

1st Quarter Stakeholder Survey
for Year 2

Title IV, Part A Project
Student Support and Academic Enrichment Program



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Introduction

In February 2019, an online survey request was sent to all Title IV, Part A (T4A) program contacts in Florida. Respondents were asked to base their responses on the first quarter (Oct. 1-Dec. 31, 2018) of year 2 for the program. This report presents the results from 37 survey respondents who completed the survey. Table 1 displays the job titles of those who responded.

Table 1 Job Titles of Respondents	
Answer Choices	Count
Administrative Coordinator	1
Assistant Director of Student Supports Program and Services	1
Assistant Superintendent for Instruction	1
Coordinator of District Technology	1
Coordinator/Manager	1
Coordinator, School Counseling and Education Pathways	1
Coordinator of Special Programs and Assessment	1
Coordinator of Special Projects	1
Coordinator of State and Federal Programs	1
Coordinator of Student Services	1
Coordinator of Title Programs	4
Director	2
Director of Elementary Education	1
Director of ESE/Federal Programs	4
Director, Grants and Special Projects	1
Director of School Improvement	2
Executive Director Federal Programs	1
Executive Director of Teaching and Learning	1
Federal Programs	2
Grants Administration	1
Grant Coordinator	1
Grant Manager	2
Grant Program Specialist	1
K-12 STEM Coordinator/Title IV PI	1
Project Manager	1
Title 1 Specialist	1

Table 2 lists the locations of survey respondents.

Table 2 Locations of Respondents	
Alachua	Lee
Baker	Leon
Bradford	Levy
Brevard	Madison
Broward (n=2)	Manatee
Charlotte	Miami-Dade
Citrus	Monroe
Collier	Okaloosa
Dixie	Pasco
Duval	Sarasota
Escambia	Seminole
FAU Lab School	South Tech Charter School
Gadsden	Sumter
Gulf	Suwannee
Highlands	Univ. of Florida Lab School
Hillsborough	Volusia
Indian River	Wakulla
Lake	Washington

Private School Engagement

The majority (59%) of respondents indicated that private schools participated during the first quarter of year two for the T4A project.

Table 3 Private School Engagement During 1st Quarter		
Answer Choices	Percent	Count
Yes, they did participate.	59%	22
No, they declined.	27%	10
N/A we are a special school or special school district.	11%	4
No, however, they plan to participate during the 2018-2019 project year.	3%	1

When asked to describe how private schools participated, 19 respondents provided a brief description of how the private schools participated.

- Alachua- We work with all participating private schools to provide social worker and mental health services funded through Title IV.
- Bradford- Private schools have access to our graduation coach who has assisted those students with college applications and FASFA forms.
- Brevard- Specifically, Melbourne Central Catholic had their registration paid for the TSA competition (STEAM support).
- Broward- They participated in professional development training, conferences and activities. (n=2)
- Charlotte- We had one school who participated in our STEM programs and purchased iPads for STEAM in the classroom.
- Citrus- They received some funds.
- Collier- We provided an equitable allocation so they could plan activities that meet the needs of their community.
- Gadsden- Participated in selection of intervention for character education; and training when product was received; and in implementation of its traits.
- Highlands- Each participating school received an AED defibrillators and a cabinet for storage.
- Lake- Restorative Practices
- Lee- Well-rounded education: STEM academic competitions
- Leon- Funding for various private school initiatives reflective of the grant focus.
- Manatee- Private Schools initiated their 2018 - 2019 Title IV Private School Plan developed in consultation with the district.
- Miami/Dade- Private schools were apprised of available equitable services. However, without the award letter from FLDOE, the District was not able to begin providing equitable services in Quarter 2.
- Okaloosa- they intend to continue.
- Sarasota- We have been gearing up for their participation by finding provider (mental health) and reviewing their proposals.
- Seminole- Requested books, materials, and conference fees for their schools.
- Volusia- Attended trainings on Social Emotional Learning.

Eight respondents also provided a success story related to private school engagement.

