

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/05/19 – A

Grant Program	AIDS Healthcare Foundation Fund
Status	New - Competitive
Funds Awarded	\$25,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$25,000. The source of funds is the AIDS Healthcare Foundation (AHF). The District was ineligible to apply to this fund, therefore Broward Education Foundation (BEF) served as the fiscal sponsor. There is no additional financial impact to the District.
Schools Included	The intended program will be implemented in ten priority high schools: Blanche Ely, Boyd Anderson, Dillard, Fort Lauderdale, Hallandale Magnet, Hollywood Hills, McArthur, Northeast, South Plantation, and Whiddon Rogers Alternative Center.
Managing Department	Equity & Academic Attainment
Source of Additional Information	1. David Watkins, Director – Equity & Academic Attainment 754-321-1600
Project Description	<p>The proposed program would expand sexual health testing services at high schools throughout Broward County by funding community-based agencies on a per school basis. Community-based agencies would be allocated a stipend for each school at which they agree to conduct monthly Human Immunodeficiency Virus/Sexually Transmitted Infections (HIV/STI) screenings. This program would produce at least 8 occurrences of school-based screenings per school site in a school year, resulting in approximately 80 total screening events with between 800-1000 students screened for HIV/STIs on Broward County Public School campuses.</p> <p>The eventual goal is to make HIV/STI testing services available at all 37 traditional high schools in Broward County.</p>
Evaluation Plan	<p>Objective 1: Provide HIV/STI testing to 1,000 high school students</p> <p>Objective 2: Increase student awareness of HIV/STI status by providing regularly scheduled testing on school campus</p> <p>Objective 3: Increase percentage of high school students who have been tested for HIV and STIs from 19 percent to 40 percent.</p>
Research Methodology	Schools play a critical role in promoting the health and safety of young people and helping them establish lifelong healthy behaviors. Studies have shown that knowledge alone will not appreciably change an individual's behaviors. It is necessary to develop and implement evidence-based units and interventions dealing with HIV/STI and pregnancy prevention to reduce risk factors.
Alignment to Strategic Goals	This project supports District Strategic Plan Goal 1: High-Quality Instruction as the program is designed to improve over-all student health and encourage student engagement in learning through hands-on activities.
Level of Support provided by Grants Administration (GA)	Level 2 - GA staff were responsible for gathering application information from BEF, providing editorial assistance to District staff, compiling the documents 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 03/05/19 – B

Grant Program	American Councils for International Education – Teachers of Critical Languages Program
Status	New – Competitive
Funds Requested	\$0 (\$60,000 in-kind donation requested)
Financial Impact Statement	The potential positive financial impact is up to \$60,000 in-kind stipends. In-Kind stipends are valued at \$20,000 for each exchange teacher plus housing allowance (up to \$60,000, depending on how many teachers the District is awarded). The American Councils of International Education administers the Teachers of Critical Languages Program (TCLP) with funds from the United States (US) State Department Bureau of Cultural and Educational Affairs. The District is required to cover all costs associated with the exchange teacher’s teaching certification.
Schools Included	Plantation Middle School, Plantation High School, and Western High School
Managing Department/School	Bilingual/ESOL
Source of Additional Information	<ol style="list-style-type: none"> 1. Bob McKinney, Advanced Studies Coordinator – 754-321-2119 Bilingual/ESOL 2. Victoria Saldala, Director – Bilingual/ESOL 754-321-2589 3. Stephanie R. Williams, Director – Grants Administration (GA) 754-321-2260
Project Description	The Teachers of Critical Languages Program (TCLP) brings teachers from China, Egypt and Morocco to eligible US elementary and secondary schools to teach Chinese and Arabic for an academic year. American students benefit from having native Chinese and Arabic speakers in the classroom and from a broadened foreign language curriculum. Exchange teachers assigned to US host schools will have at least four years of classroom teaching experience, have at least a bachelor’s degree, and be proficient in written and spoken English. The host school must provide the exchange teacher with a mentor teacher and a community liaison, provide the exchange teacher with professional development opportunities available to the school’s faculty, and offer opportunities to the teacher to share information about the exchange teacher’s home country. All potential applicant schools are requesting a fully funded exchange teacher, which includes a housing allowance.
Evaluation Plan	Host school(s) must participate in TCLP mandatory trainings and workshops, including online modules for school administrators and mentor teachers; a two-day orientation workshop in Washington, DC; and a two-day workshop in mid-October 2019 for exchange and mentor teachers.
Research Methodology	A 1962 landmark study by E. Peal and W.E. Lambert entitled <i>The relation of bilingualism to intelligence</i> showed bilingual participants outperformed monolingual participants in a wide range of intelligence tests and aspects of school achievement.
Alignment with Strategic Plan	The activities of this grant are aligned with District Strategic Plan Goal 1: High-Quality Instruction, by ensuring that students are learning a foreign language and becoming better prepared for college and 21 st century careers.
Level of Support provided by GA	Level 1 - GA staff distributed this grant opportunity, drafted the executive summary for board approval. GA will also submit the agreement(s) for legal review and track the grant in the system.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/05/19 – C

