

## POST-SUBMISSION EXECUTIVE SUMMARY

### Grant 06/12/18 – A

<b>Grant Program</b>	<b>Action for Healthy Kids - Game On Grant*</b>
Status	New – Competitive
Funds Requested	\$1,000 (awarded)
Financial Impact Statement	The positive financial impact is \$1,000. The source of funds is Action for Healthy Kids. There is no additional financial impact to the District.
Schools Included	Sawgrass Springs Middle School
Managing Department/School	Sawgrass Springs Middle School
Source of Additional Information	1. Judy K. Bremner, Teacher – Sawgrass Springs Middle School 754-321-4501
Project Description	This grant will improve the health of students at Sawgrass Springs Middle through the purchase of fitness equipment.
Evaluation Plan	N/A
Research Methodology	Research demonstrates that for children, physical activity and movement enhances fitness, fosters growth and development, and helps teach them about their world. <u>This project will increase students’ moderate to vigorous activity levels.</u>
Alignment with Strategic Plan	This project supports District Strategic Plan Goal 1: High-Quality Instruction as it supports middle school student health through physical fitness.
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 06/12/18 – B

<b>Grant Program</b>	<b>City of Hallandale Beach</b>	
Status	New – Competitive	
Funds Requested	\$8,666 (requested)	
Financial Impact Statement	The potential positive financial impact is \$8,666. The source of funds is from The City of Hallandale Beach. There is no additional financial impact to the District.	
Schools Included	Gulfstream Early Childhood Center of Excellence (GECCE)	
Managing Department	Early Learning Language Acquisition	
Source of Additional Information	1. Lori Canning Ed.D., Executive Director – Early Learning Language Acquisition (ELLA)	754-321-1953
	2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	ELLA proposes establishing the City of Hallandale Beach Safety Town program at GECCE. The goal of the program is to serve resident families with lessons on physical and transportation safety for children. Additionally, the site will be open for private and home care providers to schedule field trips at no cost. Monthly evening safety training sessions will be provided to residents who attend Welcome Wednesday community involvement and open campus events.	
Evaluation Plan	Skills tests will be provided to visiting students to show changes in knowledge and safety skills resulting from visits to the Safety Town.	
Research Methodology	The benefit to the community will be in providing proactive safety training which will reduce the number of victims and unintentional injuries and deaths in children 14 and under. By improving safety practices, emergency response for crimes to persons and accidental injuries should be decreased, saving the City resources over time. The public, private, and home childcare providers will establish a connection and network of resources improving safety and educational outcomes.	
Alignment with Strategic Plan	This grant is aligned to District Strategic Plan Goal 1: High-Quality Instruction (Literacy and Early Learning).	
Level of Support provided by GAGP	GAGP staff provided support in developing 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 06/12/18 – C

<b>Grant Program</b>	<b>Digital Promise</b>
Status	New – Competitive
Funds Requested	\$460,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$460,000 over 3 years. The lead applicant is Digital Promise through funding from the United States Department of Education (USDOE) Supporting Effective Educator Development (SEED) grant. The District has agreed to match the time of four instructional facilitators during the academic year over the 3-year grant.
Schools Included	Eighty middle school teachers from approximately four schools to be selected from across the District.
Managing Department/School	Office of Academics
Source of Additional Information	<ol style="list-style-type: none"> <li>1. Daryl Diamond, Director – Innovative Learning Department 754-321-2630</li> <li>2. Lisa Milenkovic, Supervisor, STEM+Computer Science – Applied Learning Department 754-321-2623</li> <li>3. Stephanie R. Williams, Director – Grants Administration &amp; Government Programs (GAGP) 754-321-2260</li> </ol>
Project Description	<p>In response to the USDOE SEED grant opportunity, Digital Promise partnered with American Institutes for Research (AIR), Broward County Public Schools, Charlotte-Mecklenburg Schools, Lincoln Public Schools, and Loudon County Public Schools. The proposed project will address the need for scalable, effective teacher professional learning by: 1) training district coaches to guide middle grade teachers’ learning towards Computational Thinking (CT) practices that promote inclusion in science, technology, engineering, and mathematics (STEM) learning and 2) leveraging micro-credentials to guide, recognize, and continuously improve teachers’ competence in integrating CT into STEM.</p> <p>All project materials will contribute to the practice of integrating CT into STEM to improve problem solving, including coaching guidelines, training agendas and curriculum resources; sample District planning templates with suggested milestones and timelines; and publicly published micro-credentials as free and open resources. Both Digital Promise and AIR plan to publish scholarly research and reports with findings from this project addressing both teacher and student outcomes.</p>
Evaluation Plan	<p>From the outputs of the project activities, the following expected outcomes are the goals of the project to be measured by a rigorous evaluation:</p> <ul style="list-style-type: none"> <li>• Increased coach knowledge and skill to support teachers integrating CT into STEM;</li> <li>• Increased teacher knowledge and skill to integrate CT into STEM to support all students;</li> <li>• Improved teacher attitudes and commitment to STEM and CT and the value of an integrated and inclusive approach to teaching them; and,</li> <li>• Improved student participation and outcomes in STEM and Computer Science in schools, college, and careers.</li> </ul>
Research Methodology	<p>Thoughtfully integrated CT both increases academic outcomes and creates new opportunities and pathways for underrepresented students to identify and engage with computing. A recent study found that CT provides versatile approaches to problem solving; including</p> <ul style="list-style-type: none"> <li>• Gathering and organizing data to investigate questions and communicate findings;</li> <li>• Expressing procedures as algorithms (a series of logical, precise, repeatable steps that delivers an expected result) to reliably create and analyze processes;</li> </ul>

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	<ul style="list-style-type: none"><li>• Creating computational models that use data and algorithms to simulate complex systems; and</li><li>• Using and comparing computational models to develop new insights about a subject.</li></ul>
Alignment with Strategic Plan	The grant is aligned with District Strategic Plan Goal 1: High-Quality Instruction as it focuses on improving the knowledge and skill of instructors in integrating CT into STEM. The 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 Digital Promise and the Applied Learning and Innovative Learning departments to develop the grant application and budget as well as the executive summary for board approval. GAGP will track the grant in the system.

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### Grant 06/12/18 – D

<b>Grant Program</b>	<b>Donors Choose</b>
Status	New - Competitive
Funds Requested	\$0 (\$1,765 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 \$1,765 worth of furniture and rugs. 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. Juliet Hodge, Teacher – Westglades Middle School 754-323-2100 2. Brenda Martorana, Bookkeeper – Westglades Middle School 754-322-4837
Project Description	This donation includes seating and rugs that will be used to improve the classroom used by the school’s multimedia program.
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.

### Grant 06/12/18 – E

<b>Grant Program</b>	<b>Farmers Insurance - Thank America’s Teachers</b>
Status	New - Competitive
Funds Requested	\$2,500 (requested)
Financial Impact Statement	The potential positive financial impact is \$2,500. The source of funds is Farmers Insurance. There is no additional financial impact to the District.
Schools Included	Whispering Pines Center School
Managing Department/School	Whispering Pines Center School
Source of Additional Information	1. Andrea L. Swift, Assistant Principal – Whispering Pines Center School 754-321-7650
Project Description	WPS is requesting grant funds to expand the garden learning lab. Using various websites as inspiration, students will develop an aesthetic for the vertical garden and research optimal plant selection for the space. Students will identify variables that impact plant growth versus those that can be changed. Students will also experiment with hydroponic gardening techniques for the first time. Plants will be sold as part of a school-based enterprise to fund expansion.
Evaluation Plan	N/A
Research Methodology	Gardens are a vibrant outdoor science lab filled with numerous opportunities for students to conduct scientific investigations and develop critical thinking skills.
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 that will strengthen college and career readiness.
Level of Support provided by 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 06/12/18 – F

