



Miami-Dade County Public Schools Office of Grants Administration

**2023-2024 NON-PUBLIC SCHOOLS
ENTITLEMENT PROGRAM**

FALL ANNUAL NOTIFICATION MEETING

November 1, 2023

9:30 a.m. – 11:30 a.m.

Equitable Services for Non-public School Participation

- With the initial passing of the Elementary and Secondary Education Act (ESEA) in 1965, private school students and teachers have been eligible to participate in certain federal education programs.
- The Every Student Succeeds Act (ESSA), signed into law December 10, 2015, makes a number of changes to certain fiscal requirements that existed in the ESEA, as amended by the No Child Left Behind Act of 2001 (NCLB)
- School districts must maintain documentation for providing meaningful consultation and equitable services to private school children, teachers, or other educational personnel within the local educational agency's service area.



Miami-Dade County Public Schools (M-DCPS) has established the following procedures to ensure meaningful consultation and equitable services are provided for non-public schools:

Fall Annual Notification Meeting: At this meeting, M-DCPS program managers of entitlement and other federally-funded programs provide an overview of the services available to non-public school students and educators

Invitation to Participate: All non-public school principals are sent, through email, a comprehensive packet with background on each of the entitlement and federally-funded programs. Organized by program, the packet includes program overview, eligibility criteria and contact information for each program manager.

Meaningful Consultation: Prior to developing the annual grant applications (due late Spring each year), Grants Administration staff and the program managers meet with representatives from non-public schools to discuss the needs assessment and survey results in order to ensure that the needs of non-public schools are addressed. Non-public schools are afforded the opportunity to provide input on how students' needs are identified; how, where and by whom services will be offered; and the scope of equitable services to be provided to eligible private school children, teachers and other educational personnel.



Programs that require equitable participation of private school students, teachers, and parents:

Title I - Improving the Academic Achievement of the Disadvantaged

Improving Basic Programs Operated by LEAs [Part A]

Migrant Education [Part C]

Local Programs for Neglected and Delinquent [Part D]

Title II - Preparing, Training and Recruiting High-quality Teachers and Principals

Teacher and Principal Training and Recruiting Fund [Part A]

Title III - Language Instruction for Limited English Proficient and Immigrant Students

English Language Acquisition, Language Enhancement, & Academic Achievement [Part A]

Title IV – Student Support and Academic Enrichment

Student Support and Academic Enrichment [Part A]

21st Century Community Learning Centers [Part B]



Individuals with Disabilities Education Act (IDEA)

- School Districts must expend a proportionate share of federal IDEA funds to provide special education and related services to parentally placed private school children with disabilities.
- Schools are required to consult in a timely and meaningful manner with private school representatives and representatives of parents of parentally placed private school children with disabilities during the design and development of special education and related services for these children.



Equitable Services Ombudsman

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), states that every state educational agency (SEA) must designate an ombudsman to monitor and enforce equitable services requirements to help ensure equitable services and other benefits for eligible private school children, teachers and other educational personnel, and families. The equitable services ombudsman is the state's primary point of contact for addressing questions and concerns pertaining to the equitable services requirements under Title I and Title VIII of ESEA, as amended by ESSA.

The responsibilities of Florida's equitable services ombudsman include:

- Assisting in preparing local educational agencies, community-based organizations, colleges, universities, and private schools for effective implementation of ESSA equitable services requirements.
- Providing technical assistance to the department subrecipients by attending consultations, as needed, generating templates and best practices, educating all parties about the legal requirements of the consultation process, etc.
- Proposing appropriate policies and procedures for adoption by the department for implementing, monitoring, and enforcing ESSA requirements for equitable participation.
- Ensuring proper implementation of ESSA laws and regulations and resolving complaints using a timely and well-defined process.
- Monitoring and reviewing SEA and subrecipient consultation paperwork, and proportionate share budgets.
- Preparing and widely distributing annual reports on private school participation in ESSA programs in Florida, analyzing and interpreting trends, and proposing solutions to issues identified.

EquitableServices@fldoe.org

Retrieved from: <https://www.fldoe.org/finance/equitable-services/contact.stml>





Contacts

Montserrat Balseiro

mbalseiro@dadeschools.net

Maria Cervantes

mcervantes@dadeschools.net

Melissa Latus

mlatus@dadeschools.net

Faye Rodney

Frodney@dadeschools.net

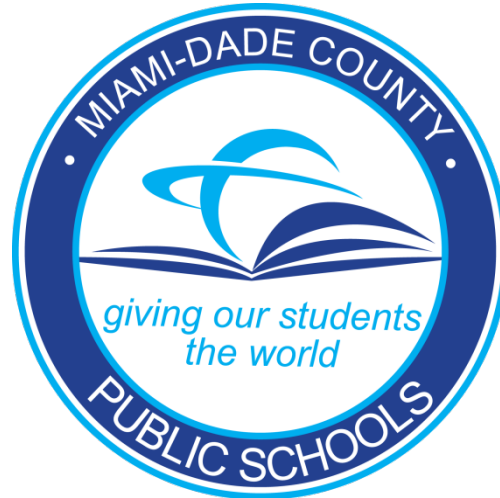
Grants Administration (305) 995-1706

[X](#) @DadeGetsGrants

www.DadeGetsGrants.net



**MIAMI-DADE
COUNTY
PUBLIC
SCHOOLS**



**DEPARTMENT OF TITLE I ADMINISTRATION
NON-PUBLIC SCHOOLS PROGRAM
VIRTUAL MEANINGFUL CONSULTATION MEETING**

PROGRAM DESIGN, DEVELOPMENT & IMPLEMENTATION

HISTORICAL PERSPECTIVE



Establishment
Clause of the
First
Amendment



Courts have
upheld Title I
provisions



1997
Agostini v.
Felton



Every Student
Succeeds Act
(ESSA) of
2015



GENERAL RULE



ESSA of 2015



ELEMENTARY & SECONDARY
EDUCATION ACT

Elementary and Secondary Education Act of 1994
• Switch from Low-Achieving to Low-Income

MAJOR THEMES OF LAW

Equitable Funding



Reservation of Funds (Set Asides)



Professional Development



Parental Involvement



Basic Allocation



Standards/Evaluation

EQUITABLE SERVICES TO PRIVATE SCHOOL STUDENTS

Consultation

- Timely and meaningful consultation before decisions are made
 - Case by case basis
- Amount of funds generated
- Methods of collecting poverty data
- Identification/Selection of students to be served
- Program Design and Delivery
- Standards/Assessment/Evaluation
- Professional Development / Parental Involvement
- Service Delivery Model / Use of 3rd party provider
- District-Wide Activities (Set-Asides)



Private school officials' certification

- Give to State Educational Agency



FUNDING / ALLOCATION



Collection of Poverty data

- New data
- Survey, with extrapolation
- Proportionality (Miami-Dade)
- Correlated measure

LEA has final authority

Automated System

Appeal / Complaint Process

FDOE Equitable Services Contact

Matthew Wiley, Director
Florida Department of Education (FDOE)
850-245-9732

Allocation will be based on overall District, Title I Allocation from the State of Florida

