

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 041514-A

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| Grant Program | Elmer's Teacher Tool Kit |
| Status | New – Competitive |
| Funds Requested | \$500 |
| Financial Impact Statement | The potential positive financial impact, if funded, is \$500. The source of funds is the Kids in Need Foundation. There is no additional financial impact to the District. |
| Schools Included | Sawgrass Springs Middle School |
| Managing Department/School | The school will manage their grant activities and funds. |
| Source of Additional Information | Stephanie Pollard 754-321-2263 James Cecil 754-322-4500 |
| Project Description | The Kids in Need Foundation provides funds for teachers to replicate projects found in the Elmer's Teachers Tool Kit catalog. Sawgrass Springs Middle School will use the funds to create Civil War licenses that a select group of 20 8th grade students will use to share their knowledge about the Civil War with their main feeder elementary school. The grant was written and developed by Larry Bremner, the US History Teacher at Sawgrass Springs Middle. |
| Evaluation Plan | The project is designed to engage students in the Civil War curriculum based on the mandated curriculum by the county, which includes Civil War and Reconstruction. |
| Research Methodology | As required by the grant application, Sunshine State Standards/Common Core State Standards require students to go more in-depth in their comprehension of the material. The project will cover a number of standards-based areas such as research, technology, writing, hands-on applications, and oral presentations just to name a few. |

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 041514-B

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| Grant Program | Fuel Up to Play 60 | |
| Status | New - Competitive | |
| Funds Requested | \$4,000 requested - \$3,600 awarded | |
| Financial Impact Statement | The positive financial impact is \$3,600. The source of funds is the Dairy Council of Florida. There is no additional financial impact to the District. | |
| Schools Included | Driftwood Middle School | |
| Managing Department/School | The school will manage its grant activities and funds | |
| Source of Additional Information | Stephanie Pollard | 754-321-2263 |
| | Steven Williams | 754-323-3100 |
| Project Description | Fuel Up to Play 60 is an interactive program that allows students to put their ideas and plans into action to help everyone at school make a commitment to healthy eating and 60 minutes of physical activity every day. Driftwood Middle School requested funds for a mobile service cart, coolers, and signage to support their <i>Breakfast – Grab and Go!</i> healthy eating plan, as well as pedometers for their <i>Walk for Wellness</i> physical activity plan. The grant was written and developed by Shannon Lorig, a physical education coach at Driftwood Middle. | |
| Evaluation Plan | By tracking the distribution of incentives, the project hopes to measure the increase in students accessing healthy breakfast items and through the use of a handheld biometric measurement tool, the project ‘coaches’ will track the physical improvements of participating students and faculty. | |
| Research Methodology | Fuel Up to Play 60 is proving to be a program that can help schools create a healthier environment for students. Founded by the National Dairy Council and the National Football League in collaboration with the U.S. Department of Agriculture, Fuel Up to Play 60 provides students and schools with resources they can use to develop a plan that best fits their school. Since launching nationally in 2009, data shows that schools are making progress in promoting healthier eating habits and increasing physical activity among students. | |

