

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/15/20 – A

Grant Program	Autism Services Council
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 Autism Services Council through the Broward Education Foundation. There is no additional financial impact to the District.
Schools Included	Cross Creek Center School
Managing Department/School	Cross Creek Center School
Source of Additional Information	1. Andrea Swift, Assistant Principal - Cross Creek School 754-321-6450
Project Description	The purpose of the proposed program is to enhance the services the school provided in the Spring of 2020 to include dynamic and responsive programming for students with disabilities. Some of the most popular programs at Cross Creek School are horticulture, graphic design/digital arts, robotics, physical education, chess, book club and arts/music. Grant funding will be used to support hands-on learning kits for students to use at home so that they can continue to participate in the hands-on learning activities that they love and benefit from.
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 distance learning.
Level of Support provided by Grants Administration (GA)	Level 2 – GA staff supported the school by gathering proposal support materials, 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 09/15/20 – B

Grant Program	Florida Department of Education - Adults with Disabilities	
Status	Entitlement	
Funds Requested	\$800,000 (requested)	
Financial Impact Statement	The potential positive financial impact \$800,000. The source of funds is United States Department of Education through the Florida Department of Education. There is no additional financial impact to the District.	
Schools Included	Seagull School Center, Whispering Pines	
Managing Department/School	Career, Technical, Adult and Community Education Department (CTACE)	
Source of Additional Information	1. Christy Bradford, Curriculum Supervisor – CTACE 2. Stephanie Williams-Louis, Director – Grants Administration (GA)	754-321-8416 754-321-2260
Project Description	The School Board of Broward County, FL, has requested a grant in the amount of \$800,000 to provide adults with disabilities the opportunity for enhancement of skills that is consistent with their abilities and needs. Funds are specifically used to improve the quality of life for people with disabilities through the provision of recreational activities and intellectual stimulation for those not suited for workforce development education programs. It also provides funds for lifelong learning activities for senior adults with disabilities (55+). Whispering Pines School and Seagull School Center will receive a direct allocation of funds in proportion to the number of students served. For 2020–21, the program will serve 380 students and maintain its high projections for achievement of benchmarks.	
Evaluation Plan	The AWD Adult Individual Education Plan (AIEP) is aligned with the AWD grant requirements for reporting quarterly performance outcomes.	
Research Methodology	Since the program became grant funded in July 2000, both schools have consistently exceeded their performance deliverables.	
Alignment with Strategic Plan	All activities in this grant are aligned to District Strategic Plan Goal 1: High-Quality Instruction to meet the individualized needs of adult students with disabilities.	
Level Support provided by GA	Level 1 – GA staff helped obtain necessary documents for the application and drafted the executive summary for Board approval. GA will track the grant in the grant management system.	

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/15/20 – C

Grant Program	Florida Department of Education - Computer Science Certification
Status	Formula
Funds Requested	\$789,919 (awarded)
Financial Impact Statement	The positive financial impact is \$789,919. The source of funds is the Florida Department of Education (FLDOE). There is no additional financial impact to the District.
Schools Included	N/A
Managing Department/School	Applied Learning
Source of Additional Information	1. Dr. Lisa Milenkovic, Supervisor, STEM+Computer Science – 754-321-2623 Applied Learning 2. Susan Cantrick, Director – Applied Learning 754-321-1859
Project Description	<p>The purpose of this program is to provide funding to districts to deliver or facilitate training for classroom teachers in relation to computer science (CS) certifications, or to pay for related examinations, or to provide professional development in CS courses and content.</p> <p>Broward County Public Schools will allocate this funding to two key projects.</p> <ol style="list-style-type: none"> 1. Florida Teacher Certification Examinations (FCTE) Professional Development Plan (at least 40 percent of allocation) A cohort of approximately 40 teachers adding K-12 Computer Science to their certificate based on teachers currently teaching a computer science course and those K-12 teachers interested in integrating CS in their current courses and adding to their educator certificate. This cohort of teachers will be encouraged to complete this program and pass the certification test by April 1, 2021 in order to be eligible for the state funded bonus for 2020-21 for those teaching a CS course. 2. CS Professional Learning (no more than 60 percent of allocation) Broward educators, those currently teaching CS and those interested in expanding their certification and curriculum through adding CS, will be eligible to participate in these multi-faceted professional learning opportunities. All courses will be developed and facilitated by expert facilitators and workshop curriculum and resources will be provided within the Broward Canvas Learning Management System.
Evaluation Plan	Anticipated outputs of this program include: 1) teachers passing the FTCE for K-12 CS and adding the subject to their certificate; 2) teachers passing the Microsoft Technology Associate (MTA) Python certification; 3) teachers passing the MTA Java certification; 4) teachers passing the MTA Javascript certification; 5) teachers passing the Unity Certified User certification; 6) teachers passing the MTA CompTIA A+ certification; 7) teachers passing the Minecraft digital tool certification
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 delivery of the paper submission to FLDOE. GA staff managed the process for Board approval and will track the grant in the grants management system.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/15/20 – D