Grant Program	CareerSource Broward – Building Trades and Construction Grant
Status	New
Funds Requested	\$100,000 (awarded)
Financial Impact Statement	The positive financial impact is \$100,000. The source of funds is CareerSource Broward through funding from the United States Department of Labor Workforce Innovation and Opportunity Act (WIOA). There is no additional financial impact to the District.
Schools included	Three designated high schools that have Career Technical Education (CTE) programs and Technical Colleges within Broward County Public Schools (BCPS)
Managing Department/School	Career, Technical, Adult and Community Education (CTACE)
Source of Additional Information	1. Enid Valdez, Director – Career Technical Adult and Community Education (CTACE) 754-321-8444 2. Stephanie R. Williams, Director – Grants Administration (GA) 754-321-2260
Project Description	Broward County Public Schools has been awarded a grant in the amount of \$100,000 for the Building Trades/Construction Program funded by CareerSource Broward from federal Workforce Innovation and Opportunity Act (WIOA) funds. The program will serve twelve students, who meet WIOA eligibility requirements. These funds will provide additional assistance to obtain high school credentials, industry credentials, and job placement. The program design includes individual career pathway plans, employability skills development, financial literacy skills, and on the job training delivered by BCPS employed teachers, counselors, and job coaches.
Evaluation Plan	Grant deliverables are reviewed by CareerSource Broward through monthly meetings with CTACE for quality control and grant compliance.
Research Methodology	According to the Bureau of Labor Statistics annual data, Florida youth unemployment rate for ages 16-19 was 29.2 percent and for ages 20-24 was 15.8 percent. Studies show that youth who drop out are more likely to be unemployed, underemployed and incarcerated. High School dropouts are 72 percent more likely to be unemployed as compared to high schools graduates.
Alignment with Strategic Plan	This grant aligns with District Strategic Plan Goal 1: High-Quality Instruction by increasing the rate of students earning a High School Diploma and preparing participants for a career, postsecondary education, or technical education.
Level of Support provided by GA	Level 2 – GA staff worked in collaboration with CTACE to develop the original grant application and the executive summary for Board approval. GA will track the grant in the grants management system.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/05/19 – D

Grant Program	City of Deerfield Beach – Community Participation Grant	
Funds Requested	\$5,000 (awarded)	
Financial Impact Statement	The positive financial impact is \$5,000. The source of funds is the City of Deerfield Beach. There is no additional financial impact to the District.	
Schools Included	Deerfield Beach High School	
Managing Department/School	Deerfield Beach High School	
Source of Additional Information	1. Jon Marlow, Principal – Deerfield Beach High School	754-322-0650
Project Description	This grant will support the tremendously successful band program at Deerfield Beach High School by providing access to transportation. There are many field trips that the band takes for competition, parades, football games, and post-secondary auditions. Transportation provides access to these meaningful learning opportunities.	
Evaluation Plan	N/A	
Research Methodology	Studies show that high school students who participate in sports, band, or afterschool activities are more likely to succeed as adults.	
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 1: High-Quality Instruction.	
Level of Support provided by Grants Administration (GA)	Level 1 - GA staff were responsible for gathering application information from the school, preparing documentation for the board agenda, maintaining a hard copy of the file for record keeping, and tracking the grant.	