New data



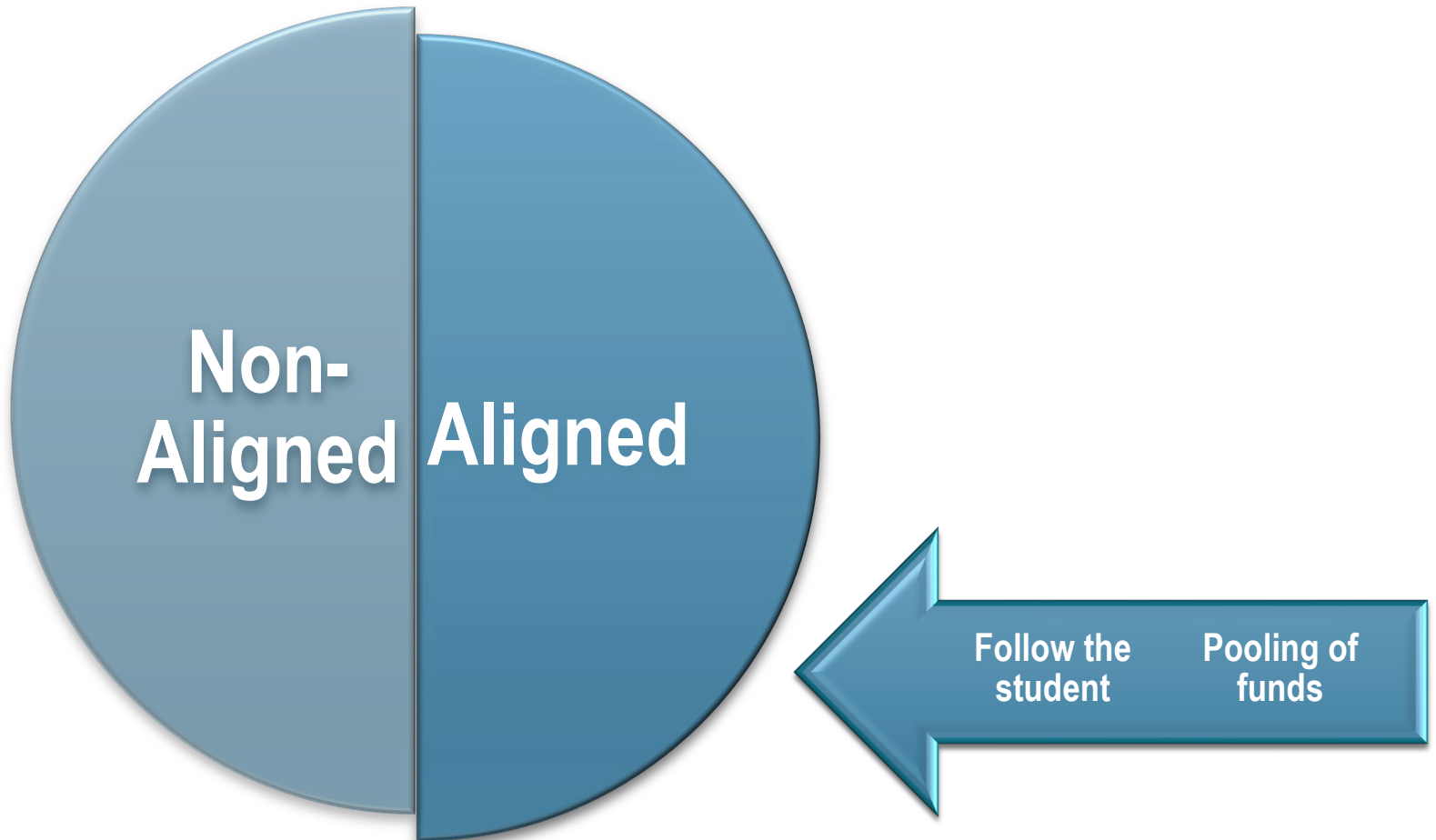
FUNDING / ALLOCATION

Based on the number of low-income students residing in a Title I public school attendance boundaries

Utilize Proportionality Method

Determined every year or every two (2) years

DISTRIBUTION OF FUNDS



EQUITABLE SHARE OPTIONS

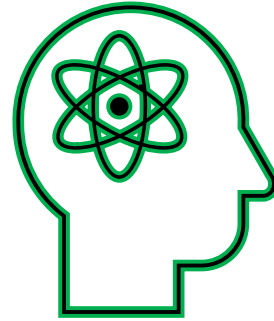
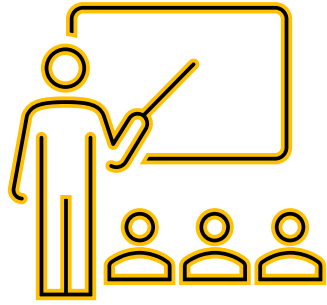
Option 1



Option 2



Note: Schools who elect this option agree to attend a mandatory training to ensure compliance and adherence of purchasing guidelines and program requirements.



OPTION 1:

100% INSTRUCTIONAL SERVICES

Services Delivery Plan to be customized to the needs of the eligible students at your school through consultation with private school before the start of the school year.

Options for instructional services can be Tutoring (in core subject areas), Counseling, and/or Coaching.

The school is responsible to provide the students who are to receive services through a referral process.

These services are intended for those students who qualify based on address and also meet the academic criteria being at risk or failing.



OPTION 2:

**70% INSTRUCTIONAL
SERVICES**

**30% ALLOWABLE
SUPPLEMENTAL
PURCHASES**

Only for purchasing of equipment, material, tools and/or resources that are **supplemental** to the instructional services being rendered.

These goods are intended for the use of Title I eligible students only.

The school is responsible to obtain the required **three (3) quotes on orders of more than \$999.99** from District-Approved Vendors.

M-DCPS will hold title and ownership of all non-consumable supplies, materials and equipment purchased by the district with Title I Funds.



Note: Schools who elect this option agree to attend a mandatory training to ensure compliance and adherence of purchasing guidelines and program requirements.

Eligible Private School Students



Attend a non-profit private school



Reside in a Title I participating public school attendance boundaries of the LEA



Be identified by the LEA as failing or at risk of failing to meet the state standards, or other standards relevant to the private school (using multiple educationally related criteria)

Title I Migrant Education Program Eligibility Qualifications

1. The child is younger than 22 and has not graduated from high school or does not hold a high school equivalency certificate; and
2. The child is a migrant agricultural worker or a migrant fisher or has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; and
3. The child has moved within the preceding 36 months in order to obtain (or seek), or to accompany (or join), a parent, spouse, or guardian to obtain (or seek), temporary or seasonal employment in qualifying agricultural or fishing work; and
4. Such employment is a principal means of livelihood; and
5. The child has moved from one school district to another.

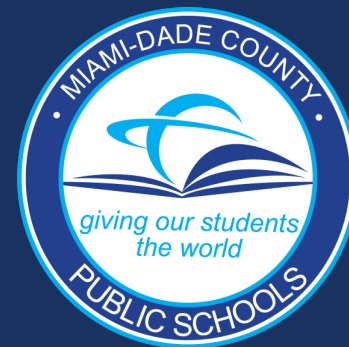
Occupational Surveys



Miami-Dade County Public Schools
Title I Migrant Education Program
28205 SW 124th Court, Building F, Rooms F014 & F019
Homestead, FL 33033
Office # (305) 258-4115
Fax # (305) 258-3840
www.mdcpsmigrant.com

FOLLOW US ON SOCIAL MEDIA!

@mdcpasmigrant



Mrs. Erica Garcia
Executive Director

EGarcia5@dadeschools.net

Ms. Rachel Salinas Bueno
Educational Specialist

RBueno@dadeschools.net



ACTIVE THIRD-PARTY CONTRACTORS



Catapult Learning 



Focus Learning Academy, Inc.



Learning beyond the bell.

Florida Educational Leadership Council, Inc.



LEARNING

"Helping Students Reach Their Full Potential"

Program Design and Service Delivery



Targeted Assistance Model

LEA can provide service directly using district personnel

Can provide services indirectly through contracts with public and private organizations and individuals (Third Party Contractors)

Supplement, Not Supplant

Program Design and Service Delivery



Extended-Day Services

Push-In/Pull-Out Program Options

Counseling

Computer-assisted Instruction (remote virtual online tutorial)

Referrals for Services

(using multiple educationally related criteria; supplemental in nature)

ACCOUNTABILITY



Non-public school students not required to take the Florida State Standards Assessment



Non-public schools not subject to grading



Alternate standards are to be developed in consultation with private school officials



LEA must use some assessment measure for gauging progress

ACCOUNTABILITY



LEA maintains title to all property purchased with Title I funds



Must maintain inventory of property at school



IMPORTANT



IMPORTANT



Must contact Title I Non-Public Office prior to disposal of any equipment for both Capitalized & Non-Capitalized Property



Must contact Title I Non-Public Office immediately when property is stolen or vandalized.

Important



Make sure to not give away any property to other organizations or remove property on your own from your school site without prior consent from the Title I Non-Public Office.



Program Evaluation



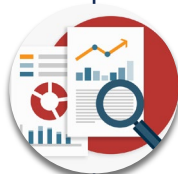
Based on student achievement, program delivery, instructional program, and services to teachers and parents



Roster of participants to be served and demographic data (race, gender, grade)



SAT 10; ITBS points



Outcome data will be used to evaluate the program and determine progress



Criteria used by private school must be developed in consultation



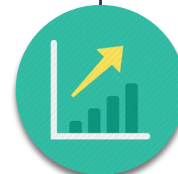
Academic Gains – 2.0 or more points growth



Surveys to Principals, Teachers, and Parents



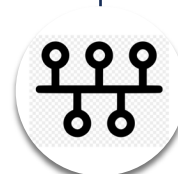
Online data collection for all schools and students



Goal – Increase number of students scoring above the 51st Percentile by two percentage points



Conducted by the Office of Program Evaluation



Timeline (See Evaluation Plan)



Recommendations will be factored into the following year's program



QUESTIONS?



TITLE I NON-PUBLIC TEAM



Mr. Edgardo L. Reyes
 Assistant Superintendent
 Title I, Division of Student & Family Support Programs
elreyes@dadeschools.net

Mrs. Ana M. Rodriguez
 ERP Management Officer, Fiscal Operations and Management
 Department of Title I Administration
amrodriguez@dadeschools.net

Mrs. Yodislen S. Martinez
 Director, Community Outreach
 Department of Title I Administration
yodimartinez@dadeschools.net
 (305) 258-4115 Ext. 2021



Mrs. Claudia Camara
 Curriculum Support Specialist
camarac@dadeschools.net
 (305) 258-4115 ext. 2032



Mrs. Judith Bonce
 Curriculum Support Specialist
judybonce@dadeschools.net
 (305) 258-4115 ext. 2019



Mrs. M. Kathy Montizaan
 Fiscal Specialist
mmontizaan@dadeschools.net
 (305) 258-4115 ext. 2030



Ms. Rebecca M. Abrahante
 Fiscal Specialist
rabrahante@dadeschools.net
 (305) 258-4115 ext. 2014



Ms. Samayah Reed
 Community Liaison Specialist
reed@dadeschools.net
 (305) 258-4115 ext. 2031

Title II, Part A: Supporting Effective Instruction



**Office of Professional Learning & Career Development
(PLCD)**



OFFICE OF HUMAN CAPITAL MANAGEMENT
Miami-Dade County Public Schools
Education Focused | People Driven



Title II, Part A

Purpose

1. Improve student achievement through strategies such as improving teacher and principal quality, and increasing the number of highly qualified administrators and teachers in schools
2. Hold Local Educational Agencies, (M-DCPS) and schools accountable for improvement in student academic achievement





M-DCPS is required to:

