EFFECTIVE COLLABORATION WITH SCHOOL DISTRICTS IN GRANT PROPOSALS

Presented by the Offices of:
Grant Services
Curriculum Services
Accountability, Research and Assessment
Orange County Public Schools
April 8, 2013
INTRODUCTIONS

OCPS PRESENTERS

- Gina Tovine, Ed.D., Associate Superintendent, Research, Accountability, and Grants
- Vickie Cartwright, Ph.D., Senior Director, Accountability, Research and Assessment
- Linda Dove, Director, Curriculum Services
- Grant Services Team:
  - Jeannie Floyd, Director, Grant Services and Data Projects
  - Grant Development Managers – Frenchie Porter, Teresa Shipley and T-J Ciocca
  - Grant Compliance Managers – Kim Gilbert (Lead), Beth Wood and T-J Ciocca
THE LETTER
OVERVIEW

- Introductions
- OCPS and the Strategic Plan
- The Status of STEAM in OCPS
- The Office of Grant Services
- STEAM School and Classroom-based Grant-Funded Projects
- Collaboration in Grant Applications with OCPS
- Letters of Commitment Process
- Contracts
- Institutional Review Board (IRB)
- Panel discussion
HOW WILL OCPS ENSURE THAT ALL STUDENTS ARE COLLEGE AND CAREER READY?
11th largest school district in the nation and 4th largest in Florida
185,000 students, 12,827 teachers
Diverse Students: 29% black, 62% white, 5% Asian, 3% Multicultural, 1% other
35% Hispanic; 65% Non-Hispanic
Represent 212 countries and 163 different languages
ORANGE COUNTY PUBLIC SCHOOLS

- OCPS is home to 136 “A” and “B” schools
- In 2000, only 27% of the district’s traditional schools earned an “A” or “B” grade under Florida’s school grading system.
- In 2012, 77% of the district’s traditional schools earned a grade of “A” or “B”, notwithstanding markedly higher FCAT cut score requirements for these grades.
- Fifteen of the 19 OCPS high schools earned a grade of “A” or “B” for 2012.
This year more than 27% of OCPS high school students are enrolled in at least one Advanced Placement course, up from 15% five years ago.

In the past five years, black student enrollment in AP courses has increased by 60% and Hispanic enrollment by 84%.
High school graduation rate has increased to more than 85% in our 19 traditional high schools.

Orange County ranks among the state’s top five districts in terms of the cumulative total of National Board Certified Teachers.
Vision:
To be the top producer of successful students in the nation.

Mission:
To lead our students to success with the support and involvement of families and the community.

Goals:
- Intense focus on student achievement
- High performing and dedicated team
- Safe learning and working environment
- Efficient operations
- Sustained community engagement
OCPS District Scorecard: Reports current data on to 27 key measures of district performance. Measures are tracked to ensure that district goals are met.

Extended Scorecard: These scorecards represent additional data not reflected on the district’s primary scorecard.

Integrated Business Plan: The business plans relate to each specific measure and include our targets for improving performance over a three to five year period and some of the strategies we will use to meet or exceed those targets.
OCPS STRATEGIC PLAN WEBSITE

https://www.ocps.net/sb/Pages/StrategicPlan.aspx
The Eli and Edythe Broad Foundation is a philanthropy that seeks to ensure that every student in an urban public school has the opportunity to succeed. Bringing together top education experts and practitioners, the foundation funds system-wide programs and policies that strengthen public schools by creating environments that allow good teachers to do great work and enable students of all backgrounds to learn and thrive.
The **Broad Prize** is awarded each year to honor urban school districts that demonstrate the greatest overall performance and improvement in student achievement while reducing achievement gaps among low-income and minority students.

Each year as part of the selection process, districts are visited and information is collected about the quality of practices implemented throughout the district during the past four years that led to the district’s selection as a Broad Prize finalist. Districts are rated using the **Broad Prize Framework for School District Excellence.**
This year, OCPS received a grant from the Broad Foundation, matched by a grant from the Central Florida Educators Federal Credit Union, to fund a diagnostic site visit by RMC Research Corporation. RMC researchers reviewed and analyzed our district and made recommendations using the Broad Prize Framework for School District Excellence.