Grant 03/05/19 – E

Grant Program	City of Hollywood	
Status	New - Competitive	
Funds Requested	\$11,134 (requested)	
Financial Impact Statement	The potential positive financial impact is \$11,134. The source of funds is the City of Hollywood. There is no additional financial impact to the District.	
Schools Included	South Broward High School	
Managing Department/School	South Broward High School	
Source of Additional Information	1. Ashley Lehman, Teacher – South Broward High School	754-323-1800
Project Description	This potential grant will be used to purchase educational materials and supplies that support the Advanced Placement United States Government and Politics course at South Broward High.	
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 activities that promote career and college readiness.	
Level of Support provided by Grants Administration (GA)	Level 1 - GA staff were responsible for supporting the teacher, gathering application information from the school, writing the executive summary for the Board agenda, preparing a hard copy of the file for record keeping, and tracking the grant.	

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/05/19 – F

Grant Program	Exxon Mobil Educational Alliance Program
Status	New - Competitive
Funds Requested	\$500 (awarded)
Financial Impact Statement	The positive financial impact is \$500. The source of funds is the Exxon Mobil Corporation. There is no additional financial impact to the District.
Schools Included	Indian Ridge Middle School
Managing Department/School	Indian Ridge Middle School
Source of Additional Information	1. Nicole Rosa-Alazraki, Bookkeeper – Indian Ridge Middle School 754-323-3306
Project Description	This grant will be used to support the math and/or science programs offered at Indian Ridge Middle.
Evaluation Plan	N/A
Research Methodology	N/A
Alignment with Strategic Plan	This project supports District Strategic Plan Goal 1: High-Quality Instruction as the program is designed to improve middle grades learning.
Level of Support provided by Grants Administration (GA)	Level 1 - GA 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 03/05/19 – G

Grant Program	Florida Alliance for the Arts – Advancing Arts Education (AAE)*
Status	New - Competitive
Funds Requested	\$5,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$5,000. The source of funds is the Florida Alliance for the Arts. There is no additional financial impact to the District.
Schools Included	Miramar High School
Managing Department/School	Miramar High School
Source of Additional Information	1. Renea L. Moss, Teacher – Miramar High School 754-323-1350
Project Description	The goal is to strengthen and expand the fledgling dance program by offering a more structured Dance program which teaches theory, technique, and history of Dance.
Evaluation Plan	N/A
Research Methodology	Utilizing art and visual arts tools, students will be able to increase their academic skills as well as create personal works of art in the process.
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 1: High-Quality Instruction.
Level of Support provided by Grants Administration (GA)	Level 3 - GA staff supported the school in developing the application by writing the narrative. GA staff were also responsible for gathering application information from the school, writing the executive summary for the Board agenda, preparing a hard copy of the file for record keeping, and tracking the grant.

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/05/19 – H

Grant Program	Florida Blue Foundation - Florida Health Literacy Initiative*
Status	New - Competitive
Funds Requested	\$5,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$5,000. The source of funds is Florida Blue Foundation. There is no additional financial impact to the District.
Schools Included	Atlantic Technical College – Arthur Ashe, Jr. Campus
Managing Department/School	Atlantic Technical College – Arthur Ashe, Jr. Campus
Source of Additional Information	1. Cristina Urena, ESOL & Academic Studies Department Head 754-322-1850 – Atlantic Technical College – Arthur Ashe, Jr. Campus
Project Description	Atlantic Technical College – Arthur Ashe, Jr. Campus will improve the health and well-being of adult English Language Learners and their families through: the provision of 30 hours of health education instructional time during literacy classes; the implementation of student-led health and literacy activities; and increased access to community health education and services through a community health and wellness fair.
Evaluation Plan	Participants will be given the pre- and post-tests provided by the Florida Literacy Coalition to assess learning gains. An evaluation survey will be given to participants of the Family Health and Wellness Fair. These assessments will allow staff and teachers the ability to determine the effectiveness of the curriculum, student-led activities and the health education and services event in raising the health literacy and well-being of adult English as a Second Language (ESOL) students and their families. Project results and data on impact will be shared internally to other ESOL service providers within the BCPS system. Lessons learned will also be shared with external health and literacy providers including the Broward County Health Department, Florida Blue and the Florida Literacy Coalition.
Research Methodology	According to the National Adult Assessment of Literacy, 14 percent of Americans cannot comprehend basic health information. The study indicates that health illiteracy is especially prevalent among: 1) adults who did not complete high school, with 49 percent having below basic health literacy, and 2) Hispanic adults, who have lower health literacy than any other ethnic/racial group, with 41 percent having below basic health literacy. Adults with low literacy levels often fail to engage in early detection and preventive health care.
Alignment with Strategic Plan	This project supports the District’s Strategic Plan Goal 1: High-Quality Instruction as the program is designed to improve over-all student health and encourage student engagement in learning through hands-on activities.
Level of Support provided by Grants Administration (GA)	Level 3 - GA staff supported the school in developing the application by writing the narrative.