- Brevard- Melbourne Central Catholic had their registration paid for the TSA competition (STEAM support).
- Broward- We are providing Youth Mental Health First Aid training to private schools.
- Broward- We have a few that are taking the PD and are working as Equity Liaisons.
- Charlotte- This year all of our private schools are participating in T4A and I can't wait to hear their ideas at our next meeting.
- Duval- Private schools implemented diverse projects ranging from parent engagement activities, the arts, foreign languages, mental health contracted services, STEM projects and other innovative ideas for supplemental supports for students.

- Highlands- Most of my private schools did not have any AED defibrillators or the ones they had were older. The schools were thrilled to have received these AEDs. From the response of the schools, they felt better prepared with the new AEDs.
- Lee- Private school students will be moving on to state and international science fairs.
- Volusia- Private school teachers gained a higher level of understanding of the link between learning and social emotional wellness.

The majority (66%) of respondents reported having no challenges with private school engagement. Eight respondents (23%) described challenges they had with private school engagement. The other 11% are a special school or special district and private school engagement is not required.

- Brevard- None took advantage of programs such as 8-year old gifted screenings or staff CPR/AED training.
- Duval- The main challenge has been inventory as items are arriving at the schools at different times and the attractive items that are required to be tagged and tracked. Additionally, schools have different ideas for implementation. It will help to have the administration caps defined at the beginning of the program in anticipation of their amendments as you can't take administration "off the top" after allocations are provided. The innovation and vision private schools have for their students that meet the targeted areas of Title IV are exciting. It's a wonderful project.
- Gadsden- Challenges between districts serving students outside home district. Home district meeting and decisions were translated across district lines as not the same as district serving home district students.
- Lee- Timely communication
- Okaloosa- coordinating times and explanation of how services, support to be determined.
- Pasco- Other than the dioceses we have trouble getting them to utilize their funding.
- Sarasota- Challenges in trying to find providers for the services our private schools need; usual challenges trying to improve communication and collaboration.
- Sumter- Private school did not respond to all our attempts at communication.

Student Benefits from T4A Funding

Respondents were asked to describe the benefits to students they've observed during the first quarter. All thirty-seven respondents answered this question and their responses were categorized into the three T4A approaches. Four districts reported benefits in two areas. The Well-rounded and Safe and Healthy Schools approaches were nearly even with 19 and 20 responses, respectively. One district, Lake, reported benefits within the Effective Technology approach. Another district, Hillsborough used the first quarter for setting up systems and implementation began in the second quarter.

Well-Rounded Approach (n=19)

- Baker- Students participating in the Robotics program (BAKER B.O.T.S.) have advanced to Regional competition. These students have worked hard and diligently to advance.
- Bradford- High school students have participated in a college information fair and every senior has had a specific discussion on post-graduation plans. The grad coach also helped students prep scholarship application packets.
- Brevard- Our Advanced Placement mini-grant recruitment events have begun. Schools are placing higher priority on motivating minority students to believe in themselves and attend these classes.
- Broward Co. Public Schools- BRACE Cadets helping students with FAFSA, Post-Secondary applications. Tutorial & transition services for at-risk youth and field trips based on state mandates in Holocaust, Women's History, African-American History & Hispanic contributions to the United States.
- Charlotte- We have observed higher quality instruction for our students as evidenced in teacher walk-through data, observations, student achievement, and attendance rates.
- Collier- Students are receiving more hands on materials and after school programming to support their learning.
- Escambia- Our district has purchased robots for our extra-curricular robotics program, and several schools went to the regional competition in Auburn, Alabama.
- FAU Lab School- High student engagement in clubs, including STEM-related clubs.
- Indian River- Increased opportunities for STEAM professional development.
- Gulf- Implementation of new CTE programs.
- Leon- An increase in the number of gifted/talented students in our under-represented populations. An increase in the number of parents attending our events. An increase in the number of teachers providing enrichment opportunities for gifted/talented students in the regular classroom setting.
- Manatee- Our Early Learning initiative has received praise from teachers implementing the program. Teachers are touting that students are engaged and making learning gains.
- Miami/Dade- Students have benefitted from musical instruments and books purchased with Title IV funds. With the final award letter and the setting up of the budget, more benefits are expected in Quarter 3 and 4.
- Pasco- Improved identification of gifted students throughout the subgroups.
- Seminole- Our students were able to explore college programming through our college tour immersion program. Also, more families completed the FAFSA form and participated in Financial Aid information sessions as a result of grant programming.
- SouthTech Schools- Increased interest in SAT and AP Courses.
- Suwannee- We were able to fund Canvas Coaches at each of our schools to help teachers as they begin to implement Canvas in our courses. We were also able to hire Canvas trainers to help train our Canvas Coaches and teachers on how to use Canvas in the classroom. We have been able to supply science equipment to one of our high schools as they build an AP Biology program.

