



AGENDA REQUEST FORM

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

ITEM No.:

EE-3.

MEETING DATE	2018-12-04 12:35 - School Board Operational Meeting
AGENDA ITEM	ITEMS
CATEGORY	EE. OFFICE OF STRATEGY & OPERATIONS
DEPARTMENT	Grants Administration

Special Order Request	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Time		
Open Agenda	<input checked="" type="radio"/> Yes	<input type="radio"/> No

TITLE:
Agreement with the University of Chicago

REQUESTED ACTION:
Approve the Agreement between The School Board of Broward County, Florida, and the University of Chicago. The Agreement begins the day of School Board approval and ends November 20, 2019.

SUMMARY EXPLANATION AND BACKGROUND:
The funded research project aims to increase the frequency and quality of Broward County Public Schools elementary teachers (grades K-5) enactment of three specific key practices to support elementary students' critical thinking. Additionally, it seeks to uncover the factors that may increase teachers' implementation of these practices. This project is interested in understanding how teacher facilitation of student engagement in critical thinking spreads across teachers and schools within the District. As such, staff will investigate the District's organizational readiness and willingness to support teachers' implementation of the studies' practices with students.
The Agreement has been reviewed and approved as to form and legal content by the Office of the General Counsel.

SCHOOL BOARD GOALS:
 Goal 1: High Quality Instruction Goal 2: Continuous Improvement Goal 3: Effective Communication

FINANCIAL IMPACT:
The positive financial impact of this project is \$349,875. The source of funds is the University of Chicago from its Hewlett Foundation grant award. There is no additional financial impact to the District.

EXHIBITS: (List)
(1) Executive Summary (2) University of Chicago Agreement

BOARD ACTION:
APPROVED
(For Official School Board Records Office Only)

SOURCE OF ADDITIONAL INFORMATION:	
Name: Stephanie R. Williams	Phone: 754-321-2260
Name: Susan Cantrick	Phone: 754-321-1859

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
Senior Leader & Title

Maurice L. Woods - Chief Strategy & Operations Officer

Signature
Maurice Woods
11/26/2018, 2:53:37 PM

Approved In Open Board Meeting On:
By:

DEC 04 2018
Leatha P. Burkwood
School Board Chair

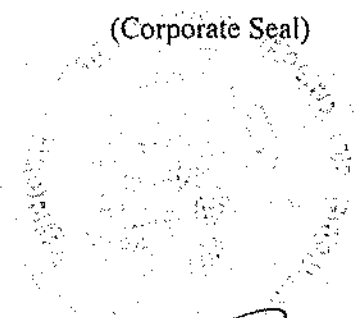
EXECUTIVE SUMMARY

Grant Program	Subaward from the University of Chicago for the Hewlett Foundation Program
Funds Requested	\$349,875 awarded as a reimbursement
Financial Impact Statement	The positive financial impact of the first installment of this subaward is \$349,875. The source of funds is the University of Chicago from its Hewlett Foundation grant award. There is no additional financial impact to the District.
Schools Included	Elementary Schools and Centers serving K-5 students Districtwide
Managing Department	Applied Learning
Source of Additional Information	<ol style="list-style-type: none"> 1. Susan Cantrick, Director – Applied Learning 754-321-1859 2. Dr. Nicole Mancini, Director – Elementary Learning 754-321-1850 3. Dr. Lisa Milenkovic, Supervisor, STEM+Computer Science – Applied Learning 754-322-1850 4. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	<p>This research project aims to increase the frequency and quality of Broward County Public Schools elementary teachers (grades K-5) enactment of three specific key practices to support elementary students' critical thinking. Additionally, it seeks to uncover the factors that may increase teachers' implementation of these practices. The critical thinking (i.e. deeper learning) practices of interest include:</p> <ul style="list-style-type: none"> • Teacher facilitation of students considering alternative points of view in relation to their own (argumentation); • Teacher facilitation of students supporting statements with evidence (use of evidence); and • Teacher facilitation of students communicating their thought process to others (communication). <p>For the purposes of this study, these practices are called the “DIG Deeper” practices (D is for Debate, I is for Illustrate, and G is for Generate – to represent each of the three practices). The communication strategies supporting use of the practices is called the “DIG Deeper Campaign.”</p> <p>In addition, this project is interested in understanding how teacher facilitation of student engagement in critical thinking spreads across teachers and schools within the district. As such, it is important to also investigate the district's organizational readiness and willingness to support teachers' implementation of the DIG Deeper practices with students.</p>
Research Methodology	Student engagement in “cognitively demanding work” is, essentially, synonymous with the deeper learning competency of <i>critical thinking</i> . The Hewlett Foundation and others have identified “critical thinking” as one of the most important 21 st century workforce competencies in the U.S. and worldwide (Finegold & Notabartolo, 2010)
Alignment with Strategic Goals	This project is aligned with District Strategic Plan Goal 1: High-Quality Instruction (Literacy and Early Learning) and District Strategic Plan Goal 3: Effective Communication (Applied Learning).
Level of Support provided by GAGP	GAGP provided level 3 contract processing support. GAGP staff managed thorough communication with the funder to add standard contract language to the agreement, acted as the contact person for the legal contract review process and related negotiations, processed the agreement package for board review, and will ensure proper execution and archiving of the agreement.

