

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 04/10/18 – A

Grant Program	BBVA Compass*
Status	New – Competitive
Funds Requested	\$10,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$10,000. The source of funds is BBVA Compass Charitable Contributions. There is no additional financial impact to the District.
Schools Included	The intended beneficiaries are teachers District-wide needing to pass the General Knowledge Test.
Managing Department/School	Teacher Professional Learning and Growth
Source of Additional Information	1. Fabian Cone, Director – Teacher Professional Leadership and Growth 754-321-5018 2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	This grant will help provide 250 teachers with the information needed to pass the General Knowledge Test, attain the Florida Teacher Certification, and remain in the classroom. In collaboration with Think Time, teachers will receive study guides for all areas of the General Knowledge Test (GKT), two full-length practice exams, which have a 95 percent prediction rate and tutorials for individual questions, and helpful tips on overcoming test anxiety. These resources are available online. The District will identify teachers needing to pass the GKT and register them in Think Time test preparation.
Evaluation Plan	The program proposes to sustain the District’s initial investment expended to recruit, hire, orient, and train new teachers by retaining teachers already in classrooms, specifically those with temporary teaching certificates. The success of the program will be measured by the following metrics: <ul style="list-style-type: none"> • At least 90 percent of teachers that need to pass the GKT will activate the Think Time test preparation program, • Of the teachers active in Think Time, 100 percent of them will utilize the study guides and practice tests for the GKT, and • Of the teachers that utilize in Think Time, at least 80 percent of the teachers will pass the GKT.
Research Methodology	At the start of the 2017/18 academic year, the District had to fill 1,500 teacher vacancies – a similar challenge experienced for the past few years. The District is faced with teacher attrition, retirement, changes to high school schedules requiring more teachers, and increased student enrollment. This problem is compounded by a simultaneous 20-30 percent decrease in teacher graduates. The District has increasingly turned to recruiting instructional staff from outside the teaching field. Approximately 23 percent of the teaching workforce has alternative certifications. Currently there are 1,071 teachers with temporary certificates with 452 certificates set to expire in 2018 and 584 certificates to expire in 2019. Teachers need to pass the GKT to remain teaching in the District.
Alignment with Strategic Plan	The activities of this grant are aligned with District Strategic Plan Goal 1: High-Quality Instruction by ensuring that students have high-quality, certified instructors and District Strategic Plan Goal 2: Continuous Improvement by improving the management, organization, and alignment of resources including staff and facilities.
Level of Support provided by GAGP	GAGP staff identified the opportunity, made introductions to BBVA Compass representatives, and developed the grant application and 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 – B

Grant Program	Bosch Community Fund	
Status	New - Competitive	
Funds Requested	\$10,010 (requested)	
Financial Impact Statement	The potential positive financial impact is \$10,010. The source of funds is the Bosch Community Fund. This application was submitted and will be managed by the Broward Education Foundation. There is no additional financial impact to the District.	
Schools Included	The related robotic programming will be available in all schools within the District after a four-year implementation process that began in August 2017.	
Managing Department/School	Applied Learning Department	
Source of Additional Information	1. Dr. Lisa Milenkovic, Supervisor – STEM+Computer Science, Applied Learning Department	754-321-2623
	2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	<p>The purpose of this project is to expand participation and support success in VEX robotics competitions for Broward students by ensuring equitable access to training equipment, fields, experienced coaches, and local competitions. Participation in VEX robotics teams and competitions is a valuable learning experience for students and provides them an opportunity to enhance their skills in design and engineering, computational thinking, programming and computer science, problem solving, collaboration, research and presentation, perseverance, and sportsmanship. Furthermore, the skills learned through participation in VEX robotics will help to prepare students for 21st century careers.</p> <p>This grant will allow the following programmatic expansions: (1) Increase the number of official VEX Robotics Competitions (VRC) for middle and high schools offered to Broward schools by 100 percent; (2) Increase the number of official VEX IQ Challenge (VIQC) competitions offered to elementary and middle school teams (grades 4 – 8) by 200 percent; (3) Provide one official VEX field training site for each competition (VRC and VIQC) in each the south, central, and north area of the county to allow teams that don't have their own field an opportunity to practice with the official VEX game field and elements; (4) Provide 6 VIQC coach mentors to provide support and training to rookie VIQC teams; and (5) Provide 3 VRC coach mentors to provide support and training to rookie VRC teams.</p>	
Evaluation Plan	VEX competition offerings will be measured and reported by the number of official VEX events posted to the Robot Events management site. Evidence of held events will be documented through photos from events, press releases, news articles, and tournament reports (participating teams, scores, and awards). VEX field training site availability and use will be evidenced by logs and sign in sheets maintained by onsite coordinators. VEX coach mentorship will be monitored and reported through coaching logs, training and open practice sign in sheets, as well as through teacher and student surveys, focus groups, and reflections.	
Research Methodology	The need for expanding student participation in VRC is based on research that found that participating in VRC positively affects student interest in taking additional science, technology, engineering, and mathematics (STEM) courses in high school and college, in learning more about computer programming, and considering STEM college majors and careers (Hendricks, Alemdar & Ogletree, 2012).	
Alignment with Strategic Plan	This program aligns with District Strategic Plan Goal 1: High-Quality Instruction, College and Career Readiness, as students make connections between concepts presented in class and real-life application.	
Level of Support provided by GAGP	GAGP staff organized the proposal development timeline, wrote the executive summary for Board approval, and will maintain grant records.	

