

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 01/14/20 – A

Grant Program	AAA School Safety Patrol Program	
Status	New - Competitive	
Funds Requested	\$500 (awarded)	
Financial Impact Statement	The positive financial impact is \$500. The source of funds is the American Automobile Association (AAA). There is no additional financial impact to the District.	
Schools Included	Boulevard Heights Elementary School	
Managing Department/School	Boulevard Heights Elementary School	
Source of Additional Information	1. Mirel Saban, Teacher – Boulevard Heights Elementary	754-323-4950
	2. Leticia Romero, Office Manager – Boulevard Heights Elementary	754-323-4954
Project Description	This grant will support the school’s safety patrol program through the purchase of supplies and incentives for students.	
Evaluation Plan	N/A	
Research Methodology	N/A	
Alignment with Strategic Plan	This project is aligned with the District Strategic Plan Goal: Safe & Supportive Environment. through safety preparedness activities.	
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 01/14/20 – B

Grant Program	ALDI Smart Kids Program*	
Status	New - Competitive	
Funds Requested	\$1,000 (requested)	
Financial Impact Statement	The potential positive financial impact is \$1,000. The source of funds is the ALDI Foundation. There is no additional financial impact to the District.	
Schools Included	Sheridan Hills Elementary School	
Managing Department/School	Sheridan Hills Elementary School	
Source of Additional Information	3. Joanne Ewart, Teacher – Sheridan Hills Elementary School	754-323-7300
Project Description	Students will plan, plant and maintain fruits and vegetables using both traditional farming methods and hydroponic gardening with vertical towers. Identify the similarities and differences between both methods and explain the benefits of hydroponic gardening as a food production source for the Earths growing population. Students will be given opportunity to taste from the garden to develop healthy eating habits.	
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 through the strengthening of elementary and middle grades 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.	

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 01/14/20 – C

Grant Program	American Heart Association – Teaching Gardens Network*
Status	New - Competitive
Funds Requested	\$250 (requested)
Financial Impact Statement	The potential positive financial impact is \$250. The source of funds is the American Heart Association. There is no additional financial impact to the District.
Schools Included	Everglades High School
Managing Department/School	Everglades High School
Source of Additional Information	1. Marsha Eichel, Teacher – Everglades High School 754-323-0500
Project Description	This potential grant will support the school’s Butterfly Garden. The goal of the school’s garden program is to teach Exceptional Student Education (ESE) students how to care for nature, learn about the process from seed to plant to fruit, and learn basic landscaping skills.
Evaluation Plan	N/A
Research Methodology	N/A
Alignment with Strategic Plan	This project is aligned with the District Strategic Plan Goal 1: High-Quality Instruction through the implementation of activities aimed at building early 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.

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POST-SUBMISSION EXECUTIVE SUMMARY

Grant 01/14/20 – D

Grant Program	AT&T and Consortium of Florida Education Foundations*
Status	New - Competitive
Funds Requested	\$2,000 (awarded)
Financial Impact Statement	The positive financial impact is \$2,000. The source of funds is Motorola Solutions through the Broward Education Foundation. There is no additional financial impact to the District.
Schools Included	Cypress Bay High School
Managing Department/School	Cypress Bay High School
Source of Additional Information	1. Angela Ashley, Teacher – Cypress Bay High 754-323-0350
Project Description	The primary activities include participation in project-based STEM competitions and outreach activities focused on educational events for younger children aimed at increasing interest in the sciences. Modern Robotics provides an engineering mentor to assist students with construction and programming of robots.
Evaluation Plan	Expected outcomes include: increased student appreciation of the sciences as measured through pre- and post- survey of Attitudes and Beliefs Toward Science and Engineering; increased participation of girls as seen through the tracking of demographic information and retention data; increased interest and engagement of younger students as reported by elementary school teachers; and increased implementation of student-led projects including participation in robotics competitions.
Research Methodology	Studies show that student learning outcomes improve when a variety of teaching strategies are used. Students participating in the robotics program will have an opportunity to combine classroom learning with the practical experience of programming and using robots in competitions.
Alignment with Strategic Plan	This grant award 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 2: GA staff supported the school to develop the proposal. GA staff were also responsible for writing the executive summary for the Board agenda, preparing a hard copy of the file for record keeping, and tracking the grant. This grant will be presented to the Consortium of Florida Education Foundation through BEF.

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 01/14/20 – E

Grant Program	Auner- Parsons Family Foundation – Donor Advised Fund (1)
Status	New - Competitive
Funds Requested	\$1,000 (awarded)
Financial Impact Statement	The positive financial impact is \$1,000. The source of funds is Auner-Parsons Family Foundation. There is no additional financial impact to the District.
Schools Included	Bright Horizons Center School
Managing Department/School	Bright Horizons Center School
Source of Additional Information	1. Mary Jo Kulovitz, Office Manager – Bright Horizons Center School 754-321-6400
Project Description	This grant will be used to support students and staff at the school.
Evaluation Plan	N/A
Research Methodology	N/A
Alignment with Strategic Plan	This project is aligned with the District Strategic Plan Goal 1: High-Quality Instruction.
Level of Support provided by 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 01/14/20 – F