<b>Grant Program</b>	<b>Florida Atlantic University - Health Careers Opportunity Program</b>	
Status	New – Competitive	
Funds Requested	\$0 (\$1,000,000 in-kind benefits awarded)	
Financial Impact Statement	The potential positive financial impact is \$1,000,000 in-kind benefits (\$200,000 requested per year over 5 years). Participating students will benefit from services provided by the Florida Atlantic University Health Careers Opportunity Program (FAU HCOP), including educational enrichment, summer programs, and internships/clinical hours in primary care settings detailed below. All participating students will earn a stipend and/or scholarship dollars to offset their living and educational expenses. There is no additional financial impact to the District.	
Schools Included	The target population for the FAU HCOP are rising high school juniors and seniors in health science career pathways at 22 high schools. Students will likely be first generation college-goers and from disadvantaged backgrounds.	
Managing Department/School	Career Technical Adult and Community Education	
Source of Additional Information	1. Enid Valdez, Director – Career Technical Adult and Community Education	754-321-8444
	2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	Over 5 years, the FAU HCOP Academy will offer up to 300 educationally and economically disadvantaged students a pipeline that supports their academic, career, financial and social/emotional needs to ensure their graduation, acceptance into postsecondary institutions and/or employment in primary care settings in Broward County. HCOP will include at least one of the following programs: Summer, Saturday, or Ambassador programs. The Ambassador Program is a structured educational enrichment pipeline program that supports and monitors students with tutoring, formalized mentoring, research experiences in opioid abuse, childhood obesity and mental/behavioral health, as well as internships/clinical hours in primary care settings such as Federally Qualified Health Centers.	
Evaluation Plan	The purpose of this partnership is to support the creation of the FAU HCOP high school pipeline/ambassador program. Program goals include retention, matriculation, graduation and employment in a health profession serving vulnerable communities via primary care. Specifically, the program will: 1) enroll up to 300 qualified high school juniors and seniors over five years; 2) retain 80percent of participating students in the educational healthcare profession pathway or primary care employment; 3) 100percent will learn to navigate the high school-college transition; 4) 95percent of students will earn a C or higher in health science classes; 5) 80percent of students will show an increase in decidedness to pursue a health profession career; 6) 100percent of students will engage in research experiences led by FAU faculty, community, nonprofit, government or law enforcement organizations; and 7) 100percent of pipeline students will complete 75 hours of clinical shadowing experiences at primary care centers.	
Research Methodology	Due to the increased demand for qualified health care workers, it has become imperative to meet the need for advanced education and training beyond high school. According to the Bureau of Labor Statistics, employment in the healthcare industry is projected to increase 19percent through 2024. Specifically, health care practitioners and technical occupations are expected to increase by 16.4percent and health care support occupations by 23percent. With respect to educational attainment, 35percent of the job openings in health care will require at least a bachelor’s degree and an additional 30percent will require some college or an associate’s degree. However, of the Medical Doctor degrees conferred in 2015-2016, only 5.5percent were to African Americans/Blacks; 5.0percent Hispanic; 21.1percent Asian; and 57.2	

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	percent were to Whites. PharmD degrees in 2015-16 were comprised of 7.3 percent African American/Black; 4.4 percent Hispanic; and 53.2percent Whites.
Alignment with Strategic Plan	The grant activities are aligned with District Strategic Plan Goal 1: High-Quality Instruction by increasing the number of college and career ready students in health science and other healthcare sectors.
Level of Support provided by GAGP	GAGP Department helped obtain necessary signatures for the application and drafted the executive summary for board approval. GAGP will track the grant in the system.

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### Grant 06/12/18 – G

<b>Grant Program</b>	<b>Florida Department of Education - Carl D. Perkins Secondary Career and Technical Education Programs for Department of Juvenile Justice Students*</b>
Status	New – Competitive
Funds Requested	\$64,400 (requested)
Financial Impact Statement	The potential positive financial impact is \$64,400. The source of funds is from the Florida Department of Education Division of Career and Adult Education.
Schools Included	Department of Juvenile Justice site – Broward Youth Treatment Center
Managing Department/School	Office of Equity and Academic Attainment
Source of Additional Information	<ol style="list-style-type: none"> <li>1. David Watkins, Director – Equity and Academic Attainment 754-321-1650</li> <li>2. Manoushka Saintil, Administrator – Equity and Academic Attainment 754-321-1612</li> <li>3. Stephanie R. Williams, Director – Grants Administration &amp; Government Programs (GAGP) 754-321-2260</li> </ol>
Project Description	The Carl D. Perkins Secondary Career and Technical Education Program for Department of Juvenile Justice Students will provide secondary, career and technical training to students at Broward Youth Treatment Center. This program supports the education, training, support services and potential job placement for confined juveniles. This funding will allow the District to provide a targeted career pathway in culinary arts for 63 youth confined at Broward Youth Treatment Center. In addition, transition and support services will be provided as participants move back into their communities. The goal of the program is to improve reading and math achievement, provide course credits and industry certifications preparing them for future employment opportunities and helping to reduce recidivism rates.
Evaluation Plan	The program will use data collected on the impact of the enhanced career technical and support services on the confined juveniles enrolled in the program. The program will be evaluated by completion of program activities. Outcome evaluation will examine whether the program has met the intended goals of assisting participants to achieve educational milestones, obtain career technical course credits and industry certifications, enter post-secondary institutions, and/or employment.
Research Methodology	Research shows language barriers, poverty and greater involvement in the juvenile justice system decrease the likelihood of youth graduating on time and achieving postsecondary success. Research also suggests that confinement does not meet the needs of juveniles nor improve the community, as it interrupts education and negatively affects employability. Yet incarcerated youth have limited opportunities for career technical education while confined and face a myriad of obstacles in returning to school and finding employment. The proposed program will improve participants’ academic achievement and prepare them with workforce skills and increased opportunities for employment/postsecondary options.
Alignment with Strategic Plan	This program aligns with District Strategic Plan Goal 1: High-Quality Instruction by offering participants workplace skills, career technical education, and industry certification.
Level of Support provided by GAGP	GAGP staff alerted the department of the grant opportunity and supported the department in developing the application narrative and budget. GAGP staff wrote the executive summary for the Board agenda, prepared a hard copy of the file for record keeping, and is tracking the grant through the grant management system.

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### Grant 06/12/18 – H

<b>Grant Program</b>	<b>Florida Department of Education - District Instructional Leadership and Faculty Development</b>	
Status	Entitlement – Non-Competitive	
Funds Requested	\$610,641 (requested)	
Financial Impact Statement	The potential positive financial impact is \$610,641. The source of funds is the Florida Department of Education. There is no additional financial impact to the District.	
Schools Included	District-wide	
Managing Department/School	Office of School Performance and Accountability	
Source of Additional Information	1. Ted Toomer, Director – Leadership Development	754-321-5002
	2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	<p>The proposed project has the following objectives: 1) provide professional development and learning for principals and other district administrators that is data-driven and aligned to teacher evaluation and feedback systems, 2) improve teaching aligned to the vision of high quality instruction and Florida Standards and strengthen instructional practice through authentic professional learning communities, 3) improve actionable and accurate feedback in teacher observation, 4) improve coaching models, cycles and methods, and 5) engage and align partners to leverage expertise and coherence.</p> <p>In carrying out this project, the District will develop a clear definition of quality, rigorous instruction for strategic planning, provide professional development to school and District leaders on the pillars of rigor and the Eight Skills of Instructional Leaders, align standards with feedback for teachers, and align standards to professional development design and implementation.</p>	
Evaluation Plan	Project impact will be monitored through feedback on professional learning activities, surveys, iObservation, and quarterly reports.	
Research Methodology	A comprehensive diagnostic review was conducted of Broward County Public Schools’ implementation of the Florida Standards, its effective teaching practices, professional learning activities and structures, and the teacher evaluation system. The diagnostic found a marked gap between Broward educators’ perceptions of readiness and actual practices due to educators not understanding the expectations of the Standards or the changes in instructional practices that the Standards require.	
Alignment with Strategic Plan	This project supports District Strategic Plan Goal 1: High-Quality Instruction through the development of a comprehensive plan to address the issue of inequity of rigor and expectations for excellent instruction in classrooms, crafting of a common vision of tier one instruction that aligns to the Standards, and work across departments and schools to clarify priorities and strengthen instruction.	
Level of Support provided by GAGP	GAGP staff obtained signatures, edited the application, and created the executive summary for the board agenda. Staff will also track grant application through the grants management system.	

