

QUESTIONS?



A key goal of the webinar is for grantees to interact through questions and discussion.

- Make sure to unmute your line before speaking.
- Please keep your line muted when you are not speaking.
- You can also ask questions by typing them into the chat pod at the bottom right corner of your screen.

Expert Hour with Broward County

April 24th, 2019 | 11:00 AM – 12:00 PM ET



WEBINAR PARTICIPANTS

- **Host:** Rachel Goins, TA Expert, TQP TA Center
- **Facilitator:** Peter Witham, TA Expert, TQP TA Center
- **TIF 5 Grantee:** Broward County Public Schools
 - Angela Brown, Director, Coaching and Induction
 - Myrlaine Salter, Supervisor, Coaching and Induction

WEBINAR OBJECTIVES

- Provide opportunities for TQP grantees to engage with Broward County Project Leadership around key topics related to program design, implementation and sustainability including:
 - Alignment of TIF 5 to BCPS Strategic Plan
 - Effective Stakeholder Engagement
 - Effective External Partnerships
 - Recruiting Diverse Candidates

WEBINAR AGENDA

- **Topic 1: Alignment of TIF 5 to BCPS Strategic Plan**
 - Ask the Expert Question and Answer
- **Topic 2: Effective Stakeholder Engagement**
 - Ask the Expert Question and Answer
- **Topic 3: Effective External Partnerships**
 - Ask the Expert Question and Answer
- **Topic 4: Recruiting Diverse Candidates**
 - Ask the Expert Question and Answer

Session I: Alignment of TIF 5 to BCPS Strategic Plan



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Identify gaps of needs from Florida Equity Plan

Florida's Plan to Ensure Equitable Access to Excellent Educators

Forward

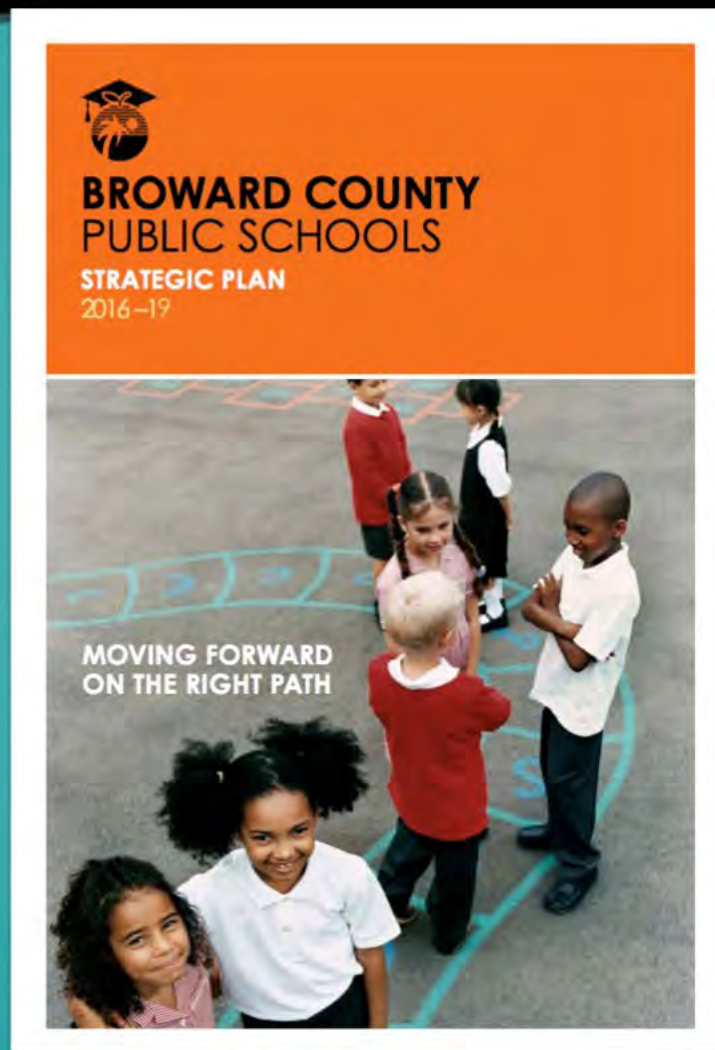
In November 2014, Assistant Secretary of the United States Department of Education Deborah Delisle communicated to Commissioner of Education Pam Stewart the requirement that "each State educational agency (SEA) must submit to the U.S. Department of Education (Department) a State Plan to Ensure Equitable Access to Excellent Educators (State Plan)." Assistant Secretary Delisle's letter provided significant authority to each SEA in the development of the State Plan and required each State to "conduct meaningful consultation with a wide range of stakeholders," including educators, parents, civil rights groups, etc. The pages that follow represent Florida's Plan to Ensure Equitable Access to Excellent Educators.

