



EXECUTIVE SUMMARY

Recommendation that the Broward College District Board of Trustees authorize the grant agreement for Pathways to Career Opportunities Grant (PCOG) Grow Your Own Teacher (GYO) Apprenticeship Program. Fiscal Impact: No cost to the College. Grant award \$403,683.00

Presenter(s): Steven Tinsley,

What is the purpose of this contract and why is it needed? This is a grant agreement with the Florida Department of Education to fund Pathways to Career Opportunities Grant (PCOG) Grow Your Own Teacher (GYO) Apprenticeship Program. This will establish a partnership with Broward County Public Schools (BCPS) to achieve the program goal of providing an alternative pathway for individuals to enter the teaching profession, thereby increasing the supply of qualified teachers to meet the district's pressing need.

This award agreement is being presented to comply with Policy 6Hx2-6.18 Grants Compliance, which states that grants and contracts awarded to the College for program support will be officially accepted by the Board of Trustees at a regular meeting. It also establishes the fiscal authority by which Broward College will perform the activities as described in the grant application.

Under this initiative, Broward County Public Schools will be responsible for coordinating and identifying the placement of teacher apprentices into district classrooms and selecting teacher mentors to support these apprentices. Broward College will work closely with the school district team to coordinate activities such as recruitment and placement to ensure the right fit and support for the teacher apprentices.

What procurement process or bid waiver was used and why? Not applicable

Is this a budgeted expenditure from the budget established at the last June Board of Trustees meeting? No, this is a revenue-generating item with a funder-approved budget. The concept pitch was submitted during their open submission on 1/17/24, and an Award Notification was issued on 03/26/24. Funding covers the grant period from July 1, 2023, to June 30, 2024.

What fund, cost center and line item(s) were used? GR001259; BU020, CC0621, FD200, PG000369 51100, 59100, 59101, 59200, 59701, 59701, 59702, 59703, 59704, 65400, 52100, 60500, 61000, 64508, 65500, 68007, 72001

Has Broward College used this vendor before for these products or services? Not applicable

Was the product or service acceptable in the past? Not applicable

Was there a return on investment anticipated when entering this contract? The return will be to meet or exceed the enrollment and completion indicators of performance written into the grant.

The core indicators for the enrolled pre-apprentices are:

- I. BC anticipates graduating 190 program participants within the next two academic years in the subjects of exceptional Student Education K-12, Mathematics Education 5-9 and 6-12, and Secondary Biology.

- II. The instructional model enables teacher apprentices to ‘earn and learn’ as instruction is offered in a flexible hybridized format that enables apprentices online.
- III. The BC Teacher Apprenticeship Program will significantly reduce the cost of obtaining teacher certification in Broward County by not requiring teacher candidates to complete a bachelor’s degree before entering a teacher certification program.
- IV. At the end of the two-year apprenticeship, students will be prepared to earn their teaching credential component of the apprenticeship while taking courses toward their degree.

Was that return on investment not met, met, or exceeded and how? This will be determined at the end of the grant period.

Does this directly or indirectly feed one of the Social Enterprise tactics and how?

The grant will support Broward College’s capacity to Create Impactful Career Connections through a work-based training program designed to provide eligible candidates with hands-on experiences in the field of education. This grant will support Broward College’s goal of Actualization of Employment by providing an alternative pathway for individuals to enter the teaching profession with meaningful on-the-job training via a mentor teacher with school district support while creating a pathway to ultimately attaining a bachelor's degree in education.

Did the vendor amend Broward College’s legal terms and conditions [to be answered by the Legal Office] if the College’s standard contract was used and was this acceptable to the Legal Office?

The General Counsel's office has reviewed the agreement and any deviation to the College's standard terms has been deemed acceptable.

FISCAL IMPACT:

Description: No cost to the College. Grant award \$403,683.00














Jo Anderson
Jo Anderson _____ 5/21/2024

APPROVAL PATH: 12176: Pathways to Career Opportunities Grant (PCOG) Grow Your Own Teacher (GYO) Apprenticeship


 **Workflow**

 Edit View

 Add Work Item

Stage	Reviewer	Description	Due Date	Status	
1	Steven Tinsley	SVP of Workforce Education and In		 Completed	
2	Natalia Triana-Aristizabal	Contracts Coordinator		 Completed	
3	Jeffrey Nasse	Provost and SVP of Academic Affair		 Completed	
4	Legal Services Review Group	Review and Approval for Form and		 Completed	
5	Board Clerk	Agenda Preparation		 Completed	
6	District Board of Trustees	Meeting	06/25/24 01:00 PM	 Pending	
7	Electronic Signature(s)	Signatures obtained via DocuSign b		 Pending	

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Broward College	2 PROJECT NUMBER 062-92570-4S001	
3 PROJECT/PROGRAM TITLE Pathways to Career Opportunities Grant (PCOG) - Grow Your Own Teacher (GYO) Apprenticeship Program <p align="center">TAPS 24B152</p>	4 AUTHORITY 48.190 2023-24 General Appropriations Act USDE or Appropriate Agency FAIN#:	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2023 - 06/30/2024 Program Period:07/01/2023 - 06/30/2024	
7 AUTHORIZED FUNDING Current Approved Budget: \$403,683.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$403,683.00	8 REIMBURSEMENT OPTION Quarterly Advance to Public Entity	
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>06/30/2024</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2024</u> • Last date for receipt of proposed budget and program amendments: <u>04/30/2024</u> • Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: • Date(s) for program reports: • Federal Award Date : 		
10 DOE CONTACTS Program: Julie Nichols Phone: (850) 245-9460 Email: Julie.Nichols@fldoe.org Grants Management: Unit B (850) 245-0735	Comptroller Office Phone: (850) 245-0401 UEI#: G95LD67WQ8N5 FEIN#: F591216107023	
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> • This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. • Any unexpended general revenue funds must be returned by check issued to the Florida Department of Education, with the final expenditure report. The check must clearly identify the project number for which funds are being returned. • In the event that the Governor and Cabinet are required to impose a mandatory reserve on the current year appropriation, this Agreement shall be amended to place in reserve the amount determined by the Department of Education to be necessary because of the mandatory reserve in the appropriation. • All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. • The Department’s approval of this contract/grant does not excuse compliance with any law. • Other: 		
12 APPROVED: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p align="center"><i>Charles D. Feshner</i></p> <hr/> <p align="center">Authorized Official on behalf of the Commissioner of Education</p> </div> <div style="width: 45%; text-align: center;"> <p>3/26/2024</p> <hr/> <p>Date of Signing</p> </div> <div style="width: 10%; text-align: right;">  <p align="right">FLORIDA DEPARTMENT OF EDUCATION <small>fldoe.org</small></p> </div> </div>		

**INSTRUCTIONS
PROJECT AWARD NOTIFICATION**

- 1 Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2 Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3 Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4 Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5 Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 6 Project Periods: The periods for which the project budget and program are in effect.
- 7 Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8 Reimbursement Options:
 - Federal Cash Advance –On-Line Reporting required monthly to record expenditures.
 - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
 - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
 - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
- 9 Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
- 10 DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.
- 11 Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 12 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

