

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 04/10/18 – U

Grant Program	Lowes Foundation Community Grant*
Status	New - Competitive
Funds Requested	\$17,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$17,000. The source of funds is the Lowes Foundation. There is no additional financial impact to the District.
Schools Included	Coral Springs Elementary School
Managing Department/School	Coral Springs Elementary School
Source of Additional Information	1. Collen M. Clarke, Media Specialist – Coral Springs Elementary School 754-322-5900
Project Description	Should the grant be approved, funds will be used to purchase new chairs and tables for the media center, along with a laptop cart and new laptops to facilitate the integration of technology in student learning.
Evaluation Plan	N/A
Research Methodology	The effective integration of technology into schools has been shown as an effective strategy to promote learning.
Alignment with Strategic Plan	This project is aligned with the District Strategic Plan Goal 1: High-Quality Instruction through the implementation of activities aimed at improving learning.
Level of Support provided by Grants Administration & Government Programs (GAGP)	GAGP staff were responsible for gathering application information from the school, writing the executive summary for the Board agenda, preparing a hard copy of the file for record keeping and tracking the grant.

**Indicates that funding opportunity was disseminated to school or department by GAGP.*

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 04/10/18 – V

Grant Program	National Endowment for the Arts Art Works – Visual Arts							
Status	New – Competitive							
Funds	\$16,785 (requested)							
Financial Impact Statement	The potential positive financial impact is \$16,785. The source of funds is the National Endowment for the Arts (NEA) Art Works grant. Broward County Public Schools (BCPS) is required to provide at least a 1:1 match and is doing so through a portion of staff salaries totaling \$16,964.							
Schools Included	Title I BCPS elementary schools with no visual arts instruction – currently there are 46 schools that fit these criteria. Final school selection will depend on the principal’s interest and availability and the school’s capacity to sustain the program after the grant.							
Managing Department/School	Applied Learning Department							
Source of Additional Information	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">1. Donna Haynes, Art Curriculum Supervisor K-12 – Applied Learning Department</td> <td style="width: 30%; text-align: right;">754-321-1862</td> </tr> <tr> <td>2. Elizabeth Hodges, Educator – Tropical Elementary</td> <td style="text-align: right;">754-323-7750</td> </tr> <tr> <td>3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)</td> <td style="text-align: right;">754-321-2260</td> </tr> </table>		1. Donna Haynes, Art Curriculum Supervisor K-12 – Applied Learning Department	754-321-1862	2. Elizabeth Hodges, Educator – Tropical Elementary	754-323-7750	3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
1. Donna Haynes, Art Curriculum Supervisor K-12 – Applied Learning Department	754-321-1862							
2. Elizabeth Hodges, Educator – Tropical Elementary	754-323-7750							
3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260							
Project Description	To support elementary students in the lowest performing schools, Broward County Public Schools proposes a visual arts project called “Art Reaching Today’s Youth – Breaking Down Barriers.” The project will impact at least 3,000 K-5 students and their teachers and parents. Students, selected from low-performing Title I schools with no arts instruction, will explore their creativity, diversity, social-emotional development, and cultural heritage aboard buses converted into mobile art studios. Resident artists reflecting South Florida’s cultural diversity will provide project-based art instruction to students at each school four times during one week of the academic year. The resulting art will be exhibited at a culminating event held at ArtServe. Instruction will incorporate arts and core curriculum standards in constructing puppets, painting murals, and developing mixed media.							
Evaluation Plan	Success of the project will be assessed based on the number of children participating in the visual arts workshops and the satisfaction of the participating administrators/teachers with the program. The number of core and arts standards met during the project will also be reported. Ultimately, success will be determined based on the number of participating schools that continue visual arts instruction for their students and the longer-term results of increased attendance, decreased behavioral incidents, and improved student academic achievement (e.g., grades, end of course exams, assessments)							
Research Methodology	A 2012 NEA report concluded “a student from a low socioeconomic background with a high-arts educational experience significantly outperformed peers from a low-arts, low socioeconomic background.” Art Reaching Today’s Youth – Breaking Down Barriers is uniquely designed to meet the educational and social-emotional needs of these underserved students. Sadly, 49 elementary schools in Broward County do not have visual arts programming at this time. ARTY will target the low-performing, Title I schools to deliver art lessons for K-5 students.							
Alignment to Strategic Goals	This grant supports Strategic Plan Goal 1: High-Quality Instruction by integrating arts instructional practices with core curriculum instruction to improve student achievement as well as Goal 3: Effective Communication through the strong partnerships created with community organizations and local artists.							
Level of Support provided by GAGP	GAGP staff provided support in writing and submitting the grant application, drafting the executive summary for board approval and tracking the grant in the system.							