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POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/05/19 – I

Grant Program	Florida Farm Bureau – Florida Agriculture in the Classroom Teacher Grant*
Status	New - Competitive
Funds Requested	\$250 (awarded)
Financial Impact Statement	The positive financial impact is \$250. The source of funds is Florida Farm Bureau. There is no additional financial impact to the District.
Schools Included	Annabel C. Perry Elementary Pre-K – 8
Managing Department/School	Annabel C. Perry Elementary Pre-K – 8
Source of Additional Information	1. Jacqueline C. Foster, Teacher – Annabel C. Perry Elementary Pre-K – 8 754-323-7050 2. Marie I. Aponte, Budget Support Specialist – Business Support Center 754-321-0643
Project Description	This grant will be used to support the school garden through the purchase and installation of two aquaponics systems. Students will design and build the systems.
Evaluation Plan	N/A
Research Methodology	N/A
Alignment with Strategic Plan	This project is aligned to District Strategic Goal 1: High-Quality Instruction through the strengthening of elementary and middle grades learning.
Level of Support provided by Grants Administration (GA)	Level 1: GA 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 GA.*

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/05/19 – J

Grant Program	Florida Department of Education: 21st Century Community Learning Centers – Hardship Waiver Amendment				
Status	New				
Funds Requested	\$13,972 (requested)				
Financial Impact Statement	The potential positive financial impact is \$13,972. The source of funds is from the Florida Department of Education. There is no additional financial impact to the District.				
Schools Included	New River Middle School				
Managing Department/School	Equity & Academic Attainment				
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. David Watkins, Director – Equity & Academic Attainment</td> <td style="width: 30%; text-align: right;">754-321-1600</td> </tr> <tr> <td>2. Tresha Fletcher, 21st CCLC District Coordinator – Equity & Academic Attainment</td> <td style="text-align: right;">754-321-2159</td> </tr> </table>	1. David Watkins, Director – Equity & Academic Attainment	754-321-1600	2. Tresha Fletcher, 21 st CCLC District Coordinator – Equity & Academic Attainment	754-321-2159
1. David Watkins, Director – Equity & Academic Attainment	754-321-1600				
2. Tresha Fletcher, 21 st CCLC District Coordinator – Equity & Academic Attainment	754-321-2159				
Project Description	<p>The 21st Century Community Learning Centers (21st CCLC) program funds academic enrichment and remediation services for children and their families. The 21st CCLC activities are offered before school, after school, on Saturdays, and/or during the summer.</p> <p>The School Board of Broward County, Florida is requesting additional funding in order to provide a continuation of the 21st CCLC program during the summer of 2019 for students enrolled at New River Middle School. For the past 3 years the 21st CCLC New River summer program has supported students and their families to mitigate summer learning loss experienced by students not involved in a summer academic enrichment program.</p> <p>The costs associated with securing a 6-week summer program operation is an additional \$13,972.00 for teacher and staff salaries.</p>				
Evaluation Plan	At the end of each year, 21 st CCLC programs are required to survey participating students, their adult family members, and the students’ school-day teachers. This is a requirement of the funds that support the 21 st CCLC program. Students, adult family members and students’ school-day teachers are asked to provide information about their perception and impacts of the 21 st CCLC program on student academic and personal development. The information obtained will assist the 21 st CCLC program in making improvements to better serve students and families in the future and support the outside evaluator’s center recommendations.				
Research Methodology	This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.				
Alignment with Strategic Plan	This program aligns with District Strategic Plan Goal 1: High-Quality Instruction by providing youth with the necessary academic, social-emotional, and other support needed to be successful in school and life.				
Level of Support provided by Grants Administration (GA)	Level 2 - GA worked with program staff to obtain signatures, review the budget narrative, and mail requisite forms to FLDOE. GA also prepared the documentation for the Board agenda, will maintain hard copies of the grant package, and will track the grant application through the grants management system.				