**DOE-200
Revised 07/15**

/wEPDwULLTE2M

BF501248

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education ● Office of Grants Management via email to CTEGRANT@fldoe.org	A) Program Name: <p style="text-align: center;">2023 State Appropriation 115 Pathways to Career Opportunities Fiscal Year 2023-2024</p> <p style="text-align: center;">TAPS NUMBER: 24B152</p>	DOE USE ONLY Date Received 1/19/2024						
B) Name and Address of Eligible Applicant: Broward College 111 East Las Olas Boulevard Fort Lauderdale, FL 33301-2208		Project Number (DOE Assigned) 062-92570-4S001						
C) Total Funds Requested: <div style="text-align: center; border-bottom: 1px solid black; width: 50%; margin: 0 auto;"> \$403,683 </div> <div style="text-align: center; margin-top: 10px;"> DOE USE ONLY Total Approved Project: \$ 403,683.00 </div>	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> Contact Name: Christine Honeycutt Fiscal Contact Name: Nadine Kingston </td> <td style="width: 40%;"> Telephone Numbers: 954-201-7594 954-201-7424 </td> </tr> <tr> <td> Mailing Address: 111 East Las Olas Blvd. Fort Lauderdale, FL 33301-2208 </td> <td> E-mail Addresses: choneycu@broward.edu nbranch@broward.edu </td> </tr> <tr> <td> Physical/Facility Address: 111 East Las Olas Blvd. Fort Lauderdale, FL. 33301-2208 </td> <td> UEI number: G95LD67WQ8N5 FEIN number: 59-1216107 </td> </tr> </table>		Contact Name: Christine Honeycutt Fiscal Contact Name: Nadine Kingston	Telephone Numbers: 954-201-7594 954-201-7424	Mailing Address: 111 East Las Olas Blvd. Fort Lauderdale, FL 33301-2208	E-mail Addresses: choneycu@broward.edu nbranch@broward.edu	Physical/Facility Address: 111 East Las Olas Blvd. Fort Lauderdale, FL. 33301-2208	UEI number: G95LD67WQ8N5 FEIN number: 59-1216107
Contact Name: Christine Honeycutt Fiscal Contact Name: Nadine Kingston	Telephone Numbers: 954-201-7594 954-201-7424							
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Physical/Facility Address: 111 East Las Olas Blvd. Fort Lauderdale, FL. 33301-2208	UEI number: G95LD67WQ8N5 FEIN number: 59-1216107							
CERTIFICATION <p>I, <u>Dr. Barbara J. Bryan</u>, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application</p>								
E)	Signature of Agency Head _____ Title	 Date						

FLORIDA DEPARTMENT OF EDUCATION

A) Name of Eligible Recipient/Fiscal Agent:	Broward College
B) DOE Assigned Project Number:	
C) TAPS Number:	24B152

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	Account Title and Narrative	FTE POSITION	AMOUNT	% Allocated to This Project	ALLOWABLE (DOE USE ONLY)	REASONABLE (DOE USE ONLY)	NECESSARY (DOE USE ONLY)
	51100	Salary - Apprenticeship Director - (1.0 FTE) to oversee the implementation of the GYO Teacher Apprenticeship program at BC. The position ensures that the standards for apprenticeship are met, oversees recruitment and outreach for potential apprentices, oversees implementation of related technical instruction, ensure coordination and delivery of services with contractors--including Broward County Public Schools and Bloomboard. Annual salary @ \$70,000 per year, prorated to \$29,167 for 5 months after execution of award.		\$ 29,167.00	100%			
	59100	Social Security (6.20%) - Apprenticeship Director		\$ 1,808.35	100%			
	59101	Medicare (1.45%) - Apprenticeship Director		\$ 422.92	100%			
	59200	FRS (13.57%) - Apprenticeship Director		\$ 3,957.96	100%			
	59701	Health - Apprenticeship Director		\$ 13,320.00	100%			
	59702	Life Ins (.14%) - Apprenticeship Director		\$ 40.83	100%			
	59703	Dental - Apprenticeship Director		\$ 397.00	100%			
	59704	Disability (.17%) - Apprenticeship Director		\$ 49.58	100%			
	65400	Cell Phone Stipends for Apprenticeship Director and Navigaor @ \$50 per month x 12 months x 2 people for the period of 7/1/23-6/30/24		\$ 1,200.00	100%			
	52100	Salary - Faculty and staff stipends to plan and facilitate outreach, recruitment, training, summer bootcamp, related technical instruction, advise and support Mentor Teachers, professional development of teachers on Bloomboard (or similar vendor), BCPS Mentor teaching, and other grant related planning tasks. (This is a payroll item)		\$ 45,000.00	100%			
	59100	Social Security (6.20%) - Faculty and staff stipends to plan and facilitate outreach, recruitment, training, summer bootcamp, related technical instruction, advise and support Mentor Teachers, professional development of teachers on Bloomboard (or similar vendor), BCPS Mentor teaching, and other grant related planning tasks.		\$ 2,790.00	100%			
	59101	Medicare (1.45%) - Faculty and staff stipends to plan and facilitate outreach, recruitment, training, summer bootcamp, related technical instruction, advise and support Mentor Teachers, professional development of teachers on Bloomboard (or similar vendor), BCPS Mentor teaching, and other grant related planning tasks.		\$ 653.00	100%			
	59200	FRS (13.57%) - Faculty and staff stipends to plan and facilitate outreach, recruitment, training, summer bootcamp, related technical instruction, advise and support Mentor Teachers, professional development of teachers on Bloomboard (or similar vendor), BCPS Mentor teaching, and other grant related planning tasks.		\$ 6,107.00	100%			
	60500	Travel-In County mileage to conduct observations of pre-professional teachers during Practicum and Student Teaching at various BCPS schools =.445¢ per mile x 12 x 129 miles. All travel will be reimbursed at the state approved rate.		\$ 688.86	100%			
	61000	Postage - for mailers as part of program outreach and recruitment of teacher apprentices - Estimated @ .6589 x 3 mailings x 150 mailings		\$ 296.50	100%			
	62000	Printing - for program outreach and recruitment of teacher apprentices, includes: table top displays, table skirt, pop-up signage, brochures and printed flyers to increase awareness of the program - Estimated @ \$192 x 12 months		\$ 2,304.00	100%			
	64508	Contractual - Broward County Public Schools sub-recipient contract for their role in coordination of apprenticeship program and identifying/pairing mentors process in partnership with the district's talent acquisition department, identifying mentor teachers; and administering training stipends for mentor teachers. Estimated @ \$3,500 per month x 12 months		\$ 42,000.00	100%			
	64508	Contractual - Outreach and recruitment to BCPS mentors and BC students and community members to recruit for the program. Estimated @ \$2,000 per month x 12 months		\$ 24,000.00	100%			
	65500	Supplies - Including paper, ink and toner, flash drives, binders, writing instruments, folders, file cabinet, file folders, boxes, headphones, keyboards @ \$40 per month x 12 months		\$ 480.00	100%			
	68007	Training and Related costs - consumable industry certification test costs, electronic preparatory books, subject mater examinations, and re-examination costs. Estimated at \$980 per student x 50 students		\$ 49,000.00	100%			
	72001	Contractual - Data Software: Educational Support Software. Costs for Bloomboard (or a qualified vendor based on the College's procurement policies) to build out/design courses in new Learning Management System for portfolio assessment, delivery, and feedback for apprentices, as well as faculty/mentor training. For the period of 7/1/23-6/30/24 only. Estimated at \$1,800 per course x 10 courses		\$ 180,000.00	100%			
D) TOTAL				\$ 403,683.00	100%			

DOE ATTESTATION (Program and Grants Management)
 The cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Program Deliverables

