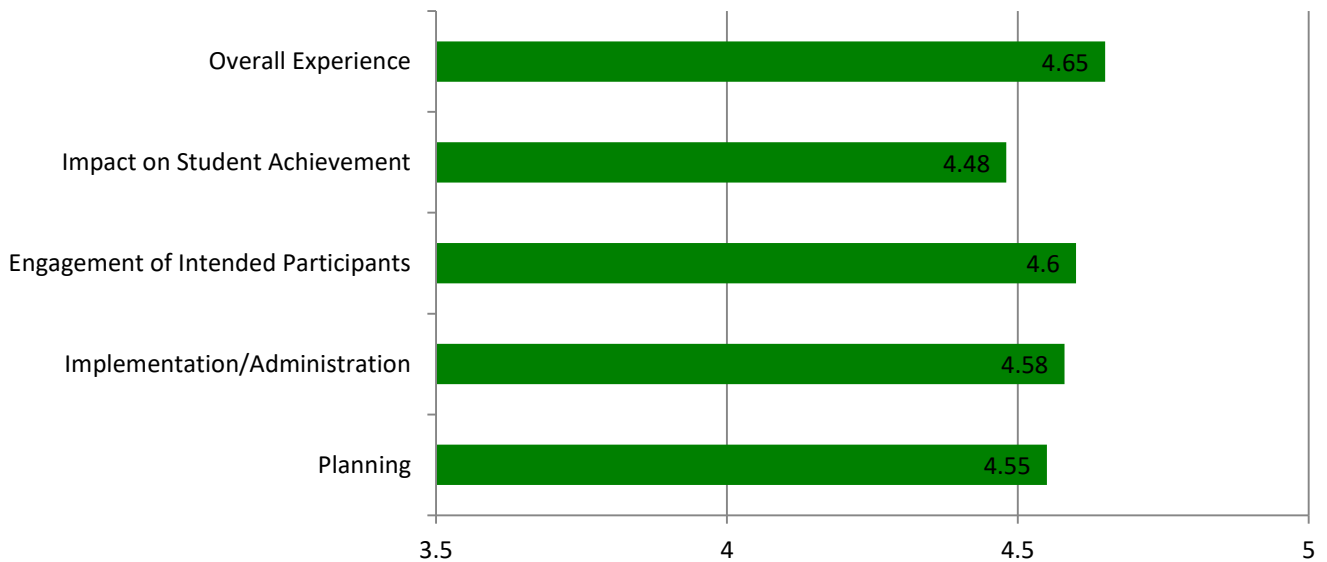


Table 12: A Professional Learning Community (PLC) was Created for School District Staff (n=12)

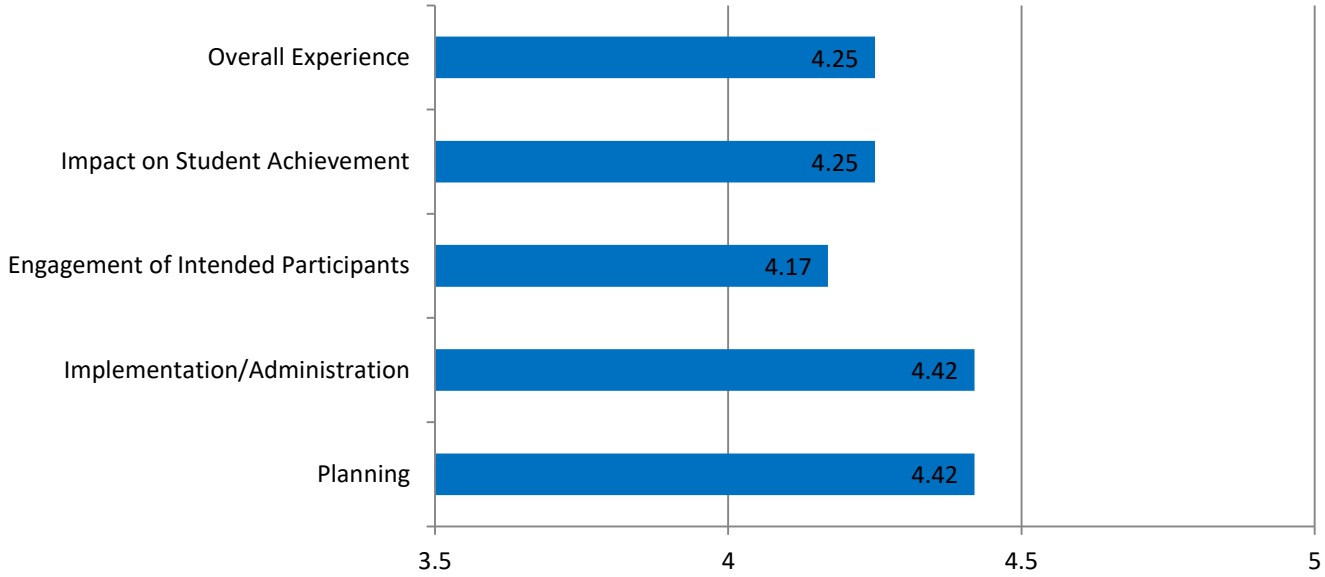


Table 13: An After School Program/Club was Created (n=21)

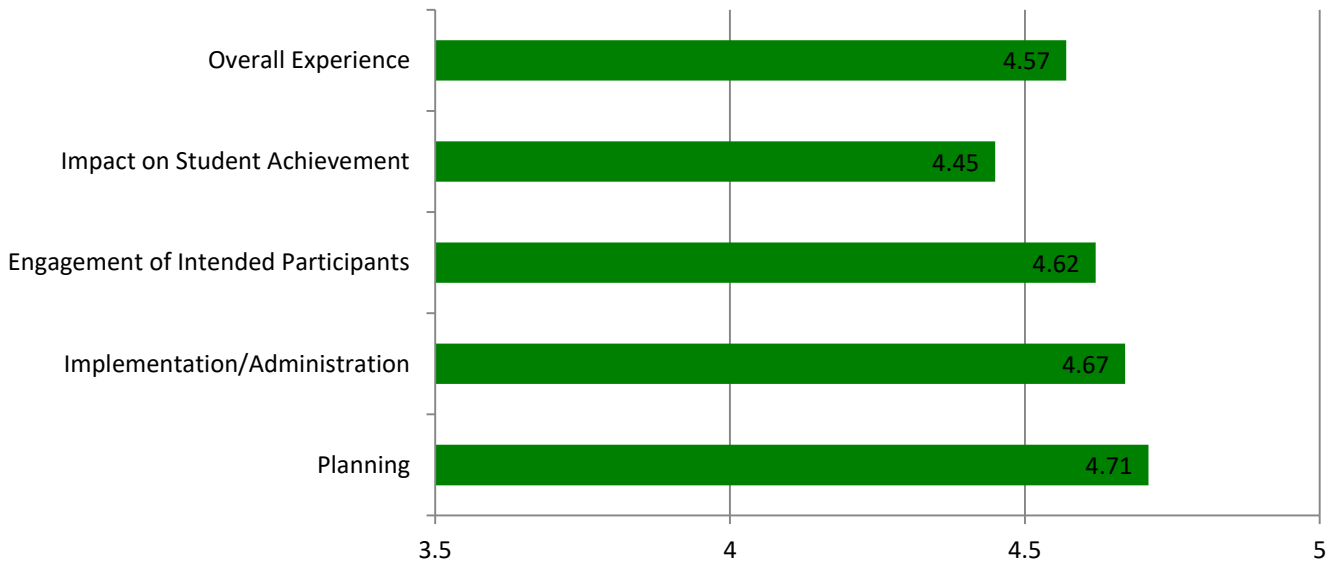


Table 14: A Summer Camp/Summer School Program was Created (n=20)

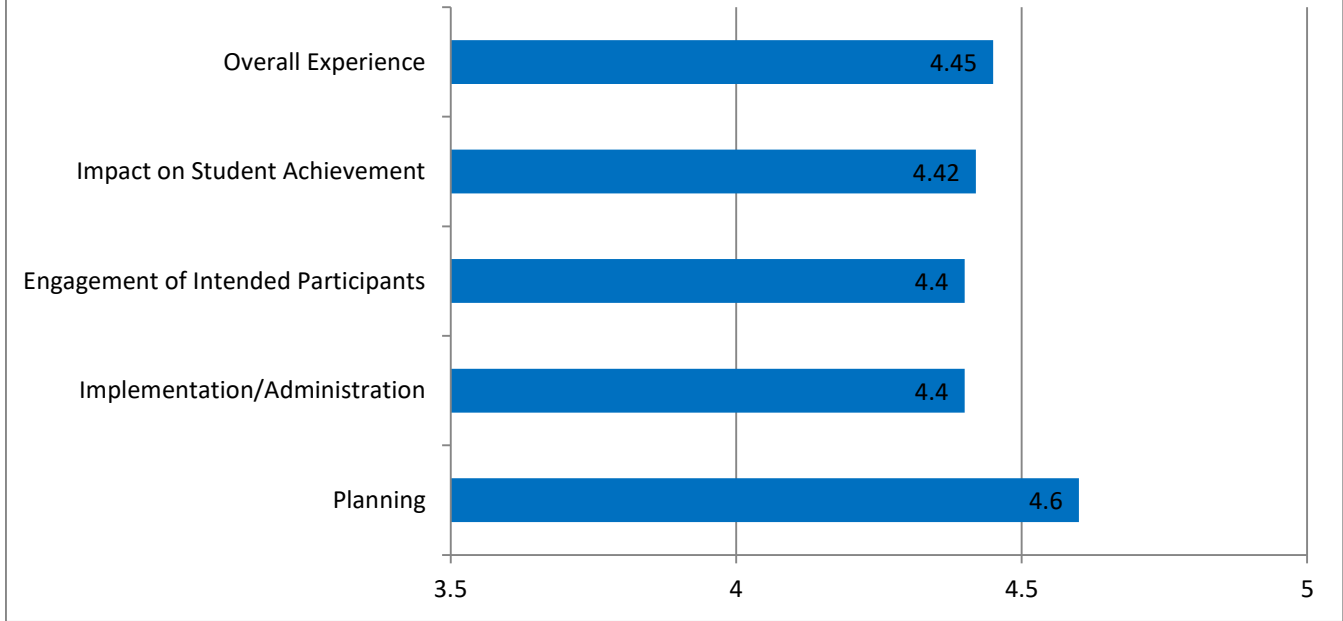


Table 15: STEM/STEAM Education Program was Enhanced (n=38)

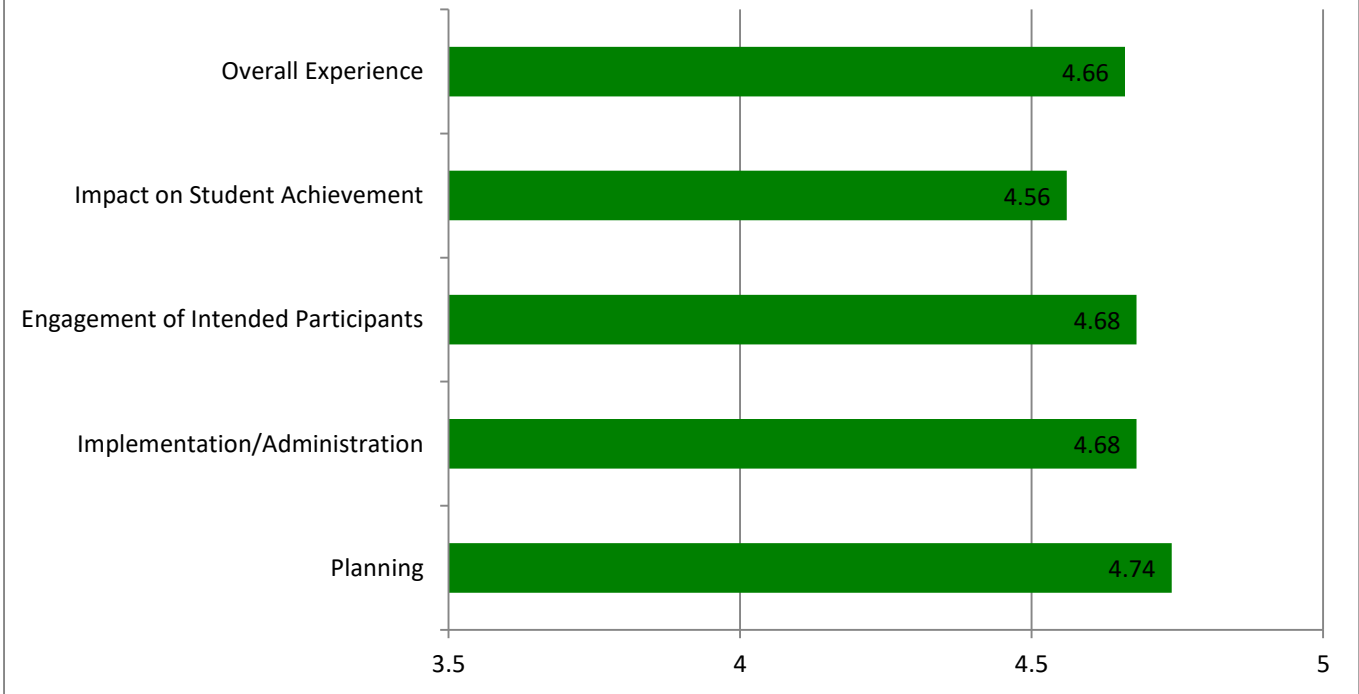


Table 16: An AVID Program was Created (n=6)