An action plan has been developed to address these recommendations and these priorities are being incorporated in the OCPS strategic plan.
CRITERIA FOR PARTNERING WITH OCPS

- Your proposal supports the **OCPS Strategic Plan**.
- Your initiative is planned well in advance of the deadline with appropriate OCPS administrators.
- If your proposal is a research grant, it needs to be reviewed and approved by both UCF and OCPS institutional review boards.
- Your proposal is endorsed by district leadership.
- Requests for letters of commitment should be made at least two weeks in advance of the time you need them.
WHAT IS THE STATUS OF STEAM IN ORANGE COUNTY PUBLIC SCHOOLS?
Global Standing in Workforce/Global Achievement of U.S. students

21st Century Skills

Evolving Rigorous Standards

Curriculum & Instruction

State Assessments

District Assessment

70% of High School graduates nationally = NOT ready to work!

Critical Thinking, Collaboration, Curiosity, Initiative, Accessing/Analyzing Information, Oral/Written Communication

CCSS/NGSS

Problem & Project Based Learning through Digital Curriculum

Performance-Based Assessments – PARCC and EOCA's

NEW Digital Assessment Platform
STATUS OF STEAM IN OCPS

- Common Core State Standards are internationally benchmarked, rigorous standards for what students should know at the end of each grade level. They are being implemented across the nation in states that are signed on to Race to the Top.

- OCPS is seeking cost-effective ways to integrate STEAM into the Common Core State Standards.

- OCPS provides four short, integrated STEAM lessons in grades PK-8 annually.
WHAT DOES STEAM MEAN?

- **STEAM** refers to **Science, Technology, Engineering, Arts, and Mathematics.**

- **STEAM** is more than the sum of its parts!

- **STEAM** bridges the five separate disciplines and treats them as an integrated entity.

- **STEAM** is an *integrated meta-discipline* that focuses on College and Career Readiness through problem-based learning experiences that utilize 21st century skills.
HOW WILL I KNOW IF I SEE IT?

STEAM IS....

- Students working collaboratively to design products and processes addressing local, national, and global issues
- Equal attention to Science, Technology, Engineering, Arts, and Mathematics
- Industry involvement in education through speakers, job-shadowing, field trips, competitions, summer programs, and mentorships
- Problem, project, and design-based learning for all students
- Early emphasis on STEAM in elementary school

STEAM IS NOT....

- Just for high performing students or advanced/honors classes
- Just for students who excel in any one of the STEAM disciplines
- Students using computers only for word-processing or slide presentations
- Teachers using technology only for notes and lectures
- Students using multi-media games for test preparation
- Typical science experiments, word problems, or arts n’ crafts projects
- Teaching subjects in isolation
- Superficial connections like using music to practice/ remember rote information
SCIENCE

- Statewide, 51% of students scored a 3 or higher on the 5\textsuperscript{th} grade FCAT
  - Our district: 50%

- Statewide, 46% of students scored a 3 or higher on the 8\textsuperscript{th} grade FCAT
  - Our district: 45%

- Statewide, the mean score on the Biology EOCA was 49
  - Our district: 50
Science Support

- Trainings by Content Experts on Science Content Knowledge (Biology, Earth Science, Physical Science, Chemistry, etc.)
- Provide programs, for students and teachers, with a focus on STEM
- Assist with Literacy Skills and Practices trainings (ELA-Common Core and how it is embedded into Science Curriculum)
- Provide Interactive Simulations for teacher support
- Support on Digital Science curriculum
Bridging the Digital Divide

- Building 1-to-1 computing
- Stronger home-school online connections
- Greater emphasis on PD focused on using technology for individualized learning
Leveraging digital technologies to enhance student learning.

- 34% of teenagers own a tablet computer.
- 86% of teenagers indicate they are likely to purchase a smartphone for their next device.
School district technology investments nationwide:

- 37% on IT services,
- 18% on hardware,
- 17% on network and telecom,
- **15% on software (curriculum)**
- 13% on software (desktop or enterprise)
Impact of Digital Curriculum

- Change in Engagement
- Collaboration Improved
- Personalized Learning Increased
- Learning Time Extended
Digital Curriculum Example

Make a prediction.

Do you think temperature affects the chemical reaction of yeast and if so, how?

