

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 10/20/20 – B

Grant Program	Cigna Foundation*						
Status	New – Competitive						
Funds Requested	\$10,000 (requested)						
Financial Impact Statement	The potential positive financial impact is a subaward up to \$10,000. The source of funds is the Cigna Foundation. Because the District is not eligible for direct award through this program, the School Board is a co-applicant with Active Community Health Centers on the application. There is no additional financial impact to the District.						
Schools Included	Dillard High 6-12						
Managing Department	Student Services Department						
Source of Additional Information	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">1. Daniel Shapiro, Supervisor, Social and Emotional Learning (SEL) – School Counseling & BRACE</td> <td style="width: 30%; text-align: right;">754-321-1678</td> </tr> <tr> <td>2. Judy Bremner, Grant Facilitator – Student Services Department</td> <td style="text-align: right;">754-321-1785</td> </tr> <tr> <td>3. Marisa Kinney, Task Assigned Director – Student Services Department</td> <td style="text-align: right;">754-321-1550</td> </tr> </table>	1. Daniel Shapiro, Supervisor, Social and Emotional Learning (SEL) – School Counseling & BRACE	754-321-1678	2. Judy Bremner, Grant Facilitator – Student Services Department	754-321-1785	3. Marisa Kinney, Task Assigned Director – Student Services Department	754-321-1550
1. Daniel Shapiro, Supervisor, Social and Emotional Learning (SEL) – School Counseling & BRACE	754-321-1678						
2. Judy Bremner, Grant Facilitator – Student Services Department	754-321-1785						
3. Marisa Kinney, Task Assigned Director – Student Services Department	754-321-1550						
Project Description	<p>This program aligns with the BCPS Social Emotional Learning Initiative to focus on five core competencies recognized by CASEL (Collaborative for Academic, Social & Emotional Learning): 1) Self-Awareness, 2) Self-Management, 3) Social Awareness, 4) Responsible Decision Making and 5) Relationship skills.</p> <p>Up to 120 students in a pilot classroom will benefit from universal (Tier 1) SEL interventions aimed at improving mental wellness in a mind-body wellness routine. Students observed to need higher intervention will be referred to group sessions conducted by Active Community Health Center (Tier 2) with additional opportunity for intensive one-on-one intervention by a certified clinician (Tier 3).</p>						
Evaluation Plan	The goal is for 40 percent of students who receive a Tier 1 intervention to show an increase in individual socio-emotional competencies as demonstrated by the Rethink Ed Social and Emotional Learning Inventory.						
Research Methodology	The COVID-19 pandemic has had alarming implications for individual and collective health, emotional wellbeing, and social functioning. Mental health implications resulting from COVID-19 must be addressed by the school system before the students will be ready to engage and learn. The purpose of the proposed program is to mitigate the effects of the pandemic on students as they return to the classroom with inevitable changes.						
Alignment with Strategic Plan	This grant aligns with District Strategic Plan Goal 1: High-Quality Instruction by safeguarding the educational environment.						
Level of Support provided by GA	Level 3 - GA staff worked in collaboration with program staff to develop the grant application, draft the budget, liaison with the nonprofit partner, and prepare the proposal for submission as well as draft the executive summary for Board approval and prepare documents for Official School Board Records. GA will manage the potential award notification and track the grant in the system.						

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 10/20/20 – C

Grant Program	GenYouth Foundation
Status	New - Competitive
Funds Requested	\$2,000 (awarded)
Financial Impact Statement	The positive financial impact is \$2,000. The source of funds is GenYouth Foundation. There is no additional financial impact to the District.
Schools Included	Attucks Middle School
Managing Department/School	Attucks Middle School
Source of Additional Information	1. Angelina C. Jadual, Teacher – Attucks Middle School 754-323-3000
Project Description	Attucks Middle School has received a grant of \$2,000 from GenYouth Foundation for the Fit Friday & Wellness Wednesday activities.
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 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 10/20/20 – D

Grant Program	Hearst Foundation*
Status	New - Competitive
Funds Requested	\$150,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$150,000. The source of funds is the Hearst Foundation through the Broward Education Foundation (BEF). There is no additional financial impact to the District.
Schools Included	Performing Visual Arts (PVA) schools
Managing Department/School	Innovative Programs Design/Support
Source of Additional Information	1. Laura Glick, Magnet Coordinator – Innovative Programs 754-321-2074 Design/Support 2. Shernette Grant, Director – Innovative Programs 754-321-2070 Design/Support
Project Description	This potential grant will support the performing visual arts program by creating a sustainable model for arts integration through teacher-led curriculum and professional development; providing teachers with access to competitive funding for art-based curriculum development; and increasing opportunities for student hands-on learning and performances.
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 GA	Level 3 - GA staff were responsible for identifying the grant, coordinating internal discussions with key stakeholders to identify funding priorities and writing the proposal with BEF staff.