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 04/10/18 – W

Grant Program	National Speech & Debate Association/John Templeton Foundation Big Questions
Status	New - Competitive
Funds Requested	\$900 (awarded)
Financial Impact Statement	The positive financial impact is \$900. The source of funds is the National Speech & Debate Association and the John Templeton Foundation. There is no additional financial impact to the District.
Schools Included	Miramar High School
Managing Department/School	Miramar High School
Source of Additional Information	1. Renea Moss, Teacher & Debate Coach – Miramar High School 754-323-1350 2. David T. Franklin, Budget Support Specialist – Business Support Center 754-321-0608
Project Description	Big Questions is a debate format through which high school and middle school students grapple with complex worldview questions as they debate both sides of a topic.
Evaluation Plan	N/A
Research Methodology	N/A
Alignment with Strategic Plan	This grant award is aligned to District Strategic Goal 1: High-Quality Instruction as students build college and career readiness skills.
Level of Support provided by Grants Administration & Government Programs (GAGP)	GAGP staff were responsible for gathering application information from the school, writing the executive summary for the board agenda, preparing a hard copy of the file for record keeping and tracking the grant.

Grant 04/10/18 – X

Grant Program	National Broadcasting Company/Education Theatre Foundation RISE America
Status	New - Competitive
Funds Requested	\$10,000 (awarded)
Financial Impact Statement	The positive financial impact is \$10,000. The source of funds is NBC and the Education Theatre Foundation. There is no additional financial impact to the District.
Schools Included	Hallandale High School
Managing Department/School	Hallandale High School
Source of Additional Information	1. Kayla Mason, Teacher – Hallandale High School 754-323-0900 2. Mark Howard, Principal – Hallandale High School 754-323-0900
Project Description	Through R.I.S.E. (Recognizing and Inspiring Student Expression) America, NBC has awarded each of the 50 winning schools with a \$10,000 grant that will cover the critical needs of their theatre programs ranging from production expenses to technical equipment and master classes. This grant will be used to strengthen the theater program at Hallandale High through the purchase costumes, lighting and equipment.
Evaluation Plan	N/A
Research Methodology	N/A
Alignment with Strategic Plan	This grant award is aligned to District Strategic Goal 1: High-Quality Instruction.
Level of Support provided by Grants Administration & Government Programs (GAGP)	GAGP staff were responsible for gathering application information from the school, writing the executive summary for the Board agenda, preparing a hard copy of the file for record keeping, tracking the grant, and legal contract routing.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 04/10/18 – Y

Grant Program	New York Life Foundation - Grief-Sensitive School Program
Status	New - Competitive
Funds Requested	\$500 (awarded)
Financial Impact Statement	The positive financial impact is \$500. The source of funds is New York Life Foundation. There is no additional financial impact to the District.
Schools Included	Sawgrass Elementary School
Managing Department/School	Sawgrass Elementary School
Source of Additional Information	1. Natasha L. Zachariah-Estrill, Bookkeeper – Sawgrass Elementary School 754-322-8500
Project Description	Sawgrass Elementary School has received a grant of \$500 from the New York Life Foundation. The grant will be used to support the Grief-Sensitive School program. This grant did not require an application.
Evaluation Plan	N/A
Research Methodology	N/A
Alignment with Strategic Plan	This grant is aligned with the School District’s Strategic Goal 3: Effective Communication Social and Emotional Learning
Level of Support provided by Grants Administration & Government Programs (GAGP)	GAGP staff were responsible for gathering application information from the school, writing the executive summary for the board agenda, preparing a hard copy of the file for record keeping and tracking the grant.

Grant 04/10/18 – Z

Grant Program	Publix Charities Corporate Sponsorship*
Status	New - Competitive
Funds Requested	\$500 (requested)
Financial Impact Statement	The potential positive financial impact is \$500. The source of funds is Publix Charities. There is no additional financial impact to the District.
Schools Included	Hallandale High School
Managing Department/School	Hallandale High School
Source of Additional Information	1. Kayla Mason, Teacher - Hallandale High School 754-323-0900
Project Description	Hallandale High’s Drama Club strives to impact students by inspiring and motivating them to excel academically and to become successful through applied learning techniques. This proposal seeks to further the school’s academic goals by increasing opportunities for students to participate in club competitions and plays.
Evaluation Plan	N/A
Research Methodology	N/A
Alignment with Strategic Plan	This grant award is aligned to District Strategic Goal 1: High-Quality Instruction through applied learning.
Level of Support provided by Grants Administration & Government Programs (GAGP)	GAGP staff were responsible for gathering application information from the school, writing the executive summary for the board agenda, preparing a hard copy of the file for record keeping and tracking the grant.