- Engage in timely and meaningful consultation with private school officials
- Provide private school students and teachers with an opportunity to participate in activities equivalent to the opportunity provided to public school students and teachers

Equitable Service Requirements

Equitable Service Requirements

M-DCPS is required to:

- Provide and process each year the Title II, Part A Teacher and Principal Training and Recruiting Application to those independent schools interested in receiving services
- Assess and address the needs of private school students and teachers
- Provide benefits and services that meet the needs of private school students and teachers
- Spend an equal amount of funds per student to provide professional development services to public and private school teachers and administrators



Title II, Part A

- Title II, Part A services are for improving knowledge in **core academic subjects** and effective and reflective instructional teaching practices
- Training of sufficient duration and intensity to ensure lasting impact on teaching performance and student achievement
- Focus areas:
 - Effectively integrating technology
 - Teaching students with different needs, disabilities, and limited English proficiency
 - Methods of improving student behavior, identifying early interventions, and involving parents
 - Leadership development and management
 - Use of data and assessments to improve instruction and student outcomes



Title II Equitable Services

Authorized Use of Funds Include:

- Improving evaluation and support system for teachers and school leaders
- Implementing initiatives to assist in recruiting and hiring effective teachers
- Developing programs that increase the ability of teachers and school leaders to effectively teach children in the early grades, students with disabilities, English learners, and to identify gifted and talented students
- Technical assistance with implementing formative assessments, designing classroom-based assessments, etc.
- Training for school personnel in techniques to support students affected by trauma, and children with, or at risk of, mental illness, and how to prevent and recognize child abuse
- Supporting instructional services provided by effective school library programs
- Providing professional development to support STEM programs, career and technical education, work-based learning, etc.
- Developing feedback mechanisms to improve school working conditions





- Professional development services must be non-secular, neutral and non-ideological, and supplemental in nature
- A satisfaction survey on quality of services provided will be sent to all non-public schools

Distribution of Title II, Part A Services

Meaningful Consultation

- *FACTS Education Solutions* was selected to be the third-party professional development provider for the non-public school consortium
- *FACTS* is experienced in offering quality professional development that serves the unique needs of non-public schools
- *FACTS Education Solutions*
 - Marcey Ayers, Regional Vice President, at 305-804-2778, or marcey.ayers@FACTSmgt.com
 - Tiffany Wilbur, Professional Development Manager, Federal Programs, at (480) 240-8449, or twilbur@FACTSmgt.com



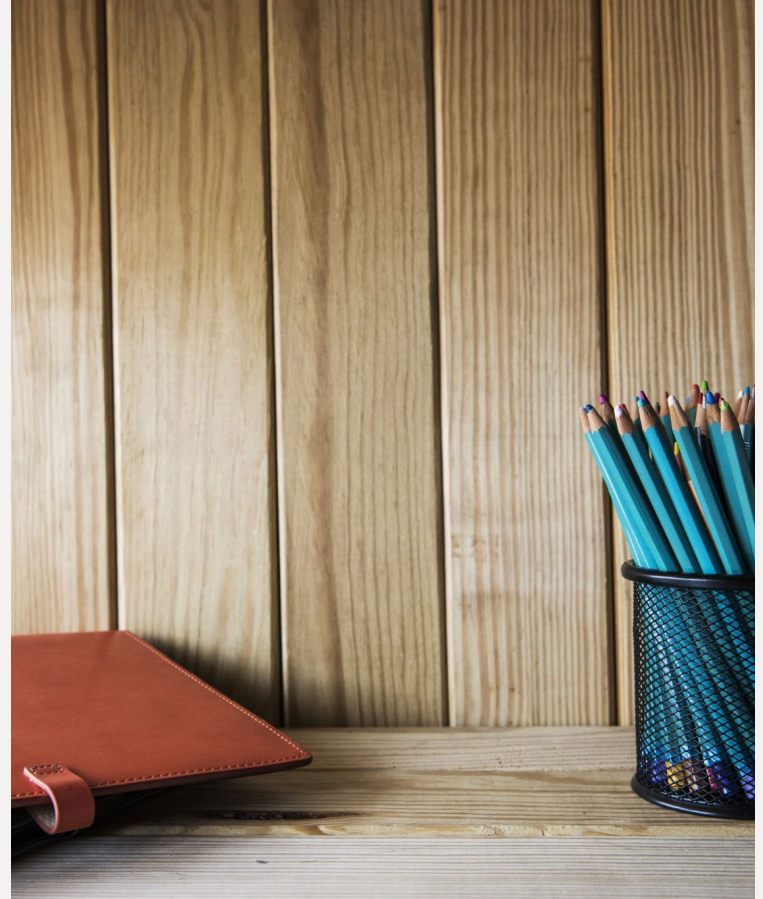


- Archdiocesan Schools
- Center for the Advancement of Jewish Education - Miami (CAJE)
- Other non-public schools

Non-public School Consortium

Requirements of Consortium and PD Provider

- Conduct a Needs Assessment
- Make decisions on how and where services will be provided
- Determine how the services will be assessed and ensure that the results meet Title II, Part A requirements
- Reflect on the learning, evaluate the application and impact of professional learning on teacher practice and student learning
- Report on types of professional learning activities, number of sessions conducted, and number of participants



Instructions for Submitting Reimbursement Documentation

Allowable professional development services will be reimbursed in a timely manner according to the following guidelines:

- Complete and submit the following:
 - Title II, Part A School-site Professional Development Plans
 - ✓ Professional development services must be delivered by approved provider
 - ✓ Reimbursement will not be made for unapproved or prior-dated activities
- Required documentation for quarterly reimbursement will be submitted to M-DCPS through FACTS Educational Solutions for professional learning activities serving all entities/schools.
- Expenditures must comply with all applicable state rules and federal regulations and may not exceed annual school allocation amount.



Required Documentation Submitted to M-DCPS by FACTS Educational Solutions

FACTS Educational Solutions submits reimbursement packets quarterly for professional learning activities serving all entities/schools.

Submissions include the following attachments:

- Title II Private School Reimbursement Checklist
- Invoices for payment
- Cost breakdown
- Payment confirmation/receipts
- Original receipts
- Course agendas* (If applicable)
- Attendance rosters/logs* (If applicable)
- Course evaluations* (Evaluation should include how activity will be used to positively impact instructional practice and increase student achievement.)

****Schools should keep documentation for site-specific professional development funded through Title II, Part A in the event of an audit from the state Title II, Part A office.***



Taking the First Step for Participation

If interested in receiving Title II services, schools must complete and submit every year the Title II, Part A Teacher and Principal Training and Recruiting Application. Applications can be requested by contacting:

Ms. Maria Cervantes

mcervantes@dadeschools.net

OR

Dr. Milagros Gonzalez

mgonzalez5@dadeschools.net



Q&A





In Closing ...

Staff in the Office of Professional Learning & Career Development are always willing to answer questions and/or provide guidance as needed.

Please feel free to contact

Dr. Milagros Gonzalez

305.995.7616

mgonzalez5@dadeschools.net



Department of Bilingual Education
and World Languages
Miami-Dade County Public Schools

Title III, Part A
Meaningful Consultation Meeting
November 1, 2023

Two Types of Title III Programs:

- English Language Acquisition (ELA) Grant
 - LEA is eligible to receive ELA funds according to number of ELLs reported on Survey 2 (October))
- Enhanced Instructional Opportunities for Recently Arrived Immigrant Children and Youth (IY) Grant
 - LEA is not eligible to receive IY each year; will only receive if there is a significant increase of Immigrant Students reported Survey 2 (October). M-DCPS has not been eligible to receive these funds for past three years.

IMPORTANT:

- *Applications for 2023-2024 Title III considerations were processed for Non-Public Schools that met the application/questionnaire submission deadline date of **March 2, 2023**. **If your school qualified, an Award of Title III Services 2023-2024 was sent in September this year.***

Title III-ELA

Enhanced Supplementary Services for Non-Public Schools

- Professional Development for teachers of ELL students on supplemental materials, best practices and ESOL strategies
- Bilingual Parent Outreach Program (BPOP) in Spanish and/or Haitian Creole
- Staff development for school's Title III Liaison on Compliance/Record keeping
- Supplementary instructional materials to support English language acquisition
- Consultation on creating a Plan of Action for 2023-2024.

Eligibility Criteria for Schools

WHAT SCHOOLS SHOULD ALREADY HAVE IN PLACE IN ORDER TO QUALIFY FOR TITLE III SERVICES

- A Home Language Survey (HLS) to screen all students at initial entry which includes Date of Entry into a U.S. School (DEUSS date). Please note that immigration and legal status questions **may not** be asked.
 - Initial English language proficiency assessment using CELLA Online with **new students who responded "Y" on HLS who are entering** your school in 2023-2024. This will allow you to identify eligible students in time for the 2024-2025 application. Please contact us for individual consultation.
 - **Application deadline for submission will be announced during the Spring Meaningful Consultative Services Meeting.**

Non-Public Schools...

- In private schools:
 - Parents may Opt-Out of testing their child after completing the HLS **BUT** these students will not be eligible to receive Title III services and parents must understand. Please discuss with them.
 - The Parent Annual Notification Letter is not required, *but highly recommended in order to keep parents informed.*
- However, schools **MUST** use a state-approved instrument to assess students upon initial entry and in the Spring annually.
- Keep ESOL program compliance records including the student progress in listening, speaking, reading and writing until they meet exit criteria.