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/05/19 – K

Grant Program	Florida Department of Education: Hurricane Education Recovery Assistance for Homeless Children and Youth (AHCY Program)
Status	New – Discretionary Funding
Funds Requested	\$209,041 (requested)
Financial Impact Statement	The potential positive financial impact is up to \$209,041. The source of funds is the Florida Department of Education (FLDOE). There is no additional financial impact to the District.
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	1. Carole D. Mitchell, District Liaison – Homeless Education Assistance Resource Team 754-321-1566 2. Dr. Laurel Thompson, Director – Student Services 754-321-1550
Project Description	The AHCY Program provides funds to assist Local Educational Agencies to support the education homeless children and youth displaced and made homeless in Florida by hurricanes Irma and Maria through services delineated in section 723 of the McKinney-Vento Homeless Assistance Act. Broward County Public Schools has applied to recoup expenditures for the time of a Clerk Specialist IV and Community Liaison that assisted during the aforementioned hurricane recovery along with indirect costs. Funding is to reimburse the District for existing HEART staff time and not cover time for new staff.
Evaluation Plan	N/A
Alignment with Strategic Plan	Activities in this grant are aligned to District Strategic Goal 1: High-Quality Instruction as the program ensures that all students have the same access to attend early childhood, middle school and high school readiness programs to successfully graduate within four years.
Level of Support provided by Grants Administration (GA)	Level 2 - GA staff worked with Student Services to obtain signatures and mail requisite forms to FLDOE. GA also prepared the documentation for the Board agenda, will maintain hard copies of the grant package, and will track the grant application through the grants management system.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/05/19 – L

Grant Program	Fort Lauderdale Sigma Alpha Lota – Music Education Grant
Status	New - Competitive
Funds Requested	\$500 (requested)
Financial Impact Statement	The potential positive financial impact is \$500. The source of funds is Fort Lauderdale Sigma Alpha Lota. There is no additional financial impact to the District.
Schools Included	Endeavour Primary Learning Center
Managing Department/School	Endeavour Primary Learning Center
Source of Additional Information	<ol style="list-style-type: none"> 1. Antonio Williams, Teacher – Endeavour Primary Learning Center 754-321-6600 2. Denise H. Lawrence, Principal – Endeavour Primary Learning Center 754-321-6600
Project Description	Endeavour Primary Learning Center has a general music program which includes teaching various musical terminologies, movement activities, music appreciation, music theory, percussion, wind, string instruments and voice. This potential grant will be used to purchase music education software and computer programs that will support student learning and engagement in music.
Evaluation Plan	N/A
Research Methodology	Research shows that arts education benefits students through increased math and reading test scores, improved attendance rates, increased parent and community engagement, and decreased student suspensions and expulsions.
Alignment with Strategic Plan	This grant award is aligned to District Strategic Goal 1: High-Quality Instruction.
Level of Support provided by Grants Administration (GA)	Level 2 - GA staff were responsible for gathering application information from the school, editing the proposal, writing the executive summary for the Board agenda, preparing a hard copy of the file for record keeping, and tracking the grant.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/05/19 – M

Grant Program	Innovation Next
Status	New - Competitive
Funds Possible	\$70,000 (requested)
Financial Impact Statement	The potential positive financial impact is up to \$70,000. Up to \$70,000 will be shared between partners. The source of funds is Innovation Next. There is no additional financial impact to the District.
Schools Included	This is a districtwide initiative.
Managing Department	Equity & Academic Attainment
Source of Additional Information	1. David Watkins, Director – Equity & Academic Attainment 754-321-1600
Project Description	The proposed program will fund a collaborative partnership Broward County Public Schools, Austin Independent School District, West Oso Independent School District and OneSeventeen Media, PBC. The partnership will prepare design thinking sessions to work with secondary students in three diverse, urban and rural public school systems that have undergone the trauma of a school shooting to learn how that and other behaviors have attributed to risky sexual behaviors, such as teen pregnancy.
Evaluation Plan	This project will allow us to learn more about 1) what is driving risky sexual behavior for local teens; 2) the most effective tools in sexual health education; and 3) which resources and outreach students need to better cope with the pressures tempting them.
Research Methodology	Anecdotal research is showing a direct correlation between school shooting trauma and increased risky sexual behaviors. Broward County Public Schools (BCPS), Ft. Lauderdale, FL, Austin ISD and West Oso ISD all have ideal environments for this project because of the recent school shootings (2018) in the district or nearby.
Alignment to Strategic Goals	This project supports the District’s Strategic Plan Goal 1: High-Quality Instruction as the program is designed to improve over-all student health and encourage student engagement in learning through hands-on activities.
Level of Support provided by Grants Administration (GA)	Level 1 - GA staff were responsible for gathering application information from district staff, compiling the documents 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 03/05/19 – N