Subaward Agreement

Prime Awardee		Subawardee	
Institution/Organization ("UNIVERSITY") Name: THE UNIVERSITY OF CHICAGO Address: 6030 S. Ellis Avenue, ED 114 Chicago, IL 60637		Institution/Organization ("COLLABORATOR") Name: THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA Address: 600 Southeast Third Avenue Fort Lauderdale, FL 33301-3125 DUNS: 077283471	
Prime Award No. 2017-6854		Subaward No. FP065130 (PI:Milenkovic)	
Sponsor Hewlett Foundation			
Subaward Period of Performance Upon approval-11/20/19		Amount Funded this Action \$349,875	Est. Total (if incrementally funded) \$444,599
Project Title University of Chicago and Broward County Public Schools Research-Practice Partnership: Diffusion of Deeper Learning Practices			
Reporting Requirements [Check here if applicable: <input checked="" type="checkbox"/> See Attachment 3]			
Terms and Conditions			
<p>1) University hereby awards a cost reimbursable subaward, as described above, to Collaborator. The statement of work and budget for this subaward are (check one): <input type="checkbox"/> as specified in Collaborator's proposal dated _____; or <input checked="" type="checkbox"/> as shown in Attachment 4. In its performance of subaward work, Collaborator shall be an independent entity and not an employee or agent of University.</p> <p>2) University shall reimburse Collaborator not more often than monthly for allowable costs. All invoices shall be submitted using Collaborator's standard invoice, but at a minimum shall include current and cumulative costs (including cost sharing), subaward number, and certification as to truth and accuracy of invoice. Invoices that do not reference University's subaward number shall be returned to Collaborator. Invoices and questions concerning invoice receipt or payments should be directed to the appropriate party's Financial Contact, as shown in Attachment 2.</p> <p>3) A final statement of cumulative costs incurred, including cost sharing, marked "FINAL," must be submitted to University's Financial Contact NOT LATER THAN sixty (60) days after subaward end date. The final statement of costs shall constitute Collaborator's final financial report.</p> <p>4) All payments shall be considered provisional and subject to adjustment within the total estimated cost in the event such adjustment is necessary as a result of an adverse audit finding against the Collaborator.</p> <p>5) Matters concerning the technical performance of this subaward should be directed to the appropriate party's Project Director, as shown in Attachment 2. Technical reports are required as shown above, "Reporting Requirements."</p> <p>6) Matters concerning the request or negotiation of any changes in the terms, conditions, or amounts cited in this subaward agreement should be directed to the appropriate party's Administrative Contact, as shown in Attachment 2. Any such changes made to this subaward agreement require the written approval of each party's Authorized Official, as shown in Attachment 2.</p> <p>7) Each party shall be responsible for its negligent acts or omissions and the negligent acts or omissions of its employees, officers, or directors, to the extent allowed by law.</p> <p>8) Either party may terminate this agreement with thirty days written notice to the appropriate party's Administrative Contact, as shown in Attachment 2. University shall pay Collaborator for all allowable, noncancellable obligations in the event of termination.</p> <p>9) No-cost extensions require the approval of the University. Any requests for a no-cost extension should be addressed to and received by the Administrative Contact, as shown in Attachment 2, not less than thirty days prior to the subaward performance period end date.</p> <p>10) The Subaward is subject to the applicable terms and conditions of the Prime Award and other special terms and conditions, as identified in Attachment 1.</p>			
Agreed by Authorized Official of UNIVERSITY:  Alina Negomireanu acting on behalf of Michael R. Ludwig Michael R. Ludwig Associate Vice President for Research Administration		Digitally signed by Alina Negomireanu DN: cn=Alina Negomireanu, o=University of Chicago, ou=University Research Administration, email=alinan@uchicago.edu, c=US Date: 2018.11.12 09:30:32 -0500	

(Corporate Seal)



ACCEPTED BY:

THE SCHOOL BOARD OF BROWARD
COUNTY, FLORIDA

By *Heather P. Brinkworth*
Heather P. Brinkworth, Chair

ATTEST:

Robert W. Runcie
Robert W. Runcie, Superintendent of Schools

Approved as to Form and Legal Content:

Kathelyn Jacques-Adams

Digitally signed by Kathelyn Jacques-Adams, Esq.
-kathelyn.jacques-adams@browardschools.com
Reason: The University of Chicago - Subaward
Grant
Date: 2018.11.13 08:34:07 -05'00'

Office of the General Counsel

**Attachment 1
Subaward Agreement**

By signing the Subaward Agreement, the authorized official of COLLABORATOR certifies, to the best of his/her knowledge and belief, that:

Publications

Collaborator agrees that all publications that result from work under this subaward will acknowledge that the award was supported by the Sponsor but it should be made clear that the Sponsor does not take responsibility for any statements or views expressed in it.

Conflict of Interest

Collaborator shall disclose to University any perceived or apparent conflict of interest related to the scope of work of this subaward. In signing this subaward, Collaborator accepts the responsibility for disclosure, to the Principal Investigator at University, of all applicable perceived or apparent conflicts of interest.

Equal Opportunity

During the performance of the work under this subaward, Collaborator shall not discriminate against any employee or applicant for employment because of race, color, age, religion, sex, national origin, handicap, or special disabled or Vietnam Era veteran status, and all the provisions of the non-discrimination clause set forth in Executive Order No. 11246, as amended, are hereby incorporated by reference into this subaward.

Patents

Inventorship will be determined according to U.S. patent law. Collaborator shall promptly notify University Principal Investigator in writing of any such inventions or discoveries. Collaborator hereby grants to University a royalty-free, non-exclusive license for internal research purposes to any Collaborator invention or discovery.

Audit

Collaborator shall permit auditors acting on behalf of the University to audit the Collaborator's financial records for this subaward.

Anti-Terrorist Compliance

Collaborator hereby agrees that all funds, including sub-awards to subrecipients, will be used in compliance with all applicable anti-terrorist financing and asset control laws, regulations, rules and executive orders.

Prime Award

Additional terms and conditions which govern this Subaward are found in the award letter from the Hewlett Foundation attached hereto and made a part of this subaward as Attachment 1a.

THE WILLIAM AND FLORA HEWLETT FOUNDATION

Office of the President

December 2, 2017

Ms. Jeanne Century
Director of Science Education, Outlier Research and
University of Chicago
5801 South Ellis Avenue
Chicago, IL 60637

Reference: Grant #2017-6854

Dear Ms. Century:

I am pleased to inform you that The William and Flora Hewlett Foundation (the "Foundation") has authorized a grant of \$1,000,000 over three years to University of Chicago ("Grantee") for a research-practice partnership to test theories of diffusion and scaled impact. The grant will be paid in four installments. This grant, with any income earned from investment of the grant funds, is for a research-practice partnership to test theories of diffusion and scaled impact.

In order for the Foundation to make payment, Grantee must accept the terms of the grant as set forth in the following paragraphs. The terms of this award letter constitute the entire agreement between the Foundation and the Grantee and supersede any prior oral or written understandings or communications between them. Please note that the Foundation reserves the right to cancel this grant if a signed copy of this Agreement is not received by the Foundation within 60 days of the date first written above.

