

Miami-Dade County Public Schools

January 13, 2021
Webinar

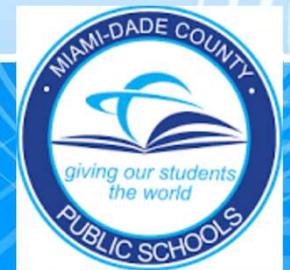
CORONAVIRUS AID, RELIEF, AND
ECONOMIC SECURITY (CARES Act)

Non-Public Schools
Meaningful Consultation Meeting



Consultation Topics

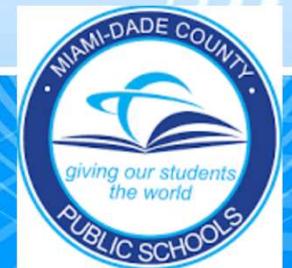
- CARES Act Equitable Services
- High Quality Curriculum for Reading
- High Quality Curriculum for Civics-K-12
Civics Literacy Reading List
- Data-Informed Supports



CARES Act

Equitable Services

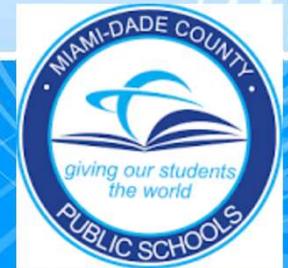
The CARES Act establishes two new funds to which equitable services requirements apply. Specifically, a Local Educational Agency (LEA) that receives funds under either the Elementary and Secondary School Emergency Relief Fund (ESSER Fund) (section 18003 of the CARES Act) or the Governor's Emergency Education Relief Fund (GEER Fund) (section 18002 of the CARES Act) to provide equitable services to students and teachers in non-public schools in the same manner as provided under section 1117 of the Elementary and Secondary Education Act of 1965 (ESEA). (Section 18005(a) of the CARES Act).



CARES Act

Equitable Services (Cont'd)

Control of funds for services and assistance provided to non-public school students and teachers under the CARES Act programs, and title to materials, equipment and property purchased with such funds, must be in a public agency, and a public agency must administer such funds, materials, equipment, and property.

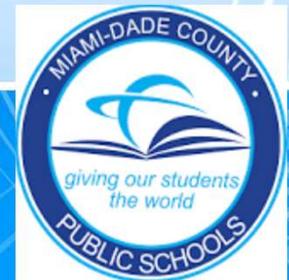


High Quality Curriculum for Reading



Ensuring the B.E.S.T Curriculum for Reading (\$20 million)

Purpose: Support LEA's including Charter School LEAs, with **high-quality reading curriculum** that is evidence-based, targeted to elementary schools with the greatest achievement gap, and implemented for K-3 students who have been identified with a reading deficiency or a substantial deficiency in reading and therefore need Tier 2 or Tier 3 instructional supports.



Key Assurances

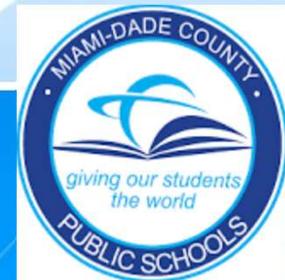
Assurance 1:

Prioritize elementary schools with the greatest achievement gap for participation.

Assurance 2: identify need for a particular program and/or instructional practice based on most recent student assessment data.

Assurance 3: Select a K-3 program and/or an instructional practice that aligned to the B.E.S.T. ELA Standards and the science of reading (explicit and systematic instruction in phonological awareness, phonics, fluency, vocabulary and comprehension, as applicable to need), with strong, moderate or promising levels of evidence as defined by ESSA with an effect size of .20 at a minimum, and meets the need of the target population.

Assurance 4: Ensure the curriculum will have the capacity to extend beyond direct classroom instruction, and provide options for parents/families to support learning at home.



Key Assurances

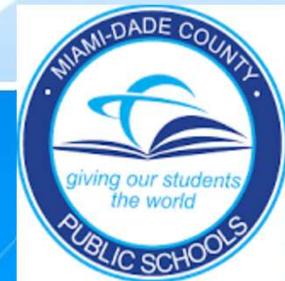
Assurance 5: Ensure LEA's capacity to implement the program and/or instructional practice with fidelity.

Assurance 6: Submit supportive evidence of the program that proves evidence-level is strong, moderate, or promising as defined by ESSA, and has an effect size of .20, at a minimum. LEAs should review the evidence-base of the program/practice to ascertain whether the studies were conducted with students that are similar to the LEAs target population.

Assurance 7: Provide quality initial and ongoing training on the program/practice purchased, and ongoing support for effective implementation.

Assurance 8: Implement selected program with fidelity in identified elementary schools in 2021-22.

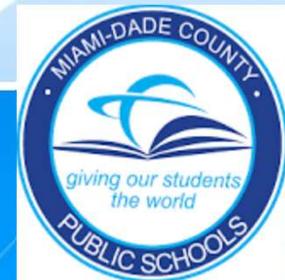
Assurance 9: Leverage State Region Literacy Directors (SRLDs) for support for effective implementation of the program.