Grant Program	Japan Foundation – Japanese-Language Learners Event Grant
Status	New - Competitive
Funds Requested	\$1,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$1,000. The source of funds is the Japan Foundation. There is no additional financial impact to the District.
Schools Included	Broward Virtual School
Managing Department/School	Broward Virtual School
Source of Additional Information	1. Satoko S. Fisher, Teacher – Broward Virtual School 754-321-6050 2. Debra M. Stainton, Office Manager – Broward Virtual School 754-321-6057
Project Description	A Haiku Contest is held annual to incorporate Japanese literature into the language arts curriculum and promote the Japanese program in Broward County Public Schools. Should the grant be approved, funds will be used to provide transportation, trophies, participation incentives and prizes to the contestants.
Evaluation Plan	Program success will be measured against the following main objectives: students enhance their knowledge of Japanese culture besides their weekly virtual Japanese lessons; and students are exposed to authentic human interactions and develop a better appreciation of Japanese culture
Research Methodology	Studies show that student learning outcomes improve when a variety of teaching strategies are used. Students participating in the Tomodachi program will have an opportunity to combine virtual and classroom learning with project-based activities.
Alignment with Strategic Plan	This grant award is aligned to District Strategic Goal 1: High-Quality Instruction as students build important language skills that will make them college and career ready.
Level of Support provided by Grants Administration (GA)	Level 2 - GA staff were responsible for editing the proposal, writing the executive summary for the Board agenda, preparing a hard copy of the file for record keeping and tracking the grant.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/05/19 – O

Grant Program	Motorola Solutions Foundation
Status	New – Competitive
Funds Requested	\$50,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$50,000. The source of funds is from Motorola Solutions Foundation. Broward Education Foundation (BEF) will host the potential award in its STEM+CS Fund. There is no additional financial impact to the District.
Schools included	District-wide
Managing Department	Applied Learning
Source of Additional Information	1. Susan Cantrick, Director – Applied Learning 754-321-1859 2. Dr. Lisa Milenkovic, Supervisor, STEM+Computer Science – Applied Learning 754-321-2623
Project Description	#BrowardCODES for ALL, a technology & engineering education program, will reach students in Broward County Public Schools (BCPS) with opportunities to integrate computer science (CS) into multiple content areas such as art, music, social studies, mathematics, science, and language arts. The project will take advantage of the affordances of cutting-edge 3D visualization, including virtual, augmented, and mixed reality, to engage students in immersive environments, allowing them to control multiple variables simultaneously, experience remote environments up-close, incorporate 3D digital art into project-based learning, and collaborate with near and distant learning partners while developing skills they can apply toward STEM careers. BCPS staff will collaborate with mentors from Motorola Solutions to develop curricular content and classroom adaptations for safe and effective integration of visualization technologies into classroom environments. Motorola Solutions Foundation funding will provide professional learning led by district facilitators to CS teachers for students to create technology and provide teacher mentors to serve as CS-content integration specialists in their geographic area, establishing a distributed network to support implementation. Programming will be located throughout the District. This program encompasses the 2019-20 school year with quarterly workshops, monthly webinars, and a 1-week summer educator conference. A Community of Practice will assist teachers with integration of CS. Finally, a District-wide CS Fair in Spring 2020 will celebrate students' work.
Evaluation Plan	Anticipated Outcomes: 1) Develop the capacity of District Computer Science Integration Specialists to integrate 3D visualization technology into curricula; 2) Develop two-day teacher workshops to integrate 3D visualization technology into curricula; 3) Develop shared collection of digital resources for 3D visualization in CS, Fine Arts, and Core subjects; 4) Computer Science Fair to present and celebrate the work of students throughout the District
Research Methodology	There is widespread consensus that effective professional learning is directly aligned with student learning needs; is intensive, ongoing, and connected to practice; focuses on the teaching and learning of specific academic content; is connected to other school initiatives; provides time and opportunities for teachers to collaborate and build strong working partnerships; and is continuously monitored and evaluated. (Loucks-Horsley, S., Stiles, K. E., Mundry, S., Love, N., & Hewson, P. W. (2009).)
Alignment with Strategic Plan	All activities in this grant are aligned to District Goal 1: High-Quality Instruction (College and Career Readiness) and District Goal 3: Effective Communication (Applied Learning).
Level of Support provided by Grants Administration (GA)	Level 1 - Grants Administration and Government Programs (GA) staff worked with the department to provide supplemental documents and confirm timely submission. GA also prepared documentation for the board agenda and will track the grant application through the grants management system.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/05/19 – P