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 04/10/18 – C

Grant Program	Broward County Farm Bureau*	
Status	New - Competitive	
Funds Requested	\$250 (awarded)	
Financial Impact Statement	The positive financial impact is \$250. The source of funds is Broward County Farm Bureau. There is no additional financial impact to the District.	
Schools Included	Blanche Ely School	
Managing Department/School	Blanche Ely School	
Source of Additional Information	1. L. Nicole Wilson, Magnet Coordinator, Science/Pre-Engineering – Blanche Ely High School	754-322-0993
	2. Cornet Brown, Bookkeeper – Blanche Ely High School	754-322-0956
Project Description	The goal of the gardening program is to expose students, who may have limited access, to a wide variety of healthy food choices. The students will be exposed to classroom education, hands-on learning, and access to fresh, healthy food through the continued care, maintenance, and expansion of the edible school garden.	
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 support District Strategic Plan Goal 1: High-Quality Instruction as the program is designed to improve over-all student health and encourage student engagement in learning through hands-on activities.	
Level of Support provided by Grants Administration & Government Programs (GAGP)	This grant opportunity was disseminated to all schools through the <i>Grants Funding Newsletter</i> . 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 – D

Grant Program	City of Deerfield Beach: Community Participation Grant	
Status	New - Competitive	
Funds Requested	\$5,000 (awarded)	
Financial Impact Statement	The positive financial impact is \$5,000. The source of funds is the City of Deerfield Beach. There is no additional financial impact to the District.	
Schools Included	Deerfield Beach High School	
Managing Department/School	Deerfield Beach High School	
Source of Additional Information	1. Latori G. Fulton, Assistant Principal – Deerfield Beach High School	754-322-0650
Project Description	This grant will be used to support the school band including access to transportation, meals, equipment, and academics incentives.	
Evaluation Plan	N/A	
Research Methodology	Studies show that high school students who participate in sports, band, or afterschool activities are more likely to succeed as adults.	
Alignment with Strategic Plan	This grant award is aligned to 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. Staff also supported the school through the grant contract review and approval process.	

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Grant 04/10/18 – E

Grant Program	Community Foundation of Broward – School is Cool: Reimagining Middle Grades
Status	New – Competitive
Funds Requested	\$1,000,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$1,000,000. The source of funds is the Community Foundation of Broward. The School Board of Broward County, Florida, will provide community liaisons and Exceptional Student Education support facilitators at the middle schools as a 1:1 match for this grant.
Schools Included	The first cohort will be ten middle schools to be selected throughout the District.
Managing Department/School	Office of Academics
Source of Additional Information	<ol style="list-style-type: none"> 1. Daniel Gohl, Chief Academic Officer – Office of Academics 754-321-2618 2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	<p>The Reimagining Middle Grades (RMG) initiative is intended to change the way curriculum is delivered in the middle grades environment. The transition to project-based learning will engage every student and give them a deeper understanding of career pathways, issues the community confronts, and exposure to electives, while simultaneously providing wrap-around services and social-emotional learning. The overall goals of the RMG initiative are: 1) improved positive student engagement as evidenced by increased attendance and reduced risk-taking behaviors and 2) increased middle grades students’ academic achievement. The District will focus on the low-performing students at each school selected based on: 1) high absenteeism; 2) poor academic data (grades of D/Fs in core courses); 3) poor performance data (1/2s proficiency on FSAs); and 4) behavioral data (MtSS, RtI, Early Warning System, etc.).</p> <p>The Community Foundation of Broward’s \$1 million investment will be utilized to extend the academic year at each school, cover the salary of one Broward project coordinator, provide Social and Emotional Learning curriculum and training, offer Project-Based Learning curriculum and training, host ALIgn Summer Camps for student exposure to the arts and science, extend Experiential Learning (field trips, guest speakers, and labs), and ensure the successful transition of Personalization for Academic and Social-Emotional Learning to middle school (currently offered to high school students).</p>
Evaluation Plan	<p>Over the course of three years, the measurable outcomes the District will aim to achieve with low-performing students are as follows:</p> <ul style="list-style-type: none"> • 80 percent of students’ attendance will have fewer unexcused absences (tiered approach based on school’s rate of unexcused absences); • The percentage of students in the low-performing students involved in incidents will decrease; • 80 percent of students will improve academic gains in core curriculum (ELA, Math, Science, and/or Social Studies) as measured by improved grade point average; and • 100 percent of students will be engaged in project-based learning, social-emotional learning, an extracurricular activity, or an elective.
Research Methodology	Students and teachers report not being motivated or that their school experience is not connected with their daily lives. In a survey of 12,000 middle school students and 1,300 middle school teachers conducted in December 2017, a school climate survey conducted in May 2017, and the Advanced Education accreditation process, students told the District that their experience at school is one of loneliness, disconnected tasks, and lacking their involvement other than to be compliant. The students that are