Grant Program	Auner- Parsons Family Foundation – Donor Advised Fund (2)
Status	New - Competitive
Funds Requested	\$1,000 (awarded)
Financial Impact Statement	The positive financial impact is \$1,000. The source of funds is Auner- Parsons Family 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. Andrea E. Hanna, Teacher – Piper High School 754-322-1700 2. Mabel M. Lopez, Budget Support Specialist – Business Support Center 754-321-0600
Project Description	This grant will be used to support students and staff at the school.
Evaluation Plan	N/A
Research Methodology	N/A
Alignment with Strategic Plan	This project is aligned with the District Strategic Plan Goal 1: High-Quality Instruction.
Level of Support provided by 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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POST-SUBMISSION EXECUTIVE SUMMARY

Grant 01/14/20 – G

Grant Program	Broward College MLK Day Service Grant*
Status	New - Competitive
Funds Requested	\$5,000 (awarded)
Financial Impact Statement	The positive financial impact is \$5,000. The source of funds is Broward College. There is no additional financial impact to the District.
Schools Included	Hallandale Magnet High School
Managing Department/School	Hallandale Magnet High School
Source of Additional Information	1. Kaila Gillings, Magnet Coordinator – Hallandale Magnet High School 754-323-0920 2. Michelle Walker, Business Support Specialist – Business Support Center 754-321-0358
Project Description	This grant will be used to create a Parent Empowerment Zone at the school. Volunteers will paint, assemble furniture and computers, and design this state-of-the-art Parent Empowerment Zone. The purpose of this service project is to prepare volunteers/students to become responsible, active citizens throughout their communities and within a school setting.
Evaluation Plan	N/A
Research Methodology	N/A
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 3: Effective Communication as student achievement and engagement increase through the participation in community involvement and volunteerism.
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 01/14/20 – H

Grant Program	Broward County Farm Bureau* (1)
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	Attucks Middle School
Managing Department/School	Attucks Middle School
Source of Additional Information	1. Jason Shone, Teacher – Attucks Middle School 754-323-3000
Project Description	Funding has been requested to support the school's teaching garden.
Evaluation Plan	N/A
Research Methodology	N/A
Alignment with Strategic Plan	This project is aligned with the District Strategic Plan Goal 1: High-Quality Instruction through the implementation of activities aimed at building early 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.

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POST-SUBMISSION EXECUTIVE SUMMARY

Grant 01/14/20 – I

Grant Program	Broward County Farm Bureau* (2)	
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	Everglades High School	
Managing Department/School	Everglades High School	
Source of Additional Information	1. Marsha Eichel, Teacher – Everglades High	754-323-0500
Project Description	This potential grant will support the school’s garden.	
Evaluation Plan	N/A	
Research Methodology	N/A	
Alignment with Strategic Plan	This project is aligned with the District Strategic Plan Goal 1: High-Quality Instruction through the implementation of activities aimed at building early 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.	

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Grant 01/14/20 – J

Grant Program	Budding Botanist - Klorane Botanical Foundation	
Status	New - Competitive	
Funds Requested	\$0 (\$2,250 in-kind donation requested)	
Financial Impact Statement	The potential positive financial impact is \$0. The source of funds is the Klorane Botanical Foundation that is donating gardening supplies valued at \$2,250. There is no additional financial impact to the District.	
Schools Included	Oakland Park Elementary School	
Managing Department/School	Oakland Park Elementary School	
Source of Additional Information	1. Andrea Lopes, Teacher – Oakland Park Elementary School	754-322-7500
Project Description	This potential grant will support the expansion of the school’s garden o include additional classes and raised gardening beds.	
Evaluation Plan	N/A	
Research Methodology	N/A	
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 2 - GA staff supported the school in developing the application by editing and strengthening the narrative.	

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 01/14/20 – K

Grant Program	Dart Foundation - Classroom Grant*
Status	New - Competitive
Funds Requested	\$4,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$4,000. The source of funds is the Dart 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. Adrian L.Carter, Teacher – Cross Creek Center School 754-321-6450 2. Andrea Swift, Assistant Principal – Cross Creek Center School 754-321-6450
Project Description	This grant will support the school’s garden and outdoor learning center.
Evaluation Plan	All students participating in the program will take pre- and post-tests to measure learning.
Research Methodology	Studies show that gardens are a vibrant outdoor lab filled with numerous opportunities for students to develop critical thinking skills.
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 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 01/14/20 – L

Grant Program	Florida Farm Bureau – Florida Agriculture in the Classroom Teacher Grant*
Status	New - Competitive
Funds Requested	\$1,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$1,000. The source of funds is the Florida Farm Bureau. There is no additional financial impact to the District.
Schools Included	Sheridan Hills Elementary School
Managing Department/School	Sheridan Hills Elementary School
Source of Additional Information	1. Joanne Ewart, Teacher – Sheridan Hills Elementary School 754-323-7300
Project Description	Students participating in our gardening program will plan and plant two raised edible garden beds and four vertical hydroponic tower gardens. Through the lessons taught and experiences with the hydroponic tower gardens students will develop an understanding of the future in food production and identify the benefits to planting a garden without soil as compared to the traditional methods of gardening.
Evaluation Plan	Students will develop healthy eating habits and attitudes towards healthy foods by an average increase of 80 percent with exposure to gardening curriculum and food choices as measured by a pretest and post-test.
Research Methodology	N/A
Alignment with Strategic Plan	This project is aligned to District Strategic Plan Goal 1: High-Quality Instruction through the strengthening of elementary and middle grades learning.
Level of Support provided by Grants Administration (GA)	Level 2 - GA staff supported the school in developing the application by editing and strengthening the narrative.

