

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 08/06/19 – A

Grant Program	Anthem Foundation*
Status	New - Competitive
Funds Requested	\$5,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$5,000. The source of funds is the Anthem 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. 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.
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 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.

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 08/06/19 – B

Grant Program	Board of County Commissioners, Broward County – P3 Eco-Challenge School Recognition Program*									
Status	New - Competitive									
Funds Requested	\$7,700 (awarded)									
Financial Impact Statement	The positive financial impact is \$7,700. The source of funds is Board of County Commissioners, Broward County and program sponsors. There is no additional financial impact to the District.									
Schools Included	The following schools will participate in the grant program: Elementary Schools: Griffin (\$1,400), Sea Castle (\$500), Cypress (\$200), Dania Beach (\$500), Beachside Montessori Village (\$700), Park Springs (\$100), Silver Shores (\$100) Middle Schools: Driftwood (\$2,500), Crystal Lake (\$500), Apollo (\$200) High Schools: McFatter (\$500), South Plantation (\$500)									
Managing Department/School	The schools will manage their grant activities and funds.									
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Rebecca Malones, Instructional Facilitator – Applied Learning</td> <td style="width: 30%; text-align: right;">754-321-1847</td> </tr> <tr> <td>2. Lisa Milenkovic, Supervisor – STEM+Computer Science, Applied Learning</td> <td style="text-align: right;">754-321-1850</td> </tr> <tr> <td>3. Susan M. Cantrick, Director – Applied Learning</td> <td style="text-align: right;">754 321-1859</td> </tr> <tr> <td>4. Karen Voss, Business Support Specialist – Business Support Center</td> <td style="text-align: right;">754-321-0600</td> </tr> </table>		1. Rebecca Malones, Instructional Facilitator – Applied Learning	754-321-1847	2. Lisa Milenkovic, Supervisor – STEM+Computer Science, Applied Learning	754-321-1850	3. Susan M. Cantrick, Director – Applied Learning	754 321-1859	4. Karen Voss, Business Support Specialist – Business Support Center	754-321-0600
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3. Susan M. Cantrick, Director – Applied Learning	754 321-1859									
4. Karen Voss, Business Support Specialist – Business Support Center	754-321-0600									
Project Description	The P3 Eco-Challenge School Recognition Program is a collaborative effort between Broward County Public Schools and its partners, Broward County Natural Resources Planning and Management Division, and the Environmental Education Council of Broward County to recognize public schools who encourage cultures of sustainability within their school communities. P3 stands for Preserving Our Planet for Prosperity. The Broward P3 Eco-Challenge engages and rewards schools, teachers, students, administrators, and volunteers in learning about and implementing environmental sustainable measures and green initiatives within their schools and communities. All applications were written and developed by the nominators and their school’s green team.									
Evaluation Plan	Learning gains for students through the green initiative projects will be measured through standard assessments, rubrics, student participation, and teacher observation associated with each initiative to measure student understanding and progress towards environmental preservation.									
Research Methodology	The projects reflect active approaches to environmental science education and “going green” initiatives and are in alignment to Common Core State Standards.									
Alignment with Strategic Plan	This grant is aligned with 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 department, encouraging schools to apply, 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 08/06/19 – C

Grant Program	Broward County Farm Bureau*
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	Hollywood Hills Elementary School
Managing Department/School	Hollywood Hills Elementary School
Source of Additional Information	1. Julia Chia, Aftercare Supervisor – Hollywood Hills Elementary School 754-323-6244
Project Description	This grant will be used to expand the school’s teaching and edible garden.
Evaluation Plan	N/A
Research Methodology	N/A
Alignment with Strategic Plan	This project is aligned to District Strategic Plan Goal 1: High-Quality Instruction.
Level of Support provided by Grants Administration (GA)	Level 3: GA 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.