Grant Program	Florida Department of Education - Rising Kindergarten Program
Status	New - Formula
Funds Requested	\$1,192,800 (requested)
Financial Impact Statement	The potential positive financial impact is \$1,192,800. The grant program is funded by the Florida Department of Education, Office of Early Learning. Funding is part of the Child Care Development Fund (CCDF) portion of the CARES Act and will be allocated to each early learning coalition. Broward County Public Schools (BCPS) will enter into a subaward agreement with the Early Learning Coalition of Broward County (ELC-BC) for award management. There is no additional financial impact to the District.
Schools Included	Districtwide
Managing Department/School	Elementary Learning
Source of Additional Information	1. Dr. Nicole Mancini, Director – Elementary Learning 754-321-1850
Project Description	<p>BCPS proposes the Kindergarten Acceleration Launch and Learn initiative to mitigate summer and COVID-19 pandemic related learning loss for our most fragile rising Kindergarten students. Summer learning loss can be substantial for many students and school closures due to the pandemic have compounded the problem. The Kindergarten Acceleration Launch and Learn initiative will ensure rising Kindergarten students for the 2020-2021 school year with the most need have meaningful face-to-face extended learning services on school campuses when BCPS moves to Phase 2 of the Governor’s Plan for Florida’s Recovery and the district approves the safe return of Kindergarten students to brick-and-mortar buildings.</p> <p>Learning to read is the foundation for all other learning to take place, and it begins with many interrelated steps that do not come naturally to most students. BCPS teachers will implement Scholastic F.I.R.S.T.™ (Foundations in Reading, Sounds & Text) to transform the way students learn foundational reading skills so they can become confident, fluent readers and advance from learning to read to reading to learn.</p> <p>Instruction in the Kindergarten Acceleration Launch and Learn initiative will be delivered by approximately 205 highly qualified hourly teachers certified in Elementary Education, PreK/Primary, and/or Early Childhood Education. Teachers will serve students in a ratio of 1:15 for 75 hours. The grant budget covers staff time of 205 educators, their professional development in the curricula and literacy standards, as well as software from Scholastic.</p>
Evaluation Plan	Each student participating in the program will be administered a pre- and a post-test to determine program effectiveness and student academic growth. In-program quick checks and informal assessment opportunities are embedded to monitor student progress throughout the program. These quick checks are used to differentiate instruction within the program.
Research Methodology	BCPS will identify up to 3,050 eligible students using results from a number of priorities: 1) BCPS will work with the ELC-BC to identify students with Voluntary Prekindergarten (VPK) Assessment scores below expectations in one or more domains between Assessment Period (AP) AP1 and AP2; 2) Children who have not had access to/attended VPK during the pandemic; and 3) Letter Names, Letter Sounds, and Concepts of Print administered in August/September of 2020. This assessment is administered to all Kindergarten students in BCPS during the first few weeks of the school year, making it the district’s most reliable, and most recently available assessment data source, given the COVID-19 situation and school closure. Students who scored Below Expected (BE) criteria for Quarter 1, based on the BCPS Progress Monitoring Plan (PMP), will be prioritized for participation. Other rising

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	kindergarten students targeted are students with limited English proficiency and students with a disability.
Alignment to Strategic Goals	This grant is aligned to District Strategic Plan Goal 1: High-Quality Instruction.
Level of Support provided by Grants Administration (GA)	Level 2 – GA staff reviewed the grant requirements with program staff; prepared requisite submission documents; wrote the executive summary for Board approval; and will archive and track the grant.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/15/20 – E