Criteria			
<ul style="list-style-type: none"> · The program deliverables are aligned with the purposes/priorities of this funding opportunity. · The objectives are measurable, qualitative, challenging, yet achievable, and support the associated deliverables. · The milestones and timeframes are specific and realistic in order to achieve the program goal. · The specific role, activities and expected contributions of each of the partners should be included whenever possible to show the strength of support to the program. 			
Program Deliverables:	Deliverable Objectives:	Deliverable Outcomes:	Deliverable Completion Dates:
<p>List the proposed program deliverables to be achieved during the grant period BELOW. (Required elements of the grant such as purchasing equipment and submitting reports should <u>not</u> be included).</p>	<p>Describe BELOW in detail, the major activities of the apprenticeship or preapprenticeship program, including timeframes, as they relate to the achievement of the "Program Deliverable" listed in the previous column.</p>	<p>Describe BELOW the key outcomes associated with the program (i.e. number of participants served or to be served, the proposed number of completers, and any other outcomes and deliverables of the program). As they relate to the "Program Deliverable" in the first column.</p>	<p>Describe BELOW the key markers of grant progress, as they relate to the "Program Deliverable" in the first column. (Use specific dates associated with an action or event marking a significant change or stage in achievement of the deliverable).</p>
<p>1 Project Infrastructure Established: Hire project staff; secure contracts with Broward County Public Schools and Bloomboard; obtain BC Board of Trustees approval; establish grant accounts; identify curriculum developers for related technical instruction; and identify instructors for various project components.</p>	<p>1 Within 30 days of grant award, BC will establish grant accounts, list grant positions with BC HR Department (Talent and Culture), create contractual agreements with BCPS and Bloomboard, and identify curriculum developers to work on the RTI. Within 90 days of award, BCPS will sign employer agreements with Florida Department of Education (FDOE). Establish processes for working with BCPS and Bloomboard as enshrined within partner contracts.</p>	<p>1 Positions listed for Apprenticeship Director; Grant accounts established and kickoff meeting scheduled with BC Grants Compliance office; contracts created for BCPS and Bloomboard and project presented and approved by Board of Trustees. Establish processes with BCPS for mentor teacher training, teacher apprenticeship selection and enrollment, and communication.</p>	<p>1 June 30, 2024: grant accounts established, positions listed with BC Talent & Culture; contracts generated.</p>
<p>2 Develop Learning Management System and Related Technical Instruction: Create the curriculum and materials that students will use for Related Technical Instruction and platform on which it will be run. Engage with Bloomboard as core platform to power execution of program implementation.</p>	<p>2 Within 120 days of contracts executed with Bloomboard and identification of curriculum developers for RTI, faculty will create the courses and Bloomboard will build out/design courses in the new Learning Management System for portfolio assessment, delivery, and feedback for teacher apprentices, as well as mentor teacher training, pilot and test the system.</p>	<p>2 Course content, training and assessment materials, monitoring and evaluation tools developed for up to 10 courses. Professional development and training materials developed for 10-15 mentor teachers. Bloomboard offers a comprehensive set of technology and services to help develop, structure, implement and manage communication, assessment, evaluation, and on-the-job outcomes.</p>	<p>2 June 30, 2024: Bloomboard learning management system established, mentor teacher professional development and training materials developed.</p>
<p>3 Outreach and Recruitment Plan for Teacher Apprentices: Create outreach strategy/plan for teacher apprenticeship program in tandem with BCPS, and recruiting materials with established timelines and benchmarks. Includes web interface, outreach materials, brochures, application forms, structure and process for on-the-job training.</p>	<p>3 Within 30 days after approval of the teacher apprenticeship by FDOE Office of Apprenticeship, BC will launch an outreach and recruitment campaign to reach at least 250 individuals who are interested in becoming teachers and participating in the Grow Your Own PCOG teacher apprenticeship program. Create pipeline from BC students in AA degree program and district para-professionals into teacher apprenticeship program.</p>	<p>3 Outreach plan created along with materials, website, brochures, application forms in tandem with BCPS. Information will be available on organizational website and other community outlets to obtain at least 250 applications from interested teachers. Increase access to individuals interested in entering teaching profession through publicizing on BCPS and BC website and other outlets.</p>	<p>3 By June 30, 2024: implement outreach and recruitment for teacher apprentices under the new Teacher Apprenticeship Program.</p>
<p>4 Create Recruitment Plan for Mentor Teachers: Develop parameters for selection, hiring, professional development and placement of mentor teachers.</p>	<p>4 Within 30 days after approval award contract, BCPS and BC will discuss and development the recruitment plan, hiring process, compensation and professional development of mentor teachers to reach 8-15 mentor teachers in the first project year who have the qualifications and skills to serve as mentor teachers in the Grow Your Own Teacher Apprenticeship program.</p>	<p>4 Recruitment plan for mentor teachers development along with application materials, hiring process, and timeline. Approximately 8-15 mentor teachers will be selected. Application materials will be shared on BCPS and BC websites and via other employment outlets.</p>	<p>4 By June 30, 2024: implement recruitment strategies for mentor teachers under the new Teacher Apprenticeship Program.</p>
<p>5 Pre-Apprenticeship Bootcamp: Plan and host Subject Area Examination boot camps to assist potential candidates to master exam competencies and begin the program, and offer credit for prior learning to eligible candidates with FEAP competencies.</p>	<p>5 Within 30 days of outreach initiation, plan a Subject Area Examination boot camps to assist potential candidates to master exam competencies and begin the program. Evaluate eligible candidates who demonstrate Florida Educator Accomplished Practices (FEAP) competencies, and award credits. Design apprenticeship admission and selection process, secure training materials and instructors for bootcamp (intensive)</p>	<p>5 "Pre-apprenticeship" bootcamp structure created along with training materials, test prep materials, course outlines and structure to prepare individuals with the requisite skills and competencies to pass subject area examinations and qualify for teacher apprenticeship program.</p>	<p>4 By June 30, 2024 structure for pre-apprenticeship bootcamp and learning outcomes established.</p>

Pathways to Career Opportunities Grant
Grow Your Own Teacher Apprenticeship Program Application



2023-2024

Governor Ron DeSantis

Commissioner of Education Manny Diaz, Jr.

Grow Your Own Teacher Registered Apprenticeship Application Instructions

- 1) Please use Calibri size 14-point font throughout this Excel application.
- 2) Written responses should be brief, clear, and concise. Each narrative box contains a **character limit**. Refer to each narrative box to determine the approved number of characters.
- 3) **DO NOT CUT & PASTE TEXT INTO THE NARRATIVE GRID.** All text must be entered manually into the narrative boxes provided.
- 4) Responses should be written without paragraphs, excessive spaces, or bullet points. (see examples below).

Florida Sunshine Apprenticeship Program partners with or works closely with several employers;

- Florida Florists
- The Tree fellas
- Fantastic Farms
- Gardens and Landscaping, Inc.

Each employer that participates in the Florida Sunshine Apprenticeship program will sign a Participating Employer's Agreement. These companies identify existing employees or new hires who will enroll in our programs and receive training, to include RTI, while earning a college certificate or degree. The companies pay for the instruction and also provide OJT while the student apprentices are at work.

Florida Sunshine Apprenticeship Program partners with or works closely with several employers, Florida Florists, The Tree fellas, Fantastic Farms, and Gardens and Landscaping, Inc. Each employer that participates in the Florida Sunshine Apprenticeship program will sign a Participating Employer's Agreement. These companies identify existing employees or new hires who will enroll in our programs and receive training, to include RTI, while earning a college certificate or degree. The companies pay for the instruction and also provide OJT while the student apprentices are at work.

- 5) Drop Down lists are used throughout this application. You will be able to see if a question has a drop down by looking for the following icon next to that space.



- 6) A minimum of one letter of attestation from a partnering school district must be included with this application and submitted as an attachment.

- 7) All applications must be submitted to CTEGRANT@fldoe.org. No applications will be accepted in any other manner.

8) The Florida Department of Education is considering a strategic partnership with the National Center for Grow Your Own (NGYO) for technical assistance. Awarded programs may be required to set aside grant funds to receive support and technical assistance from NCGYO.

Key Terms

Definitions

Eligible Applicant - Public Florida College System (FCS) and State University System (SUS) institutions, and Florida independent college and university (ICUF) institutions with baccalaureate-level state-approved educator preparation programs approved by the Florida Department of Education that will prepare teacher apprentices for initial teacher preparation. A listing of state-approved programs may be found at <https://www.fldoe.org/teaching/preparation/initial-teacher-preparation-programs/approved-teacher-edu-programs.stml>

Teacher Apprentice - an individual who holds a temporary apprenticeship certificate in accordance with s. 1012.56(7)(d) and is employed by a participating school district and placed in the classroom of a mentor teacher using team teaching strategies as specified in law and fulfilling the on-the-job training component of the registered Teacher Apprenticeship Program and its associated standards. The on-the-job training is combined with coordinated studies of related technical instruction consisting of upper division coursework applied toward the award of a baccalaureate degree for initial teacher preparation, and who has entered into a written agreement, which may be cited as an apprentice agreement, with the participating employer and the registered apprenticeship sponsor.