Grant Program	Steelcase Active Learning Center*
Status	New - Competitive
Funds Requested	\$0 (\$50,000 in-kind donation requested)
Financial Impact Statement	The potential positive financial impact is \$0. The source of support is from Steelcase that would donate \$50,000 in classroom furniture. There is no additional financial impact to the District.
Schools Included	Coral Springs High School
Managing Department/School	Coral Springs High School
Source of Additional Information	1. Dona Maggio, Librarian/Media Specialist – Coral Springs High School 754-322-0560
Project Description	Steelcase is working with educators and designers to rethink classrooms, libraries and other informal spaces to incorporate user-friendly technology, flexible furniture and other tools to support active learning. This in-kind furniture and equipment donation will support a variety of learning and teaching styles including project-based learning, collaboration and individual work.
Evaluation Plan	The school will develop an impact measuring plan through which the institution will track progress towards goals.
Research Methodology	Studies show that students are more stimulated and apt to learn when they can interact with hands-on learning tools.
Alignment with Strategic Plan	This grant supports the District’s Strategic Plan Goal 1: High-Quality Instruction as students apply what they are learning to real-life situations.
Level of Support provided by Grants Administration (GA)	Level 2 - GA staff were responsible for gathering application information from the school, editing the proposal, 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 GA.*

Grant 03/05/19 – Q

Grant Program	The Hartford Financial Services Group – Junior Fire Marshal Program
Status	New - Competitive
Funds Requested	\$20,000 (awarded)
Financial Impact Statement	The positive financial impact is \$20,000. The source of funds is The Hartford Financial Services Group, Inc. There is no additional financial impact to the District.
Schools Included	Schools in the City of Fort Lauderdale and the City of Hollywood
Managing Department/School	Facilities & Construction Management
Source of Additional Information	1. Mary Ann May, Chief Fire Official – Facilities & Construction Management 754-321-4817
Project Description	This grant will support fire safety education and programming for schools located in the cities of Fort Lauderdale and Hollywood.
Evaluation Plan	N/A
Research Methodology	N/A
Alignment with Strategic Plan	This grant award is aligned to the District’s Strategic Plan Goal 2: Continuous Improvement.
Level of Support provided by Grants Administration (GA)	Level 2: GA staff were responsible for gathering information from the donor and managing department, writing the executive summary for the Board agenda, preparing a hard copy of the file for record keeping, and tracking the grant.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/05/19 –R