Introduction

Florida's record on educational excellence and equity over the last 15 years speaks for itself. In the 10th Annual AP Report to the Nation, for example, the College Board heralded Florida for being number 2 in the nation for AP participation, a dramatic increase from just 10 years ago. The report also noted that 57.2 percent of the 2014 Florida high school graduates took at least one AP course during high school and that Florida students were number three in the nation for scoring three or better on the rigorous exam often associated with college readiness.¹ Other Florida highlights include:

¹ <http://www.fldoe.org/newsroom/latest-news/204527-florida-ranks-second-in-the-nation-for-advanced-placement-participation.shtml>

Identification of Gaps in District Strategic Plan



District's 2016-19 Strategic Plan will enable us to fulfill our mission with maximum efficiency and impact. It focuses on improving the instructional core while leveraging the expertise of collaborative teams that include our administrators, teachers, students and stakeholders. This plan articulates specific goals and describes the action steps and resources needed to accomplish them. It reflects a proactive approach to managing current performance while maintaining the ability to respond to internal and external changes.

During BCPS review of internal and external factors, which included the implementation of new Florida Standards, students' literacy skills in the early years, current instruction practices, professional development models, existing internal management practices and stakeholder feedback, it was determined that for 2016-19 we would recalibrate our existing Strategic Plan. Recalibration involves establishing new baselines and a new path forward incorporating elements of our 2012-15 Strategic Plan.

The 2016-19 Strategic Plan utilizes a shorter planning horizon with an emphasis on execution, monitoring and reporting, which enables more frequent reviews and course corrections.



Year 1

Deal with areas that provide the greatest performance improvement opportunities using existing resources.

Year 2

Pursue opportunities requiring improved capabilities and investments.

Year 3

Leverage outcomes and discoveries from previous years while targeting programs in specific challenge areas.

THREE GOALS



1
High-Quality Instruction

2
Continuous Improvement

3
Effective Communication

Outreach to Departmental Leadership to address Gaps

1. Meeting with Directors from Leadership Development, Talent and Acquisition, and Employee Evaluation
2. Aligned initiatives gaps of Florida Equity Plan and District Strategic Plan
3. Monthly Focus Groups
4. Re-alignment of goals and processes



Outreach to Departmental Leadership to address Gaps

5. Establishing Ongoing Communication with Departmental Leadership
6. Use information from Ongoing Communication to inform Planning and Collaboration
7. Use data throughout the process - let the data tell the story for you



Questions?