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 01/14/20 – M

Grant Program	Florida Department of Economic Opportunity – Job Growth Fund Workforce Training Grant				
Status	New				
Funds Requested	\$384,695 (requested)				
Financial Impact Statement	The potential positive financial impact is \$384,695. The source of funds is the Florida Department of Economic Opportunity Job Growth Grant Fund pursuant to 288.101, F.S., which was created to promote economic opportunity by enhancing workforce training. Atlantic Technical College will provide matching funds of \$450,000 from the Florida Workforce Development Fund.				
Schools included	Atlantic Technical College				
Managing Department/School	Atlantic Technical College				
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Robert B. Crawford, Jr., Director – Atlantic Technical College</td> <td style="width: 30%; text-align: right;">754-321-5103</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. Robert B. Crawford, Jr., Director – Atlantic Technical College	754-321-5103	2. Stephanie Williams-Louis, Director – Grants Administration (GA)	754-321-2260
1. Robert B. Crawford, Jr., Director – Atlantic Technical College	754-321-5103				
2. Stephanie Williams-Louis, Director – Grants Administration (GA)	754-321-2260				
Project Description	This opportunity will allow Atlantic Technical College and Technical High School (ATC) to offer a new Avionics Systems Technicians Program. Start-up funds will be utilized to purchase the equipment and supplies necessary for the training of new technicians, including aircraft electrical systems, three position trainers, generators, and hardware and software. Aviation companies at Fort Lauderdale Executive Airport (FXE), the City of Fort Lauderdale, and Broward College have expressed support for the program and the need for additional trained technicians. Students in the program will be provided with transferable, sustainable workforce skills that prepare them for employment in the aviation industry as well as a wide range of businesses. The program consists of six completion points including Basic Electronics Technician, Electrical Systems Technician, Analog Circuits Technician, Aircraft Electronics Technician, Avionics Installer/Technician, and Advanced Avionics Installer/Technician.				
Evaluation Plan	ATC anticipates enrolling and graduating 25 new avionics technicians each year. As the program matures, that number is expected to grow. The program aligns with 493011/HSHW/Aircraft Mechanics and Service Technicians on the Statewide Demand Occupations List and the Regional Occupations in Demand List. Program completers will receive a Florida Department of Education recognized Certificate of Completion from ATC and the opportunity to take several industry recognized certifications, including Aerospace/Aircraft Assembly (AAA), Aircraft Electronic Tech (AET), Avionics Electronics, CompTIA A+, Certified Electronics Technician Associate (CETa), Electrical ER, and OSHA 10 Hour Safety.				
Research Methodology	The Avionics Systems Technicians Program addresses the local aviation industry’s need for trained technicians. Workforce Region 22 lists Aircraft Mechanics and Service Technicians as a High Skill/High Wage occupation. The proposed program is a response to regional employment need. An initial request by the City of Fort Lauderdale and Fort Lauderdale Executive Airport (FXE) to explore program offerings in the aviation industry, was followed by an industry roundtable. Additional sources of data include the Regional Demand Occupations List, online job searches, information from the Greater Fort Lauderdale Alliance Economic Development organization, and the Bureau of Labor Statistics. In Broward County, the aviation industry has grown 20 percent over the last five (5) years.				
Alignment with Strategic Plan	This grant aligns with District Strategic Plan Goal 1: High-Quality Instruction by offering a new avionics program through a combination of on-the-job and classroom instruction.				
Level of Support provided by GA	Level 1 – GA staff obtained signatures and gathered required documentation for the application. GA staff also developed the executive summary for Board approval and will track the grant in the grants management system.				

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 01/14/20 – N

Grant Program	Florida Department of Environmental Protection – Electric School Bus Project	
Status	New - Competitive	
Funds	\$4,255,000 (requested)	
Financial Impact Statement	The potential positive financial impact is \$4,255,000 for full replacement of up to 10 diesel buses with electric buses along with respective infrastructure. The source of funds is from the Florida Department of Environmental Protection (the Department). No additional cost to the District is anticipated.	
Schools Included	N/A	
Managing Department	Student Transportation & Fleet Services	
Source of Additional Information	1. John Lyles, Executive Director – Student Transportation & Fleet Services	754-321-4400
	2. Stephanie Williams-Louis, Director – Grants Administration (GA)	754-321-2260
Project Description	<p>This is the first of many bus projects funded by the Department using Volkswagen Settlement funding. This initial phase is for the replacement of old diesel school buses with electric school buses.</p> <p>The purpose of this project is to develop best practices for the Mitigation Plan’s School, Transit, and Shuttle Bus Initiative, which is allocated 70 percent, or about \$116 million, for funding bus replacement projects.</p> <p>Florida public school districts may apply for up to 100 percent cost-reimbursement from the Department for the replacement of 2009 or older diesel school buses with new electric battery powered school buses and associated charging infrastructure.</p>	
Evaluation Plan	N/A	
Research Methodology	<p>Broward County Public Schools maintains one of the oldest school bus fleets in the state with 1,345 active buses. The majority of these buses are more than 13 years old. The older buses do not have the safety features required in new models, such as seatbelts and improved crash features. They also lack air conditioning. According to the National Association of State Directors for Pupil Transportation Services, the timely replacement of school buses must be a planned process taking into account: safety, efficiency, environmental, maintenance, operational conditions, etc. when the following scenarios are present. First, whenever there is a significant improvement in the federal standards for the safety, fuel efficiency or exhaust emission requirements of school buses. Second, whenever the operating and maintenance expenses on a school bus, or group of school buses, reaches a certain level, it appears that the better economic decision would be to purchase a new bus rather than continue to maintain the older school buses, thus reducing repair and replacement parts.</p>	
Alignment to Strategic Goals	This grant is aligned to District Strategic Plan Goal 2: Continuous Improvement by increasing access to more energy and cost-efficient school buses to reduce transportation costs.	
Level of Support provided by GA	GA staff provided Level 3 support in preparing the grant application paperwork, parsing the application requirements with the department, submitting the application, drafting the executive summary for School Board approval, and will provide tracking in the grants management system.	