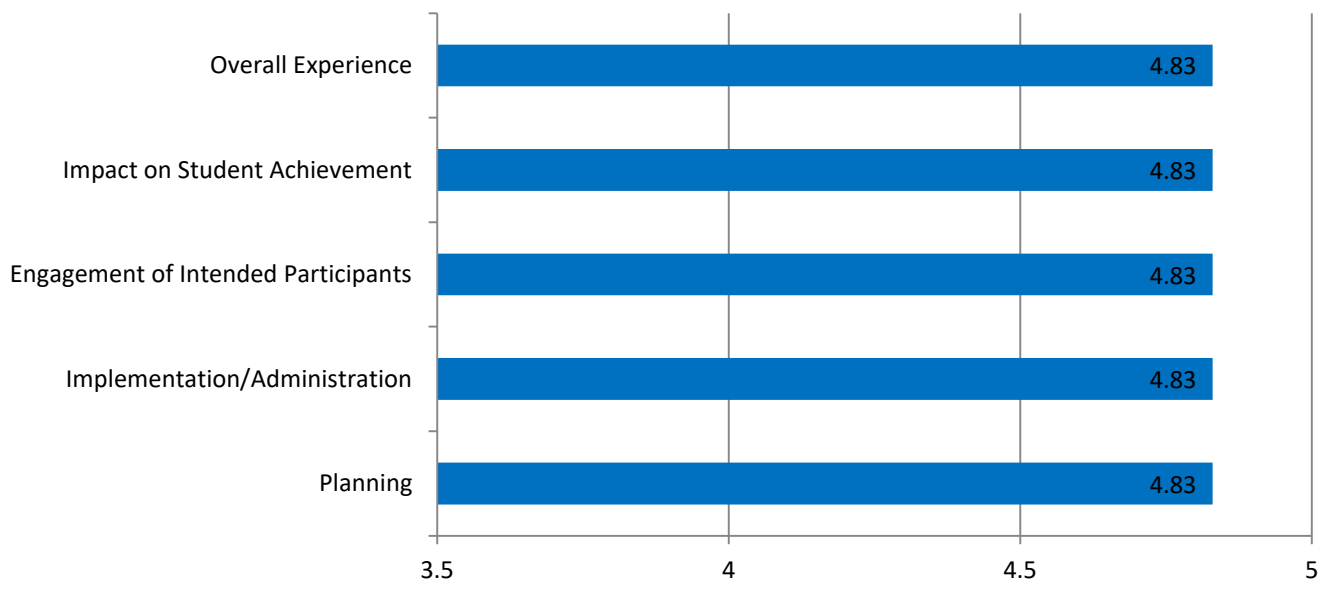


Table 17: A Bullying Prevention Program, Activity, or Campaign was Developed (n=15)

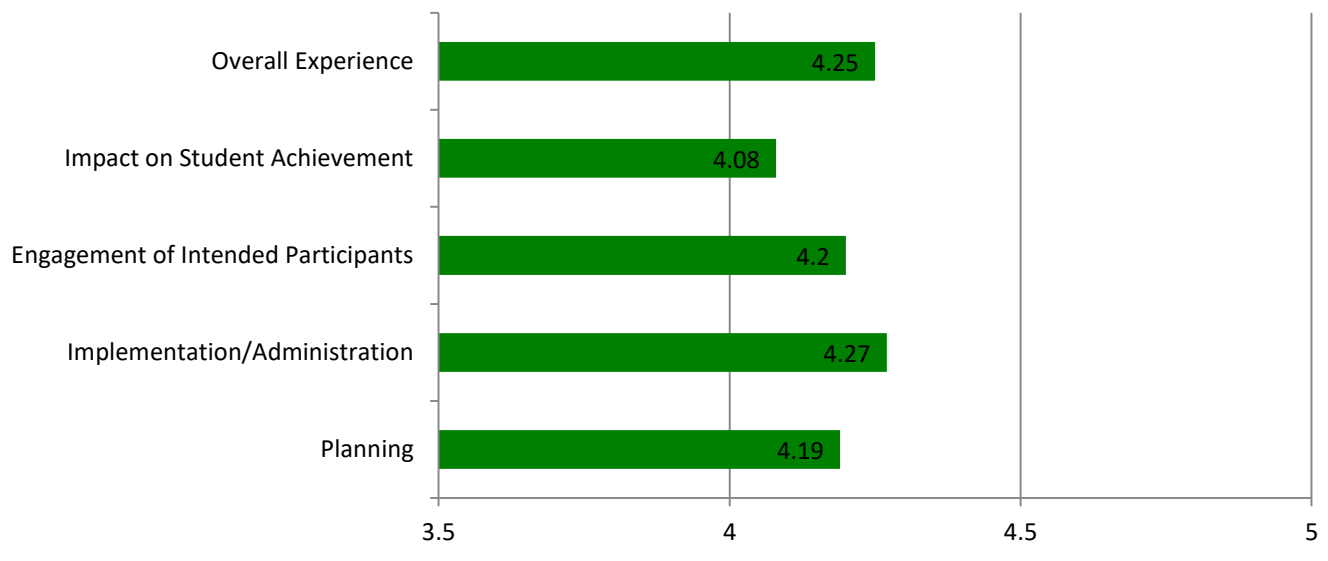


Table 18: A Social-Emotional Learning Program and/or Curriculum was Implemented (n=26)

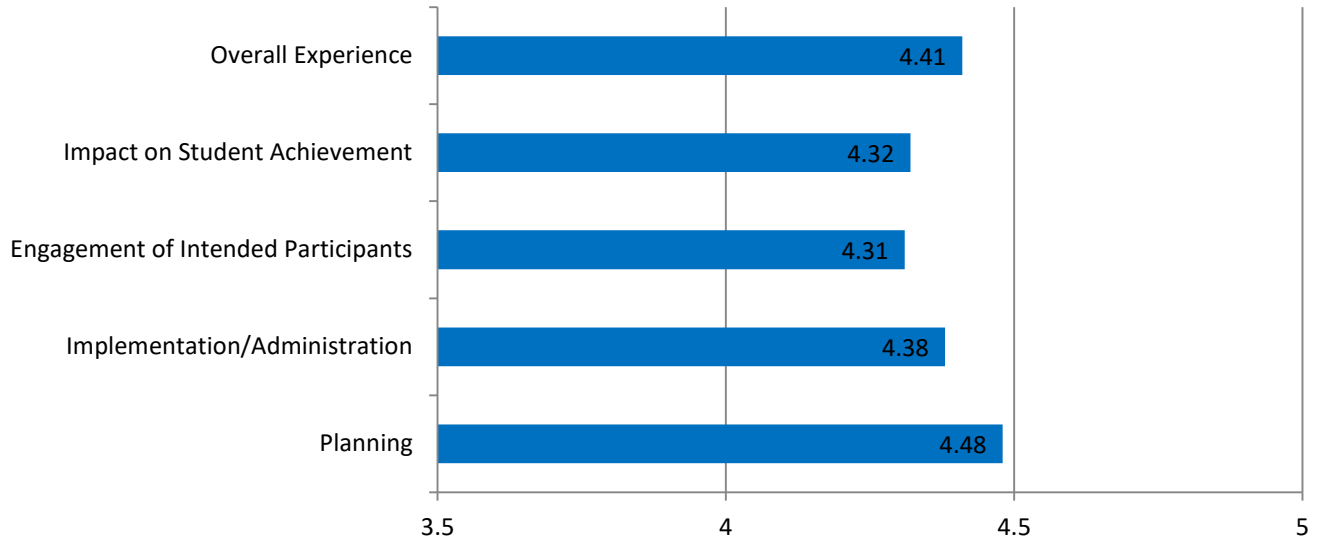


Table 19: An Early Warning System or Multi-tiered System of Support Program was Implemented (n=14)

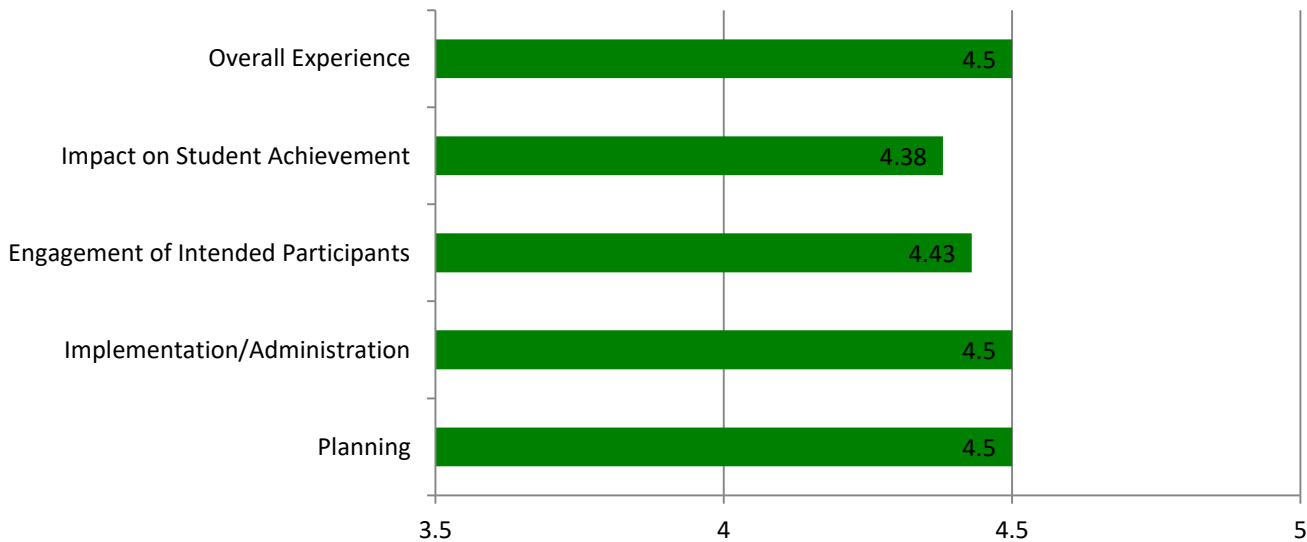


Table 20: A College and Career Readiness Activity or Program was Implemented (n=16)

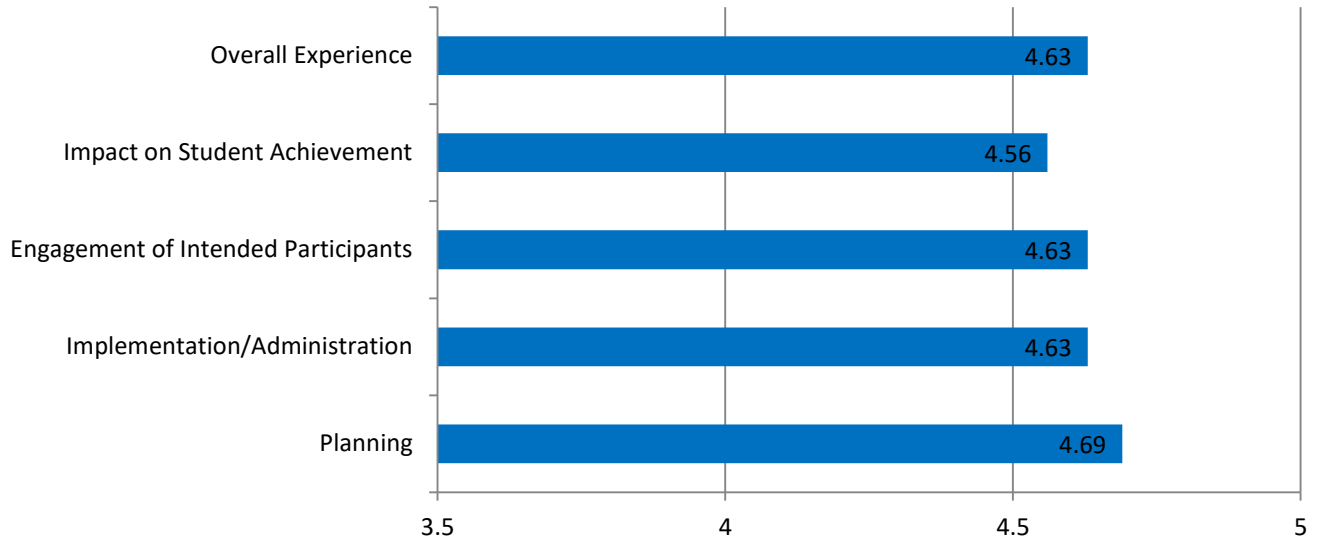


Table 21: A Program Designed to Increase Enrollment in AP, IB, AICE, or Dual Enrollment Courses was Implemented (n=11)