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### Grant 06/12/18 – I

<b>Grant Program</b>	<b>Florida Department of Education - Multiagency Services Network for Students with Emotional/Behavioral Disabilities</b>
Status	Continuation - Non Competitive
Funds Requested	\$128,000 (requested)
Financial Impact Statement	The potential positive financial impact, if funded, is \$128,000. The dollar amount is allocated by the Florida Department of Education. The grant has three parts General Revenue, IDEA, and IDEA Part B. The source of funds is the Florida Department of Education. There is no additional financial impact to the District.
Schools Included	District-wide
Managing School/Department	Exceptional Student Learning Support
Source of Additional Information	<ol style="list-style-type: none"> <li>1. Dr. Antoine Hickman, Executive Director – Exceptional Student Learning Support 754-321-3436</li> <li>2. Charlene Grecsek, Coordinator – Exceptional Student Learning Support 754-321-3400</li> <li>3. Stephanie R. Williams, Director – Grants Administration &amp; Government Programs (GAGP) 754-321-2260</li> </ol>
Project Description	Students with Emotional/Behavioral Disabilities Network (SEDNET) provides an intensive integrated educational program to include a continuum of mental health treatment services to enable students with or at-risk of emotional/behavioral disabilities to develop appropriate behaviors and demonstrate academic and career education skills. For the 2018/2019 grant cycle, the following outcomes/goals are identified for SEDNET Region 10: 1) Support and represent the needs of students in each school district in joint planning with fiscal agents of children’s mental health funds, including the expansion of school-based mental health services, transition services, and integrated education and treatment programs; 2) Improve coordination of services for children with or at-risk of emotional/behavioral disabilities and their families by assisting multi-agency collaborative initiatives to identify critical issues and barriers of mutual concern and develop local response systems that increase home and school connections and family engagement; 3) Assist school districts in the understanding of factors that may contribute to behaviors that may lead to use of restraint and seclusion; 4) Increase parent and youth involvement and development with local systems of care; and 5) Facilitate student and family access to effective services and programs for students with and at-risk of emotional/behavioral disabilities that include necessary educational, residential, and mental health treatment services, enabling these students to learn appropriate behaviors, reduce dependency, and fully participate in all aspects of school and community living.
Evaluation Plan	SEDNET Region 10 used research-based best practices to support local district efforts addressing the following Indicators: (1) Indicator 1 – Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma; (2) Indicator 2 – Percent of youth with IEPs dropping out of high school; (3) Indicator 4 – Rates of suspension and expulsion; (4) Indicator 13 – Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals; and (5) Indicator 14 – Percent of youth with IEPs who are no longer in high school who are transitioning into the community and world of work. The goals and objectives of the SEDNET Project will be monitored in accordance with the Project Design stated in the grant proposal. This includes maintaining and updating, on a quarterly basis, the DOE database which includes 3 specific areas: deliverables; service delivery, and training. Data for the grant is tracked in Department of Education Project Tracking System database.
Research Methodology	In developing SEDNET’s goals and objectives for 2018/2019, the Project Manager used Information from Department of Education 2017 LEA Profiles; Statewide

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	Suicide Prevention Data and Research from University of South Florida; Bruce Perry Research on Neuro Sequential Models in Therapeutics and Education; SAMSHA’s published works on Trauma; National Trauma Center ; and Suicide Prevention Registry for Promising Suicide Prevention Practices; Youth Mental Health First Aid Evidenced Based Best Practice Training.
Alignment to Strategic Goals	This project supports District Strategic Plan Goal 2: Continuous Improvement: Improving understanding of Mental Health and Impact on student behavior and abilities in the classroom. Educating all School staff on Impact of Trauma on students and families which can ultimately increase student success. The SEDNET Project focuses on collaboration which is aligned with District Strategic Plan Goal 3: Effective Communication. Communication with Community Behavioral Health Providers who can offer additional supports to students outside of the academic day. Communication with school staff regarding supports for students in and outside of the classroom. Ability to offer online and in person education and support in areas of mental health for students. This increase of support can ultimately decrease behaviors which allows students to be present in the classroom both physically and emotionally.
Level of Support provided by GAGP	GAGP staff obtained signatures and created the executive summary for the board agenda. Staff will also track grant application through the grants management system.

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### Grant 06/12/18 – J

<b>Grant Program</b>	<b>Humana Foundation*</b>						
Status	New – Competitive						
Funds	\$300,000 (requested)						
Financial Impact Statement	The potential positive financial impact is \$300,000. The source of funds is from Humana Foundation. There is no additional financial impact to the District.						
Schools Included	33311 Zip Code in Lauderdale Manors Early Learning and Family Resource Center (LMELFRC) and 33009 Zip Code in Hallandale Beach, Gulfstream Early Childhood Center of Excellence (GECCE)						
Managing Department/School	Early Learning and Language Acquisition & Family and Community Engagement						
Source of Additional Information	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">1. Dr. Lori Canning, Executive Director – Early Learning and Language Acquisition</td> <td style="width: 30%; text-align: right;">754-321-1953</td> </tr> <tr> <td>2. Nadia Clarke, Assistant Director – Family and Community Engagement</td> <td style="text-align: right;">754-321-1599</td> </tr> <tr> <td>3. Stephanie R. Williams, Director – Grants Administration &amp; Government Programs (GAGP)</td> <td style="text-align: right;">754-321-2260</td> </tr> </table>	1. Dr. Lori Canning, Executive Director – Early Learning and Language Acquisition	754-321-1953	2. Nadia Clarke, Assistant Director – Family and Community Engagement	754-321-1599	3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
1. Dr. Lori Canning, Executive Director – Early Learning and Language Acquisition	754-321-1953						
2. Nadia Clarke, Assistant Director – Family and Community Engagement	754-321-1599						
3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260						
Project Description	<p>Broward County Public Schools (BCPS) created the Food Pantry program at Lauderdale Manors Family and Community Center, along with the Welcome Center for Family Strengthening, Health Services, and Homeless Services. These programs have serviced hundreds of families within the community. BCPS has proposed an expanded model to Humana that will both strengthen the Lauderdale Manors program by providing outreach and connection services and also create the Food Pantry Program at GECCE.</p> <p>This inter-generational approach will provide young children and families not just with food, but with tools, skills, and resources which will empower them, over time, to become food secure while raising children to become food secure as adults. This will occur through connected support services and a combination of organizations from education, arts, health, business, as well as city and county partnerships to seamlessly help families become self-sufficient for generations to come.</p> <p>The Lauderdale Manors site will strengthen food pantry program by adding in opportunities for food distribution and family strengthening connections. GEECE will build the food pantry program at the site and make connections with currently operating programs.</p>						
Evaluation Plan	Goal: Minimum of 200 Families transitioning from hunger and poverty to "high food security", enabling them to lead a healthy lifestyle because they have consistent access to enough affordable, nutritious food and are empowered with the resources and knowledge to select and prepare it. BCPS will partner with local nonprofits to synthesize data on food security as it relates to the families served.						
Research Methodology	This program will support nutrition education for the establishment of healthy living lifestyles.						
Alignment to Strategic Goals	This grant supports District Strategic Plan Goal 1: High-Quality Instruction.						
Level of Support provided by GAGP	GAGP staff alerted the program of the grant window, facilitated the grant submission timeline, wrote the executive summary for the board agenda, prepared a hard copy of the file for record keeping, and will track the grant through the eCivis grants management system.						