Teacher Mentor - A teacher who serves as a mentor in the Teacher Apprenticeship Program who meets the requirements in s. 1012.55, F.S., who is mentoring the teacher apprentice assigned to them with acquiring the knowledge, skills and abilities on the on-the-job training component of the teacher apprenticeship program.

Participating Employer - Employers are the drivers of registered apprenticeship and are actively engaged in the work of the occupation being apprenticed. The responsibility to hire, employ and pay the progressive wage structure of the apprentice and the wages of the mentor who is training the apprentice rests with the employer. Employers also determine how the required related training and instruction will be delivered and by whom. For the purposes of the Teacher Apprenticeship Program, participating employers are Florida school districts participating in the FDOE-sponsored pre-baccalaureate teacher apprenticeship program.

On-the-Job Training (OJT) - A formalized system of job processes, which must be augmented by related instruction, that provides the experience and knowledge necessary to meet the training objective of learning a specific skill, trade or occupation. The training approach of the OJT component may be competency-based, time-based or a hybrid of both. The OJT must be delivered through structured, supervised work experience under the tutelage of a mentor.

Related Instruction (RTI) - An organized and systematic form of instruction designed to provide the apprentice with knowledge of the theoretical and technical subjects related to the apprentice's specific occupation or trade. For the purposes of the Teacher Apprenticeship Program, the RTI shall consist of upper division coursework applied toward the award of a baccalaureate degree that prepares teacher apprentices for initial teacher preparation and licensure.

Initial Teacher Preparation Programs (ITP) - Also known as Educator Preparation Programs, are offered by Florida postsecondary institutions to prepare instructional personnel under section 1004.04, F.S., and Rule 6A-5.066, F.A.C., resulting in qualification for an initial Florida Professional Educator's Certificate. Candidates of ITP Programs are typically working toward a Bachelor's or a Master's degree.

Florida Department of Education (FDOE) - The Florida Department of Education is the state education agency of Florida. FDOE serves as the program sponsor of the Pre-Baccalaureate Teacher Apprenticeship Program and administers the program on behalf of participating school districts in accordance with the Standards of Apprenticeship registered in accordance with Rule 6A-23.004, F.A.C.

Florida College System (FCS) - The FCS is the primary access point to higher education for Floridians, including recent high school graduates and returning adult students. The 28 member colleges of the FCS respond quickly and efficiently to meet the demand of employers by aligning certificate and degree programs with regional workforce needs.

State University System (SUS) - A system of twelve public universities in the U.S. state of Florida.

Independent College and Universities of Florida (ICUF) - An association of 30 private, educational institutions. Each institution is a non-profit school, Florida-based and accredited by the Southern Association of Colleges and Schools Commission on Colleges.

General Program Information

1) Applicant Name: *(Applicants are limited to public FCS-SUS institutions and Florida independent colleges and universities (ICUF) institutions with baccalaureate-level state-approved educator preparation programs (EPPs) approved by FDOE.)*

Broward College

2) Identify the program code, program level, program title, and expiration date for each baccalaureate-level state-approved educator preparation program that is a part of this application.

Program code: 494

Program level: Bachelor's

Program title: Elementary Education

Expiration date: 12/31/2028

Program code: 527

Program level: Bachelor's

Program title: Early Childhood Education

Expiration date: 12/31/2028

3) Primary Region Served *(using the regional map on the "Instructions" tab of this application)*

8

4) Additional region(s) to be served by this application *(if applicable)*

NA

5) Identify the corresponding certificate subject(s) a teacher apprentice will qualify for at the completion of the Teacher Apprenticeship Program. *(Certificate subjects may be found at <https://www.fl DOE.org/teaching/certification/certificate-subjects/>)*

Exceptional Student Education K-12

Mathematics Education 5-9 or 6-12

Secondary Biology 6-12

6) Identify the school district partner(s), who will participate in the state-sponsored pre-baccalaureate teacher apprenticeship program in accordance with s. 1012.555, F.S. and agree to have their teacher apprentices receive their education-related baccalaureate coursework (related technical instruction) from the applicant. *(Letter of attestation from partnering school district(s) must be included with this application and submitted as an attachment.)*