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MIAMI-DADE COUNTY PUBLIC SCHOOLS
HOME LANGUAGE SURVEY

To Be Completed By Parent or Guardian Student I.D. No. _____

Student Name _____
Last _____ First _____ Middle _____

Date of Birth _____ / _____ / _____ Grade _____ Parent Language _____ Student Language _____
Month Day Year

Date Entered U.S. School : _____ / _____ / _____
Month Day Year

If the answer is "YES" to any of these questions, the student must be tested for English proficiency.

1. Is a language other than English used in the home? Yes No

2. Did the student have a first language other than English? Yes No

3. Does the student most frequently speak a language other than English? Yes No

School _____ Date _____ Parent/Guardian Signature _____

ESCUELAS PUBLICAS DEL CONDADO DE MIAMI-DADE
ENCUESTA SOBRE EL IDIOMA HABLADO EN EL HOGAR

Debe ser completado por el/la padre/madre o tutor/a No. De I.D. _____

Nombre del Estudiante _____
Apellido _____ Nombre _____ Inicial _____

Fecha de Nacimiento _____ / _____ / _____ Grado _____ Lengua Paterna _____ Idioma del Estudiante _____
Mes Dia Año

Fecha de Entrada a la Escuela de los Estados Unidos: _____ / _____ / _____
Mes Dia Año

Si responde "SI" a alguna de estas preguntas, el estudiante debe tomar un examen para saber cual es su conocimiento del Inglés.

1. ¿Usan en su casa algún otro idioma que no sea el Inglés? Sí No

2. ¿Tuvo el estudiante una lengua materna distinta al Inglés? Sí No

3. ¿Habla el estudiante frecuentemente otro idioma que no sea el Inglés? Sí No

Escuela _____ Fecha _____ Firma del Padre/Madre _____

MIAMI-DADE COUNTY PUBLIC SCHOOLS
SONDAJ SOU KI LANG TIMOUN NAN PALE

Pou paran oubyen moun ki responsab timoun nan ranpli No. I.D. Elèv La _____

Non Elèv la _____
Non fanmi _____ Non _____

Dat Fèt li _____ / _____ / _____ Klas _____ Lang paran Yo _____ Lang Elèv La _____
Mwa Jou Ane

Dat ou Antre U.S. Lekòl: _____ / _____ / _____
Mwa Jou Ane

Si repons lan se "WI" pou nenpòt nan kesyon anba yo, elèv la dwe pran yon tès Anglè.

1. Eske yo sèvi ak yon lang ki pa Anglè lakay li? Wi Non

2. Eske elèv la te genyen yon premye lang anvan Anglè? Wi Non

3. Eske elèv la abitye pale yon lang ki pa Anglè? Wi Non

Lekòl _____ Dat _____ Siyati Paran _____

CC: FILE IN CUMULATIVE FOLDER
TO STAFF FOR TESTING

Title III Services are **ABOVE and BEYOND**

Non-Public Schools...

- Must show evidence that they are currently providing services to their English Language Learner students (ELLs) and that Title III services requested are above and beyond.
 - **SUPPLEMENT, NOT SUPPLANT** services currently being provided and/or required as part of their core instruction or school responsibility.

Reminder....

- ELLs are eligible to receive ALL the services that Non-ELLs receive, including all Title I services. **ABOVE and BEYOND** those services, then Title III funded services can be provided.

Criteria for Eligibility:

- **Title III ELA Grant:** After initial language assessment, student classified **ESOL level 1-4**.
- **Title III IY Grant:** Grant is awarded to specific Districts yearly as decided by FDOE. M-DCPS does not automatically receive IY funding. Federal definition of Immigrant Children and Youth students are those students:
 - **In grades K-12** (in Florida, Pre-K is not eligible for Title III).
 - **Foreign-born**, not born in any U.S. State, the District of Columbia or Puerto Rico.
 - Have **not** attend a school in the U.S. for **more than three academic cumulative years based on Date Entered U.S. School** (DEUSS date).

Title III Contact...

Department of Bilingual Education and World Languages

- Mr. Oscar Fragas, Title III Grant Support
 - ofragas@dadeschools.net
- Ms. Rosy Ugalde, Executive Director, Title III Administrator
 - rugalde@dadeschools.net



TITLE IV, PART A STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS (SSAE)



Program Objectives

- Authorized under subpart 1 of Title IV, Part A of the Elementary and Secondary Education Act (ESEA), the Student Support and Academic Enrichment (SSAE) program is intended to help increase the capacity of State educational agencies (SEAs), local educational agencies (LEAs), schools and local communities to:
 1. **Provide students with access to a well-rounded education**
 2. **Improve safe and healthy school conditions for student learning**
 3. **Improve the use of technology in order to improve the academic achievement and digital literacy of all students**





Categories

Well-Rounded Educational Opportunities

- Foreign language, arts, and music education
- College and career counseling
- Science, technology, engineering and mathematics (STEM)
- Accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual/concurrent enrollment programs & early college high schools
- American history, civics, economics, geography, government education, and environmental education

Safe and Healthy Schools

- Community and parent involvement
- School-based mental health services and counseling
- Promoting supportive school climates to reduce the use of exclusionary discipline
- Promoting supportive school discipline
- Dropout prevention
- Re-entry programs and transition services for justice-involved youth
- Programs that support a healthy, active lifestyle (e.g. nutritional and physical education)
- Systems and practices to prevent bullying and harassment
- Developing relationship building to help improve safety through the recognition and prevention of coercion, violence, or abuse
- Establishing community partnerships

Effective Use Of Technology

- Supporting high-quality PD to personalize learning and improve academic achievement
- Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities
- Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology
- Building technological capacity and infrastructure
- Innovative blended learning projects



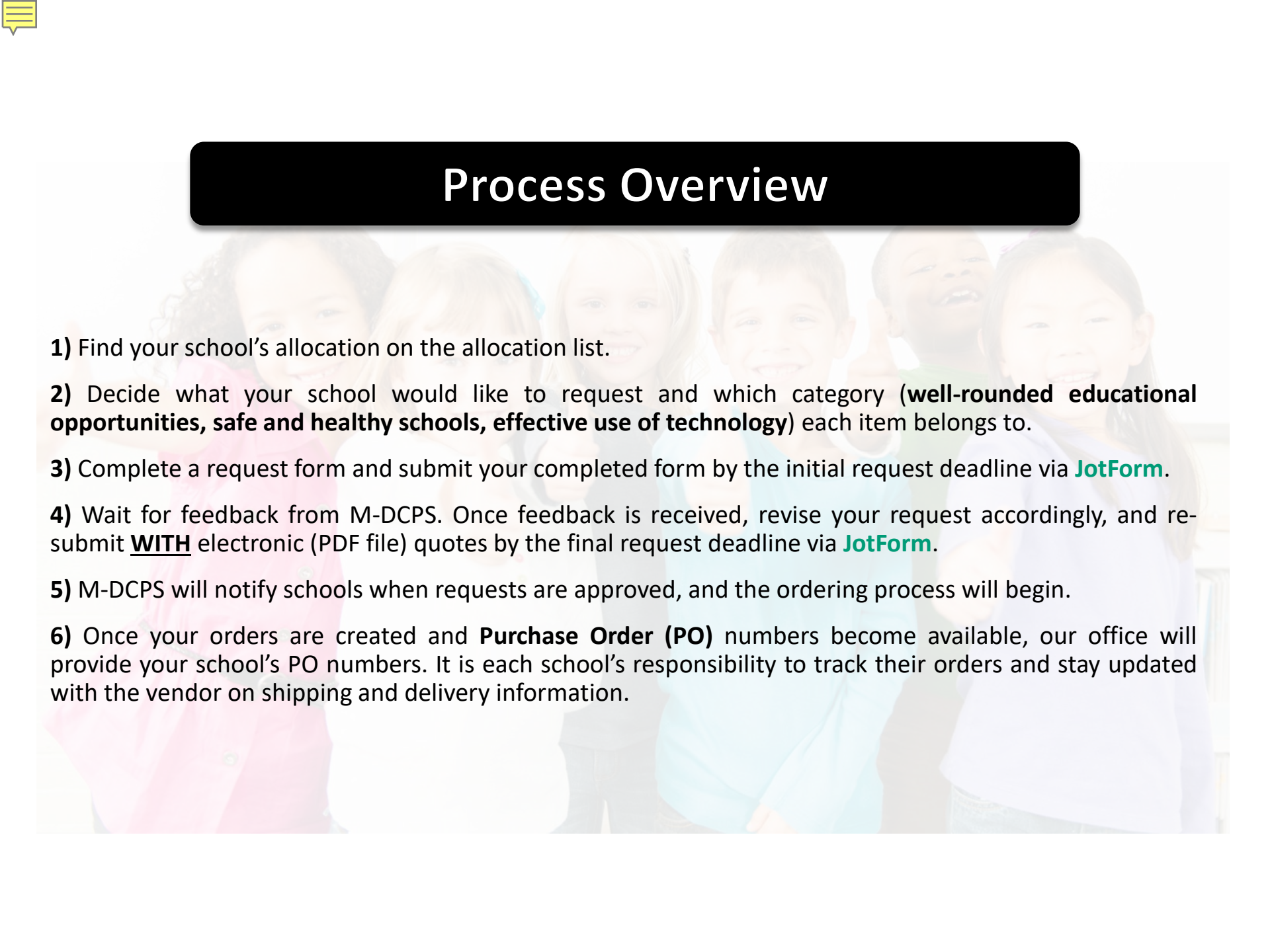
Unallowable Expenses

- Decorations
- Advertisement
- Promotional or marketing items (e.g., flags, banners)
- Pre-award costs
- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
- **Meals, refreshments or snacks**
- End-of-year celebrations, parties or socials
- Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)
- **Out-of-state travel without FDOE pre-approval**
- Overnight field trips (e.g. retreats, lock-ins)
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-aways)
- Gift cards
- **Clothing or uniforms**
- **Furniture**
- Personal digital assistants (PDAs), cell phones, smartphones, and similar devices
- Service costs to support PDAs, cell phones, smartphones, and similar devices (e.g., wireless services, data plans)
- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
- Land acquisition
- **Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)**
- **Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)**
- Dues to organizations, federations or societies for personal benefit
- Costs for items/services already covered by indirect costs allocation
- Tuition





