

EXECUTIVE SUMMARY

Grant 12/9/14 – A

Grant Program	7-Eleven School and Sports Grant Program
Status	New
Funds	\$711 (awarded)
Financial Impact Statement	The potential positive financial impact is \$711. The source of funds is from 7-Eleven Inc. There is no additional financial impact to the District.
Schools Included	Miramar Elementary School
Managing Department/School	Miramar Elementary School
Source of Additional Information	<div>1. Devon O’Neal, Assistant Principal – Miramar Elementary School 754-323-6550</div> <div>2. Stephanie Pollard, Director – Grants Administration 754-321-2263</div>
Project Description	7-Eleven has been reaching out to schools in the community and chose Miramar Elementary to receive this grant of \$711. The funds can be used on expenses of the school’s choosing.
Evaluation Plan	N/A
Research Methodology	Miramar Elementary is a Title I school and 88 percent of the student body participates in the free or reduced lunch program.
Alignment to Strategic Goals	This grant is aligned to the District’s Strategic Plan under Goal 2: Continuous Improvement.

EXECUTIVE SUMMARY

Grant 12/9/14 – B

Grant Program	Arthur Vining Davis Foundation – Secondary Education
Status	New – Competitive
Funds	\$187,500 (requested)
Financial Impact Statement	The potential positive financial impact is \$187,500. The source of funds is from the Arthur Vining Davis Foundation. There is no additional financial impact to the District.
Schools Included	Dillard Innovation Zone
Managing Department/School	Dillard Innovation Zone
Source of Additional Information	1. David Watkins, Director – Equity and Academic Attainment 754-321-1650 2. Stephanie Pollard, Director – Grants Administration 754-321-2263
Project Description	The Minority Success Teacher Academy (MSTA) is a two-year, eighteen week innovative, specially designed professional development program, where thirty educators will gain an in-depth understanding of the research base pertaining to race, class, ethnicity, and gender, and how this knowledge can be applied to reducing the learning and achievement gap and increasing proficiency and graduation rates, thereby preparing students to excel academically and in life. This tailored professional pathway program incorporates graduate level coursework and professional development that strengthens teachers and teaching by providing skills and tools to combat the complex socioeconomic and cultural issues facing students in underperforming schools, and takes an in-depth look at better addressing the underlying causes of disparities in student achievement. MSTa is an established alliance and collaborative partnership of the Broward Education Foundation, Broward County Public Schools, Florida Atlantic University, Children’s Services Council, and the Dillard Innovation Zone Community.
Evaluation Plan	Thirty (30) educators and eighteen hundred (1800) students will directly benefit from this grant. Baseline information will be taken at the beginning of the program and program deliverables will be evaluated at the middle and end of the program. Metrics will review desired outcomes for progression towards proficiency within three years, and demonstrate a goal of movement of at least one level in each school year. Evaluations will be in both formative and summative measures, and include classroom walkthroughs, teacher performance data, questionnaires, structures interviews, observations, informal conversations, and reflections. Interval evaluations on student learning throughout the year will be conducted utilizing formative assessment, District Assessment (BAT, Mini BATs, Grades, student work samples, etc.) and State Comprehensive Assessment Data, including external evaluator/consultant feedback.
Research Methodology	The Dillard Innovation Zone has the highest number of underperforming schools in Broward County. Every school within the zone is a Title I School and 94 percent of black males participate in the free and reduced lunch program. Black males lag behind their counterparts in the zone across all standardized tests including FCAT Math and FCAT Reading, as well as graduation rates.
Alignment to Strategic Goals	Bolstered by academic instruction for teachers, proven strategies to improve teacher-student relations, student mentorships, and college and career readiness preparation, MSTa will help the School Board of Broward County accomplish its District Strategic Plan Goal 1 of High-Quality Instruction and tackle its special focus of minority students’ achievement gap.