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 01/14/20 – O

Grant Program	Florida Department of Education - Computer Science Certification
Status	Formula
Funds Requested	\$841,804 (awarded)
Financial Impact Statement	The positive financial impact is \$841,804. The source of funds is the Florida Department of Education. 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. 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 (61 percent of allocation) A cohort of 50 teachers adding K-12 Computer Science to their certificate based on the 92 teachers currently teaching a secondary computer science course of which 41 are certified in K-12 CS. These 50 teachers will be encouraged to complete this program and pass the certification test by April 1, 2020 in order to be eligible for the state funded bonus for 2019-20. 2. CS Professional Learning (39 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 2 – GA staff reviewed the budget and budget justification. 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 01/14/20 – P

Grant Program	Florida Department of Education – Safety and Security of School Building (School Hardening)	
Status	Discretionary – Non-competitive	
Funds Requested	\$4,798,842 (requested)	
Financial Impact Statement	The potential positive financial impact is \$4,798,842. This allocation is based on the Capital Outlay Full-time Equivalent and Charter Full-time. The source of funds is the FLDOE. There is no additional financial impact to the District.	
Schools Included	District-wide	
Managing Department/School	Office of the Chief Financial Officer	
Source of Additional Information	1. Judith M. Marte, Chief Financial Officer – Office of the Chief Financial Officer	754-321-1990
	2. Brian Katz, Chief Safety, Security & Emergency Preparedness Officer – Office of Safety, Security and Emergency Preparedness	754-321-2655
	3. Omar Shim, Director – Capital Budget Department	754-321-2080
	4. Leo Nesmith, Director – District Administrative Services	754-321-2605
	5. Donte Collins, Director – Charter Schools Management/Support	754-321-2135
	6. Teresa Macri, Director, Information Security - Information & Technology Department	754-321-0411
	7. Stephanie Williams-Louis, Director – Grants Administration (GA)	754-321-2260
Project Description	<p>The Florida Department of Education’s Office of Safe Schools developed a new School Security Risk Assessment (SSRA) designed to help school officials identify threats, vulnerabilities and appropriate safety controls for each campus. All BCPS traditional District public schools completed their security risk assessments by October 1, 2019. District security personnel met 1:1 with all principals to review any questions the principals may have had at that time. The reviews were completed by October 15, 2019. Based on the SSRAs, the District has identified that grant funds will be used to improve safety and security at District public schools by:</p> <ul style="list-style-type: none"> • <u>Incorporating Single Point of Entry (SPOE)</u> enhancements at District public schools to achieve a minimum standard (where feasible) that will make the use of the SPOEs easier to use, more efficient and overall safer for schools. The goal is to get every school to a point that when a visitor arrives at the outer door of the SPOE there is voice/video capability for school staff to see and interact with those at the door. • <u>Building Emergency Communications Capacity</u> Upgrades to bi-directional amplifier (BDA) systems at selected schools will improve communication capabilities for first responders within the campus. • <u>Increasing Analytic Surveillance Camera Presence</u> Additional cameras will be installed to cover critical areas not covered during previous camera projects for schools that already have the enhanced SPOE configuration described above. 	
Evaluation Plan	The District maintains auditable records substantiating all expenditures and will submit reports to the FLDOE.	
Research Methodology	N/A	
Alignment with Strategic Plan	This project is aligned with District Strategic Plan Goal 2: Continuous Improvement.	
Level of Support provided by GA	Level 2 - GA staff supported the Office of the Chief Financial Officer and other internal partners in developing the application by coordinating internal proposal planning meetings, writing the narrative, reviewing the budget, and ensuring a complete and timely submission.	