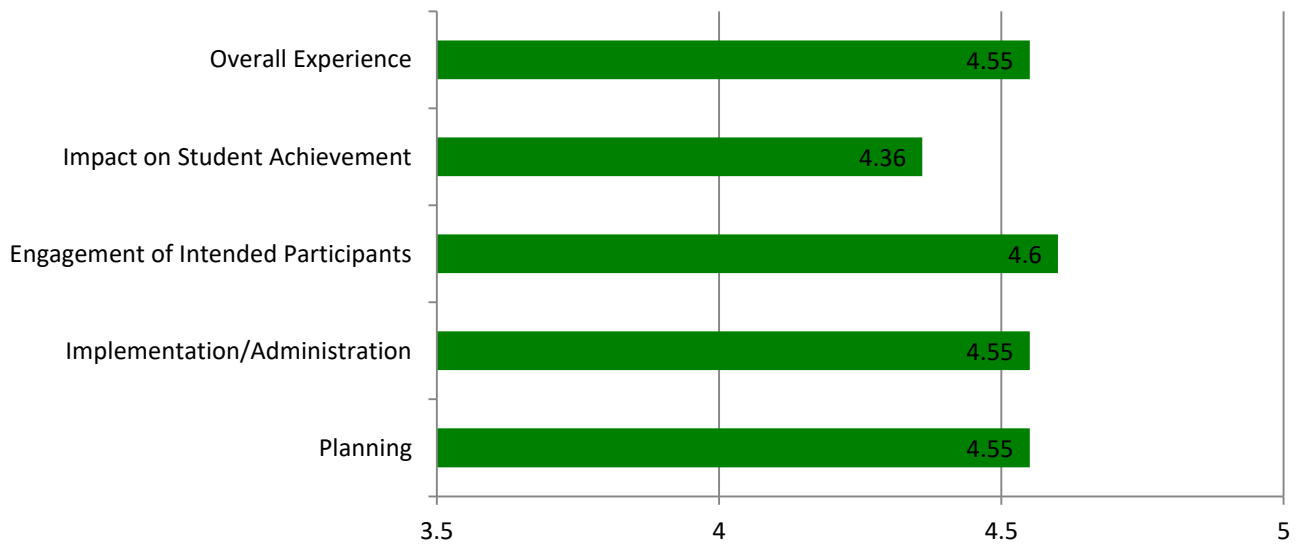


Table 22: Curriculum Mapping for One or More Subjects was Completed (n=13)

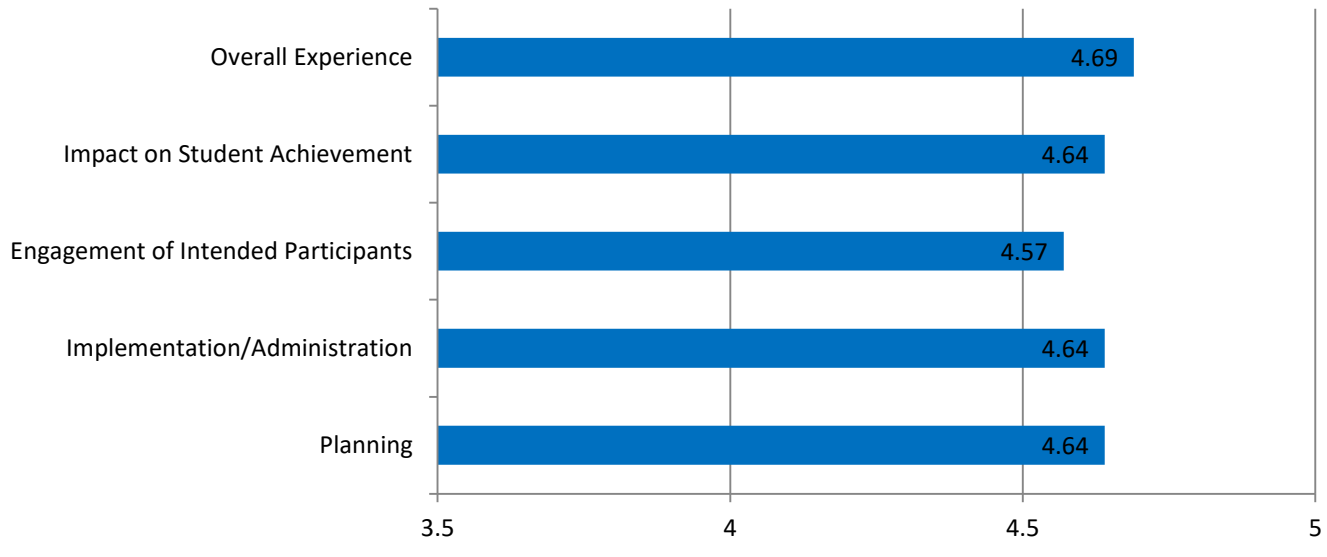


Table 23: Educational Field Trips were Provided (n=19)

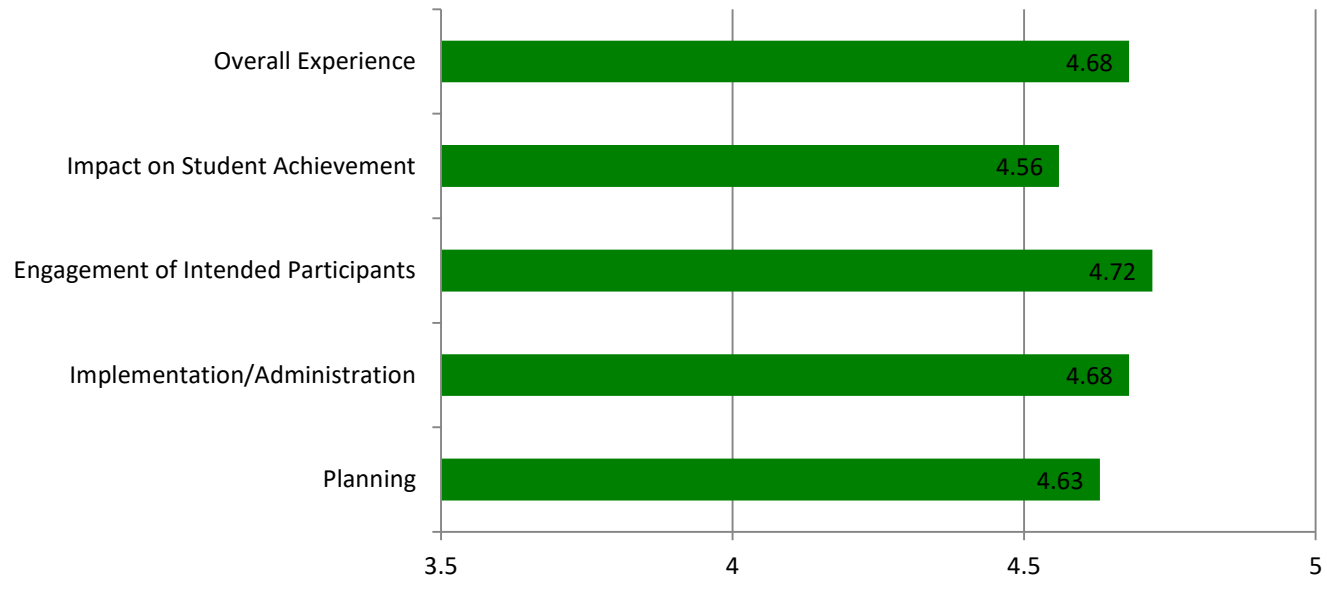


Table 24: Additional Classroom Resources for any Subject Area were Provided through T4A Project (n=39)

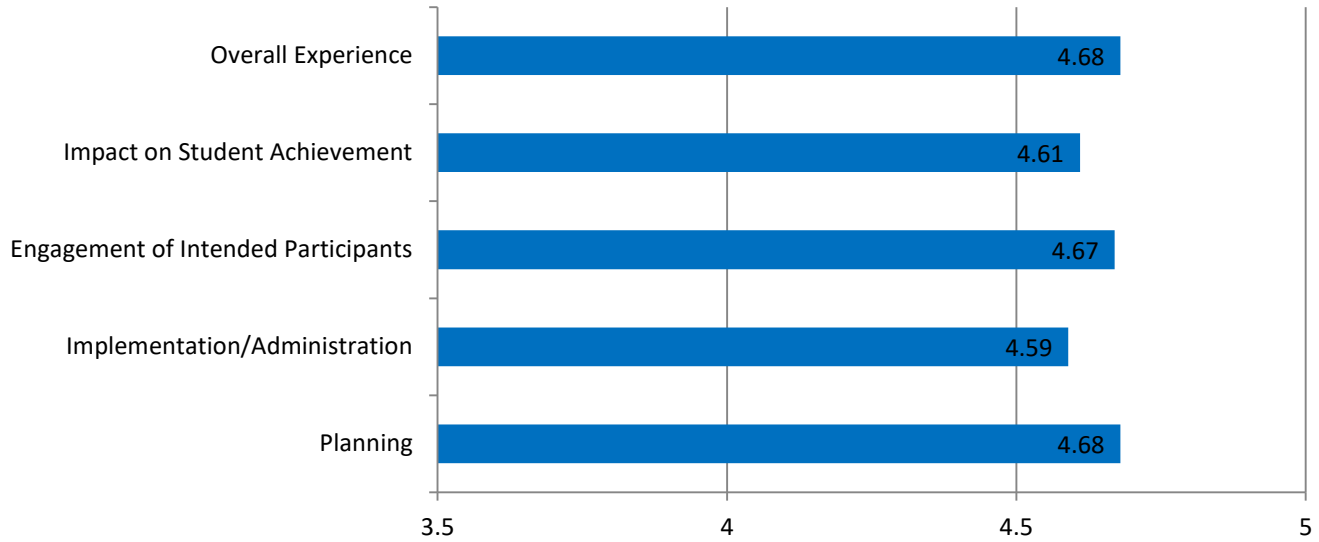


Table 25: The Gifted and Talented Education Program was Enhanced (n=8)

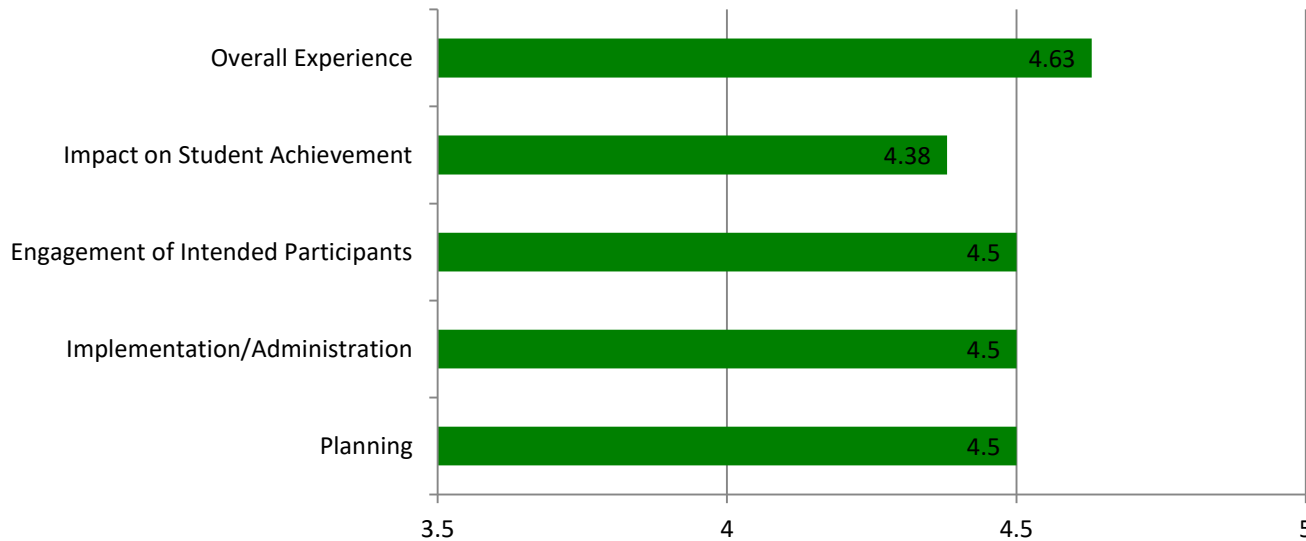


Table 26: Career and Technical Education (CTE) Courses were Enhanced (n=12)