Broward County Public Schools

Program Summary - Part 1		Character Count:	
1) Describe the applicant's qualifications and any current or past non-apprenticeship teacher preparation arrangements with its partnering school district(s) identified in the general program information tab.			
<p>Founded in 1959, Broward College (BC) was the first public institution of higher education in Broward County, providing education and training in an urban setting that includes 31 municipalities within 1,200 square miles. Broward College remains the largest institution of higher education in the county, and has the third largest enrollment of the 28 Florida College System members. It offers innovative workplace and continuing education, certificates, associate and baccalaureate degrees. BC is accredited by the Southern Association of Colleges and Schools (SACS) and has been named one of the Top Ten Community Colleges in the US by the Aspen Institute. Each year, BC serves over 56,000 students from over 180 countries. The College has a history of preparing highly qualified and effective teachers while working to bridge the achievement gap that affects minority and disadvantaged students in the community. During the past five years, through federal and state grants, BC embarked upon creating a new pathway to employment for potential workers through apprenticeships. Through these efforts, its staff gained valuable first-hand experience on expanding and developing new apprenticeships in the State of Florida. In 2019, BC created the first registered apprenticeship in Information Technology in Florida and has implemented the training program in partnership with several employers. BC has successfully run pre-apprenticeship and apprenticeship programs, which includes developing curriculum, conducting related technical instruction, facilitating on-the-job training and support to apprentices all the way to employment and credential attainment. BC's Education Pathway offers a traditional teacher preparation program and an alternative certification program that recruits candidates from various industries to diversify the teaching profession. It offers bachelor's degree in Middle Grades Science Education, Middle Grades Math Education, Secondary Biology and Secondary Math Education, and Exceptional Student Education. In 2017, Broward College and Broward County Public Schools launched the Para-to-Teacher Program, a groundbreaking initiative to prepare paraprofessionals working in exceptional students' classrooms to pursue a bachelor's degree in education at BC. Funded through USDE, this program trained paraprofessionals from 20 high-need schools to become certified teachers, all while receiving invaluable mentorship from highly effective teacher mentors at their respective worksites. Participants also engage in evening courses and fulfill field experiences at their current schools, enriching their educational journey and providing training to fellow educators as clinical education supervisors. In 2018, Broward College introduced its Teacher Preparation through Residency Experience and Practice Program (T-PREP) Project, which trained 100 highly qualified STEM teachers and equipped them to teach in high-need K-12 schools, while simultaneously supporting expert teacher-mentors. T-PREP's individualized career pathway featured a yearlong undergraduate residency and intensive induction program, and has been instrumental in recruiting, preparing, mentoring, and preparing STEM educators for placement in district schools. Broward College expertise with registered apprenticeship programs began with an American Apprenticeship grant from the US Department of Labor in partnership with Florida State College in Jacksonville and Saint Petersburg College. Launched in 2015, this initiative has facilitated the growth and expansion of registered apprenticeships in Information Technology and Manufacturing. Owing to its regional accreditation and expertise in apprenticeship programs, BC is uniquely qualified to offer teacher apprenticeship training with related technical instruction, ensuring the apprentices' success.</p>		3853 /4000	
2) Provide a detailed timeline of project implementation and anticipated course schedule to include descriptions of how courses will be delivered (synchronous online, asynchronous online, in-person, hybrid), and where courses will be offered. You may submit additional documentation in addition to the narrative provided in the textbox below. If additional documentation is being submitted, identify the applicable files as "Program Summary-Attachment A".	<p>July – August 2023: Startup- Planning and Design Planning period – During this period BC will work with BCPS on planning implementation activities for the teacher apprenticeship. Develop program outreach and recruiting materials and an outreach plan. Conduct market analysis to identify enrollees, solidify criteria and outreach strategy. Register the Apprenticeship program with the State of Florida Apprenticeship Office. Create framework for pre-apprenticeship activities including bootcamp to help prepare potential applicants to meet criteria for eligibility. BC will provide test prep materials and intensive test preparation support. September – October 2023: Program Launch- limited pilot and outreach and continued planning. Prepare brand marketing materials, web interface, create online preapprenticeship support materials to educate potential applicants about the program. Build the course structure to track enrollment. Prepare professional development materials for mentor teachers. October – December 2023: Pilot Courses– Identify and begin recruitment of Mentor Teachers. Build out Learning Management System with Bloomboard*. Begin planning content for related technical instruction. Students may begin taking courses that are built for the apprenticeship using financial aid. BC will apply credit for courses towards on-the-job training once enrolled in approved apprenticeship. January – March 2024: (anticipated state approval of apprenticeship) Launch Apprenticeship Targeted Recruitment and Selection of Apprentices will take place at the launch. BC and BCPS will jointly advertise and list the opportunity on their organizational websites and target individuals for participation. BC will conduct recruitment sessions with students in its teacher preparation program and refer them to the district resources for application and intake. The selected teacher apprentices will receive their assignment and placement in a high-need school and assigned a mentor-teacher to support the first of their two-year classroom apprenticeship. Teacher Apprentices will begin instruction on effective teaching practices and pedagogy offered through a blended format. Teacher apprentices will receive compensation as a district paraprofessional employee, mentoring, supports, and instruction through this extensive clinical experience aimed at preparing them to be a teacher of record. Teacher apprentices will begin a program of study in the Education Pathway at Broward College consisting of two years of upper division coursework offered in a hybrid (virtual and in-person) format. BC will provide integrated coursework to complement the clinical experience. April-June 2023: Implementation- Trained mentor teachers provide support to teacher apprentices in their classrooms. Related technical instruction and on-the-job training continues, as well as teacher apprenticeship assessments and observations. The information below represents the term-to-term progression of candidates, including support to pass the Florida Teacher Certification Examinations (FCTEs) to become fully certified teachers. Courses: Term 1- Fall 2023 EDF3280- 3 credits (Bloomboard*) EFX3011- 3 credits (Bloomboard*)</p>		3986 /4000
3) Describe in detail the support plan to provide academic and professional supports to the registered apprentices of your partnering school district(s) to ensure success. If additional documentation is being submitted, identify the applicable files as "Program Summary-Attachment B".			
As early as the time prospective candidates are identified, Broward College will provide candidates with the necessary preparation via workshops, boot camps and other preparation mechanisms to assist them to pass the Subject Area Examination. Once enrolled in the program, candidates will be supported by their BC major professor and BCPS assigned mentor teacher. In addition, they will be assigned a specific Career Pathway Navigator who will check on students at various milestones per semester, assist them with registering for courses, plan sessions geared towards passing the General Knowledge Exam and Professional Education Exam, and overall ensure that candidates are making progress towards completion. Teacher apprentices will also receive ongoing support from a highly experienced mentor teacher. Each mentor teacher will oversee no more than three apprentices. In this role they will provide one on one coaching, observation and feedback, support and modeling of effective teaching practices. The mentor teacher will be a valuable professional support to the registered apprentices. In addition, teacher apprentices will be eligible to receive academic support through the Academic Resource Centers at Broward College, tutoring and other noncognitive supports offered through Broward College. Finally, through the Bloomboard platform (or a similar platform) communication and collaboration between apprentices, mentors and program leaders will be enabled. With features like discussion forums, direct messaging, and virtual conferencing, it nurtures an interconnected learning ecosystem to support the apprentice.		1626 /4000	

<p>4) Describe how the applicant intends to ensure the sustainability of the apprenticeship program after the grant period ends. If additional documentation is being submitted, identify the applicable files as "Program Summary-Attachment C".</p>	
<p>At the onset of the grant period, Broward College will deploy sustainability strategies. These strategies will be achieved through a multipronged approach that includes institution and will best be achieved through a multifaceted approach that includes the following: - Creating a "Pre-apprenticeship Program": The program will continuously prepare individuals who are close to attaining their AA degree and are interested in the teaching profession through a pre-apprenticeship bootcamp. Individuals will be prepared for the General Knowledge Teacher examination, take their final classes, and register for the apprenticeship. Broward College will also work with agencies to help individuals to access WIOA, Individual Training Accounts, Pell Grants and other funding available for pre-apprenticeships. - Leveraging Existing Programs: The program builds upon established structures from other initiatives at the College, past and present. It capitalizes on the established Para-to-Teacher program for Educational Support Professionals sponsored by the US Department of Education, in partnership with BCPS. The Teacher Apprenticeship Program will harness the structures and foundation already established to ensure continuity and sustainability. - Comprehensive Support Structure: The project will build in the required supports such as mentorship, technical instruction, and preparation for an industry-recognized teaching credential. In addition, as BC students these apprentices would be eligible for access to intrusive student supports and wraparound services. Ongoing Collaboration with BCPS: Broward College has a longstanding partnership with Broward County Public Schools (BCPS). This collaboration will be further deepened through the Teacher Apprenticeship Program. During the initial year, we will establish clear plans and structures for progress monitoring and program effectiveness. This phase will also include engagement with external stakeholders at the state, regional, and district levels to discuss financial sustainability. - Cost-Efficiency Measures: As the teacher apprenticeship program is institutionalized, staff and other support services will be continued or integrated into the college services as apprentices will be enrolled in the college and have access to additional services such as career counseling, career center services, etc. Professional development for mentor teachers will also be institutionalized and sustained through a train-the-trainer model to streamline the delivery of high-quality training while minimizing costs. Additionally, as the program matures, outreach and marketing expenses will naturally decrease and can be absorbed by both partners through their regular marketing efforts. - Sustainable Technical Resources: BC will partner with Bloomboard to support the related technical instruction, professional development and assessments for apprentices and mentor teachers through its dynamic platform. Its Learning Management System offers flexibility and self-paced learning. It will be built out in year one and sustained through program fees in subsequent years. Sustainable Technical Resources: BC will partner with Bloomboard to support the related technical instruction, professional development and assessments for apprentices and mentor teachers through its dynamic platform. Its Learning Management System offers flexibility and self-paced learning. It will be built out in year one and sustained through program fees in subsequent years. - Financial Aid Support: To reduce the financial burden on apprentices, we will explore options to offer financial aid, WIOA, Pell Grants and other aid to apprentices for prerequisite courses. - Other Funding: The BC Grants Office will look for other opportunities to maintain the project through federal, state, or foundation grant dollars.</p>	3848 /4000
<p>5) Describe how the applicant will award academic credit towards the award of a baccalaureate degree for a portion of on-the-job learning component of an apprenticeship; the anticipated amount of credit to be awarded and the names of the courses credit will be awarded for based on the local credit evaluation and assessment. If additional documentation is being submitted, identify the applicable files as "Program Summary-Attachment D".</p>	
<p>Each competency-based course within the program includes three portfolio-based unit assessments, as well as embedded faculty-driven coaching and structured learning cohorts to guide participants through learning activities and portfolio development. The learning activities build upon key concepts with research, case studies, and other examples. Participants demonstrate their knowledge, skill, and competence through the submission of a structured portfolio of classroom-based artifacts. These artifacts are each scored on specific, relevant proficiency rubrics to determine if the demonstrated outcomes are effective enough to pass each unit within the course. College credit may be granted to the applicant through an Intra-Institutional Agreement that assesses how the skills and competencies acquired during work-based learning correlate with college credit hours.</p>	872 /4000
<p>6) Describe any planned sub-contractors of the eligible applicant (If applicable), the role the sub-contractor will play in carrying out components of the application; and the anticipated amount and percentage of grant funds to be allocated to the sub-contractor(s). If not applicable, insert N/A in the text box below.</p>	
<p>Broward College will contract with Broward County Public Schools (BCPS), the local education partner on this Teacher Apprenticeship to assist with the coordination of the Teacher Apprenticeship Program. Broward County Public Schools understands the need to increase the supply of qualified teachers and is uniquely suited to address those activities that fall under their purview. BCPS will identify highly effective teachers who will serve as mentor-teachers for teacher apprentices in the program. BCPS will conduct comprehensive outreach to advertise for this need, identify, and select teachers who fit the eligibility criteria as outlined in House Bill 1035. This stipulates that mentor-teachers should at a minimum (1) possess at least seven years of teaching experience in Florida, (2) have received an aggregate score of highly effective (HE) on the 3 most recent available value-added model (VAM) scores, 37 as used by the DOE, or have received an aggregate score of HE. BCPS will oversee the selection process for the mentor- teachers, who will already be district employees. Under this subcontract, BCPS will be responsible for placement of the teacher apprentices in high need schools and subsequent pairing of teacher mentors with teacher apprentices. The school district's Talent and Acquisition department will identify instructional vacancies to determine ideal sites for these placements. BCPS will also be involved in assisting with marketing and outreach, supporting mentor-teachers and awarding bonus stipends, and overall engagement and administration in tandem with Broward College. Broward College will work closely with the school district team to coordinate activities such as recruitment and placement to ensure right fit and support for the teacher apprentices. Broward County Public Schools will receive \$42,000 under this subcontract, which represents 10.4% of the overall budget request.</p>	1917 /4000