Session II: Effective Stakeholder Engagement



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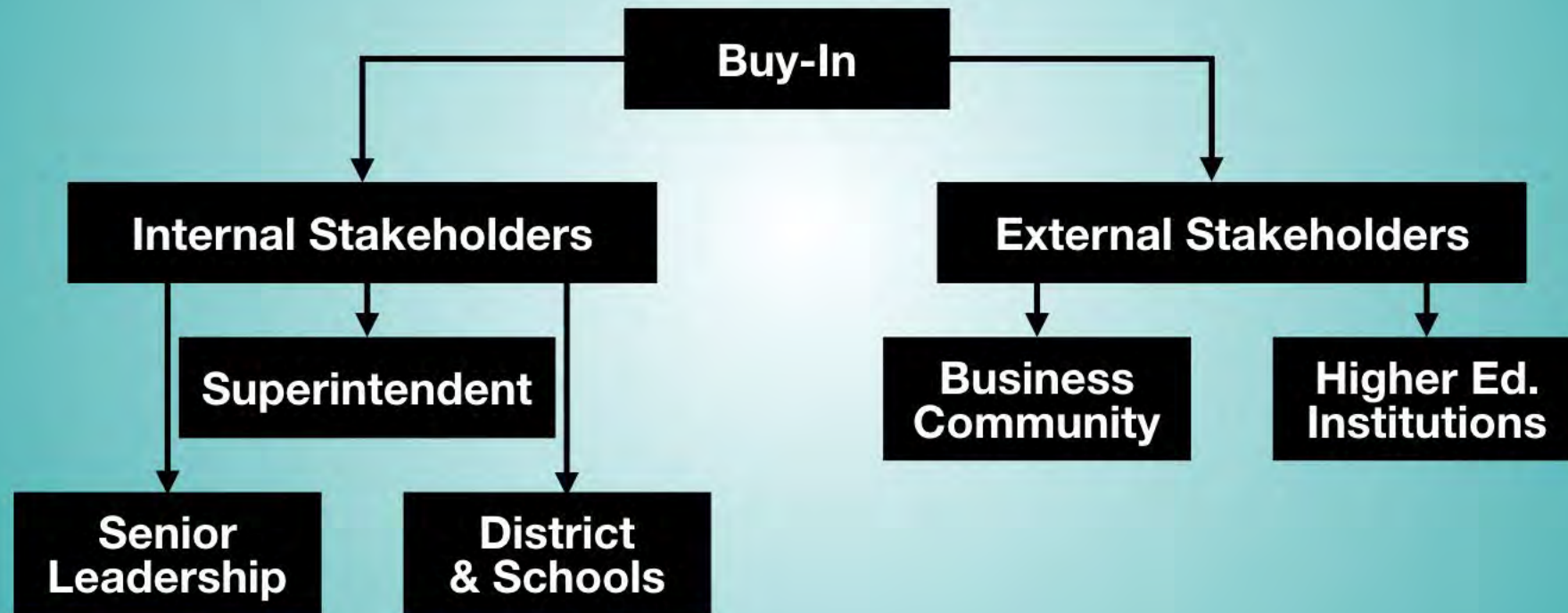
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Overall: Hard Work of “Spreading the Word”



Ongoing meeting with Superintendent



1. Update of Goals
2. Share data from Florida Equity Plan and how initiatives align to the District's Strategic Plan

Internal stakeholder Buy-In

- 
1. Presentation to district Departments
 2. Share data accordingly with focus groups
 3. School-Visits-Meet with Staff
 4. School Leadership Team

Session II: Effective Stakeholder Engagement

**1 (TIF) LEAP Ahead Project
Eligibility Acknowledgement**


signed, read and acknowledge the eligibility
incentive Fund LEAP Ahead Project Incentive

\$3,000	\$1,500
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- | Overall Effective or Higher Evaluation Rating | | | | Funding Source |
|---|---------------------------|----------------------------|----------------------------|----------------|
| \$3,000 | | | | TIF 5 Grant |
| \$2,500 | | | | TIF 5 Grant |
| 0 Time Absent | No more than 1 Day Absent | No more than 2 Days Absent | No more than 3 Days Absent | |
| \$1,500 | \$1,000 | \$300 | \$200 | TIF 5 Grant |
| \$1,000 | \$800 | \$300 | \$100 | TIF 5 Grant |

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Educating Senior leadership to Generate Buy-In

- 
1. Update of Goals Clarification of how the TIF 5 initiatives will lead to achieving district outcomes
 2. Individual meeting with School Board members (Take time for one-on-one meetings in preparation for larger televise school board meeting)

External Stakeholder Buy-in

- 
- A group of five diverse professionals (three men and two women) are gathered around a table in a modern office setting, looking at a laptop screen. They are dressed in business casual attire. One man is pointing at the screen with a yellow pencil. The background shows bookshelves and a large window with greenery outside.
1. Presentations with/for the business community
 2. Educate Business Community on your needs
 3. Meeting with Higher Education Institutions

“Own the Story to sell the Story”

- 
1. Get the WORD out
 2. Sessions / presentations / conferences
 3. Sustainability
 - a. Start planning day one
 - b. Start with small grant and can lead to more
 - c. Embed your initiatives in district processes

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Session III: Effective External Partnerships



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Needs Assessment to Identify Needs

1. Research Community Businesses to Address Needs
2. Targeted Outreach on Mutual Benefits
 - a. Example: EEPP Outreach, Negotiation
3. Establishing Specific Roles for Businesses