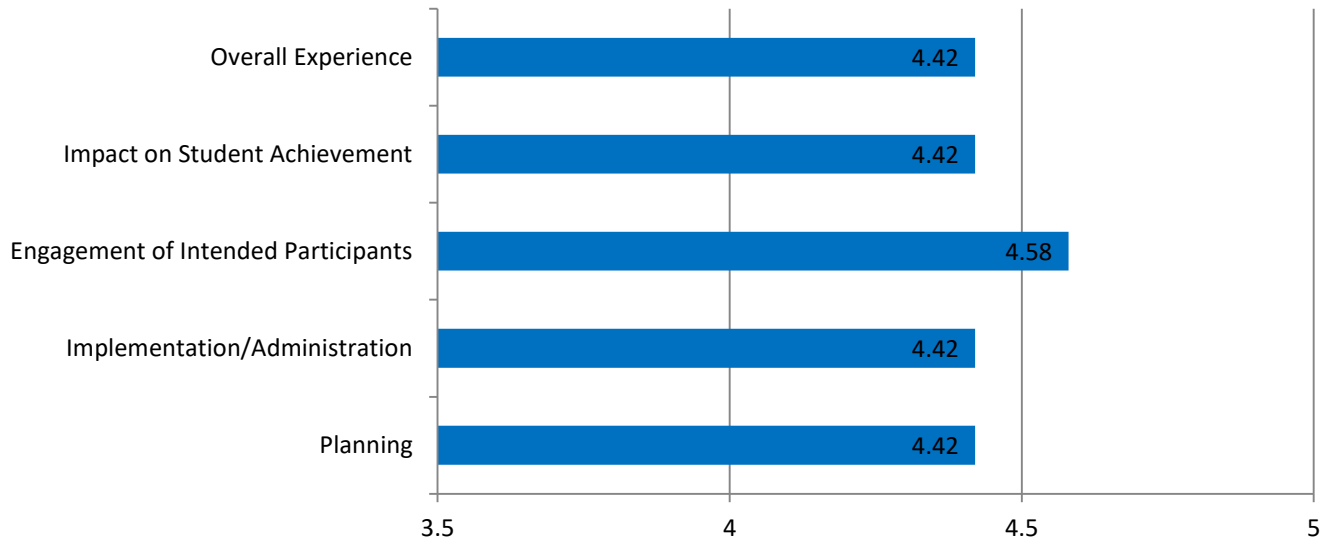


Table 27: Makerspaces or Innovation Labs were Implemented (n=6)

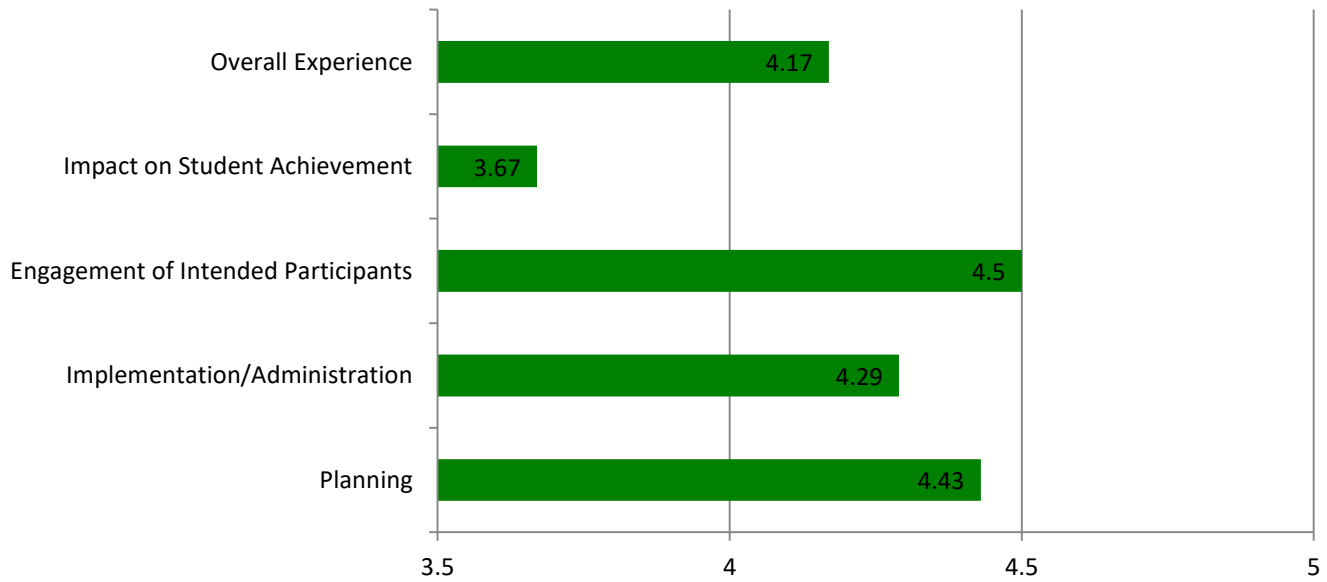


Table 28: Agricultural Projects, such as School Gardens, were Implemented (n=5)

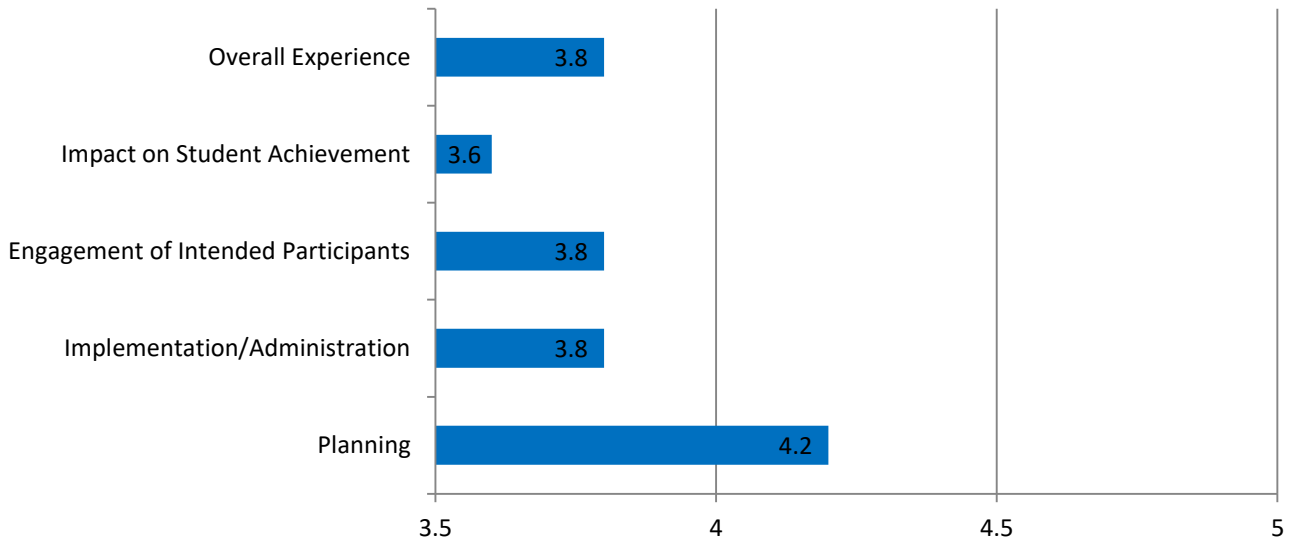


Table 29: Parental Involvement Activities were Enhanced (n=20)

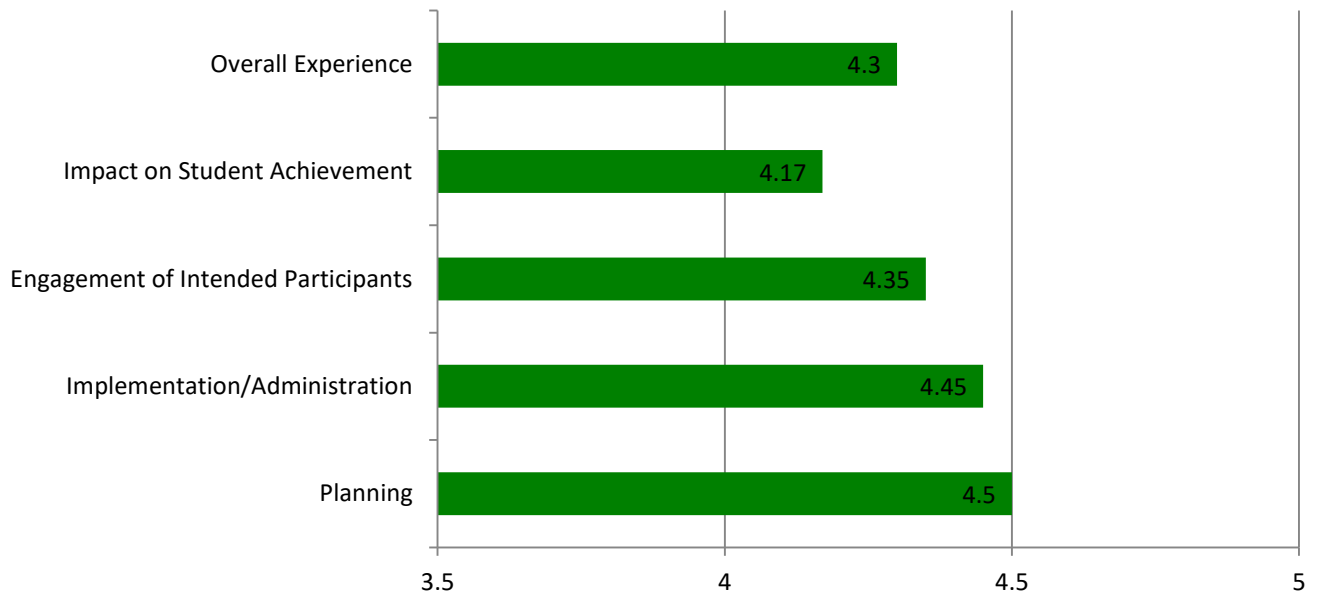


Table 30: Community Partnerships or the District Advisory Council were Enhanced (n=19)

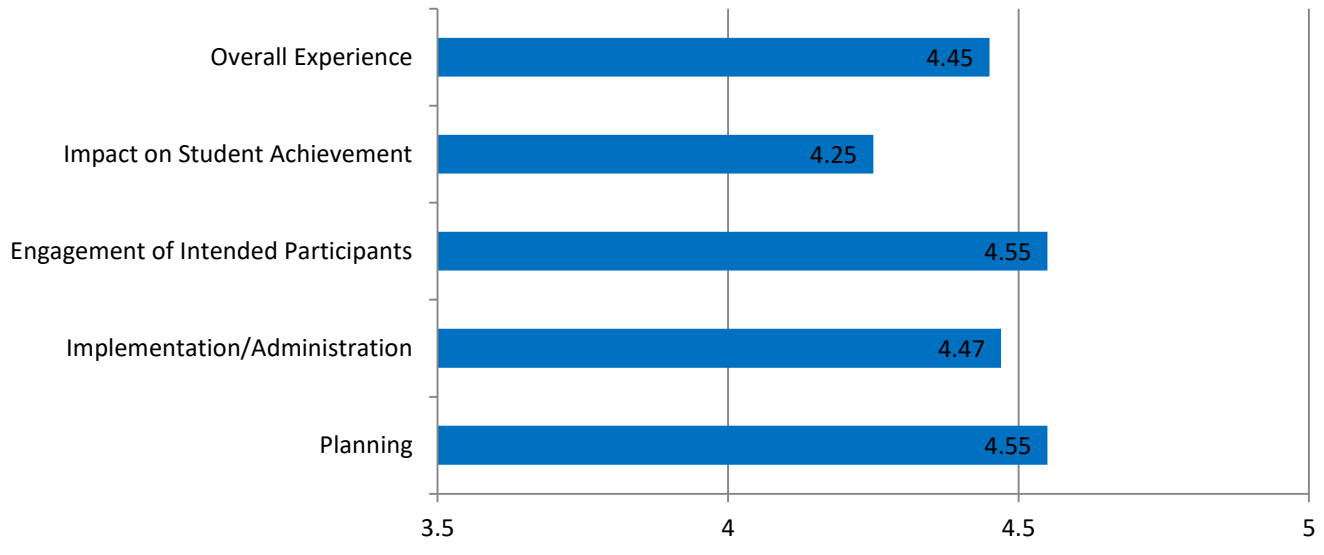


Table 31: A Wellness Initiative was Implemented (n=11)