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## POST-SUBMISSION EXECUTIVE SUMMARY

### Grant 06/12/18 – K

<b>Grant Program</b>	<b>Jobs for Florida’s Graduates* - Hallandale Magnet High</b>
Status	New - Competitive
Funds Requested	\$45,000 (awarded)
Financial Impact Statement	The positive financial impact is \$45,000. The source of funds is the Florida Endowment Foundation for Florida’s Graduates. There is no additional financial impact to the District.
Schools Included	Hallandale Magnet High School
Managing Department/School	Hallandale Magnet High School
Source of Additional Information	<ol style="list-style-type: none"> <li>1. Mark P. Howard, Principal – Hallandale Magnet High School 754-323-0900</li> <li>2. Michelle McNab-Hemans, Teacher – Hallandale Magnet High School 754-323-0900</li> <li>3. Stephanie R. Williams, Director – Grants Administration &amp; Government Programs 754-321-2260</li> </ol>
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 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.

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### Grant 06/12/18 – L

<b>Grant Program</b>	<b>Jobs for Florida’s Graduates* - Miramar High</b>	
Status	New - Competitive	
Funds Requested	\$45,000 (awarded)	
Financial Impact Statement	The positive financial impact is \$45,000. The source of funds is the Florida Endowment Foundation for Florida’s Graduates. There is no additional financial impact to the District.	
Schools Included	Miramar High School	
Managing Department/School	Miramar High School	
Source of Additional Information	1. Maria D. Formoso, Principal – Miramar High School	754-323-1350
	2. Cristina N. Selvidge, Assistant Principal – Miramar High School	754-323-1350
	3. Stephanie R. Williams, Director – Grants Administration & Government Programs	754-321-2260
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 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.	

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### Grant 06/12/18 – M

<b>Grant Program</b>	<b>Jobs for Florida’s Graduates* - South Plantation High</b>
Status	New - Competitive
Funds Requested	\$95,000 (awarded)
Financial Impact Statement	The positive financial impact is \$95,000. 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	<ol style="list-style-type: none"> <li>1. Christine Henschel, Principal – South Plantation High School      754-323-1950</li> <li>2. Barbara W. Fierro, Bookkeeper – South Plantation High School      754-323-1954</li> <li>3. Stephanie R. Williams, Director – Grants Administration &amp; Government Programs      754-321-2260</li> </ol>
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 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 06/12/18 – N

<b>Grant Program</b>	<b>Max and Victoria Dreyfus Foundation</b>
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 Max and Victoria Dreyfus Foundation. 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. Jason Zembuch, Theatre Director – South Plantation High School 754-323-1950
Project Description	The Theater Program at South Plantation High School empowers youth through the arts. The program embraces a culture of taking risks without fear of failure and provides excellence in theatrical programming that is accessible to all audience members. It engages, challenges and inspires the community. In an effort to provide the safest possible environment and best imaginable theater experience for all students and audience members, the school is requesting \$20,000 from the Max and Victoria Dreyfus Foundation. The grant will be utilized to replace all the drapes to ensure a safe learning environment.
Evaluation Plan	The number of students and audience members able to enjoy theater classes and performances and other gatherings in the space, such as assemblies, open houses, summer camps, large group testing, is expected to increase due to the requested improvements. The replaced drapes will provide the best and safest possible theater experience for all students.
Research Methodology	Annually, the theater is visited and utilized by thousands of students and community members from all over Broward County. Needless to say, the multitude of programs have taken their toll. The stage curtains have been cleaned and repaired many times over the years. The fabric no longer holds the integrity it once did and snags easily creating a safety concern to the performers and students responsible for changing the scenery.
Alignment with Strategic Plan	This grant is aligned to District Strategic Plan Goal 2: Continuous Improvement by increasing the theater’s safety and expanding the utilization of the space.
Level of Support provided by GAGP	GAGP staff provided support in developing the letter of inquiry, drafting 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 06/12/18 – O

<b>Grant Program</b>	<b>National Science Foundation – Computer Science for All Project</b>
Status	New - Competitive
Funds Requested	\$430,954 (requested)
Financial Impact Statement	The potential positive financial impact is \$430,954 to cover an instructional facilitator, summer camp personnel, and materials for the District over three years. The source of funds is a potential subaward from Nova Southeastern University’s proposal to the National Science Foundation request for proposals (RFP) entitled Computer Science (CS) for All. There is no additional financial impact to the District.
Schools included	Participating Sprouting STEM Schools
Managing Department	Applied Learning Department
Source of Additional Information	<ol style="list-style-type: none"> <li>1. Dr. Lisa Milenkovic, Supervisor, STEM+Computer Science – 754-321-2623 Applied Learning Department</li> <li>2. Leona Miracola, Director - Innovative Programs Department 754-321-2070</li> <li>3. Stephanie R. Williams, Director – Grants Administration &amp; 754-321-2260 Government Programs (GAGP)</li> </ol>
Project Description	<p>The goal of this project is to increase the District’s capacity to grow a culture of learning success designed to make the future brighter for students from disadvantaged and diverse backgrounds by developing a replicable and sustainable teacher training program that provides teachers in the neediest elementary schools with the in-depth content knowledge and instructional design skills needed to design lessons that strengthen young students’ Computational Thinking (CT) skills.</p> <p>The Sprouting STEM program targets the District’s most diverse and economically disadvantaged schools (classified as Title I and minority group isolated). The Sprouting STEM Museum Magnet Schools initiative encourages the inquisitive nature of students as they perceive STEM with the mind and eyes of a museum curator, developing and applying the skills of researching, exploring, experimenting, explaining, and exhibiting.</p> <p>Participating Sprouting STEM 2nd grade teachers (who have user-level literacy and some of whom have only completed a foundational one-day Code.org CS Fundamentals workshop) will benefit from learning the basic foundations of CS through a three-credit hour graduate course, designed to be a first step in developing their in-depth understanding of and ability to apply CT content. Accompanied by additional guidance in educational lesson planning, diverse student learning styles, and the availability of instructional support resources, teachers will develop math/science lessons appropriate to lower elementary level student learning ability, applying CT knowledge and skills using creative and fun instructional approaches as learning motivation tools. Combined with research-informed supplemental support services for teachers, students, and families, project interventions will generate specific evidence and data that will supplement knowledge generated by existing BCPS CS initiatives such as the STEM+C grant, activities conducted in partnership with Code.org, and other K-12 CS initiatives supporting the long-range CS plan established by the BCPS Office of Academics, Professional Development Standards and Support. This partnership will not only contribute to the body of knowledge on early elementary STEM/CS education, it will provide the District with valuable knowledge and data to influence District policies regarding the strengthening of BCPS’ successful Sprouting STEM program, subsequently increasing student learning outcomes at the classroom and school level.</p>
Evaluation Plan	Specific project objectives are: (1) to increase teacher knowledge and capacity to develop lessons that apply CS/CT content; (2) to improve CS/CT-related learning outcomes for targeted 2nd grade students; and (3) to increase the confidence of participating teachers and students in their ability to learn CS/CT.

## POST-SUBMISSION EXECUTIVE SUMMARY

<p>Research Methodology</p>	<p>BCPS' current STEM+C "Time for CS" project (Research-Practice Partnership (RPP) with the University of Chicago) addresses CT for young learners (an area greatly in need of research and learning materials), however this NSU-BCPS RPP Alliance will specifically address gaps in the STEM+C project by tackling 2nd grade (the other RPP has no plans to expand its focus to lower than 3rd grade). This strong local RPP will generate new knowledge regarding early elementary STEM/CS education, specifically building upon the success of BCPS' Sprouting STEM magnet school program.</p>
<p>Alignment with Strategic Plan</p>	<p>This program aligns with District Strategic Plan Goal 1: High-Quality Instruction (Literacy and Early Learning). Sprouting STEM Museum Magnet lessons encourage creativity, academic use of technology, and promote early college readiness, ultimately increasing student reading, math, and science proficiency.</p>
<p>Level of Support provided by GAGP</p>	<p>GAGP staff worked with the department to prepare a program budget and partnership documents with NSU. 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.</p>

