

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 06/25/19 – A

Grant Program	AXA Achievement Scholarship Program
Status	New - Competitive
Funds Requested	\$1,000 (awarded)
Financial Impact Statement	The positive financial impact is \$1,000. The source of funds is AXA Foundation. There is no additional financial impact to the District.
Schools Included	Plantation High School
Managing Department/School	Plantation High School
Source of Additional Information	1. Robin Sabourin, Bookkeeper - Plantation High School 754-322-1853
Project Description	Grant funds will be used to support professional development activities including training, leadership activities, student field trips, etc.
Evaluation Plan	N/A
Research Methodology	N/A
Alignment with Strategic Plan	This grant supports the District Strategic Plan Goal 2: Continuous Improvement.
Level of Support provided by GAGP	Level 1 - GAGP staff were responsible for gathering application information from the school, writing the executive summary for the Board agenda, preparing a hard copy of the file for record keeping, and tracking the grant.

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POST-SUBMISSION EXECUTIVE SUMMARY

Grant 06/25/19 – B

Grant Program	Broward County Farm Bureau – Teacher Grant*
Status	New - Competitive
Funds Requested	\$250 (requested)
Financial Impact Statement	The potential positive financial impact is \$250. The source of funds is the Broward County Farm Bureau, Inc. There is no additional financial impact to the District.
Schools Included	Pasadena Lakes Elementary School
Managing Department/School	Pasadena Lakes Elementary School
Source of Additional Information	2. Chelsea Colwell, Teacher – Pasadena Lakes Elementary School 754-323-4100
Project Description	This grant will be used to start a student environmental club at the school.
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 middle grades learning.
Level of Support provided by GAGP	Level 2 - GAGP staff were responsible for supporting the teacher to write the grant, gathering application information from the school, writing the executive summary for the Board agenda, preparing a hard copy of the file for record keeping, and tracking the grant.

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POST-SUBMISSION EXECUTIVE SUMMARY

Grant 06/25/19 – C

Grant Program	Community Grants – Clif Bar Foundation*
Status	New - Competitive
Funds Requested	\$2,500 (requested)
Financial Impact Statement	The potential positive financial impact is \$2,500. The source of funds is Clif Bar Foundation. There is no additional financial impact to the District.
Schools Included	Park Lakes Elementary School
Managing Department/School	Park Lakes Elementary School
Source of Additional Information	3. Leslie C. Campbell, School Counselor – Park Lakes Elementary School 754-322-1850 754-321-2260
Project Description	The proposed grant will support the school’s edible and teaching garden.
Evaluation Plan	N/A
Research Methodology	Gardens are a vibrant outdoor science lab filled with numerous opportunities for students to conduct scientific investigations and develop critical thinking skills.
Alignment with Strategic Plan	This project is aligned with the District Strategic Plan Goal 1: High-Quality Instruction.
Level of Support provided by GAGP	Level 1 - GAGP staff were responsible for gathering application information from the school, writing the executive summary for the Board agenda, preparing a hard copy of the file for record keeping, and tracking the grant.

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POST-SUBMISSION EXECUTIVE SUMMARY