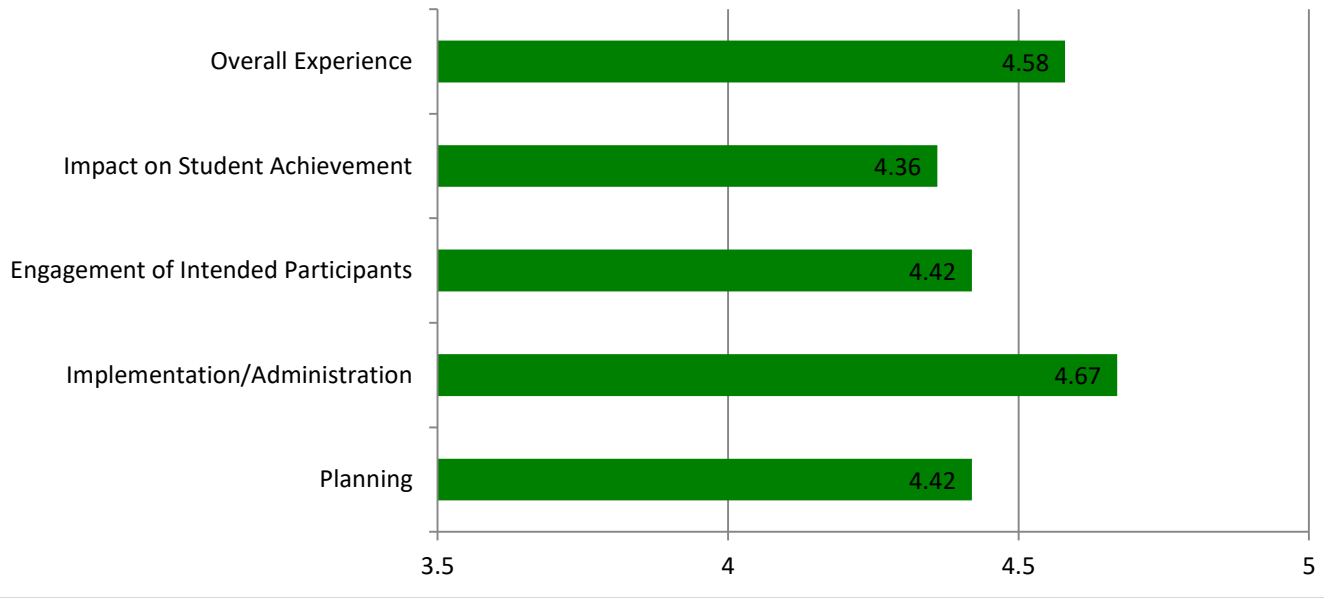


Table 32: A Supportive School Environment Program (i.e. Check and Connect, Project Achieve, or Ripple Effects) was Implemented (n=16)

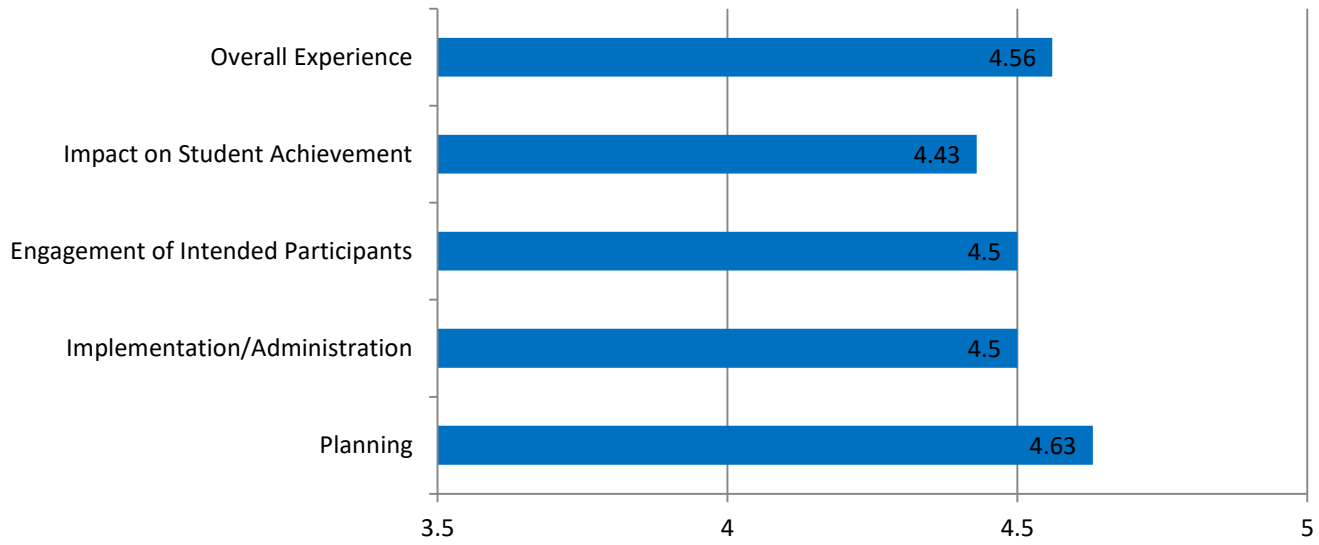


Table 33: Health Screenings were Enhanced (n=2)

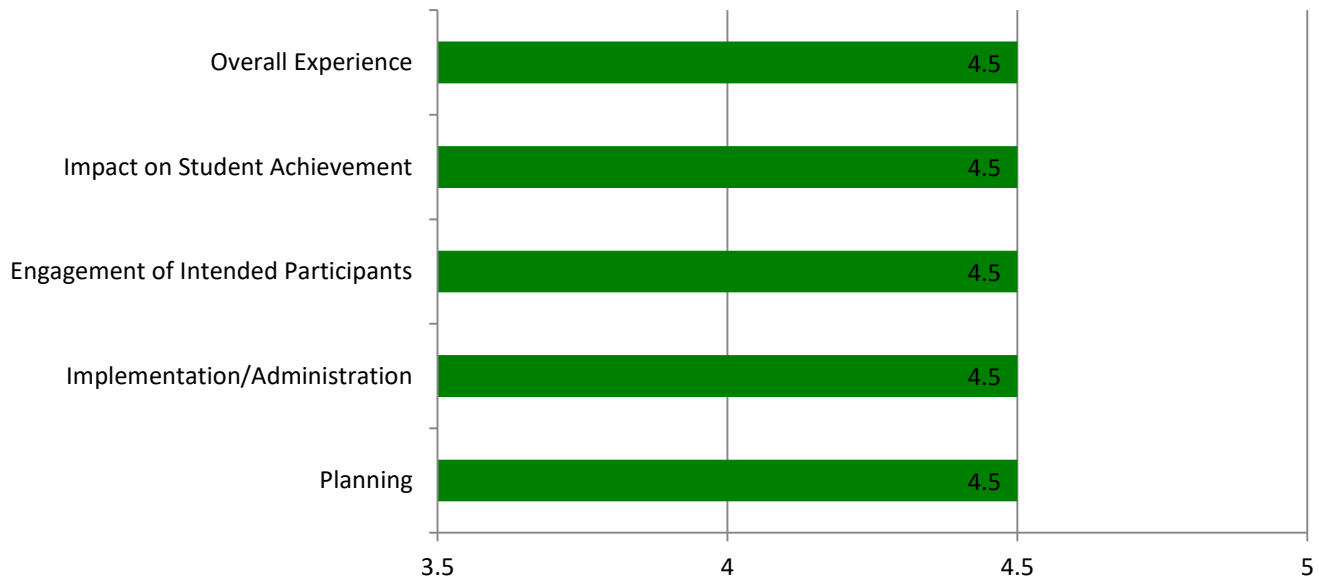


Table 34: Mobile Health Clinics were Enhanced or Implemented (n=1)

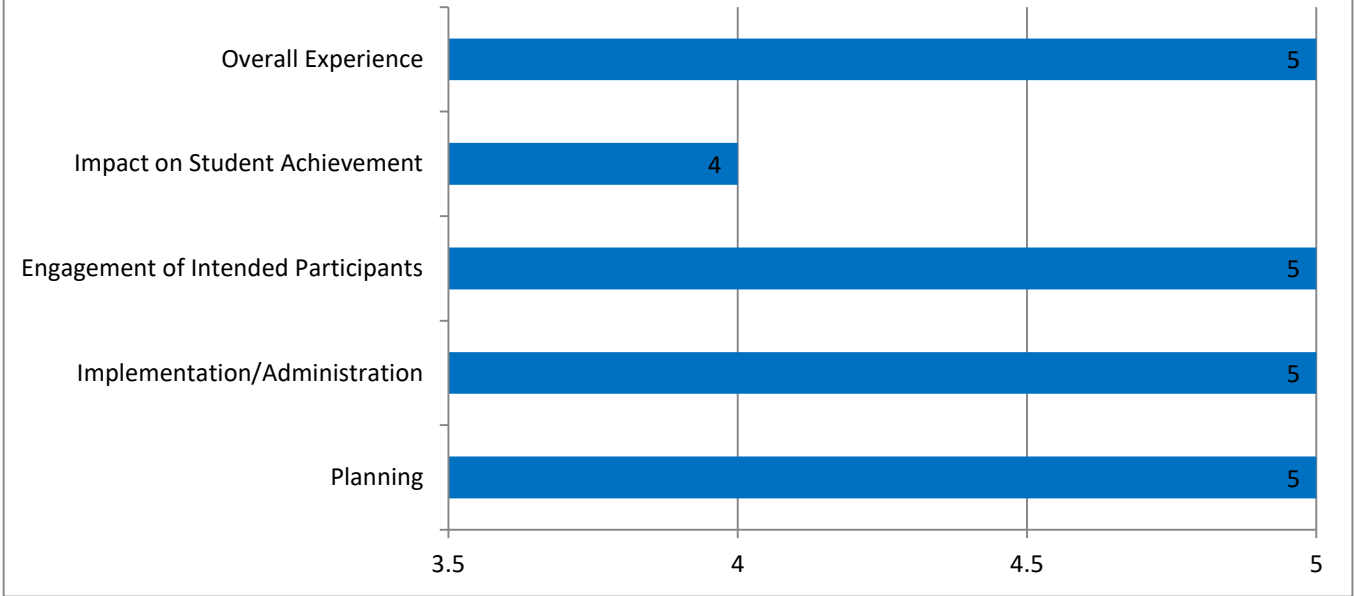


Table 35: Restorative Justice Practices (i.e. Peer Mediation Training for Conflict Resolution and On Campus Intervention (OIC) , were Implemented (n=9)