## POST-SUBMISSION EXECUTIVE SUMMARY

### Grant 06/12/18 – P

<b>Grant Program</b>	<b>National Science Foundation – STEM+C Supplement</b>
Status	New – Competitive
Funds	\$249,750 (requested)
Financial Impact Statement	The potential positive financial impact is \$249,750. The source of funds is from the National Science Foundation (NSF). There is no additional financial impact to the District.
Schools Included	The following elementary schools will be given the option to participate to continue the work done with the current awarded STEM+C grant schools: Bennett, Silver Shores, Silver Lakes, Pompano Beach, Deerfield Park, Riverglades, Indian Trace, Eagle Point, Morrow, Panther Run, Bayview, Sunshine, Dolphin Bay, Sunset Lakes, Village, Margate, and Gator Run.
Managing Department	Applied Learning Department
Source of Additional Information	<ol style="list-style-type: none"> <li>1. Dr. Lisa Milenkovic, Supervisor, STEM+Computer Science – 754-321-2623 Applied Learning Department</li> <li>2. Stephanie R. Williams, Director – Grants Administration &amp; Government Programs (GAGP) 754-321-2260</li> </ol>
Project Description	<p>Broward County Public Schools (BCPS) is partnering with UChicago STEM Education at the University of Chicago to expand an exploratory NSF STEM + C project (NSF #1542842) in BCPS that has infused computer science (CS) into the elementary school day through the introduction of Grade 3-5 Interdisciplinary Problem-Based Learning (IPBL) modules. Initial findings of the exploratory study are shared at <a href="http://outlier.uchicago.edu/TimeforCS">http://outlier.uchicago.edu/TimeforCS</a>.</p> <p>The project will continue the development of the IPBL modules and take them through a rigorous data-informed design and development process. Currently, the modules are taught in the context of the literacy block so that time for using them is assured. While connecting to the literacy activities, the IPBL modules focus on a problem derived from Florida science and social studies standards. Students engage in solving the problem through learning experiences that connect to the literacy standards while integrating computer science and science lessons. The module development process will be led by curriculum development experts at UChicago STEM Education who will assure that the lessons are pedagogically and conceptually sound. Concurrent with the development process, BCPS Instructional Facilitators will provide professional development and, with Elementary Master Teachers, will regularly collaborate with the UChicago Team providing practical input, expert teacher experience, and lesson feedback.</p> <p>NSF has offered BCPS the opportunity to apply for a supplement of the original STEM+C grant award to perform an extension of the project through June 30, 2019.</p>
Evaluation Plan	Outcomes: this project will 1) provide young learners with opportunities to learn subjects that are often swept aside at the elementary level and 2) create refined and tested IPBL modules; 3) create models of professional development (PD) for supporting teachers using the modules; 4) generate knowledge about the extent to which teacher attitudes moderate and mediate student outcomes; and 5) generate findings about relationships between students' participation in IPBL experiences and their academic outcomes as well as their attitudes about science and CS.
Research Methodology	The CS education field is engaging in unprecedented efforts to broaden participation in CS education. BCPS has been a staunch advocate of this work and has committed to bringing CS opportunities to all students, K-12. While a great deal of national attention has been directed to the high school level, fewer efforts have focused on lower grades.
Alignment to Strategic Goals	This grant is aligned to District Strategic Plan Goal 1: High-Quality Instruction and District Strategic Plan Goal 2: Continuous Improvement.
Level of Support provided by GAGP	GAGP staff assisted with the budget revision for the extension application. Staff also 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 06/12/18 – Q**

Grant Program	<b>NoVo Foundation*</b>	
Status	New - Competitive	
Funds Requested	\$25,000 (requested)	
Financial Impact Statement	The potential positive financial impact is \$25,000. The source of funds is NoVo Foundation in partnership with Education First and Rockefeller Philanthropy Advisors. There will be no financial impact to the District.	
Schools Included	Elementary, middle, and high schools across the District will be included. TIF Schools and other schools are yet to be selected.	
Managing Department/School	Department of Coaching and Induction	
Source of Additional Information	1. Angela Brown, Director – Coaching and Induction Department	754-321-5070
	2. Michaelle Valbrun-Pope, Executive Director – Student Support Initiatives	754-321-1632
	3. Christopher Gates, Staff Assistant and Social + Emotional Intelligence Coach, Coaching and Induction Department	954-236-1624
	4. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	NoVo Foundation supports the spread of innovative social and emotional learning (SEL) practices in schools and districts nationwide, offering grant awards for district projects that span multiple schools in the 2018-2019 school year. Broward County Public Schools (BCPS) is proposing “Psyched: A Mindset. A Purpose,” a multi-tiered program that includes multiple developmentally appropriate, culturally responsive social-emotional intervention programs. The program proposes to strengthen the mind, and body (mental and physical) of underserved student populations in elementary, middle and high school. The program will build and strengthen social and emotional competencies, with an aim to reduce disparities and help children succeed in school, at home, and in life. The cohort of 40 teachers and 40 students will participate in a full-year Fellowship program, and receive Social + Emotionally Intelligence (S+EI) Coaching from an individualized Social + Emotional Intelligence Profile (SEIP). Beyond coaching, students and teachers will infuse and demonstrate social-emotional outcomes beyond academic knowledge through student-led SEL initiatives. In the culminating Fellowship, students and teachers will collaborate to design, build, and facilitate SEL-based school and community outreach initiatives, demonstrating SEL competencies in real and tangible ways.	
Evaluation Plan	<p>This project will encompass specific measurable objectives that align directly with the Innovation in Social and Emotional Learning (SEL) Awards:</p> <ul style="list-style-type: none"> <li>• Objective 1: Develop teachers and students as SEL leaders and coaches, further supporting and fostering a personal journey of change.</li> <li>• Objective 2: Develop guided practice and implementation of school/community-based, teacher and student-led social emotional learning/social emotional character development initiatives to improve school culture and climate.</li> <li>• Objective 3: Strengthen teacher and student social emotional skills through mindfulness practice, thereby developing an internal sense of restorative and intervention practices for improving resilience, learning mindset, compassion, self-awareness, self-management, and responsible decision-making.</li> <li>• Objective 4: Integrate SEL with academic lessons and community service, linking real-world applications of SEL competencies.</li> </ul>	
Research Methodology	In a study of one-million students, the results represented found that students in special education, African American students, and Hispanic/Latino students report the lowest levels of SEL, and that differences between these groups persist even	

**POST-SUBMISSION EXECUTIVE SUMMARY**

	<p>within schools (Hough, Kalogrides &amp; Loeb). Broward Schools has already established SEL Standards supported by the Collaborative for Academic, Social and Emotional Learning (CASEL). This initiative is supporting our efforts to create a district-wide model for Social Emotional Learning &amp; Academic Development based on the five competencies, encompassing equity, integrated identity, happiness, agency, and redesigning learning.</p>
<p>Alignment with Strategic Plan</p>	<p>This program aligns with District Strategic Plan Goal 1: High Quality Instruction by improving social-emotional wellbeing and skills, social-emotional leadership development, enhanced school climate, and academic achievement for participating elementary, middle and high school youth.</p>
<p>Level of Support provided by GAGP</p>	<p>GAGP staff alerted the department of the grant opportunity and supported the department in providing editorial assistance to the application narrative. GAGP staff were also responsible for writing the executive summary for the Board agenda, preparing a hard copy of the file for record keeping, and tracking the grant through the grant management system.</p>