Grant 06/25/19 – D

Grant Program	United States Department of Justice Office of Justice Programs STOP School Violence Prevention and Mental Health Training Program*	
Status	New – Competitive	
Funds Requested	\$500,000 (requested)	
Financial Impact Statement	The potential positive financial impact is \$500,000 for a 3-year project to begin October 1, 2019. The source of funds is the United States (US) Department of Justice under the Office of Justice Programs. There is no additional financial impact to the district.	
Schools Included	District elementary schools (144)	
Managing Department/School	Student Support Initiatives	
Source of Additional Information	1. Daniel Gohl, Task Assigned Chief – Student Support Initiatives	754-321-2618 754-321-2260
	2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	
Project Description	<p>The STOP School Violence Act is designed to improve school security by providing students and teachers with the tools they need to recognize, respond quickly to, and prevent acts of violence.</p> <p>Through this proposal the School Board of Broward County, Florida is seeking funds to address the training needs of school personnel, students and families to prevent student violence. This proposal will fund age-appropriate, targeted training and youth awareness programs for elementary school programs. Violence prevention curriculum will be presented to primary students from youth ambassadors at local secondary schools in a peer-to-peer training model. Violence prevention techniques will be perpetuated through prosocial clubs that encourage youth leadership in raising awareness and expanding education to prevent harm against self and others.</p>	
Evaluation Plan	The U.S. Department of Justice evaluates performance based on: 1) number of training sessions for teachers and school personnel designed to prevent student violence, 2) number of education sessions for students with the intent to prevent violence, and 3) documentation of all training and education sessions conducted.	
Research Methodology	On February 14 th , 2018, a shooting resulted in 17 fatalities (14 students and three school employees) and 17 individuals were injured. The incident has impacted every school and every department in the District. Broward County Public Schools is committed to reducing violence and rates of suicide in schools across the county.	
Alignment with Strategic Plan	This grant aligns with the District’s prioritized Strategic Plan Goal 1 – High Quality Instruction by safeguarding the educational environment, and Goal 3 – Effective Communications by improving the collaboration between school personnel, students and families to detect and report on potential threats to school environments.	
Level of Support provided by GAGP	Level 3 - GAGP staff worked in collaboration with Student Support Initiatives to understand the grant conditions, prepare the application, draft the budget, collect the requisite attachments, and submit the proposal through the online portal as well as draft the executive summary for board approval and prepare documents for Official School Board Records. GAGP will track the grant in the system.	

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POST-SUBMISSION EXECUTIVE SUMMARY

Grant 06/25/19 – E

Grant Program	United States Department of Justice Office of Juvenile Justice and Delinquency Prevention Comprehensive School-Based Approach to Youth Violence and Victimization*	
Status	New – Competitive	
Funds Requested	\$775,000 (requested)	
Financial Impact Statement	The potential positive financial impact is \$775,000 for a 3-year project to begin October 1, 2019. The source of funds is the United States (US) Department of Justice under the Office of Justice Programs. There is no additional financial impact to the district.	
Schools Included	Districtwide	
Managing Department/School	School Climate & Discipline	
Source of Additional Information	1. Aimee Wood, Prevention Specialist – School Climate & Discipline	754-321-1655 754-321-2260
	2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	
Project Description	<p>This proposal will serve youth and families by building capacity at traditional public schools to provide universal prevention, intervention, and accountability services. Broward County Public Schools (BCPS) and community stakeholders will enhance efforts to prevent and reduce youth violence and victimization districtwide for over 271,500 students in grades K-12 at 214 schools through the provision of Multi-Tiered System of Supports (MTSS). Three problem areas will be addressed.</p> <p>1. The provision of violence prevention and intervention services and supports will become universal, appropriate, and accountable. To reduce the numbers of “Acts Against Persons” incidents on all school campuses, schools must assess local data and provide evidence-based Positive Behavioral Interventions and Supports (PBIS). Every school must use evidence-based practices and programs to ensure the violence prevention and intervention strategies are delivered in increasingly higher intensity in response to school, staff, and student needs. To enhance accountability, every school will have a local PBIS Team that is trained, coached and monitored quarterly.</p> <p>2. Tier 2 and Tier 3 violence intervention service provision will be increased. Multiple barriers exist for schools, staff and students to reach needed Tier 2 and Tier 3 services – for both potential and actual victims and offenders. There is a lack of: services at these levels, ease to access these services in a timely manner, and awareness that services exist for the community, schools, staff, and students. BCPS has a high need to be able to access trauma, mental health, and evidence-based services in a timely manner after having suffered one of the deadliest school shootings on February 14, 2018.</p> <p>3. The final intervention targets victimization and conflict resulting from cyberbullying. There has been a significant increase in the number of BCPS middle school students who report being electronically bullied. All middle schools will be offered internet safety curriculum, marketing campaign, and prosocial clubs will be asked to provide peer-to-peer cyberbullying prevention trainings.</p>	
Evaluation Plan	<p>The anticipated major deliverables to ascertain B-CURV success include:</p> <ol style="list-style-type: none"> 1. Statistically significant reduction in Acts Against Persons discipline 2. Significant increase in the number of MTSS Tier 2 and Tier 3 curriculum, programs and services available and utilized. 3. The rates of middle school cyberbullying will be reduced. 	