- UF Lab School- Students had increased access to materials and resources for the middle school engineering courses.
- Wakulla- Higher levels of rigor and student engagement through the implementation of AVID and Kagan structures.
- Washington- Students have been able to benefit from enriching activities and experiences that otherwise would have been hard to provide. The elementary students have benefited from enriching small group activities, and music supplies. The middle school students have benefited from Maker Space activities as well as an attendance clerk to help promote attendance and overall school health. High school students benefited from theater supplies, as well as the attendance clerk.

Safe and Healthy Schools (n=21)

- Alachua- Social workers have developed great relationships with their assigned schools and have assisted numerous students access resources. In many cases, attendance has improved for students and we believe academic performance will show improvement due to assistance provided and resources accessed.
- Brevard- A teacher reported saving a student life (choking on Jolly rancher) just a few weeks after receiving CPR/AED training.
- Citrus- Reduced discipline referrals at some of our elementary schools.
- Broward- We have increased our after-school DJJ sites from one site to five sites. We are now including homeless students in our after school program.
- Dixie- Guidance counselors using SEL curriculum purchased with T4A for individual and small group sessions.
- Duval- To see the intent and purpose of the SSAE project come to life is the benefit. The intent of the project is a well-rounded education with students being able to experience more than just the core (although the core is acceptable). That's the excitement. Schools are able to move into areas they normally may not be able to explore and that's truly a benefit.
- FAU Lab School- School-wide SEL initiative is showing positive results.
- Gadsden- Lots of excitement for Cloud9 and hopes that it will make a big difference in discipline.
- Highlands- T4A purchased Ripple Effect for three (3) schools that had a higher rate of misbehavior. With the SEL Ripple Effect, the school counselor or Mental Health counselor are able to use this software to help curve unwanted behavior.
- Indian River- Reduced recidivism rates of discipline infractions with implementation of restorative justice practices
- Lake- Implementation of Restorative Practices to support culture and climate.
- Lee- Increased participation in STEM and Fine Arts activities.
- Levy- Percentage of Early Warning Indicators (EWI) have decreased due to our mentoring program.
- Madison- Our students are enjoying the art implementation projects that are in our grant.
- Monroe- Students love the Calm Down Boxes purchased for schools as added step in Progressive Discipline Plan.

- Okaloosa- The additional mental health counselors available to students and school sites are improving communication and identification of needs in schools. More successes to follow at the end of third quarter.
- Sarasota- Specialists' work is appreciated by schools and district-wide RBT training allows for common conversations around high-effect strategies. Feedback about student performance has been positive.
- South Tech Charter Schools- Increased participation in our Safe Schools Ambassador Programs.
- Sumter- Mental health supports for students and resource support for families in need.
- Suwannee- We hired a behavioral specialist as a consultant to help the teachers and families of students who are struggling with behavior. The consultant has developed plans that are helping these students become more successful.
- Volusia- Fewer referrals, better relationships between students.

Effective Use of Technology (n=1)

- Lake- Use of Chromebooks to integrate technology in our AVID classes.

General (n=1)

- Hillsborough- Due to receiving funds in November, we created systems and launched in January.

Challenges with the T4A Project

The majority of respondents (69%) reported having no challenges related to the T4A project during the first quarter. Thirteen respondents provided descriptions of their challenges and their responses were categorized into five topic areas.