Needs Assessment

DILLARD ELEMENTARY NEEDS ASSESSMENT				
STATUS	PROGRAM DESCRIPTION	POPULATION SERVED	ITEMS NEEDED	FUNDING
Continuing	DILLARD DANCE ACADEMY The dance program provides an opportunity for students to learn the art and skills of different types of dance styles. This program falls into the Arts Awareness initiatives, which is underway at the school. Coordinator: Chandra Evans Contact: 965-650-3983 Instructor: Margareta Days of Week: Wednesdays and Fridays Time: 2:00-4:00 Date of Event: October 6, 2015 Special Events: Parent Meeting	20 Female Students Grades Kindergarten through Fourth	Leotards Tights Radio Mirrors	\$7000.00
Continuing	RANGER SUPER CODERS ROBOTICS CLUB The Super Coders Robotics Club meets twice a week for two hours to learn about Computer Science, Coding, and Robotics. They take field trips to local business and colleges to be exposed to technology being used or taught in action. We are hoping to attract the youth at the young age and them a quality computer science and robotics education. Coordinator: Tashara Jean-Baptiste Contact: 954-588-4178 Instructor: Kelli Ford and Tashara Jean-Baptiste Days of Week: Wednesday and Friday Time: 2:00-4:00 Date of Event: _____ Special Events: _____		Transportation Tynker Coding Program Spelling City	\$800.00
Continuing	F.L.Y. GUYS F.L.Y. GUYS is a mentoring program designed to teach and encourage males to positively define, plan, pursue and achieve their goals. Coordinator: Lorenzo Williams and Chandra Evans Contact: 954-482-3976 Instructor: Lorenzo Williams Days of Week: Wednesdays Time: 2:00-3:00 Date of Event: _____ Special Events: _____		Shirts	\$150.00
New	EAGLE MEN EAGLE MEN is designed to build character traits for our 5th grade male students. The purpose of the program is to build their self-esteem, teach etiquette skills, and drug awareness. Coordinator: Lorenzo Williams and Chandra Evans Contact: 954-482-3976 Instructor: Lorenzo Williams Days of Week: Thursday Time: 2:00-3:00 Date of Event: _____ Special Events: _____	5th Grade Boys	Blazers with Logo	\$500.00

Continuing	TRANSPORTATION FOR COLLEGE TOUR	Students	Funding	\$6,000.00
For	Just three years, Dillard Elementary's fifth grade students the privilege of attending out of state college tours. We 3-year grant that recently expired in June 2014 that paid transportation for the college tours. up in a household rich with the language of higher education, it can make college feel real, but many of the students in Elementary Community who are of low-income status, this advantage. At Dillard Elementary, we are going year of introducing our students to the unfamiliar college and helping students see the reality of college life. The concept behind the college tour is for elementary students to have a broad introduction to preparing for and entering higher education to help them be proactive about their own education. It becomes an opportunity to inform younger students about the value of education and how to attain it. We have a chance to walk through academic, residential, and administrative buildings. Meet with the faculty and staff. Also, students meet and talk with college students to discuss campus life while having lunch in the cafeteria. We were very enthusiastic about the college tour. The tour is a life changing experience for many of our students. They will be first generation college students. The college tour was successful in increasing their knowledge of college because it gave students a personal connection with real people, real locations and higher education as part of their futures. Angela Brown 954-594-9600 Date of Event: May 23-29, 2015 Time: _____			
PROGRAM DESCRIPTION	POPULATION SERVED	ITEMS NEEDED	FUNDING	
BASED PANTRY PROGRAM	Students and Siblings	Bags Can Food Fruit Fruit Cups Juice boxes Nutritious Snack Beans Rice Milk Cereal Bread Fruit Cash Donations Macaroni & Cheese	\$1500.00	
	In the Dillard community who are in need. These children depend on school for food. They have little or nothing to eat after school. The school-based pantry program is to help provide food to children and their families. The school-based pantries will be located on campus. The program is to provide an opportunity for our low-income students to receive nutritious, healthy food for preparation and consumption. The food will be distributed through the school and be easily accessible and safe.			

