

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 05/08/18 – A

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|---|--|--------------|
| Grant Program | Aetna Foundation | |
| Status | New - Competitive | |
| Funds Requested | \$300 (awarded) | |
| Financial Impact Statement | The positive financial impact is \$300. The source of funds is the Aetna Foundation. There is no additional financial impact to the District. | |
| Schools Included | Indian Ridge Middle School | |
| Managing Department/School | Indian Ridge Middle School | |
| Source of Additional Information | 1. Frank R. Zagari, Principal – Indian Ridge Middle School | 754-323-3300 |
| | 2. Nicole Rosa-Alazraki, Bookkeeper – Indian Ridge Middle School | 754-323-3306 |
| Project Description | The grant will be used to support science, technology, engineering, and math activities at the school. Aetna did not require an application for this grant. | |
| Evaluation Plan | N/A | |
| Research Methodology | N/A | |
| Alignment with Strategic Plan | This grant award is aligned to District Strategic Plan Goal 1: High-Quality Instruction through the implementation of activities that strengthen 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 05/08/18 – B

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|-----------------------------------|--|
| Grant Program | American Express |
| Status | New – Competitive |
| Funds Requested | \$25,000 (requested) |
| Financial Impact Statement | The potential positive financial impact is \$25,000. The source of funds is American Express through the Broward Education Foundation. There is no additional financial impact to the District. |
| Schools Included | The intended participants include one principal, one assistant principal, and three teachers from schools across the District. |
| Managing Department/School | Professional Development Standards and Support |
| Source of Additional Information | 1. Susan Leon, Director – Professional Development Standards and Support (PDSS) 754-321-5009 2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260 |
| Project Description | American Express invests in growing the leadership pipeline to solve the world’s biggest challenges and encouraging community service where American Express employees and customers live and work. The Broward Education Foundation and Broward County Public Schools (BCPS) is dedicated to providing all instructional employees with the knowledge and skills needed to increase students’ academic proficiency and transition to post graduation success. BCPS focuses on the most impactful teacher practices that lead to student standard mastery. BCPS will hold a professional development convening focused on sharing standards expertise with proven impact on student standard mastery. A Standards Task Force (STF) of 39 teachers from 39 different schools has been identified (29 teachers are from Title I schools). STF members are highly effective, K-12 classroom teachers with varying content expertise. The STF will lead the 4-day convening of intensive, hands-on learning for school teams of five participants from every BCPS school. School teams will include a principal, an assistant principal, and 3 teachers. American Express employees will network and develop relationships with educational personnel to fortify the link between school, community, workplace, and public service as well as support the logistics of managing the convening. |
| Evaluation Plan | The convening is designed for teacher leaders with standards expertise to be recognized for their success and allow opportunities for teacher leaders to share effective standards mastery strategies with their peers and administrators for widespread deployment of effective instructional practices and student success. The primary goal of the convening will be to increase use and impact of effective instructional practice across the District. Participants will return to their respective school sites and provide professional learning, modeling, resources, monitoring, and support structures to all teachers at their school. Follow-up professional learning and collaboration is scheduled to ensure continuous growth, development and support for convening participants and STF members. |
| Research Methodology | BCPS focuses on seven elements identified as the most impactful on teacher practice and student standard mastery called the “Super 7.” Data depicts a lack of consistency with the use of the Super 7 elements indicating that teachers are not comfortable and/or proficient with instructional strategies aligned to the Super 7. |
| Alignment with Strategic Plan | The activities of this grant are aligned with District Strategic Plan Goal 1: High-Quality Instruction by providing instructors with the strategies to ensure students are improving academic proficiency and measuring progress to meet post-graduation success and District Strategic Plan Goal 2: Continuous Improvement by further developing the management, organization, and alignment of resources including staff. |
| Level of Support provided by GAGP | GAGP staff worked in collaboration with PDSS to develop grant application and the executive summary for board approval. GAGP will track the grant in the system. |