Hiring Personnel (n=4)

- Brevard- Security specialists were grant approved and hired when we were contacted to remove this project and replace with multiple other projects. Still waiting for approval of our activities to replace these specialists.
- Indian River- It took some time to find the right applicant with the right qualifications to offer high quality professional development.
- Leon- No challenge related to the T4 office however, at our local level it was difficult to ensure hiring was immediately reflective of grant proposal.
- Manatee- Difficulty retaining the qualified health personnel for our safe and healthy initiative.

Application Process (n=3)

- Duval- Providing the resources with a quick turnaround, with a thorough review, to impact student learning (with planning and training). With private schools, this is an additional challenge as per law, the district acts on the behalf of the private school. The earlier we know about allocations, the better. We can consult, start, spend, and affect student learning.

- Miami/Dade- Much of this time was spent finalizing the budget with FLDOE staff. Miami-Dade County Public Schools had included several requests related to safe and healthy schools and these items were deemed unallowable. FLDOE staff was very responsive and helpful - it took time for all parties to finalize our large budget of \$10 million.
- Seminole- Understanding the funding for technology. It was difficult to understand what other expenses could count in a technology budget outside of personnel, training, hardware, and software. This was difficult because without hiring dedicated personnel or hardware/software that requires a lot of training it limited what could be done.

Timing of Funding (n=3)

- Broward- Late approval to start some of the work.
- Gadsden- Hurricane delayed implementation because of purchasing periods.
- Hillsborough- Late award notification.

Implementation of Project (n=2)

- Charlotte- The allocation set aside for wellness programs at the school site has been unsuccessful; teachers are unsure what to spend their money on and have little follow through with a school-wide plan.
- Levy- It took our MIS staff more time than we anticipated to begin utilizing the Impero Software listed in the grant.

Private School Engagement (n=1)

- Pasco- Private schools utilizing their funds.

T4A Staff Assistance

In an effort to measure the level of support from respondents, they were asked to rate T4A staff assistance with four different tasks listed in Table 4. All four tasks showed a majority reported a high level of support. Ten respondents reported needing assistance with private school engagement was not applicable to this question.

Table 4 T4A Staff Assistance				
Answer Choices	Need More Support	Right Level of Support	High Level of Support	N/A
With the application process for 2018-2019	0%	33%	67%	n=1
With the amendment process	0%	42%	58%	n=4
With the implementation phase	0%	40%	60%	n=2
Working with private schools	4%	37%	59%	n=10

- Alachua- Regular updates are helpful. Appreciate the friendly and helpful staff at DOE for the Title IV program.
- Bradford- The T4A staff has been very helpful, both in administration of T4A grants and helping to make connections with other opportunities that focus on support for students, curriculum, and school improvement.
- Broward- Having a difficult time engaging private schools. Many don't want the accountability that comes with the resources.
- Charlotte Co. Public Schools- The T4A team is amazing and always VERY RESPONSIVE!
- FAU Lab School- I came to the district after the application process.
- Gadsden- Thanks.
- Gulf- Maintains contact throughout application process so I always know status of application.
- Highlands- Title 4A staff is always thinking ahead to provide training before we need it.
- Indian River County- The FLDOE T4A Office offers regular communication. Each time I have contacted the T4A Office, I am impressed with their timely response and guidance. Thanks!
- Miami/Dade- Cassandra Brown makes herself available for all calls and provides excellent guidance and support.
- Sarasota Co. Schools- They are always there when needed!
- Wakulla- The T4A staff is wonderful. Everything is so organized and transparent. The level of communication is excellent. I enjoy the weekly updates. Great work T4A team!

Respondents reported high levels of satisfaction with T4A staff communication as displayed in Table 5.

Table 5 T4A Staff Communication				
Answer Choices	Very Satisfied	Satisfied	Somewhat Satisfied	N/A
Weekly update emails	76%	24%	0%	n=0
Individual phone calls	58%	30%	3%	n=4
Planned conference calls	49%	43%	0%	n=3
Individual emails for support	78%	19%	0%	n=1
Face-to-face meetings	38%	11%	3%	n=18

Four respondents offered additional comments in support of T4A staff communication.