Tax Status. Grantee represents that it is a tax-exempt organization described in Section 501(c)(3) of the Internal Revenue Code and that it is not a "private foundation" as defined in Code Section 509(a), or a "Type III" supporting organization as described in Code Section 509(a)(3)(C), (other than a "functionally integrated" Type III supporting organization as defined in Code Section 4943(f)(5)(B)).

Use of Grant Funds. Grantee agrees that the grant funds, with any income earned from the investment of the grant funds (together, "the grant funds"), will be used exclusively for charitable purposes as described in Section 501(c)(3) of the Internal Revenue Code, and only in support of the activities described in Grantee's proposal of November 1, 2017 and the budget attached thereto. Grantee shall notify the Foundation of any changes to personnel associated with the project and must receive advance approval from the Foundation to substitute any other individual to lead the program; provided, however that if the Foundation does not approve of any such change, funding may be modified, curtailed, or discontinued, and any unspent grant funds must be repaid. Funds not used during the term of the grant

University of Chicago
December 2, 2017
Page 2 of 7

(November 20, 2017 to November 20, 2020) must be returned to the Foundation unless an extension is approved at Grantee's request and in the Foundation's discretion.

Grantee agrees to repay to the Foundation any portion of the grant funds expended in violation of this Agreement.

Prohibited Use of Funds. Grantee agrees to not use any portion of the grant funds to any extent for any of the following:

- a. To participate in any political campaign on behalf of or in opposition to any candidate for public office or to otherwise influence the outcome of any specific public election as described in Section 4945(d)(2) of the Internal Revenue Code; or
- b. For any non-charitable purposes.

Prohibition on Lobbying Activity. No grant funds may be used for the carrying on of propaganda or attempting to influence legislation within the meaning of Internal Revenue Code Sections 501(h), 4945(d)(1) and 4945(e) and related regulations (these provisions include local, state, federal, and foreign legislation), and neither Grantee nor the Foundation has entered into any agreement, oral or written, to the contrary.

Please note that in the event Grantee uses any of the grant funds to influence governmental action in ways permissible under the Internal Revenue Code and the terms of this Agreement, Grantee may have lobby reporting or other disclosure requirements under the laws of a particular state or other jurisdiction; note further, that state law may include influencing state administrative agencies within the definition of lobbying. Grantee acknowledges that Grantee is solely responsible for complying with any and all applicable lobby reporting or other disclosures.

Special Limitations for Ballot Questions. The Foundation intends that the grant funds shall not be used to influence the qualification or passage of any ballot question or similar legislative decision put to voters. As an essential condition for receiving the grant funds, Grantee shall not use any portion of the grant funds in any manner that would cause the Foundation to be identified as funding reportable lobbying, or require the Foundation to register under any applicable state or local disclosure law, except as may otherwise be provided in this Agreement.

Preregistration. Grantee will take all possible steps to preregister research questions and share preregistered questions with research partners and the Foundation.

Human Subject Research. Safeguarding the rights and welfare of human subjects involved in research is principally the responsibility of the Grantee. However, while the Foundation does not micromanage or seek to interfere in the implementation of grants, Grantees

University of Chicago
December 2, 2017
Page 3 of 7

conducting human subject research must have appropriate standards to ensure compliance with generally accepted research ethics. If grant funds will be used in whole or in part for research involving human subjects, Grantee represents and warrants that it has such rules and review processes in place and that these rules and processes will be followed. (Such processes may include: obtaining and maintaining institutional review board (or a research ethics review committee) approval, and informed consent of participating research subjects.) Grantee agrees that any subgrant or subcontract awarded by Grantee in its performance of the activities under this grant shall include similar rules and processes in regards to human subject research.

Grantee Control of Funds. Grantee acknowledges that there is no agreement, oral or written, whereby the Foundation has designated or earmarked any part of the grant funds for any specific named organization or individual. Furthermore, Grantee retains full authority and control over the selection process of any re-grants contemplated under the proposal. Specifically, any re-grants will be approved by the Grantee’s Board of Directors or its designee. The Foundation may not select re-grantees.

Reporting. Grantee agrees to submit narrative and financial reports on use of the grant funds during the grant period. Reports should be submitted according to the following schedule:

Reporting requirements	Due date
Interim Reports	06/20/2018
Interim Reports	11/20/2018
Interim Reports	11/20/2019
Final Reports	12/20/2020

For your convenience, please see “Reporting Requirements” enclosed with this letter for further instructions on preparing these reports. *Please use the grant reference number located on the first page of this letter in all reports and correspondence.*

Grant Payment. The Foundation’s disbursement of payments is contingent upon the Foundation’s determination, in its sole discretion, that satisfactory performance of the grant purpose has occurred and is likely to continue to occur. Funding may be modified or discontinued, and any grant funds must be repaid, if at any time the Foundation determines that the conditions of this Agreement are not being met or that satisfactory performance has not occurred.

Payment will be made as follows, subject to the contingencies provided in this grant agreement letter:

Projected date	Amount	Contingency
----------------	--------	-------------

University of Chicago
 December 2, 2017
 Page 4 of 7

Within 30 days of receipt of signed letter agreement	\$178,761	Receipt of signed grant agreement letter
Within 30 days of approval of interim reports	\$178,759	Submission of satisfactory interim reports and expenditure of at least 75% of prior payment
Within 30 days of approval of interim reports	\$372,370	Submission of satisfactory interim reports and expenditure of at least 75% of prior payment
Within 30 days of approval of interim reports	\$270,110	Submission of satisfactory interim reports and expenditure of at least 75% of prior payment

Compliance with Laws; Government Officials. Grantee represents and warrants to the Foundation that Grantee is legally authorized to enter into this Agreement and that Grantee has complied with and will continue to comply with all applicable local, state, federal and international laws or requirements, including laws governing contacts with government officials (e.g., anti-bribery laws such as the Foreign Corrupt Practices Act) and anti-terrorism laws and sanctions, in connection with the performance of the activities under this grant.