Program Summary - Part 2		Character Count:
7) Describe the project plan to produce qualified graduates to meet the needs of the participating school district(s). If additional documentation is being submitted, identify the applicable files as "Program Summary-Attachment E".		
<p>Broward College (BC)'s Teacher Apprenticeship Program meets the needs faced by the school district through a holistic approach to teacher preparation and development. BC and BCPS will collaborate to create a sustainable pipeline of skilled pre-professional teachers. The project will deploy two pipeline tracks for recruitment: Pipeline 1 will find and engage Broward College Associates of Arts completers as eligible associate degree holders who are interested in becoming teachers. Pipeline 2 will include BCPS substitute teachers who hold an AA degree. BC will outsource to identify substitute teachers who meet the following eligibility requirements for the program. Having met these criteria candidates will receive a temporary apprenticeship certificate. Once the new apprenticeship framework has been submitted to the state of Florida, BC will begin pre-apprentice-type activities to prepare prospects to be eligible to enroll in the apprenticeship program. BC will plan and deliver an intensive bootcamp to prepare prospective apprentices to pass the state general knowledge examinations. BC will work with the Broward school district Talent and Acquisition to identify instructional vacancies for placement of prospective teacher apprentices as paraprofessionals. While the apprenticeship framework is under review at the state level, BC will urge prospects to begin preliminary coursework by enrolling in up to two three-credit courses toward their degree program. Candidates can enroll in sources built for the apprenticeship program and BC will support them in applying for financial aid to pay for these classes. These classes will be applied as credit towards on-the-job training upon official enrollment in the approved Teacher Apprenticeship Program. BCPS will identify highly effective teachers at district schools to serve as mentor-teachers for teacher apprentices. Mentor teachers will meet the following criteria: 1) hold a valid professional teaching certificate, 2) completion of the Clinical Educator Training, 3) served as a teacher for a minimum of 8 years, and 4) earned a highly effective rating under the district's evaluation system during the last 6 years. Mentor teachers will undergo a deliberate selection process administered by the District. BC will offer professional development through an interactive two-week training program to equip them with innovative teaching strategies. BC will also train them in coaching and how to support teacher apprentices. Mentor teachers will receive a stipend halfway through the apprentice program, and once again upon the apprentices graduation from the program and placement into a teaching position. Upon approval of the apprenticeship, the marketing, outreach, and recruitment of teacher apprentices will begin. Teacher apprentices will take part in orientation activities alongside mentor teachers where they will learn effective teaching strategies, learn about the apprenticeship program, and gain insights into the teaching profession. Mentor teachers and BC faculty will lead workshops, hands-on activities, and activities that offer practical exposure to program. Teacher apprentices will be placed in their classrooms and begin receiving training and coaching. Teacher apprentices will spend the first of two years in the classroom using teaching strategies to fulfill the on-the-job training component of the apprenticeship, while taking courses towards their degree. Courses will be offered in a hybrid format (virtual and in-person) per the schedule outlined in the Attachment. Each competency-based course within the Bloomboard program includes portfolio-based unit assessments, embedded faculty-driven coaching and structured learning cohorts to guide participants through learning activities and portfolio development. At the end of the two-year apprenticeship students will be prepared to earn their teaching credential component of the apprenticeship, while taking courses towards their degree.</p>		3987 /4000
8) Describe how the project plan reduces the costs of obtaining teacher certification.		
<p>Several features have been incorporated within the program design to reduce the cost of obtaining teacher certification. By not requiring teacher candidates to first complete a bachelor's degree before entering a teacher certification program the BC Teacher Apprenticeship Program will significantly reduce the cost to obtain a teacher certification in Broward County. The program will reduce the barriers that typically affect enrollment in teacher preparation programs, including paid teaching experiences, test preparation, and dedicated advising, mentorship, and coaching. The Broward College Teacher Apprenticeship Program model has several unique features designed to reduce the costs of obtaining teacher certification. First, the model targets paraprofessionals who are already working, possess an associate's degree, and who are therefore already halfway towards the completion of their preparation to becoming a teacher. By leveraging the existing talent at local schools such as paraprofessionals, instructional aids, and others, the project plan reduces the time for obtaining a teacher certification by a half. Paraprofessionals and other eligible applicants are those who must have already attained an associate degree to be considered for the program. The program model will enable the teacher candidates to achieve certification in two years as opposed to the more traditional pathways to the teaching profession. It does this by employing: 1) a strong partnership between BC and BCPS, 2) two years of on-the-job training (in place of a traditional residency) by placement in a high need school, before serving as a teacher of record, 3) hiring from within through outreach to holders of associate's degree in the local community, 4) support of teacher apprentices through veteran mentor-teachers. There is an additional reduction in costs since the teacher apprenticeship cost of instruction is waived by the higher education provider of related technical instruction. Consequently, there is no cost to the apprentice for the tuition and fees under the apprenticeship model. The teacher apprenticeship received as salary since s/he is already a district employee and earns a regular salary. Moreover, mentor-teachers are paid also by the district for supporting the candidates. Finally, the instructional model enables teacher apprentices to 'earn and learn' as instruction is offered in a flexible hybridized format that enables apprentices online.</p>		2467 /4000
9) Describe the strategic and innovative nature of the partnership between the applicant and the partnering school district(s) that demonstrates an assurance the partnering school district(s) will participate in the FDOE registered Grow Your Own Teacher Apprenticeship Program. If additional documentation is being submitted, identify the applicable files as "Program Summary-Attachment G".		
<p>Broward College's Grow Your Own Teacher Apprenticeship Program will establish a partnership with Broward County Public Schools (BCPS) to achieve the program goal of providing an alternative pathway for individuals to enter the teaching profession, thereby increasing the supply of qualified teachers to meet the district's pressing need. According to data, BCPS is a high need local education agency where 71.4 percent of its students are economically disadvantaged and qualify for Free or Reduced-Price Lunch. The proposed program has the potential to serve approximately 12,000 classrooms in Broward's public schools, which district-level data shows is presently being taught by Out-of-Field teachers, who are teaching a course for which the required certification subject is not listed on their Florida Educator Certificate. As the local education partner on this initiative, Broward County Public Schools will provide activities in accordance with HB1035 and beyond, such as 1) Assist with pre-apprenticeship teacher outreach, marketing, and recruitment by including information on the district's website, 2) Appoint apprentice teacher as an education paraprofessional and operate as their employer, providing job-embedded training, mentorship, and compensation, since the teacher apprentice is already a district employee, 3) Ensure placement of teacher-apprentices into a work-based learning opportunity. Most of the paraprofessionals identified will be able to continue working at their current positions, 4) Identify and compensate mentor-teachers to participate in the program and support the teacher apprentices. Teacher mentors should at a minimum (I) possess at least seven years of teaching experience in Florida, (2) have received an aggregate score of highly effective (HE) on the 3 most recent available value-added model (VAM) scores, 37 as used by the DOE, or have received an aggregate score of HE. Under this initiative Broward County Public Schools will be responsible for coordinating and identifying the placement of teacher apprentices into district classrooms, and selecting teacher mentors to support these apprentices. Broward College will work closely with the school district team to coordinate activities such as recruitment and placement to ensure right fit and support for the teacher apprentices. Furthermore, BCPS will select the highly qualified mentor teachers who will already be district employees. BC will coordinate with BCPS to provide professional development to the mentor-teachers as they embark on instructing and supporting these teacher apprentices. Activities under this Teacher Apprenticeship are inextricably linked and this partnership between a school district and institution of higher education is highly innovative and requires deep collaboration. It will serve as a model for future collaboration between our institutions. Broward County Public Schools will receive a subcontract to help oversee coordination of the apprenticeship program and identify and pair mentors process in partnership with the district's Talent Acquisition department. They will also oversee the training stipend distribution to mentor teachers. The partnership leverages the unique strengths of both institutions and brings many of the advantages of a traditional teacher residency, by enabling teacher apprentices to receive robust support, induction, training, and compensation while taking courses towards their teacher certification. The demonstration of this assurance by BCPS is affirmed through the enclosed Letter of Attestation, which accompanies this application.</p>		3606 /4000
10) Describe how the program will incorporate the use of evidence-based instructional materials that are grounded in the science of reading.		
<p>Candidates in the Exceptional Student Education K-12 program will earn a Reading endorsement by completing the following courses: (RED3342) Foundations of Research-Based Practices in Reading Education, (RED4519) Diagnostic and Instructional Interventions in Reading and (RED4844) Reading Practicum. Candidates in the Biology 6-12 program and Mathematics 5-9 and 6-12 programs will also complete (RED3342) the Reading Foundations course. To succeed with grade-level content and interact with increasingly complex text, language and discourse, learners benefit from receiving embedded literacy instruction across their content area classes. The program provides pre-professional teachers information on and opportunities to diagnose reading problems, provide multi-tiered levels of prevention and support, and differentiate instruction. Pre-professional teachers are trained in strategies for teaching young children how sounds represent letters to teach them how to read words, which is research-based, and a core tenet of the "science of reading" approach.</p> <p>RED3342- Foundations of Research-Based Practices in Reading Education- This course provides an overview of six reading components. It provides students with effective methods of instruction and multisensory techniques. Students will learn how to analyze assessments and resources that are available in Florida. This course is part of the Reading Endorsement that will allow educators to meet the need for highly qualified teachers in reading per the Florida Department of Education.</p> <p>RED4519- Diagnostic and Instructional Interventions in Reading- This course is designed to provide pre-service teachers with the fundamental components of the reading process: phonemic awareness, phonics, oral language, fluency, vocabulary, and comprehension. Pre-service teachers will apply the research-based strategies to create literacy experiences for K12 students including English Language Learners (ELLs) and students with exceptionalities by engaging them in lesson development and implementation that promote critical thinking and constructivism. This course requires 10 field experience hours in a K12 classroom setting.</p> <p>RED4844- Reading Practicum This course is designed to give students an understanding of how to diagnose and assess students in at least one of the major reading components. Students will develop knowledge to complete a diagnostic case study on a struggling reader. This course will allow students to demonstrate their ability to interpret data, choose appropriate assessments and evaluate results. Students will then implement researched and evidence-based strategies and progress monitor the struggling reader. This course will help students gain knowledge on intensive, explicit, systematic and multi-sensory interventions.</p> <p>In RED4844, pre-professional teachers will identify and deliver evidence-based reading instruction and interventions specifically designed for learners with reading difficulties, including students with characteristics of dyslexia. As such, pre-professional teachers will understand that all learners have instructional needs and apply the systematic problem-solving process of using data to accurately identify a problem. The following evidence-based materials that are grounded in the science of reading are used across the abovementioned literacy courses: In RED4519 and RED4844, instructors incorporate evidence-based instructional materials that are used in class and are part of the required reading for the class. Pre-professional teachers are required to provide artifact examples of instruction and interventions used in their field experience classroom sites. Examples include multisensory materials, student writing, learning materials and sample assessments. Pre-professional teachers must demonstrate evidence-based practices for all oral language, phonics, phonemic awareness, vocabulary, comprehension, fluency for learners including students with reading difficulties and dyslexia.</p>		3996 /4000