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 01/14/20 – Q

Grant Program	Florida Department of Education – Unified School Improvement Grant (UniSIG), 2019-20 Supplemental Teacher Allocation						
Status	New – Eligible Schools						
Funds	\$397,500 (requested)						
Financial Impact Statement	<p>This program ensures that funding will be allocated to the most proven effective teachers who are teaching at the most fragile schools. Eligible teachers may receive an allocation not to exceed \$15,000 per Highly Effective and \$7,500 per Effective state VAM teacher.</p> <p>Funds will be allocated to local educational agencies (LEAs) to allocate to Highly Effective and Effective teachers that teach at “D” or “F” schools implementing Comprehensive Support and Improvement activities under section 1111(d) of ESSA, in alignment with Goal 1 of the Florida State Board of Education’s K-20 Strategic Plan.</p>						
Schools Included	Any school(s) with a school grade of “D” or “F” and/or graduation rate of 67 percent or less based on the most recently released graduation data.						
Managing Department/School	Service Quality						
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Veda Hudge, Director – Office of Service Quality</td> <td style="text-align: right;">754-321-3636</td> </tr> <tr> <td>2. Luwando Wright-Hines, Director – Title I</td> <td style="text-align: right;">754-321-1420</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. Veda Hudge, Director – Office of Service Quality	754-321-3636	2. Luwando Wright-Hines, Director – Title I	754-321-1420	3. Stephanie Williams-Louis, Director – Grants Administration (GA)	754-321-2260
1. Veda Hudge, Director – Office of Service Quality	754-321-3636						
2. Luwando Wright-Hines, Director – Title I	754-321-1420						
3. Stephanie Williams-Louis, Director – Grants Administration (GA)	754-321-2260						
Project Description	Local educational agencies with funded Title I schools identified for Comprehensive Support and Improvement that demonstrate the highest needs and recruit and/or retain Highly Effective and Effective state VAM teachers who meet the requirements are eligible to apply.						
Evaluation Plan	A DOE verified allocation list will be sent no later than October 1, 2019 to the eligible districts who submit the required documentation by the August 30, 2019 due date. After the district receives the DOE verified allocation list, the district must verify the list for accuracy.						
Research Methodology	All selected curricula and assessment tools adhere to the reliability and validity requirements of the UniSIG Supplemental Teacher Allocation program and BCPS.						
Alignment to Strategic Goals	District Strategic Plan Goal 1: High-Quality Instruction – The program is designed to meet rigorous performance measures related to individualized instruction and mastery of age appropriate school readiness goals.						
Level of Support provided by GA	Level 1 - GA staff prepared the executive summary for board approval, prepared documents for School Board records, and will track the grant in the grant management system.						

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 01/14/20 – R

Grant Program	Motorola Solutions and Consortium of Florida Education Foundations* (1)
Status	New - Competitive
Funds Requested	\$5,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$5,000. The source of funds is Motorola Solutions through the Broward Education 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.
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 2 - GA staff supported the school by identifying the relationship with EveryoneOn and facilitating the development of the proposal.

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

Grant 01/14/20 – S

Grant Program	Motorola Solutions and Consortium of Florida Education Foundations* (2)
Status	New - Competitive
Funds Requested	\$5,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$5,000. The source of funds is Motorola Solutions through the Broward Education Foundation. 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 754-323-2600
Project Description	To bringing real-life context and technology into the classroom curriculum through student project-based learning activities. The <i>Young Engineers-City Shapers</i> project encourages students to become independent and critical thinkers, successful collaborative partners, and lifelong learners by working on science projects.
Evaluation Plan	Content specific and grade appropriate assessments of the activities will be administered to monitor skills development.
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 2 – GA staff supported the application through grant writing assistance.

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 01/14/20 – T

Grant Program	Motorola Solutions and Consortium of Florida Education Foundations* (3)
Status	New - Competitive
Funds Requested	\$5,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$5,000. The source of funds is Motorola Solutions through the Broward Education Foundation. There is no additional financial impact to the District.
Schools Included	South Broward High School
Managing Department/School	South Broward High School
Source of Additional Information	1. Joseph Kelly, Teacher – South Broward High School 754-323-1811 2. Debra A. Hixon, Magnet Program Coordinator – South Broward High School 754-323-1811
Project Description	<p>The goal of the project is to increase student STEM skills and interest in the Sciences as a career choice through an Applied Underwater Robotics program that includes: access to remotely operated underwater (ROV) and autonomous underwater vehicles (AUV); mentoring by marine engineers; and spending a day with Public Safety Officers involved in marine search and rescue.</p> <p>Through this project, students will learn how to design, build and use an underwater robotic vehicle with a robotic arm extension. Students will have to work together to understand the mechanics of the underwater robotic vehicle and its practical uses in solving problems involving public safety including underwater search and recovery operations. Students will be given a public safety scenario from the partners and they will compete with classmates to create and use there ROVs and robotic arms to collect data and evidence.</p>
Evaluation Plan	<p>All project outcomes will be measured through pre-and post-test results. It is expected that:</p> <ul style="list-style-type: none"> • 75 percent of students will show increased interest in taking STEM classes in future. • 75 percent of students will show increased interest in pursuing a STEM major. • 75 percent of students will show increased interest in pursuing a STEM career. • 60 percent of students will increase STEM-subject grade by at least one full letter grade. • 30 percent of students will increase STEM-subject grade by half letter grade.
Research Methodology	Studies show that student learning outcomes improve when a variety of teaching strategies are used. Students participating in the robotics program will have an opportunity to combine classroom learning with the practical experience of programming and using robots in competitions.
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 1: High-Quality Instruction as students make connections between concepts presented in class and real-life application through applied learning. Through this work, students will also build college and career readiness.
Level of Support provided by Grants Administration (GA)	Level 2: GA staff supported the school by encouraging them to apply and by proofreading and editing the proposal. GA staff were also responsible for writing the executive summary for the Board agenda, preparing a hard copy of the file for record keeping, and tracking the grant through the eCivis grants management system. This grant will be presented to the Consortium of Florida Education Foundation through BEF.