Grantee further represents and warrants, except as otherwise set forth in this Agreement, that there is no agreement, written or oral, between the Foundation and the Grantee whereby the Foundation may direct the activities of the Grantee, including, if applicable, causing the selection of any government official to attend or participate in any event or activity of the Grantee. The Grantee exercises control over that selection process and makes the selection completely independent of the Foundation. Grantee acknowledges that the Foundation is relying upon the representations made by the Grantee in this section in determining that there is no legal impediment to the Foundation's making a grant to the Grantee.

Anti-Terrorism. You will not use funds provided under this Grant Agreement, directly or indirectly, in support of activities (a) prohibited by U.S. laws related to combatting terrorism; (b) with or related to parties on the List of Specially Designated Nationals (www.treasury.gov/sdn); or (c) with or related to countries against which the U.S. maintains a comprehensive embargo (currently, Cuba, Iran, (North) Sudan, Syria, North Korea, and the Crimea Region of Ukraine), unless such activities are fully authorized by the U.S. government under applicable law and specifically approved by the Foundation in its sole discretion. Further, you represent that Grantee is not the target of economic or trade sanctions, and Grantee will immediately inform the Foundation if Grantee becomes the target of economic or trade sanctions, including any ownership or control of Grantee by one or more persons on the List of Specially Designated Nationals.

University of Chicago
December 2, 2017
Page 5 of 7

Intellectual Property. Grantee will retain all rights, including intellectual property rights, in and to final works resulting from projects supported by Foundation grant funds, including all final data sets created for this project (the “Work Product”), and nothing in this Agreement will be deemed or interpreted to transfer ownership of any such rights to the Foundation. Nevertheless, to ensure that Foundation’s grants have as broad an impact as possible, the Foundation requires grantees to license Work Product through an open license. Accordingly, Grantee agrees to make Work Product available to the public, for non-commercial research purposes, in a readily accessible format (e.g., on Grantee’s public website) under the most recent version of the Creative Commons Attribution license (CC BY) as long as they give proper attribution to Grantee and do not use the Work Product for commercial purposes. In addition, the Foundation acknowledges that Grantee retains the right to also make the Work Product available under separate license terms, in its discretion.

Full legal text of the above referenced license is available at the following URL and Grantee should take the time to read and understand the license terms and conditions:

- <http://creativecommons.org/licenses/by/4.0/legalcode> (a summary may be found at <http://creativecommons.org/licenses/by/4.0/>)

The Foundation respects the intellectual property rights of others. Accordingly, the Foundation requires, and Grantee represents and warrants to the Foundation, that the Work Product produced hereunder are the original work of Grantee, or that Grantee has obtained sufficient rights, licenses, and permissions to distribute and license Work Product under CC BY, except and solely with respect to any particular item in the Work Product that is expressly identified in writing as owned by a third party not licensed under CC BY.

Notification. Grantee agrees to notify the Foundation immediately of any organizational changes during the term of the grant, including, but not limited to, changes in key personnel and changes in tax status, and changes in the project timing or goals. Any such notification shall be provided in writing, which may be by electronic mail to the Program Officer or other Foundation representative responsible for overseeing this grant.

Evaluation. The Foundation may choose to conduct an evaluation of the effectiveness of this grant (the “Evaluation”) either individually or as part of a broader Foundation strategy. Grantee agrees to cooperate in the Evaluation and provide such information to the Foundation or its representatives as necessary.

Grantee further agrees that the Foundation can disseminate to the public the results of the Evaluation, including any data created in connection with the Evaluation. In such cases, the Foundation may share the results of the Evaluation with the Grantee and may provide an opportunity for the Grantee to comment.

University of Chicago
 December 2, 2017
 Page 6 of 7

Grant Disclosure and Acknowledgement. The Foundation supports transparency and will disclose its grants as required by law and through its own digital content, principally its website (www.hewlett.org) and automated feeds to other data sources in the foundation sector. This data generally includes grantee name, grant amount, duration, award date and purpose. No additional permission from the Foundation is required for a grantee to share this information. The Foundation encourages, but does not require, grantees to include the Foundation in lists of funders and annual reports as a matter of transparency and accountability. Similarly, the Foundation encourages, but does not require, that Grantees that use our funds specifically for nonpartisan research and analysis should disclose us as a funder, as a matter of sound research practice. When it serves an organization's charitable goals and strategies, grantees are also welcome to acknowledge the Foundation's support in other ways. To ensure that the Foundation's grantmaking programs are portrayed accurately, any other use of the Foundation's brand, such as its name, logo or names of its staffers, in cases including but not limited to titles of programs, research reports, paid advertisements, press releases, in meeting materials and digital content, must be reviewed and preapproved by the Foundation. Grantees receiving project support should acknowledge Foundation support only in relation to the relevant project being funded. All requests for approval should be directed to the appropriate Communications Officer.

(<http://www.hewlett.org/communicating-about-your-grant/>) The Communications Department endeavors to review and respond to requests within five business days.

Upon the expiration of this Agreement (including any Foundation-approved extensions) or the termination of this Agreement, or at the request of the Foundation at any time, Grantee shall immediately discontinue the use of the Foundation's name and logo in electronic materials and shall discontinue use within a reasonable period of time for printed materials. All uses beyond this period must be pre-approved in writing by the Foundation, which may be granted or withheld in the sole and absolute discretion of the Foundation.

Signature. Please have a corporate officer authorized to sign on behalf of the Grantee **sign and return** a copy of this grant agreement letter in its entirety to the Foundation to indicate the Grantee's acceptance of the terms of the grant. Grantee will return a signed copy of the entire grant agreement letter to the Foundation electronically by emailing a scanned copy to grantagreements@hewlett.org, which will ensure faster processing of your grant payment. Delivery of an executed signature page of this grant agreement by electronic mail in portable document format (PDF) will be effective as delivery of a manually-executed signature page of the grant agreement. Alternatively, Grantee may return an original signed copy of the grant agreement letter by mail to the Foundation's offices at 2121 Sand Hill Road, Menlo Park, CA 94025, Attention: Grants Management. For grant agreement letters submitted by email, the Grantee agrees to provide the original signed copy to the Foundation at the Foundation's request. This grant agreement may be executed by Grantee and the Foundation in one or more counterparts, each of which will be deemed an original and all of which will constitute one and the same agreement.