Process Overview

- 1) Find your school's allocation on the allocation list.
 - 2) Decide what your school would like to request and which category (**well-rounded educational opportunities, safe and healthy schools, effective use of technology**) each item belongs to.
 - 3) Complete a request form and submit your completed form by the initial request deadline via **JotForm**.
 - 4) Wait for feedback from M-DCPS. Once feedback is received, revise your request accordingly, and re-submit **WITH** electronic (PDF file) quotes by the final request deadline via **JotForm**.
 - 5) M-DCPS will notify schools when requests are approved, and the ordering process will begin.
 - 6) Once your orders are created and **Purchase Order (PO)** numbers become available, our office will provide your school's PO numbers. It is each school's responsibility to track their orders and stay updated with the vendor on shipping and delivery information.
- 



Title IV Contacts & Information

Virna M. Kaufman – Executive Director
Mareling Rios – Grant Assistant

When emailing us, you **must** include your school's name in the subject line.

Contact us at:

For General Questions:

TitleIVRequest@dadeschools.net

To Apply: ApplyT4@dadeschools.net

Website: t4a.dadeschools.net

(works only with Google Chrome, Safari, Mozilla Firefox and Microsoft Edge.)



Miami Dade County Public Schools (M-DCPS) IDEA Private Schools Obligations



November 1, 2023





IDEA Private School Obligations



IDEA


A PRIVATE SCHOOLS OBLIGATIONS

The Individuals with Disabilities Education Act (IDEA) has provisions related to children with disabilities enrolled by their parents in private schools.

Opportunity for Parentally Placed Private School Students to participate in programs carried out under Part B of IDEA through proportionate share of funds.



Meaningful Consultation

- Meaningful Consultation is conducted with representatives of **non-profit** private schools and parents on a timely and meaningful manner regarding the services that will be provided in order to ensure equitable participation.
 - Throughout the school year IDEA Private Schools Obligations collaborates, consults, and works directly with private schools, parents, and students to keep them updated on student eligibility, and services.
- 



For Profit **VS.** Non-Profit Entitlements

For Profit Private Schools

- ✓ District provides Child Find services
- ✓ Florida Empowerment Scholarship
- ✓ For Profit Private School Students are not eligible for supports and services through the proportionate share requirement

Non-Profit Private Schools

- ✓ District provides Child Find services
- ✓ Florida Empowerment Scholarship
- ✓ Supports and services provided to eligible students through the proportionate share requirement based on results of meaningful consultation



Ongoing Collaboration

Yearly Consultation Meetings with Private Schools

Consultation with parents and schools regularly throughout the school year

Individual or group meetings


Telephone and face-to-face conferences

Program website, emails, surveys



Eligibility Requirements

To be eligible for services under the IDEA obligations:

- Schools must be non-profit
 - **Students must meet state eligibility criteria for one of the 13 disability categories outlined in IDEA**
 - A reevaluation meeting must be held every 3-years with M-DCPS for continued services through the program
- 



Yearly Process

- The Florida Department of Education (FLDOE) provides a list of eligible ESE students to the IDEA Private Schools Obligations Office .
- The IDEA Private Schools Obligations team merges the list given with our current school lists for further verification.
- Private School Master Eligibility list is e-mailed at least twice a year to the private schools and is updated on a continuous basis.
- Parents are notified regarding the 3-year reevaluation meetings for continuation of services.



Initial & Reevaluation Process



CHILD FIND PROCESS- Initial Referrals



- ❑ The School District in which the private school is located has a child find responsibility.
- ❑ Office of Special Education Programs (OSEP) (February 2022) allows parents to request an evaluation if a private school is in another county, but they resides within the county, the evaluation/child find would be conducted to offer FAPE (Free and Appropriate Public Education).
- ❑ If seeking equitable services, the evaluation is completed by the District where the non-profit private school is located.
- ❑ This process is handled through the online referral system.



Initial Referral

Student Support Team (SST) Meetings are held with Private School staff, parents, and other pertinent members.

- ❑ The team reviews data, available empirically evidence, supports and interventions being offered and any progress monitoring data to determine their effectiveness.
- ❑ When an evaluation is recommended, signed parent consent is obtained.
- ❑ Evaluations conducted are used to determine student's eligibility for special education services as outlined by state and district criteria.
- ❑ Private evaluations that include a diagnosis does not automatically qualify for special education services. This report is used as data in the referral



DATA Reviewed at Meetings

Grades, work samples, attendance records, and discipline records

Any standardized test scores

Teacher Observations documented

Any private medical, psychoeducational evaluations, speech/language evaluations

Any individualized interventions with progress monitoring data collected

Any Private School Learning Plan



Reevaluations

Reevaluation meetings for students with disabilities are conducted every 3 years.

- The following data will be reviewed:
 - Evaluations, current classroom supports, local/state assessments, teacher observations/feedback and parent input
 - A determination is made whether the student needs a formal reevaluation
 - If a formal reevaluation is needed, the student is evaluated by a Psychologist



After the Reevaluation

- After a formal reevaluation is completed, a follow-up meeting will be held to review the results of the evaluation and the team determines:
 - Whether the student continues to have a disability;
 - The present levels of academic achievement and related development needs of the student; and
 - Whether the student continues to need special education and related services

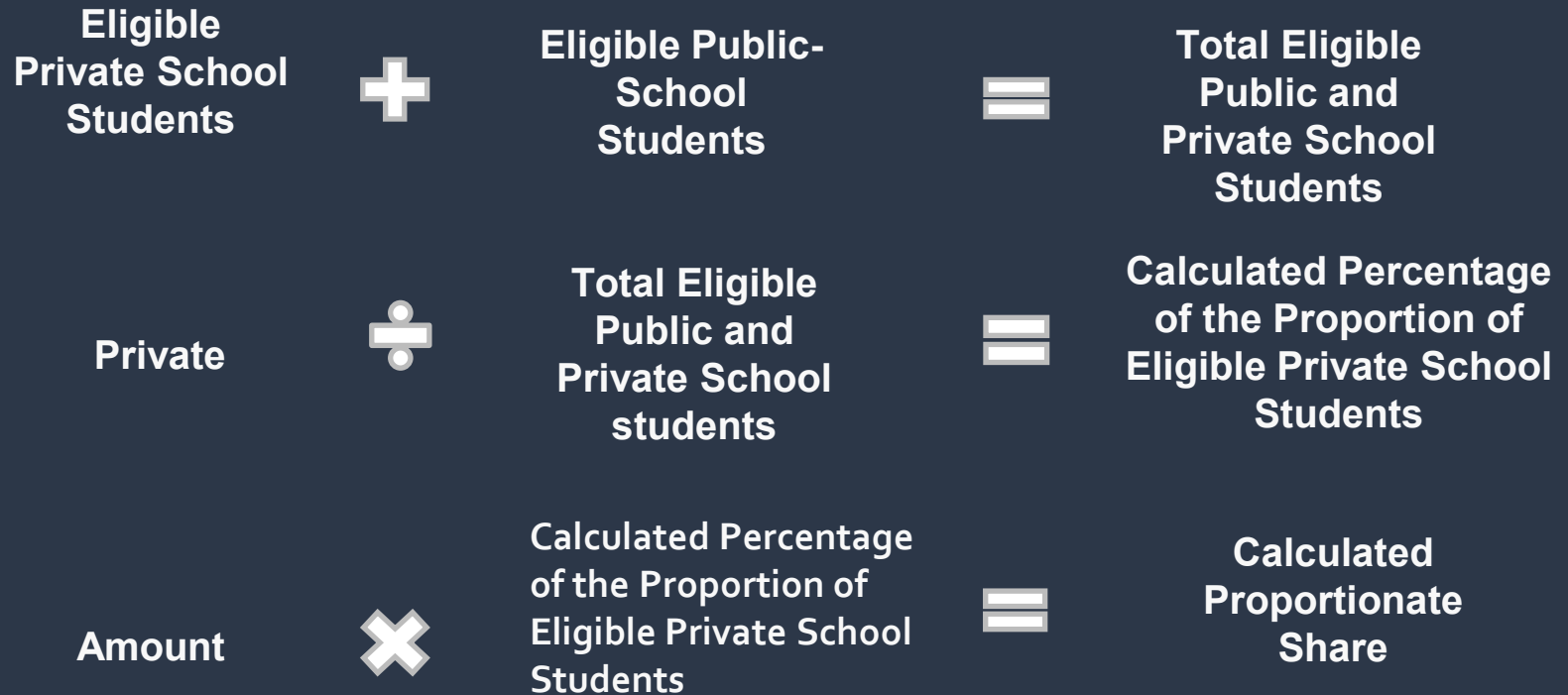
- ❖ **Reevaluations are NOT conducted for students with 504 Accommodation Plans or Gifted.**

IDEA GRANT Proportionate Share

IDEA/Private Schools Obligation- Federal Funds

The proportionate share is calculated using the proportion of eligible parentally-placed private school students compared to the total population of eligible students in the school district, multiplied by the district's IDEA, Part B funds for the school year. The allocation amount is based on the students with disabilities (SWD) count from the October Survey of the previous school year.