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 05/08/18 – C

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|---|--|--|--------------|---|--------------|--|--------------|
| Grant Program | Donors Choose | | | | | | |
| Status | New - Competitive | | | | | | |
| Funds Requested | \$0 (\$1,800 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 \$1,800 worth of furniture and sports 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 includes the Flex Space Cozy Work Bundle that will be used to modify classroom seating so that it is more conducive to collaboration and project-based learning. Sports equipment will also be donated to promote the physical and mental-wellbeing of students at Westglades Middle and Marjory Stoneman Douglas High School. | | | | | | |
| Evaluation Plan | N/A | | | | | | |
| Research Methodology | N/A | | | | | | |
| Alignment with Strategic Plan | This project is aligned with District Strategic Plan Goal 2: Continuous Improvement through the strengthening of middle grades 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 05/08/18 – D

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|-----------------------------------|--|--------------|
| Grant Program | Florida Diagnostic & Learning Resources System (FDLRS) | |
| Status | Continuation – Non-Competitive | |
| Funds Awarded | \$1,421,255 (requested) | |
| Financial Impact Statement | The potential positive financial impact is \$1,421,255. The source of funds is the Florida Department of Education (FLDOE), Bureau of Exceptional Education and Student Services (BEESS). There is no additional financial impact to the District. | |
| Schools Included | All schools. Priority is given to schools that are identified as critically low- performing under the Differentiated Accountability System. | |
| Managing Department/School | Exceptional Student Learning Support Division | |
| Source of Additional Information | 1. Gwen Lipscomb – FDLRS Coordinator | 754-321-3466 |
| | 2. Dr. Mary Claire Mucenic, Director – ESL Services | 754-321-3435 |
| | 3. Stephanie R. Williams, Director – Grants Administration and Government Programs (GAGP) | 754-321-2260 |
| Project Description | The Florida Diagnostic and Learning Resources System (FDLRS) Grant is a discretionary non-competitive award project that provides an array of instructional support services to exceptional student education (ESE) programs in school districts statewide. The four central functions of the FDLRS Associate Center are child find, parent services, human resource development, and technology. Funding also supports implementation of the Professional Development Alternatives online modules, which are designed to provide Florida teachers with widely available, easily accessible opportunities to increase their competencies in the area of exceptional student education. Statutory authority for implementing FDLRS Associate Centers is located in Section 1006.03, Florida Statutes. Florida Inclusion Network (FIN) Facilitators are funded through FDLRS Associate Centers and their role is to support the priorities of FIN. The purpose of the FIN discretionary project is to maintain a regional network of facilitators, consultants, and practitioners to assist schools and school districts in the implementation of effective and inclusive educational practices. Statutory authority for implementing the Florida Inclusion Network Project is located in Section 1003.57(1)(f), F.S.. | |
| Evaluation Plan | Projects are expected to achieve the performance targets for each category of deliverables (products, training, service delivery) with performance based on completion of deliverables documented in the BEESS Project Tracking System (PTS). Projects are required to update their performance in the PTS within 30 days of the end of each project quarterly period. The FLDOE’s project liaisons will track each project’s performance based on the data reported by the project and the stated criteria for successful performance, and verify the receipt of required deliverables as required by Sections 215.971 and 287.058(1)(d)-(e), Florida Statutes. | |
| Research Methodology | Project activities addressing local priorities are based on data analysis of professional development needs assessments and are aligned to the District’s Strategic Plan. Statewide-required project outcomes/goals are pre-determined by FLDOE, BEESS in collaboration with the State Advisory Council. Goals and outcomes are aligned with the BEESS Strategic Plan and State Performance Plan Indicators 1-8 and 12-14. | |
| Alignment to Strategic Goals | This project is aligned with District Strategic Plan Goal 1: High-Quality Instruction; Special Areas of Focus: Support & Leadership -Exceptional Student Education & Support Services. The FDLRS project focuses on improving student achievement of students with disabilities through the provision of evidence-based/validated professional learning opportunities and by building capacity of school-based personnel and administrators. | |
| Level of Support provided by GAGP | GAGP staff obtained signatures and provided technical assistance with the executive summary for the board agenda. Staff will also track the grant application through the grants management system. | |