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 08/06/19 – D

Grant Program	Community Foundation of Broward - Mary Turner & Nancy France Fund*																																					
Status	New - Competitive																																					
Funds Requested	\$23,315 (requested)																																					
Financial Impact Statement	Although \$23,315 has been requested, the potential positive financial impact will not exceed the total fund amount of \$11,000. The source of funds is the Community Foundation of Broward through the Mary Turner and Nancy France Fund. There is no additional financial impact to the District.																																					
Schools Included	<p>The following schools applied for this program:</p> <ul style="list-style-type: none"> • Elementary: C. Robert Markham, Cypress, McNab, Palmview, Pompano Beach, and Sanders Park; • Middle: Crystal Lake and Pompano Beach; • Centers: Cross Creek and Cypress Run. 																																					
Managing Department/School	The schools will manage their grant activities and funds.																																					
Source of Additional Information	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Teacher</th> <th style="text-align: left;">School</th> </tr> </thead> <tbody> <tr><td>Fabiana E. Spiteri</td><td>Cypress Elementary School</td></tr> <tr><td>Erin Ryan</td><td>McNab Elementary School</td></tr> <tr><td>Cassandra Blume</td><td>Crystal Lake Middle School</td></tr> <tr><td>David Bentley</td><td>Cypress Run Center School</td></tr> <tr><td>Jolene Sessler</td><td>Crystal Lake Middle School</td></tr> <tr><td>Shatereas T. Dawson</td><td>Cypress Run Center School</td></tr> <tr><td>Kailey Courchesne</td><td>Pompano Elementary School</td></tr> <tr><td>Nordia Barber</td><td>Cypress Run Center School</td></tr> <tr><td>Lisa Green</td><td>Cross Creek Center School</td></tr> <tr><td>Katharine Cook</td><td>Crystal Lake Middle School</td></tr> <tr><td>Eliot Kopp</td><td>Pompano Beach Middle School</td></tr> <tr><td>Tammie Jurvic</td><td>McNab Elementary School</td></tr> <tr><td>Marie Russell</td><td>Sanders Park Elementary School</td></tr> <tr><td>Sheri Dominguez</td><td>Palmview Elementary School</td></tr> <tr><td>Zobeida Baldwin</td><td>Sanders Park Elementary School</td></tr> <tr><td>Shedrick Dukes, Principal</td><td>C. Robert Markham Elementary School</td></tr> <tr><td>Carolyn Young</td><td>Sanders Park Elementary School</td></tr> </tbody> </table>		Teacher	School	Fabiana E. Spiteri	Cypress Elementary School	Erin Ryan	McNab Elementary School	Cassandra Blume	Crystal Lake Middle School	David Bentley	Cypress Run Center School	Jolene Sessler	Crystal Lake Middle School	Shatereas T. Dawson	Cypress Run Center School	Kailey Courchesne	Pompano Elementary School	Nordia Barber	Cypress Run Center School	Lisa Green	Cross Creek Center School	Katharine Cook	Crystal Lake Middle School	Eliot Kopp	Pompano Beach Middle School	Tammie Jurvic	McNab Elementary School	Marie Russell	Sanders Park Elementary School	Sheri Dominguez	Palmview Elementary School	Zobeida Baldwin	Sanders Park Elementary School	Shedrick Dukes, Principal	C. Robert Markham Elementary School	Carolyn Young	Sanders Park Elementary School
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Project Description	The Community Foundation of Broward, through the Turner France Fund, makes grants to Pompano Beach elementary and middle schools for teacher-developed projects to improve education.																																					
Evaluation Plan	The Community Foundation of Broward requires an evaluation plan with related outcomes for each project. The evaluation measures include: increases in standard achievement test scores and benchmark assessments; student pre- and post-surveys; classroom reading assessment; student reports; and teacher observation.																																					
Research Methodology	Projects were developed using a variety of research-based programs and strategies designed to strengthen students' academic skills and behaviors.																																					
Alignment with Strategic Plan	This grant is aligned with the District Strategic Plan Goal 1: High-Quality Instruction.																																					
Level of Support provided by Grants Administration (GA)	Level 3: This grant opportunity was disseminated to all eligible schools through a group email to all school-based grant members, and notifications through PIVOT. Grants staff supported teachers interested in pursuing the grant opportunity by coordinating the application development and submission process; sharing previously funded proposals; and providing feedback on each application. GA provided Level 3 support.																																					

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 08/06/19 – E

Grant Program	Florida Department of Education: Carl D. Perkins Secondary Career and Technical Education Programs for Department of Juvenile Justice Students*
Status	New – Competitive
Funds Requested	\$64,400 (requested)
Financial Impact Statement	The potential positive financial impact is \$64,400. The source of funds is from the Florida Department of Education Division of Career and Adult Education. There is no additional financial impact to the District.
Schools included	Department of Juvenile Justice site – AMIkids Center
Managing Department/School	Office of Equity and Diversity
Source of Additional Information	<ol style="list-style-type: none"> 1. David Watkins, Director – Equity and Diversity 754-321-1650 2. Manoushka Saintil, Administrator – Equity and Diversity 754-321-1612 3. Stephanie R. Williams, Director – Grants Administration (GA) 754-321-2260
Project Description	The Carl D. Perkins Secondary Career and Technical Education Program for Department of Juvenile Justice Students will provide secondary, career and technical training to students at AMIkids Center. This program supports the education, training, support services and potential job placement for confined juveniles. This funding will allow the District to provide a targeted career pathway in culinary arts for youth at AMIkids Center. In addition, transition and support services will be provided as participants move back into their communities. The goal of the program is to improve reading and math achievement, provide course credits and industry certifications preparing them for future employment opportunities and helping to reduce recidivism rates.
Evaluation Plan	The program will use data collected on the impact of the enhanced career technical and support services on the confined juveniles enrolled in the program. The program will be evaluated by completion of program activities. Outcome evaluation will examine whether the program has met the intended goals of assisting participants to achieve educational milestones, obtain career technical course credits and industry certifications, enter post-secondary institutions, and/or employment.
Research Methodology	Research shows language barriers, poverty and greater involvement in the juvenile justice system decrease the likelihood of youth graduating on time and achieving postsecondary success. Research also suggests that confinement does not meet the needs of juveniles nor improve the community, as it interrupts education and negatively affects employability. Yet incarcerated youth have limited opportunities for career technical education while confined and face a myriad of obstacles in returning to school and finding employment. The proposed program will improve participants’ academic achievement and prepare them with workforce skills and increased opportunities for employment/postsecondary options.
Alignment with Strategic Plan	This program aligns with District Strategic Plan Goal 1: High-Quality Instruction by offering participants workplace skills, career technical education, and industry certification.
Level of Support provided by GA	Level 2 - GA staff alerted the department of the grant opportunity and supported the department in developing the application narrative and budget. GA staff wrote the executive summary for the Board agenda, prepared a hard copy of the file for record keeping, and is tracking the grant through the grant management system.