IDEA GRANT Proportionate Share



IDEA GRANT PROPORTIONATE SHARE

Calculated
Proportionate
Share



Eligible
Private
School
Students



Eligible Amount Per
Student for Services
Private School
Student

**FOR THE 2023-2024 SCHOOL YEAR, THE AMOUNT PER ELIGIBLE
PRIVATE SCHOOL STUDENT IS \$1,935.00**



Who are the eligible students that get counted for the funding calculation?

Students who have been identified by M-DCPS as a child with a disability and have a current evaluation.

Students who have a current evaluation during the **October** survey period (for the prior year) are included for the purpose of generating funding for the current school year.

Students are eligible for services once they have a current evaluation in place. Even if it is after the October count.

Needs assessment 2023-2024

After Meaningful Consultation, Private Schools completed a Needs Assessment Survey for the following school year.

The survey will assist the IDEA Private School Obligations Office with determining how proportionate share can be expended.

The Data collected will be analyzed to determine the best options based on student needs.

Schools will be given 3 Options for expenditure of funds.

The District will make the final decision on how the services will be provided.



2023-2024 Options

OPTION 1

100% of Services

OPTION 2

**100% of Educational
Materials/Technology**

OPTION 3

**50% Services
50% Educational
Materials/Technology**



Services

Academic Instructional Support

Speech Therapy

Tutoring

Counseling

Parent/Family Support through Workshops

Professional Development for Teachers

Educational Materials and Technology



Educational Software for Reading, Writing, Math and Social-Emotional



Computers, Laptops and/or iPads



Assistive Technology



Educational Materials from Approved Vendor Catalogs

Resources

- **Questions and Answers on Serving Children with Disabilities Placed by Their Parents in Private Schools: [https://sites.ed.gov/idea/files/QA_on Private_Schools_02-28-2022.pdf](https://sites.ed.gov/idea/files/QA_on_Private_Schools_02-28-2022.pdf)**



Department of Exceptional Student Education

**Parentally Placed
Private School
Students**



<http://privateschoolsidea.dadeschools.net>

IDEA Private Schools Obligations Contact Information

Yvonne Leon
District Director Compliance
Office of Exceptional Student Education
yvonneleon@dadeschools.net

Shannon Gottardi
District Director Budget & Data
Office of Exceptional Student Education
sgottardi@dadeschools.net

IDEA Private Schools Obligations Contact Information

AnSeing Partridge

Instructional Supervisor: a_partridge@dadeschools.net

Jorge Mendez

Chairperson: jmendez15@dadeschools.net

thank
you

dreamstime

Pre-K Exceptional Student Education



Dr. Josée Gregoire, Executive Director

305-271-5701

<http://prekese.dadeschools.net>

Pre-K ESE



- To participate, the private school must ...
- be a non-profit school
- have a prekindergarten program
- AND have kindergarten or higher grade(s)



Pre-K ESE Supports and Services

- Serves children with disabilities ages 3-5 years old
- Professional Development
- Parent Education
- Assistive Technology
- Make and Take Workroom



Pre-K ESE

Consultation with the child's private school early childhood teacher is available:

- Strategies
- Accommodations
- Specialized instruction
- Materials/equipment that support developmental areas (cognitive, personal-social, communication, motor, adaptive)

**FREE
Consultation**



MIAMI-DADE COUNTY PUBLIC SCHOOLS
PREKINDERGARTEN PROGRAM
FOR CHILDREN WITH DISABILITIES
the right beginning...



Pre-K ESE Professional Development

- High/Scope Curriculum
- Positive Behavioral Support
- Social and Communication Skills
- Developmentally Appropriate Practices
- Assistive Technology
- LessonPix
- Conscious Discipline



Models for Pre-K Exceptional Student Education



- Walk-in Speech/Language Therapy
- LEAP ½ day (Program for ASD)
- Reverse Mainstream ½ Day/Full Day
- Inclusion
- Consultation

Pre-K ESE

Dr. Josée Gregoire, Executive Director

JGregoire@dadeschools.net

Dr. Javonie Wilcox, Instructional Supervisor

Javoniewilcox@dadeschools.net

305-271-5701



MIAMI-DADE COUNTY PUBLIC SCHOOLS
PREKINDERGARTEN PROGRAM

FOR CHILDREN WITH DISABILITIES

the right beginning...



Florida Diagnostic & Learning
— RESOURCES SYSTEM —

WELCOME

FDLRS is funded by the Florida Department of Education, Division of Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act Part B and State General Revenue funds.



Section 1006.03, Florida Statutes (F.S.) Diagnostic and Learning Resource Centers





Florida Diagnostic & Learning
— RESOURCES SYSTEM —

VISION

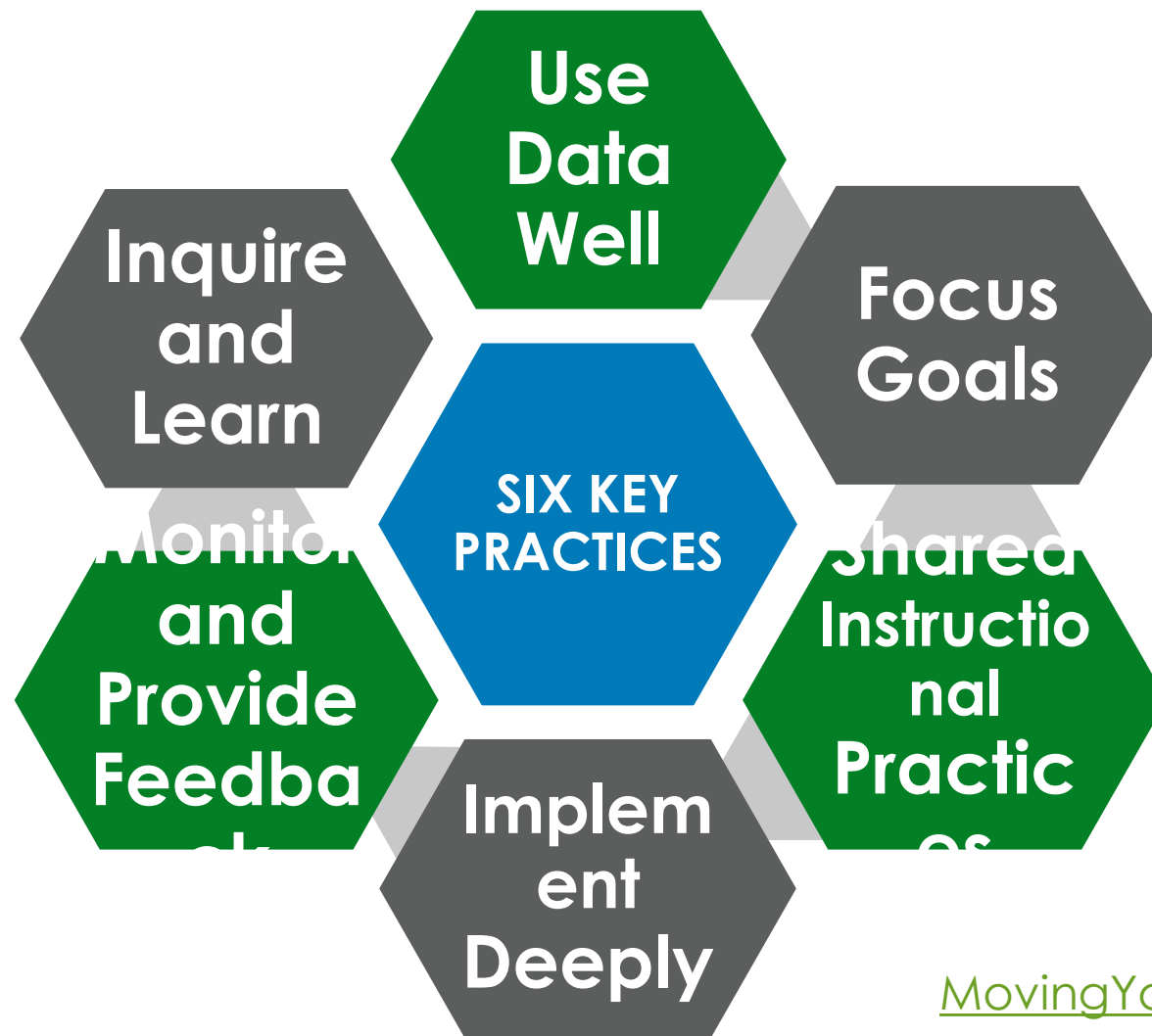
The vision of the Florida Diagnostic and Learning Resources System (FDLRS) is that every child receiving exceptional student education services will be able to achieve their fullest potential from prekindergarten through postsecondary opportunities, resulting in college, career, and life readiness.



Florida Diagnostic & Learning
— RESOURCES SYSTEM —

MISSION

The mission of the Florida Diagnostic and Learning Resources System (FDLRS) is to support and enhance exceptional student education programs by providing evidence-based, high-quality professional learning opportunities; integrating assistive and instructional technology; promoting family engagement; and ensuring access to early intervention services.