**Indicates that funding opportunity was disseminated to school or department by GAGP.*

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 04/10/18 – AA

Grant Program	Reflex Math				
Status	New - Competitive				
Funds Requested	\$0 (\$800 in-kind donation awarded)				
Financial Impact Statement	The positive financial impact is \$0. The source of funds is Reflex that is donating one-year access to their online math game. There is no additional financial impact to the District.				
Schools Included	Pembroke Lakes Elementary School				
Managing Department/School	Pembroke Lakes Elementary School				
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Miriam Selevan, Teacher - Pembroke Lakes Elementary School</td> <td style="width: 30%; text-align: right;">754-323-6950</td> </tr> <tr> <td>2. Lacrosha L Cooper, Assistant Principal - Pembroke Lakes Elementary School</td> <td style="text-align: right;">754-323-6950</td> </tr> </table>	1. Miriam Selevan, Teacher - Pembroke Lakes Elementary School	754-323-6950	2. Lacrosha L Cooper, Assistant Principal - Pembroke Lakes Elementary School	754-323-6950
1. Miriam Selevan, Teacher - Pembroke Lakes Elementary School	754-323-6950				
2. Lacrosha L Cooper, Assistant Principal - Pembroke Lakes Elementary School	754-323-6950				
Project Description	The school will use grant funds to provide full use of Reflex, an online game-based system that enables students of all abilities to develop instant recall of math facts, for one classroom of students. Pembroke Lakes Elementary 2nd grade High Achieving class will use this program as a great fluency program to help students to master quick recall of math facts.				
Evaluation Plan	It is so easy to track student progress through Reflex. It is motivating for both the student and the teacher to watch the students become proficient with their math facts.				
Research Methodology	N/A				
Alignment with Strategic Plan	This grant award is aligned to District Strategic Goal 1: High-Quality Instruction				
Level of Support provided by Grants Administration & Government Programs (GAGP)	GAGP staff were responsible for gathering application information from the school, writing the executive summary for the board agenda, preparing a hard copy of the file for record keeping and tracking the grant.				

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 04/10/18 – BB

Grant Program	Sky Ranch Foundation*
Status	New - Competitive
Funds Requested	\$39,342 (requested)
Financial Impact Statement	The potential positive financial impact is \$39,342. The source of funds is the Sky Ranch Foundation. The District is ineligible for the grant therefore the Broward Education Foundation (BEF) will be the lead applicant.
Schools included	Broward Youth Treatment Center and Pompano Youth Treatment Center
Managing Department/School	Office of Equity and Academic Achievement
Source of Additional Information	1. David Watkins, Director – Equity & Academic Achievement 754-321-1650 2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	<p>In partnership with BEF, Broward County Public Schools developed the TRAIN (Teaching, Redirecting and Advancing Individuals of the Next generation) program to improve academic attainment, career technical training, and job placement of youth at Broward and Pompano Youth Treatment Centers (Centers). The program is designed to assist at least sixty-four (64) youth in completing certification testing in culinary arts or forklift operation, respective first aid and safety skills, and CPR.</p> <p>The Centers are non-secure residential facilities for males age 13-18 who live at the facility from 4-6 months. BCPS currently provides educational instruction at the Centers, which serves as the cornerstone of the center’s programs with emphasis on cognitive development, behavioral skills, vocational training, and active learning and relearning and helps to improve the overall conditions for juveniles in confinement. Individualized academic plans will be developed for youth through Naviance, an online College and Careers Planning tool, and results from the Test of Adult Basic Education. Youth in either Center for at least four months and having a 7th – 9th grade level or higher will be enrolled in the Career Technical Education (CTE) courses taught by State-licensed and certified instructors on-site at each Center.</p>
Evaluation Plan	The program will be judged a success if over the course of one year 64 youth complete coursework towards industry-recognized certifications, qualifying them to continue a CTE program at any Florida technical college. The youth will receive information about career pathways of their choice and contact with a potential employer.
Research Methodology	The U.S. Departments of Education and Justice estimate that each year 700,000 individuals leave prisons and half will return within 3 years. Incarceration does not improve the community and it negatively affects youth education and employability. According to a 2013 study from the RAND Corporation, inmates who participated in correction education program had 43 percent lower odds of returning to prison than those who did not participate. Nevertheless incarcerated youth lack career technical education opportunities during their confinement and have virtually no assistance for successful transition back to their communities and schools.
Alignment with Strategic Plan	This program aligns with Strategic Plan Goal 1: High Quality Instruction (College and Career Readiness) by increasing the career technical preparation of Center youth.
Level of Support provided by GAGP	This funding opportunity was identified by GAGP staff and the grant application was written by GAGP staff. In coordination with BEF and the Department of Equity and Academic Attainment staff, GAGP submitted the grant application and developed the budget. Additionally GAGP staff wrote the executive summary for board approval and will track the grant in the system.