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 10/20/20 – E

Grant Program	Miami Dolphins Foundation		
Status	New - Competitive		
Funds Requested	\$100,000 (awarded)		
Financial Impact Statement	The positive financial impact is \$100,000. The source of funds is the NFL Foundation, NFL Players and the Miami Dolphins Foundation. There is no additional financial impact to the District.		
Schools Included	The following elementary schools were selected based on highest need:		
	Deerfield Park	Charles Drew	Rock Island
	Tedder	Pompano	Royal Palm
	Watkins	North Side	Thurgood Marshall
	Colbert	Dillard	Village
	Bethune	Dr. Martin Luther King Junior	Endeavour Primary Learning Center
	Morrow	Oakland Park	Walker
	Markham	Oriole	Larkdale
	Lake Forest	Park Lakes	Lauderhill Paul Turner
	Castle Hill	Broadview	
Managing Department/School	Information & Technology Department		
Source of Additional Information	<ol style="list-style-type: none"> 1. Dale Bondanza, Director, Technology Planning and Policy – 754-321-0425 Information & Technology Department 2. Maximo Rosario, Director, Classroom Technology and Desktop Support Services – Information & Technology Department 754-321-0356 3. Stephanie Williams-Louis, Director – Grants Administration (GA) 754-321-2260 		
Project Description	Research shows that students who have home computers perform better academically and take higher level courses. Yet, a report from the Corporation for Public Broadcasting ("Connected to the Future") suggests the Digital Divide has not yet closed and may potentially widen for some children. As technology becomes more important in the lives of our students, particularly during the Coronavirus 2019 pandemic, strategies to address the "digital divide" in students' homes and schools become increasingly more critical. This grant will provide 421 laptops for student use at home and school at 26 elementary schools.		
Evaluation Plan	N/A		
Research Methodology	N/A		
Alignment with Strategic Plan	This project is aligned with the District Strategic Plan Goal: High-Quality Instruction.		
Level of Support provided by GA	Level 3 - GA staff were responsible for liaising with the donor, coordinating internal discussions with key stakeholders to identify funding priorities and writing the proposal.		

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 10/20/20 – F

Grant Program	National Science Foundation – Discovery Research PreK-12 Grant (1)
Status	New – Competitive
Funds Requested	\$420,244 (requested)
Financial Impact Statement	The potential positive financial impact is \$420,244. The source of funds is the National Science Foundation (NSF) Directorate for Education and Human Resources. There is no additional financial impact to the District.
Schools Included	Schools will be determined by application upon grant award
Managing Department/School	Applied Learning
Source of Additional Information	1. Dr. Lisa Milenkovic, Supervisor, STEM+Computer Science – 754-321-2623 Applied Learning 2. Dr. Daryl Diamond, Director – Innovative Learning 754-321-2630
Project Description	<p>In this project, researchers will work with three school districts [Broward County Public Schools, FL; Middletown City Schools, OH; and Rock Hill Schools, SC] to understand and tackle specific challenges to equitable STEM (Science, Technology, Engineering, Mathematics) education at the secondary level via a researcher-practitioner partnership (RPP).</p> <p>The RPP will design, study, and improve strategies for adding opportunities and removing barriers to equitable participation in STEM learning trajectories for underrepresented student populations. It will seek to strengthen trajectories that culminate in advanced STEM course taking in high school and intention to pursue STEM postsecondary studies and careers.</p> <p>The districts in this RPP want to work individually and together toward a common, measurable aim—increasing the proportion of students from groups underrepresented in STEM who are on track at the end of grade 10 in terms of readiness for, and interest in pursuing, STEM studies and careers.</p>
Evaluation Plan	<p>As the partnership pursues this important broadening participation goal, its work will contribute to the knowledge base by addressing a set of interrelated research questions:</p> <ol style="list-style-type: none"> 1. Do districts engaging in a researcher-practitioner partnership make significant progress in providing underrepresented groups with more intensive, coherent, and sustained engagement with STEM? 2. Do districts engaging in a researcher-practitioner partnership increase the proportion of students from groups underrepresented in STEM who are on track for college STEM (both interested in STEM careers and enrolled in the courses that would equip them to succeed in a STEM college major)? 3. 3. What conditions and organizational practices are associated with progress on these student outcomes?
Research Methodology	The United States STEM workforce fails to mirror the rich diversity of our population. Latinx, Black, and Native American students comprise 40 percent of the public high school enrollment, but only 17 percent of college degree holders and just 13 percent of science and engineering professionals (National Science Board, 2019). Contributing to this participation gap are differences in high school preparation (Wang, 2013). Many of the high schools attended predominantly by African American and Latinx students do not even offer advanced mathematics or physics classes (U.S. Department of Education, Office for Civil Rights, 2018), and at those that do, these students are less likely than their white or Asian peers to enroll in them (Tyson, Lee, Borman, & Hanson, 2017). Differences in high school preparation help explain why fewer low-income and underrepresented minority students complete STEM majors even though they come to college with equal levels of interest in STEM careers (Malcolm & Feder, 2016).