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	speaking most loudly – through their surveys, their behavior, and their lack of effort in the education system – are the students that have the lowest achievement.
Alignment with Strategic Plan	This grant aligns with the District’s prioritized Strategic Plan focus on reimagining the middle grades experience. The grant is aligned with District Strategic Plan Goal 1: High-Quality Instruction by ensuring that middle grades students are engaged and by closing the academic gap of low-performing students and District Strategic Plan Goal 2: Continuous improvement by improving the management, organization, and alignment of resources including staff and facilities.
Level of Support provided by GAGP	GAGP staff worked in collaboration with the Office of Academics, the Office of School Performance and Accountability, and Student Assessment and Research to develop the grant application and the executive summary for Board approval. GAGP will track the grant in the system.

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Grant 04/10/18 – F

Grant Program	CSX Community Investment						
Status	New – Competitive						
Funds Requested	\$5,000 (requested)						
Financial Impact Statement	The potential positive financial impact is \$5,000. The source of funds CSX Community Investment Giving. There is no additional financial impact to the District.						
Schools Included	The project will serve Broward County Public School students and the entire community.						
Managing Department/School	Broward Education Communications Network (BECON-TV)						
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Rick Reynolds, Director – BECON-TV</td> <td style="width: 30%; text-align: right;">754-321-1010</td> </tr> <tr> <td>2. Michael Moscatello, Executive Producer – BECON-TV</td> <td style="text-align: right;">754-321-1085</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. Rick Reynolds, Director – BECON-TV	754-321-1010	2. Michael Moscatello, Executive Producer – BECON-TV	754-321-1085	3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
1. Rick Reynolds, Director – BECON-TV	754-321-1010						
2. Michael Moscatello, Executive Producer – BECON-TV	754-321-1085						
3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260						
Project Description	The funds will be utilized to underwrite the student prizes and the video production and broadcasting of the “Take 5 To Stay Alive” student video public service announcements (PSA) on BECON-TV to almost 6 million viewers in the South Florida community and directly to the sixth largest school district in the United States with over 270,000 students via the classroom channels. The annual “Take 5 To Stay Alive” video contest and public education campaign is dedicated to raising awareness of the risks of texting while driving.						
Evaluation Plan	The contest is designed to engage pre-teens and teens in creating messages for safe driving. All public and private middle and high schools in Broward County are invited to submit original PSAs to remind their peers not to text and drive. “Take 5 to Stay Alive,” a public education campaign, is designed to bring awareness to a growing safety concern – the risks of texting and driving.						
Research Methodology	The statistics are clear. Each day in the United States, more than nine people are killed, and more than 1,153 people are injured in crashes that are reported to involve a distracted driver. Those who text while driving are 23 times more likely to be involved in some type of safety critical event as compared to those who do not text while driving, according to a study by Virginia Tech Transportation Institute.						
Alignment with Strategic Plan	All activities in this grant are aligned with District Strategic Plan Goal 3: Effective Communications by increasing student and community awareness of the dangers of texting while driving and expanding BECON-TV’s community outreach and viewership.						
Level of Support provided by GAGP	GAGP staff worked in collaboration with BECON-TV to develop the application and the executive summary for Board approval. GAGP will track the grant in the system.						