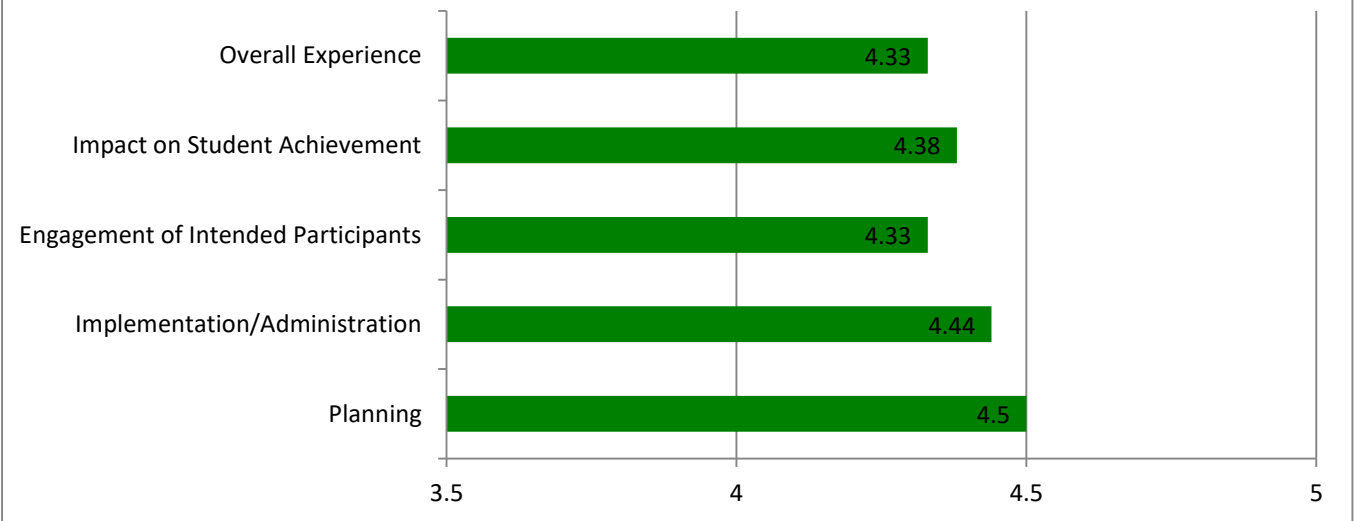


Table 36: A Student Mentor Program was Implemented (n=5)

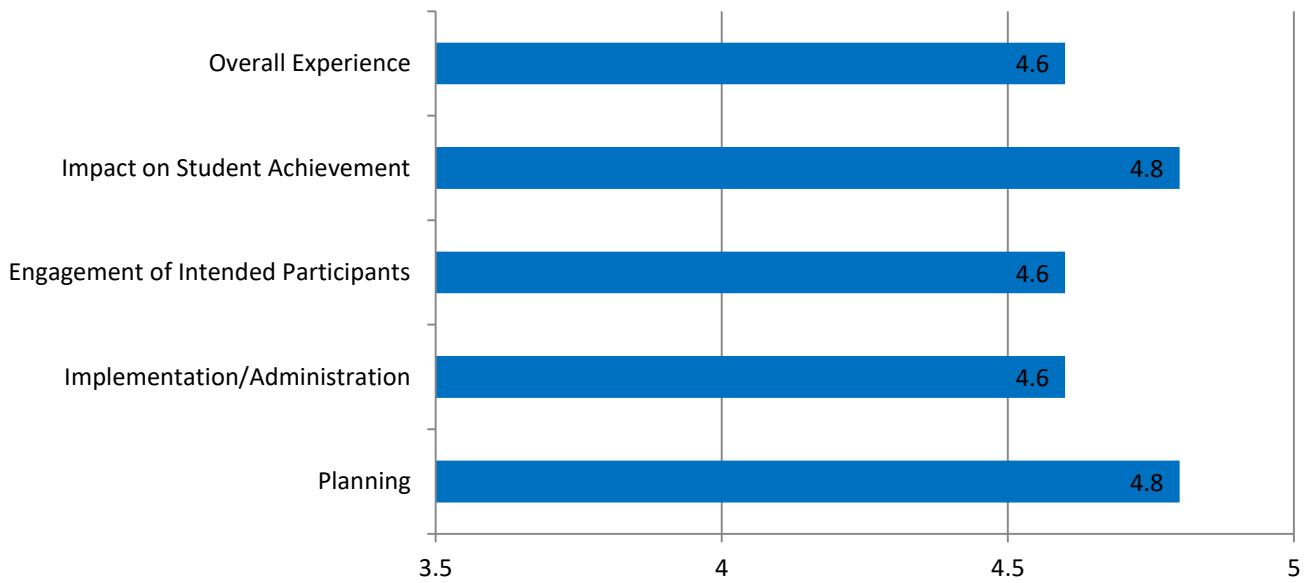


Table 37: The Volunteer Portal System was Enhanced (n=2)

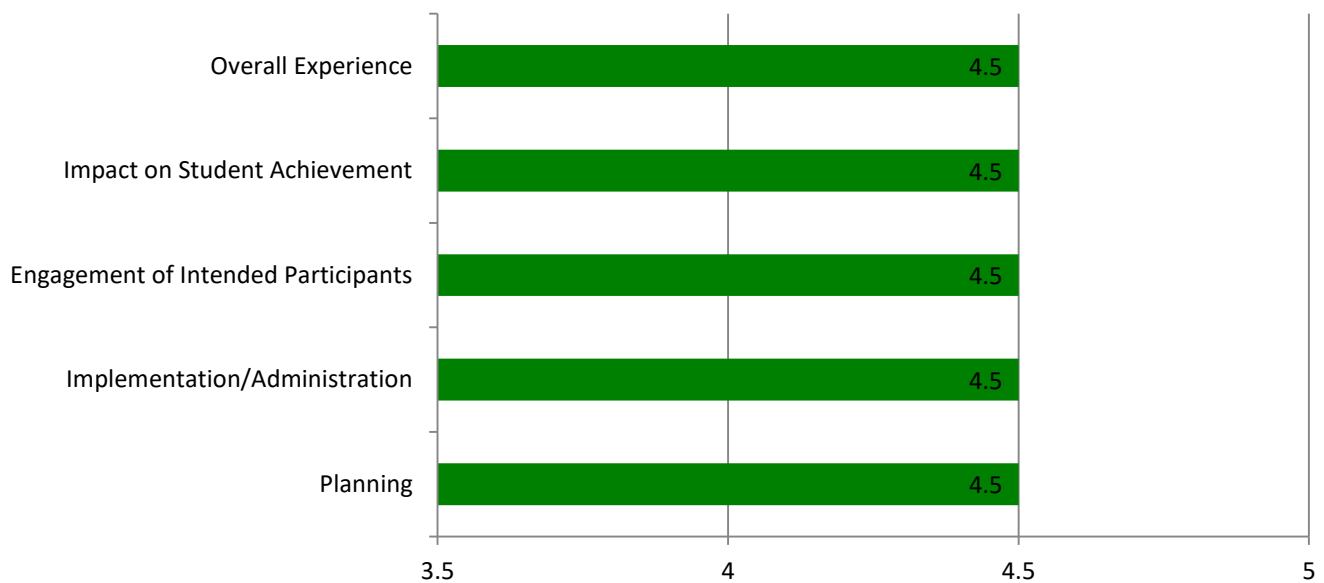


Table 38: School Safety Equipment (i.e. Defibrillators, Security Cameras, Background Check System) was Purchased (n=6)

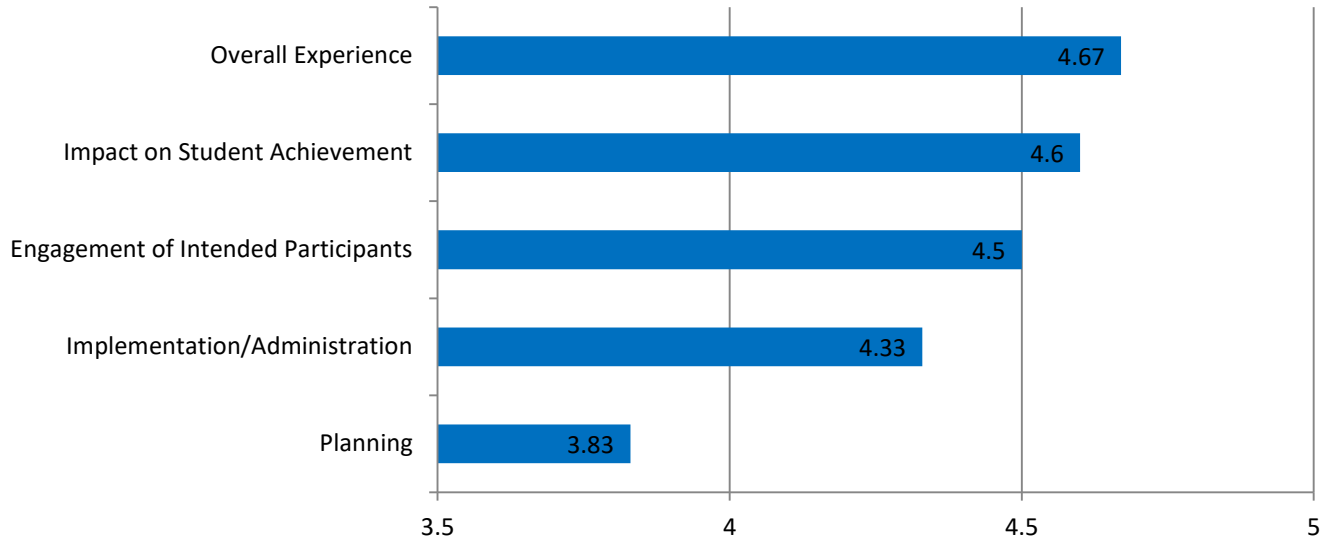


Table 39: A Transition/Bridge Program for 6th Graders or Freshmen was Implemented (n=5)

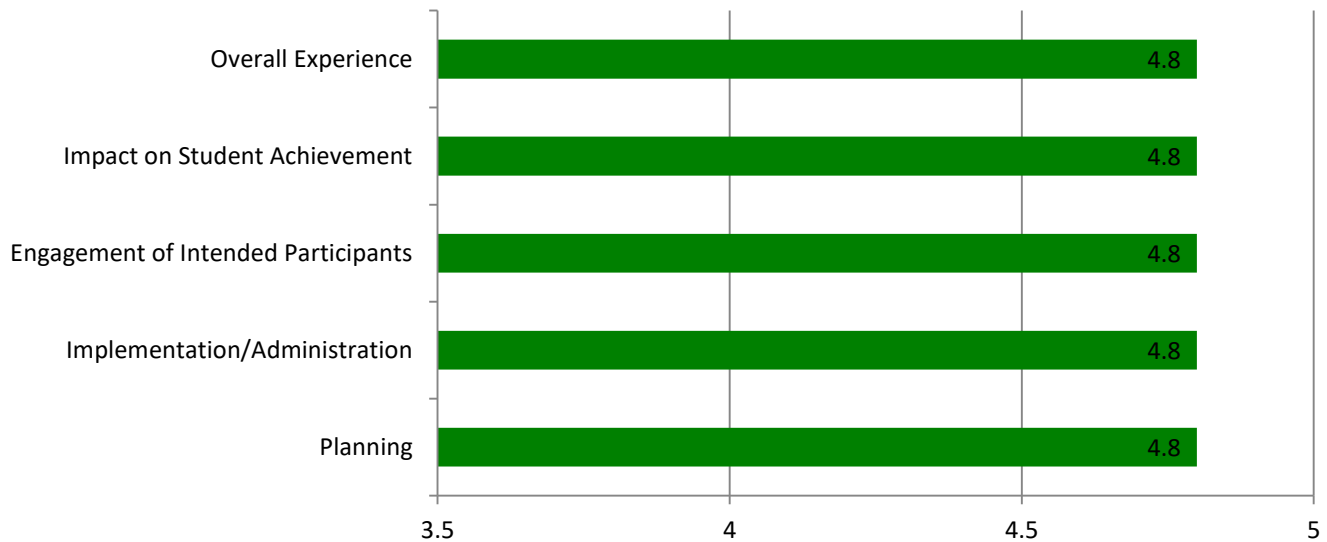


Table 40: A Transition Program for Students Involved with DJJ or Mental Health Facilities was Implemented (n=7)

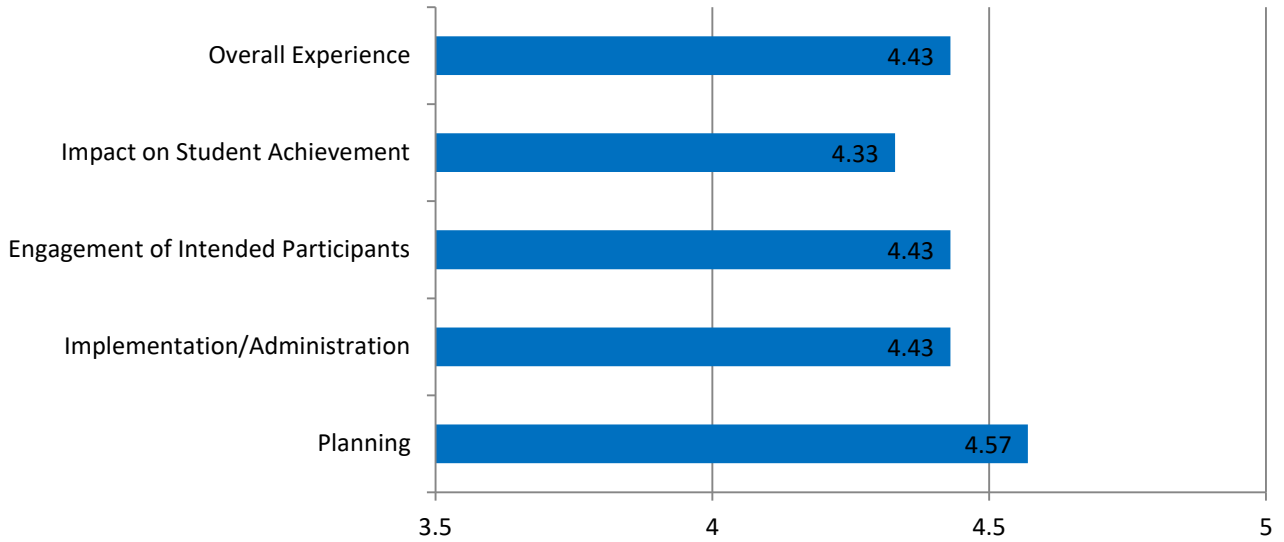


Table 41: Additional Software and/or Hardware Programs were Purchased and Implemented (n=27)