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 041514-C

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| Grant Program | In School Youth Funds |
| Status | New - Competitive |
| Funds Requested | \$709,822 |
| Financial Impact Statement | The potential positive financial impact, if funded, is \$709,822. The source of funds is CareerSource Broward. There is no additional financial impact to the District. |
| Schools Included | District-wide |
| Managing Department/School | The Career, Technical, Adult and Community Education (CTACE) Department will manage its grant activities and funds |
| Source of Additional Information | Enid Valdez 754-321-8444 Brian King 754-321-8444 Stephanie Pollard 754-321-2263 |
| Project Description | CareerSource Broward (formerly Workforce One) offers competitive funding to provide afterschool programming to economically disadvantaged youth. The objective of the funds is to help economically disadvantaged youth with barriers to graduate high school and go on to post-secondary school, employment, or the military through the WorkForce Investment Act (WIA) of 1998, and WIA as it might be amended. CTACE requested funding for its Innovative Concepts (iCon) and Career Academy (CA) programs. The program is designed specifically for students with multiple barriers to assist them in breaking the poverty cycle. Both parts of the grant will recruit economically disadvantaged youth between the ages of 16 and 19 from ten high schools who have one or more Workforce Investment Act defined barriers. These programs will implement ten WIA Elements, focusing on but not limited to employability and career skills training, internships, tutoring, and monitoring of student graduation. In Part A of the project, iCon after school services will be delivered to 300 students at 10 Broward County Public Schools (BCPS) in two phases. Phase 1 of iCon will provide 11 th grade students with employability and self-awareness training after school three days per week for two hours per day. Partner organizations Helping Abused Neglected Disadvantages Youth and Junior Achievement (JA) will deliver life skills and family planning education focusing on making informed decisions, as well as training in entrepreneurial skills focusing on business ownership respectively. The second phase of iCon will allow participants to practice learned skills through paid internships, post-secondary exploration, college tours, guidance counseling, and teacher follow-up. In Part B, the Career Academies will deliver intensive employability skills and academic support and enrichment services to 75 BCPS high school seniors enrolled in CA programs at three schools. Participating students will practice learned skills through CareerSource Broward paid internships that relate to their career interests and school career academy. |
| Evaluation Plan | The goal of both program parts is to have participants leave the program as positive, productive citizens. The projected outcome for youth who are juniors is that 95% will go on to their senior year of high school. The projected outcome for seniors is that 90% will complete high school and obtain a diploma, and 80% will enter the military, post-secondary education, or secure unsubsidized employment. Outcomes for both age groups will be achieved within one year of program completion. |
| Research Methodology | Research has shown that after school programs are effective when the program design consists of innovative, hands-on, interactive approaches in nontraditional classroom settings. |

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 041514-D

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| Grant Program | National Science Foundation STEM-C Partnerships: MSP - Investigating the Impact of LEEO on Student Achievement | |
| Status | New – Competitive | |
| Funds Requested | \$7,492,405 | |
| Financial Impact Statement | The potential positive financial impact, if funded is \$7,492,405. The source of funds is the National Science Foundation. There is no additional financial impact to the District. | |
| Schools Included | District-wide | |
| Managing Department/School | Instruction & Intervention | |
| Source of Additional Information | Enid Valdez | 754-321-8444 |
| | Brian King | 754-321-8444 |
| | Stephanie Pollard | 754-321-2263 |
| Project Description | STEM-C Partnerships combines and advances the efforts of both the former Math and Science Partnership (MSP) and the former Computing Education for the 21 st Century (CE21) programs. Thus, the STEM-C Partnerships program addresses both the need for advances in K-12 STEM education generally, as well as the need to elevate the inclusion of computer science education. Targeted Implementation awards are intended to develop and put into practice innovative approaches and strategies in education. Broward County Public Schools will conduct a research study to investigate the impact of the currently active Linking Education and Employment Outcomes (LEEEO) program, which provides students in middle and high schools with the critical soft skills and workplace skills in computing and information technology to meet the 21st Century workplace demands. The information gathered from the study will be used to scale-up at additional schools to serve more than 8,000 students during the five-year grant period. Student achievement data for the current 2013-2014 school year will be examined, and students' hard and soft skills will be assessed. The evidence resulting from the research will be used to determine the impact of LEEEO program participation on student outcome measures (Florida Standards, industry certifications, graduation rates, and college and career readiness). The knowledge gathered from this study will serve as a guide for building community partnerships for Science, Technology, Engineering, and Mathematics (STEM) teaching and learning in similar urban, K-12 school districts. | |
| Evaluation Plan | Metrics and an evaluation tool will be created with input from teachers, administrators, instructional leaders, and industry partners/mentors to evaluate the efficacy of the program in meeting the current year's goals, and a strategic plan will be developed to ensure continuity, and continuous improvement. An additional tool will be developed to evaluate the levels of student achievement and determine the degree of correlation between professional development activities and student outcomes. Since research indicates that successful sustainability of a program is, in part, contingent on the ability to make changes, revision and modifications will be made annually to the program based on outcomes. | |
| Research Methodology | Quasi-Experimental Design: The LEEEO program will be offered to all students in the participating schools. Enrollment will be determined based on student interest and self-selection, making a randomized control trial design not feasible. | |