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 04/10/18 – G

Grant Program	Dollar General Foundation Adult Literacy Program*
Status	New - Competitive
Funds Requested	\$1,310 (requested)
Financial Impact Statement	The potential positive financial impact is \$1,310. The source of funds is the Dollar General Foundation. There is no additional financial impact to the District.
Schools Included	Whiddon Rogers Education Center
Managing Department/School	Whiddon Rogers Education Center
Source of Additional Information	1. Michael F. Hale, Guidance Counselor – Whiddon Rogers Education Center 754-321-7550
Project Description	Through this program, the school will offer adult high school students with city bus transportation so that they can travel freely to Whiddon Rogers to attend adult education classes and receive mentoring/tutoring support. There will be two volunteer mentors/tutors recruited from Nova Southeastern University who will work with students on a weekly basis.
Evaluation Plan	Student engagement and learning will be monitored through attendance sheets and TABE (Test of Adult Basic Education) scores.
Research Methodology	Students leaving the school feel disenfranchised that they are not able to attend a “traditional” high school and are often stigmatized and discouraged. This can lead to a sense of hopelessness and giving up on themselves. Providing student transportation and mentoring/tutoring will support students so that they can succeed.
Alignment with Strategic Plan	This project is aligned with the District Strategic Plan Goal 1: High-Quality Instruction through the promotion of activities that promote adult literacy.
Level of Support provided by Grants Administration & Government Programs (GAGP)	GAGP staff supported the school in developing the application by editing and strengthening the narrative. GAGP staff were also 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.

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Grant 04/10/18 – H

Grant Program	Donors Choose – Pembroke Lakes Elementary	
Status	New - Competitive	
Funds Requested	\$0 (\$310 in-kind donation awarded)	
Financial Impact Statement	The positive financial impact is \$0. The source of funds are individual donors through Donors Choose that is giving \$310 worth of educational materials. 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	1. Miriam Selevan, Teacher – Pembroke Lakes Elementary School	754-323-6950
	2. Lacresha L Cooper, Assistant Principal – Pembroke Lakes Elementary School	754-323-6950
Project Description	This grant will go towards the bringing the WeDo – LEGO STEM Critical Thinking program to the school through the provision of supplies and materials.	
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 and tracking the grant.	

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Grant 04/10/18 – I

Grant Program	Donors Choose – Westglades Middle						
Status	New - Competitive						
Funds Requested	\$0 (\$14,169 in-kind donation awarded)						
Financial Impact Statement	The positive financial impact is \$0. The source of support are individual donors through Donors Choose who are providing \$14,169 worth of materials and equipment. There is no additional financial impact to the District.						
Schools Included	Westglades Middle School						
Managing Department/School	Westglades Middle School						
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Larry Bremner, Teacher – Westglades Middle School</td> <td style="width: 30%; text-align: right;">754-323-2100</td> </tr> <tr> <td>2. Juliet Hodge, Teacher – Westglades Middle School</td> <td style="text-align: right;">754-323-2100</td> </tr> <tr> <td>3. Brenda Martorana, Bookkeeper – Westglades Middle School</td> <td style="text-align: right;">754-322-4837</td> </tr> </table>	1. Larry Bremner, Teacher – Westglades Middle School	754-323-2100	2. Juliet Hodge, Teacher – Westglades Middle School	754-323-2100	3. Brenda Martorana, Bookkeeper – Westglades Middle School	754-322-4837
1. Larry Bremner, Teacher – Westglades Middle School	754-323-2100						
2. Juliet Hodge, Teacher – Westglades Middle School	754-323-2100						
3. Brenda Martorana, Bookkeeper – Westglades Middle School	754-322-4837						
Project Description	This donation will support the survivors of the Marjory Stoneman Douglas shooting through the provision of personal technology devices and physical rehabilitation supplies. Two-way radios will also be provided to strengthen the communication efforts during emergencies between the campuses of Westglades Middle and Marjory Stoneman Douglas High School. Materials and equipment will also be donated to establish a gaming center and area for arts and activities on the Stoneman Douglas campus. In addition, iPads will be provided to students so that they can create and produce videos that will be used to capture teen reflections on contemporary issues.						
Evaluation Plan	N/A						
Research Methodology	N/A						
Alignment with Strategic Plan	This project is aligned with the District Strategic Plan Goal 2: Continuous Improvement.						
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.						