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 05/08/18 – E

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|---|---|
| Grant Program | Florida Endowment Foundation for Florida’s Graduates: Jobs for Florida’s Graduates* |
| Status | New - Competitive |
| Funds Requested | \$40,000 (requested) |
| Financial Impact Statement | The potential positive financial impact is \$40,000. The source of funds is the Florida Endowment Foundation for Florida’s Graduates. There is no additional financial impact to the District. |
| Schools Included | South Plantation High School |
| Managing Department/School | South Plantation High School |
| Source of Additional Information | 1. Christine Henschel, Principal – South Plantation High School 754-323-1950 2. Barbara W. Fierro, Bookkeeper – South Plantation High School 754-323-1954 |
| Project Description | Jobs for Florida’s Graduates (JFG) is a robust work and life skills development program for middle and high schools students who need supportive services to increase their likelihood of high school completion. With this potential grant, students at South Plantation High will explore careers, work within teams, develop leadership skills, create and manage wealth, serve their communities, and build a workable plan for their post-graduation life. |
| Evaluation Plan | Student achievement and staff adherence to the program model will be monitored throughout the length of the project. |
| Research Methodology | Goal-setting research in school settings shows that students' learning, motivation, and self-regulation can be improved when students pursue goals that are specific, proximal, and moderately difficult, receive feedback on their goal progress, focus their attention on learning processes, and shift their focus to outcome goals as their skills develop. |
| Alignment with Strategic Plan | This grant award is aligned to District Strategic Plan Goal 1: High-Quality Instruction as students, teachers, and staff work together to 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. |

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 05/08/18 – F

| | |
|---|--|
| Grant Program | New York Life Foundation: Grief-Sensitive School Program* - Lauderdale Lakes Middle |
| 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 | Lauderdale Lakes Middle School |
| Managing Department/School | Lauderdale Lakes Middle School |
| Source of Additional Information | 1. Shandrell Roscoe, Community Liaison – Lauderdale Lakes Middle School 754-322-3500 2. Lanetre Mosley, Budget Support Specialist – Business Support Center 754-321-0654 |
| Project Description | Lauderdale Lakes Middle 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 District Strategic Plan Goal 3: Effective Communication Social and Emotional Learning for middle school students. |
| 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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POST-SUBMISSION EXECUTIVE SUMMARY

Grant 05/08/18 – G

| | | |
|---|--|--------------|
| Grant Program | New York Life Foundation: Grief-Sensitive School Program* - Orange Brook Elementary | |
| 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 | Orange Brook Elementary School | |
| Managing Department/School | Orange Brook Elementary School | |
| Source of Additional Information | 1. Amelia D’costa, Teacher – Orange Brook Elementary School | 754-323-6750 |
| | 2. Penny Devillo, Office Manager – Orange Brook Elementary School | 754-323-6750 |
| Project Description | Orange Brook 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 District Strategic Plan 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. | |

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POST-SUBMISSION EXECUTIVE SUMMARY

Grant 05/08/18 – H

| | | |
|---|--|--------------|
| Grant Program | New York Life Foundation: Grief-Sensitive School Program* - Oriole Elementary | |
| 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 | Oriole Elementary School | |
| Managing Department/School | Oriole Elementary School | |
| Source of Additional Information | 1. Tanya Ivy, Social Worker – Oriole Elementary School | 754-322-7550 |
| | 2. Lanetre Mosley, Budget Support Specialist – Business Support Center | 754-321-0654 |
| Project Description | Oriole 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 District Strategic Plan 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. | |

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POST-SUBMISSION EXECUTIVE SUMMARY