Grant Program	Florida Department of Education - Coronavirus Aid, Relief, and Economic Security (CARES) Act – Governor’s Emergency Education Relief (GEER) Fund - Coronavirus Prevention and Response (Sanitation & Cleaning)						
Status	New – Allocation						
Funds Requested	\$2,542,320 (allocated)						
Financial Impact Statement	The positive financial impact is \$2,542,320. Per FLDOE, the District will deduct funds to provide equitable services to non-public schools and then reallocate the remaining funds between eligible public schools and public charter schools. The source of funds is the Florida Department Governor’s Emergency Education Relief (GEER) Fund under the Coronavirus Aid, Relief, and Economic Security (CARES) Act. There is no additional financial impact to the District.						
Schools Included	District-wide						
Managing Department/School	Office of Chief Financial Officer						
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Judith M. Marte, Chief Financial Officer – Office of Chief Financial Officer</td> <td style="width: 30%; text-align: right;">754-321-1990 754-321-2135</td> </tr> <tr> <td>2. Donte Fulton-Collins, Director – Charter Schools Management/Support</td> <td style="text-align: right;">754-321-2260</td> </tr> <tr> <td>3. Stephanie Williams-Louis, Director – Grants Administration Department</td> <td></td> </tr> </table>	1. Judith M. Marte, Chief Financial Officer – Office of Chief Financial Officer	754-321-1990 754-321-2135	2. Donte Fulton-Collins, Director – Charter Schools Management/Support	754-321-2260	3. Stephanie Williams-Louis, Director – Grants Administration Department	
1. Judith M. Marte, Chief Financial Officer – Office of Chief Financial Officer	754-321-1990 754-321-2135						
2. Donte Fulton-Collins, Director – Charter Schools Management/Support	754-321-2260						
3. Stephanie Williams-Louis, Director – Grants Administration Department							
Project Description	The purpose of this funding is to provide emergency support to local education agencies (LEAs) impacted by COVID-19 so that they may support schools who will have to incur increased costs to elevate the cleaning regimen necessary to create a healthier learning environment.						
Evaluation Plan	N/A						
Research Methodology	N/A						
Alignment with Strategic Plan	This project is aligned with District Strategic Plan Goal 2: Safe & Supportive Environment.						
Level of Support provided by GA	Level 2 – GA staff provided budget review and editing support. Staff also facilitated the consultation process with non-public and charter schools; and provided technical assistance in collecting information from schools. GA also obtained necessary signatures for required documents.						

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/15/20 – F

Grant Program	National Center for HIV/AIDS, Viral Hepatitis, STD and TB Prevention - FY 2020 COVID-19 Supplemental Funding Promoting Adolescent Health through School-Based HIV/STD Prevention
Status	New - Formula
Funds Requested	\$150,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$150,000. The source of funds is the Centers for Disease Control (CDC) National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention. This is an additional allotment from the CDC to support changes in the learning environment after the Coronavirus 2019 pandemic. There is no additional financial impact to the District.
Schools Included	Districtwide
Managing Department/School	Equity & Diversity (E&D)
Source of Additional Information	<ol style="list-style-type: none"> 1. Sebrina James, Instructional Facilitator, Sexual Health Coordinator – E&D 754-321-1633 2. Stacey Campbell, Department of Juvenile Justice (DJJ) Positive Behavior Interventions Specialist – E&D 754-321-1600 3. David Watkins, Director – E&D 754-321-1600
Project Description	<p>The proposed BCPS Peace Space for at risk students is designed to help designated students de-stress, lower anxiety, and find peace and calm. Through ongoing meetups with school and community stakeholders, students and parents will engage with mental health resources after the school day, providing opportunities and resources to address the mental health of young people.</p> <p>The program will include activities which address stress management, healthy eating, personal wellbeing, motivation, connection, self-esteem, confidence, and mindfulness. With compassion and respect as the key ingredients in the virtual peace space, the social media (Zoom, Microsoft Teams, Facebook live, YouTube live, and Instagram live) sessions are safe and welcoming spaces where everyone can share from the heart when talking about what they are thinking and feeling.</p> <p>It's called the "Peace Space" because there is something peaceful about simply being allowed to experience our feelings and take care of our self in the way that is right for us.</p> <p>Hourly staff will be hired as Ambassadors to lead participants through social and emotional learning (SEL), mindfulness, and mental wellness activities. Beginning in October, the Peace Space will be available to elementary students on Mondays, middle school students on Tuesdays and high school students on Wednesdays.</p>
Evaluation Plan	Student attendance and student engagement will be monitored.
Research Methodology	<p>For this project, the department will utilize the BCPS Behavioral & Academic Support Intervention System (BASIS) to invite participants with identified student risk factors, to include but not limited to: Retainees, Overage, Homeless, Foster care, Excessive absences, Not on track to graduate, Underrepresented, Involved in the DJJ, With disabilities (SWD), English language learners (ELL).</p> <p>Coping with mental health concerns negatively impacts young people's ability to meet the many demands of school, including cognitive demands for learning; social and emotional demands for making friends; behaving according to school rules, norms, and expectations and physical demands for being active throughout the school day. Young people who receive appropriate mental health supports have improved academic achievement, are more likely to graduate, and are more likely to attend and successfully complete college.</p>
Alignment to Strategic Goals	This project is aligned with District Strategic Plan Goal 2: Safe & Supportive Environment.
Level of Support provided by Grants Administration (GA)	Level 1 – GA staff compiled the Board item for approval, will archive the grant application, process the potential award and track the grant.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/15/20 – G