POST-SUBMISSION EXECUTIVE SUMMARY

Research Methodology	On February 14 th , 2018, a shooting resulted in 17 fatalities (14 students and three school employees) and 17 individuals were injured. The incident has impacted every school and every department in the District. Broward County Public Schools is committed to reducing violence and rates of suicide in schools across the county.
Alignment with Strategic Plan	This grant aligns with the District’s prioritized Strategic Plan Goal 1 – High Quality Instruction by safeguarding the educational environment, and Goal 3 – Effective Communications by improving the collaboration between school personnel, students and families to detect and report on potential threats to school environments.
Level of Support provided by GAGP	Level 3 - GAGP staff worked in collaboration with program staff to develop the grant application, draft the budget, collect the requisite attachments, and submit the proposal through the online portal as well as draft the executive summary for board approval and prepare documents for Official School Board Records. GAGP will track the grant in the system.

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POST-SUBMISSION EXECUTIVE SUMMARY

Grant 06/25/19 – F

Grant Program	Florida Department of Education: 21st Century Community Learning Centers (CCLC) – Hardship Waiver Amendment	
Status	New	
Funds Requested	\$318,353 (requested)	
Financial Impact Statement	The potential positive financial impact is \$318,353 across five (5) Broward 21 st CCLC program sites. The source of funds is from the Florida Department of Education. There is no additional financial impact to the District.	
Schools Included	South Broward/Apollo; Attucks/Olsen; Coconut Creek/Lauderdale Lakes; Broward Estates/Parkway; North Side/Planation	
Managing Department/School	Equity & Diversity	
Source of Additional Information	1. David Watkins, Director – Equity & Diversity 2. Tresha Fletcher, Grant Manager	754-321-1600 754-321-1646
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 requested additional funding in order to provide a continuation of the 21st CCLC program during the summer of 2019 for students enrolled at the 10 schools listed between the five (5) program sites.</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 GAGP	Level 1 - GAGP worked with program staff to obtain requisite signatures and prepared the documentation for the Board agenda, will maintain hard copies of the grant package, and will track the grant application through the grants system.	

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 06/25/19 – G

Grant Program	Florida Blue Foundation - Florida Health Literacy Initiative*
Status	Competitive
Funds Requested	\$5,000 (awarded)
Financial Impact Statement	The positive financial impact is \$5,000. The source of funds is Florida Blue Foundation. There is no additional financial impact to the District.
Schools Included	Broward Community Schools – South
Managing Department	Broward Community Schools - South
Source of Additional Information	1. Brian Faso, Director – Broward Community Schools 754-323-1350
Project Description	<p>The proposed project will improve the overall health of adult ESOL students of Broward Community Schools South (CSS) and their families through:</p> <ul style="list-style-type: none"> • The complete assimilation and strategic use of the lessons presented in the updated Staying Healthy curriculum in our ESOL classes. • “Thursday Series” special guest lectures and healthy cooking classes • Giving students the ability and vocabulary to confidently visit the doctor’s office for the purposes of preventative care that will decrease the incident of heart disease and the related forerunner chronic diseases in our students’ demographic population. • Preparing one hundred percent of the student participants to gain the knowledge to enhance preventative care with healthy food choices at home and while eating out. • Creating student-inspired calendars that showcase how to prepare traditional Haitian/Latin meals that will produce a healthier option for breakfast, lunch, dinner. • Participation in field trips to Florida Medical Center (hospital) to experience heart health screenings, and specialized lectures catering to CSS adult ESOL students.
Evaluation Plan	CSS students will be given a pre and post-test provided by the Florida Literacy Coalition to assess learning gains. An evaluation survey will be given to our students and a teacher reflection survey given to teachers. In addition to Florida Literacy Coalition pre-post assessment tools, CSS will develop its own pre/post assessment specifically to address needs that we felt had to be addressed. These evaluation tools will allow COLT to determine the effectiveness of the curriculum, student led activities, and health education hospital trips in improving the health literacy and well-being of adult ESOL students. Project impact will be shared internally with our ESOL administrative team. Successful components of the health literacy curriculum and activities will become permanent pieces of the ESOL program.
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: adults who did not complete high school, with 49 percent having below basic health literacy; and Hispanic adults, who have lower health literacy than any other ethnic/racial group, with 41 percent having below basic health literacy.
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 GAGP	Level 1 - This grant opportunity was disseminated to all schools through the Grant Funding Newsletter and through individual outreach to eligible schools. GAGP staff supported the school in developing the application narrative and budget. GAGP will maintain records and communication with the Board concerning this grant opportunity.