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Grant 04/10/18 – J

Grant Program	Everglades Foundation – Plantation Park Elementary	
Status	New - Competitive	
Funds Requested	\$520 (awarded)	
Financial Impact Statement	The positive financial impact is \$520. The source of funds is Everglades Foundation. There is no additional financial impact to the District.	
Schools Included	Plantation Park Elementary School	
Managing Department/School	Plantation Park Elementary School	
Source of Additional Information	1. Julie Gittelman, Teacher – Plantation Park Elementary School	754-323-7150
	2. Mabel Lopez, Budget Support Specialist – Business Support Center	754-321-0608
Project Description	This grant will support a field trip to the Everglades for fourth grade students at Plantation Park Elementary.	
Evaluation Plan	This educational tour of the Everglades 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 as students make connections between concepts presented in class and real-life application.	
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 – K

Grant Program	Everglades Foundation – Sheridan Park Elementary	
Status	New - Competitive	
Funds Requested	\$376 (awarded)	
Financial Impact Statement	The positive financial impact is \$376. The source of funds is Everglades Foundation. There is no additional financial impact to the District.	
Schools Included	Sheridan Park Elementary School	
Managing Department/School	Sheridan Park Elementary School	
Source of Additional Information	1. Alexandra Zarrella, Teacher – Sheridan Park Elementary School	754-323-7350
	2. Ana Osorio, Bookkeeper – Sheridan Park Elementary School	754-323-7354
Project Description	This grant will support a field trip to the Everglades for students at Sheridan Park Elementary.	
Evaluation Plan	This educational tour of the Everglades 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 as students make connections between concepts presented in class and real-life application.	
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 – L

Grant Program	EveryoneOn Foundation*
Status	New - Competitive
Funds Requested	\$0 (\$6,000 in-kind donation awarded)
Financial Impact Statement	The positive financial impact is \$0. The source of support is the EveryoneOn Foundation that is donating \$6,000 in technology. There is no additional financial impact to the District.
Schools Included	Gulfstream Academy of Hallandale Beach K-8
Managing Department/School	Applied Learning Department
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 & Government Programs (GAGP) 754-321-2260
Project Description	EveryoneOn Foundation provided a workshop to 50 eighth grade students on how to build a computer. Students got to use “a do it yourself computer kit designed to help people of all ages assemble a computer from scratch and learn basic coding skills.” After the workshop, students kept the computers for home use.
Evaluation Plan	N/A
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 educational technology provide.
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 middle grade learning.
Level of Support provided by GAGP	GAGP staff supported the user department and school by identifying the relationship with EveryoneOn and facilitating the collaboration.

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

Grant 04/10/18 – M

Grant Program	ExxonMobil Educational Alliance
Status	New - Competitive
Funds Requested	\$500 (awarded)
Financial Impact Statement	The positive financial impact is \$500. The source of funds is ExxonMobil Foundation. There is no additional financial impact to the District.
Schools Included	Tradewinds Elementary School
Managing Department/School	Tradewinds Elementary School
Source of Additional Information	1. Karen Voss, Budget Support Specialist 754-321-0600
Project Description	Tradewinds Elementary has received a grant of \$500 from the ExxonMobil Educational Alliance. Through the generous support of ExxonMobil Foundation, this grant will be used for the maintenance and support of the school’s Math and/or Science programs. 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 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 – N

Grant Program	Florida Association of Science Teachers Classroom Mini-Grant								
Status	New - Competitive								
Funds Requested	\$1,500 (awarded)								
Financial Impact Statement	The positive financial impact is \$1,500. The source of funds is the Florida Association of Science Teachers. There is no additional financial impact to the District.								
Schools Included	New River Middle School								
Managing Department/School	New River Middle School								
Source of Additional Information	<table border="0"> <tr> <td>1. Elizabeth Fahy, Teacher – New River Middle School</td> <td>754-323-3600</td> </tr> <tr> <td>2. Barbara A. Humphreys, Teacher – New River Middle School</td> <td>754-323-3600</td> </tr> <tr> <td>3. Barbara Rapoza, Teacher – New River Middle School</td> <td>754-323-3600</td> </tr> <tr> <td>4. Katherine Jeffrey, Bookkeeper – New River Middle School</td> <td>754-323-3626</td> </tr> </table>	1. Elizabeth Fahy, Teacher – New River Middle School	754-323-3600	2. Barbara A. Humphreys, Teacher – New River Middle School	754-323-3600	3. Barbara Rapoza, Teacher – New River Middle School	754-323-3600	4. Katherine Jeffrey, Bookkeeper – New River Middle School	754-323-3626
1. Elizabeth Fahy, Teacher – New River Middle School	754-323-3600								
2. Barbara A. Humphreys, Teacher – New River Middle School	754-323-3600								
3. Barbara Rapoza, Teacher – New River Middle School	754-323-3600								
4. Katherine Jeffrey, Bookkeeper – New River Middle School	754-323-3626								
Project Description	This grant will be used to offer programs with the goal of strengthening the science program at school through the purchase of technology, the expansion of the butterfly garden and instructional field trips.								
Evaluation Plan	N/A								
Research Methodology	Studies have shown that students learning outcomes improve when a variety of educational tools are used.								
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 middle grade 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.								