POST-SUBMISSION EXECUTIVE SUMMARY

Alignment with Strategic Plan	This grant is aligned to District Strategic Plan under Goal 1: High-Quality Instruction.
Level of Support provided by Grants Administration (GA)	Level 2 – GA staff prepared letters of commitment and secured signatures. GA staff liaised with Student Assessment and Research for proposal documents. GA staff managed the process for Board approval and will track the grant in the grants management system.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 10/20/20 – G

Grant Program	National Science Foundation – Discovery Research PreK-12 Grant (2)													
Status	New – Competitive													
Funds Requested	\$1,500,000 (requested)													
Financial Impact Statement	The potential positive financial impact is \$1,500,000 for the District. The prime applicant is Florida International University and other partners on the application include Algebra Project and the Young People’s Project. The source of funds is the National Science Foundation Directorate for Education and Human Resources. There is no additional financial impact to the District.													
Schools Included	The three high schools participating in the Algebra Project are Boyd Anderson, Hallandale and Coconut Creek.													
Managing Department/School	Secondary Learning													
Source of Additional Information	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;">1.</td> <td style="width: 75%;">Daniel Gohl, Chief Academic Officer – Office of Academics</td> <td style="width: 20%; text-align: right;">754-321-2618</td> </tr> <tr> <td>2.</td> <td>Guy Barmoha, Director – Secondary Learning</td> <td style="text-align: right;">754-321-2119</td> </tr> <tr> <td>3.</td> <td>Richard Baum, Director – Student Assessment and Research</td> <td style="text-align: right;">754-321-2510</td> </tr> <tr> <td>4.</td> <td>Stephanie Williams-Louis, Director – Grants Administration (GA)</td> <td style="text-align: right;">754-321-2260</td> </tr> </table>		1.	Daniel Gohl, Chief Academic Officer – Office of Academics	754-321-2618	2.	Guy Barmoha, Director – Secondary Learning	754-321-2119	3.	Richard Baum, Director – Student Assessment and Research	754-321-2510	4.	Stephanie Williams-Louis, Director – Grants Administration (GA)	754-321-2260
1.	Daniel Gohl, Chief Academic Officer – Office of Academics	754-321-2618												
2.	Guy Barmoha, Director – Secondary Learning	754-321-2119												
3.	Richard Baum, Director – Student Assessment and Research	754-321-2510												
4.	Stephanie Williams-Louis, Director – Grants Administration (GA)	754-321-2260												
Project Description	Broward County Public Schools (BCPS) is collaborating with the Florida Local Alliance for Mathematics Literacy and Equity (FLAME), which includes the Algebra Project, the Young People’s Project, and Florida International University. The partnership is proposing to carry out an implementation and improvement study to research effective instructional practice utilizing the Algebra Project’s promising mathematics literacy intervention for students who enter high school with very low proficiency in mathematics. The intervention is designed to enable such students to 1) pass state mandated mathematics tests, 2) graduate high school completing all necessary mathematics course requirements, and 3) continue their education without the need to be remediated in mathematics. The grant will research the impact of Algebra Project’s curricular process on mathematical discourse in Algebra Project classrooms and how to spread effective instructional capacities focusing on mathematical discourse across classrooms and schools. Funds would help support ongoing professional development support for teachers and to develop a cadre of BCPS Algebra Project trainers, a youth engagement component focused on student self-efficacy and agency, and strategies needed to sustain and scale the program through collaboration across FLAME partners. Grant funds would also be used to hire a grant coordinator.													
Evaluation Plan	This project aims to develop teacher effectiveness in fostering mathematical discourse in order to enable all “Level 1” students to pass the Algebra I state test by the end of 10 th grade. The program also will improve student attendance, interest and engagement, and higher confidence in their mathematical skills.													
Research Methodology	Poverty, race, and geography all contribute to inequities that effectively deny millions of young people participation in the 21st century knowledge economy, including STEM careers requiring mathematics literacy as a prerequisite to quality jobs and economic growth in an increasingly competitive and international labor market. One result is that over 60 percent of high school graduates entering college are not ready to take college math without remediation.													
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 1: High-Quality Instruction by improving the effectiveness of teachers’ instructional practice and understanding of mathematics content as well as students’ achievement in mathematics.													
Level of Support provided by GA	Level 2 – GA staff gathered required documentation and prepared them for submission. GA staff also helped draft the application and develop the budget and budget justification for the collaborative. GA staff wrote the executive summary for Board approval and will track the grant in the grants management system.													