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

## POST-SUBMISSION EXECUTIVE SUMMARY

### Grant 06/12/18 – R

<b>Grant Program</b>	<b>SeaWorld &amp; Busch Gardens Conservation Fund*</b>
Status	New - Competitive
Funds Requested	\$11,095 (requested)
Financial Impact Statement	The potential positive financial impact is \$11,095. The source of funds is the SeaWorld & Busch Gardens Conservation Fund. 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	Middle schools will be invited to engage in citizen science field trips
Managing Department/School	Applied Learning
Source of Additional Information	<ol style="list-style-type: none"> <li>1. Dr. Lisa Milenkovic, Supervisor, STEM+Computer Science – 754-321-2623 Applied Learning Department</li> <li>2. Stephanie R. Williams, Director – Grants Administration &amp; 754-321-2260 Government Programs (GAGP)</li> </ol>
Project Description	<p>Middle school students are generally not empathetic to local environmental issues because they do not feel knowledgeable enough or empowered to impact their community. Additionally, our local county park systems are underused by educators as a hands-on environment to teach about environmental conservation issues, as well as enhance rigor and relevance of the state’s life science standards. These two issues lead to lowered student interaction with their outdoor environment, such as city and county parks, and a lack of essential environmental issues knowledge that would increase their empathy towards the environment.</p> <p>Through our partnerships with Broward County Parks and Recreation, the Broward County Environmental Planning and Community Resilience Division, SciStarter, and National Wildlife Federation, BCPS will train teachers in the proper use of data gathering equipment, local conservation issues evident in our county's park system, available curriculum resources, and how these concerns can be integrated into the standards-based curriculum through a problem-based learning approach. By coordinating a meeting between the park naturalist and educators, we will help them develop a relationship that allows them to develop curricular connections, identify possible problems to be studied, and arrange collaboration dates and events. We will offer kits that provide the materials schools may not have to collect quantitative and qualitative data during their park trip. Finally, joining these innovators in the classroom and at the park will allow us to observe student and educator self-efficacy, as well as modify the program to meet the needs of all involved as we expand each year.</p>
Evaluation Plan	<p>Short-term, we want students in the parks to increase awareness of their impact on the environment. Through communication and support, teachers and park naturalists will collaborate to incorporate park environmental curriculum and activities that will enrich middle school curriculum.</p> <p>Long-term, we need to sustain collaboration that improves school park relationships, the number of educators involved and visits to the park. We will expand to include city parks, often not viewed as educational opportunities, allowing students to see their impact in neighborhood communities.</p>
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 Strategic Plan Goal 1: High-Quality Instruction for Middle Grades Learning and District Strategic Plan Goal 3: Effective Communication through Applied Learning as students and staff across the district apply innovation mindsets to everyday opportunities for conservation.

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Level of Support provided by GAGP	GAGP staff worked with the department to review the requirements and to submit the online proposal. 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.
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*\*Indicates that funding opportunity was disseminated to school or department by GAGP.*

## POST-SUBMISSION EXECUTIVE SUMMARY

### Grant 06/12/18 – S

<b>Grant Program</b>	<b>The James Patterson Literacy Challenge at the University of Florida</b>	
Status	New - Competitive	
Funds Requested	\$208,000 (in-kind services donation awarded)	
Financial Impact Statement	The positive financial impact is valued at \$208,000 over three years. The Office of School Performance & Accountability and Elementary Learning Department will support the project through school general budget professional development funds, Title I, School Improvement Grant (SIG), and District professional development funds. There is no additional financial impact to the District.	
Schools Included	Elementary Schools: Broadview, Castle Hill, Larkdale	
Managing Department/School	Exceptional Student Learning Support (ESLS): Pre-K and Elementary	
Source of Additional Information	1. Dr. Antoine Hickman, Executive Director – Exceptional Student Learning Support	754-321-3436
	2. Jennifer Bigos, Director, Pre-K/Elementary – Exceptional Student Learning Support	754-321-3465
	3. Dr. Lori Canning, Executive Director – Early Learning and Language Acquisition	754-321-1953
	4. Joshua Kisten, Principal – Broadview Elementary School	754-322-5500
	5. Letitia Ingram-Phillips, Principal – Castle Hill Elementary School	754-322-5600
	6. Carla Hart, Principal – Larkdale Elementary School	754-322-6600
	7. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	<p>The James Patterson Literacy Challenge at UF will address persistent problems in early literacy by working with schools to change their literacy culture. UF will accomplish this through transformative professional learning experiences for teachers and school leaders.</p> <p>Participating schools will be encouraged to adopt evidence-based curricula and methods for literacy instruction and intervention at all grade levels. In addition, UF will assess each school’s needs and work with them to develop a customized literacy acceleration plan. The plan will focus on professional development needs, but they will also address the overall literacy environment (e.g., core curricula, classroom libraries, schedules). Plans are to include the following:</p> <ul style="list-style-type: none"> <li>• face-to-face professional development sessions for all teachers and school leaders (1-2 weeks in the summer, 4-8 days during the school year, 2-5 days the following summer and periodically beyond that);</li> <li>• support of ongoing professional learning activities in each school (e.g., professional reading discussion groups);</li> <li>• personalized online professional development for all teachers and school leaders;</li> <li>• intensive online professional learning for reading coaches and grade-level team leaders, interventionists, and special education teachers;</li> <li>• participation by school teams in Research-in-Action Days at P.K. Yonge DRS;</li> <li>• participation by selected teachers in Summer Scholars Academy during Summer Adventures in Literacy (initially at P.K. Yonge DRS);</li> <li>• participation by reading coaches in the Lastinger Literacy Coaching modules;</li> <li>• ongoing, school-based direct support from a Master Teacher;</li> <li>• development of local ‘Summer Adventures in Literacy’ programs to support sustainable, cost-effective, ongoing professional development and coaching for teachers along with local, direct intervention for struggling readers; and</li> </ul>	



## POST-SUBMISSION EXECUTIVE SUMMARY

	<ul style="list-style-type: none"> <li>• participation in UFLI Basic and Small-Group for all K-3 teachers and UFLI Intensive training for special education teachers, interventionists, and reading coaches.</li> </ul>
Evaluation Plan	<p>Accomplishing real change will require comprehensive, schoolwide efforts, including intensive professional development and coaching, adoption of evidence-based curricula and instructional methods, and efficient and effective use of literacy data. UF anticipates working closely with each selected school for three years, with a gradual release of responsibility to the school. Ultimately, UF intends to build the capacity of participating schools so their successes can be sustained. Florida standardized testing will be the key metric of success.</p>
Research Methodology	<p>Two of the biggest problems facing low-performing schools are (a) many children arrive at school each year unprepared for the literacy expectations of their grade level and (b) many teachers are unprepared to address the needs of struggling readers. Past attempts to address these problems have tended to rely on one-size-fits-all curricula, superficial professional development efforts, and supposed quick fixes, none of which have led to sustained changes. The James Patterson Literacy Challenge propose a wholly different approach to be accomplished through transformative professional learning experiences for teachers and school leaders.</p>
Alignment with Strategic Plan	<p>All activities in this grant are aligned to District Strategic Plan Goal 1: High-Quality Instruction (Literacy and Early Learning)</p>
Level of Support provided by GAGP	<p>GAGP staff worked with ESLS to document the invitational grant award from UF. GAGP staff provided Level 2 support with contract writing and routing facilitation. GAGP also prepared the executive summary for the board agenda, facilitated inclusion of the grant and contract on the board agenda, and will track the grant within the grants management system.</p>