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 08/06/19 – F

Grant Program	Frederick A. DeLuca Foundation	
Status	New - Competitive	
Funds Requested	\$303,257 (awarded)	
Financial Impact Statement	The positive financial impact is \$303,257. The source of funds is The Frederic A. DeLuca Foundation through the Broward Education Foundation. There is no additional financial impact to the District.	
Schools Included	Performing Visual Arts schools include: <ul style="list-style-type: none"> • Elementary: Bethune, Colbert Museum Magnet, Deerfield Park, Lake Forest, North Andrews Gardens, and Walker. 	
Managing Department/School	Innovative Programs Design/Support	
Source of Additional Information	1. Laura Glick, Magnet Coordinator – Innovative Programs Design/Support	754-321-2074
	2. Shernette Grant, Director – Innovative Programs Design/Support	754-321-2070
Project Description	This grant will support the performing visual arts program at participating elementary schools through teacher professional development in arts integration; mentoring and technical assistance from a teaching artist; and a major end-of-year student performance.	
Evaluation Plan	Participating schools will assess the results of the program by tracking students' achievement in academics and the arts.	
Research Methodology	Extensive research has been conducted regarding reinvestment in arts education. This research proves that arts education integrated throughout the curriculum benefits participating 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 supports 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, 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 08/06/19 – G

Grant Program	FUND II Foundation – NAF African American Youth STEM Initiative Planning Grant
Status	New
Funds Requested	\$235,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$235,000. The source of funds is the FUND II Foundation. There is no additional financial impact to the District.
Schools Included	Broward County Public Schools (BCPS) that have NAF STEM Academies
Managing Department/School	Career, Technical, Adult and Community Education (CTACE)
Source of Additional Information	<ol style="list-style-type: none"> 1. Enid Valdez, Director, Career Technical Adult and Community Education (CTACE) 754-321-8444 2. Lucille Flynn, Curriculum Supervisor - CTACE 754-321-8400 3. Stephanie R. Williams, Director – Grants Administration (GA) 754-321-2260
Project Description	<p>NAF will be issuing multi-year, competitive grants to a select number of school districts with a high African American student enrollment and submit plans designed to:</p> <ul style="list-style-type: none"> • Increase the numbers of African American students enrolling in NAF STEM career academies • Increase academy quality with a goal to reach model or distinguished within two years • Strengthen corporate, post-secondary, and community engagement in the district’s academies, particularly in support of African American students participating in science, technology, engineering, and mathematics (STEM) related internships • Increase in number of African American students achieving NAFTrack Certification <p>Upon receipt of the initial Letter of Intent, NAF will award the District a \$10,000 Planning Grant. During a NAFNext planning meeting, district teams will be guided through the proposal development process. If awarded a grant, the funding for Year 1 Implementation is up to \$50,000. NAF evaluations are required each year to receive continued funding. For the second year of implementation, the funding is up to \$100,000 and for year three up to \$75,000.</p>
Evaluation Plan	The result of this funding should replicate and sustain NAF STEM opportunities for African American students beyond the terms of the grant. Districts must remain in good standing in the NAF network, including Data Center and Academy Assessment submissions and membership fees. Project must adhere to grant priorities and expectations.
Research Methodology	Even though high school graduation rates reached record highs in 2016, African American students were persistently at-risk to graduate on time and exhibited lower graduation rates (76 percent) compared to their White and Asian Pacific Islander counterparts. The issue of high school graduation has cascading effects and becomes increasingly nuanced when moving into the postsecondary space, especially in STEM majors and careers. African Americans are severely underrepresented in STEM majors and are the racial group least likely to enter a career in technology.
Alignment with Strategic Plan	This grant aligns with District Strategic Plan Goal 1: High-Quality Instruction by increasing the rate of African American students in enrolling in a NAF STEM Academy, participating in a STEM internship and achieving a NAFTrack Certification.
Level of Support provided by GA	Level 2 – GA staff gathered the required signatures for the letter of intent and worked in collaboration with CTACE to develop the executive summary for Board approval. GA will track the grant in the grants management system.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 08/06/19 – H

Grant Program	Lowe's Toolbox for Education*	
Status	New - Competitive	
Funds Requested	\$2,615 (awarded)	
Financial Impact Statement	The positive financial impact is \$2,615. The source of funds is Lowe’s Charitable and Educational Foundation. There is no additional financial impact to the District.	
Schools Included	Piper High School	
Managing Department/School	Piper High School	
Source of Additional Information	1. Nicole E. Phillips, Teacher – Piper High School	754-322-1700
	2. LaNetre Mosley, Budget Support Specialist – Business Support Center	754-321-0654
Project Description	Grant funds will be used to support a student training center at the school where peer tutors will mentor students with developmental disabilities.	
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 as students build personalized educational pathways.	
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 08/06/19 – I