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 041514-E

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| Grant Program | National Science Foundation CNS-Computing Ed for 21st Century: BPEC - Foundations of Achievement through Computational Thinking Skills (FACTS) |
| Status | New - Competitive |
| Funds Requested | \$599,463 |
| Financial Impact Statement | The potential positive financial impact, if funded, is \$599,463. The source of funds is the National Science Foundation. There is no additional financial impact to the District. |
| Schools Included | District-wide |
| Managing Department/School | The Science, Technology, Engineering and Mathematics (STEM) and Instructional Resources Department will manage its grant activities and funds |
| Source of Additional Information | <div style="display: flex; justify-content: space-between;"> <div>Lisa Milenkovic, Ph.D.</div> <div>754-323-3000</div> </div> <div style="display: flex; justify-content: space-between;"> <div>Jeanine Gendron</div> <div>754-323-3000</div> </div> <div style="display: flex; justify-content: space-between;"> <div>Stephanie Pollard</div> <div>754-321-2263</div> </div> |
| Project Description | <p>STEM-C Partnerships combines and advances the efforts of both the former Math and Science Partnership (MSP) and the former Computing Education for the 21st Century (CE21) programs. Thus, the STEM-C Partnerships program addresses both the need for advances in K-12 STEM education generally, as well as the need to elevate the inclusion of computer science education. Through this STEM-CP: CE21 solicitation, National Science Foundation (NSF) seeks to support Broadening Participation and Education in Computing (BPEC) awards aimed at building a rich knowledge base on the effective teaching and learning of computing skills and concepts, with particular attention to educational practices that are effective for students from underrepresented groups. The STEM and Instructional Resources Department is requesting funding to introduce a structured computing curriculum through integration into the existing K-5 core curriculum in 14 diverse elementary schools. Interventions will be implemented beginning with fourth and fifth grade students, spiraling down over time to reach all elementary students. The project builds on a foundation of success with a 1:1 computing/personalized learning initiative within the participating schools, as well as a district-wide partnership with the nonprofit organization, Code.org. The project will have an ongoing focus on teacher preparation and multi-tiered support for curriculum implementation with fidelity. The curricular materials and the results of the research on achievement measures will be made available for broad dissemination and application.</p> |
| Evaluation Plan | <p>This research will provide data to demonstrate that computational thinking skills, taught with a rigorous computing curriculum will: increase students' exposure to computing; school engagement; and academic achievement, especially for girls and underrepresented minorities. Longitudinal data will be measured as students matriculate to middle school. All results will be disaggregated by demographic to demonstrate the effects on broadening participation and achievement. The large sample size of 1600 students per</p> |

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| | <p>grade in each experimental and control group will allow for comparisons on a large scale. This project will provide foundational data regarding the effects of implementing a rigorous computing curriculum on achievement in literacy, mathematics, and science in the elementary grades and will inform the development of learning progressions and determination of lowest anchor points for computing and computational thinking in grades K-5. This research will provide data across a wide range of grades, classrooms, and demographic groups and determine best practices for creating a pipeline for advanced studies that includes a broad demographic.</p> |
| Research Methodology | <p>Computer science and computational thinking are not often addressed in the elementary grades. This project theorizes that by introducing students to the use of computing as a tool for problem solving early in their education, there will be a resulting increase in the selection of technology as a career, helping to close the supply gap in computer science college programs and careers. Specific computing interventions were selected based on their demonstrated success in broadening participation in computing among girls (Code.org curriculum) and among underrepresented minorities (FutureEncoders experiential learning modules from the University of Miami). This research study will be guided by a steering committee of experts within K-12 education (BCPS) and higher education computer science communities (University of Miami and Stanford University), with a strong evaluation component throughout implementation.</p> |