## POST-SUBMISSION EXECUTIVE SUMMARY

### Grant 06/12/18 – T

<b>Grant Program</b>	<b>T-Mobile EmpowerED Program</b>									
Status	New - Competitive									
Funds Requested	\$0 (\$10,000,000 in-kind donation requested)									
Financial Impact Statement	<p>The potential positive financial impact is \$0. The source of funds is T-Mobile Foundation who will pay District vendors directly for the purchase of technology student home and school use.</p> <p>The program carries an additional cost to the District for mobile internet service, implementation and staffing. This cost is yet to be determined by the Academics and Information &amp; Technology Departments in collaboration with the Financial Management Office. The total cost to the district will be based on the number of devices and free internet service for students on free and reduced lunch offered by T-Mobile. A decision by T-Mobile is expected by June 8<sup>th</sup>, 2018.</p>									
Schools Included	All District middle schools, centers, and combinations schools with grades 6 -8.									
Managing Department/School	Information & Technology (I&T) Department									
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 5%;">1.</td> <td style="width: 75%;">Tony Hunter, Chief Information Officer</td> <td style="width: 20%; text-align: right;">754-321-0400</td> </tr> <tr> <td>2.</td> <td>Daniel Gohl, Chief Academic Officer – Office of Academics</td> <td style="text-align: right;">754-321-2618</td> </tr> <tr> <td>3.</td> <td>Stephanie R. Williams, Director – Grants Administration &amp; Government Programs (GAGP)</td> <td style="text-align: right;">754-321-2260</td> </tr> </table>	1.	Tony Hunter, Chief Information Officer	754-321-0400	2.	Daniel Gohl, Chief Academic Officer – Office of Academics	754-321-2618	3.	Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
1.	Tony Hunter, Chief Information Officer	754-321-0400								
2.	Daniel Gohl, Chief Academic Officer – Office of Academics	754-321-2618								
3.	Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260								
Project Description	<p>T-Mobile’s EmpowerED program aims to narrow America’s homework gap by providing off-campus devices and data plans to students at eligible schools and districts. BCPS would like to partner with T-Mobile through the EmpowerED program to provide all students grades 6-8 in district schools, centers and combination schools with devices for classroom and home use.</p> <p>As part of the program, EmpowerED will provide free mobile internet devices valued between \$80 and \$200; or a subsidy of up to \$200 per mobile Internet device for devices over \$200. The district will be eligible for one of the following discounted education data plans: 1) 2GB for \$10: Up to 2GB of high-speed data, followed by data at reduced speeds up to 128kbps. T-Mobile will waive the \$10 service charge for the 2GB plan for the applicants that demonstrate the highest need. 2) T-Mobile ONE Unlimited LTE for \$20: Unlimited on-device 4G LTE data.</p> <p>T-Mobile will also provide support for planning, implementation and deployment, and Web Guard content filter. Students and their families will not be required to pay any money for devices and/or wireless service received through this program.</p>									
Evaluation Plan	All districts participating in this program will be required to submit reports to T-Mobile. Reports will contain both quantitative and qualitative aggregate data to measure the effectiveness of increased access on student achievement. Teachers, administrators, students and parents will be required to participate in biannual surveys used to measure perception, adoption and support/ resistance levels to the program. In addition, the district will be required to provide pre- and post-student performance data to quantitatively measure the impact of anywhere and anytime access.									
Research Methodology	Pew Research Center reports that 5 million U.S. families with school-aged children do not have broadband access at home. Low-income homes with children are four times more likely to be without broadband than middle- or upper-income households. Their chances for success are significantly reduced because at least 70percent of teachers assign homework that requires web access, based on a report by the Federal Communications Commission’s Broadband Task Force.									
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 1: High-Quality Instruction as schools increase access to technology for student use. Increasing student access to technology is an important component of the District’s Reimagine Middle Grades initiative.									
Level of Support provided by GAGP	GAGP staff supported schools, the Information & Technology Department and the Office of Academics by: facilitating the dialogue with T-Mobile, and developing and submitting the proposal.									

## POST-SUBMISSION EXECUTIVE SUMMARY

### Grant 06/12/18 – U

<b>Grant Program</b>	<b>United States Department of Education – Education Innovation and Research (Early Phase Grant)</b>
Status	New – Competitive
Funds Requested	\$4,000,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$4,000,000 over five years. The source of funds is from the United States Department of Education – Education Innovation and Research (EIR) Program. There is no additional financial impact to the District.
Schools Included	To be determined.
Managing Department	Applied Learning Department
Source of Additional Information	<ol style="list-style-type: none"> <li>1. Susie Cantrick, Director – Applied Learning <span style="float: right;">754-321-1859</span></li> <li>2. Dr. Lisa Milenkovic, Supervisor, STEM+Computer Science – Appl: <span style="float: right;">754-321-2623</span> Learning Department</li> <li>3. Stephanie R. Williams, Director – Grants Administration &amp; <span style="float: right;">754-321-2260</span> Government Programs (GAGP)</li> </ol>
Project Description	<p>The Education Innovation and Research (EIR) Early Phase Grant Program provides funding for entrepreneurial, evidence-based, field-initiated innovations to improve student achievement and attainment for high-need students; and rigorously evaluate such innovations. All EIR applicants are required to address Absolute Priority 1 – Demonstrates a rationale based on high-quality research findings. The given proposal will also address Absolute Priority 3 - Field-Initiated Innovations—Promoting Science, Technology, Engineering, or Math (STEM) education. The School Board of Broward County, Florida, in partnership with the Code.org Southeastern Consortium will develop a collection of focused modules with the goal of cultivating highly effective STEAM teachers, but with a sharp focus on promoting computational thinking among minority and underrepresented students.</p> <p>Consortium organizations will collaborate to develop modules, each of which will be taught in rotation at sites throughout the southeast over the five years of the grant. This collection of modules will constitute the “Southeastern Summer Institute”. The summer institutes will be taught by a combination of carefully chosen local facilitators and highly trained group of traveling experts. Each module is expected to run for a week and will have hands-on components. The modules will cover a diverse set of topics and will attempt to cover training for the entire K-12 pipeline of teachers. Priority will be given to STEAM teachers from schools serving underrepresented minorities and schools that do not yet have mature programs in computing.</p>
Evaluation Plan	All EIR grantees are expected to conduct an independent evaluation and to make continuous improvements in project design and implementation before conducting a full-scale evaluation of effectiveness. Success of the overall program will be, first and foremost, measured by how many schools implement the programs in their schools and the number of K-12 students impacted within a year of the summer institutes. Success will also be measured by the number of minority students impacted within a year of holding the summer institutes. Success will also be measured by the number of new Advance Placement (AP) CS programs in the region, and the number of students taking/passing the AP CS exams.
Research Methodology	The CS education field is engaging in unprecedented efforts to broaden participation in CS education. BCPS has been a staunch advocate of this work and has committed to bringing CS opportunities to all students, K-12. Strengthening teacher preparation in CS is expected to have a direct impact on student achievement in CS coursework.
Alignment with Strategic Plan	This program aligns with District Strategic Plan Goal 1: High-Quality Instruction.
Level of Support provided by GAGP	GAGP staff worked with Applied Learning as well as the Code.org Consortium to research, collect data, and edit the application and budget. GAGP was responsible for uploading the application into the federal grant application database for a timely submission. Additionally, GAGP staff helped develop the executive summary for board approval, provided documents for public review, and will track the grant in the system.