University of Chicago
December 2, 2017
Page 7 of 7

Foundation Contact. Should you have any questions related to this grant, please contact Marc Chun, Program Officer or Armine Avetisyan, Program Associate for Education. We are pleased to be able to assist you.

Sincerely,

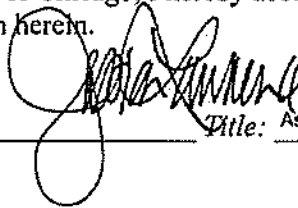

Larry Kramer
President

LK
Enclosures
cc: Linda Marciniak, Financial Administrator

ACCEPTANCE: On behalf of University of Chicago, I hereby accept and agree to be legally bound by the terms of the grant as set forth herein.

Date: 2/2/18

By: Michael R. Ludwig



Jessica Lawrence
Director, Pre-Award Services
Acting on behalf of Michael R. Ludwig
Associate VP for Research Administration

Title: Associate VP for Research Administration

**Attachment 2
Subaward Agreement**

University Contacts	Subrecipient/Collaborator Contacts
<p>Administrative Contact</p> <p>Name/Title: Alina Negomireanu Grants and Contracts Manager, Subawards</p> <p>Address: University Research Administration The University of Chicago 6030 S. Ellis Avenue, Rm 114 (ED 114) Chicago, IL 60637</p> <p>Telephone: 773/834-1629 Fax: 773/702-2142 Email: alinan@uchicago.edu</p>	<p>Administrative Contact</p> <p>Name/Title: Megan Beddow Manager, Grant Programs Oversight</p> <p>Address: Grants Administration 600 SE Third Avenue, 4th Floor Fort Lauderdale, FL 33301</p> <p>Telephone: 754/321-2261 Fax: 754/321-2520 Email: megan.beddow@browardschools.com</p>
<p>Principal Investigator</p> <p>Name/Title: Jeanne Century</p> <p>Address: 1427 E. 60th Street, 1st Floor Chicago, IL 60637</p> <p>Telephone: 773-702-2276 Fax: 773-834-4665 Email: jcentury@uchicago.edu</p>	<p>Project Director</p> <p>Name/Title: Dr. Lisa Milenkovic Supervisor, STEM+Computer Science</p> <p>Address: Applied Learning 600 SE Third Avenue, 13th Floor Fort Lauderdale, FL 33301</p> <p>Telephone: 754/321-2623 Fax: Email: lisa.milenkovic@browardschools.com</p>
<p>Financial Contact</p> <p>Name/Title: Linda Marciniac</p> <p>Address: 1427 E. 60th Street, 1st Floor Chicago, IL 60637</p> <p>Telephone: 773-834-4617 Fax: Email: lmarcini@uchicago.edu</p>	<p>Financial Contact</p> <p>Name/Title: Javien D. Stewart Budget Analyst</p> <p>Address: Budget Office 600 SE Third Avenue, 9th Floor Fort Lauderdale, FL 33301</p> <p>Telephone: 754/321-2225 Fax: Email: javien.stewart@browardschools.com</p>
<p>Authorized Official</p> <p>Name/Title: Michael R. Ludwig Associate Vice President for Research Administration</p> <p>Address: University Research Administration The University of Chicago 6030 S. Ellis Avenue, Rm 114 (ED 114) Chicago, IL 60637</p> <p>Telephone: 773/702-8604 Fax: 773/702-2142 Email: mrludwig@uchicago.edu</p>	<p>Authorized Official</p> <p>Name/Title: Robert W. Runcie Superintendent of Schools</p> <p>Address: Office of the Superintendent 600 SE Third Avenue, 10th Floor Fort Lauderdale, FL 33301</p> <p>Telephone: 754/321-2600 Fax: Email: supt_runcie@browardschools.com</p>

**Attachment 3
Subaward Agreement**

Reporting Requirements

Collaborator will provide technical/scientific and/or financial reports at the request of the Principal Investigator.

**Attachment 4
Subaward Agreement**

Statement of Work

see attached

Budget

see attached

STATEMENT OF WORK

We have designed three types of project activities: 1) *engagement activities*, or formal structures enabling key district and community stakeholders to regularly communicate and collaborate; 2) *professional development activities*, or formal learning opportunities for elementary-level teachers provided by the district; and 3) *communication activities*, or strategic messaging. All project activities were designed to work in concert over the project duration. Our project activities are inextricably tied to our Theory of Change. Specifically, our change strategies target several cognitive and emotional factors that in turn influence organizational and individual “Readiness for Change” (RFC). We hypothesize that increasing Readiness for Change will increase teachers’ *intention* to implement the deeper learning practices and in turn, their *actual* implementation.

Informed by Adelman and Taylor’s (2004) guidebook for sustaining mental health reforms in schools, we have organized our activities into phases. We begin with *Readiness – Early Implementation* during which we will establish a sound foundation for our work by deepening relationships with district leaders and teachers, and engaging them in the strategy development process. Then we transition to *Early Implementation*: Engagement Activities, Professional Development Activities, and Communication Activities. As the project continues, *Early Implementation* moves to *Full Implementation* and then finally, as the end of the project approaches, we begin to move into *Early Institutionalization* (Adelman and Taylor, 2004). All phases also have Research Activities that inform project revision and improvement.

1. Phase 1: Readiness

- a. **Phase I Engagement Activities**: During the Readiness phase, we will create two organizational structures for stakeholder engagement: A Core Leadership Team and a Teacher Co-Creation Team.

Core Leadership Team: Adelman and Taylor’s (1997) work on spread and sustainability of interventions calls for the creation of a “diffusion team” whose purpose is to launch and establish an innovation. In the first month, we will establish such a team and call it the “Core Leadership Team.” This team will facilitate the launch and establishment of the innovation. More specifically, the leadership team will include Outlier staff, Co-PI Milenkovic, and BCPS district leaders from departments that “touch” elementary teachers including the Director of Elementary Learning, Director of Applied Learning, and the Curriculum Supervisors for Civic Engagement and Elementary English Language Arts (ELA). The Core Leadership Team will meet two times a month in-person or by video conference to discuss plan progress, findings from data, and any warranted plan revisions or changes.

