

## POST-SUBMISSION EXECUTIVE SUMMARY

### Grant 08/19/20 – A

<b>Grant Program</b>	<b>Amazon - Future Engineer FIRST Grant</b>
Status	New - Competitive
Funds Requested	\$3,500 (awarded)
Financial Impact Statement	The positive financial impact is \$3,500. The source of funds is Amazon. There is no additional financial impact to the District.
Schools Included	Glades Middle School
Managing Department/School	Glades Middle School
Source of Additional Information	1. Brenda Farkas, Teacher – Glades Middle School 754-568-3089
Project Description	The focus of the grant is to provide in person or virtual opportunities for underserved and underrepresented communities to learn about computer science and robotics. The grant will cover the cost of all FIRST Class Pack program materials, participation fees, consumables, and other FIRST related expenses.
Evaluation Plan	N/A
Research Methodology	N/A
Alignment with Strategic Plan	This project is aligned with District Strategic Plan Goal 1: High-Quality Instruction through the implementation of activities aimed at improving middle grade learning.
Level of Support provided by Grants Administration (GA)	Level 1 – GA staff were responsible for gathering application information from the school, writing the executive summary for the Board agenda, preparing a hard copy of the file for record keeping, and tracking the grant.

## POST-SUBMISSION EXECUTIVE SUMMARY

### Grant 08/19/20 – B

<b>Grant Program</b>	<b>Department of Health and Human Services - Human Trafficking Youth Prevention Education Demonstration Grants*</b>
Status	New – Competitive
Funds Requested	\$1,799,997 (requested)
Financial Impact Statement	The potential positive financial impact is \$1,799,997. The source of funds is the Department of Health and Human Services. There is no additional financial impact to the District.
Schools Included	Districtwide
Managing Department	School Climate & Discipline (SC&D)
Source of Additional Information	1. Danita Crawford, Specialist, Positive Behavior Intervention & Supports – SC&D 754-321-1655 2. Jaselyn Sotolongo, Family Therapist – SC&D 754-321-1655
Project Description	<p>The purpose of the Broward Human Trafficking Youth Prevention Education (HTYPE) Demonstration Program is to establish a Human Trafficking School Safety Protocol (HTSSP) that addresses the safety, security, and well-being of staff and students. Additionally, it will provide the opportunity to deepen the District’s capacity to deliver evidence and survivor-informed instruction and collaborate and leverage the expertise of community partners and law enforcement agencies to bring about greater awareness of human trafficking prevention for students, staff, and families.</p> <p>In alignment with Florida Statute Rule 6A-1.094123 Human Trafficking Prevention Education, Broward HTYPE would support the District’s efforts to scale up information and training opportunities to stakeholders on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and provide guidance on how to safely seek assistance.</p> <p>Trainings will be conducted in a variety of platforms to meet the needs of the school/community and/or the Coronavirus Disease 2019 pandemic. In addition, a Human Trafficking Prevention Symposium will be hosted by the District, in collaboration with community and law enforcement partners, such as the International Rescue Committee, Ark of Freedom Alliance, Broward Human Trafficking Coalition, Homeland Security Investigations, Broward Sheriff’s Office and Coral Springs Police Department.</p> <p>The Broward HTYPE Demonstration Program is informed by the public health approach, which focuses on defining and monitoring the problem, identifying risk and protective factors, developing and testing prevention strategies, and assuring widespread dissemination. Broward HTYPE will serve youth and families by building capacity at traditional public schools to provide universal prevention, intervention, education, and services. Programming is adaptable to in person or virtual gatherings.</p>
Evaluation Plan	The anticipated major deliverables to ascertain HTYPE success include: 1. Provide human trafficking prevention education to at least 5,500 educators and other staff that equips them to identify and respond to students who are experiencing human trafficking or are at high risk, to report concerns in accordance with the HTSSP, and to respond to student disclosures; 2. Deliver human trafficking prevention education to over 118,000 secondary students that addresses risk factors and is designed to build resilience to labor trafficking and sex trafficking by strengthening students’ knowledge and skills, increasing their perception of risk, and encouraging the adoption of healthy behaviors; 3. Train at least 81 qualified individuals employed by the LEA to implement and replicate project activities throughout the school district or identified target area(s); and 4. Develop and implement the HTSSP in consultation with local law enforcement that facilitates reporting trafficking concerns to the appropriate authorities (e.g., child welfare, law enforcement);