Florida Diagnostic and Learning Resources System-South (FDLRS-South)

*Serving: KIPP: Miami, Mater LEA, Miami-Dade, and
Monroe*



www.fdlrssouth.org



FDLRS-South

Main Office

FDLRS-South

JRE Lee Educational Center
6521 SW 62nd Avenue
South Miami, FL 33143
Phone: 305-274-3501

Satellite Center: North

Robert Renick Educational Center
2201 NW 207th Street
Miami Gardens, FL 33056



FDLRS-South

Satellite Center: Central

Thena C. Crowder Early Childhood Diagnostic and
Special Education Center
757 NW 66th Street
Miami, FL 33150

Satellite Center: South

Center for International Education
ESE Student Services Bldg. 005 - Room 003
900 NE 23 Ave.
Homestead, FL 33136



Florida Diagnostic and Learning Resources System - South (FDLRS-South)

*Serving: KIPP: Miami, Mater LEA, Miami-Dade
County, and Monroe County*

The Florida Diagnostic & Learning Resources System (FDLRS) provides diagnostic, instructional, and technology support services to district exceptional education programs and families of students with disabilities. Service centers include 18 centers that directly serve school districts in the areas of Child Find, Parent & Family Services, Human Resource Development (HRD), and Technology.



Child Find

FDLRS Child Find, in coordination with the school districts, locates children who are potentially eligible for services under the Individuals with Disabilities Education Act (IDEA) and links them with needed services.

- Child Find Public Awareness/Outreach
- Child Find Service Coordination
- Early Childhood Developmental Screenings, Coordination, and Resources
- Interagency Collaboration



Parent & Family Services

- Provides information, training, and support to districts and families, in order to promote effective parent participation in the education of children with special needs.
- Assists in the development of family-friendly programs, training, and support for services for children with disabilities, and the support of partnerships between schools and parents to support student achievement.
- Assists in supporting parents with providing resolution to the Parent Help Desk inquiries and guidance to support the education of their child.



Human Resources Development (HRD)

- Collaboratively plan and provide information, professional learning, and technical assistance /consultation and resources related to effective instructional strategies and models for the education of children and youth who are exceptional and/or have unique needs based on locally assessed needs and established priorities.
- HRD services include needs assessments and personnel development with multi-level professional learning activities at the awareness, comprehensive, integration, application, and follow-up levels.



BEESS Portal to Professional Learning Alternatives (PLA) Independent Courses - www.fl-pda.org

- Behavior
- Graduation/Secondary Transition
- Language
- MTSS
- Pre-kindergarten
- Reading/Math
- Student Services
- Teaching Students with Disabilities



BEES Portal to PLA Online Learning - Independent Study

Section 1012.585, F.S. (Senate Bill 1108)

20 In-service Credits Every 5 years

(ESE course for new re-certification requirements)

- Effective Teaching Practices for Students with Disabilities: Focusing on the Content Areas
- Teaching Students with Disabilities
- Teaching Students with Disabilities for Physical Education
- Positive Behavior Interventions Support (PBIS)

www.fl-pda.org



PLA Facilitated Courses

Inservice Credits	Course Title
60	<ul style="list-style-type: none">• Assessment & Evaluation• Components of Secondary Transition• Differentiating Reading Instruction• Foundations of Exceptional Student Education• Instructional Practices• PBS: Understanding Student Behavior



PLA Facilitated Courses

40

- Exploring Structured Literacy (Rule 6A-4.0051, F.A.C.)

30

- Differentiating Mathematics Instruction
- Differentiating Science Instruction




PLA Facilitated Courses

20

- Engaging Learners through Informative Assessment
- Introduction to Assistive Technology
- Introduction to Differentiating Instruction
- Technology for the Diverse Classroom
- Technology to Support Reading Comprehension

5

- Matrix of Services
- Surrogate Parent



BEES Portal to PLA Gifted Endorsement

The five courses listed below are designed for individuals who have access to students and want to earn their endorsement in Gifted.

- **Nature and Needs of Students Who Are Gifted**
(60 in-service credits)
- **Theory and Development of Creativity***(60 in-service credits)*
- **Guidance and Counseling for the Gifted***(60 in-service credits)*
- **Special Populations of Gifted Students***(60 in-service credits)*
- **Curriculum Development for the Gifted***(60 in-service credits)*



Technology

Provides assistance and support in the appropriate use of a variety of technologies for teachers, professional staff, and parents. Support services are available in the areas of:

- Accessibility
- Accessible Educational Materials
- Accommodations
- Assistive Technology
- Instructional Technology
- Universal Design for Learning
- Virtual Instruction
- Visual Supports



FDLRS-South



Simply contact FDLRS-South for further information and begin taking advantage of the no-cost services available to you and the exceptional children you serve.

www.fdlrssouth.org

305-274-3501



2023-2024 FDLRS-South Event
Evaluation



<https://forms.office.com/r/eLCctVwH25>

EVALUATION & FEEDBACK



FDLRS.org



Florida Diagnostic & Learning
— RESOURCES SYSTEM —

FDLRS.org

FDLRS South



ACCESSIBILITY

ACCESSIBILITY

FDLRS is committed to providing resources that are accessible to everyone.

If you have difficulty accessing an FDLRS resource, please contact us. We are happy to provide it in a format that will meet your needs.





SEDNET-An Overview

Dolores Vega
SEDNET Project Manager
Region 11- Miami Dade and Monroe County
dvega@dadeschools.net
(305) 598-2436

SEDNET Mission

SEDNET creates and facilitates a **network of key stakeholders** committed to assisting in the provision of a **quality system of care** for students **with or at-risk of emotional and/or behavioral disabilities**.

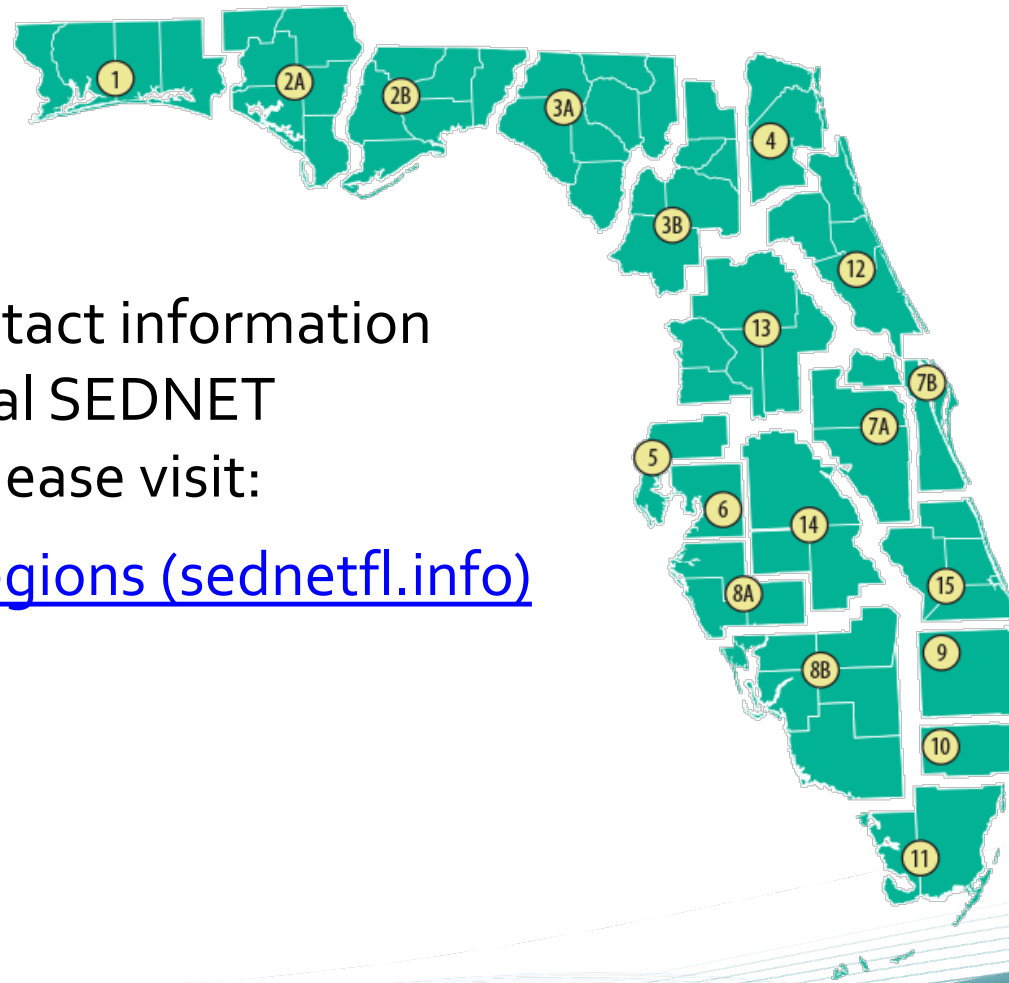
- <https://sednetfl.info/>
- [1006.04 Educational multiagency services for students with severe emotional disturbance](#)

SEDNET

SEDNET is a regional network of the major child-serving agencies, community-based service providers, and students and their families, focused on developing interagency collaboration and sustaining partnerships:

- Education
- Mental Health
- Substance Abuse
- Juvenile Justice
- Child Welfare
- Families and Youth

SEDNET Regions



To view contact information for your local SEDNET manager, please visit:

[SEDNET Regions \(sednetfl.info\)](http://sednetfl.info)



SEDNET Project Contacts

Charlene Grecsek, EdD, LMHC

Executive Director/ Principal Investigator

cgrecsek@usf.edu

Alison Owens

State Lead for Emotional/Behavioral Disabilities

Bureau of Exceptional Education and Student Services (BEESS)

Alison.Owens@fldoe.org

19 Regional SEDNET Projects

Local project contact information

www.sednetfl.info

SEDNET Project Performance Activities

SEDNET project performance activities are developed utilizing the Florida Department of Education (FDOE) Local Education Agency (LEA) profile data and local targeted needs as aligned to the 2020-2025 BEESS Strategic Plan.

