

EXHIBIT 3

Program Information



Arts Education is an investment in the future of a community

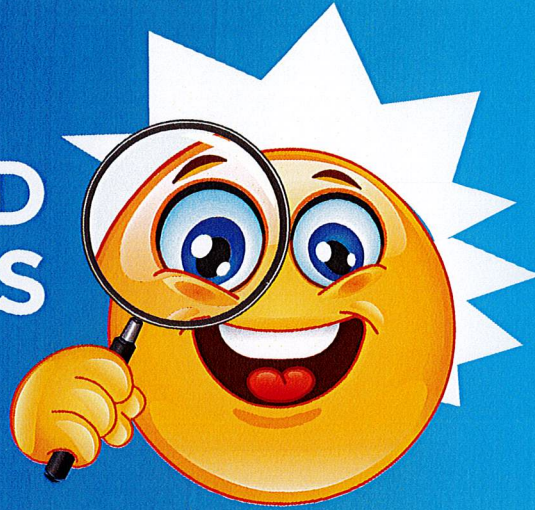
The purpose of this directory is to present teaching artists and community-based educators who utilize the arts to provide exciting, interactive learning experiences for youth, teens, adults, seniors, and special needs individuals. These learning experiences include, but are not limited to teaching, professional development, performances, workshops and exhibitions that may be offered to schools or community organizations. Members of the Directory working with youth in grades pre-K through 12th grade are also required to integrate Florida's academic standards into any services they offer targeting this group.

The Arts Education Committee of the Broward Cultural Council consists of educators, artists, and the education directors of many of Broward County's cultural organizations. The Committee reviews applications and decides which applicants meet the quality criteria for inclusion in the Directory, and demonstrate an understanding of teaching and learning pedagogies, classroom management, safety issues, and integration of Sunshine State Standards.

Members of the Directory are able to enjoy benefits from the Cultural Division's partnerships with the Children's Services Council of Broward County; the School Board of Broward County, FL; Broward Center for the Performing Arts; Kennedy Center Partners in Education Program; and the South Florida Cultural Consortium. These partnerships strengthen the Cultural Division's ability to facilitate job opportunities and professional development and training for participants in the Arts Education Directory.

For example, the Cultural Division partners with the Children's Services Council to ensure that providers offer before- and after-school care and summer programs that include quality arts education experiences as a value-added component. Participating CSC providers use the Directory as an excellent source of choice for obtaining arts and cultural educational, awareness and learning services.

**BROWARD
ARTS**



**KID
CULTURE**

Your **FREE** family
pass to events!

SIGN UP PERIOD
December 2017 -
Through January 2018

SIGN UP
At the
Main Office



A PROJECT OF THE BROWARD READS: CAMPAIGN FOR GRADE LEVEL READING

KID CULTURE will bring the 5,000 children and families at the ELC Road to Positive Child Outcomes centers to 20 plus cultural arts institutions in Broward with the goals of removing barriers to rich early learning experiences, contributing to brain development, promoting school readiness and supporting parents as their child's first teachers.

KID CULTURE

2018 PARTICIPATING ARTS AND CULTURAL VENUES

AH-TAH-THI-KI

M U S E U M

A PLACE TO LEARN, A PLACE TO REMEMBER.



**Art and Culture
Center/Hollywood**



YOUNG AT ART | MUSEUM



Kid Culture: Arts and Cultural Organization Participation Form

With the execution of this form you agree to participate in the Kid Culture 2017 - 2018 Season from February - September 2018.

Name of Participating Arts and Cultural Organization :

Contact Name and Title:

Contact Phone Number:

Contact E-mail:

Name of organization _____ agrees to provide the following as part of participation in program:

	Agree
Offer at least one free and one discounted event between February and August 2018.	<input type="radio"/>
Attend two Kid Culture organization meetings per year.	<input type="radio"/>
Provide content for Kid Culture Activity Guides for each experience using Kid Culture template.	<input type="radio"/>
Provide content for Kid Culture lesson plans using Kid Culture lesson plan template.	<input type="radio"/>
Track attendance in visitor log for each experience offered.	<input type="radio"/>
Participate in the program season.	<input type="radio"/>

Number of Offerings:

Dates of Offerings:

Number of Free Offerings:

Number of Discounted Offerings:

Signature:

Date:



Grace Kewl-Durfey
Education Advocacy and Cultural Tourism Section
Broward Cultural Division
100 S. Andrews Avenue, Fort Lauderdale, FL 33301
Office 954-357-7869 | Fax 954-357-5769 | broward.org/
arts

Kid Culture Lesson Plan Form

Date:	May 5th and July 21st	Total participants:	# 75
Cultural Organization or Artist:	Ah-Tah-Thi-Ki Museum	Group Size (per workshop Session if applicable)	NA
Partners:	NA	Event Duration:	8 hours
Venue:	Ah-Tah-Thi-Ki Museum	Event time:	9am-5pm

Sample

Program Outline: Describe the interactive experience in narrative format.