Grant Program	United States Department of Health and Human Services – Early Head Start Expansion and Child Care Partnership Grant
Status	Competitive
Funds Requested	\$2,489,076 (requested)
Financial Impact Statement	The potential positive financial impact is \$2,489,076 (\$1,611,397 in program operation funds, \$40,285 in training and technical assistance funds, and \$837,394 in start-up costs) to expand Early Head Start. Program operation funds and the training and technical assistance funds will be awarded annually for a five-year period. The \$837,394 start-up costs awarded will be a one-time disbursement. The source of funds is the United States Department of Health and Human Services. These funds will cover 80 percent of the Early Head Start program’s cost. Receipt of the \$1,651,682 is contingent upon the District and its partners providing a required 20 percent match of approximately \$412,921 in-kind contributions for Early Head Start. The exact amount of the match may vary based upon amount awarded. The source of in-kind contributions is reached through time and salary match by our partnering private providers, parent contributions, the number of volunteer hours dedicated to the classrooms, the District’s building depreciation values, and inventory services offered by a community partner. The competitive grant will be awarded for a five-year period and will require annual renewal through a Continuation Application process.
Schools Included	There will be one school site proposed with two classrooms for Early Head Start, 10 home-based Early Head Start seats and four childcare partnerships with private providers with two classrooms each. Elementary: Larkdale Elementary Private Providers: New Mirawood Academy, West Park, Dillard Park 5-Star Academy, Fort Lauderdale, All My Children Academy, Pompano Beach, and Kradle to Kindergarten Preschool II, Lauderhill.
Managing Department/School	Head Start/Early Intervention Department
Source of Additional Information	1. Angela Iudica, Director – Head Start/Early Intervention Department 754-321-1972 2. Lori Canning, Executive Director – Early Learning Language Acquisition (ELLA) 754-321-1952
Project Description	The Early Head Start Program offers comprehensive educational and family services to 80 infants and toddlers, from birth to three years of age, and pregnant women. Services are offered at three sites: Bethune Elementary, Charles Drew Family Resource Center, and Peters Elementary. The sites offer center-based and home-based options. In the center-based classrooms, The Creative Curriculum® for Infants, Toddlers & Twos provides a balanced framework between child-initiated and adult-directed activities that support developmentally appropriate cognitive, emotional, physical, social, and self-help skills. In accordance with federal regulation, the Early Head Start Program must operate for a minimum of 48 weeks per year; therefore, a summer home-based program is provided. 90 additional seats are being requested to be housed in one additional school and four private child care providers. A series of physical, mental, oral and nutritional health services will be available to all children through partnerships with parents and community agencies such as the Nova Southeastern University’s College of Speech/Language Pathology and Audiology. Varied and individualized family engagement activities will be offered. All staff of the District and private providers will be able to access appropriate professional development opportunities offered by program staff and local institutions of higher education such as Broward College. Coaching support will be

POST-SUBMISSION EXECUTIVE SUMMARY

	available to all teacher team members, using the results from the three CLASS tools to identify teachers' need for improvement in their interactional skills.
Evaluation Plan	Performance measures are established for the Early Head Start (EHS) program and include, but are not limited to, the percentage of EHS students mastering age appropriate skills, depending on the individual benchmarks. Teaching Strategies GOLD (TSG) is the selected online tool used to monitor students' ongoing progress and individualize instruction. EHS teacher assistants complete the assessment three times per year. Results of TSG are used to measure the required program's School Readiness Goals three times per year. The BRIGANCE Head Start Screen III helps EHS teacher assistants identify children's potential developmental delays and giftedness. The Family Services Matrix is the assessment tool used to measure families' progress toward meeting set goals. The tool is administered three times per year and the goals are monitored to measure parent engagement progress. The Devereux Early Childhood Assessment is used to measure the social emotional progress of students.
Research Methodology	All selected curricula, screening, and assessment tools adhere to the reliability and validity requirements of the Head Start Performance Standards.
Alignment to Strategic Goals	This grant supports District Strategic Plan Goal 1: High-Quality Instruction; Increase in early childhood proficiency. The program is designed to meet rigorous performance measures related to individualized instruction and mastery of age appropriate and school readiness goals. It also supports District Strategic Plan Goal II: Continuous Improvement People and Operational Efficiencies. The program is designed to provide an efficient process for families to register and enroll in school and will provide qualified employees in the workforce.
Level of Support provided by Grants Administration (GA)	Level 3 - GA staff were responsible for gathering application information from the department, coaching the department through revisions to the budget, preparing the online submission platform, and ensuring timely submission of the grant proposal, along with formatting the executive summary for the Board agenda, preparing a hard copy of the file for record keeping, and tracking the grant.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/05/19 – S

Grant Program	Walmart Foundation – Community Giving*
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	Ramblewood Middle School
Managing Department/School	Ramblewood Middle School
Source of Additional Information	1. Patricia Wagner, Teacher – Ramblewood Middle School 754-322-4300 2. Claudia M. Tribin, Bookkeeper – Ramblewood Middle School 754-322-4349
Project Description	This grant will be used to support community service projects implemented through the school’s Latinos in Action Club.
Evaluation Plan	N/A
Research Methodology	N/A
Alignment with Strategic Plan	This project supports the District Strategic Plan Goal 1: High-Quality Instruction for middle school students.
Level of Support provided by Grants Administration (GA)	Level 1 - GA provided support by 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 GA.*