Teacher Co-Creation Team: In order to develop innovations that will not only spread but also be sustained, *co-creation* is key. We will establish a Co-Creation Team (using an application process) that will work with us to develop strategies for infusing the deeper learning practices into professional development and communication across all elementary subject areas. The team will be composed of 6 teachers (from the 4th grade, 5th grade, and potentially “specials” teachers that reach all grades) as well as three district support staff and up to four school administrators. In our attention to equity, we will seek to have members of the Co-Creation team come from across as many of BCPS “zones” as possible (BCPS is organized into approximately 30 zones and seven Board districts) and include schools that have demonstrated a range of performance. We will convene the Co-Creation Team for a 1-day strategy workshop that will involve teachers and administrators working both separately and together. Subsequently, teachers will meet with their grade-level colleagues 2 times during the academic year and then with the team as a whole in late spring. We will reconstitute the Co-Creation team each year in order to enable more teachers and school administrators to participate in the co-creation process.

b. Demonstration School Identification: We will identify ten schools across the district to serve as “demonstration schools.” We will consider these schools partners in the spread of the deeper learning practices. The schools will be distributed so that they represent all parts of the district. We expect that some of the teachers on the Co-creation team will be teachers in the demonstration schools. We will work closely with teachers in the demonstration schools to identify the many different ways the deeper learning practices happen in different classrooms. Additionally, as individual teachers are willing, these schools will open their doors to teachers from other schools and show them enactment of the deeper learning practices in action. Schools will receive a small stipend in appreciation for their willingness to be a Demonstration School.

c. Phase I Professional Development (PD) Activities: We will take a two-pronged approach to PD so that it focuses on building “capacity” (knowledge and skills about the deeper learning practices) as well as “will” (emotional commitment to implement the practices). We will do this in three ways: 1) infusing clear and actionable strategies for enacting the deeper learning practices into *all* elementary teachers’ (K-5) PD experiences; 2) infusing all PD with activities designed to build “will” including those that alleviate fear and anxiety, as well as those that develop excitement and interest in the deeper learning practices; and 3) supporting equitable enactment of the strategies by directly addressing teacher perceptions about student ability.

PLCs and District Facilitators: Each school in BCPS currently has a Professional Learning Community (PLC) with a school-based facilitator (who is also a teacher). Additionally, the Elementary Learning Department has subject-based “Facilitators” who serve the whole district. In the first project year, the Co-Creation Team will develop recommendations about deeper learning practices to be used in the school-based PLCs. We will provide these recommendations to the PLC facilitators. The Core Leadership Team (with a subset of the Co-Creation Team) will bring these recommendations to the Director of Elementary Learning to discuss, revise as needed, and outline steps for infusing the strategies into their upcoming professional development opportunities.

Prepare Online Resources: With input from the Co-Creation Team and Core Leadership Team, district support staff members will develop online resources including webinars that introduce the project and its associated deeper learning practices to teachers. These webinars will be done live and then archived for later viewing. The district support staff members will also populate BCPS’ online system for communication and curriculum (“Canvas”) with associated project resources (e.g. information about critical thinking; examples of student work; examples of specific opportunities to emphasize the deeper learning practices in the curriculum).

Provide Input on Academic Year PD Activities: With input from the Co-Creation team, the Core Leadership Team will develop suggested discussion questions that can be used during any academic year PLC discussions on the deeper learning practices. The co-Creation team will develop “look fors” and guidance for teachers to reflect on DIG practices in student work and their students’ engagement in the critical thinking competencies. These resources will be shared in Canvas and in person on request.

c. Phase I Communication Activities

Develop Communication Plan: Immediately upon funding, the Core Leadership Team will start developing a messaging and communication plan. We intend to begin communicating about the deeper learning practices as quickly as possible so that teachers have some context for upcoming PD experiences. In developing both the communication plan and the professional development strategies described above, we will target a variety of factors (e.g. self-efficacy, anxiety, perceived risk) informed by our baseline data indicating that teachers feel stressed and pressed for time.

Engage District Communication Resources: The Core Leadership Team will work with the BCPS Public Information Office’s Marketing and Communication Center to develop an internal (within BCPS) and an

external (community-facing) communications plan. BCPS has several existing communication mechanisms that this project can leverage including the Broward Education Communications Network (BECON) that provides programming for K-12 students and staff development for schools throughout BCPS. The facility includes a graphics department, video production, and television production. BCPS also has more standard communications and social media mechanisms (e.g. District Home Page, District Electronic Mail, Facebook and Twitter accounts, and avenues for news releases). The Communication Plan will leverage these existing district-driven mechanisms with clear and consistent messaging about the deeper learning practices.

“Market” the Deep Learning Practices: In addition to the district-driven mechanisms, we will create other messaging tools (e.g. bookmarks, pens, stickers, banners) that will keep the deeper learning practice message present between more formal communications.

Teacher Meet-Ups: During the current NSF funded project with Outlier and throughout Co-PI Milenkovic’s work to bring computer science to all BCPS schools, she has scheduled teacher “Meet-Ups” using institutional and corporate community stakeholders’ spaces throughout BCPS. These meet-ups have entailed a brief scheduled activity with the remaining time for informal networking. This project will capitalize on this existing structure to schedule meet-ups for elementary teachers that include brief activities focused on the deeper learning practices as well as activities that develop openness to change. We will have four meet-ups each year.

d. Phase I: Research Data Collection and Analysis Activities: As the Core Leadership Team enacts the activities above, we will also be working to collect data that builds on findings from the NSF study. We will use this data set to track spread of our target outcomes and to inform plan design and revision. These research activities will take place as follows:

Quantitative Teacher Data - Questionnaires: Our primary teacher-level quantitative data collection tool will be a teacher questionnaire with items about: 1) implementation of the deeper learning practices, 2) intent to implement the practices, 3) cognitive and emotional factors affecting their implementation and intentions, 4) readiness for change, and 5) perceptions of student abilities, a cognitive factor that also influences teachers’ likelihood of facilitating critical thinking equitably (for *all* students). The questionnaire will be administered to all (~6000) K through 5th grade teachers in BCPS. We will administer the questionnaires four times for a total of four data points over the project years.

