

## EXECUTIVE SUMMARY

### Grant 04/21/15 – A

|  |   |  |              |  |              |
|--|---|--|--------------|--|--------------|
| <b>Grant Program</b>   | <b>ExxonMobil: Educational Alliance Program</b>   |  |              |  |              |
| Status   | New - Non-competitive   |  |              |  |              |
| Funds  | \$500 (awarded)   |  |              |  |              |
| Financial Impact Statement                                   | The positive financial impact is \$500. The source of funds is from ExxonMobil: Educational Alliance Program. There is no additional financial impact to the District.  |  |              |  |              |
| Schools Included   | North Lauderdale Elementary School  |  |              |  |              |
| Managing Department/School                                   | North Lauderdale Elementary School  |  |              |  |              |
| Source of Additional Information                             | <table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Latosha Williams, Principal – North Lauderdale Elementary</td> <td style="text-align: right;">754-322-7400</td> </tr> <tr> <td>2. Stephanie Pollard, Director – Grants Administration</td> <td style="text-align: right;">754-321-2263</td> </tr> </table> | 1. Latosha Williams, Principal – North Lauderdale Elementary | 754-322-7400 | 2. Stephanie Pollard, Director – Grants Administration | 754-321-2263 |
| 1. Latosha Williams, Principal – North Lauderdale Elementary | 754-322-7400  |  |              |  |              |
| 2. Stephanie Pollard, Director – Grants Administration       | 754-321-2263  |  |              |  |              |
| Project Description  | Exxon Mobil reached out to schools as part of their community development efforts and chose North Lauderdale Elementary to receive this donation of \$500. The funds can be used on any program expenses of the school's choosing.  |  |              |  |              |
| Evaluation Plan  | N/A   |  |              |  |              |
| Research Methodology   | N/A   |  |              |  |              |
| Alignment to Strategic Goals                                 | This grant is aligned with School District's Strategic Plan under Goal 2: Continuous Improvement.   |  |              |  |              |

## EXECUTIVE SUMMARY

### Grant 04/21/15 – B

|                                  |  |              |
|----------------------------------|--|--------------|
| <b>Grant Program</b>             | <b>Hagen Family Foundation</b>   |              |
| Status                           | New – Competitive  |              |
| Funds                            | \$12,000 (requested)   |              |
| Financial Impact Statement       | The potential positive financial impact is \$12,000. The source of funds is the Hagen Family Foundation. There is no additional financial impact to the District.  |              |
| Schools Included                 | Bethune Elementary School  |              |
| Managing Department/School       | Bethune Elementary School  |              |
| Source of Additional Information | 1. Michelle Alvarez, Principal – Bethune Elementary  | 754-323-4900 |
|                                  | 2. Stephanie Pollard, Director – Grants Administration   | 754-321-2263 |
| Project Description              | <p>Broward County Public Schools has been selected to participate in the President’s Committee on the Arts and Humanities (PCAH) Turnaround Arts program. Turnaround Arts is a public-private partnership that uses arts to narrow the achievement gap, increase student engagement, and improve the culture and climate in high poverty schools. Through partnerships with corporations and foundations such as the Hagen Family Foundation, Turnaround Arts has brought intensive arts education resources and expertise into schools and worked with school leadership to incorporate the arts as part of their reform strategy. Bethune Elementary School of the Arts offers a variety of programs that aim to meet the diverse needs of its students, including Art, Band, Dance, Drama, Musical Theater, and Strings classes. The school requested \$12,000 to engage a curriculum development consultant, train at least 12 educators, and purchase materials and supplies for training and utilization in the classroom. The program will help integrate research-based, cohesive arts education standards throughout the curriculum, evaluate the whole school arts program on an ongoing basis, and build partnerships to sustain the model.</p> |              |
| Evaluation Plan                  | <p>Reduced resources for the arts and increased focus on the core subjects of high-stakes testing have diminished the effectiveness of arts-based education. The current model is weak and teachers are not able to relate arts courses to the core curriculum. Through the Turnaround Arts: Broward program and the support of the Hagen Family Foundation, Bethune Elementary will fully integrate a standards-based, arts education in the core curriculum to address this gap. Students at Turnaround Arts schools have demonstrated significant progress in reading and math proficiency rates and dramatic reductions in suspensions. As a result of this grant, students will realize improvements in reading, math, and arts standards; teachers will be better prepared with instructional practices, knowledge, and skills to integrate artistic, collaborative, and creative practices into the core curriculum; and strong collaborations and partnerships will be built with local arts education organizations and schools to sustain the model.</p>   |              |
| Research Methodology             | <p>Exhaustive research has been conducted by PCAH through an independent team of researchers proving arts education integrated throughout the curriculum benefits participating students through increased math and reading test scores, improved attendance rates, increased parent and community engagement, and decreased student suspensions and expulsions.</p>   |              |
| Alignment to Strategic Goals     | <p>This grant supports the District’s Strategic Plan Goal 1: High-Quality Instruction by improving instructional practices and preparing teachers with knowledge and skills to integrate artistic, collaborative, and creative practices effectively into core curriculum instruction leading to improved student achievement. This program will also address Goal 3: Effective Communication through the development of strong collaborations and partnerships with national and local arts education organizations.</p>  |              |