Key Assurances

Assurance 10: Submit a quarterly report and a final report to the Department, as prescribed by the Department, that include updates on program implementation and pre/post assessment data to measure progress and impact on student reading achievement.

Assurance 11: The LEA will provide equitable services to students and teachers in non-public schools as required under 18005 of Division B of the CARES Act. The LEA will provide equitable services to students and teacher in non-public schools located within the LEA in the same manner as provided under Section 1117 of the ESEA, as determined through timely and meaningful consultation with representatives of non-public schools.



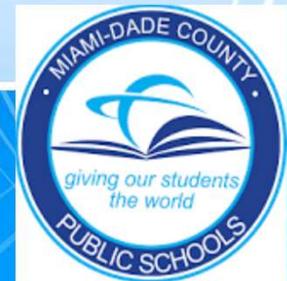
Allowable Expenses

- Professional Development
- Educational Materials
- Software
- Other expenses related to curriculum implementation

Estimated Equitable Services Allocation-\$149,000

Distribution will be based on the number of schools that choose to participate in this program.

Budget Period: January 5, 2021 through July 31, 2022



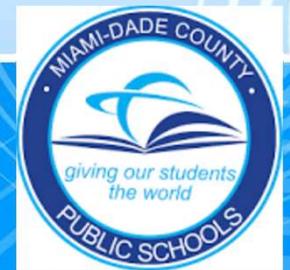
High Quality Curriculum for Civics-K-12

Civics Literacy Reading List



K-12 Civic Literacy Reading List

- Florida's new B.E.S.T. English Language Arts (ELA) Standards became the first in the nation to include a K-12 Civic Literacy Reading List.
- This funding is intended to help LEAs buy books from this list.
- Books must be purchased in accordance with the booklist prioritization chart.

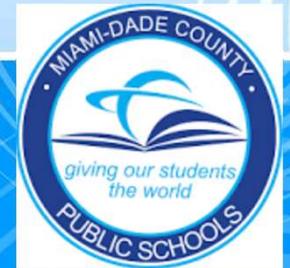


K-12 Civic Literacy Booklist

- **Budget Allocation:** equitable services set-aside for this program has been estimated for purposes of the application based on the proportionate share of Title I eligible students, grades K-12.

Estimated Equitable Services Allocation = \$32,751

- **Budget Period:** January 5, 2021 through July 31, 2022



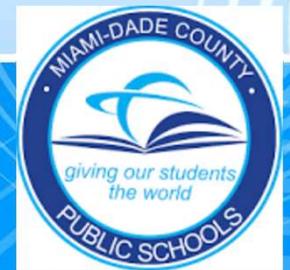
K-12 Civic Literacy Booklist Prioritization Chart

Kindergarten

- George Washington Abraham, Philip
- I Pledge Allegiance Martin, Bill Jr. and Sampson, Michael
- Red, White, and Blue: The Story of the American Flag Herman, John
- The Liberty Bell Firestone, Mary
- Woodrow, the White House Mouse Barnes, Peter

Grade 1

- D is for Democracy: A Citizen's Alphabet Grodin, Elissa
- Liberty Rising Shea, Pegi Deitz
- Picture Book of Benjamin Franklin Adler, David A.
- The Camping Trip That Changed America: Theodore Roosevelt, John Muir, and our National Parks Rosenstock, Barb
- The Very First Americans Ashrose, Cara



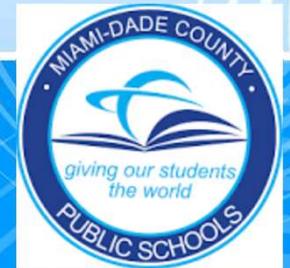
K-12 Civic Literacy Booklist Prioritization Chart

Grade 2

- Revolutionary Friends: General George Washington and the Marquis de Lafayette, Castrovilla, Selene
- Susan B. Anthony: Fighter for Freedom and Equality Slade, Suzanne
- The Story of the Statue of Liberty Maestro, Betsy and Giulio
- We Live Here Too!: Kids Talk About Good Citizenship Loewen, Nancy
- We the People Cheney, Lynne

Grade 3

- A More Perfect Union: The Story of Our Constitution Maestro, Betsy
- The Congress of the United States Taylor-Butler, Christine
- Vote! Christelow, Eileen
- What are the Branches of Government? Matzke, Ann
- What is a Government? Bedesky, Baron



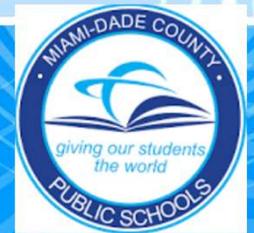
K-12 Civic Literacy Booklist Prioritization Chart

Grade 4

- Before Columbus: The Americas of 1491 Mann, Charles C.
- Florida Orr, Tamra B.
- The Emancipation Proclamation Heinrichs, Ann
- The Reconstruction Amendments Burgan, Michael
- The U.S. Constitution and You Sobel, Syl