Grant Program	National Oceanic and Atmospheric Administration (NOAA) – Planet Stewards Education Project
Status	New - Competitive
Funds Requested	\$2,500 (awarded)
Financial Impact Statement	The positive financial impact is \$2,500. The source of funds is National Oceanic and Atmospheric Administration. There is no additional financial impact to the District.
Schools Included	South Plantation High School
Managing Department/School	South Plantation High School
Source of Additional Information	1. Jody Berman, Experimental Science and Biology Teacher – 754-323-1950 South Plantation High School 2. Stephanie R. Williams, Director – Grants Administration (GA) 754-321-2260
Project Description	NOAA’s Planet Stewards Education Project supports educators in the development and implementation of projects involving hands-on, action-based projects that conserve, restore and protect human communities and natural resources. Following an opportunity during which the educator receives one-on-one guidance on designing, implementing, and evaluating an environmental stewardship project, the educator submits their final project proposal for Federal funding. Funding of up to \$2,500 is awarded to carry out their project during the following academic year. The overarching goals of South Plantation High School’s “Project ReLeaf” are to develop a sustainable green space on campus that will decrease the school’s carbon footprint, improve the quality of water that leaves the campus, increase critical habitat resources for resident and migratory animals, and enhance outdoor learning opportunities for staff and students.
Evaluation Plan	Students in grade 10 and 12 will increase their knowledge of climate change and sustainability practices, improve positive attitudes towards their role as stewards of the Earth, document local wildlife, decrease the school’s carbon emissions by increasing native vegetation, and increase the school’s carbon storage by adding trees and woody shrubs. The stewardship activities will educate students about climate change and water pollution and will engage participants in hands-on project that will make a lasting difference on the campus and community.
Research Methodology	South Florida are particularly vulnerable to sea level rise spending large amounts of money on infrastructure to adapt to climate induced sea level rise. In addition, Florida residents and ecosystems are facing a crisis related to the quality of water released to natural areas. Nutrient laden runoff contributes to red tide and algal blooms that devastate coastal communities and ecosystems.
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 1: High-Quality Instruction by providing hands-on learning opportunities.
Level of Support provided by GA	Level 1 – GA staff drafted the executive summary for board approval. A hard copy of the grant will be kept for the record and will be tracked through the grants management system.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 08/06/19 – J

Grant Program	NWEA – Educators for Equity Grant*	
Status	New – Competitive	
Funds Requested	\$10,000 (requested)	
Financial Impact Statement	The positive financial impact is \$10,000. The source of funds is NWEA. There is no additional financial impact to the District.	
Schools Included	Boyd Anderson High School	
Managing Department/School	Secondary Mathematics	
Source of Additional Information	1. Alex Wood-Bayuk, Curriculum Supervisor – Secondary Mathematics	754-321-2119
	2. Pierre Agledor, Mathematics Instructor – Boyd Anderson High School	754-322-0200
	3. Stephanie R. Williams, Director – Grants Administration (GA)	754-321-2260
Project Description	Broward County Public Schools (BCPS) believes every young person regardless of ethnicity, gender or class should have access to high quality math education. Unfortunately, persistent gaps exist in high need schools. To build on the successful results of the Algebra Project, BCPS has targeted high schools with low math proficiency, including Boyd Anderson High School, and is introducing the Algebra Project. A national Algebra Project trainer provides the mathematics instructors with proven pedagogy, instructional materials, and ongoing professional development. The NWEA grant will help cover the cost of the trainer and instructors’ stipends for the professional development, and instructional materials.	
Evaluation Plan	The goal of the grant is to enhance mathematics instruction to improve underperforming students’ math skills and build confidence in their math capabilities. A summative evaluation from Inverness Research (under a National Science Foundation Discovery Research grant) reported that students participating in the Algebra Project successfully completed four years of non-remedial high school math, were accepted in and attended college, and improved their confidence in math.	
Research Methodology	Compared to their mainstream peers, underserved youth perform at lower levels in mathematics, and, due to poor test scores, gain entry into college at lower rates. Lower mathematics achievement also affects students’ ability to pursue higher paying careers.	
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 1: High-Quality Instruction by improving the math instruction of students underperforming in mathematics.	
Level of Support provided by GA	Level 2 – GA staff gathered information and drafted the application as well as the executive summary for board approval. The grant will be tracked in the grants management system.	