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 04/10/18 – O

Grant Program	Florida Blue Foundation - Florida Health Literacy Initiative*
Status	Competitive
Funds Requested	\$5,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$5,000. The source of funds is Florida Blue Foundation. There is no additional financial impact to the District.
Schools Included	Broward Community Schools - South
Managing Department	Broward Community Schools - South
Source of Additional Information	1. Brian Faso, Director – Broward Community Schools 754-323-1350
Project Description	<p>The proposed project will improve the overall health literacy of approximately 1,600 adult ESOL students of Broward Community Schools - South (CSS) and their families through:</p> <ul style="list-style-type: none"> • The use of the lessons and activities presented in the <i>Staying Healthy</i> curriculum in our ESOL classes. • Giving students the ability and vocabulary to confidently visit the doctor’s office for the purposes of preventative care that will decrease the incident of heart disease and the related’ forerunner chronic diseases in our students’ demographic population. • Preparing one hundred percent of the students with the knowledge to enhance preventative care with healthy food choices at home and while eating out. • Creating student-developed cookbooks that showcase how to prepare traditional foods specific to students’ culture using techniques and substitutions that will produce a healthier option for breakfast, lunch, dinner, desserts, snacks. • Arranging a School sponsored field trip to a doctor’s office/hospital to experience the process of a doctor’s visit
Evaluation Plan	CSS students will be given a pre and post-test provided by the Florida Literacy Coalition to asses learning gains. An evaluation survey will be given to our students and a teacher reflection survey give to teachers. These evaluation tools will allow the oversight committee to determine the effectiveness of the curriculum, student-led activities, and health intervention education hospital trips in raising the health literacy and well-being of adult ESOL students. Project impact will be shared internally to other ESOL service providers within BCPS system. Lessons learned will be shared with external health and literacy providers including Florida Literacy Coalition, Florida Blue.
Research Methodology	According to the National Adult Assessment of Literacy, 14 percent of Americans cannot comprehend basic health information. The study indicates that health illiteracy is especially prevalent among: 1) adults who did not complete high school, with 49 percent having below basic health literacy, and 2) Hispanic adults, who have lower health literacy than any other ethnic/racial group, with 41 percent having below basic health literacy. Adults with low literacy levels often fail to engage in early detection and preventive health care.
Alignment with Strategic Plan	This project supports the District’s Strategic Plan Goal 1: High-Quality Instruction as the program is designed to improve over-all student health and encourage student engagement in learning through hands-on activities.
Level of Support provided by Grants Administration & Government Programs (GAGP)	This grant opportunity was disseminated to all schools through the Grant Funding Newsletter and through individual outreach to eligible schools. GAGP staff supported the school in developing the application narrative and budget. GAGP will maintain records and communication with the Board concerning this grant opportunity.