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 06/25/19 – H

Grant Program	KidsFit ABL Game Changer Grant*
Status	New - Competitive
Funds Requested	\$10,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$10,000. The source of funds is KidsFit. There is no additional financial impact to the District.
Schools Included	Bright Horizons Center School
Managing Department/School	Bright Horizons Center School
Source of Additional Information	1. Courtney S. Brown, Speech-Language Pathologist – 754-321-6400 Bright Horizons Center School
Project Description	The proposed project will transform the school community at Bright Horizons Center by improving the educational and personal enrichment of students living with disabilities. Grant funds will be used to establishment of a self-contained, multipurpose “Blue Room” that will be used to enhance students’ physical, mental, social/emotional and pragmatic abilities.
Evaluation Plan	Research demonstrates that for children, physical activity and movement enhances fitness, fosters growth and development, and helps teach them about their world.
Research Methodology	N/A
Alignment with Strategic Plan	This project is aligned with the District Strategic Plan Goal 1: High-Quality Instruction.
Level of Support provided by GAGP	Level 3 - GAGP staff were responsible developing the proposal, gathering application information from the school, writing the executive summary for the Board agenda, preparing a hard copy of the file for record keeping, and tracking the grant.

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POST-SUBMISSION EXECUTIVE SUMMARY

Grant 06/25/19 – I

Grant Program	Lowe’s Toolbox for Education (Grant 1)*	
Status	New - Competitive	
Funds Requested	\$5,000 (awarded)	
Financial Impact Statement	The positive financial impact is \$5,000. The source of funds is The Lowe’s Charitable and Educational Foundation. 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	754 322-0500
Project Description	This grant will be used to renovate the school’s faculty lounge to create a modern multi-purpose space for the whole school community. Specifically, grant funds will be used to purchase carpet squares, vinyl floor and movable furniture.	
Evaluation Plan	The room will serve as a special project classroom where teachers and students will host guest speakers, have group discussions, work on collaboration projects and for student-led presentations. In addition, the space will be used for faculty training, school community meetings and parent functions.	
Research Methodology	N/A	
Alignment with Strategic Plan	This grant award is aligned to District Strategic Goal 1: High-Quality Instruction.	
Level of Support provided by GAGP	This grant opportunity was disseminated to all schools through the Grant Funding Newsletter. GAGP staff were also responsible for strengthening the proposal and budget through editing and technical assistance. GAGP staff were also responsible for writing the executive summary for the board agenda, preparing a hard copy of the file for record keeping, and tracking the grant.	

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POST-SUBMISSION EXECUTIVE SUMMARY

Grant 06/25/19 – J

Grant Program	Lowe’s Toolbox for Education (Grant 2)*	
Status	New - Competitive	
Funds Requested	\$2,500 (awarded)	
Financial Impact Statement	The positive financial impact is \$2,500. The source of funds is The Lowe’s Charitable and Educational Foundation. There is no additional financial impact to the District.	
Schools Included	Croissant Park Elementary School	
Managing Department/School	Croissant Park Elementary School	
Source of Additional Information	1. Agustin Halac, Teacher - Croissant Park Elementary School	754-323-5300 754-323-5300
	2. Grecia A. Florence, Bookkeeper - Croissant Park Elementary	
Project Description	This grant will be used to support the school’s education garden.	
Evaluation Plan	N/A	
Research Methodology	N/A	
Alignment with Strategic Plan	This grant award is aligned to District Strategic Goal 1: High-Quality Instruction.	
Level of Support provided by GAGP	This grant opportunity was disseminated to all schools through the Grant Funding Newsletter. GAGP staff were also responsible for strengthening the proposal and budget through editing and technical assistance. GAGP staff were also responsible for writing the executive summary for the board agenda, preparing a hard copy of the file for record keeping, and tracking the grant.	