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	notifying parents, guardians, and caregivers, when appropriate; and referring students to supportive, person-centered, trauma-informed, culturally responsive, and linguistically appropriate services.
Research Methodology	Florida ranks in the top 3 states with the highest number of people trafficked. Broward County accounted for 27 percent of human trafficking cases accepted by the State of Florida Child Abuse Hotline in recent years. (Data sources: United Nations Office on Drugs and Crime (UNODC) Global Report on Trafficking in Persons, 2018; The National Human Trafficking Hotline; Statewide Council on Human Trafficking 2017 Annual Report; State of Florida Child Abuse Hotline.)
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 between school personnel, students and families to detect and report on potential threats to school environments.
Level of Support provided by Grants Administration (GA)	Level 3 - GA staff worked in collaboration with program staff to develop the grant application, edit the narrative, determine the budget categories, draft the budget, compile the organizational attachments, upload the proposal, and submit the proposal in a timely manner 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.*

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### Grant 08/19/20 – C

<b>Grant Program</b>	<b>Fidelity Charitable Foundation</b>
Status	New - Competitive
Funds Requested	\$5,000 (awarded)
Financial Impact Statement	The positive financial impact is \$5,000. The source of funds is Fidelity Charitable Foundation. There is no additional financial impact to the District.
Schools Included	Heron Heights Elementary School
Managing Department/School	Heron Heights Elementary School
Source of Additional Information	1. Merideth.Weiss-Schnur, Principal – Heron Heights Elementary School 754-322-9150
Project Description	Heron Heights Elementary has received a grant of \$5,000 from the Fidelity Charitable Foundation to support primary reading programs that will be implemented either in person or remotely.
Evaluation Plan	N/A
Research Methodology	N/A
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 school, writing the executive summary for the Board agenda, preparing a hard copy of the file for record keeping, and tracking the grant.

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### Grant 08/19/20 – D

<b>Grant Program</b>	<b>Florida Department of Education Public Charter School Program Remote Learning and Access due to Coronavirus Disease 2019 (COVID-19)</b>
Status	Discretionary – Non-Competitive
Funds Requested	\$10,000,000 (allocated)
Financial Impact Statement	The positive financial impact is approximately \$10,000,000. The source of funds is the Florida Department of Education Office of Independent Education and Parental Choice.
Schools Included	All charter schools that meet the federal definition of a charter school were eligible to apply. The following 62 schools applied: Somerset Academy Village Middle, Somerset Preparatory Academy North Lauderdale, Somerset Village Academy, Somerset Preparatory Academy High North Lauderdale, Somerset Academy High Miramar Campus, Andrews High, Franklin Academy Sunrise, Franklin Academy Pembroke Pines, Avant Garde Academy K-8 Broward, Somerset Academy Neighborhood, Imagine School at Broward, Academic Solutions High, Somerset Pines Academy, Charter School of Excellence (Ft. Lauderdale), Franklin Academy Cooper City, Broward Math and Science, Central Charter, Imagine Plantation, Franklin Pembroke Pines K-12, City of Pembroke Pines Elementary, West Broward Academy, Somerset Academy Miramar South, SunFire High, City of Pembroke Pines Middle, Imagine Charter at Weston, Bridge Prep Academy of Hollywood Hills, City of Pembroke Pines High, Franklin Academy Pembroke Pines High, Imagine North Lauderdale, Innovation Charter, Ben Gamla Preparatory Academy, Ascend Career Academy, Somerset Academy Davie, Championship Academy of Distinction Middle, Somerset Academy Key High, Academic Solutions Academy – A, Bridge Prep Academy Broward, Charter School of Excellence at Davie, Eagles’ Nest Charter, Eagles Nest Middle, Championship Academy of Distinction at Hollywood, Paragon Academy of Technology, Somerset Academy Riverside, Somerset Academy Pompano, Somerset Academy East Preparatory, Ben Gamla South Broward, Sunshine Elementary, Somerset Academy Miramar, Somerset Academy Miramar Middle, Everest Charter, Somerset Academy Key Middle, International School of Broward, Somerset Academy Riverside Middle, RISE Academy School of Science and Technology, Alpha International Academy, Somerset Preparatory Middle, Sunrise High, South Broward Montessori, Avant Garde Academy, Panacea Prep, New Life Charter Academy, and SunEd High of North Broward.
Managing Department/School	Charter School Management and Support
Source of Additional Information	<ol style="list-style-type: none"> <li>1. Donté Fulton Collins, Director – Charter School Management and Support 754-321-2135</li> <li>2. Stephanie Williams-Louis, Director – Grants Administration (GA) 754-321-2260</li> </ol>
Project Description	Under waiver authority by the United States Secretary of Education, the Charter School Program intends to provide assistance with remote-learning needs and other technology challenges brought about by the threat of COVID-19 through subgrants. Given the finite source of funds, the Florida Department of Education will rank order applicants, prioritizing Title I schools that are not part of a network of more than five schools.
Evaluation Plan	Supporting documentation for expenditures should be kept on file at the program and must be available upon request.
Research Methodology	On March 11, 2020, the World Health Organization announced that the COVID-19 outbreak was considered a pandemic. On March 13, 2020 the United States announced a National Emergency. The spread of COVID-19 in communities across the country has severely strained healthcare systems. As of July 15, 2020, there were almost 3.5 million COVID-19 cases and 138,000 related deaths. According to the New York Times, more than 40 million people have filed claims for unemployment

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	insurance. Schools have been closed and many have shifted to instruction via remote learning. This disruption is felt by many families affecting parents' productivity and students' learning.
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 2: Safe and Supportive Environment by helping to cover costs associated with school and employment disruption due to COVID-19 and the shift to remote learning.
Level of Support provided by Grants Administration (GA)	Level 2 – GA staff gathered information regarding the application and obtained necessary signatures on required documents. GA staff also 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.