**Indicates that funding opportunity was disseminated to school or department by GAGP.*

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 04/10/18 – CC

Grant Program	Target Field Trip Grants* - Cypress Elementary						
Status	New - Competitive						
Funds Requested	\$700 (awarded)						
Financial Impact Statement	The positive financial impact is \$700. The source of funds is Scholarship America. There is no additional financial impact to the District.						
Schools Included	Cypress Elementary School						
Managing Department/School	Cypress Elementary School						
Source of Additional Information	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">1. Claudine Dunbar-Creary, Teacher – Cypress Elementary School</td> <td style="width: 30%; text-align: right;">754-322-6050</td> </tr> <tr> <td>2. Karen M. Voss, Budget Support Specialist – Business Support Center</td> <td style="text-align: right;">754-321-0600</td> </tr> <tr> <td>3. Carla T. Ware, Budget Support Specialist – Business Support Center</td> <td style="text-align: right;">754-321-0607</td> </tr> </table>	1. Claudine Dunbar-Creary, Teacher – Cypress Elementary School	754-322-6050	2. Karen M. Voss, Budget Support Specialist – Business Support Center	754-321-0600	3. Carla T. Ware, Budget Support Specialist – Business Support Center	754-321-0607
1. Claudine Dunbar-Creary, Teacher – Cypress Elementary School	754-322-6050						
2. Karen M. Voss, Budget Support Specialist – Business Support Center	754-321-0600						
3. Carla T. Ware, Budget Support Specialist – Business Support Center	754-321-0607						
Project Description	Cypress Elementary is part of the Kids and the Power of Work (KAPOW) partnership. KAPOW introduces young students to work-related concepts and experiences that can be continually reinforced throughout the students' formative years. As part of the KAPOW curriculum students will participate in field trips. This field trip will give students an opportunity to make connections between the skills they learn in the classroom and those that workers use in a real workplace.						
Evaluation Plan	This educational field trip is aligned with the Florida Standards. Student learning will be measured and assessed throughout the school year.						
Research Methodology	Enriching field trips such as the one proposed in this program, contribute to the development of students so that they can possess more knowledge about science and the natural environment.						
Alignment with Strategic Plan	All activities in this grant are aligned to District Goal 1: High-Quality Instruction as the program encourages teachers to use innovation in teaching to improve student outcomes.						
Level of Support provided by Grants Administration & Government Programs (GAGP)	GAGP staff were responsible for gathering application information from the school, writing the executive summary for the board agenda, preparing a hard copy of the file for record keeping and tracking the grant.						

**Indicates that funding opportunity was disseminated to school or department by GAGP.*

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 04/10/18 – DD

Grant Program	Target Field Trip Grants* - Dolphin Bay Elementary
Status	New - Competitive
Funds Requested	\$700 (awarded)
Financial Impact Statement	The positive financial impact is \$700. The source of funds is Scholarship America. There is no additional financial impact to the District.
Schools Included	Dolphin Bay Elementary School
Managing Department/School	Dolphin Bay Elementary School
Source of Additional Information	1. Cristina Laguna, Teacher – Dolphin Bay Elementary School 754-323-8000 2. Minerva C. Carlo, Budget Support Specialist – Business Support Center 754-321-0626
Project Description	Through the generous support of Target Field Trip Grant Foundation, this grant will be used to offer programs with the goal to improve our science assessment scores by providing a field trip that will be based on the science standards for 5th grade. Specifically, the school will utilize the grant to plan a field trip with the Museum of Discovery and Science. The field trip will be aimed at providing students with a small group hands on experience in the strand of Earth & Space Science.
Evaluation Plan	This educational field trip is aligned with the Florida Standards. Student learning will be measured and assessed throughout the school year.
Research Methodology	Enriching field trips such as the one proposed in this program, contribute to the development of students so that they can possess more knowledge about science and the natural environment.
Alignment with Strategic Plan	This grant award is aligned to District Strategic Goal 1: High-Quality Instruction.
Level of Support provided by Grants Administration & Government Programs (GAGP)	GAGP staff were responsible for gathering application information from the school, writing the executive summary for the board agenda, preparing a hard copy of the file for record keeping and tracking the grant.