## EXECUTIVE SUMMARY

### Grant 04/21/15 – C

|                                  |  |
|----------------------------------|--|
| <b>Grant Program</b>             | <b>James Patterson Pledge to Libraries</b>   |
| Status                           | New – Competitive  |
| Funds Requested                  | \$10,000 (requested)   |
| Financial Impact Statement       | The potential positive financial impact is \$10,000. The source of funds is from the James Patterson \$1.25 Million Pledge to Libraries. There is no additional financial impact to the District.  |
| Schools Included                 | Challenger Elementary School   |
| Managing Department/School       | Challenger Elementary School   |
| Source of Additional Information | 1. Suzanne Clancy, Educator – Challenger Elementary 754-322-5750<br>2. Stephanie Pollard, Director – Grants Administration 754-321-2263  |
| Project Description              | Challenger’s school library would use the funding from James Patterson Pledge to Libraries to purchase different genres of books at various reading developmental levels. These essential resources will result in an equitable and expansive collection for students and educators to use. The books will entertain, educate, and enrich current and future students’ literacy experiences. |
| Evaluation Plan                  | N/A  |
| Research Methodology             | As a Title I school, our students rely almost exclusively on the resources available at the school library. Challenger Elementary has a limited number of books on different reading developmental levels of the most popularly researched topics of animals, plants, marine life, space, states, countries, biographies, environmental stewardship, and sports.                             |
| Alignment with Strategic Plan    | This grant award is aligned to District Goal 1: High-Quality Instruction as the school would have greater access to top research subjects from the library.  |

## EXECUTIVE SUMMARY

### Grant 04/21/15 – D

|                                  |   |
|----------------------------------|---|
| <b>Grant Program</b>             | <b>JP Morgan Chase/National Academy Foundation</b>  |
| Status                           | New – Competitive   |
| Funds Requested                  | \$5,000 (awarded)   |
| Financial Impact Statement       | The positive financial impact is \$5,000. The source of funds is from JP Morgan Chase through a grant to the National Academy Foundation (NAF). There is no additional financial impact to the District.  |
| Schools Included                 | Deerfield Beach High School   |
| Managing Department/School       | Deerfield Beach High School   |
| Source of Additional Information | 1. Frank Pizzo, Lead Business Education Teacher 754-322-0650<br>2. Stephanie Pollard, Director – Grants Administration 754-321-2263   |
| Project Description              | Through the generous support of JP Morgan Chase, the National Academy Foundation chose five high-quality Academies of Finance to develop methodologies, tools, and processes for implementing the Finance Skills Index. The Index will develop a protocol for students to create portfolios of their work to document skill attainment. Each participating Academy receives a stipend of \$5,000 to support its participation. The Academies will be expected to participate in a working group with other selected schools and NAF staff to coordinate activities and develop approaches for sharing their findings with the rest of the NAF Academy of Finance national network. During the implementation of this program, Deerfield Beach High will offer 60 students four courses including Financial Planning Honors, Accounting I Honors, and Financial Operations Honors with Industry Certification. |
| Evaluation Plan                  | Documentation for the Finance Skills Index will come from end of course projects, student portfolios, and end of course exams. The student’s portfolio will be reviewed and certified by an independent source such as a local Advisory Board member and/or internship supervisor. The pilot will result in a standard protocol with accompanying guidance which other educational institutions will be able to use. Additionally, the pilot sites will be convened on a quarterly basis to review and refine the pilot.  |
| Research Methodology             | The NAF researched what finance skills students need to succeed within the finance industry. The indices that exist vary by state and are either too detailed, technical, or complex for comprehensive student use. The Finance Skills Index to be developed in this pilot program will serve as a baseline with common terminology and a set of expectations among educators and industry.   |
| Alignment with Strategic Plan    | All activities in this grant are aligned to District Goal 1: High-Quality Instruction as the program encourages teachers to integrate classroom instruction with practical, real world experiences as well as increase students’ college and career preparedness.   |