Grade 5

- James Madison: Champion of Liberty and Justice Kaminski, John
- The Bill of Rights Burgan, Michael
- The Constitution Colman, Warren
- United States Constitution Founding Fathers
- What Are the Parts of Government? Thomas, William David



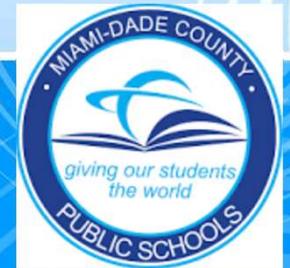
K-12 Civic Literacy Booklist Prioritization Chart

Grade 6

- A Kids' Guide to the Bill of Rights: Curfews, Censorship and the 100-Pound Giant, Krull, Kathleen
- Alexander Hamilton: The Outsider Fritz, Jean
- Democracy Hurwitz, Sue
- Miracle at Philadelphia: The Story of the Constitutional Convention May-September 1787, Bowen, Catherine Drinker
- The Democratic Process Friedman, Mark

Grade 7

- A Kids' Guide to the Bill of Rights: Curfews, Censorship and the 100-Pound Giant, Krull, Kathleen
- Explaining America: The Federalist Wills, Garry
- Miracle at Philadelphia: The Story of the Constitutional Convention May-September 1787, Bowen, Catherine Drinker
- The Democratic Process Friedman, Mark
- Words We Live By: Your Annotated Guide to the Constitution Monk, Linda R.



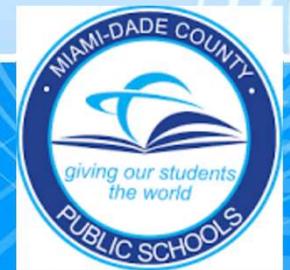
K-12 Civic Literacy Booklist Prioritization Chart

Grade 8

- Explaining America: The Federalist Wills, Garry
- Letters from an American Farmer de Crèvecoeur, J. Hector St. John
- Lincoln: A Photobiography Freedman, Russell
- Narrative of the Life of Frederick Douglass Douglass, Frederick
- Words We Live By: Your Annotated Guide to the Constitution Monk, Linda R.

Grades 9 – 12

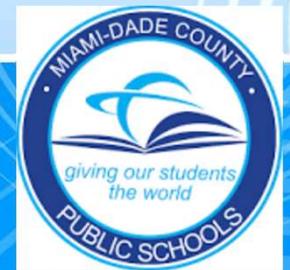
- Autobiography of Benjamin Franklin Franklin, Benjamin
- Democracy in America de Tocqueville, Alexis
- Federalist Papers Hamilton, Alexander; Madison, James; and Jay, John
- Land of Hope: An Invitation to the Great American Story McClay, Wilford M.
- Second Treatise on Government Locke, John



K-12 Civic Literacy Booklist Prioritization Chart

If a school has each book listed on this prioritization table for the grade levels served, funding may be used to purchase books on the K-12 Civic Literacy Booklist found at:

<https://www.cpalms.org/uploads/docs/standards/BEST/LA/ELABESTStandardsFinal.pdf>



Data-Informed Supports



Data-Informed Supports

Purpose: To provide resources (Data Scientist position) for using and analyzing data to improve schools and student outcomes. School Districts across Florida are generating an unprecedented amount of data through progress monitoring tools, student support services, school improvement, and innovated instructional models during this pandemic. Therefore, this funding is aimed to leverage these data for making data-driven decisions.

Budget Period: November 1, 2020 through October 29, 2021



- The M-DCPS Data Scientist will provide support to charter and eligible non-public schools through
 - Coordination of professional learning opportunities;
 - Provision of technical assistance;
 - Sharing of materials related to data analysis/reporting for progress monitoring; and
 - Implementation of appropriate student-level interventions to address identified gap areas.
- The Data Scientist will allocate time spent on supporting traditional, charter, and eligible non-public schools in a manner aligned to the total number of students served by each school type. Current approximate percentages are as follows:
 - Traditional schools (75.4%)
 - Charter schools (18.4%)
 - Eligible non-public schools (6.2%)

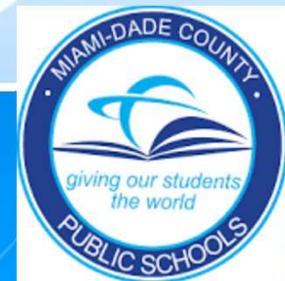


Completion of Interest Survey

- All Non-Public Schools interested in participating in the CARES Act must complete and submit the Interest Survey, as follows:
 - Enter the school name;
 - Enter the location number;
 - Enter the name, title and email address of the person completing the survey;
 - Indicate the grade levels served by the school;
 - Confirm if the school is a Not-Profit, Non-Public School;
 - Checkmark “Yes” or “No” to indicate if the school wishes to receive equitable services under each of these three programs;
 - Certify that the Principal/Director of the Non-Public School is authorized to complete and submit the survey, and that all responses are verifiable and true to the best of his/her knowledge.



QUESTIONS?



MAIN CONTACTS

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M-DCPS CARES Act Website:

www.dadegetsgrants.net/cares-act-non-public-schools