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 01/14/20 – U

Grant Program	National Council of Teachers of Mathematics – Equity in Mathematics Grant*	
Status	New – Competitive	
Funds Requested	\$8,000 (requested)	
Financial Impact Statement	The potential positive financial impact is \$8,000. The source of funds is the National Council of Teachers of Mathematics. There is no additional financial impact to the District.	
Schools Included	High schools participating in the Algebra Project/Young People’s Project	
Managing Department/School	Northeast High School along with Secondary Learning	
Source of Additional Information	1. Guy Barmoha, Director- Secondary Learning	754-321-2119
	2. Linda Bailey, Mathematics Co-Chair, Northeast High School	754-322-1550
	3. Stephanie Williams-Louis, Director – Grants Administration (GA)	754-321-2260
Project Description	BCPS, in partnership with the Algebra Project (AP), the Young People’s Project (YPP), Broward College, and Florida International University, is addressing persistent inequities in mathematics proficiency of students performing in the lowest quartile in mathematics. AP and YPP are national programs designed to accelerate students’ performance level and help students graduate from high school qualified to take college level mathematics work. These programs have achieved tremendous success in improving math proficiency in many urban school districts, including here at BCPS. With the support of an Equity in Mathematics grant from the National Council of Teachers of Mathematics (NCTM), it is envisioned that BCPS can ensure fidelity of the AP model at all AP high schools, particularly the two high schools recently inaugurated into the program – Northeast High School and Boyd Anderson High School. The Equity in Mathematics grant would be used to support the AP Professional Learning Community with the aim of updating teachers’ content knowledge, equalizing teachers’ skills, becoming culturally responsive, and aligning best practices.	
Evaluation Plan	The students will take the Algebra 1 End of Course Exam in the Spring of 2021 of their 10 th grade year. It is anticipated that approximately 50 percent of AP students at the recently incorporated AP schools will receive a Level 3 or above on the exam. The impact of the program will also be recognized in improved attendance, increased interest and engagement, and higher confidence in their mathematical skills.	
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. To build on the successful results of AP/YPP, BCPS is in the process of incorporating AP and YPP at more District high schools. However, with increasing numbers of participating teachers and students, the cost of the training has risen beyond the District’s ability to cover all of the costs.	
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 1: High-Quality Instruction by improving the math skills of students that will be peer mentors to incoming students of the Algebra Project.	
Level of Support provided by Grants Administration (GA)	Level 3 – GA staff gathered information and drafted the application as well as 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.	

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 01/14/20 – V

Grant Program	National Science Foundation – Discovery Research PreK-12 (1)
Status	New – Competitive
Funds Requested	\$880,998 (requested)
Financial Impact Statement	The potential positive financial impact is \$880,998. 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	The following elementary schools will be given the option to participate to continue the work done with the current awarded Time4CS grant schools: Bennett, Silver Shores, Silver Lakes, Pompano Beach, Deerfield Park, Riverglades, Indian Trace, Eagle Point, Morrow, Panther Run, Bayview, Sunshine, Dolphin Bay, Sunset Lakes, Village, Margate and Gator Run.
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 four-year Late Stage Design and Development project, “<i>Time4CS²: A Problem Based Learning (PBL) Approach to Finding Time for Science and Computer Science (CS) in the Elementary School Day,</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 an NSF CS for All project which focused on pedagogical approaches to increase computer science instruction engagement and learning for elementary and middle school students with disabilities.</p> <p>This proposed project will emphasize science and add equity-focused design and pedagogical practices as a shared priority to the Time4CS project. The goal of this project, which we will refer to as “Time4CS²” (Time4CS+science), is to create a learning environment that generates increased and more equitable academic and attitudinal outcomes for 3rd – 5th grade students.</p>
Evaluation Plan	In Years 1 and 2 the team will use a human-centered design approach to revise the six prototype modules. Revisions will include (a) increasing CS and science content coherency; (b) using Universal Design for Learning (UDL); (c) incorporating culturally responsive pedagogy (CRP); and (d) developing educative teacher support materials. We will work with 15 Master Teachers (MTs) in test-revise-test cycles to inform lesson design and ensure that the IPBL modules and their associated educative materials are feasible and usable. In Year 3, we will field test the modules in a quasi-experimental study that examines associations between the IPBL modules and student outcomes. Year 4 will focus on final revisions to the materials, as well as writing, dissemination and outreach.
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 01/14/20 – W

Grant Program	National Science Foundation – Discovery Research PreK-12 (2)
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	
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. What conditions and organizational practices are associated with progress on these student outcomes?
Research Methodology	The U.S. 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).
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 2 – GA staff reviewed the budget and budget justification. GA staff prepared letters of commitment and secured signatures. GA staff managed the process for board approval and will track the grant in the grants management system.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 01/14/20 – X