Psychometric analysis of questionnaire data will begin by assessing the validity and reliability of all items. We will conduct a series of confirmatory factor analyses (CFA) to investigate whether items included in the teacher questionnaire load on to expected latent constructs. In addition, we will assess the internal consistency or homogeneity of scales (i.e. items associated with the same construct) where appropriate. Items performing poorly will be dropped or revised for subsequent questionnaire administration.

Principal Questionnaires: BCPS runs monthly principal meetings. At a principal meeting, a BCPS District Leader will communicate the vision for the deeper learning practice work. The principals will also complete an online questionnaire that targets the cognitive and emotional factors of Organizational RFC (e.g. belief in efficacy, commitment) as well as what they perceive to be key barriers to their implementation and spread. Principals will be invited to complete three more questionnaires during the project for a total of four data points.

2. Phase II: Early Implementation

a. Phase II Engagement Activities

Core Leadership Team: Early in the second project year, the team will review future PD plans, assess progress of the communication strategies to date, and make appropriate modifications to the project plan. They will discuss findings from any data collected to date and make any warranted adjustments in the PD and communication activities. During the final year of the project, we will have a “Reflection and Revision” meeting. This meeting will be an opportunity to dive deeply into the research findings to date, take stock of informally-observed changes in teacher practice and dialogue, and consider the extent to which the messaging has permeated district communication activities. The Team will revise the PD and communication plans, and if necessary, introduce new plan components.

Teacher Co-Creation Team: Members of the Co-Creation team will meet 2 times a year in grade level pairs to discuss their observations about, and experiences with the PD and communication strategies. The Core Leadership Team will then follow up with each grade level team for their input and then meet again as a whole group to discuss and make recommendations for plan revision. At that time, with the intention of getting new points of view and growing active teacher participation, the Core Leadership Team will put out a request for volunteers who wish to be on the Co-Creation Team for the next year. The existing Co-Creation team will provide advice to the Core Leadership Team on selecting the new team and then the old and new Co-Creation teams will come together with administrators to de-brief and discuss work to be done in the coming year.

b. Phase II Professional Development Activities

PLC and In School Meetings: Informed by their summer PD, the teachers will bring back strategies for deeper learning practices to their PLCs and other in-school planning. Teachers in the demonstration schools will discuss their implementation of deeper learning practices and share student work that illustrates their students’ deep learning. In order to emphasize the importance of having a growth mindset for *all* students, we will ask that teachers share three student work samples — their “best” student work, student work from an ELL student, and student work from a student that is “below grade level” (by an appropriate BCPS measure). These will be shared through the Canvas Learning Management System for reflection across the participating schools and teachers. This will set the stage for discussions among teachers that expose perceptions of their students that may be inhibiting opportunities for those students. The Co-Creation Team will use the teacher reflection notes and the student work to qualitatively gauge teachers’ *depth* of understanding and implementation of *quality* deeper learning practices. Additionally, the BCPS Core Leadership team members will have opportunities to observe teacher instruction directly as part of their work delivering in-person PD and coaching. When possible, Outlier team members will schedule their in-person visits so that they can join the BCPS team members in the schools.

Subject-Specific PD: Any subject-specific PD planned will take place, infused with strategies for developing knowledge and skills about the deeper learning practices as well as strategies for developing will.

Webinars and On-Line Resources: Teachers will have access to Webinars as they are broadcast live, or stored for later viewing.

c. Phase II Communication Activities

Meet-Ups: Meet-ups will take place bi-monthly.

Communication and “Marketing” Strategies: The Core Leadership Team, in collaboration with the Communications Office will move the messaging from its introduction during “Readiness” to full enactment.

In addition to ensuring consistent messaging from district leaders and support staff members, activities will include small give-aways (i.e. bookmarks, etc. described above), messaging in newsletters, Twitter chats with district leaders (these have periodically taken place in the district) as well as the use of Yammer and other social media.

d. Phase II Research Data Collection and Analysis Activities

Best Practices Data: Given the size of the district and limitations of the budget, it is not possible to directly observe all teachers during instruction or to sit in on PLCs. As a proxy, the Co-Creation Team will collect examples of best practices through the Canvas Learning Management System, including examples of student work. Co-Creation Team members will use a rubric to guide the team discussions about teacher understanding of the depth and quality of the deeper learning practices. Outlier team members will interview BCPS team members about instances of increased teacher understanding of the ways to implement the deep learning practices with quality. This process will inform questions about if and how the practices are becoming embedded in instruction (i.e., “deep”), rather than remaining only at the surface.

Additionally, the Core Leadership Team will work with the Co-Creation team to incorporate the student work samples into the PD that will take place in the summer and following school year. This will provide teachers more opportunities to discuss the deeper learning practices and evidence of students’ engagement in them.

Quantitative Teacher Data - Questionnaires: During this phase, we will once again administer the questionnaire to all K-5 (~6000) teachers in BCPS as outlined above. In addition to revisiting the psychometric analyses described above, we will conduct descriptive quantitative analyses (e.g., frequencies, averages) as well as initial comparison analyses (e.g., t-tests) on questionnaire data to explore any early changes in teacher response. We will also conduct multiple regression analyses to explore relationships between teachers’ reported readiness for change, associated factors, and their implementation of deep learning practices. Given the anticipated large sample size, we will also do comparison analyses (e.g., t-tests, ANOVAs) to explore subgroup differences (e.g., by grade and geographical zone).

Quantitative Principal Data – Questionnaires: The principals will also complete a follow-up online questionnaire in this phase that targets the cognitive and emotional factors of Organizational RFC (e.g. belief in efficacy, commitment) as well as what they perceive to be key barriers to their implementation and spread.