Anticipated Enrollment by Certificate Subject

Certificate Subjects - List each certificate subject (i.e. Mathematics (grades 6-12, Elementary Education (grades K-6)) your program will prepare teachers apprentices for that will be offered utilizing this funding opportunity	How many registered apprentices does your program anticipate enrolling during the 2023-24 grant period?	How many registered apprentices does your program anticipate enrolling during the 2024-25 grant period?	How many registered apprentices does your program anticipate enrolling during the 2025-26 grant period?	
Exceptional Student Education K-12	30	40	40	110
Mathematics Education 5-9 or 6-12	5	5	5	15
Secondary Biology 6-12	5	5	5	15
				0
				0
	40	50	50	

Anticipated Graduates/Completers by Certificate Subject

Certificate Subjects - List each certificate subject (i.e. Mathematics (grades 6-12, Elementary Education (grades K-6)) your program will prepare teacher apprentices for that will be offered utilizing this funding opportunity	How many registered apprentices does your program anticipate graduating during the 2024-25 academic year?	How many registered apprentices does your program anticipate graduating during the 2025-26 academic year?	How many registered apprentices does your program anticipate graduating during the 2026-27 academic year?	
Exceptional Student Education K-12	0	30	40	70
Mathematics Education 5-9 or 6-12	0	5	5	10
Secondary Biology 6-12	0	5	5	10
0	0			0
0				0
	0	40	50	

DOE-101S Budget Narrative Form Instructions

A) Enter Name of Eligible Recipient/Fiscal Agent
B) Enter DOE Assigned Project Number
C) Enter TAPS Number
D) Enter the Total Amount for column (5)
(1) Function Code – <i>For School Districts Only</i> – Enter the Function Code, as required in the <i>Financial and Program Cost Accounting and Reporting for Florida Schools Manual</i> , which best classifies the overall purpose or objective of the goods or services budgeted.
(2) Object Code – Enter the Object Code which best classifies the goods or services budgeted. <i>School Districts</i> - Use the three-digit Object Code as required in the <i>Financial and Program Cost Accounting and Reporting for Florida Schools Manual</i> ; <i>Colleges and Universities</i> - Use the first three digits of the Object Codes listed in the <i>Florida Accounting Information Resource Manual</i> ; <i>Non-public entities</i> – Use the Object Codes that are used in the respective entity’s/agency’s chart of accounts.
(3) Account Title and Narrative - Provide the Account Title that applies to the Object Code listed in (2) and a detailed Narrative that includes a description of each good or service budgeted and its purpose or use. For example: <i>Salaries</i> – Describe the type(s) of position(s) requested and the major responsibilities/duties of each position(s). Use a separate line to describe each type of position. <i>Other Personal Services</i> – Describe the type of service(s), its purpose or use, and an estimated number of hours for each type of position. OPS is defined as compensation paid to persons, including substitute teachers not under contract, who are employed to provide temporary services to the program. <i>Professional/Technical Services</i> – Describe the services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge. <i>Contractual Services</i> and/or Inter-agency agreements – Describe the services to be rendered and the type of entity or agency (name, if available). <i>Travel</i> – Describe each type of travel to be supported with project funds, such as conference(s), local travel, in- or out-of-district, and out-of-state. Do not list individual names. List individual position(s) when travel funds are being requested to perform necessary activities. <i>Materials and Supplies</i> - Describe the type of item to be purchased and its purpose or use. <i>Capital Outlay</i> - Describe the type of item/equipment to be purchased and its purpose or use. <i>Indirect Cost</i> - Refer to the DOE <i>Project Application and Amendment Procedures for Federal and State Programs (Green Book)</i> for additional guidance regarding indirect cost. - <i>School Districts Only</i> - Provide the percentage rate from the district’s Approved Indirect Cost Plan. - <i>Colleges and Universities Only</i> – Provide the percentage rate (maximum of 5%) approved by the DOE.
(4) FTE - (Only applicable for items classified as <i>Salaries and Other Personal Services (Refer to (2) Object Code.)</i>) Enter the total number of positions (as FTEs*) that will be supported with these funds. *Full-Time Equivalent (FTE based on the standard workweek for the type of position) is the number of positions to be funded. Determine FTE
(5) Amount - Enter the total amount budgeted for each line item.
(6) Percent Allocated – For each line item, enter the appropriate percentage that is allocated or applicable to this project (see pages 3-4 for examples).
DOE 101S- Instructions - Page 1 of 1
February 2022