AFTERSCHOOL ARTS PROGRAM	Students in Grades Kindergarten through Fifth	Art Supplies Paint Scissors Rulers Crayons	\$5,000.00
of our students go home to an empty house after school because their parents are working. There are several parents at Dillard Elementary that would love for their children to attend an after-school program, however, they just can't afford it. For some students, their parents are not home and there is no one meaningful at home for the children to do. Dillard Elementary offers several after school mentoring programs that provide a safe environment for students to engage in social activities. Ranger Good Works, Young Art and Neiman Marcus inspired us to take our after school mentoring programs to the next level by including art. Dillard Elementary does not have an art program but was highly interested this summer by our newly Partners in Education, in Marcus and Young Art to include art in our after-school mentoring programs. We have hundreds of students that stay at school everyday to participate in mentoring programs. We understand the importance of teaching reading and math, but we also understand that creativity is the missing piece of the puzzle. Learning to create and appreciate visual aesthetics may be more important than ever to the development of the next generation of students as they grow up. Art will help our students in the following areas: Motor Skills, Language Development, Critical Thinking, Problem Making, Visual Learning, Inventiveness and Cultural Awareness. Coordinator: Angela Brown Contact: 954-594-9600 Instructor: Ruth Louissaint Days of Week: Monday Time: 2:00-4:00 Date of Event: _____ Special Events: _____			
PROGRAM DESCRIPTION	POPULATION SERVED	ITEMS NEEDED	FUNDING
COMMUNITY EXPOSURE PROGRAM	Students	Funding for transportation Sponsors Guest Speakers	\$2,000.00
	None of the students at Dillard Elementary have never been to a museum, a mall or on an elevator. Surprising! Not to me. I live my life every day when speaking to my students and learning about their lives and their community and cultural exposure. Can providing our students with enriching experiences change the way they perceive school and help them create a vision of life outside of school? Yes, I believe it can! Let us level the playing field, and show what can happen, by providing opportunities for students to museums, civic events, local colleges, theaters, and so on. In the world of education, we often overlook social capital and its importance on a child's ability to think critically. It's simply a fact that the more a child experiences, the broader his or her scope of knowledge and understanding.		
	Coordinator: Tashara Jean-Baptiste Contact: 954-588-4178 Date of Event: _____ Special Events: _____		

Establishing a Community of Trust

1. Follow-Through on Commitments
2. Transparency on Progress / Roadblocks
3. Awareness of Opportunities to “Promote” Partners:
I Scratch Your Back / You Scratch Mine



OVER 75 PARTNERS



W.K.
KELLOGG
FOUNDATION®



RANGER
Good Works

FAU

FLORIDA ATLANTIC
UNIVERSITY



**Children's
Services
Council**

of Broward County
Our Focus is Our Children.

**Arts for
Learning**

The Miami Affiliate
of Young Audiences



BCDI

Black Child Development Institute
FORT LAUDERDALE



Holy Cross
Hospital



AIM FOR
SUCCESS Inc.

Celebrate Partners

1. Career City (Invite Partners to TIF Schools / Recognition of Partners
2. Opportunity for Networking between Business Partners



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Session IV: Recruiting Diverse Candidates



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Face-to-face meetings with Director of Talent Development

- 
- A group of five diverse young adults (three men and two women) are sitting in a row on wooden chairs against a white brick wall. They are all smiling and engaged in conversation. From left to right: a man with a beard wearing a red and black plaid shirt, a woman with curly hair wearing an orange knit top, a man in a dark blue blazer over a light blue shirt, a woman with long brown hair wearing a green top, and a man with a beard wearing a red and white plaid shirt. A white text box is overlaid on the bottom right of the image.
1. Conduct early job-fairs
 2. Mock-Interviews for prospective candidates
 3. Tours of our high-need schools
 4. Teacher laboratories and teacher residency

Career Ladder

- 
- A group of five diverse professionals (three men and two women) are sitting in a row against a white brick wall, engaged in a lively conversation. They are dressed in a mix of casual and business-casual attire. The man on the far left has a beard and is wearing a red and black plaid shirt. The woman next to him has curly hair and is wearing an orange top. The man in the center is wearing a dark blue blazer over a light blue shirt. The woman next to him has long brown hair and is wearing a green top. The man on the far right is wearing a red and white plaid shirt and is pointing towards the woman next to him.
1. Case Study Teachers
 2. New Teacher Support
 3. Increasing Retention Rate
 4. Support for teachers in SEL and Cultural Competency

Questions?





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The School Board of Broward County, Florida

Heather P. Brinkworth, Chair
Donna P. Korn, Vice-Chair
Lori Alhadeff
Robin Bartleman
Patricia Good
Laurie Rich Levinson
Ann Murray
Dr. Rosalind Osgood
Nora Rupert

Robert W. Runcie
Superintendent of Schools

Department of Coaching and Induction
Davie Professional Development Center
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Angela Brown
Director

THANK YOU!

CONTACT INFORMATION



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**Teacher Quality
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