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 04/10/18 – P

Grant Program	Florida International University/National Science Foundation: Inclusion Across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science (INCLUDES) Alliance Grant	
Status	New – Competitive	
Funds	\$2,500,000 (requested)	
Financial Impact Statement	The main applicant is Florida International University through funding from a Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science (INCLUDES) Alliance Grant of the National Science Foundation (NSF). The potential positive financial impact to the District would be \$500,000 per year over 5 years. There is no additional financial impact to the District.	
Schools Included	The proposed program would benefit mathematics teachers district-wide.	
Managing Department	Office of Secondary Learning	
Source of Additional Information	Guy Barmoha, Director, Secondary Learning Alexandra Bayuk, Curriculum Supervisor, Secondary Mathematics 1. Stephanie Pollard, Director – Grants Administration	Source of Additional Information
Project Description	Broward County Public Schools (BCPS) is partnering with Florida International University to propose building on the National Science Foundation (NSF) INCLUDES Design and Development Launch Pilot projects. NSF INCLUDES is a comprehensive national initiative designed to enhance U.S. leadership in STEM discoveries and innovations by focusing on broadening participation in these fields at scale. The vision is to catalyze the STEM enterprise to collaboratively work for inclusive change, which will result in a STEM workforce that reflects the population of the nation. BCPS would be part of a NSF INCLUDES Alliance to promote equity in STEM learning and will ultimately result in substantial advances toward a diverse, innovative, and well-prepared STEM workforce to support our nation’s economy and continue U.S. leadership in STEM. BCPS would receive support for its teachers through professional development and substitutes to provide instruction during their training time as well as funding for a grant coordinator.	
Evaluation Plan	Alliance proposals should delineate how the partnerships and networks will develop and be driven by shared goals, available evidence from research that forms the basis for the plans, and the metrics and milestones that define the pathway to achieving the vision. Robust data collection plans and implementation research will need to be included, to facilitate evidence-based decision making and adjustments as the Alliance matures. Finally, Alliance proposals should discuss how the collaborative infrastructure building process will ultimately lead to: expansion (more partners joining the movement), sustainability (more long-term connections being made), and implementation of change at scale (a likelihood for collaborative change to lead to change on a broad scale).	
Research Methodology	At the local, state and federal level, the education field is broadening its efforts to diversify students studying STEM subjects, particularly Algebra, and selecting STEM career pathways. BCPS has been a staunch advocate of these efforts and is committed to ensuring the preparedness of its students in Algebra.	
Alignment to Strategic Goals	This grant is aligned to the District’s Strategic Plan under Goal 1: High-Quality Instruction, particularly middle school mathematics, and Goal 2: Continuous Improvement.	
Level of Support provided by GAGP	GAGP staff created the executive summary for the board agenda. Staff will continue to track grant application through the federal and local grants management systems.	

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 04/10/18 – Q

Grant Program	Google’s Educator Professional Development Grant
Status	New - Competitive
Funds Requested	\$30,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$30,000. The source of funds is Google. 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	Teachers will be invited from all 41 BCPS middle schools, with priority given to those who do not currently teach CS. While priority will be for those middle school teachers, we will open the course to upper elementary and high school teachers who have an interest in teaching an introductory CS course.
Managing Department/School	Applied Learning Department
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	Google aims to provide funding for equitable, sustainable, and scalable solutions in Computer Science (CS) Professional Development (PD). Broward County Public Schools (BCPS) proposed to create a CS PD program and Community of Practice (COP) for local middle grade teachers. In BCPS, students in approximately 45 percent of the middle schools have access to a full year CS course, typically in the eighth grade using the Code.org CS Discoveries curriculum. As part of the district strategic plan, middle grades are being reimagined to open more elective opportunities for students. Schools are realizing the need for additional CS courses to meet student demand. This PD and the implementation of Google CS-First clubs for additional CS experiences will help our teachers engage students at the middle grades, closing the CS gap and helping to feed the high school and advanced placement CS programs. Additionally, by offering our PD to address the middle grades gap we experience in BCPS, we will also be intentional in addressing the fall-off of CS interest among girls at the critical 12-years of age found in a recent Google/Gallup study.
Evaluation Plan	The goal of this PD and its implementation in the middle grades classroom is to demonstrate the universal applicability of CS across many disciplines. The middle grades are a key turning point where girls lose interest in pursuing further study. Our hope is that this hands-on approach with multiple touchpoints in authentic applications of computing will help change perceptions of who should pursue CS and broaden the pipeline to increase the diversity of our high school courses.
Research Methodology	The Goggle CS PD program includes a plan for year-round COP work that supports ongoing PD. Research shows that peer-to-peer professional development and ongoing support improve teachers' abilities to adopt and implement new content and skills (Ni, L., Guzdial, M., Tew, A., Morrison, B., Galanos, R. (2011).
Alignment with Strategic Plan	All activities in this grant align to District Goal 1: High-Quality Instruction (Reimagining middle grades; College and career readiness) as the program lowers barriers for teachers to receive certification in CS, thus encouraging teachers to integrate high-quality STEM instruction in daily lessons. This increases student interaction with STEM topics as well as college and career preparedness.
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.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 04/10/18 – R