Qualitative Teacher Data - Focus Groups: Outlier members of the Core Leadership Team will conduct six 1-hour focus groups (3/grade level of 4th-5th grade, different teachers each year) each project year. We will identify volunteers through direct communication and by selecting from those who volunteered when they took the first teacher questionnaire. Outlier will construct the groups by their levels of RFC using their questionnaire responses. These focus groups will explore teachers’ attitudes about the deeper learning practices, perceived barriers to implementing these practices, perceptions about their students’ abilities, and their readiness for change. We will transcribe and code the focus groups using content analysis and grounded theory approaches, and use the findings to inform plan revision and ongoing work with the Core Leadership and Co-Creation Teams, and district support staff members.

Qualitative Principal Data - Focus Groups: Outlier members of the Core Leadership Team will conduct a principal/school administrator focus group at the beginning of the second year and again the following year (different principals each year). Principals will be asked to volunteer and then the group will be composed taking into account school location (so as to have representatives across the geographical zones) and school performance (high and low achieving schools). The purpose of the focus group is to hear the principals’ perspectives on the progress of the deeper learning work and hear their suggestions for modifications to inform the Core Leadership Team Reflection meetings.

3. Phase III - Full Implementation – Early Institutionalization

In the last project year activities and data collection will occur as described above, accounting for any modifications made during the earlier project years. Additionally, we will engage in the following activities in the final three months of the Hewlett supported project:

a. Teacher Experience Stories: At the beginning of the last project year, we will interview ten teachers that we randomly select from a pool of teachers that demonstrated the most growth in their “readiness for change” and their “will” in our questionnaire analysis. We will reach out to teachers until we identify ten who agree. These interviews will seek to capture their “stories” in a more rich, personal way, so that we can better understand, more specifically and clearly, the messages that resonated with them, the professional development experiences that were most helpful, and their experience implementing the deeper learning practices. We will use these interviews to inform on-going work revision and to develop “case stories” to share with others.

b. Teacher Questionnaires: At the beginning and end of the third project year, we will once again administer the questionnaire to all K-5 (~6000) teachers in BCPS as outlined above. In addition to revisiting the psychometric analyses described above, we will conduct descriptive quantitative analyses (e.g., frequencies, averages) as well as initial comparison analyses (e.g., t-tests) on questionnaire data to explore any early changes in teacher response. We will also conduct multiple regression analysis to explore relationships between teachers’ reported readiness for change, associated factors, and their implementation of deeper learning practices. Given the anticipated large sample size, we will also do comparison analyses (e.g., t-tests, ANOVAs) to explore subgroup differences (e.g., by grade and geographical zone).

c. Final Analysis: Using all data collected, we will conduct analyses to answer the project research questions.

d. Transitioning the Core Leadership Team: With the project in full implementation, we will add to the Core Leadership Team agenda discussions about how to maintain the function of the team (ongoing communication and collaboration) with the current, or a different structure.

e. Transitioning the Research Work: It is our expectation that Outlier will work with the Director of Research at BCPS to explore the possibility of continuing to collect data in order to continue to track, understand, and improve the spread of the deeper learning practices in the district.

f. Creating Products: As we collect and analyze our data, we will develop a range of products for sharing our findings with others. The form of these products will be informed by BCPS and the other Hewlett grantees, based on their experiences over the project duration. Generally, however, we anticipate creating both products for practitioner use (e.g. district leaders, school leaders) as well as researcher-facing products to inform the theoretical and applied literature on implementation, spread, and sustainability of innovations. We expect that both will be of interest and use to the Hewlett grantee community as well. Additionally, it is our hope that as a whole community, the Hewlett grantees can create joint, collaborative publication(s)/products. Our collective knowledge will no doubt be of more use to others than our individual stories and points of view.

4. Attention to Diversity and Equity

As outlined above, we will insert strategies targeting equity and student diversity in the professional development activities. We also have targeted “teacher perception of student ability” (i.e. growth mindset) in our data collection and analysis. In addition to these targeted strategies, as we implement the project, we will implement the following:

1. Attention to Geography: In BCPS, the distribution of low-SES and minority students is relatively consistent across the district. Thus, we will give attention to equity in two key ways. First, we will ensure that project activities take place in and draw from as many of BCPS' thirty zones as possible. For example, as explained above, we will ensure that members of the Co-Creation teams are drawn from zones from across the district; we will hold meet-ups in locations dispersed throughout the district; and we will ensure that teachers and principals participate from across all zones.

2. Focusing on Sustainability: Like the Hewlett Foundation, Outlier has a long-standing belief that issues of spread and sustainability are, in fact, equity issues. Even if innovations spread, if they don't take hold, students who come later are denied the opportunities others before them have had. It is our experience that in urban districts there is little patience for allowing innovations to take hold; reforms happen quickly, often with political and funding cycles. By infusing the deep learning practices into the existing (and future) elementary initiatives, we will mitigate the vulnerability associated with the expectations that reforms will come and go.

3. Examining Teacher Perceptions of Students: During data analysis, we will disaggregate teacher data by zone to see if any patterns emerge that might suggest systematic barriers to our efforts (e.g. lack of school leader support). Additionally, during analysis we will focus in particular on the questionnaire items relating to teachers' perceptions of student ability (i.e. growth mindset).

HEWLETT FOUNDATION PROJECT BUDGET PROPOSAL

Organization Name: The School Board of Broward County, Florida

Total Cost for your organization: \$ 444,599

Proposed Budget		Increment 1 Cost	Increment 2 Cost	Totals
Description		Budget	Budget	Budget
	Start date:	Upon approval	November 21, 2019	
	End date:	November 20, 2019	November 20, 2020	
(A) Salaries		\$ 243,600	\$ 63,654	\$ 307,254
Payroll Taxes & Employee Benefits		\$ 76,200	\$ 19,546	\$ 95,746
Total salary cost		\$ 319,800	\$ 83,200	\$ 403,000
(B) Other professional services		\$ 9,192	\$ 4,596	\$ 13,789
(C) Travel, Conferences & Meetings		\$ 5,560	\$ 2,780	\$ 8,340
(D) Other - e.g. postage, office supplies, etc.		\$ -	\$ -	\$ -
(E) Overhead		\$ 15,322	\$ 4,149	\$ 19,471
(F) Lobbying		\$ -	\$ -	\$ -
Total Budget		\$ 349,875	\$ 94,724	\$ 444,599