Grant Program	National Science Teachers Association	
Status	New - Competitive	
Funds Requested	\$2,597 (awarded)	
Financial Impact Statement	The positive financial impact is \$2,597. The source of funds is from the National Science Teachers Association (NSTA) Grant Program. 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	754-568-3089
Project Description	The eCYBERMISSION is a program administered through the National Science Teachers Association in which middle school students use science, technology, engineering and mathematics to solve a real problem in their community. Students will be encouraged to use scientific methods, inquiry models and the engineering design process while distance learning or when back in the classroom.	
Evaluation Plan	Teams will be judged on the use of the "Scientific Inquiry Using Scientific Practices" and the "Engineering Design Process." Teams will also be scored on their ability to work together to develop a solution to a community problem. The top three winning teams will be awarded cash grants for their schools.	
Research Methodology	Studies have shown that student engagement and learning improve when classroom-based teaching is reinforced with practical experience. Through this project more than 800 students from sixth, seventh and eighth grade will explore how science, technology, engineering and math connect in the real world. The eCYBERMISSION program will be fully integrated into lesson plans for this school year as students and teachers work together to solve the problem presented in the challenge.	
Alignment with Strategic Plan	All activities in this grant are aligned to District Strategic Plan Goal 1: High-Quality Instruction as the program encourages middle school students to develop critical thinking skills.	
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 09/15/20 – H

Grant Program	No Kid Hungry & Dairy Council of Florida - Breakfast Challenge
Status	New - Competitive
Funds Requested	\$1,000 (awarded)
Financial Impact Statement	The positive financial impact is \$1,000. The source of funds is No Kid Hungry & Dairy Council of Florida. There is no additional financial impact to the District.
Schools Included	Lyons Creek Middle School
Managing Department/School	Lyons Creek Middle School
Source of Additional Information	1. Vernicca Wynter, Principal - Lyons Creek Middle School 754-322-3700
Project Description	This grant will support the breakfast program at school through the purchase of equipment to ensure students have access to the nutrition needed to succeed in the classroom and beyond.
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.
Level of Support provided by Grants Administration (GA)	Level 1 - GA staff were responsible for gathering application information from the school, writing the executive summary for the Board agenda, preparing a hard copy of the file for record keeping, and tracking the grant.

Grant 09/15/20 – I

Grant Program	Pets in the Classroom*
Status	New - Competitive
Funds Requested	\$50 (awarded)
Financial Impact Statement	The positive financial impact is \$50. The source of funds is the Pets in the Classroom. There is no additional financial impact to the District.
Schools Included	Forest Hills Elementary School
Managing Department/School	Forest Hills Elementary School
Source of Additional Information	1. Nina Fersten, Teacher – Forest Hills Elementary 754-322-6400 2. Anne Pekrol, Office Manager – Forest Hills Elementary 754-322-6400
Project Description	This grant to sustain a classroom fish tank will allow the teacher to teach across many curricular areas both in person and remotely.
Evaluation Plan	N/A
Research Methodology	Research suggests that fish have a calming and focusing effect on young children who may be having difficulty in the classroom.
Alignment with Strategic Plan	This project 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.