Our Kid Culture Activity day will encourage parents to help build vocabulary with their children as they learn about the Seminole people. During the program there will be several activities offered. Self-guided search and find activities will be available all day from 9am-5pm. Interactive storytelling time will be offered at 1:30, 2:00, 2:30, 3:00 and 3:30, and craft activities will be available from 1-4pm.

Program Structure: Describe the structure of the activity or program. Will the entire group participate together? Will you split into groups? Who will facilitate activities?

Visitors will be able to choose their own programs and activities. They will be able to work within their family groups for the search and find activities throughout the day. A museum staff member will provide the supplies and instructions. A museum staff member will help lead craft activities with participants for those family groups who choose to participate. Storytime will be led by a museum staff member at scheduled times for participants who choose to gather in a group.

Schedule of Events	
9am-5pm	Self-guided Search and Find Activities
1pm-4pm	Craft Activities
1:30, 2:00, 2:30, 3:00, 3:30	Storytelling

Link to reading readiness: Clarify how the program will impact reading readiness, language development or comprehension.

This program will introduce students to new vocabulary words that relate to the Seminole story and encourage parents to engage in conversation with their children.

Child Learning Outcomes: What will participants learn? Use measurable outcomes when appropriate.

Students will build vocabulary as they learn about elements of Seminole culture like chickees, patchwork, stickball, etc. Parents will also be encouraged to converse with their children as they share their own traditions.

Parent Involvement and Outcomes: Highlight how the program will develop parental skills and provide activities or support beyond this experience.

Parents will be encouraged to learn new things about Seminole people, to participate with their children throughout the different activities, and to lead activities and conversations with their children. During the storytelling activity, parents will be encouraged to participate with their children. Parents will be encouraged to help their children during craft activities. During the search and find activities (Finding Tradition and Boardwalk Bingo) parents will be directed to lead the activity and encouraged to have conversations and build vocabulary with their kids.

Sample

Evaluation: Describe the evaluation process, how will you know if you're successful?

We will know if we are successful if children can identify new words and if we see parents speaking with their children about the new things they learned at the Museum.

Program Linkages to Four-Year-Old Standards (check all that apply)

Physical Development		Approaches to Learning		Social and Emotional	
Health and Wellness	X	Eagerness and Curiosity		Self-Regulation Affective	
Self-Help		Persistence		Self-Regulation Life/Adaptive	
Gross Motor Development	X	Creativity	X	Relationships Self	
Fine Motor Development	X	Planning and Reflection		Relationships Peers	
				Relationships Adults	
				Social Problem Solving	

Language Communication and Emergent Literacy		Mathematical Thinking	
Listening and Understanding	X	Number Sense	X
Speaking	X	Number and Operations	
Vocabulary	X	Patterns and Seriation	
Sentences and Structure		Geometry	
Conversation	X	Spatial Relations	
Emergent Reading		Measurement	
Emergent Writing			

Scientific Inquiry		Social Studies		Creative Expression/ Arts	
Investigation and Inquiry		Individual Development/ Identity		Visual Arts	X
Physical Science		People, Places, Environments	X	Music	
Life Science		Technology and Our World		Creative Movement/ Dance	X
Earth and Space		Civic Ideals and Practices		Dramatic Play/ Theatre	
Environmental Awareness	X				

Notes or Additional Information: Add any pertinent information not included in the above. Can discuss program or artistic philosophy.