Grant Program	National Science Foundation – Discovery Research PreK-12 Grant (3)								
Status	New – Competitive								
Funds Requested	\$5,000,000 (requested)								
Financial Impact Statement	The potential positive financial impact is \$5,000,000. 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	High schools participating in the Algebra Project/Young People’s Project								
Managing Department/School	Secondary Learning								
Source of Additional Information	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">1. Daniel Gohl, Chief Academic Officer – Office of Academics</td> <td style="width: 30%; text-align: right;">754-321-2618</td> </tr> <tr> <td>2. Guy Barmoha, Director – Secondary Learning</td> <td style="text-align: right;">754-321-2119</td> </tr> <tr> <td>3. Richard Baum, Director – Student Assessment and Research</td> <td style="text-align: right;">754-321-2510</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. 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	In collaboration with the Florida Local Alliance for Mathematics Literacy and Equity (FLAME), including Algebra Project, the Young People’s Project, Broward College, and Florida International University, Broward County Public Schools (BCPS) is proposing to carry out an implementation and improvement study under the Learning Strand for whole school adoption of a 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 would be used to support ongoing professional development support for teachers, preservice and in-service work developing potential cohort teachers, a youth engagement component focused on student self-efficacy and agency, and assistance to high school leadership and BCPS leadership on strategies needed to sustain and scale the cohort model to whole schools through collaboration across FLAME partners. Grant funds would also be used to hire a grant coordinator.								
Evaluation Plan	This project aims for school-wide implementation that enables all “Level 1” students to pass the Algebra I state test by the end of 10 th grade. The impact of the program will also be recognized in improved 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 development and delivery of activities that deepen teachers’ understanding of mathematics content and improve classroom instructional practice.								
Level of Support provided by GA	Level 3 – GA staff gathered required documentation and prepared them for submission on the Resarch.gov platform. 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 01/14/20 – Y

Grant Program	Oakland Park Elks Lodge
Status	New - Competitive
Funds Requested	\$250 (awarded)
Financial Impact Statement	The positive financial impact is \$250. The source of funds is Oakland Park Elks Lodge. There is no additional financial impact to the District.
Schools Included	North Andrews Gardens Elementary School
Managing Department/School	North Andrews Gardens Elementary School
Source of Additional Information	<ol style="list-style-type: none"> 1. Catrice Duhart, Principal – North Andrews Gardens Elementary School 754-322-7300 2. Kathleen Kane, Budget Support Specialist – Business Support Center 754-322-7304
Project Description	This grant will support the school garden through the purchase of tools and supplies.
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.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 01/14/20 – Z

Grant Program	Substance Abuse and Mental Health Services Administration, FY 2020 National Child Traumatic Stress Initiative – Category III	
Status	New – Competitive	
Funds Requested	\$1,200,000 (requested)	
Financial Impact Statement	The potential positive financial impact is up to \$1,200,000 for a 5-year project to begin May 31, 2020. The source of funds is the United States Department of Health and Human Services, Substance Abuse and Mental Health Services Administration. There is no additional financial impact to the District.	
Schools Included	Coconut Creek High School, Coral Springs High School, and Monarch High School	
Managing Department/School	Student Services	
Source of Additional Information	1. Laurel Thompson, Director – Student Services	754-321-1550
	2. Nandranie Busjit-Bhalai, Supervisor – Foster Care	754-321-1565
	3. Susan Vialpando, Supervisor – Family Counseling Program	754-321-1588
	4. Stephanie Williams-Louis, Director – Grants Administration (GA)	754-321-2260
Project Description	<p>This program is entitled Wellness on Wheels (WOW). Three overarching services will characterize this trauma prevention and intervention pilot for sophomore students in three pilot schools.</p> <p>The first is a universal measure providing movement therapies for all students in the tenth grade. The second improves mental wellness through group meetings utilizing the Cognitive Behavioral Intervention for Trauma in Schools program. The third is personalized trauma-focused cognitive behavioral therapy provided by current school district clinicians for students whose screening exhibits a high need for intervention.</p> <p>Each intervention will be led by a certified professional with either fitness education certification or licensure as a mental health clinician.</p>	
Evaluation Plan	Performance data will be evaluated regularly to inform continuous improvement in the program plan in the first three years of funding. The evaluation plan is designed around two phases: the formative phase to examine the implementation processes and to provide actionable feedback to the program manager along with the summative phase that will examine the outcomes for the students served.	
Research Methodology	With the increased demands for mental health services after the Marjory Stoneman Douglas tragedy, this project will expand mind-body wellness initiatives in the district. WOW uses multimodal evidence-based practices (EBP), including exercise/physical movement, cognitive behavioral techniques, and meditation/wellness activities in group and individual delivery practice. These EBP have proven successful in decreasing mental health symptoms, improving coping skills, and providing effective preventative measures within the youth population.	
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 Grants Administration (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 manage the potential award notification and track the grant in the system.	

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 01/14/20 – AA

Grant Program	Target Field Trip Grants* (1)
Status	New - Competitive
Funds Requested	\$700 (awarded)
Financial Impact Statement	The positive financial impact is \$700. The source of funds is Scholarship America. There is no additional financial impact to the District.
Schools Included	James S. Hunt Elementary School
Managing Department/School	James S. Hunt Elementary School
Source of Additional Information	1. Stacy Johnson, Teacher - James S. Hunt Elementary School 754-322-6505 2. Linda M. Leverett, Office Manager/Confidential Secretary - 754-322-6505 James S. Hunt Elementary School
Project Description	This grant will be used for a student field trip to the Museum of Discovery and Science.
Evaluation Plan	N/A
Research Methodology	N/A
Alignment with Strategic Plan	This project is aligned with the District Strategic Plan Goal 1: High-Quality Instruction.
Level of Support provided by 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 01/14/20 – BB

Grant Program	Target Field Trip Grants* (2)
Status	New - Competitive
Funds Requested	\$700 (awarded)
Financial Impact Statement	The positive financial impact is \$700. The source of funds is Scholarship America. There is no additional financial impact to the District.
Schools Included	Silver Palms Elementary School
Managing Department/School	Silver Palms Elementary School
Source of Additional Information	1. Shannon Schreidell, Assistant Principal – Silver Palms Elementary 754-323-7450
Project Description	This grant will be used for a student field trips to various business as part of the Kids and Power of Work program.
Evaluation Plan	N/A
Research Methodology	N/A
Alignment with Strategic Plan	This project is aligned with the District Strategic Plan Goal 1: High-Quality Instruction.
Level of Support provided by 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 01/14/20 – CC