EXECUTIVE SUMMARY

Grant 12/9/14 – C

Grant Program	Florida Agriculture in the Classroom 2014-15 Teacher Grants Program
Status	New – Competitive
Funds Awarded	\$500 (awarded)
Financial Impact Statement	The potential positive financial impact is \$500. The source of funds is Florida Agriculture in the Classroom Teacher Grants Program. There is no additional financial impact to the District.
Schools Included	Parkway Middle School
Managing Department/School	Parkway Middle School
Source of Additional Information	1. Scott Savette, STEM Teacher – Parkway Middle School 754-322-4000 2. Stephanie Pollard, Director – Grants Administration 754-321-2263
Project Description	During the first year of Parkway Middle's new STEM Horticultural Science class, the \$500 from Florida Agriculture in the Classroom will be used to amend the school's gardens. One hundred sixty (160) students will benefit from the garden and enhanced learning aligned with the Sunshine State Standards and Florida Standards. The students will be doing research on the internet as well as getting hands on learning experiences in the gardens around campus.
Evaluation Plan	Students will be evaluated by completing their assignments that are directly related to the garden and will gain life lessons that are immeasurable.
Research Methodology	Parkway Middle is a Title I school comprised of students from low income families – 87 percent of which participate in the free and reduced lunch program. These students lack access and resources to build a garden. The garden will benefit the students academically as well as help with interpersonal development among students.
Alignment to Strategic Goals	This grant is aligned to the District's Strategic Plan under Goal 1: High-Quality Instruction by enhancing the standard base curriculum.

EXECUTIVE SUMMARY

Grant 12/9/14 – D

Grant Program	National Education Association Student Achievement Grants	
Status	New – Competitive	
Funds	\$5,000 (awarded)	
Financial Impact Statement	The potential positive financial impact is \$5,000. The source of funds is the National Education Association (NEA). There is no additional financial impact to the District.	
Schools Included	The Quest Center	
Managing Department/School	The Quest Center	
Source of Additional Information	1. David Lazerson, Special Needs Music Director – The Quest Center 754-321-7500 2. Stephanie Pollard, Director – Grants Administration 754-321-2263	
Project Description	The project will allow students with profound special needs to become recording and performing rock stars in their own personal music videos. Funds from the NEA will be used to purchase a MacBook Pro, an external hard drive, recording microphones, a portable sound system, assistive technology, adaptive switches, and musical instruments. Forty-five students and 11 educators will benefit from the program.	
Evaluation Plan	Baseline data will be collected before the project begins and then compared with data taken throughout the project and at the end of the project period. Specific target goals will include increasing communication skills by enabling students to use assistive technology and adaptive switches and increasing frequency of participatory behaviors. A teacher training, in-service session will be held for interested teachers and staff. The project director will continue to sustain the project after the grant period.	
Research Methodology	The Quest Center serves students with profound special needs such as down syndrome, autism, cerebral palsy, and medically fragile conditions. Seventy-five percent of the student body participates in free and reduced lunch program.	
Alignment to Strategic Goals	This grant is aligned to the District's Strategic Plan under Goal 1: High-Quality Instruction through increased communication and participation and Goal 2: Continuous Improvement through the acquired computer and assistive technology.	

EXECUTIVE SUMMARY

Grant 12/9/14 - E

Grant Program	Southeastern Consortium for Minorities in Engineering Mini-Grant	
Status	New – Competitive	
Funds	\$500 (awarded)	
Financial Impact Statement	The potential positive financial impact is \$500. The source of funds is the Southeastern Consortium for Minorities in Engineering. There is no additional financial impact to the District.	
Schools Included	Colbert Museum Magnet Elementary School	
Managing Department/School	Colbert Museum Magnet Elementary School	
Source of Additional Information	1. Christopher Kohnke, Science Teacher – Colbert Elementary School 754-323-5100 2. Stephanie Pollard, Director – Grants Administration 754-321-2263	
Project Description	The project will allow students in Pre-kindergarten through Grade 2 to be introduced to aeronautical engineering throughout the year, participate in family science nights and Science, Technology, Engineering, and Mathematics (STEM) days, and be involved in an age appropriate, safe Straw Rocket building project. The project will benefit approximately 250 students.	
Evaluation Plan	The success of this project will be gathered through the positive hands-on construction of the rocket, its successful launch, and the discussions of the experience. Students will be tested on their understanding of basic concepts such as forces and motion, gravity, thrust and air pressure, and their ability to measure distance and mass. The Rocket Launcher and other supplies can be reused from year to year.	
Research Methodology	Colbert Museum Magnet Elementary is a Title I school with approximately 94 percent of its students receiving free or reduced lunch. Many families live at or near the poverty level and students have struggled in reading and other academic areas.	
Alignment to Strategic Goals	This grant is aligned to the District's Strategic Plan under Goal 1: High-Quality Instruction through increased exposure to and enthusiasm for the STEM curriculum, as well as improved behavior and attendance rates.	