FDOE Projected Equipment Purchases Form Instructions

Inventory Guidelines

The following elements are required on the inventory of all equipment purchased.

EDGAR 80.32(d)(1): Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who

State Requirements for inventory elements are located in Rule 69I-72.003, Florida Administrative Code, Recording of Property.

Does the agency's inventory system contain all required federal and state elements listed above?

YES NO

**Florida Department of Education
Division of Career and Adult Education**

PROJECTED EQUIPMENT PURCHASES FORM

Instructions for Completion

This form should be completed based on the instructions outlined below, unless instructed otherwise in the Request for Proposal (RFP) or Request for Application (RFA). Use

- A. Enter Name of Eligible Recipient.
- B. Project Number (**DOE USE ONLY**)

COLUMN A - FUNCTION CODE:	SCHOOL DISTRICTS ONLY: Use the four digit function codes as required in the <u>Financial and Program Cost Accounting and Reporting for Florida Schools Manual</u> .
COLUMN B - OBJECT CODE:	SCHOOL DISTRICTS: Use the three digit object codes as required in the <u>Financial and Program Cost Accounting and Reporting for Florida Schools Manual</u> . COMMUNITY COLLEGES: Use the first three digits of the object codes listed in the <u>Accounting Manual for Florida's Public Community Colleges</u> . UNIVERSITIES AND STATE AGENCIES: Use the first three digits of the object codes listed in the <u>Florida Accounting Information Resource Manual</u> . OTHER AGENCIES: Use the object codes as required in the agency's expenditure chart of accounts.
COLUMN C - ACCOUNT TITLE:	Use the account title that applies to the object code listed in the accordance with the agency's accounting system.
COLUMN D - DESCRIPTION:	Provide detailed descriptions/specifications of all equipment items to be purchased that have a projected unit value of \$1000 (State's threshold) or more with a useful life of one year or more. Note: If the agency has a threshold of less than \$1000 the lower amount is the guiding threshold.
COLUMN E - SCHOOL/PROGRAM:	Provide the name of the school and the name of the program for which the equipment is being purchased.
COLUMN F - NUMBER OF ITEMS:	Provide the total number purchased of this item.
COLUMN G - ITEM COST:	Provide the projected cost for each item.



Office of the Superintendent

Dr. Peter B. Licata,

Superintendent of Schools

600 S.E. Third Avenue

Fort Lauderdale, Florida 33301

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**The School Board of
Broward County, Florida**

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Superintendent of Schools

September 21, 2023

Kevin O'Farrell, Ph.D.

Chancellor of Career and Adult Education

Florida Department of Education

325 W. Gaines Street

Tallahassee, FL 32399-0400

Dear Dr. O'Farrell:

As the superintendent of Broward County Public Schools, the Nation's sixth-largest school district and the second largest in the state of Florida, I am providing this Letter of Support for Broward College's Grow Your Own Teacher Apprenticeship Program, being submitted under the Florida Pathways to Career Opportunities Grant. The program has a goal of providing an alternative pathway for individuals to enter the teaching profession, thereby increasing the supply of qualified teachers to meet the District's pressing need.

Broward County Public Schools (BCPS) is a high-need local education agency where 71.4 percent of students are economically disadvantaged and qualify for free or reduced-price lunch. In addition, according to data from the Florida Department of Education's Division of Accountability, Research and Measurement In-Field and Out-of-Field, 2022-2023 report, approximately 12,000 classrooms in Broward's public schools are taught by out-of-field teachers who are teaching a course for which the required certification subject is not listed on their Florida Educator Certificate. The need for highly trained, qualified teachers to address teacher shortages cannot be overestimated. As such, I enthusiastically support Broward College's Grow Your Own Teacher Apprenticeship program application.

As the local education partner in Broward County, Broward County Public Schools intends to participate in Broward College's Grow Your Own Teacher Apprenticeship Program under the Florida Pathways to Career Opportunities Grant in accordance with Florida Statute § 1012.555, as well as district policies and procedures. If funded, and upon approval of the School Board as applicable, BCPS will agree to allow identified teacher apprentices to receive related instruction from Broward College at no cost to the teacher apprentice.

BCPS looks forward to partnering with Broward College and its Education Career Pathway to offer the related coursework for teacher apprentices to obtain their baccalaureate degree that prepares the apprentice for initial licensure for certification. I fully support Broward College's proposal for the Pathways to Career Opportunity, Grow Your Own Teacher Apprenticeship Program.

Sincerely,



Dr. Peter B. Licata,
Superintendent of Schools

PBL/HH/SH/AB: lm

From: Jennifer L. Kerkhof <jennifer.kerkhof@browardschools.com>
Sent: Tuesday, September 19, 2023 1:47 PM
To: Lori K. Alhadeff <lorialhadeff@browardschools.com>
Cc: BCPS School Board Members and Secs <schoolboard@browardschools.com>; BCPS Cabinet - Extended <BCPS_Cabinet_Extended@browardschools.com>
Subject: DESIGNEE - Dr. Peter B. Licata

DATE: September 19, 2023

TO: Lori Alhadeff, Board Chair
Board Member – District 4

FROM: Dr. Peter B. Licata
Superintendent of Schools

SUBJECT: DESIGNEE

Thank you for approving my leave for September 20-22, 2023.

Dr. Howard Hepburn, Deputy Superintendent for Teaching & Learning, will be my designee and can be reached on his cell at 954-468-6423, or via email at howard.hepburn@browardschools.com.

Should you need immediate assistance and Dr. Hepburn is unavailable, please contact Deputy Superintendent Chief of Staff, Dr. Valerie Wanza, on her cell at 954-390-1949, or via email at valerie.wanza@browardschools.com.

The District will be closed on Monday, September 25, 2023, in observance of Yom Kippur. I will return to the office on Tuesday, September 26, 2023.

PBL;jlk

Jennifer L. Kerkhof
Executive Secretary
Superintendent of Schools
600 S.E. 3rd Avenue, 10th Floor
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P: 754-321-2600 | F: 754-321-2701
jennifer.kerkhof@browardschools.com



Educating Today's Students to
Succeed in Tomorrow's World

Under Florida law, e-mail addresses, and all forms of communications, including e-mail communications, made or received in connection with the transaction of School Board business are public records, which must be retained as required by law and must be disclosed upon receipt of a public records request, except as may be excluded by federal or state laws. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone.

The School Board of Broward County, Florida expressly prohibits bullying, including cyberbullying, by or towards any student or employee. See Policy 5.9: Anti-Bullying for additional information.