Sample

USE THE BELOW IF MULTIPLE ACTIVITIES ARE TAKING PLACE AS PART OF THE SAME EVENT, COPY AS NEEDED:

Activity: Interactive Storytelling	Facilitators: Museum Staff
Room Assignment: Picnic Area	Equipment Needed: Pictures, props
<p>Activity Description: Describe the activity</p> <p>A Museum staff member will lead this storytelling activity. They will tell students a story about a Seminole child and how they maintain their cultural traditions using pictures, props, and encouraging children to pantomime movements illustrating a part of the story or surviving a canoe.</p>	

Sample

Activity: Finding Traditions	Facilitators: Staff and parents
Room Assignment: Museum galleries	Equipment Needed: Search and Find pages, clipboards, pencils
<p>Activity Description: Describe the activity</p> <p>A museum staff member will instruct parents in how to lead the activity. Parents will be handed a sheet of paper with different Seminole traditions they can find in the galleries and encouraged to share their own family traditions with their children. For example: Find a food that is being prepared. What are some of your traditional family foods?</p>	

Activity: Boardwalk Bingo	Facilitators: Staff and parents
Room Assignment: Boardwalk	Equipment Needed: Boardwalk Bingo pages, clipboards, pencils
<p>Activity Description: Describe the activity</p> <p>A museum staff member will instruct parents in how to lead the activity and provide them with the activity sheet. As they find different items (for example: find a bird, find something red, find a tall tree) walking along the boardwalk, they will check them off and see if they can find enough to make a Bingo!</p>	

Activity: Coloring Pages	Facilitators: Staff and parents
Room Assignment: Picnic Area	Equipment Needed: Coloring Pages, Crayons, Colored Pencils

Cultural Arts Literacy Initiative Workshop

Understanding Arts Integration – Session 1

For Participating Early Education Centers

Wednesday October 26, 12:30 - 3pm (start time 1pm)

City of Lauderdale Lakes –Education Cultural Center, ECC Auditorium

3580 W. Oakland Park Blvd. Lauderdale Lakes, FL 33311.

PRE and POST SURVEY

Please circle your response.

- 1) How familiar are you with Art's Integrated lessons and why we use them?
 - Very
 - Somewhat
 - Not very
 - Not at all

- 2) How comfortable are you with using Transitions as a Teaching Tool?
 - Very comfortable
 - Comfortable
 - Somewhat comfortable
 - Not at all – only use it to transition from one activity to another

- 3) How do young children best acquire language when listening to storytelling?
 - When they sit quietly
 - When they actively participate
 - Watching a video as they listen

- 4) How often do you have the children sing or say a familiar nursery rhyme or song?
 - Rarely
 - Sometimes – several times a week
 - Often – every day
 - All the time – every day throughout the day

- 5) How often do you encourage the children to make up new verses of familiar songs or rhymes by changing the beginning sounds or words?
 - Rarely
 - Sometimes – several times a week
 - Often – every day
 - All the time – every day throughout the day

- 6) How comfortable are you improvising a story or a song?
 - Very comfortable
 - Comfortable
 - Somewhat comfortable
 - Not comfortable at all

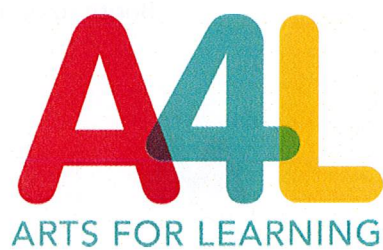
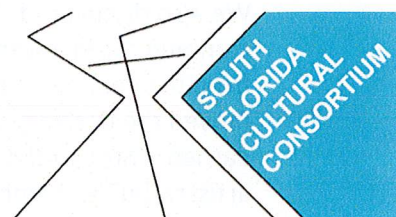
- 7) What strategies are already used in your classroom?
 - Choral reading/repetition
 - Story Dramatization
 - Expanding and creating new stories
 - Musicality including songs and rhythm
 - Movement/Dance
 - Imaginary Travel

TEACHING ARTIST CREDENTIALING

Results and Recommendations

December 18, 2018

DRAFT



The training was 40 hours in length and included observation, reflections, discussions, and practicums with the children at Dr. Henry Mack West Little River K-8.

To receive the credential/certificate each artists was assessed on his/her

- Knowledge/Mastery in art form
- Demonstration of arts integrated lesson planning proficiency
- Ability to incorporate and apply educational standards and 21st Century Skills
- Demonstration of effective and appropriate classroom management skills
- Effective implementation of lesson with appropriate real-time adjustments
- Ability to communicate effectively and connect with students and staff
- Ability to apply feedback to revise written plans and adjust lessons accordingly

Four or Five? of the six artists received the certificate.