Indicator Areas of Focus include but are not limited to:

- Indicator 1: Graduation
- Indicator 2: Drop Out
- Indicator 4: Suspension & Expulsion
- Indicator 13: Transition IEP
- Indicator 14: Transition Post School Outcomes
- Restraint and Seclusion

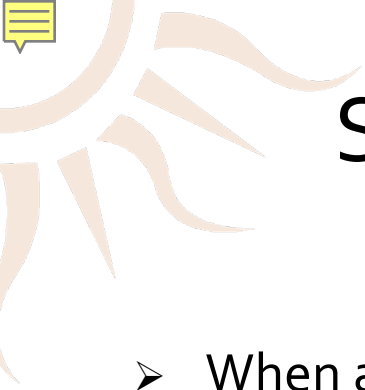
Case Management

Case Management services are provided to families, and students with at-risk behaviors and/or with emotional/behavioral disabilities. The Case Manager assists in coordinating services with schools in the integration of educational services, referrals for school-based mental health evaluations, and access to records from psychiatric hospitals and community mental health facilities (up to age 17).

- Larkin Community Hospital
- Nicklaus Children's Hospital
- Citrus Health Network
- Jackson Memorial Hospital
- Ft. Lauderdale Behavioral Health Center

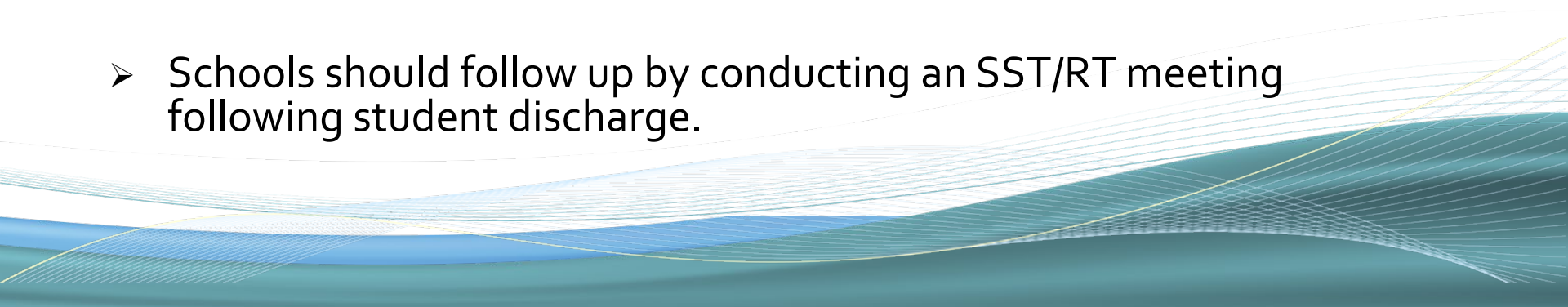


[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)



SEDNET Case Management Referrals

- When a student is admitted to an Involuntary Examination (Baker Act) receiving facility, schools should obtain parental consent for the release of information listing the corresponding receiving facility and send it to the SEDNET Case Manager (Mutual Exchange of Information FM 2128).
- The Case Manager will request and obtain the medical records ensuring that all reports are sent to the appropriate school personnel. **Information is handled in a confidential manner.**
- A referral form is completed by SEDNET staff and forwarded along with pertinent information to the principal of the student's school.
- Schools should follow up by conducting an SST/RT meeting following student discharge.



Website Resources for Families

- Mental Health Services and Supports
 - [Student Support Services \(fldoe.org\)](http://fldoe.org)
 - [Resiliency & Mental Health Resources](#)
- Research, Education, and Training
 - [Florida Diagnostic and Learning Resources System \(FDLRS\)](#)
 - [Florida Positive Behavior Interventions and Supports \(FLPBIS\)](#)
 - [Florida Problem Solving and Response to Intervention \(PS/RtI\)](#)



Region 11 Contact Information

**Alina Rodriguez, Executive Director
Department of Exceptional Student Education
Miami-Dade County Public Schools**

(305) 598-2436

Fax (305) 598-4639

rodriguez003@dadeschools.net

**Dolores Vega, SEDNET Project Manager
Region 11, Miami-Dade and Monroe County**

(305) 598-2436

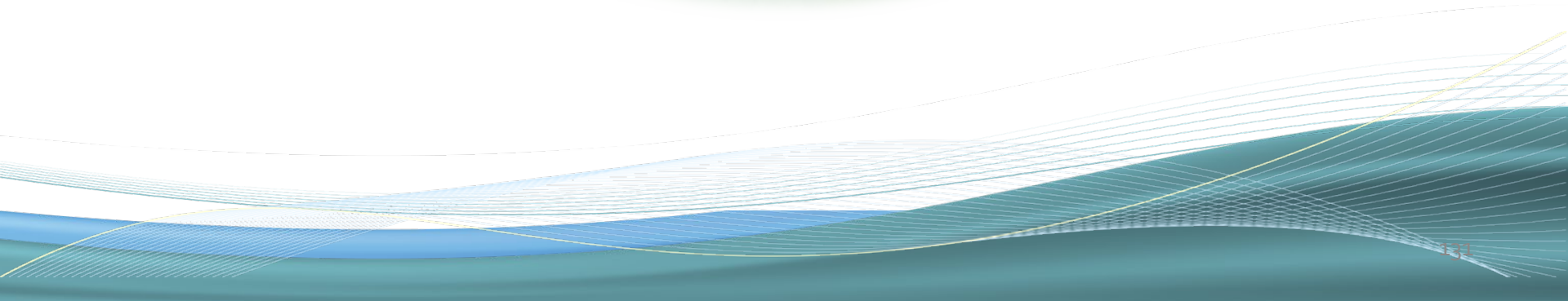
Fax (305) 598-4639

dvega@dadeschools.net





Questions?





Thank You!!

For all you do to support successful outcomes for children and youth with and at risk of emotional/behavioral disabilities and their families!



2023-2024
Fall Meaningful Consultation
For

21st CENTURY COMMUNITY LEARNING CENTERS
(21ST CCLC)

MIAMI-DADE COUNTY PUBLIC SCHOOLS (M-DCPS)



NITA M. LOWEY 21ST CENTURY
COMMUNITY LEARNING CENTERS



21ST CCLC

(M-DCPS)



Purpose/Priorities

The purpose of the Nita M. Lowey 21st Century Community Learnings Centers (21st CCLC) is to support the creation of community learning centers that provide high-yield academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state student standards in core academic subjects, such as English language arts (ELA) and mathematics; offers students a broad array of high yield enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

Examples of Program Activities:

Youth development activities

Service learning

Nutrition and health education

Drug and violence prevention programs

Counseling programs

Arts, music, physical fitness and wellness programs

Technology education programs

Financial literacy programs

Environmental literacy programs

Career and technical programs

Internship or apprenticeship programs



Eligible Applicants & Program Period

Eligible applicants are local educational agencies, community-based organizations, colleges and universities, other public or private entities or a consortium of two or more of those entities.

The program performance period for the current participating programs are **four (4)** years from August 1, 2022, to July 31, 2026. Awards are issued annually contingent upon program performance.

Current Participating Schools

Earlington Heights Elementary School

4750 NW 22nd Avenue, Miami, FL 33142 <https://api.dadeschools.net/schoolwebsite/#!/?schoolId=1561>

Streaming in Action (a consortium of four schools):

Shadowlawn Elementary - 149 NW 49th Street, Miami, FL 33127 <https://api.dadeschools.net/schoolwebsite/#!/?schoolId=4961>

Melrose Elementary - 3050 NW 35 Street, Miami, FL 33142 <https://api.dadeschools.net/schoolwebsite/#!/?schoolId=3181>

Goulds Elementary - 23555 SW 112 Avenue, Miami, FL 33032 <https://gouldselementary.net/>

Cutler Bay Middle - 19400 Gulfstream Road, Cutler Bay, FL 33157 <https://api.dadeschools.net/schoolwebsite/#!/?schoolId=6111>

Miami Community Charter School

101 S. Redland Rd, Florida City, FL 33034) <https://mccsedu.org/>

Somerset Academy Charter High School South Homestead

305 NE 2nd Rd, Homestead, FL 33030 <https://www.somersetacademysh.com/>

REQUEST FOR PROPOSAL (RFP)

New Applicants are required to submit a RFP during the new grant funding cycle which is issued every two years.

The next RFP will be released in 2024

Periodically check for competition updates and grant materials on the Florida Department of Education website listed below:

<http://fldoe.org/schools/family-community/activities-programs/21st-century-community-learning-center/program-summaries.stml>.

For Additional Information Contact



Faye Rodney

District Supervisor
Miami-Dade County Public Schools

-  1450 NE 2nd Ave., Suite 760, Miami, FL 33132
-  305-995-4289
-  frodney@dadeschools.net
-  www.DadeGetsGrants.net
-  [@DadeGetsGrants](https://twitter.com/DadeGetsGrants)

THANK YOU