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 041514-F

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| Grant Program | Second Chance Act Technology Career Training | |
| Status | New - Competitive | |
| Funds Requested | \$749,030 | |
| Financial Impact Statement | The potential positive financial impact, if funded, is \$749,030. The source of funds is the Bureau of Justice Assistance. There is no additional financial impact to the District. | |
| Schools Included | Whiddon-Rogers Education Center | |
| Managing Department/School | The school will manage its grant activities and funds | |
| Source of Additional Information | Stephanie Pollard David L. Watkins | 754-321-2263 754-321-7550 |
| Project Description | <p>The goal of this funding is to increase the post-release employability of the incarcerated population in related technology-based jobs and career fields by establishing and providing technology career training programs during the pre-release period. The <i>Positively Reinforcing Opportunities through Technology (PRO-Tech)</i> initiative seeks to collaborate with the Department of Juvenile Justice for the second year to deliver customized technology programs to juveniles in residential centers. Using evidence-based interventions, PRO-Tech will address the criminogenic needs (the characteristics that research has shown are associated with criminal behavior that an individual can change) of juvenile delinquents in an effort to lower the recidivism rate for participants. The goals of the program are to: 1) improve education and career opportunities of juvenile offenders, 2) offer job training that leads to full-time employment, 3) provide life skills training to prepare juvenile offenders for successful reentry into society, and 4) provide reentry services to reduce recidivism. Achievement of the program objectives will rely heavily on program partners including The Florida Department of Juvenile Justice, Youth Services International, Inc., Florida Memorial University, Ashworth College, the South Florida Chapter of the Association of General Contractors, Abstinence Between Strong Teens International, Inc., and McFatter Technical Center. The grant was written and developed by a team of staff members working in the PRO-Tech program led by Dr. Pamela Smith, Grant Facilitator and Sharon I. Grant, Assistant Principal at Whiddon-Rogers Education Center.</p> | |
| Evaluation Plan | Program success will be based on participant outcomes including: 1) remaining free from arrest, 2) earning a GED or High School Diploma, 3) obtaining technology-related credentials, and 4) securing employment. | |
| Research Methodology | The PRO-Tech program was informed by <i>Integrated Reentry and Employment Strategies: Reducing Recidivism and Promoting Job Readiness</i> prepared in September of 2013 by The Council of State Governments Justice Center for The Annie E. Casey Foundation; the Bureau of Justice Assistance, U.S. Department of Justice; and the U.S. Department of Labor. | |

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 041514-G

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| Grant Program | Target Field Trip Grant |
| Status | New - Competitive |
| Funds Requested | \$700 |
| Financial Impact Statement | The potential positive financial impact, if funded, is \$700. The source of funds is the Target Foundation. There is no additional financial impact to the District. |
| Schools Included | Deerfield Beach Middle School |
| Managing Department/School | The school will manage its grant activities and funds. |
| Source of Additional Information | Stephanie Pollard 754-321-2263 Francine Baugh 754-323-3300 |
| Project Description | The Target Field Trip Grant Program supports learning opportunities that extend beyond the classroom by helping schools bring students to museums, historical sites, and cultural organizations, giving children unique, firsthand learning experiences. Deerfield Beach Middle School is requesting funds to take 44 students on a field trip to Hampton Inn Hotel. The field trip will provide the opportunity for students to identify and explore careers associated with businesses in their community. The grant was written and developed by Masharie Powell, a reading coach at Deerfield Beach Middle. |
| Evaluation Plan | The success of the trips will be measured through a follow-up discussion related to real-life experiences as they connect the classroom to the real-world of work. Students will utilize information from the field trip to conduct further research on careers they would like to pursue and the academic goals they would need to attain to actualize their plans. |
| Research Methodology | The project will incorporate observation and inquiry about jobs and workers existing in their community. The experience will enhance their soft skills and offer an opportunity to apply the skills from classroom theory and activities in a real-world setting. |