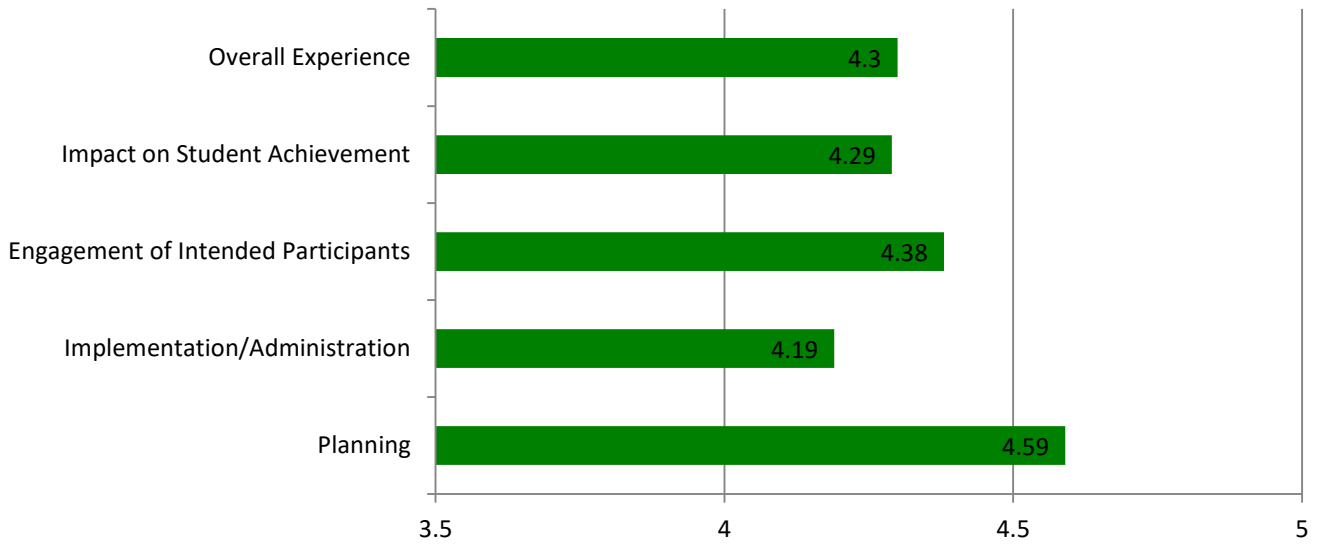


Table 42: Additional Technology Equipment (i.e. 3-D Printers, GEO Mats, Virtual Reality Headsets, Charging Carts) was Purchased (n=18)

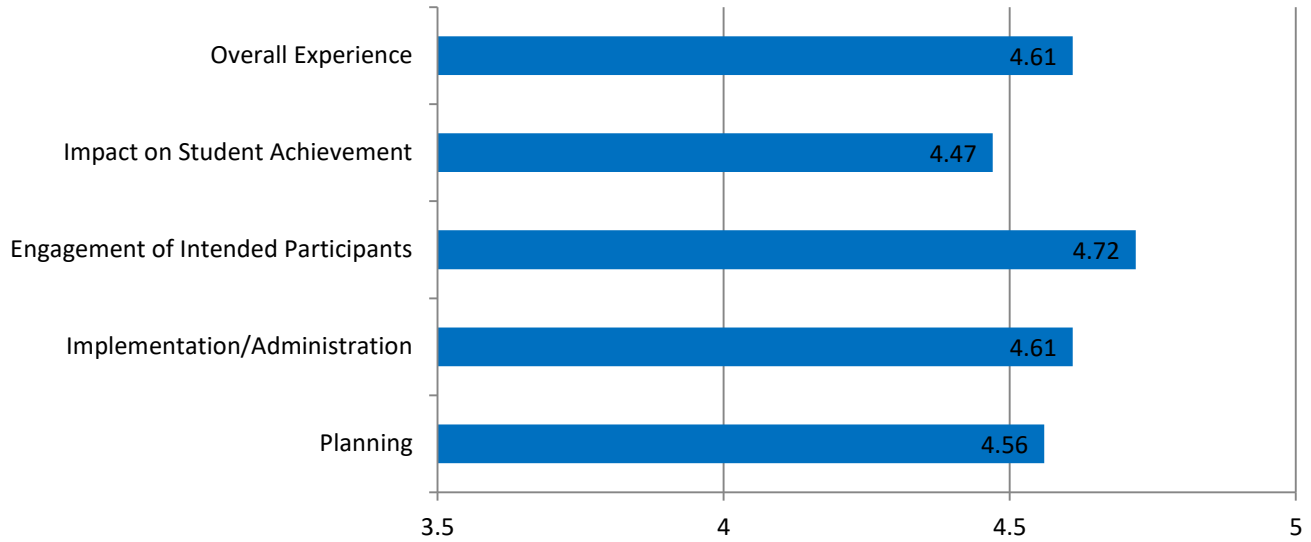


Table 43: Google Classrooms, Microsoft Education, or Other District Digital Platforms were Implemented (n=11)

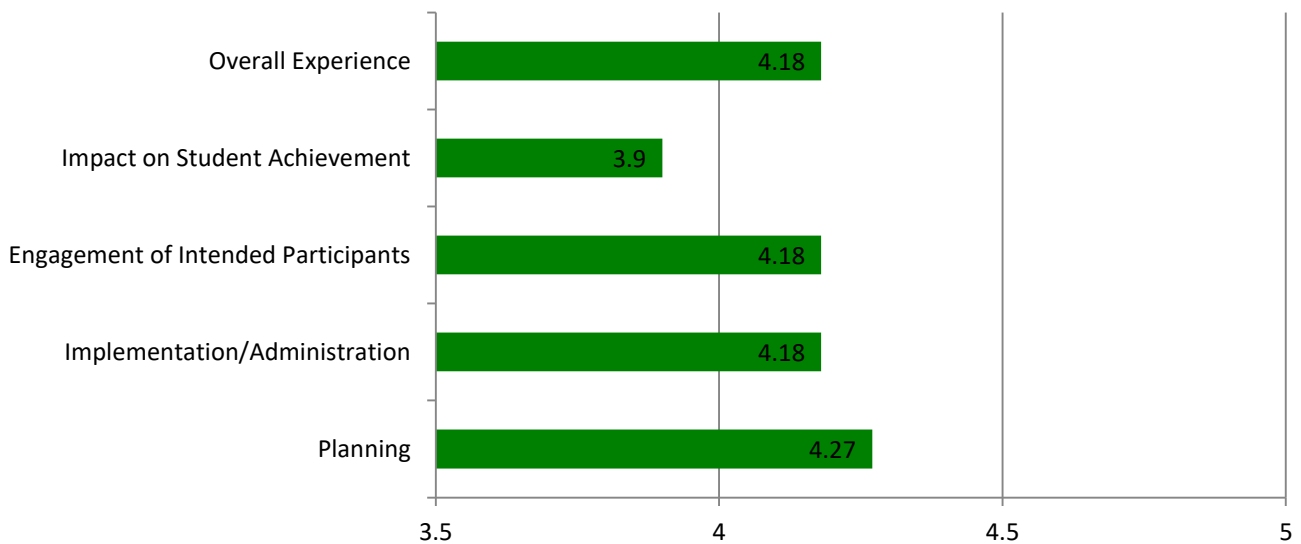
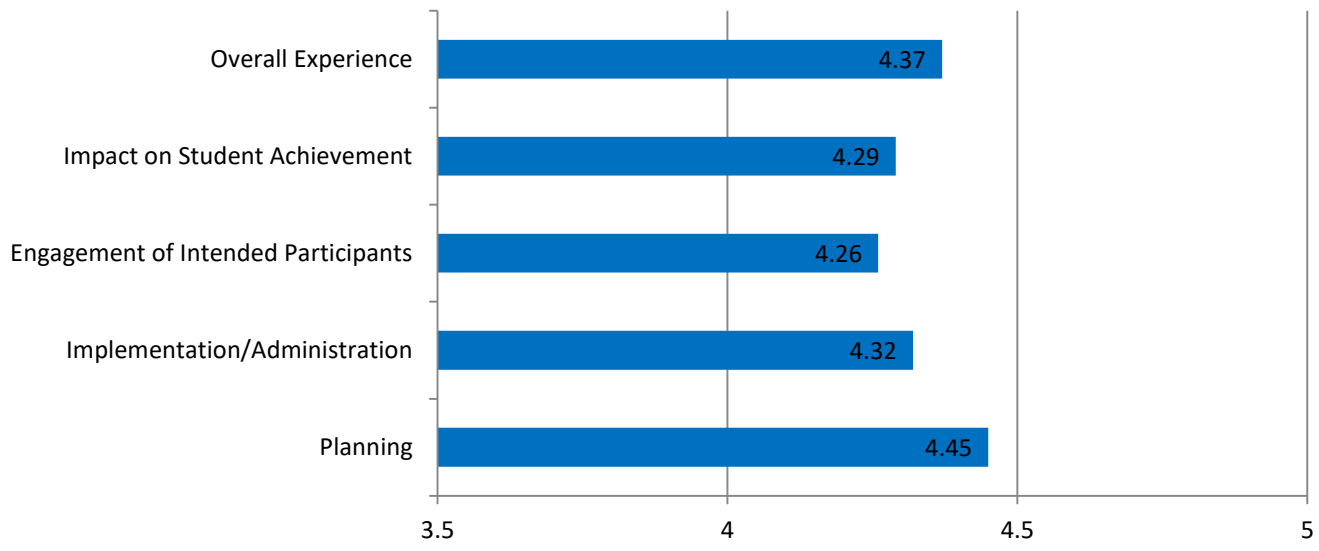


Table 44: Online Resources for Teachers and/or Students were Purchased and Implemented (n=19)



Evaluation Question 3: To what extent has state level T4A staff provided technical support to Title IV, Part A recipients?

In year one of the Project, a full T4A staff was not in place until midway through the school year. Despite this challenge, nine webinars were conducted and the survey results show high levels of support were provided to T4A contacts. This section of the report includes webinar participation, suggestions for future webinar topics, and the types of support needed by T4A contacts.

Table 45 Webinar Participation		
Webinar Titles	Percentage of Respondents	Count
2017-2018 Applications on October 2, 2017 Offered step-by-step guidance to complete the RFA.	63%	40
February Call on February 5, 2018 Addressed T4A support network, equitable services, project amendment process, resources and tools for component areas.	57%	36

Safe and Healthy School Conditions on March 14, 2018 Presented information about available resources from the U.S. Department of Education's Readiness and Emergency Management for Schools (REMS) technical center.	32%	20
Spring Webinar on April 18, 2018 Addressed equitable services, supplement/not supplant, district-share-out and program guidance.	60%	38
Equitable Services on June 27, 2018 Designed specifically for private school partners, provided overview of T4A program and steps to ensure that equitable services are received.	44%	28
Evidence-based Practices on July 19, 2018 The Florida Center for Reading Research offered guidance regarding understanding ESSA's level of evidence.	43%	27
2018-2019 RFA Tutorial was pre-recorded. Offered step-by-step guide to complete the 2018-2019 RFA.	76%	48
Program Evaluation Best Practices was pre-recorded. Offered best practices, tools and resources to improve program quality through evaluation and monitoring.	52%	33
Equitable Services on August 22, 2018 Implementing equitable services requirement of meaningful consultation with private schools.	56%	35

Future Webinar Topics

Thirty-one respondents offered topics for future webinars and the responses were categorized into four topic areas, with three providing compliments in place of a future topic. A majority (52%) would like to hear from other school districts regarding T4A activities.