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 10/20/20 – H

Grant Program	National Science Foundation – Discovery Research PreK-12 Grant (3)
Status	New – Competitive
Funds Requested	\$828,751 (requested)
Financial Impact Statement	The potential positive financial impact is \$828,751. The source of funds is the National Science Foundation (NSF) Directorate for Education and Human Resources. There is no additional financial impact to the District.
Schools Included	Schools will be determined by application upon grant award
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>Broward County Public Schools (BCPS), UChicago STEM Education (UChicago STEM) at the University of Chicago, and the University of Florida (UF) are partnering to propose a collaborative late-stage Design and Development project, <i>“Time4CS²: An integrated approach to creating equitable opportunities for students to learn science and computer science through Universal Design for Learning and Culturally Responsive Pedagogy,”</i> to the learning strand of the NSF DRK12 Program.</p> <p>This project builds on a previous NSF exploratory study that generated six (two for each, 3rd – 5th grade) Integrated Problem-Based Learning (IPBL) prototype modules and findings about their impact on student outcomes. This project also leverages a newly awarded CSforAll (NSF #2031424) project that is deeply examining ways to authentically embed multicultural and culturally responsive pedagogy (CRP) as well as Universal Design for Learning (UDL) into instructional materials.</p> <p>We will focus in particular on student outcomes for African-American and Hispanic youth as they are among the largest groups underrepresented in science and CS, and are the two largest non-White racial/ethnic groups in BCPS. The final modules and teacher professional learning resources will be embedded in Code.org’s global online platform so that they will be widely disseminated and freely accessible to all teachers.</p>
Evaluation Plan	The goals of this project, which we will call “Time4CS 2,” (Time for CS-Squared) are: 1) to leverage previous and existing work to create four tested and refined Time4CS 2 Modules that explicitly and successfully address broadening participation in STEM; 2) to develop a robust set of teacher professional learning resources to support teachers as they use the UDL and CRP approaches embedded in the Modules; and 3) to generate new knowledge about the impact of instructional materials that embrace interdisciplinary and problem based learning approaches — and that are infused with UDL and CRP approaches — on student outcomes.
Research Methodology	The STEM education field is engaging in unprecedented efforts to broaden participation in STEM. BCPS has been a staunch advocate of this work and has committed to bringing STEM opportunities to all students, K-12. While a great deal of national attention has been directed to the high school level, fewer efforts have focused on lower grades.
Alignment with Strategic Plan	This grant is aligned to District Strategic Plan Goal 1: High-Quality Instruction and District Strategic Plan Goal 2: Safe & Supportive Environment.
Level of Support provided by Grants Administration (GA)	Level 2 – GA staff reviewed the budget and budget justification for the collaborative. GA staff submitted required documentation in the grant portal. GA staff managed the process for Board approval and will track the grant in the grants management system.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 10/20/20 – I

Grant Program	Whole Kids Foundation*
Status	New - Competitive
Funds Requested	\$3,000 (awarded)
Financial Impact Statement	The positive financial impact is \$3,000. The source of funds is Broward College. There is no additional financial impact to the District.
Schools Included	Broward Youth Treatment Center
Managing Department/School	Broward Youth Treatment Center
Source of Additional Information	1. Juanita C. Cosby, Bookkeeper III - Department of Equity & Diversity 754-321-1602
Project Description	This grant will be used to support the center's garden.
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 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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