EXECUTIVE SUMMARY

Grant 12/9/14 – F

Grant Program	The Trust Challenge Digital Media and Learning Competition
Status	New – Competitive
Funds Requested	\$150,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$150,000. The source of funds for the Trust Challenge is from the John D. and Catherine T. MacArthur Foundation. There is no additional financial impact to the District.
Schools included	The proposed solution is scalable to the entire Broward County Public Schools student population since the curriculum content will be developed for K-12 students over time. This program builds on the Digital Infusion and the Digital 5 programs as access to computers is pervasive in these schools/grades.
Managing Department/School	Innovative Learning and Arts, Instruction and Interventions, Office of Academics
Source of Additional Information	1. Lynne Oakvik, Curriculum Supervisor, Library Media – 754-321-2620 Innovative Learning and Arts 2. Stephanie Pollard, Director – Grants Administration 754-321-2263
Project Description	Broward County Public Schools (BCPS) proposes to prepare students through a comprehensive K-12 program to promote and deliver training on the importance of digital literacy. BCPS would develop a series of developmentally appropriate online courses and deliver them through a program in which staff takes digital citizenship “on the road” to the schools. As students complete these courses, they earn “digital badges” to mark their achievements. Digital badges are indicators of accomplishment and widely recognized and popular with students. More importantly, badges can provide a level of security to teachers, parents, and administrators that students are receiving the fundamental knowledge to understand the implications of their actions as they use technology “anytime and anyplace.” To assist in creating the online courses and rolling out a comprehensive plan to reach all students, Broward will partner with Broward County Libraries, technology partners, parent advisory groups, and school leadership. Establishing a “trust” community in Broward schools will begin with students understanding their “digital footprint” and managing it effectively in their lives.
Evaluation Plan	Courses will be delivered through a learning management system to track completion. Special award events will recognize student achievement. Each student who is “badged” will be certified to assist other students to become digital citizens, adding a student leadership component.
Research Methodology	Being “digitally literate” is an essential skill for today’s students to successfully navigate a hyper-connected world. From the moment a student turns on a computer, they need to understand the appropriate and responsible use of technology as a lifelong skill.
Alignment with Strategic Plan	This proposal addresses all three goals of Broward’s Strategic Plan: High-Quality Instruction by gaining a fundamental understanding of the implications of using technology, 21 st Century skills, and college and career readiness; Continuous Improvement through the continued acquisition of digital devices; and Effective Communication facilitated through the use of digital technology tools.