Grant 05/08/18 – I

| | |
|---|--|
| Grant Program | Publix Charities |
| Status | New - Competitive |
| Funds Requested | \$500 (awarded) |
| Financial Impact Statement | The positive financial impact is \$500. The source of support is Publix Charities. There is no additional financial impact to the District. |
| Schools Included | Westglades Middle School |
| Managing Department/School | Westglades Middle School |
| Source of Additional Information | 1. Larry Bremner, Teacher – Westglades Middle School 754-323-2100 2. Brenda Martorana, Bookkeeper – Westglades Middle School 754-322-4837 |
| Project Description | This Grant will be used to support the Westglades Middle School Community Outreach committee. The committee works to coordinate projects that support the social and emotional healing of students at Westglades Middle School and Marjory Stoneman Douglas High School. |
| Evaluation Plan | N/A |
| Research Methodology | N/A |
| Alignment with Strategic Plan | The project is aligned with District Strategic Plan Goal 2: Continuous Improvement through the strengthening of middle grades 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 05/08/18 – J

| | | | | | |
|--|---|--|--------------|---|--------------|
| Grant Program | Remake Learning | | | | |
| Status | New - Competitive | | | | |
| Funds Requested | \$7,500 (requested) | | | | |
| Financial Impact Statement | The potential positive financial impact is \$7,500. The source of funds is Remake Learning. The District is currently ineligible for the grant, therefore, the Broward Education Foundation will be the lead applicant. There is no additional financial impact to the District. | | | | |
| Schools Included | Students across the District will be invited to use the Broward Science, Technology, Engineering and Mathematics (STEM) makerspace. | | | | |
| Managing Department | Applied Learning Department | | | | |
| Source of Additional Information | <table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Dr. Lisa Milenkovic, Supervisor, STEM+Computer Science (CS) – Applied Learning Department</td> <td style="width: 30%; text-align: right;">754-322-1850</td> </tr> <tr> <td>2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)</td> <td style="text-align: right;">754-321-2260</td> </tr> </table> | 1. Dr. Lisa Milenkovic, Supervisor, STEM+Computer Science (CS) – Applied Learning Department | 754-322-1850 | 2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) | 754-321-2260 |
| 1. Dr. Lisa Milenkovic, Supervisor, STEM+Computer Science (CS) – Applied Learning Department | 754-322-1850 | | | | |
| 2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) | 754-321-2260 | | | | |
| Project Description | The Broward Schools STEM+CS team plans to redesign and furnish a fully functional makerspace at Plantation Middle School. The space will be used to engage students in STEM and to train District teachers and administrators. 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 to help better prepare them for the 21st century workforce and inspire them to consider a career in a STEM field. This goal will be accomplished with the main objective of 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. The BrowardSTEM makerspace will engage students in hands-on learning in 1) robotics, 2) Computer Science, 3) 3-D modeling and printing, and 4) engineering. Work at each of these stations will be driven by student interest and school projects, however, students will be encouraged to develop products that serve a real-world application or need ("making for social good"). Student work will be showcased at a Maker Faire in the spring. Students will present their work to industry leaders and gain tangible feedback. The materials in this makerspace can be reused with multiple projects to show students a variety of STEM+CS concepts and allow them to explore diverse interests in the field over time. | | | | |
| Evaluation Plan | Objectives of the project include 1) utilizing the makerspace classroom and afterschool program as a model that other schools can replicate, 2) serving as a training room for teacher professional development to increase access to high-quality STEM instruction across the District, 3) developing a mentorship program in which high school students can earn required volunteer service hours while teaching younger students in their STEM areas of expertise, 4) holding a ribbon cutting ceremony to market the program to students, teachers, family, community members, and local industry leaders, and 5) hosting a Maker Faire to showcase student work and generate student and community interest in the project. | | | | |
| 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 District Strategic Plan Goal 1: High-Quality Instruction: Middle Grades Learning and District Strategic Plan Goal 3: Effective Communication: Applied Learning. | | | | |
| Level of Support provided by GAGP | GAGP staff were responsible for gathering application information from the department, compiling the grant narrative, securing signatures, writing the executive summary for the board agenda, preparing a hard copy of the file for record keeping, and tracking the grant through the grants management system. | | | | |