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 08/06/19 – K

Grant Program	Spencer Foundation: Research-Practice Partnership (RPP) Grants Program
Status	New - Competitive
Funds Requested	\$400,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$400,000 to be allocated between Broward County Public Schools (BCPS), Florida Atlantic University (FAU), and Xavier University (XU) over three (3) years. The source of funds is the Spencer Foundation. There is no additional financial impact to the District.
Schools Included	Not Applicable
Managing Department	Student Assessment and Research
Source of Additional Information	<ol style="list-style-type: none"> 1. Dr. Charisse Southwell, Research Specialist – Student Assessment and Research 754-321-2516 2. Richard Baum, Director – Student Assessment and Research 754-321-2518 3. Luwando Wright-Hines, Director – Title I, Migrant & Special Programs 754-321-1420
Project Description	<p>Formal partnerships are an important approach to bridging the gap between theory and practice when attempt to improve student outcomes in education. Rigorous partnership work is intentionally organized to engage diverse forms of expertise and perspectives, across practitioners as well as scholars and disciplines, in knowledge generation around pressing problems of practice. RPPs can facilitate this long-term effort, focused on the accumulation of actionable knowledge and the support of evidence-based practice. Many key problems of practice are historically saturated and require long-term perspectives and engagement if sustainable and systemic change is to occur. Over the long term, research conducted by RPPs results in new insights into the processes, practices, and policies that can be broadly shared to improve education for students, educators, schools, universities, families, and communities.</p> <p>The research-practice partnership between the BCPS Department of Title I, Migrant Education and Special Programs, FAU Department of Curriculum, Culture and Inquiry, and XU Center for Traumatic Stress Research will formalize current collaborations that examine educational practice in Title I funded education settings.</p> <p>With Spencer support, the RPP activities that will occur are:</p> <ul style="list-style-type: none"> • Research Activity 1 (Year 1): Delphi study of stakeholder’s Perspective of student alienation and how it impacts learning and equity in Title I education settings. • Research Activity 2 (Year 1): Collaboration with the American Educational Research Association (AERA) to study alienation of students in Title I education settings. • Research Activity 3 (Year 2): Delphi study of Practitioners’ perspectives of using research and/or data in their practice. • Additional Activity 1 (Years 1 thru 3): Cross-agency capacity building through post-doctoral personnel embedded in Broward County Public Schools Title I research office. • Additional Activity 2 (Year 1 thru Year 3): Research infrastructure to support ongoing collaboration with external scholars and personnel from local social services organizations who partner in solutions planning for the work. • Additional Activity 3 (Year 1 thru Year 2): Outreach and communications. • Additional Activity 4 (Year 1 thru Year 3): Relationship-building.
Evaluation Plan	Because this grant is a research grant, the evaluation plan is built into the planned activities mentioned above.
Research Methodology	Because the effort is being undertaken as a scholarly activity, the research methodology includes the Delphi studies outlined as well as a reflective piece

POST-SUBMISSION EXECUTIVE SUMMARY

	wherein the RPP partners take part in a self-study to add to the discourse surrounding the development of a successful RPP.
Alignment with Strategic Plan	This program aligns with District Strategic Plan Goal 1: High-Quality Instruction (Early Learning and Literacy) and District Strategic Plan Goal 3: Effective Communication (Closing the Achievement Gap)
Level of Support provided by Grants Administration (GA)	Level 2 - GA staff coached staff through grant discovery and proposal development, reviewed the final grant package for budget best practices and completeness, ensured timely submission, prepared agenda documents for School Board approval, and will maintain grant records.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 08/06/19 – L

Grant Program	State Farm - Good Neighbor Grant Program
Status	New - Competitive
Funds Requested	\$500 (awarded)
Financial Impact Statement	The positive financial impact is \$500. The source of funds is the State Farm Companies Foundation. There is no additional financial impact to the District.
Schools Included	Westchester Elementary School
Managing Department/School	Westchester Elementary School
Source of Additional Information	1. Melissa Geraine, Principal – Westchester Elementary School 754-322-8900
Project Description	Grant funds will be used to support the school’s general operating expenses.
Evaluation Plan	N/A
Research Methodology	N/A
Alignment with Strategic Plan	This grant is aligned with the 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, 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 08/06/19 – M

Grant Program	The SMART Ride
Status	Competitive
Funds Requested	\$20,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$20,000. The source of funds is from TSR Adventures, Inc. The District is ineligible for the grant therefore the Broward Education Foundation was the lead applicant. There will be no additional financial impact to the District.
Schools Included	District High Schools
Managing Department/School	Department of Equity & Diversity
Source of Additional Information	1. Dominic Grasso, Instructional Facilitator: Sexual Health – 754-321-1632 Equity & Diversity 2. David Watkins, Director – Equity & Diversity 754-321-1600
Project Description	Broward County Public Schools (BCPS) would use this funding to continue to expand its HIV/AIDS prevention and education services that are implemented in schools throughout Broward County. Based on HIV/STI testing services that are currently offered, in conjunction with the Youth Risk Behavior Survey, data has shown that youth in schools throughout the county continue to engage in sexual activity, have been testing positive for HIV and STIs, and continue to lack awareness of newer HIV/AIDS prevention strategies and techniques. Sexual Health testing events at BCPS schools have consistently been well attended, with high levels of student engagement, as well as increasing student demand for services. The focus of this funding is to create youth leaders who can inform and advocate for their peers on sexual health topics in order to increase sustainability of services.
Evaluation Plan	For this round of funding, BCPS has developed five strategic goals: (1) Youth Led Projects surrounding National Youth HIV Awareness Day, (2) collaborate with community based organizations to develop youth leadership groups taking place at schools throughout the county, (3) providing individualized sexual health counseling to students, (4) providing transportation to students in need of sexual health services throughout the county, and (5) providing professional development to BCPS staff regarding current sexual health trends and topics.
Research Methodology	Leading national education organizations recognize the close relationship between health and education. Scientific reviews analyzed by the Centers of Disease Control have found that school health and prevention programs can have positive effects on academic outcomes as well as on health risk behaviors and health outcomes. Schools play a critical role in promoting the health and safety of young people and helping them establish lifelong healthy behaviors.
Alignment with Strategic Plan	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 1 – Equity & Diversity initiated the grant application. GA arranged for school board review by writing the executive summary for the Board agenda, managing the agenda preparation procedures, preparing a hard copy of the file for record keeping, and tracking the grant through the grants management system.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 08/06/19 – N