**Indicates that funding opportunity was disseminated to school or department by GAGP.*

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 04/10/18 – EE

Grant Program	Target Field Trip Grants* - Silver Palms Elementary
Status	New - Competitive
Funds Requested	\$700 (awarded)
Financial Impact Statement	The positive financial impact is \$700. The source of funds is Scholarship America. There is no additional financial impact to the District.
Schools Included	Silver Palms Elementary School
Managing Department/School	Silver Palms Elementary School
Source of Additional Information	1. Shannon R. Arias, Assistant Principal – Silver Palms Elementary School 754-323-7450
Project Description	Silver Palms Elementary is part of the Kids and the Power of Work (KAPOW) partnership. KAPOW introduces young students to work-related concepts and experiences that can be continually reinforced throughout the students' formative years. As part of the KAPOW curriculum students will participate in field trips. This field trip will give students an opportunity to make connections between the skills they learn in the classroom and those that workers use in a real workplace.
Evaluation Plan	This educational field trip is aligned with the Florida Standards. Student learning will be measured and assessed throughout the school year.
Research Methodology	Enriching field trips such as the one proposed in this program, contribute to the development of students so that they can possess more knowledge about the work environment that they will one day join.
Alignment with Strategic Plan	This grant award is aligned to District Strategic Goal 1: High-Quality Instruction.
Level of Support provided by Grants Administration & Government Programs (GAGP)	GAGP staff were responsible for gathering application information from the school, writing the executive summary for the board agenda, preparing a hard copy of the file for record keeping and tracking the grant.

**Indicates that funding opportunity was disseminated to school or department by GAGP.*

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 04/10/18 – FF

Grant Program	The New Teacher Project/Gates Foundation: Networks for School Improvement Grant*
Status	New – Competitive
Funds Requested	\$1,000,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$1,000,000 over 3 years. The lead applicant is The New Teacher Project (TNTP) through funding from the Gates Foundation. There is no additional financial impact to the District.
Schools Included	Twenty (20) middle schools with majority Black, Hispanic and low-income students will be selected from across the District. Schools will be screened to ensure core elements of readiness (e.g., stable leadership, appropriate demographics of students, clear need in mathematics, etc.) as well as qualitative readiness such as instructional system, collaboration, school culture, and school team’s readiness to engage in strategic inquiry process.
Managing Department	Office of Academics
Source of Additional Information	1. Daniel Gohl, Chief Academic Officer – Office of Academics 754-321-2618 2. Stephanie R. Williams, Director – Grants Administration & Government Programs 754-321-2260
Project Description	<p>The New Teacher Project (TNTP) will work with a network of approximately 20 middle schools in Broward County Public Schools toward a common aim of improving 8th grade students’ proficiency in mathematics, as well as improving the percent of 8th grade students meeting other relevant on-track indicators.</p> <p>TNTP will support district and school teams by co-conducting an in-depth diagnostic, which will serve as an initial root cause analysis that can help District leaders and school teams identify key drivers that influence 8th grade proficiency. TNTP will support the school and district leaders with identifying school-based inquiry teams and training them on the principles and process of continuous improvement, including methods for collecting practical measures (e.g., regular reviews of student artifacts).</p> <p>TNTP will work with school teams as they identify small, specific changes to serve as the foundation of rapid cycles of inquiry, study, and reflection using a Plan-Do-Study-Act cycle. These cycles will highlight potentially successful approaches to achieving the aim, as well as those that may need to be adjusted or changed. Together, the network of schools will be able to identify and scale changes to how students are supported in grades 6-8 such that they are better prepared for, and successful in, 8th grade mathematics, ultimately leading to better success in high school and beyond.</p>
Evaluation Plan	The focus on improving the experience of students in 8 th grade mathematics classrooms will improve their proficiency in mathematics according to state assessments and curriculum-embedded interim assessments. Curriculum-embedded assessments provide relevant and timely data that can be compared across classrooms and schools. Educators will gain practice using the common, formative assessments grounded in standards-aligned materials. As students have more engaging experiences, they will be less likely to be chronically absent and receive low grades and will be better able to maintain a G.P.A of 2.5 or higher.
Research Methodology	Like many large urban school districts, the mathematics achievement gap between white students and Black students in Broward is large – 30 percentage points in school year 2016-2017 – as well as the gap between economically disadvantages and non-economically disadvantaged students – 24 percentage points in school year 2016/17.
Alignment with Strategic Plan	The grant is aligned with Strategic Goal 1 – High Quality Instruction as it focuses on improving the quality and rigor of instruction taking place in classrooms, as well as Strategic Goal 2 – Continuous Improvement through training on a common