EXECUTIVE SUMMARY

Grant 12/9/14 – G

Grant Program	Title I Part D: Neglected & Delinquent Youth
Status	Continuation – Formula
Funds Requested	\$549,431 (requested)
Financial Impact Statement	The potential positive financial impact is \$549,431. The source of the funds is the U.S. Department of Education through the Florida Department of Education (FLDOE). There is no additional financial impact to the District.
Schools Included	<p><u>DELINQUENT SITES (7)</u> – Associated Marine Institute, Broward Detention Center, Broward Girls Academy, Juvenile Detention Center, Pace Center for Girls, Pompano Youth Treatment Center, and Broward Youth Treatment Center</p> <p><u>NEGLECTED SITES (25)</u> – ACTS/Aesha, ACTS/Arris, AFC Alpha House (Boys), AFC Omega House (Girls), Apollo House (Teen Boys), Chrysalis Cassius House (Teen Boys), Charlee House, Children’s Harbor, Children’s Harbor (Teen), Children’s Home Society, Chrysalis Center/Lilac House, Chrysalis – Monarch, Crescent House (Teen), Freedom House, Henderson House, JAFCO, Lippman Shelter, Project Touch, Sheridan House 1 (Boys), Sheridan House 2 (Girls), Women in Distress, SOS Children’s Village, Mercy Place, Kids Place, and Girl’s Place</p> <p><u>ALTERNATIVE SITES (3)</u> – Cypress Run Educational Center, Lanier James Educational Center, Whiddon Rogers Education Center, and Pine Ridge Educational Center</p>
Managing Department/School	This project will be managed by Title I in collaboration with the Equity and Academic Attainment Department and Budget Department.
Source of Additional Information	<ol style="list-style-type: none"> 1. Michaelle Pope, Director – Student Support Initiatives 754-321-1660 2. Luwando Wright-Hines, Director – Title I, Migrant & Special Programs 754-321-1400 3. Stephanie Pollard, Director – Grants Administration 754-321-2263
Project Description	The reauthorization of the Title I Elementary and Secondary Education Act under Public Law 107-110 contains a provision for a separate project application for prevention and intervention programs for youth who are delinquent or at-risk of dropping out of school. The FLDOE identifies institutions to be served and the number of students for whom funding is allocated. Title I planning and support services will be coordinated with the District’s Office of Equity and Academic Attainment, Juvenile Justice System, health and social services providers, and vocational education programs that are designed to meet the needs of youth in at-risk situations.
Evaluation Plan	Grant funds will be used to achieve these outcomes: Improve educational services to delinquent students to assist them with meeting challenging State content and performance standards; Encourage neglected & delinquent youth to complete high school to obtain a secondary school diploma, or to obtain employment skills after their period of incarceration is completed; Partner with local community agencies and or businesses; and students served through the Neglected and Delinquent Title I, Part D Grant will be administered a pre/post test to measure academic improvement.
Research Methodology	Many youth involved in the Juvenile Justice System and residential foster care programs struggle academically. Research shows that when adolescents are provided with a well-managed academic program and with a balanced curriculum, the rate of delinquent and criminal behavior is reduced and positively impacts the adolescents’ lives (such as drug use, employment, and educational involvement).
Alignment with Strategic Plan	All activities in this grant are aligned to High-Quality Instruction, Continuous Improvement, and Effective Communication.

EXECUTIVE SUMMARY

Grant 12/9/14 – H

Grant Program	Title I, School Improvement Initiative 1003 (a)		
Status	Entitlement-Formula-Based		
Funds Requested	\$2,456,245 (requested)		
Financial Impact Statement	The positive financial impact is \$2,456,245. The source of the funds is the U.S. Department of Education through the Florida Department of Education. There is no additional financial impact to the District.		
Schools Included	Title I schools including charter schools designated as prevent (C), focus (D), and priority (F).		
Managing Department/School	Title I, Migrant & Special Programs Department		
Source of Additional Information	1. Michaelle Pope, Director – Student Support Initiatives	754-321-1660	
	2. Luwando Wright-Hines, Director – Title I, Migrant & Special Programs	754-321-1400	
	3. Stephanie Pollard, Director – Grants Administration	754-321-2263	
Project Description	The 2014-2015 Title I, School Improvement Initiative 1003 (a) provides supplemental services to increase the achievement of students scoring below proficiency in reading, mathematics, science, or writing on the FCAT in Title I Schools with a designation of prevent, focus, and priority. Supplemental support correlated to Florida Standards in reading, mathematics, science, and writing will be the primary focus of this project.		
Evaluation Plan	Academic performance for each participating school as a result of the 2015 FCAT will be reported. Documentation of each activity implemented using these funds will be maintained for on-site, desktop, or self-monitoring.		
Research Methodology	Use of Title I funds are focused on needs at the school level within general guidelines from state and district-level rules. Title I is dedicated to improving the educational opportunities for all students by providing supplemental support which is proven to help students succeed in the regular program, attain grade-level proficiency, and improve academic achievement.		
Alignment with Strategic Plan	All Activities in this grant are aligned to High-Quality Instruction, Continuous Improvement, and Effective Communication.		