Recommendations & Questions for Future Planning

The model created and piloted is one of the most comprehensive, thoughtful, and integrated in the country and remains rife with promise but the SFCC must begin to offer more credentialing opportunities with regularity to gain traction. Many local nonprofits who work with teaching artists are already trying to develop and strengthen the skills of the teaching artists with whom they work and a duplication of efforts is occurring in the community. Furthermore, the sense of community that could be fostered from an entity that is dedicated to the development of teaching artists is powerful. Ultimately, the South Florida community would benefit from having a dedicated director or contracted individual who would lead, manage, and scale this initiative while also helping to coordinate and share trainings that other entities are providing.

Thoughts on implementation, structure, and logistics

Endorsement

- Another round of Endorsements is needed. The faculty needs to be larger than Carrie Sue and Janet. Opportunities to become an endorsed artist could be biennial to start.
- Considerations should be made as to if endorsement primarily brings the opportunity for an artist to be a paid faculty member (when they teach a training) or if it should also come with a cash award for excellence (perhaps taking a fellowship approach).
- A fuller course offering needs to be created and can be done with partner organizations and additional endorsed artists who have specific areas of expertise. Digital badging can be created for each credential.

Guiding Question: Is the goal for endorsement to raise the bar and recognize excellence in the field or just find the best faculty for the overall spectrum of training opportunities?

Level 1 Credential

- The level 1 credential needs a new name – it can be an initiative in and of its self (Bootcamp? Building your TA-Game? Level Up?) and should be offered multiple time a year – perhaps a fall, spring, and summer offering - each in a different county to best serve the region. These should remain limited in enrollment as it is high level professional development with individualized feedback and observation. Each cohort of participants should then become part of a larger alum group and should be supported via a robust online platform – this could be as easy as a Facebook Group where artists can continue to ask questions, share successes, and resources. Breaking bread style sessions to open and close the training were incredibly helpful in building the sense of community with the artists in the group. Schedule wise, meeting twice a week for 5 weeks was suggested.
- The level 1 credential should have a certain number of slots than can be covered via scholarship; actually, all of slots should be provided via scholarship. Currently, there is an application process for the credential. This is important as the professional development is intense, requires strict time commitment, and the faculty needs to know some baseline information about each artist before the program begins.
- For artists who participate in the level 1 credential, they should then have access to a certain amount of coaching hours from an endorsed artist should they want or need additional coaching; especially if an artist excels in level 1 and may just need some coaching to be competitive for endorsement and a faculty opportunity.

Culture & Value Propositions

A teaching artist ecosystem/community dedicated to quality, learning, and support is vital. Even if the SFCC still wishes to build a *certification* program – the teaching artist culture does not seem to be ready for a true certification system nor do we observe that it is needed or warranted at this time. Build a learning community first - one where value propositions for participation are not punitive. Start with promotion, prestige, scholarships, and consider a funding opportunity. This may require fundraising/philanthropic support.

Sustainability & Expansion

A membership program should be explored. Organizations who hire teaching artists should pay a membership fee to support region-wide training programs. Organizations can receive a membership discount if they offer training in the region. Individual artists can also become members. The training opportunities can be varied and specialized. For each training that an artist attends, a special digital badge can be earned. These workshops and trainings are likely less intensive than the 40 hour level one credential. The goal is to build a culture around learning and improvement as part of the sector and there needs to be different entry levels and accounts for varying proficiencies.

This next round of effort, thinking, design, and implementation would benefit from a committed volunteer-based working group and a paid professional manager or director. This is not a light lift.

STARTING
JANUARY, 2019



FAMILY STRENGTHENING LAB

@ Gulfstream Early Learning Center



Welcome WEDNESDAYS

4 p.m. - 7 p.m.
2nd Wednesday of the Month

Free resources, activities, and informational sessions for caregivers.

Every Wednesday

Mix & Mingle @ the Lab

7:30 a.m. – 8:30 a.m.

- Pop-In for Free Coffee
- Check-Out Educational Materials
- Use Computers
- Chat with Staff about Resources



8:30 a.m. – 9:30 a.m.

Family Chats
Engage in conversations about the victories and challenges of raising a family.

JUST COME!! All Families New to Broward County are Welcome!

1st Tuesdays 5:30 p.m. – 6:30 p.m.

Are you new to Broward County or America?

Learn about available resources.
Conversations will be held in Creole, English, and Spanish.



RESOURCE CENTER

9:30 a.m. – 5:00 p.m.
Tuesdays, Wednesdays and Thursdays

Available FREE Resources:

- Washer/Dryer (by Appointment Only)
- Technology (Computers and Internet)
- Lending Library
- Resource Referral Services

For information and questions, please call 754-321-1599.