POST-SUBMISSION EXECUTIVE SUMMARY

	observation tool, data collection process and shared learning. This grant also aligns with the District's priority of reimagining the middle grades experience.
Level of Support provided by GAGP	GAGP staff worked in collaboration with The New Teacher Project, the Office of Academics, and the Office of School Performance and Accountability to develop the grant application and the executive summary for board approval. GAGP will track the grant in the system.

**Indicates that funding opportunity was disseminated to school or department by GAGP.*

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 04/10/18 – GG

Grant Program	UL Innovative Education Award*
Status	New - Competitive
Funds Requested	\$25,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$25,000. The source of funds is UL. This application was submitted through and will be managed by the Broward Education Foundation. There is no additional financial impact to the District.
Schools Included	All schools are invited to participate in the P3 Eco-Challenge
Managing Department/School	Applied Learning
Source of Additional Information	1. Dr. Lisa Milenkovic, Supervisor, STEM+Computer Science – 754-321-2623 Applied Learning Department 2. Stephanie R. Williams, Director – Grants Administration & 754-321-2260 Government Programs (GAGP)
Project Description	Broward County Public Schools applied for additional support of the P3 Eco-Challenge program. The P3 Eco-Challenge rewards students, educators, schools and volunteers for their environmentally-conscious activities and initiatives in Broward County Public Schools. Schools are challenged in school grounds enhancement, sustainability, curriculum integration, community involvement, administrative support, and special projects. Stewards - teachers, students, non-instructional and custodial staff - must show evidence of promoting civic responsibility, environmental stewardship, and education of environmental issues. In addition, there are yearly environmental challenges. Special projects this year ask schools for a climate action plan and the PSA challenge is a short video on “A Day Without Water” to educate others on water conservation.
Evaluation Plan	BCPS is an award winning, environmentally-conscious district that stretches from the sawgrass of the Everglades to the seagrass of the Atlantic Ocean. The P3 Eco-Challenge’s goal is to encourage all schools to embrace a culture that supports environmental stewardship and every student, teacher, and staff member embraces the three pillars as a U.S. Department of Education Green Ribbon district: health and wellness, environmental stewardship, and environmental education. Program success will be measured by an increase in school participation and enthusiasm.
Research Methodology	Studies show that students are more stimulated and apt to learn when they can interact with hands-on learning tools, which various forms of project-based learning and educational technology provide.
Alignment with Strategic Plan	All activities in this grant align to District Goal 3: Effective Communication through Applied Learning as students and staff across the district apply innovation mindsets to everyday opportunities for conservation.
Level of Support provided by GAGP	GAGP staff worked with the department to review the requirements and confirm timely submission. GAGP also composed the executive summary for the board agenda, prepared a hard copy of the file for record keeping, and will track the grant application through the grants management system.