Grant Program	United States Department of Education – Mental Health Service Professional Demonstration Grant Program*
Status	New – Competitive
Funds Requested	\$2,500,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$2,500,000 for a 5-year project to begin October 1, 2019. The source of funds is the United States Department of Education under the Office of Elementary and Secondary Education. There is no additional financial impact to the District.
Schools Included	Districtwide
Managing Department/School	Student Support Initiatives with Exceptional Student Learning Support
Source of Additional Information	<ol style="list-style-type: none"> 1. Laurel Thompson, Director – Student Services 754-321-1550 2. Marie English-Arterberry, Director – Employee Assistance Program (EAP) 754-322-9900 3. Christina F. Reyes, District Coordinator, Psychological Services – Exceptional Student Learning Support (ESLS) 754-321-3440 4. Ralph Aiello, Director – School Counseling & BRACE 754-321-1675 5. Stephanie R. Williams, Director – Grants Administration (GA) 754-321-2260
Project Description	Broward County Public Schools (BCPS) will partner with local universities to expand its robust mental health practicum and internship program where highly-qualified candidates can be placed in BCPS schools with licensed professionals for supervision. Five cohorts of students drawn from school psychology, mental health counseling, marriage and family counseling, social work, and school counseling graduate programs will be placed in respective departments of ESLS, Student Services, School Counseling, and EAP to complete the requirements outlined. Grant funding will provide stipends to incentivize high-quality students to complete their practicum in a school-based setting.
Evaluation Plan	<p>The project evaluation is designed to meet the requirements of the Government Performance and Results Act of 1993 performance measures for the Mental Health Service Professional Demonstration Grant Program. The specified performance measures and targets include:</p> <ul style="list-style-type: none"> • The unduplicated number of school-based mental health services providers employed by BCPS as of the date for each annual reporting period of the grant who have been trained and placed by the grant to provide school-based mental health services. <p>Number of school-based mental health services providers employed by BCPS and retained on an annual basis to provide school-based mental health services.</p>
Research Methodology	With the growing need to hire many more mental health clinicians to attend to the increased demands of the students and their families in BCPS, some student services professional groups are significantly challenged to attract appropriately qualified personnel to fill existing and expected vacancies.
Alignment with Strategic Plan	This grant aligns with District Strategic Plan Goal 1: High-Quality Instruction by safeguarding the educational environment and District Strategic Plan Goal 3: Effective Communications by improving the collaboration and partnership between local university partners training the next generation of mental health professionals.
Level of Support provided by GA	Level 3 - GA 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. GA will track the grant in the system.

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 08/06/19 – O

Grant Program	United States Department of Education – Project School Emergency Response to Violence
Status	New – Competitive
Funds Requested	\$3,049,313 (requested)
Financial Impact Statement	The potential positive financial impact is \$3,049,313. The source of funds is the United States (U.S.) Department of Education under the Safe and Drug-Free Schools and Communities National Programs. There is no additional financial impact to the District.
Schools Included	Marjory Stoneman Douglas (MSD) Zone and community and other Broward County Public Schools (BCPS) staff affected by the tragic shooting on February 14, 2018.
Managing Department/School	Student Support Initiatives and Recovery
Source of Additional Information	<ol style="list-style-type: none"> 1. Dr. Antoine Hickman, Chief – Student Support Initiatives & Recovery 754-321-1660 2. Stephanie R. Williams, Director – Grants Administration (GA) 754-321-2260
Project Description	<p>The U.S. Department of Education’s Project School Emergency Response to Violence (SERV) provides funding for local educational agencies (LEAs) and institutions of higher education (IHEs) in which the learning environment has been disrupted due to a violent or traumatic incident. The goal of the grant is to provide resources to respond to the event and re-establish a safe environment conducive to learning. Broward County Public Schools (BCPS) received a \$1 million SERV grant in March 2018 to assist in dealing with the aftermath of the tragedy. The initial grant covered hiring additional personnel and funding overtime at MSD. The funds also supported summer activities, trauma-focused cognitive behavioral training, postsecondary transition assistance, and health and wellness activities for students and staff. The resources from the first SERV grant have been exhausted.</p> <p>BCPS is seeking additional funds to continue to re-establish the learning environment in the MSD Zone and the surrounding community affected by the tragic event. In the year and a half since the tragedy, there has been an upsurge in threats of harm to self and others, need for hospital/homebound services for anxiety and depression, 504 Plans, incidents of violence, disciplinary incidents, and a decrease in ELA and Algebra 1 End of Course exam passage rates. The District is requesting funds to support personnel costs associated with recovering from the incident and addressing the aforementioned effects of the tragedy, including but not limited to Substitute Teachers, Social Workers, School Counselors, Program Manager, Grant Manager, and Positive Behavior Intervention Specialists (see proposal narrative and budget for background documentation). Funds have also been requested for contractual services to facilitate community engagement and provide health, wellness and human services to students, staff and the community as well as transportation and supplies associated with these activities.</p> <p>The grant does not fund permanent security measures, construction, hospitalization or insurance claims, legal fees or settlements, public relations activities, services for those not affected by the incident, emergency management planning, violence prevention programs, or services normally provided by the LEA.</p>
Evaluation Plan	The grant will be evaluated through ongoing school and community meetings as well as assessments of knowledge gained through tutoring, training and activities conducted. The United States Department of Education (USDOE) approves activities and costs that are reasonable and necessary to restoring the learning environment and provides ongoing advice on allowable and unallowable activities and expenditures. As circumstances can shift frequently, USDOE is prepared to amend the grant as the underlying situation changes.