Yes

Data

<table>
<thead>
<tr>
<th>Flask</th>
<th>Temp. (°C)</th>
<th>Time (min)</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

will affect the reaction of yeast.

Include your thoughts on how temperature might affect the reaction.
Bridge to STEM (Grades PreK-1)

 Increased access to early opportunities in STEM through developmentally-appropriate problem-based learning.
Engineering is Elementary (Grades 1-4)

- Research-based, standards-driven, and classroom-tested curriculum that integrates engineering and technology concepts and skills with elementary science topics.
GOAL: One EiE unit per grade level to augment the existing limited STEM lessons and ensure a rigorous vertical articulation.

OCPS has recently lost access to two sets of EiE binders that were available for teachers to checkout on a two-week rotation through a previous grant project.

There has been an extensive waiting list for the EiE binders over the past three years.
- **STEM Summer Institute (Grades 6-8)**
  - Participate in an interactive program in collaboration with community partners and high-school students who are in STEM academies to student engagement in STEM.
High School STEM Career Academies
- Drafting
- Pathways to Engineering (PLTW)
- Biomedical Engineering (PLTW)
- Industrial Biotechnology
- Agri-technology
- Gaming and Simulation
High School STEM Magnet Programs

- Advanced Engineering Applications
- Aviation and Aerospace Engineering
- Digital Gaming and Media
- Engineering, Science, and Technology
- Global Technologies
- Laser Photonics
- NAF Information Technology
• Arts integration to enhance Common Core

- Requires collaboration, research, intentional alignment and practical application
- Calls for creativity, problem-solving, perseverance, collaboration and the ability to work through the rigorous demands of multiple ideas and concepts woven together to create a final project
Phase I (2012-2013) - Focused on ELA CCSS Instructional Shifts.

Phase 2 (2013-2014) - Expand to address CCSS mathematical practices through an arts-integrated approach.

Phase 3 (2014-2015) - Focus on whole school change starting with elementary and expanding the second year of Phase 3 to middle school.
FCAT Scores – Level 3 and Above* (2012)

- Statewide, 58% of students scored a 3 or higher on the winter Spring Algebra 1 EOCA
  - Our district: 55%
- Statewide, the mean score on the Geometry EOCA was 49
  - Our district: 48

*Grade Level Proficiency

<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>STATE Percentages</th>
<th>DISTRICT Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>58%</td>
<td>58%</td>
</tr>
<tr>
<td>4th</td>
<td>60%</td>
<td>59%</td>
</tr>
<tr>
<td>5th</td>
<td>57%</td>
<td>57%</td>
</tr>
<tr>
<td>6th</td>
<td>53%</td>
<td>52%</td>
</tr>
<tr>
<td>7th</td>
<td>56%</td>
<td>56%</td>
</tr>
<tr>
<td>8th</td>
<td>57%</td>
<td>56%</td>
</tr>
</tbody>
</table>
Math Support

- Support the professional growth of math teachers by strengthening classroom teachers’ understanding of math content
- Help teachers develop more effective mathematics teaching practices
- Support 21\textsuperscript{st} Century Math teaching
- Make available digital math curriculum (content and resources)
SCHOOL-BASED STEAM PROJECTS

- Forensic Fusion – East Lake Elementary
- iPads for Technology Program – Meadow Woods Middle School
- 21st CCLC - Wheatley Elementary School
- Our Undiscovered Backyard Mosaic - Bonneville Elementary
- NASA Summer of Innovation Grants
WHO SHOULD BE CONTACTED IF UCF WANTS TO COLLABORATE IN A GRANT APPLICATION?
WHO TO CONTACT

- Contact the **appropriate administrator**, the OCPS leader who would own responsibility for following through on the commitments made in your proposal.

- If you don’t know who the appropriate administrator is, contact the office of **Grant Services** at 407-317-3303 or Jeannie Floyd, director, Grant Services, at 407-317-3200, ext. 2325.
OCPS GRANT SERVICES

One-stop-shop for grant services including:

- Support administrators and teachers in their grant seeking efforts
- Research potential funding opportunities
- Support grant application development, preparation and submission
- Obtain school board approval
- Support collaboration, including linking partners with the appropriate administrators and preparing letters of commitment
- After the grants are funded, support for contracts, agreements and compliance with funder requirements.
In 2011-12, Grant Services monitored 278 grant funds valued at over $283.5 million.