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/15/20 – J

Grant Program	Project Lead the Way				
Status	New – Competitive				
Funds Requested	\$15,000 (requested)				
Financial Impact Statement	The potential positive impact is \$15,000 provided by Project Lead the Way. There is no additional financial impact to the District.				
Schools Included	Glades Middle School				
Managing Department/School	Glades Middle School				
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Valerie Crawford-Meyer, STEM+CS Coordinator – Glades Middle School</td> <td style="width: 30%; text-align: right;">754-323-4600</td> </tr> <tr> <td>2. Stephanie Williams-Louis, Director – Grants Administration (GA)</td> <td style="text-align: right;">754-321-2260</td> </tr> </table>	1. Valerie Crawford-Meyer, STEM+CS Coordinator – Glades Middle School	754-323-4600	2. Stephanie Williams-Louis, Director – Grants Administration (GA)	754-321-2260
1. Valerie Crawford-Meyer, STEM+CS Coordinator – Glades Middle School	754-323-4600				
2. Stephanie Williams-Louis, Director – Grants Administration (GA)	754-321-2260				
Project Description	Project Lead the Way’s (PLTW) Gateway program offers 10 units to empower students to lead their own discovery. The hands-on program boosts classroom engagement and excitement, drives collaboration, and inspires deep comprehension. Students engage in computer science, engineering, and biomedical science. Glades Middle School’s PLTW Gateway pathway will begin at 6th grade with Coding Fundamentals, Tinker CAD and using the Problem-Solving Process to complete varied STEM projects. Seventh grade students will begin the PLTW Gateway experience with App Creator. The vision would be to have these students take the PLTW App Creator Journey in the second semester, giving them 19 weeks to complete their project. Their journey would continue in the 8 th grade year with the Computer Science for Innovators and Makers, which would help transition them into their high school year.				
Evaluation Plan	Through PLTW Virtual Core Training, teachers are empowered to develop skills and tools needed to inspire students. The training experience is focused on pedagogy and, following the training, PLTW teachers have access to ongoing learning opportunities.				
Research Methodology	PLTW Gateway units engage students in activities that not only build knowledge and skills in areas including computer science, engineering, and biomedical science, but also empower students to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance.				
Alignment with Strategic Plan	This grant award is aligned to District Strategic Goal 1: High-Quality Instruction by improving students engagement and critical thinking.				
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.				

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Grant 09/15/20 – K

Grant Program	Scotts Miracle-Gro Foundation - Kids Gardening*	
Status	New - Competitive	
Funds Requested	\$500 (awarded)	
Financial Impact Statement	The positive financial impact is \$500. The source of funds is Scotts Miracle-Gro Foundation. There is no additional financial impact to the District.	
Schools Included	Wingate Oaks Center School	
Managing Department/School	Wingate Oaks Center School	
Source of Additional Information	1. Samantha Seeburger, Teacher – Wingate Oaks Center	754-321-6850
	2. Mabel Lopez, Budget Support Specialist – Business Support Center	754-321-0602
Project Description	This grant will support the school’s garden program which will resume when in school classes resume.	
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.	
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.*

Grant 09/15/20 – L

Grant Program	Toshiba Foundation - Classroom Grant*	
Status	New - Competitive	
Funds Requested	\$3,000 (awarded)	
Financial Impact Statement	The positive financial impact is \$3,000. The source of funds is the Toshiba Foundation. There is no additional financial impact to the District.	
Schools Included	Cypress Run Education Center	
Managing Department/School	Cypress Run Education Center	
Source of Additional Information	1. Fanya Jabouin, Family Counselor - Cypress Run Education Center	754-321-6513
Project Description	The proposed <i>Pipelines into Tech Careers for At-Risk Youth</i> will build student STEM skills and interest in the sciences as they build their own computer. The program will be carried out when students physically return to the classroom.	
Evaluation Plan	Measurable outcomes include 30 students participate in a workshop to assemble a Kano computer and will write original code to create/make/develop their own app, game or art.	
Research Methodology	N/A	
Alignment with Strategic Plan	This program is aligned to District Strategic Plan Goal 1: High-Quality Instruction as students make connections between concepts presented in class and real-life application.	
Level of Support provided by Grants Administration (GA)	Level 3 - GA staff supported the school by identifying the grant and providing writing and submission support.	