POST-SUBMISSION EXECUTIVE SUMMARY

Research Methodology	The proposed activities align with recovery plans developed by the District with critical support from external experts, including but not limited to, the National Center for School Crisis and Bereavement, the National Technical Assistance Center on Positive Behavior Interventions and Supports, the Center for School Mental Health at the University of Maryland's School of Medicine, and Sandy Hook's Promise, among others.
Alignment with Strategic Plan	This grant aligns with District Strategic Plan Goal 1: High-Quality Instruction by assisting MSD teachers and staff in restoring the learning environment, District Strategic Plan Goal 2: Safe and Supportive Environment by ensuring secure and comfortable surroundings for students and staff, and District Strategic Plan Goal 3: Effective Communication by strengthening outreach and engagement with the MSD Zone and wider community.
Level of Support provided by GA	Level 3 – GA staff provided extensive inter-departmental collaboration, including Student Support Initiatives and Recovery, Office of Safety, Security and Emergency Preparedness, School Performance and Accountability, Financial Office, Office of Academics, and other departments to develop the grant application and comprehensive budget development support. GA drafted the executive summary for board approval and will track the grant in the system.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 08/06/19 – P

Grant Program	United States Department of Health and Human Services - Head Start/Early Head Start Program – Continuation
Status	Continuation
Funds Awarded	\$17,050,610 (awarded)
Financial Impact Statement	<p>The potential positive financial impact is \$17,050,610 for the period of 11/1/2019 through 10/31/2020 for Head Start and Early Head Start. The source of funds is the United States Department of Health and Human Services. These funds will cover 80 percent of the Head Start/Early Head Start program’s cost.</p> <p>Receipt of the \$16,445,800 and \$104,810 Cost of Living Adjustment (COLA) is contingent upon the District providing a required 20 percent match of approximately \$4,111,450 cash match and in-kind contributions for Head Start and Early Head Start. The exact amount of the cash match may vary based upon negotiated pay raises and changes in staff’s positions. The source of in-kind contributions is reached through parent contributions, the number of volunteer hours dedicated to the classrooms, and the District’s building depreciation values.</p> <p>The School Board approved application for Head Start/Early Head Start designation at the November 7, 2018 School Board Operational Meeting. The competitive grant has been awarded for a five-year period and will require annual renewal through a Continuation Application process.</p> <p>Funds awarded from this designation for School Year 2019/20 are \$16,445,800 in program expenses + a COLA of \$104,810 + \$500,000 in start-up funds.</p>
Schools Included	<p>There will be 53 school sites with 112 proposed classrooms for Head Start and 5 schools with 10 classrooms for Early Head Start including:</p> <ul style="list-style-type: none"> • Elementary: Atlantic West, Bethune, Boulevard Heights, Broadview, Castle Hill, Challenger, Colbert, Collins, Coral Springs K-8, Cresthaven, Cypress, Davie, Deerfield Beach, Deerfield Park, Dillard, Drew Family Resource, Driftwood, Endeavor, Fairway, Flamingo, Gulfstream ELC, Lake Forest, Larkdale, Lauderhill Paul Turner, Markham, Martin Luther King, Jr, McNab, Meadowbrook, Miramar, Mirror Lake, Morrow, North Fork, North Lauderdale, North Side, Oakland Park, Oriole, Park Ridge, Peters, Plantation, Pompano Beach, Quiet Waters, Riverland, Rock Island, Royal Palm, Sanders Park, Sheridan Hills, Sunland Park, Tedder, Thurgood Marshall, Village, Walker, West Hollywood, Westwood Heights, and Wilton Manors.
Managing Department	Head Start/Early Intervention
Source of Additional Information	<ol style="list-style-type: none"> 1. Angela Iudica, Director – Head Start/Early Intervention 754-321-1972 Department 2. Lori Canning, Executive Director – Early Learning Language Acquisition (ELLA) 754-321-1952 3. Stephanie R. Williams, Director – Grants Administration (GA) 754-321-2260
Project Description	<p>The Head Start Program offers comprehensive services to 2,040 three- and four-year old students and their families in a center-based model. Certified classroom teachers, along with teacher assistants provide children with a learning environment to help them develop socially, intellectually, physically, and emotionally. The program provides these services by implementing research-based educational practices for the students’ age, individual interest, temperament, language, cultural background, and stage of development. The Creative Curriculum® for Preschool is used in all classrooms.</p> <p>The Head Start/Voluntary Prekindergarten extended day option model will be offered at 24 elementary schools for Head Start eligible four-year-old students during the</p>