Grant Program	Toshiba America Foundation – Grants for Grades 6-12*						
Status	New – Competitive						
Funds Requested	\$4,999 (requested)						
Financial Impact Statement	The potential positive financial impact is \$4,999. The source of funds is the Toshiba America Foundation. There is no additional financial impact to the District.						
Schools Included	High schools participating in the Algebra Project/Young People’s Project						
Managing Department/School	Northeast High School along with Secondary Learning						
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Guy Barmoha, Director- Secondary Learning</td> <td style="width: 30%; text-align: right;">754-321-2119</td> </tr> <tr> <td>2. Linda Bailey, Mathematics Co-Chair, Northeast High School</td> <td style="text-align: right;">754-322-1550</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. Guy Barmoha, Director- Secondary Learning	754-321-2119	2. Linda Bailey, Mathematics Co-Chair, Northeast High School	754-322-1550	3. Stephanie Williams-Louis, Director – Grants Administration (GA)	754-321-2260
1. Guy Barmoha, Director- Secondary Learning	754-321-2119						
2. Linda Bailey, Mathematics Co-Chair, Northeast High School	754-322-1550						
3. Stephanie Williams-Louis, Director – Grants Administration (GA)	754-321-2260						
Project Description	Broward County Public Schools, in partnership with the Algebra Project and the Young People’s Project, proposes to implement an innovative mathematics program that transitions students from basic numbers and operations to Algebraic concepts and techniques, using experientially-based materials, student-centered classroom discussions, and an engaged classroom culture. It challenges the traditional notion of the “dysfunctional nature of students” and prioritizes the resources and focus areas needed to tackle inequities in proficiency. As a result of this program, students from the two high schools that are new to the Algebra Project model will improve their proficiency on the Algebra 1 End of Course exam from less than 15 percent passage rate to over 50 percent proficiency.						
Evaluation Plan	AP teachers will monitor students’ progress as they transition to increasing levels of math proficiency. Students are given ongoing regular assessments to help determine whether students are mastering concepts. If students are shown not to be successful, intervention tools are used to help them achieve mastery in the math concepts with which they are struggling. Students will take the Algebra 1 End of Course Exam in the Spring of 2021 of their 10 th grade. It is anticipated that approximately 50 percent of students at the new AP high schools will receive a Level 3 or above on the exam.						
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 development and delivery of activities that deepen teachers’ understanding of mathematics content and improve classroom instructional practice.						
Level of Support provided by GA	Level 3 – GA staff gathered information and drafted the application as well as 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.						

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 01/14/20 – DD

Grant Program	Wells Fargo – Florida Financial Literacy Initiative*
Status	New - Competitive
Funds Requested	\$5,000 (awarded)
Financial Impact Statement	The positive financial impact is \$5,000. The source of funds is Wells Fargo. There is no additional financial impact to the District.
Schools Included	Broward Community School – South
Managing Department/School	Broward Community School – South
Source of Additional Information	1. Veronica T. Pitt, Curriculum Facilitator, ESOL – Community School South 754-321-7600
Project Description	The goal of this grant is to support adult English Language Learners (ELL) and their families to improve financial knowledge, skills and attitudes. The main delivery model will be the implementation of Hands on Banking Financial Literacy curriculum offered by Wells Fargo. This includes classroom lessons and project-based learning activities.
Evaluation Plan	Students will be monitored and assessed throughout the school year to measure progress towards building financial literacy. Assessments that are part of the Hand On Banking curriculum, will be conducted as pre- and post-tests. The tests will measure financial knowledge, skills and attitudes.
Research Methodology	Financial education promotes stability for individuals and their families. 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. Basic financial skills education can be critical to helping such individuals manage their money, protect themselves from predatory practices, plan for their financial future, and increase quality of life.
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.*

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 01/14/20 – EE

Grant Program	Whole Kids Foundation – Garden Grant Program*
Status	New - Competitive
Funds Requested	\$2,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$2,000. The source of funds is the Whole Kids Foundation. There is no additional financial impact to the District.
Schools Included	Sheridan Hills Elementary School
Managing Department/School	Sheridan Hills Elementary School
Source of Additional Information	1. Joanne Ewart, Teacher – Sheridan Hills Elementary School 754-323-7300
Project Description	The school's garden program consists of teachers, students in grades 2, 3, and 5, and volunteers. The garden program, now in its fifth year, has three raised edible garden beds, fifteen 15-gallon containers, a butterfly garden and a Florida native wildflower garden. Should the grant be approved, funding will be used to expand the garden program to include hydroponic towers.
Evaluation Plan	Students will develop healthy eating habits and attitudes towards healthy foods by an average increase of 80 percent with exposure to gardening curriculum and food choices as measured by a pretest and post-test.
Research Methodology	N/A
Alignment with Strategic Plan	This project is aligned to District Strategic Plan Goal 1: High-Quality Instruction through the strengthening of elementary and middle grades learning.
Level of Support provided by Grants Administration (GA)	Level 2 - GA staff supported the school in developing the application by editing and strengthening the narrative.

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