- Brevard- I am very pleased with the Team. They offer high levels of support, even with the above "challenge."
- Highlands- I am enjoying my new Heartland Educational Consortium T4A coordinator, Lindsey Johnson. We have discussed ways that she can help us with T4A. We are working towards our preparation for K-2 summer school, and Lindsey is a part of that.
- Indian River- The T4A Office did a great job in responding to inquiries and offering support.
- Suwannee- I have always received help in a timely manner. Cassandra Brown has been a lifesaver! I am new to federal grants and she has guided me through things and not made fun of how little I know! I feel confident that the Title IV staff will support me as I learn.

Staff Assistance with Well-Rounded Approach

Twenty-five respondents offered a suggestion for how T4A staff could assist them in year 2 of the project with Well-rounded Approach activities.

- Alachua- Just keep up the awesome support currently provided.
- Baker- Continue the updates, communication and support.
- Citrus- Continued open communication.
- Collier- We are in good shape.
- Dixie- Year 2 at a glance.
- Duval- Examples of approaches - schools want examples.
- FAU Lab School- As I am new to my role, as much information as possible. I enjoy the conference calls, emails, and updates.
- Gadsden- Continue supporting us with information about what is changing for the upcoming year so we can continue sustaining efforts.
- Gulf- Continue with communication and support.
- Highlands- Lindsey Johnson has been in the planning for our K-2 summer school. We will be using Nearpod and CKLA to enrich our K-2 students in the area of social studies with the emphasis on better reading skills.
- Hillsborough- Continue sending best practices and ideas that are evidence-based.
- Indian River- Continue to share best practices of other districts.
- Lake- Provide additional mini conferences.
- Leon- Offer training to support gifted/talented students in under-represented populations.
- Levy- To continue to share with us what others are doing in their districts.
- Madison- Possibly more ideas of what is considered "well rounded."
- Manatee- We actually have a backlog of initiatives for well-rounded education.
- Miami/Dade- Staff provides on-going support answering questions related to allowable expenditures for private and charter schools.
- Pasco- Guidance with Charter Schools.

- Seminole- Sharing ideas that are working well with other districts that provide direct service to students.
- Sumter- One simplified list of dates for submitting, amendments, reports, etc.
- Suwannee- I can see a few changes we need to make so I will need help with my amendments.
- UF Lab School- No assistance needed.
- Volusia- We are in good shape.
- Wakulla- The T4A staff is doing a great job!

Staff Assistance with Safe and Healthy Schools Approach

Fifteen respondents offered a suggestion for how T4A staff could assist them in year 2 of the project with Safe and Healthy Schools Approach activities.

- Baker- Continue the updates, communication and support
- Broward- Looking at more Youth Mental Health First Aid training and school safety support.
- Duval- Examples of approaches - schools want examples.
- FAU Lab School- As I am new to my role, as much information as possible. I enjoy the conference calls, emails, and updates.
- Gadsden- provide flexibility to use funding for additional security officers.
- Gulf- Provide ideas.
- Highlands- The state meetings that T4A is offering in the upcoming months seem wonderful. Hopefully someone from our District will be able to come to some of them.
- Lake- Provide additional mini conferences.
- Leon- Continue to offer SEL breakouts in the conference and notify us of webinars related to this topic.
- Levy- To continue to share with us what others are doing in their district.
- Madison- A better understanding of what costs would qualify as "safe and healthy" would be good.
- Manatee- Appreciate the wide range of initiative including health to keep students in school.
- Miami/Dade- By providing additional guidance for Year 3 in terms of what is allowable in this category.
- Sumter- One simplified list of dates for submitting, amendments, reports, etc.
- Suwannee- Our Director of School Safety needs some funds for communication devices so I need to amend our grant.

Staff Assistance with Effective Technology Approach

Twenty respondents offered a suggestion for how T4A staff could assist them in year 2 of the project with Effective Technology Approach activities.