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 05/08/18 – K

| | |
|-----------------------------------|--|
| Grant Program | The Hagen Family Foundation |
| Status | New - Competitive |
| Funds Requested | \$7,500 (requested) |
| Financial Impact Statement | The potential positive financial impact is \$7,500. The source of funds is The Hagen Family Foundation. The District is currently ineligible for the grant, therefore, the Broward Education Foundation will be the lead applicant. There is no additional financial impact to the District. |
| Schools Included | Middle schools to be determined. |
| Managing Department | Applied Learning Department |
| Source of Additional Information | 1. Dr. Lisa Milenkovic, Supervisor, STEM+Computer Science – 754-322-1850 Applied Learning Department 2. Stephanie R. Williams, Director – Grants Administration & 754-321-2260 Government Programs (GAGP) |
| Project Description | This funding will support teacher professional development programs in conservation science and assist at least a dozen schools with the funding for substitutes and transportation needed to conduct citizen science field experiences with students in 2018/19. |
| Evaluation Plan | N/A |
| Research Methodology | Research shows that engaged students experience greater satisfaction with school experiences, which may in turn lead to greater school completion and student attendance rates, as well as lower incidences of acting-out behaviors. |
| Alignment with Strategic Plan | This project is aligned with District Strategic Plan Goal 1: High-Quality Instruction: Middle Grades Learning and District Strategic Plan Goal 3: Effective Communication: Applied Learning. |
| Level of Support provided by GAGP | GAGP staff were responsible for gathering application information from the department, compiling the grant narrative, writing the executive summary for the board agenda, preparing a hard copy of the file for record keeping, and tracking the grant through the grants management system. |

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 05/08/18 – L

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|--|---|--|--------------|---|--------------|
| Grant Program | The Krystal Foundation* | | | | |
| Status | New - Competitive | | | | |
| Funds Requested | \$5,000 (requested) | | | | |
| Financial Impact Statement | The potential positive financial impact is \$5,000. The source of funds is the Krystal Foundation. There is no additional financial impact to the District. | | | | |
| Schools Included | Students across the District will be invited to use the Broward Science, Technology, Engineering and Mathematics (STEM) makerspace. | | | | |
| Managing Department | Applied Learning Department | | | | |
| Source of Additional Information | <table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Dr. Lisa Milenkovic, Supervisor, STEM+Computer Science (CS) – Applied Learning Department</td> <td style="width: 30%; text-align: right;">754-322-1850</td> </tr> <tr> <td>2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)</td> <td style="text-align: right;">754-321-2260</td> </tr> </table> | 1. Dr. Lisa Milenkovic, Supervisor, STEM+Computer Science (CS) – Applied Learning Department | 754-322-1850 | 2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) | 754-321-2260 |
| 1. Dr. Lisa Milenkovic, Supervisor, STEM+Computer Science (CS) – Applied Learning Department | 754-322-1850 | | | | |
| 2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) | 754-321-2260 | | | | |
| Project Description | The Broward Schools STEM+CS team plans to redesign and furnish a fully functional makerspace at Plantation Middle School. The space will be used to engage students in STEM and to train District teachers and administrators. 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 to help better prepare them for the 21st century workforce and inspire them to consider a career in a STEM field. This goal will be accomplished with the main objective of 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. The BrowardSTEM makerspace will engage students in hands-on learning in 1) robotics, 2) Computer Science, 3) 3-D modeling and printing, and 4) engineering. Work at each of these stations will be driven by student interest and school projects, however, students will be encouraged to develop products that serve a real-world application or need ("making for social good"). Student work will be showcased at a Maker Faire in the spring. Students will present their work to industry leaders and gain tangible feedback. The materials in this makerspace can be reused with multiple projects to show students a variety of STEM+CS concepts and allow them to explore diverse interests in the field over time. | | | | |
| Evaluation Plan | Objectives of the project include 1) utilizing the makerspace classroom and afterschool program as a model that other schools can replicate, 2) serving as a training room for teacher professional development to increase access to high-quality STEM instruction across the District, 3) developing a mentorship program in which high school students can earn required volunteer service hours while teaching younger students in their STEM areas of expertise, 4) holding a ribbon cutting ceremony to market the program to students, teachers, family, community members, and local industry leaders, and 5) hosting a Maker Faire to showcase student work and generate student and community interest in the project. | | | | |
| 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 District Strategic Plan Goal 1: High-Quality Instruction: Middle Grades Learning and District Strategic Plan Goal 3: Effective Communication: Applied Learning. | | | | |
| Level of Support provided by GAGP | GAGP staff were responsible for gathering application information from the department, compiling the grant narrative, writing the executive summary for the board agenda, preparing a hard copy of the file for record keeping, and tracking the grant through the grants management system. | | | | |