The office of Grant Services can be a valuable resource for partners and the appropriate OCPS administrators in gathering school and district data, writing, editing, preparing budgets, obtaining letters of commitment and required signatures.
How can UCF most effectively collaborate with OCPS in grant initiatives?
STAYING ON TRACK

- BRING OCPS ON BOARD EARLY IN PLANNING STAGES: Share information about your concept with the appropriate administrator through invitations to planning meetings, conference calls, an executive summary and updates.

- ENSURE COMMITMENT: Make sure that the appropriate OCPS administrator is aware of and committed to partner in your proposed initiative.

- BUILD A TIMELINE: Plan ahead so you don’t run out of time.

- REQUEST LETTERS OF COMMITMENT EARLY: OCPS requires a minimum of two weeks advance notice.
Only projects that have the endorsement of the appropriate OCPS administrator will be able to obtain letters of commitment.

Only the Superintendent can sign a commitment letter on behalf of the school district. Dr. Barbara Jenkins, OCPS Superintendent, is the district’s authorized representative.
CONTRACTS WITH OCPS

- **If OCPS is the sub-recipient** of a grant from a partner, such as a university, Grant Services must obtain the approval of the school board attorney and the school board prior to obtaining the Superintendent’s signature.

- Board agendas are prepared three weeks in advance of the school board meeting. **Provide the contract as soon as possible** to prevent delays in implementation of the program.
Key items to include to ensure a timely process of a contract with OCPS:

- **Always** use the legal name of all parties. Ours is *School Board of Orange County, Florida.*

- **Termination Agreement** – We must have a termination agreement providing thirty (30) days prior written notice of an intent to terminate with or without cause.
Governing Law and Venue – All legal proceedings brought in connection with the agreement shall only be brought in a state or federal court located in the state of Florida.

Indemnity – We will not waive our sovereign immunity as we are protected by Florida law.

To ensure timely implementation of contracts, work with Grant Services directly for sub-contract language as required by our school board attorney.
HOW DO WE ENSURE THAT RESEARCH IS DESIGNED TO PROTECT THE INTERESTS OF STUDENTS AND TEACHERS?
If the proposal is going to require student or teacher data, an OCPS Research Request Form must be completed, submitted, and approved prior to any research being conducted.

- Data include archival, observational, interview, and survey type information.

- The OCPS Research Request lists all documentation that needs to be submitted along with the form itself.
Make sure to include the procedure of how the project will be completed at a detailed level and a copy of all instruments to be used accompanies the form.

Be aware of the sampling technique.

- Surveying every teacher or student in the district is not allowable. Utilizing a stratified or cluster random sampling technique to obtain data will prevent this problem from occurring.
Who to Contact

Vickie Cartwright, Ph.D.
Senior Director
Accountability, Research, and Assessment
407-317-3201

Accountability, Research and Assessment
Internet Site:
www.ara.ocps.net
HOW ARE THE ARTS VITAL TO SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS?

"Art degraded, imagination denied."
- William Blake
"The game is changing. It isn't just about math and science anymore. It's about creativity, imagination and, above all, innovation." - Business Week
MATCHING STUDENT INTERESTS WITH REAL WORLD EXPERIENCES

http://www.youtube.com/watch?v=JWI9t826N2E&playnext=1&list=PL9F8396636E43276B&feature=results_video
DO YOU HAVE ANY QUESTIONS?
PANEL DISCUSSION

Teresa Shipley
Senior Manager, Grant Services, and Moderator

PANELISTS

Gina Tovine
Associate Superintendent, Research, Accountability and Grants

Linda Dove
Director, Curriculum Services

Vickie Cartwright
Senior Director, Accountability, Research and Assessment

Jeannie Floyd
Director, Grant Services and Data Projects

Kim Gilbert
Senior Manager, Grant Services Compliance
Contact information for each department is available at the following website:  [http://www.ocps.net](http://www.ocps.net)

or call

Jeannie Floyd, GPC
Director, Grant Services and Data Projects
407-317-3200, ext. 2325

[jean.floyd@ocps.net](mailto:jean.floyd@ocps.net)
Thank you for being an outstanding partner in education in support of the students of Orange County Public Schools!