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/15/20 – M

Grant Program	Verizon Innovative Learning Schools (VILS) Grant Cohort 8 (Grant is administered by Digital Promise)								
Status	New – Competitive								
Funds Requested	\$25,200,000 (requested)								
Financial Impact Statement	Over the course of the two-year program, the value of this grant is approximately \$25,200,000. The average value per school is approximately \$1.8 million over two years in financial and in-kind support . The grant comprises digital devices for students and teachers , including a 10GB data plan, repair and replacement for accidental damage or loss of the device, financial support for an instructional coach (up to \$25,000 each year) at each school , and in-kind technical assistance. The source of funds is the Verizon Innovative Learning Schools Initiative (VILS) administered by Digital Promise. Similar to the current VILS schools (Cohort 7), the District will provide the remainder of the funding for the instructional coaches at the newly proposed schools through resources allocated from Title I funds over two years . If all 15 schools are awarded, the amount of Title I funds would be approximately \$600,000.								
Schools Included	The Innovative Learning and middle school cadre directors selected high-need middle schools in critical need of technological devices , including those schools with Global Scholars and/or Lighthouse Schools programs. A minimum 60 percent Free and Reduced Lunch rate is required . Additionally, one middle school reached out to District administrators about the grant . While all the middle schools that apply may not ultimately be selected for the grant, the middle schools and centers that applied include: Cypress Run, Dave Thomas, Deerfield Beach, Gulfstream K-8 Academy, Henry D. Perry, Lanier-James, New River, Olsen, Pines, Plantation, Ramblewood, Silver Lakes, Sunrise, Walter C. Young, and Westpine.								
Managing Department/School	Innovative Learning								
Source of Additional Information	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">1. Daryl Diamond, Director – Innovative Learning</td> <td style="text-align: right;">754-321-2630</td> </tr> <tr> <td>2. Maximo Rosario, Director – Classroom Technology & Desktop Support Services</td> <td style="text-align: right;">754-321-0356</td> </tr> <tr> <td>3. Luwando Wright-Hines, Director – Title I, Migrant & Special Programs</td> <td style="text-align: right;">754-321-1420</td> </tr> <tr> <td>4. Stephanie Williams-Louis, Director – Grants Administration (GA)</td> <td style="text-align: right;">754-321-2260</td> </tr> </table>	1. Daryl Diamond, Director – Innovative Learning	754-321-2630	2. Maximo Rosario, Director – Classroom Technology & Desktop Support Services	754-321-0356	3. Luwando Wright-Hines, Director – Title I, Migrant & Special Programs	754-321-1420	4. Stephanie Williams-Louis, Director – Grants Administration (GA)	754-321-2260
1. Daryl Diamond, Director – Innovative Learning	754-321-2630								
2. Maximo Rosario, Director – Classroom Technology & Desktop Support Services	754-321-0356								
3. Luwando Wright-Hines, Director – Title I, Migrant & Special Programs	754-321-1420								
4. Stephanie Williams-Louis, Director – Grants Administration (GA)	754-321-2260								
Project Description	To address students’ lack of access to technology and skills needed to succeed in the digital world, Digital Promise, the Fund II Foundation and Verizon teamed up to support the VILs program. Participating middle schools will receive free iPads with 10GB monthly data plans, technical assistance with onboarding, deployment and rollout, and financial support for a full-time instructional coach at each participating school (up to \$25,000 per coach per year). Each middle school must employ a full-time instructional coach dedicated to support the program’s teaching and learning. The District can apply for an additional two years of support after the initial two years.								
Evaluation Plan	Outcomes for the VILs program include increased student achievement, student engagement, student interest in Science Technology Engineering and Math (STEM), and student and teacher proficiency in technology and STEM. It is also expected that students’ problem-solving skills, collaboration skills, communication skills, and confidence will improve.								
Research Methodology	Particularly since the onset of the coronavirus pandemic, millions of American students are lacking the technological devices and skills required for success. To bridge this digital divide, the VILs program aims to help those with little or no access to the digital world to gain the ability to use technology in economically advantageous ways.								

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Alignment with Strategic Plan	The objectives of this grant are aligned with all three pillars of the District’s Strategic Plan – Goal 1: High Quality Instruction, Goal 2: Safe and Supportive Environment, and Goal 3: Effective Communication.
Level of Support provided by GA	Level 3 - GA staff worked with Innovative Learning and the Office of School Performance and Accountability staff to reach out to schools, facilitate decision-making regarding the Cohort 8 application, answer questions from the schools, gather application information, and develop Round 1 and 2 grant applications. GA staff will also assist in scheduling virtual interviews and site visits, preparing the executive summary for Board approval, and tracking the grant in the system.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/15/20 – N

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 & Technical High School (ATC)	
Managing Department/School	Atlantic Technical College & Technical High School (ATC)	
Source of Additional Information	1. Cristina Urena, Pre-College ESOL & Academic Studies Department Head - ATC	754-322-2803
Project Description	The proposed Financial Literacy Program will build important skills for low-income students by strengthening the financial education component of the adult English as Second Language (ESOL) literacy program. This will be accomplished by 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. All program activities have been designed to be implemented in the classroom or through Distance learning.	
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 grant award is aligned to District Strategic Plan Goal 1: High-Quality Instruction.	
Level of Support provided by Grants Administration (GA)	Level 3: GA staff supported the school by developing and submitting 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*