Family and Community Engagement

All events take place at
Gulfstream Early Learning Center
120 SW 4th Avenue
Hallandale Beach FL 330099



BILINGUAL
esol
DEPARTMENT



Established 1915
BROWARD
County Public Schools

The School Board of Broward County, Florida • Heather P. Brinkworth, Chair • Donna P. Korn, Vice Chair • Lori Alhadeff • Robin Bartleman • Patricia Good • Laurie Rich Levinson • Ann Murray • Dr. Rosalind Osgood
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The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department & District's Equity Coordinator/Title IX Coordinator at 754-321-2150 or Teletype Machine (TTY) 754-321-2158. Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or Teletype Machine (TTY) 754-321-2158. browardschools.com



Child Development Associates (CDA) Classes



Two Classes Available for Fall blended session 4 at the **NEW** Broward County Public Schools Gulfstream Early Learning Center in Hallandale

Course ID	Course Name	Day(s)	Time	Start Date	Ref. #
EEC1200	Early Childhood Education	M	6:00-8:45pm	10-22-18	616511
EEC1603	Child Guidance	W	6:00-8:45pm	10-24-18	616512

NEW Classes Offered in Hallandale!

Gulfstream Early Learning Center
 120 SW 4th Avenue, Hallandale Beach, 33009
 Phone #: 754-323-4700



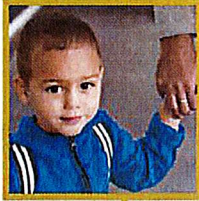
For additional information, contact Precious Eluett, 954-201-2522, peluett@broward.edu

Classes Run Until 12-12-18



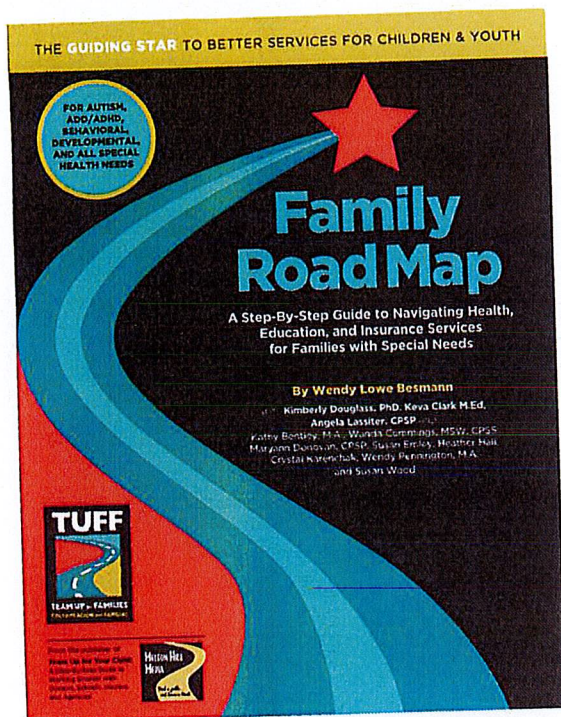
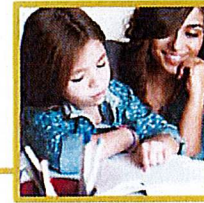
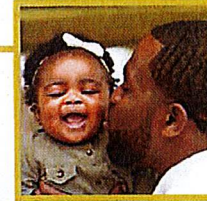
Directions

I-95 to Hallandale Beach Boulevard, East
 Go East to SW 4th Avenue, Turn Right
 School is on the Right Hand Side of SW 4th Avenue, just south of SW 1st Street



Free Training

For parents, foster and adoptive parents, grandparents, guardians, and others who care for children and youth with all types of special needs (including autism, ADD/ADHD, depression, bipolar, other psychiatric needs, or special health needs).



Each participant will receive a free copy of this 100-page guide created by families of children and youth with special needs.

Family Road Map

A step-by-step course that empowers families to get better health, education, and insurance services

Discover simple strategies used by families who share your experiences.

Join us for this FREE training!

**Saturday August 25, 2018
8:30am-4:30pm**

**Gulfstream Early Childhood Center of Excellence
120 SW 4 Street**

Hallandale Beach, FL 33009

Space is limited. Reservations required.

Bringing lunch is suggested

**Call to reserve a spot
(954)533-0585**