**Indicates that funding opportunity was disseminated to school or department by GAGP.*

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 04/10/18 – HH

Grant Program	United Way of Broward County: Universal and Selective Behavioral Health Prevention Programs RFA
Status	New - Competitive
Funds	\$591,209 (requested)
Financial Impact Statement	The potential positive financial impact is \$591,209. The source of funding is the United Way of Broward County. There is no additional financial impact to the school district.
Schools Included	District-wide traditional high schools and 6-12 centers
Managing Department/School	Student Support Initiatives
Source of Additional Information	<ol style="list-style-type: none"> 1. Mickey Pope, Executive Director – Student Support Initiatives 754-321-1660 2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	<p>Broward County Public Schools (BCPS) proposes <i>Substance Abuse Prevention in Broward County's High Schools</i>, substance abuse prevention education and programming for all ninth-grade students at Broward's 31 traditional high schools and three grade 6-12 centers. The proposed program will be inclusive of the District's diverse student population, including exceptional education students, English language learners, and students with traditionally higher rates of substance abuse, such as students with Adverse Childhood Experiences (ACEs), LGBTQ students, and other identified students with high risk of substance abuse.</p> <p>BCPS will use Botvin's <i>Life Skills Training (LST)</i> High School program. <i>LST</i> is a research-validated substance abuse prevention program proven to reduce the risks of alcohol, tobacco, drug abuse, and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors. This comprehensive program provides adolescents and young teens with the confidence and skills necessary to successfully handle challenging situations.</p> <p>BCPS has requested funding to support 4 Substance Abuse Specialists to administer the <i>LST</i> program to ninth-grade students during one quarter of their personalization period. These specialists will also lead awareness campaigns and host pro-social clubs at each of their assigned schools. Additional grant funding will support a Data Analyst position and program supplies for each student.</p>
Evaluation Plan	To measure the effectiveness of substance abuse reduction in Broward students, the <i>Youth Risk Behavior Survey</i> data from 2017 and 2019 will be compared.
Research Methodology	<i>LST</i> is backed by over 30 scientific studies and is recognized as a Model or Exemplary program by an array of government agencies including the U.S. Department of Education and the Center for Substance Abuse Prevention.
Alignment to Strategic Goals	Goal 3: Effective Communication (Response to Intervention)
Level of Support provided by GAGP	GAGP staff assisted with processing the required documents to ensure submission, facilitated planning meetings, and coordinated material design. GAGP staff provided final editing to the grant narrative, finalized the budget, and compiled the extensive proposal attachments for delivery to the funder. Additionally, GAGP staff prepared the executive summary for board approval, prepared documents for School Board records, and will track the grant in the grant management system.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 04/10/18 –II

Grant Program	University of Virginia/Gates Foundation: Networks for School Improvement Grant*
Status	New – Competitive
Funds Requested	\$340,000 (requested)
Financial Impact Statement	The potential positive financial impact is approximately \$340,000 over two years. The lead applicant is The University of Virginia through funding from the Gates Foundation. Funding is slated to cover the salary and benefits of one Cadre Director for at least two years. There is no additional financial impact to the District.
Schools Included	Per the funder’s guidelines, the intended beneficiaries are 4-6 middle schools and 4-6 high schools with a school population of predominately Black, Latino, or low-income students. Schools will be selected based upon English Language Arts FSA scores.
Managing Department	Office of School Performance & Accountability (OSPA)
Source of Additional Information	1. Veda Hudge, Director – Office of Service Quality 754-321-3636 2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	<p>Broward proposes a multi-year partnership with Partnership for Leaders in Education (PLE) of the University of Virginia to enhance local options for professional development and expand the capacity of current principal supervisors. This will contribute to successful turnaround efforts in our school district.</p> <p>We have invited PLE to facilitate two Professional Learning Communities (PLC), one at the middle school level and one at the high school level. To align with the focus of the Gates Foundation, each community will include 4-6 schools in which the majority of students are Black, Latino, and low-income.</p> <p>PLE’s key support actions will focus on: 1) Helping leaders deepen their vision of excellence and re-examine secondary school system practices to build a network support structure for identified network schools and their leaders. 2) Providing world-class leadership development and follow-up consultation to district and network school teams 3) Enhancing relevance and alignment of instructional support to schools, by creating opportunities to identify the most pressing needs for the networks and facilitating opportunities for teams to come together to address needs. OSPA will designate one current Cadre Director to oversee one of the PLCs and use grant funding to hire another Cadre Director to oversee the second.</p>
Evaluation Plan	In the middle school network, the PLC will focus on identifying classroom strategies and student intervention to support on-track middle school promotion, especially through English Language Arts (ELA) proficiency. In the high school network, the PLC will reinforce strategies for improving graduation outcomes and post-secondary advancement, also focusing on ELA proficiency as a central factor for student success.
Research Methodology	For the given population, Broward students show a greater proficiency gap in ELA compared to mathematics and science. This deficiency is related to earlier trends in 3rd grade literacy where minority students exhibit a greater likelihood of not reading on grade level than other groups. Working to bridge the ELA gap at the secondary level will align with greater Broward County literacy goals. Broward recognizes that students utilize their English language skills to effectively learn in all subjects. Advances to teaching in ELA coursework will have ripple effects as students sit for state assessments or other concordant assessments, thus affecting their graduation track and subsequent college or career pathways.
Alignment with Strategic Plan	The activities of this grant are aligned with Strategic Goal 1 – High Quality Instruction (Reimagining Middle Grades and College & Career Readiness) by ensuring that students have high quality, continuously learning, certified instructors;

POST-SUBMISSION EXECUTIVE SUMMARY

	and Strategic Goal 2 – Continuous Improvement by improving the management, organization, and alignment of resources including staff and robust training opportunities.
Level of Support provided by GAGP	GAGP staff identified the opportunity, facilitated district proposal planning, collaborated with PLE, developed relevant aspects of the grant application and wrote the executive summary for board approval. GAGP will track the grant in the system.