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	<p>2019/20 school year. Students receive full-day, wrap-around services under this model.</p> <p>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.</p> <p>Three Family Learning Hubs will be created to provide intergenerational learning communities. In these Hubs children and their parents and grandparents will be afforded the opportunity for learning, parent training and college coursework. Funds from Head Start and Early Head Start will be used to provide 9 scholarships per year for parents to complete their Child Development Associate and 1 scholarship per year will be provided for a parent to complete their Associate of Science in Early Child Care. This will provide parents with the opportunity for gainful employment and will simultaneously assist the district with the current teacher assistant shortage.</p>
Evaluation Plan	<p>Performance measures are established for the Head Start/Early Head Start (HS/EHS) program and include, but are not limited to, the percentage of HS/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. HS/EHS teachers 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 HS/EHS teachers 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.</p>
Research Methodology	<p>All selected curricula, screening, and assessment tools adhere to the reliability and validity requirements of the Head Start Performance Standards.</p>
Alignment to Strategic Goals	<p>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 2: 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.</p>
Level of Support provided by GA	<p>Level 1 - GA staff were responsible for gathering application information from the department, formatting the executive summary for the Board agenda, preparing a hard copy of the file for record keeping, and tracking the grant.</p>

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 08/06/19 – Q

Grant Program	United States Department of Justice – Office of Justice Programs STOP School Violence: Technology and Threat Assessment Solutions for Safer Schools*
Status	New – Competitive
Funds Requested	\$500,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$500,000 over a three year period. The source of funds is the United States Department of Justice under the Office of Justice Programs. There is no additional financial impact for the District.
Schools Included	District-wide
Managing Department/School	Exceptional Student Learning and Support
Source of Additional Information	<ol style="list-style-type: none"> 1. Dan Gohl – Chief Academic Officer 754-321-2618 2. Sonja Clay – Task Assigned Executive Director, Exceptional Student Learning Support 754-321-3431 3. Tara Rodger – Electronic Management System Manager, Exceptional Student Learning Support Services 754-321-3400 4. Stephanie R. Williams, Director – Grants Administration (GA) 754-321-2260
Project Description	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. Funding assists in developing and enhancing threat assessment and intervention teams, designing plans to identify threats before they materialize, and training students, school personnel and local law enforcement officers to prevent violent events from happening. Broward County Public Schools is seeking funds to train threat assessment/intervention teams on the centralized digital threat assessment monitoring system. Earlier this year, the District approved of the new system, which will improve the District’s ability to capture information about threats and analyze the type of threats occurring across the District. The grant will cover training, an instructional facilitator to conduct the training, and a Clerk Specialist IV to gather the necessary documentation.
Evaluation Plan	The success of the proposed program will be evaluated based on: 1) the identification and mitigation of acts of violence by training teams on the use of the new centralized digital monitoring system and 2) ensuring threats are being referred for appropriate services and follow-up is being conducted through the analysis of information in the digital threat assessment system.
Research Methodology	In its report to the District, Safe Havens International identified the need to enhance the District’s use of technology to improve detection and mitigation of an incident. Previously, the number of threat assessments and the screening levels were documented in the Students Information System. Information about the most common type of threats or the referrals resulting from these threats had to be gathered from physical records kept at the school level. To gather this information for the sixth largest school district in the nation is a very tedious process. An unprecedented effort to improve school safety and security followed the tragic shooting at Marjory Stoneman Douglas High School on February 14, 2018, resulting in 17 fatalities and wounding 17 others.
Alignment with Strategic Plan	This grant aligns with District Strategic Plan Goal 1: High-Quality Instruction by ensuring a safe environment in which educators can provide instruction and District Strategic Plan Goal 2: Continuous Improvement by improving the safety and security of schools to effectively manage, organize, and align resources including staff time and facilities.
Level of Support provided by GA	Level 3 - GA staff worked in collaboration with the Office of Safety Security and Emergency Preparedness and Exceptional Student Learning and Support to develop the grant application and obtain required documentation as well as draft the executive summary for board approval. GA will track the grant in the system.

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 08/06/19 – R

Grant Program	Wells Fargo – Florida Financial 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 Wells Fargo through the Florida Literacy Coalition.
Schools Included	Atlantic Technical College (ATC) – Arthur Ashe Jr. Campus
Managing Department/School	Atlantic Technical College (ATC) – Arthur Ashe Jr. Campus
Source of Additional Information	1. Cristina Urena, Pre-College ESOL & Academic Studies Department Head – ATC 754-322-2803
Project Description	The Financial Literacy Program will build important skills for low-income students by strengthening the financial education component of the adult English as Second Language literacy program. This will be accomplished through integrating a financial literacy curriculum; implementing student project-based learning activities aimed at increasing financial knowledge while building English language skills; and developing a course and career planner that will include personal finance tools.
Evaluation Plan	Participants will be given the pre- and post-tests provided by the Florida Literacy Coalition to assess learning gains.
Research Methodology	The more an individual knows about credit, banking services, taxes and basic money management, the more likely he or she is to increase savings, buy homes, save for education and improve their financial well-being.
Alignment with Strategic Plan	This project is aligned with District Strategic Plan Goal 1: High-Quality Instruction.
Level of Support provided by GA	Level 3: GA staff supported the school by developing 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.*