Grant Program	Infy Maker Award
Status	New - Competitive
Funds Requested	\$10,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$10,000. The source of funds is the Infosys Foundation. 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	District Middle schools
Managing Department/School	Applied Learning
Source of Additional Information	<ol style="list-style-type: none"> 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	<p>In order to better serve our students and teachers, the Broward Schools STEM+CS team plans to redesign and furnish a fully functional makerspace. The space will be used to engage students in STEM and to train district teachers and administrators.</p> <p>The overall goal of this project is to provide Broward County Public School (BCPS) students with an opportunity to explore, learn, and create with the latest technologies in order to help better prepare them for the 21st century workforce and inspire them to consider a career in a STEM field.</p>
Evaluation Plan	The central award goal will be accomplished through developing a school-based makerspace that will be available after school for local BCPS middle school students and will allow them to learn through hands-on discovery facilitated by teachers, high school mentors, and community volunteers
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 educational technology provide.
Alignment with Strategic Plan	This program aligns with District Goal 1: High-Quality Instruction (Reimaging Middle School) as students make connections between concepts presented in class and real-life application.
Level of Support provided by GAGP	GAGP staff consulted with the STEM writing team, wrote the executive summary and organized the Board item for School Board approval, and will maintain grant records.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 04/10/18 – S

Grant Program	Japan Foundation – Japanese Language Learners Event Grant	
Status	New - Competitive	
Funds Requested	\$1,000 (requested)	
Financial Impact Statement	The potential positive financial impact is \$1,000. The source of funds is the Japan Foundation. There is no additional financial impact to the District.	
Schools Included	Broward Virtual School	
Managing Department/School	Broward Virtual School	
Source of Additional Information	1. Satoko S. Fisher, Teacher – Broward Virtual School	754-321-6050
Project Description	A Haiku Contest is held annual to incorporate Japanese literature into the language arts curriculum and promote the Japanese program in Broward County Public Schools. Should the grant be approved, funds will be used to provide trophies, participation incentives and prizes to the contestants.	
Evaluation Plan	Program success will be measured against the following main objectives: students enhance their knowledge of Japanese culture besides their weekly virtual Japanese lessons; and students are exposed to authentic human interactions and develop a better appreciation of Japanese culture	
Research Methodology	Studies show that student learning outcomes improve when a variety of teaching strategies are used. Students participating in the Tomodachi program will have an opportunity to combine virtual and classroom learning with project-based activities.	
Alignment with Strategic Plan	This grant award is aligned to District Strategic Goal 1: High-Quality Instruction as students build important language skills that will make them college and career ready.	
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 – T

Grant Program	Lockheed Martin*
Status	New - Competitive
Funds Requested	\$20,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$20,000. The source of funds is from the Lockheed Martin Philanthropy. There is no additional financial impact to the District.
Schools included	Direct support of 25 school STEM clubs in addition to projects for all Broward students
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	Through the #BrowardCODES for Social Good program we will provide all students with opportunities to not only experience computer science on a screen, but to bring it to the physical world, through robotics, drones, eTextiles, 3D design and printing, and app development. Students from elementary through high school will be charged with using their computer science knowledge and skills for social good. This support will fund teacher stipends at 25 CodeClubs and sponsorship of 2 family CodeFests. We anticipate direct support of 25 school CodeClubs in a deliberate approach to complete school progressions (elementary-middle-high in feeder zones). The CodeFests will provide interactive workshops in new technology and the design thinking process for problem identification and solving emphasizing empathy.
Evaluation Plan	The objective is to engage nearly 2,500 students in STEM and computer science to creatively solve problems by utilizing technology and engineering. This will create more opportunities for all young people to develop confidence, creativity, and interest in STEM career fields. The success of this project will be measured through school-level participation by the 25 schools in competitions and professional development opportunities and the participation of students in Code Clubs, workshops, and a culminating end of the year STEM showcase.
Research Methodology	Research shows that studying programming may help develop problem-solving skills and better prepare students for a technology filled world. According to Roxanne Emadi, a strategist at Code.org, an advocacy group based in Seattle supporting the Hour of Code effort; “Even if it’s something simple, like a kid programming a maze or programming a robot, when you can see your work brought to life, that’s where light bulbs go off.” (NY Times, Gardiner 2014).
Alignment with Strategic Plan	All activities in this grant are aligned to District Goal 1: High-Quality Instruction (Reimagining Middle Grades; College and Career Readiness) as the program encourages teachers to integrate STEM instruction with practical experience as well as increases students’ college and career preparedness.
Level of Support provided by GAGP	GAGP staff worked with the department to determine the need for this proposal before creating the narrative and budget and ensuring a timely submission. GAGP also prepared the executive summary for the Board agenda and will track the grant application through the grants management system.

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