## EXECUTIVE SUMMARY

### Grant 04/21/15 – E

|                                  |   |
|----------------------------------|---|
| <b>Grant Program</b>             | <b>National Science Teachers Association</b>  |
| Status                           | New – Competitive   |
| Funds Requested                  | \$1,428 (awarded)   |
| Financial Impact Statement       | The positive financial impact is \$1,428. The source of funds is from the National Science Teachers Association Grant Program. There is no additional financial impact to the District.   |
| Schools Included                 | Walter C. Young Middle School   |
| Managing Department/School       | Walter C. Young Middle School   |
| Source of Additional Information | 1. Patricia Bernard-Mark, Teacher - Walter C. Young Middle 754-323-4500<br>2. Stephanie Pollard, Director – Grants Administration 754-321-2263  |
| Project Description              | The eCYBERMISSION is a program administered through the National Science Teachers Association in which middle school students use science, technology, engineering, and mathematics to solve a real problem in their community. Walter C. Young Middle will have at least one team of students that will participate in the eCYBERMISSION program. Each team will research a community problem and develop a solution by conducting experiments. Students will be encouraged to use scientific methods, inquiry models, and the engineering design process. This grant includes support for the purchase of classroom technology so that students and teachers can conduct the research needed for the program. |
| Evaluation Plan                  | Teams will be judged on the use of the "Scientific Inquiry Using Scientific Practices" and the "Engineering Design Process." Teams will also be scored on their ability to work together to develop a solution to a community problem. The top three winning teams will be awarded cash grants for their schools.   |
| Research Methodology             | Studies have shown that student engagement and learning improve when classroom-based teaching is reinforced with practical experience. Through this project, students will explore how science, technology, engineering, and mathematics connect in the real world.   |
| Alignment with Strategic Plan    | All activities in this grant are aligned to District Goal 1: High-Quality Instruction as the program encourages students to develop their critical thinking.  |

## EXECUTIVE SUMMARY

### Grant 04/21/15 – F

|                                  |  |
|----------------------------------|--|
| <b>Grant Program</b>             | <b>The OCHO Project: Read for a Need</b>   |
| Status                           | New – Competitive  |
| Funds                            | \$1,000 (awarded)  |
| Financial Impact Statement       | The positive financial impact is \$1,000. The source of funds is from the OCHO Project: Read for a Need. There is no additional financial impact to the District.  |
| Schools Included                 | Welleby Elementary School  |
| Managing Department/School       | Welleby Elementary School  |
| Source of Additional Information | 1. Jennifer Liberatore, Reading Coach – Welleby Elementary 754-322-8850<br>2. Stephanie Pollard, Director – Grants Administration 754-321-2263   |
| Project Description              | <p>The OCHO Project is a character building and literary based service-learning program that is dedicated to exposing children to the joys of reading while teaching them that through reading, they can help others less fortunate than themselves. OCHO stands for Opportunities for Children to Help Others. The prime objective of the program is to have students read not only to expand their own knowledge, but also to help “earn” books for their fellow students who have few or no books of their own. Students will “serve” and “learn” while building character values.</p> <p>Through The OCHO Project, students read eight books, earn eight OCHO points through academic reading activities, collect Small Change for a Big Change, and use donated books to create a book fair for kids who have few or no books of their own.</p> |
| Evaluation Plan                  | The goal of the program is to expose children to local and global issues related to literacy, encourage them to voice their concern, and then seek a solution that they are capable of doing that will bring about change. The program has measurable results in the number of books that students read and in the number of books obtained for the book fair.   |
| Research Methodology             | Studies show that student learning is improved when classroom instruction is combined with student-led action projects.  |
| Alignment to Strategic Goals     | This grant is aligned with School District Goal 1: High-Quality Instruction as students are able to apply knowledge in real world settings by learning both inside and outside of the classroom.   |

## EXECUTIVE SUMMARY

### Grant 04/21/15 – G

|                                  |  |
|----------------------------------|--|
| <b>Grant Program</b>             | <b>Together Counts Playground Makeover Sweepstakes</b>   |
| Status                           | New – Competitive  |
| Funds Requested                  | \$30,000 (requested)   |
| Financial Impact Statement       | The potential positive financial impact is \$30,000 plus a new playground. The source of funds is from the Healthy Weight Commitment Foundation and its more than 275 corporations, trade associations, non-governmental organizations, and professional sports organizations. There is no additional financial impact to the District.  |
| Schools Included                 | Challenger Elementary School   |
| Managing Department/School       | Challenger Elementary School   |
| Source of Additional Information | 1. Suzanne Clancy, Educator – Challenger Elementary 754-322-5750<br>2. Stephanie Pollard, Director – Grants Administration 754-321-2263  |
| Project Description              | The Healthy Weight Commitment Foundation (HWCF), formed in 2009, is a CEO-led organization whose national, multi-year effort is designed to help reduce obesity—especially childhood obesity. It is a first-of-its-kind coalition that brings together more than 275 retailers, food and beverage manufacturers, restaurants, sporting goods companies, trade associations, insurance companies, non-governmental organizations, and professional sports organizations.  |
| Evaluation Plan                  | HWCF promotes ways to help people achieve a healthy weight through energy balance—calories in and calories out. It focuses its efforts on two critical areas—families and schools—through its Together Counts campaign, which is used by over 15 million students across the country.  |
| Research Methodology             | The data are clear – healthy students are better learners. Over the years, a number of scientists have shown a correlation between high standardized test scores and physical fitness scores (California Department of Education study) and that more time spent in physical education class did not result in a decrease in academic performance. Physical activity positively affects: overweight and obesity, HDL cholesterol, blood pressure, insulin resistance, skeletal health, musculoskeletal injuries, psychological well-being, self-esteem, anxiety, and depression. |
| Alignment with Strategic Plan    | This grant award is aligned to District Goal 1: High-Quality Instruction as student achievement improves as students have increased access to wellness and nutrition information and physical activity.  |