- Alachua- We appreciate the support and look forward to continued partnership in implementing all aspects of this project.
- Baker- Continue updates, communication and support.
- Broward- technology for post-secondary opportunity and tutoring.
- Citrus- Continued open communication.
- Dixie- Year 2 at a glance and maybe a list of tech options not included in 15% area.
- Duval- examples of approaches - schools want examples.
- FAU Lab School- As I am new to my role, as much information as possible. I enjoy the conference calls, emails, and updates.
- Gadsden- exempt software from the technology limitations.
- Highlands- We are fortunate to have Lindsey, and when we need assistance, we will call her.
- Hillsborough- Continue sending best practices and ideas that are evidence-based
- Indian River- Continue to share best practices of other districts.
- Lake- Provide additional mini conferences around technology.
- Levy- To continue to share with us what others are doing in their district.
- Manatee- Professional development ideas that incorporate a wide array of stakeholders to improve the effective use of technology.
- Miami/Dade- By sharing additional info about resources available to support teachers' use of technology in the classroom.
- Okaloosa- More specific explanation of amount that can be spent, OCSD interpreted the 15% differently than what the grant intended.
- Pasco- Guidance with Charter Schools
- Seminole- Sharing ideas that are working well with other districts that provide direct service to students.
- Sumter- One simplified list of dates for submitting, amendments, reports, etc.
- Wakulla- The T4A staff is doing a great job!

Staff Assistance with Amendment Process

Twenty-two respondents offered a suggestion for how T4A staff could assist them in year 2 of the project with the amendment process.

- Alachua- So far, we have been happy. Have only done one amendment, and it is in progress.
- Baker- Continue updates, communication and support.
- Brevard- I very rarely write amendments for either Title II or Title IV, but having a limit of one per quarter really stresses me out. There are too many moving parts in a district this large to feel this limited.
- Broward- They are great with that

- Citrus- Continued open communication.
- Duval- I have been OK with the amendment process so far...
- Escambia- I will be in touch as I am currently working on a budget amendment.
- FAU Lab School- As I am new to my role, as much information as possible. I enjoy the conference calls, emails, and updates.
- Gadsden- Working on assistance now.
- Highlands- Just waiting for the roll forward.
- Hillsborough- Expedite feedback
- Indian River- Continue the communication with the timelines- emails, conference calls, etc.
- Leon- Staff has been very helpful with any amendment process
- Levy- Communication has been great.
- Madison- We have a good handle on amendments.
- Miami/Dade- By providing a quick review of proposed items to let us know what is allowable and what is unallowable.
- Sarasota- Continue to be available for pre-submission questions.
- Seminole- Continued guidance on appropriate requests.
- Sumter- One simplified list of dates for submitting, amendments, reports, etc.
- Suwannee- I will be writing an amendment soon and will need some help with the process.
- Volusia- Continue to provide ongoing support.
- Wakulla- The T4A staff is doing a great job!

Conference Attendance and Webinar Participation

Thirty-one out of 37 respondents reported they did not attend the Child Trafficking and Educator Abuse Training offered on Dec. 10-11, 2018. Six respondents reported “someone from their district attended.”

The results in Table 6 show the number of respondents who participated in each of the webinars conducted during the first quarter of year 2. While just over half of the respondents (19 out of 36) did not participate in any of the webinars, the others participated in one or more of the webinars indicated by the count totaling 25 for the remaining 17 who did participate.

Table 6 Webinar Participation	
Answer Choices	Count
External Partners Webinar (Everfi, OrganWise Guys, Inventors Hall of Fame) on Sept. 28, 2018	6
Community-based Partnerships with Living Stones webinar on October 17, 2018	8
Professional Mandated Abuse Hotline webinar on October 23, 2018	11
None of the above	19

Eight respondents described what actions they took after listening to the webinars or offered comments about the webinars.

- Broward- They were good.
- Duval- I have listened to a few but don't recall the names.
- Escambia- I started in this position Dec. 1, 2018.
- FAU Lab School- These were before I arrived at FAU.
- Highlands- No actions taken, but it was nice to know what these external partners can offer.
- Madison- Shared information with stakeholders, principals, parent liaisons.
- Miami-Dade- A member of the staff did listen to the webinars.
- Wakulla- I shared the recording with the district's Student Services and Safe Schools offices.