Compliments (n=3)

- I don't have anything right now, but I like how we are kept informed and in touch weekly. Helps me feel like we are part of a team.
- I cannot think of any additional topics at this time, but thank you.
- We appreciate all of the communications.

District to District Sharing (n=16, 52%)

- The most beneficial information for me is the sharing from other districts and what they implemented and how funds were utilized.
- Success stories from other districts.
- It would be great to hear from other districts about how and what projects they are implementing.
- Listings/descriptions of T4A project activities in other LEAs prior to new application; technical assistance.
- Best practices from other districts and how we can better utilize these funding dollars to support students.
- Success of district implementation across the state.
- Successful project initiatives from other districts.
- Whatever is offered. Continued information from other districts to get ideas.
- Continue to hear what other districts are utilizing their funds on.
- Success stories from other districts. Sharing opportunity at FOIL maybe? Also, how to best collaborate with private charter schools.
- Successful projects in other districts that could easily be replicated.
- Exemplary programs and statutory regulations.
- Successful projects from other districts.
- Sharing of best practices.
- I would love to know what other districts across the state are doing to get ideas.
- It is always nice to hear what other districts are doing and have found to be successful.

Allowable Costs/Project Budget (n=7, 23%)

- Allowable program costs.
- Additional guidance on allowable versus unallowable activities. RJP for large urban school districts.
- When you are ready, we are interested to learn more about carry forward.
- The roll forward process.
- Clarification on the 15% cap as it relates to effective use of technology.
- Maybe something technology specific. Giving some insight into ways districts can utilize technology resources while staying under the 15% cap.
- Amendments: what justifies needing one, how best to clarify need, how to adjust for cost estimates.

Miscellaneous (n=4, 13%)

- Coordination with other federal programs.
- Any/all. I am new to this role and T4A information.
- Technical assistance for 2019-2020 T4A in early April 2019, so we can have timely consultation with private schools. Present information for planning at the May FASFEPAs, rather than the September FASFEPAs.
- Effective practices/innovative ideas for enhancing use of instructional technology for student achievement. Cultural responsiveness, restorative practices, and social emotional learning for improved student learning.

Program Evaluation and Monitoring Activities (n=3, 9%)

- Evaluation ideas.
- Program evaluation and monitoring activities.
- I would like to learn more about conducting effective needs assessments and documentation.

Project Support

To further support T4A Project implementation, respondents were asked what type of support they need. The results in Table 46 show 43 out of 67 respondents reported they have the support they need at the state, district, and school level, with no additional support needed.

Table 46 Type of Support Needed		
Types of Support	Percentage of Respondents	Count
No additional support needed.	48%	43
State level support	17%	15
School level support	13%	12
District level support	12%	11
Parent support	6%	5
Student support	4%	3

Eighteen respondents described the type of support they need and their responses were categorized into four topic areas, one of which includes compliments, rather than a description of assistance needed.

Compliments (n=4)

- Just wanted to thank the State for providing Title IV guidance in many forms throughout the school year.
- I appreciated the timely release of the Title IV Project application, with the preliminary budget.
- The Florida Department of Education (FDOE) Title IV staff is the most responsive and helpful Title program I’ve had the pleasure of dealing with other than Title II.
- State level of support has been exceptional.

Technical Assistance from the State Level (n=6, 46%)

- More of what is being provided to learn more. It takes time to learn a new program.
- I am new to this position; technical and implementation support/webinars/training are always welcomed.

- Our district team is new to T4A and needs support in the application and deliverables expectations.
- Would be helpful to move up the timeline of state training and technical assistance.
- Continuing information about research based and helpful programs and resources. Technical assistance for grant writing.
- On-going clarification on how best to support private schools, best practices.

Miscellaneous (n=5, 39%)

- Time
- State: guidance as it pertains to private school consultations during RFA period. District: procurement procedures and processes were cumbersome for schools already overwhelmed with turning their school around. The specificity required in the budget narrative resulted in district being unable to respond to emerging needs and/or procurement issues in timely, reasonable fashion. The district did not request a 1.0FTE for grants management which created issues in managing workload. Schools: school-based personnel were challenged to manage the additional responsibilities related to implementing a school-level grant of this magnitude and detail.
- We added staff this year to the grant. One to manage and oversee the grant and one to implement alternative program opportunities. This grant was huge and hard to manage without staff directly attached to this as their primary role.
- I believe it would be helpful to have monitoring paperwork with compliance items like with Title I, Part A.
- Better parent involvement to engage children in learning during after school hours.

Support at the District and State Level (n=2, 15%)

- Collaboration between the district and schools to implement each program objective successfully and gain teacher and student buy-in.
- Continued district and state leadership support for programs and for implementation in schools; continuing support, encouragement and guidance from FDOE as needed and which has been so readily provided.

Plan for Support

Twenty-two respondents provided a description of how they planned to get the additional support they need and their responses were categorized into six topic areas.

Engage Stakeholders (n=8, 36%)

- Also, engage more stakeholders (board committees, community partners, public) in future needs assessments.
- School visits, meetings with district and school leaders.
- Continual collaboration amongst stakeholders, including regularly scheduled project reviews.
- We will continue to forge meaningful relationships with all stakeholders and offer a seat at the table as we go forward with implementation of our projects.

- The district has established a process for monitoring the implementation of the grant initiatives that includes meeting with key district leaders and the district's office for communication and engagement. Promoting initiatives will create a greater awareness of initiatives within the district and for stakeholders. State support will be obtained through regular technical assistance and attendance at ECTAC/FASFEPA events.
- Educate schools on the importance of utilizing all available resources.
- Continue working with stakeholders to implement, evaluate, and refine program; contact FDOE as needed.
- Enhancing Parent Resource Center and Parent Liaisons at each school to assist with better involvement and more engagement that is meaningful.

Work with T4A Staff (n=7, 32%)

- We regularly reach out to Cassandra :)
- We will work with the Title IV office staff to assist us in implementing our projects. We will work with other district staff to get their input on the programs we will fund and we will communicate with schools to find their needs.
- District staff reaches out continuously to FDOE staff for support and guidance, particularly as it relates to allowable and unallowable activities.
- I believe it would be helpful to have monitoring paperwork with compliance items like with Title I, Part A.
- N/A—The Title IV staff is always willing to take phone calls or emails whenever I need information. Thanks.
- Communication with wonderful Title IV, Part A staff at FDOE.
- We scheduled a conference call for personalized technical assistance.

Private School Consultation (n=2, 9%)

- Consultation will begin earlier.
- Utilize state/other district resources to improve process for charter/private school consultation.

Additional Support (n=2, 9%)

- The Heartland Consortium is planning to hire a Title IV specialist who should be able to assist with these needs.
- Support was approved in this year's grant.

Additional Training (n=2, 9%)

- We plan to provide professional development for building capacity and buy-in at the school level.
- Review website, participating in training opportunities via webinar or phone conferencing.

Lessons Learned (n=1, 5%)

- HCPS has proposed a new way of work in its 2018-2019 application based on lessons learned.

Respondents were also asked to indicate the types of support they needed from T4A staff and the results presented in Table 47 show that 54% want continued technical support from T4A staff. Nearly half (43%) indicated they want the support they receive from monthly webinars.

Types of Support	Percentage of Respondents	Count
Technical assistance related to Project activities and/or program.	54%	30
Monthly webinars	43%	24
Guidance on equitable services for private schools	30%	17
One on one phone call with T4A Program Specialist	29%	16
Guidance on statute related to T4A Project	29%	16
Guidance on development of application for 2018-2019	25%	14
Other*	25%	14
Guidance on project amendment process	23%	13
Guidance of development of budget for 2018-2019	20%	11
Connecting with external partners in our district	13%	7

“Other” comments included six compliments and six specific types of support needed.

Compliments (n=6)

- I think the support from T4A state office is by far the best support (and I work with TIPA, T3, TIPIC, and TIPD in our district).
- The support from T4A staff has been excellent.
- State level staff have been very encouraging and supportive of our plans. All of the above is helpful.
- Technical assistance from the FDOE is exceptional.
- Your current level of support is very helpful!
- I do enjoy the monthly webinars that are recorded. I can watch them on my time, and I can watch them several times, if needed.

Other Types of Support

- Timely release of the Title IV project application, with the preliminary budget.
- A more timely response to issues and concerns, particularly during the RFA development, would be beneficial and greatly appreciated.
- More in-depth information on the types of activities that are acceptable under each program category.
- We did talk one-on-one with some of the T4A Program Specialists, but they answered all of our questions prior to submitting the 2018-2019 project application.
- One-on-one support only when needed.

- This is all needed at different times of the year and is readily available from the T4A team.

Additional Comments

Respondents were provided with an open-ended question for additional comments at the end of the report. Thirty-four respondents offered additional comments and they were all compliments!

- Thanks to the T4A team for the ongoing support!
- Thanks for all your support.
- Thank you for all your support!
- Thank you for your support!
- Thank you for your support! Together, we all make a difference.
- Thank you for your support and guidance!
- Thank you for all you do to support us.
- Thank you for supporting us!
- Thank you for all you do!
- Thank you for all your support! It's been a great journey!!!
- Thank you for all your support as I transitioned to this new position. We appreciate your understanding with the hurricane.
- Michelle and the T4A staff have been awesome. Very helpful, timely responses and great guidance.
- Thank you to all of you for your help this year. Michelle, you are one of the most positive leaders I know! Each time I needed a question answered or just thinking out loud, the T4A staffer always was awesome! Thanks again.
- The intimidations of implementing a new program has really been alleviated due to the intensive support from the state office. Thank you!
- Thank you for your support during this last year and for your leadership!
- Your department is the most helpful I have ever worked with. I love the information in the webinars. Thank you for all you do.
- Thank you for your patience and support in year one. We look forward to our collaborations in year two.
- Thank you for all your support and guidance during the project year and for the upcoming year.
- Baker County School District thanks you for the support of the 2017-2018 activities.
- Thanks for the ongoing communication from the T4A staff; T4A staff works as a TEAM to support the LEAs.
- I appreciate the multiple ways T4A staff members provide support and technical assistance. The team is always professional, positive, and helpful. I know help and guidance is only an email or phone call away.
- The staff has been so supportive.
- FDOE staff has been most helpful. Information shared at FASFEP was excellent.
- You all do a great job. Keep up the good work ladies!!

- Thank you for the increased communication with the districts when we transitioned into the 2018-2019 school year. We appreciate it!
- All of the T4A state level staff that I have dealt with have been super helpful, informative, and responded quickly.
- ALL of them are wonderful and have been an amazing help to me!
- The Title IV staff has been very helpful and available throughout the grant period. The support and communication are greatly appreciated.
- Thank you ladies for your patience as we work through this process!
- Great support and team. Thanks!
- Thank you for collecting our input on the kinds of support we need from your office. We appreciate all of the guidance you provide.
- Thank you for your patience. Please make sure that all correspondence is sent to my email.
- We struggled a bit initially and had a lot of questions. Thank you for being patient with us. We did not place the oversight for the grant in Title I because we truly wanted it to be different in how we supported these goals and student needs. Therefore, it was challenging at times to get a handle on the protocols and some of our questions were very basic in nature. I think we have finally found our stride this year and are really looking forward to the additional activities and staff we were able to fund through this grant opportunity.
- The at-a-glance documents for each component within T4A is wonderful! It provides districts (especially the small ones) the opportunity to get a quick snapshot of what other districts are implementing with T4A funds.

Conclusion and Recommendations

The purpose of this summary report was to describe, “what the T4A grant accomplished,” “how it was accomplished” and “why it matters.” Overall, the evidence shows the grant had a positive impact on both students and staff and many accomplished the goals they set for their project. The dedicated staff in school districts, charter schools, and community-based organizations implemented various activities across the state resulting in positive outcomes. Baseline data was collected in year one and analysis will continue in year two to show “why it matters.”

Five recommendations are presented for T4A staff consideration.

Recommendation 1: The sources used for needs assessments be listed on T4A Project website for sharing and learning purposes.

Recommendation 2: Suggestions for future webinar topics be reviewed for consideration.

Recommendation 3: A process for sharing lessons learned and success stories between T4A entities be considered.

Recommendation 4: The individual Closeout Report Survey be used for technical assistance and monitoring visits.

Recommendation 5: Measurable methods of evaluating outcomes be shared with T4A entities.

Thank you to T4A staff assistance in developing the Closeout Report Survey and to those who responded to the request to complete the report.