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POST-SUBMISSION EXECUTIVE SUMMARY

Grant 06/25/19 – K

Grant Program	National Science Foundation
Status	New - Competitive
Funds Requested	\$214,753 (requested)
Financial Impact Statement	The potential positive financial impact is \$214,753. The source of funds is National Science Foundation (NSF). There is no additional financial impact to the District.
Schools included	30 distinct elementary teachers selected by application after the award of funding
Managing Department	Applied Learning
Source of Additional Information	1. Dr. Lisa Milenkovic, Supervisor – STEM+Computer Science 754-321-2623 2. Susan Cantrick, Director – Applied Learning 754-321-1859
Project Description	<p>Broward County Public Schools is partnering with Outlier Research & Evaluation at UChicago STEM Education at the University of Chicago to propose a one-year project that will explore relationships between student participation in an interdisciplinary module embedded in the Code.org platform and attitudinal and academic outcomes. The proposed project grows out of an exploratory NSF STEM+C project that created six (6) Interdisciplinary Problem-Based Learning (IPBL) module prototypes (two each for grades 3, 4 & 5) and generated findings about their impact on students. Specifically, the study showed positive associations between teachers use of interdisciplinary teaching strategies and out-of-grade Code.org lessons and elementary students' mathematics, science and literacy Florida Standards Assessment (FSA) scores.</p> <p>The proposed study builds on that work by leveraging the power of precise implementation data directly from the Code.org platform to: 1) examine associations between module implementation and student outcomes; 2) to explore whether there are differences in outcomes between students who engage with the Code.org course within the context of the interdisciplinary module and those who do not; and 3) to examine differences between students of different socio-demographic groups.</p>
Evaluation Plan	This project's research questions will contribute to the body of knowledge about interdisciplinary strategies, computer science education and student outcomes. In this study, the partners will be able to use data from the Code.org platform itself as a data source for measuring teacher delivery of the Code.org lessons as well as for measuring student engagement in the lessons. Further, the partners will have access to Code.org's embedded assessments so that they can examine computer science knowledge outcomes in addition to the state test score outcomes.
Research Methodology	The computer science education field is engaging in unprecedented efforts to broaden participation in computer science education. BCPS has been a staunch advocate of this work and has committed to bringing computer science opportunities to all students, K-12. While a great deal of national attention has been directed to the high school level, fewer efforts have focused on lower grades.
Alignment with Strategic Plan	This program aligns with District Goal 2: Continuous Improvement and District Goal 3: Effective Communication (Applied Learning) as students make connections between concepts presented in class and real-life application.
Level of Support provided by GAGP	Level 2 - GAGP staff provided technical assistance with the grant budget, ensured timely submission, prepared agenda documents for School Board approval, and will maintain grant records.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 06/25/19 – L

Grant Program	Ross Store-Based Giving Program*	
Status	New - Competitive	
Funds Requested	\$250 (awarded)	
Financial Impact Statement	The positive financial impact is \$250. The source of funds is the Ross Stores Foundation. There is no additional financial impact to the District.	
Schools Included	Coconut Creek Elementary School	
Managing Department/School	Coconut Creek Elementary School	
Source of Additional Information	4. Maria I. Salomatoff, Teacher – Coconut Creek Elementary School	754-322-5800
	5. Karen Voss, Budget Support Specialist - Business Support Center	754-321-0600
Project Description	This grant will be used to purchase eight DASH robots that will be used to engage students in science, technology, engineering and math learning.	
Evaluation Plan	N/A	
Research Methodology	Studies show that students are more stimulated and apt to learn when they can interact with hands-on learning tools, which various forms of educational technology provide.	
Alignment with Strategic Plan	This project is aligned with the District Strategic Plan Goal 1: High-Quality Instruction through the implementation of activities aimed at improving learning.	
Level of Support provided by GAGP	Level 1 - GAGP staff were responsible for gathering application information from the school, writing the executive summary for the Board agenda, preparing a hard copy of the file for record keeping, and tracking the grant.	

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POST-SUBMISSION EXECUTIVE SUMMARY