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### Grant 08/19/20 – E

<b>Grant Program</b>	<b>MIND Research Institute</b>						
Status	New – Competitive						
Funds Requested	\$0 (\$24,000 in-kind donation awarded)						
Financial Impact Statement	The positive in-kind impact is \$24,000 (\$12,000 per school) provided by the MIND Research Institute. There is no additional financial impact to the District.						
Schools Included	Margate Middle School and Nova Middle School						
Managing Department/School	Margate Middle School and Nova Middle School						
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Sabine Phillips – Margate Middle School</td> <td style="width: 30%; text-align: right;">754-322-3800</td> </tr> <tr> <td>2. Rayner Garranchan – Nova Middle School</td> <td style="text-align: right;">754-323-3700</td> </tr> <tr> <td>3. Stephanie Williams-Louis, Director – Grants Administration (GA)</td> <td style="text-align: right;">754-321-2260</td> </tr> </table>	1. Sabine Phillips – Margate Middle School	754-322-3800	2. Rayner Garranchan – Nova Middle School	754-323-3700	3. Stephanie Williams-Louis, Director – Grants Administration (GA)	754-321-2260
1. Sabine Phillips – Margate Middle School	754-322-3800						
2. Rayner Garranchan – Nova Middle School	754-323-3700						
3. Stephanie Williams-Louis, Director – Grants Administration (GA)	754-321-2260						
Project Description	<p>ST Math is a PreK-8 visual instructional program that leverages the brain's innate spatial-temporal reasoning ability to solve mathematical problems. ST Math's unique, patented approach provides students with equitable access to online learning through challenging puzzles, non-routine problem solving, and informative feedback. With ST Math, students build deep conceptual understanding, and schools see proven, repeatable results. With the support of Verizon, MIND Research Institute is offering competitive grants for ST Math at the middle school level. All schools that apply and are chosen to participate receive the following free of charge for the first two years:</p> <ul style="list-style-type: none"> <li>• A full site license to ST Math: Middle School Supplement (Grades 6-8)</li> <li>• Ongoing training and professional development for educators</li> <li>• Ongoing webinar training and access to learning resources</li> <li>• Personalized technical and curricular support</li> <li>• Live coaching and modeling for teachers in the classroom</li> <li>• Coaching and support in the use of data and reports</li> <li>• 24/7 access to a robust gallery of reports</li> <li>• Summer school support where applicable</li> </ul>						
Evaluation Plan	The ST Math pre-assessment will help establish baseline data. Utilizing ST Math and the school's math curriculum, regular formative assessments will guide online and remote remediation, enrichment activities, and instructional practices to reach the goal of 75 percent achievement score and personal learning gains of 75 points or better for students participating in ST Math.						
Research Methodology	ST Math is a PreK-8 visual instructional program that leverages the brain's innate spatial-temporal reasoning ability to solve mathematical problems. The program builds students' deep conceptual understanding, and schools see proven, repeatable results.						
Alignment with Strategic Plan	This grant award is aligned to District Strategic Goal 1: High-Quality Instruction by improving students conceptual understanding of math.						
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 08/19/20 – F

<b>Grant Program</b>	<b>NASA National STEM Innovation Application</b>
Status	New - Competitive
Funds Requested	\$125,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$125,000. The source of funds is NASA’s Office of STEM (Science, Technology, Engineering, Mathematics) Engagement. Broward Education Foundation will host the potential award on behalf of the Broward Area STEM Ecosystem. There is no additional financial impact to the District.
Schools Included	Districtwide – elementary
Managing Department/School	Applied Learning
Source of Additional Information	1. Dr. Lisa Milenkovic, Supervisor, STEM+Computer Science (CS) – Applied Learning 754-321-2623 2. Susan Cantrick, Director – Applied Learning 754-321-1859
Project Description	Broward County Public Schools (BCPS) will collaborate with the Broward Area STEM Ecosystem and the lead organization of this project, the Museum of Discovery and Science (MODS), to implement MODS Next Gen STEM (MNGS).  MNGS provides opportunities for 47,355 students in grades 3-5, including 34,943 Title 1 students, to engage with NASA-related STEM content leading them on a pathway to pursue STEM in college or careers. It will engage students, teachers and parents through project-based distance learning activities that address NASA-related, real-world problems in support of 21 <sup>st</sup> century skills.  Programming is designed to be delivered either in person or electronically.
Research Methodology	Science, technology, engineering and mathematics workers play a key role in the sustained growth and stability of the United States economy. STEM education creates critical thinkers, increases science literacy, and enables the next generation of innovators.
Alignment with Strategic Plan	This grant is aligned to District Strategic Plan Goal 1: High-Quality Instruction
Level of Support provided by Grants Administration (GA)	Level 1 – GA staff assisted with timely submission of the proposal. GA staff managed the process for board approval and will track the grant in the management system.