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 05/08/18 – M

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|-----------------------------------|---|---|
| Grant Program | United States State Department Bureau of Cultural and Educational Affairs: Teachers of Critical Languages Program | |
| Status | New – Competitive | |
| Funds Requested | \$20,000 (requested) | |
| Financial Impact Statement | The potential positive financial impact is a \$20,000 stipend for an exchange teacher plus housing allowance. The source of funds is the United States State Department Bureau of Cultural and Educational Affairs. The Teachers of Critical Languages Program is administered by American Councils for International Education. The District is required to cover all costs associated with the exchange teacher’s teaching certification. | |
| Schools Included | Plantation Middle School | |
| Managing Department/School | Bilingual/English for Speakers of Other Languages (ESOL) Department | |
| Source of Additional Information | <ol style="list-style-type: none"> 1. Dr. Sherri N. Wilson, Principal – Plantation Middle School 2. Pamela Van Horn, Magnet Coordinator – Plantation Middle School 3. Victoria Saldala, Director – Bilingual/ESOL Department 4. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) | <p style="margin: 0;">754-322-4108</p> <p style="margin: 0;">754-322-4131</p> <p style="margin: 0;">754-321-2589</p> <p style="margin: 0;">754-321-2260</p> |
| Project Description | <p>The Teachers of Critical Languages Program (TCLP) brings teachers from China, Egypt, and Morocco to eligible United States (U.S.) elementary and secondary schools to teach Chinese and Arabic for an academic year. American students benefit from having native Chinese and Arabic speakers in the classroom and from a broadened foreign language curriculum. Exchange teachers assigned to the U.S. host schools will have at least four years of classroom teaching experience, have at least a bachelor’s degree, and be proficient in written and spoken English. The host school must provide the exchange teacher with a mentor teacher and a community liaison, provide the exchange teacher with professional development opportunities available to the host school’s faculty, and offer opportunities to share information about the exchange teacher’s home country. Plantation Middle requested a fully funded exchange teacher, which includes a housing allowance.</p> <p>Plantation Middle is an International Baccalaureate Middle Years Program (IB MYP) and currently offers one language, Spanish I and II for high school credit. The IB MYP requires the study of at least two languages (language of instruction and additional language of choice) to support students in understanding their own cultures and those of others. Plantation Middle would like to add Chinese as its second language to: 1) Help students do better in school; 2) Make students stand out; 3) Increase ability of non-Asian children to speak Chinese; and 4) Opens doors as Mandarin Chinese is the leading international language for business and trade. Learning Chinese early can influence a child’s entire academic career, and being fluent by the time they are applying to universities can really distinguish a teen from his or her competitor. We will be building a feeder pattern of Chinese speaking students with Plantation High, the newly adopted gifted high school in our Innovation Zone.</p> | |
| Evaluation Plan | Host schools must participate in TCLP mandatory trainings and workshops, including online modules for school administrators and mentor teachers; a two-day orientation workshop in Washington, D.C.; and a two-day workshop in mid-October 2018 for exchange and mentor teachers. | |
| Research Methodology | A landmark study by E. Peal and W.E. Lambert entitled <i>The relation of bilingualism to intelligence</i> showed a general superiority of bilinguals over monolinguals in a wide range of intelligence tests and aspects of school achievement. | |
| Alignment with Strategic Plan | The activities of this grant are aligned with District Strategic Plan Goal 1: High-Quality Instruction, by ensuring that students, particularly middle school students, are learning a foreign language and becoming better prepared for college and 21 st century careers. | |
| Level of Support provided by GAGP | GAGP staff distributed this grant opportunity and drafted the executive summary for board approval. GAGP will track the grant in the system. | |