**Indicates that funding opportunity was disseminated to school or department by GAGP.*

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 04/10/18 – JJ

Grant Program	Walmart Foundation Community Grant Program* - Lauderdale Lakes Middle
Status	New - Competitive
Funds Requested	\$2,500 (awarded)
Financial Impact Statement	The positive financial impact is \$2,500. The source of funds is Walmart Foundation. There is no additional financial impact to the District.
Schools Included	Lauderdale Lakes Middle School
Managing Department/School	Lauderdale Lakes Middle School
Source of Additional Information	1. Shandrell L. Roscoe, Community Liaison – Lauderdale Lakes Middle School 754-322-3500
Project Description	This grant will support the “Community Place” program through which the school and community will receive information and resources including health education and services.
Evaluation Plan	N/A
Research Methodology	N/A
Alignment with Strategic Plan	This grant award is aligned to District Strategic Goal 3: Effective Communication through family and community engagement.
Level of Support provided by Grants Administration & Government Programs (GAGP)	GAGP staff were responsible for gathering application information from the school, writing the executive summary for the board agenda, preparing a hard copy of the file for record keeping and tracking the grant.

**Indicates that funding opportunity was disseminated to school or department by GAGP.*

Grant 04/10/18 – KK

Grant Program	Walmart Foundation Community Grant Program* - Winston Park Elementary
Status	New - Competitive
Funds Requested	\$1,000 (awarded)
Financial Impact Statement	The positive financial impact is \$1,000. The source of funds is Walmart Foundation. There is no additional financial impact to the District.
Schools Included	Winston Park Elementary School
Managing Department/School	Winston Park Elementary School
Source of Additional Information	1. Liliana M. Greenwald, Teacher – Winston Park Elementary School 754-322-2900 2. Crystal N. Langley Walker, Teacher – Winston Park Elementary School 754-322-2900
Project Description	Grant funds will be used to support the social and emotional learning of children and adults through a dedicated space at the school. The new Social Emotional Learning Lab will serve as centralized meeting place where students will receive additional assistance obtaining the skills needed for them to identify, develop, and manage their emotions.
Evaluation Plan	N/A
Research Methodology	N/A
Alignment with Strategic Plan	This grant award is aligned to District Strategic Goal 3: Effective Communication through the promotion of activities aimed at supporting social and emotional learning.
Level of Support provided by Grants Administration & Government Programs (GAGP)	GAGP staff were responsible for gathering application information from the school, writing the executive summary for the board agenda, preparing a hard copy of the file for record keeping and tracking the grant.

**Indicates that funding opportunity was disseminated to school or department by GAGP.*

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 04/10/18 – LL

Grant Program	Whole Kids Foundation Garden Grant Program*
Status	New - Competitive
Funds Requested	\$2,157 (awarded)
Financial Impact Statement	The positive financial impact is \$2,157. The source of funds is Whole Kids Foundation. There is no additional financial impact to the District.
Schools Included	Broward Youth Treatment Center
Managing Department/School	Broward Youth Treatment Center & Department of Equity and Academic Attainment
Source of Additional Information	1. Pamela Smith, Counselor - Department of Equity and Academic Attainment 754-323-3500
Project Description	Grant funds will be used to establish an edible garden at the center. Students will harvest crops, learn to cook from garden produce and enjoy eating and sharing healthy vegetable dishes.
Evaluation Plan	N/A
Research Methodology	Students frequently are unaware of where their food comes from. Studies have shown that when children know where their food comes from, they are more likely to eat it and make it a part of their daily diet.
Alignment with Strategic Plan	This project is aligned with the District Strategic Plan Goal 1: High-Quality Instruction.
Level of Support provided by Grants Administration & Government Programs (GAGP)	GAGP staff were responsible for gathering application information from the school, writing the executive summary for the board agenda, preparing a hard copy of the file for record keeping and tracking the grant.

**Indicates that funding opportunity was disseminated to school or department by GAGP.*