Future Webinar Topics

Twenty-one respondents offered suggestions for future webinar practices.

- Alachua- Best practices from other districts.
- Baker- Healthy Schools and Restorative Practices
- Brevard- I am more interested in Title IV grant management. When I pass something onto my leadership or specific resource teacher about the external partners or the conference topics, they are already aware or I offend a District resource teacher that is the expert on that topic. They would prefer to get the information from their content specialist instead of the grant manager. I would rather hear more about the STATE/FEDERAL components of my position as the grant writer/manager.
- Broward- Equity and diversity
- Broward- Equity related topics
- Collier- I know Michelle is working on this, but we wonder how we may be able to spend remaining funds from FY18.
- Escambia- Last year's rollover
- Gadsden- How to get children and families more engaged and change the cycle of poverty.
- Highlands- I can't think of any right now, but T4A has interesting selections.
- Hillsborough- Successful extended day opportunities.
- Indian River- Highlighted best practices of other districts.
- Lake- Restorative Practices, Social Emotional Learning PD in Orlando area. Well rounded education
- Leon- Advanced academics for under-represented populations.
- Madison- Safe and healthy schools
- Manatee- How districts include Charter School participation?
- Miami/Dade- Continued guidance on allowable expenses as Title IV implementation goes forth in future years.
- Okaloosa- School safety

- Pasco- Guidance with Charter Schools.
- SouthTech Schools- Would it be possible to give us a list of the mini-cons with dates for the year? There were a few that I would have attended but because I did not have sufficient advance notice I could not.
- Sumter- Free, researched based, effective SEL programs
- Volusia- SEL, Restorative Justice

Website Use

For evaluation purposes, T4A staff wanted to know how stakeholders are using the T4A website. The results in Table 7 show almost all respondents refer to the website for information updates and a large majority (68%) use the website for resources. The “frequently asked questions” section of the website also serves a majority (57%) of respondents.

Table 7 Website Use		
Answer Choices	Percent of Respondents	Count
Information updates	92%	34
Resources	68%	25
Frequently asked questions	57%	21
Professional development announcements	27%	10
Evaluation survey templates	16%	6
To request assistance for Well-rounded Approach activities	3%	1
To request assistance for Safe and Healthy Schools Approach activities	0%	0
To request assistance for Effective Technology Approach activities	0%	0

Additional Comments for T4A Staff

The final question on the survey provided an opportunity for respondents to provide any additional comments for T4A staff in an open-ended format. Fourteen respondents provided compliments and three provided suggestions for additional support.

Compliments

- Alachua- Thanks for the continued support.
- Bradford- Thank you for your work in making the implementation of a new grant go smoothly for our district.
- Brevard- Thank you for all you do! I feel like my District is in good hands.
- Citrus- Great support from the team!
- Collier- Your team is awesome. We appreciate the support.
- FAU Lab School- No. Lots of helpful information. Thank you.
- Gadsden- Thanks for your support and all the information.

- Gulf- Fantastic experience. Thank you!
- Highlands- I want to thank the T4A staff for always supporting the Districts. It is exciting the areas that we can enhance for our students.
- Hillsborough- Thank you for information regarding the next grant release.
- Indian River- Thanks for working together as a TEAM and your willingness to brainstorm ideas!
- Miami/Dade- A big thanks to the entire Title IV team for their support and guidance over the past two years. A special shout out to Cassandra for her excellent guidance and for always making herself available.
- Monroe- Everyone is EXTREMELY helpful and supportive!
- SouthTech Schools- Awesome team.

Suggestions for Additional Support

- Duval- Carry-forward
- Lake- More mini conferences based on districts' work and initiatives.
- Pasco- Guidance with Charter Schools

Conclusion

In conclusion, the results from the survey represent approximately half of the stakeholders and therefore are representative of all stakeholders. The information presented in this report will be useful for future planning purposes.