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### Grant 08/19/20 – G

<b>Grant Program</b>	<b>NEA Foundation – COVID-19 Rapid Response Grants*</b>																												
Status	New - Competitive																												
Funds Requested	\$45,000 (requested)																												
Financial Impact Statement	The potential positive financial impact is \$45,000. The source of funds is The NEA Foundation. There is no additional financial impact to the District.																												
Schools Included	This grant opportunity was shared District-wide. The following schools and Department applied:  Elementary School: Markham Combination School: GulfSTREAM Academy of Hallandale Beach High Schools: J.P. Taravella and Deerfield Beach Centers: Cypress Run, Whiddon-Rogers, and Lanier-James Department: STEM+Computer Science – Applied Learning																												
Managing Department/School	Each school and department will manage their own grant.																												
Source of Additional Information	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;">1.</td> <td style="width: 75%;">Shirline Alexander, Behavior Specialist - GulfSTREAM Academy of Hallandale Beach</td> <td style="width: 20%; text-align: right;">754-323-5968</td> </tr> <tr> <td>2.</td> <td>Fanya Jabouin, Family Counselor - Cypress Run Center</td> <td style="text-align: right;">754-321-6513</td> </tr> <tr> <td>3.</td> <td>Debra Clark, Assistant Principal - Whiddon-Rogers Center</td> <td style="text-align: right;">754-321-7550</td> </tr> <tr> <td>4.</td> <td>Lisa V. Milenkovic, Supervisor, STEM+Computer Science – Applied Learning Department</td> <td style="text-align: right;">754-321-2623</td> </tr> <tr> <td>5.</td> <td>Susan M. Cantrick, Director – Applied Learning Department</td> <td style="text-align: right;">754-321-1859</td> </tr> <tr> <td>6.</td> <td>Kathryn Tarquinio, Teacher - Deerfield Beach High School</td> <td style="text-align: right;">754-322-0650</td> </tr> <tr> <td>7.</td> <td>Eddie C. Mitchell, Teacher – Lanier-James Education Center</td> <td style="text-align: right;">754-321-7350</td> </tr> <tr> <td>8.</td> <td>Dennisse Melendez, Teacher - Markham Elementary</td> <td style="text-align: right;">754-322-6950</td> </tr> <tr> <td>9.</td> <td>Winsome Flynn, Teacher - J.P. Taravella High School</td> <td style="text-align: right;">754-322-2300</td> </tr> </table>		1.	Shirline Alexander, Behavior Specialist - GulfSTREAM Academy of Hallandale Beach	754-323-5968	2.	Fanya Jabouin, Family Counselor - Cypress Run Center	754-321-6513	3.	Debra Clark, Assistant Principal - Whiddon-Rogers Center	754-321-7550	4.	Lisa V. Milenkovic, Supervisor, STEM+Computer Science – Applied Learning Department	754-321-2623	5.	Susan M. Cantrick, Director – Applied Learning Department	754-321-1859	6.	Kathryn Tarquinio, Teacher - Deerfield Beach High School	754-322-0650	7.	Eddie C. Mitchell, Teacher – Lanier-James Education Center	754-321-7350	8.	Dennisse Melendez, Teacher - Markham Elementary	754-322-6950	9.	Winsome Flynn, Teacher - J.P. Taravella High School	754-322-2300
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9.	Winsome Flynn, Teacher - J.P. Taravella High School	754-322-2300																											
Project Description	The NEA Foundation offers grants of up to \$5,000 for teacher-led professional development and students learning projects to be implemented in the classroom or at home. The requested funds will be used to purchase educational materials and technology for student and teacher use during the upcoming school year.																												
Evaluation Plan	N/A																												
Research Methodology	N/A																												
Alignment with Strategic Plan	This project is aligned with District Strategic Plan Goal 1: High-Quality Instruction through the implementation of activities aimed at maintaining and improving learning remotely.																												
Level of Support provided by Grants Administration (GA)	Level 3 – This grant opportunity was disseminated to all schools through PIVOT (Principal's Information Vital to Operations and Teaching) and individual outreach to schools. GA staff supported each school in developing the application by providing writing and submission support.																												

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