## POST-SUBMISSION EXECUTIVE SUMMARY

### Grant 06/12/18 – V

<b>Grant Program</b>	<b>United States Department of Education - Title IX, Part A - Education of Homeless Children and Youth Project</b>						
Status	New - Competitive						
Funds Requested	\$345,000 (requested)						
Financial Impact Statement	The potential positive financial impact is up to \$345,000 over three years. The source of funds is the United States Department of Education through the Florida Department of Education (FLDOE). In addition, the Student Services Department supports 50 percent of the District Liaison’s salary. Title I set-aside funds (\$400,000 per year) supports the other 50 percent of the District Liaison’s salary as well as 4.5 FTE Community Liaisons, 1 FTE Homeless Specialist and four (4) retired school teachers (tutors for the ArtREACH after school care program).						
Schools Included	District-wide (PreK-12)						
Managing Department/School	Student Support Initiatives: Student Services Department’s Homeless Education Assistance Resource Team (HEART)						
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Carole D. Mitchell, District Liaison - Homeless Education Assistance Resource Team</td> <td style="width: 30%; text-align: right;">754-321-1566</td> </tr> <tr> <td>2. Dr. Laurel Thompson, Director – Student Services</td> <td style="text-align: right;">754-321-1550</td> </tr> <tr> <td>3. Stephanie R. Williams, Director – Grants Administration &amp; Government Programs (GAGP)</td> <td style="text-align: right;">754-321-2260</td> </tr> </table>	1. Carole D. Mitchell, District Liaison - Homeless Education Assistance Resource Team	754-321-1566	2. Dr. Laurel Thompson, Director – Student Services	754-321-1550	3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
1. Carole D. Mitchell, District Liaison - Homeless Education Assistance Resource Team	754-321-1566						
2. Dr. Laurel Thompson, Director – Student Services	754-321-1550						
3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260						
Project Description	Grant funds are considered supplemental in nature and shall be used to remove barriers that prevent students experiencing homelessness from enrolling, attending, and succeeding in school. Essentially, funds shall be used “to ensure that homeless students have equal access to the same free, appropriate public education, including preschool education, as provided to other students, and to provide other support services that meet the specific needs of such students.” By definition, homeless students (families in transition) are those found to lack a fixed, regular or adequate nighttime residence. Upon eligibility determination, HEART services include the provision of school uniforms, backpacks and school supplies, the coordination of District bus transportation, automatic registration for free school meals, and access to after school care and summer camp opportunities. In addition, high school seniors receiving HEART services shall have the cost of their cap and gown rentals covered (via donated funds) and receive verification letters required to complete the Free Application for Federal Student Aid and college applications. Eligibility shall remain in place for a full school year, even if the episode of homelessness ends before the end of the school year.						
Evaluation Plan	HEART will use a combination of surveys, assessments, observations, and raw data to measure and evaluate program effectiveness. Collection and reporting of data will occur at the school, shelter, and District level. Students, parents, District staff, and shelter case managers will complete surveys and document anecdotal information providing valuable feedback on project successes and gaps in service. Academic progress for all students registered in HEART shall be evaluated through standardized test scores, grades, and promotion/graduation data maintained in the District’s TERMS and Data Warehouse databases. HEART self-evaluation/progress reports shall be provided to FLDOE mid-and year-end. In addition, FLDOE desk-top and onsite evaluation shall occur upon request.						
Research Methodology	The application requires effective methods for incorporating one or more areas of focus from Florida’s Next Generations PreK-20 Education Strategic Plan. HEART will continue to employ the “Strengthen Foundation Skills” focus area using Florida State Standards Curriculum for Just Read Florida as well as FLDOE math and science initiatives.						
Alignment with Strategic Plan	All activities in this grant are aligned to District Strategic Plan Goal 1: High-Quality Instruction as the program ensures that all students have the same access to attend						

## POST-SUBMISSION EXECUTIVE SUMMARY

	early childhood, middle school and high school readiness programs to successfully graduate within four years.
Level of Support provided by GAGP	GAGP staff worked with Student Services to obtain signatures and mail requisite forms to FLDOE. GAGP also prepared the executive summary for the board agenda and will track the grant application through the grants management system.

## POST-SUBMISSION EXECUTIVE SUMMARY

### Grant 06/12/18 – W

<b>Grant Program</b>	<b>Voya Unsung Heroes</b>
Status	New – Competitive
Funds Requested	\$25,000 (requested)
Financial Impact Statement	The potential positive financial impact is up to \$25,000. The source of funds is from Voya Unsung Heroes. 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. Jason Zembuch, Theatre Director – South Plantation High School 754-323-1950
Project Description	<p>The Theater Program at South Plantation High School is an award winning, nationally recognized, educational theater program specializing in Theater for the Deaf that empowers youth through the arts. Annually, thousands of students and community members from all over Broward County visit and utilize the theater. The theater embraces a culture of taking risks without fear of failure and provides excellence in theatrical programming accessible to all. The goal of this project is to provide students a virtual to real life experience through lighting design while improving the program’s overall quality.</p> <p>The proposed program will create a more technologically advanced theatrical environment by acquiring Light Lab software. This software will create a virtual classroom in which students can utilize the principals of physics, color theory, math and engineering, and apply these principles to a real life setting. Additional funds would allow for the purchase of light fixtures to replace the 40-year-old system.</p>
Evaluation Plan	The use of technology in the classroom infuses kinesthetic learning opportunities into traditional lessons. Therefore measurement of such learning must be determined by the performance outcome and level of communication achieved. In the design stage students will be introduced to intelligent lighting and the theory behind spatial augmented reality. This will allow for greater implementation of ideas at the presentation level and will be demonstrated through productions, competition, and completion of classroom projects. The number of students and audience members able to benefit from theater classes, performances and other gatherings, such as assemblies, open houses, and summer camps, is expected to increase.
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	This grant is aligned to District Strategic Plan Goal 1: High Quality Instruction by incorporating advanced technology and engineering concepts in theater instruction and productions and District Strategic Plan Goal 2: Continuous Improvement by creating improved theater productions and preparing college and career ready students.
Level of Support provided by Grants Administration & Government Programs (GAGP)	GAGP staff drafted the executive summary for the board agenda, prepared a hard copy for record keeping, and will track the grant through the grants management system.

## POST-SUBMISSION EXECUTIVE SUMMARY

### Grant 06/12/18 – X

<b>Grant Program</b>	<b>Walmart Foundation - Community Grant Program*</b>	
Status	New - Competitive	
Funds Requested	\$500 (awarded)	
Financial Impact Statement	The positive financial impact is \$500. The source of funds is Walmart Foundation. 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	754-322-4800
	2. Brenda Martorana, Bookkeeper – Westglades Middle School	754-322-4837
Project Description	This grant will support school safety improvements.	
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 support of middle grades learning.	
Level of Support provided by 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 06/12/18 – Y

<b>Grant Program</b>	<b>Wells Fargo Foundation</b>
Status	New – Competitive
Funds Requested	\$1,000 (awarded)
Financial Impact Statement	The potential positive financial impact is \$1,000 from Wells Fargo Foundation. This grant application was a collaborative effort with the Broward Education Foundation.
Schools Included	All schools participating in the October 9 <sup>th</sup> College Fair.
Managing Department/School	School Counseling and BRACE Department
Source of Additional Information	<ol style="list-style-type: none"> <li>1. Ralph Aiello III, Director – School Counseling and BRACE, 754-321-1679 Student Support Initiatives Department</li> <li>2. Stephanie R. Williams, Director – Grants Administration &amp; Government Programs (GAGP) 754-321-2260</li> </ol>
Project Description	Broward County Public Schools (BCPS) 2017 College Fair provides valuable resources for more than 5,000 students and parents attempting to navigate the college admissions process. Attending the BCPS 2017 College Fair is the best way to gather information about colleges and universities. The morning fair from 9 am to 1 pm features 2,000 Hispanic and minority 11 <sup>th</sup> and 12 <sup>th</sup> graders from over 35 district high schools. The evening fair from 6 pm to 9 pm is open to the public and draws over 4,500 students and parents from public, charter, private, and home schools.
Evaluation Plan	Success will be measured by student and family attendance at the October 9 <sup>th</sup> College Fair held at Nova Southeastern University and the number of FAFSA applications completed.
Research Methodology	College-going rates of high school graduates (52 percent) in Florida are behind those of their peers (61 percent) nationwide, and students with financial need now represent more than half of the K-12 population. Improving the college going culture by providing support to increase FAFSA completion and connecting student’s lives to college and career is proven to significantly increase the number of students who enroll in and complete college.
Alignment with Strategic Plan	The project aligns with District Strategic Plan Goal 1: High-Quality Instruction by assisting students in completing college applications and financial aid forms, becoming college and career ready, and raising awareness of the importance of college completion.
Level of Support provided by GAGP	GAGP staff collaborated with School Counseling and BRACE staff to complete the application for a \$1,000 sponsorship of the College Fair. GAGP staff wrote the executive summary for board approval and will track the grant in the system.



## POST-SUBMISSION EXECUTIVE SUMMARY

### Grant 06/12/18 – Z

<b>Grant Program</b>	<b>Whole Kids Foundation - Garden Grant Program*</b>	
Status	New - Competitive	
Funds Requested	\$2,000 (awarded)	
Financial Impact Statement	The positive financial impact is \$2,000. The source of funds is Whole Kids Foundation. There is no additional financial impact to the District.	
Schools Included	Floranada Elementary School	
Managing Department/School	Floranada Elementary School	
Source of Additional Information	1. John Vetter, Principal – Floranada Elementary School	754-322-6350
	2. Elvena Frett, Budget Support Specialist – Business Support Center	754-321-0660
Project Description	The school will use grant funds to create a vegetable garden that will be used in teaching nature of science, science vocabulary and renewable resources.	
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 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.*