Grant 06/25/19 – M

Grant Program	U.S. Department of Justice Office of Community Oriented Policing Services: School Violence Prevention Program
Status	New – Competitive
Funds Requested	\$500,000 (requested over 2 years)
Financial Impact Statement	The potential positive financial impact is \$500,000. The source of funds is a grant from the United States (US) Department of Justice Office of Community Oriented Policing Services (COPS). The grant application requires a 25% match of \$166,667, which will be met through the purchase and installation of fixed duress buttons for all District-managed schools and a second fixed duress button for high-risk schools.
Schools Included	All District-managed schools
Managing Department/School	Office of Information and Technology
Source of Additional Information	<ol style="list-style-type: none"> 1. Brian Katz – Chief, Safety Security and Emergency Preparedness 754-321-2655 2. Teresa Macri – Director, Information Security 754-321-0300 3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	The COPS School Violence Prevention Program (SVPP) is designed to provide funding to improve security at schools and on school grounds in the jurisdiction of the grantee through evidence-based safety programs. The School Board of Broward County, Florida, proposes a two-year program to enhance the District’s emergency communications capabilities by installing fixed duress buttons at all District-managed schools. Grant funds will be used to acquire, cable/install and service a fixed duress button mounted at key locations, such as the front office, and a second duress button at ten of the highest risk schools.
Evaluation Plan	The objective of the program is to increase the safety and security of students, faculty, school staff and visitors by enhancing the District’s emergency response communications capabilities. The fixed duress buttons will quickly alert the school-based community and will facilitate faster notification to the District communications center and law enforcement as appropriate with the aim of preventing or limiting the impact of future violent acts.
Research Methodology	Following the tragic shooting at Marjory Stoneman Douglas High School, the District and the entire Broward community hardened their resolve to ensure the safety of youth in schools. The District hired a world leading school safety non-profit consulting firm to assess the current state of the school district’s (and each individual school’s) security. One of the top recommendations included improving communications by equipping key school locations with fixed duress buttons to assist in emergency situations.
Alignment with Strategic Plan	This grant aligns with the District’s prioritized Strategic Plan Goal 1 – High Quality Instruction, by ensuring a safe environment in which educators can provide instruction, Strategic Goal 2 – Continuous Improvement, by enhancing the safety and security of schools so staff can effectively manage, organize, and align resources, and Goal 3 – Effective Communications, by improving communication capabilities in a crisis.
Level of Support provided by GAGP	Level 3 - GAGP staff worked in collaboration with the Office of Safety Security and Emergency Preparedness and the Information and Technology Department to determine the grant request, complete the application, obtain required documentation, and draft the executive summary for Board approval. GAGP will track the grant in the system.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 06/25/19 – N

Grant Program	NEA Foundation – Learning and Leading Grant*
Status	New – Competitive
Funds Requested	\$5,000 (requested)
Financial Impact Statement	The positive financial impact is \$5,000. The source of funds is the NEA Foundation. There is no additional financial impact to the District.
Schools included	Districtwide
Managing Department/School	Teacher Professional Learning and Growth (TPLG)
Source of Additional Information	<ol style="list-style-type: none"> 1. Ellen Klein, Induction Coach – Teacher Professional Learning Growth (TPLG) 954-236-1040 754-321-2260 2. Stephanie R. Williams, Director, Grants Administration & Government Programs (GAGP)
Project Description	The NEA Foundation funds collegial study, including study groups, action research, lesson plan development, or mentoring experiences for faculty or staff. The School Board of Broward County, Florida, is proposing to support mentors for the Broward County Recognition Program (BCRP). BCRP is a unique program created to reward professionals who fall outside National Board Certification categories – Social Workers, Peer Reviewers, Exceptional Education Support Services, Speech Pathologists, Audiologists, Family Counselors, and Induction Coaches. The mentors teach skills that focus on clients and their practice by designing and implementing activities to create a learning environment conducive to goal attainment and support professionals who are learners/leaders, and impact families and communities. Mentors who support BCRP candidates will be required to attend a three-hour mentor training workshop as part of their professional development plan prior to working with a BCRP candidate.
Evaluation Plan	The mentor training will target the following goals and learning outcomes: participants will be able to identify the characteristics of a BCRP recipient; identify the mentoring needs of a BCRP candidate; differentiate between myths and facts related to BCRP policies and procedures; demonstrate working knowledge of BCRP ethics as they relate to candidate support; and identify and practice effective mentoring. .
Research Methodology	The most recent Broward County Public School data shows the main reason for professionals resigning is “lack of support” (53 percent). This grant will directly support mentors who guide Social Workers, Peer Reviewers, Exceptional Education Support Services, Speech Pathologists, Audiologists, Family Counselors, and Induction Coaches to elevate their practice.
Alignment with Strategic Plan	This grant aligns with the District’s Strategic Plan Goal 2 Continuous Improvement by supporting and helping BCRP candidates to become accomplished professionals, while establishing a solid foundation in the Broward County School system.
Level of Support provided by GAGP	Level 2 – GAGP staff worked in collaboration with TPLG to develop the application content and budget as well as the executive summary for Board approval. GAGP will track the grant in the grants management system.

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