

## EXECUTIVE SUMMARY

### Grant 07/28/15 – A

<b>Grant Program</b>	<b>2015-16 Enhanced Instructional Opportunities for Recently-Arrived Immigrant Children and Youth</b>
Status	Entitlement - Formula
Funds Requested	\$1,361,315 (requested)
Financial Impact Statement	The potential positive financial impact is \$1,361,315. The source of 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	The project will serve all schools in the District that have recently arrived immigrant children and youth.
Managing Department/School	Bilingual/ESOL Department
Source of Additional Information	1. Vicky B. Saldala, Director – Bilingual/ESOL Department 754-321-2589 2. Stephanie Pollard, Director – Grants Administration & Government Programs 754-321-2260
Project Description	The purpose of this project is to provide intense, supplemental support, and educational opportunities for immigrant children and youth enrolled in Broward County Public Schools. Recently arrived immigrant children and youth need intensive, specialized literacy, and content-area instruction, as well as basic introduction to the norms of American classroom culture in order to meet the same challenging state academic content and student academic achievement standards as all students are expected to meet. They require services such as cultural/social services, career counseling, and guidance services. Additionally, teachers and staff working with the various immigrant student populations have an immense need for professional development in cross-cultural understanding and methodologies for teaching and working with immigrant students who have unique needs.
Evaluation Plan	To assure that project activities are implemented as required, the project administrator will conduct monitoring meetings throughout the year. The evaluation plan will include participation records for various program opportunities. Documentation for evaluation will include: sign-in sheets, agendas, entry/exit surveys, and evaluation forms by participants. All activities implemented through the grant are designed to help immigrant students meet rigorous standards and increase opportunities to pursue life-long learning and post-secondary education.
Research Methodology	All supplemental activities are research-proven and aligned to the District Strategic Plan.
Alignment with Strategic Plan	All activities in this grant are aligned to the three pillars of the District's strategic plan: Goal 1: High-Quality Instruction, Goal 2: Continuous Improvement, and Goal 3: Effective Communication.

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### Grant 07/28/15 – B

<b>Grant Program</b>	<b>2015-16 Federal Supplement for Enhanced Instructional Opportunities for Recently-Arrived Immigrant Children and Youth</b>
Status	Entitlement - Formula
Funds Requested	\$326,201 (requested)
Financial Impact Statement	The potential positive financial impact is \$326,201. This funding is a supplement from the U.S. Department of Education through the Florida Department of Education. There is no additional financial impact to the District.
Schools Included	The project will serve all schools in the District that have recently arrived immigrant children and youth.
Managing Department/School	Bilingual/ESOL Department
Source of Additional Information	1. Vicky B. Saldala, Director – Bilingual/ESOL Department 754-321-2589 2. Stephanie Pollard, Director – Grants Administration & Government Programs 754-321-2260
Project Description	The purpose of this project is to provide intense, supplemental support, and educational opportunities for immigrant children and youth enrolled in Broward County Public Schools. Our recently arrived immigrant children and youth need intensive, specialized literacy, and content-area instruction as well as basic introduction to the norms of American classroom culture in order to meet the same challenging State academic content and student academic achievement standards as all students are expected to meet. They require services such as cultural/social services, career counseling, and guidance services. Additionally, teachers and staff working with the various immigrant student populations have an immense need for professional development in cross-cultural understanding and methodologies for teaching and working with immigrant students who have unique needs.
Evaluation Plan	To assure that project activities are implemented as required, the project administrator will conduct monitoring meetings throughout the year. The evaluation plan will include participation records for various program opportunities. Documentation for evaluation will include: sign-in sheets, agendas, entry/exit surveys, and evaluation forms by participants. All activities implemented through the grant are designed to help immigrant students meet rigorous standards and increase opportunities to pursue life-long learning and post-secondary education.
Research Methodology	All supplemental activities are research-proven and aligned to the District Strategic Plan.
Alignment with Strategic Plan	All activities in this grant are aligned to the three pillars of the District's strategic plan: Goal 1: High-Quality Instruction, Goal 2: Continuous Improvement, and Goal 3: Effective Communication.

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### Grant 07/28/15 – C

Grant Program	<b>Best Buy</b>
Status	New - Competitive
Funds Requested	\$5,000 (requested)
Financial Impact Statement	The potential positive financial impact, if funded, is \$5,000. The source of funds is Best Buy. 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. Kevin Hagerty, Math, Science & Technology Teacher - South Broward High 754-323-1900 2. Stephanie Pollard, Director – Grants Administration & Government Programs 754-321-2260
Project Description	South Broward High requests support from Best Buy for the school’s “Introduction to Radio Navigation” program which seeks to teach students in Maritime Technology the basics of navigation using handheld GPS devices in a lesson format that will include waypoints, locating objects/locations, and mapping.
Evaluation Plan	The goal of the program is to train Maritime Technology students in a variety of marine related technologies that will assist them in becoming college and career ready in a number of marine/maritime employment areas. The objective of this program is to provide hands on training in the use of GPS assisted navigation. The expected impact will be for students to become familiar with the basic premise and operation of geospatial technologies. The impact of the program will be measured through formative (during the lessons) and summative (formal testing) assessments. Fifty students will participate in the program.
Research Methodology	Studies show that student learning outcomes improve when a variety of teaching strategies are used. Students participating in the “Introduction to Radio Navigation” program will have an opportunity to combine classroom learning with the practical experience of using GPS devices.
Alignment with Strategic Plan	This program is aligned with District Goal 1: High-Quality Instruction.

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### Grant 07/28/15 – D

Grant Program	<b>Bi Lo Holdings</b>	
Status	New - Competitive	
Funds Requested	\$48,725 (requested)	
Financial Impact Statement	The potential positive financial impact, if funded, is \$48,725. The source of funds is Bi Lo Holdings. There is no additional financial impact to the District.	
Schools Included	Elementary: Broward Estates, North Fork, Thurgood Marshall, Rock Island, Walker and Parkway Middle School	
Managing Department/School	Diversity, Prevention & Intervention	
Source of Additional Information	<ol style="list-style-type: none"> <li>1. Amalio Nieves, Director – Diversity, Prevention &amp; Intervention 754-321-1655</li> <li>2. Tresha Fletcher, District Coordinator – 21<sup>st</sup> Century Community Learning Centers 754-321-1638</li> <li>3. Stephanie Pollard, Director – Grants Administration &amp; Government Programs 754-321-2260</li> </ol>	
Project Description	<p>Broward County Public Schools (BCPS) has received funding through the 21st Century Community Learning Center (CCLC) Department of Education grant program. The grant supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and provides literacy and other educational services to the families of participating children.</p> <p>The 21st CCLC grant program does not include support for food and snacks for afterschool, summer camp, or family enrichment activities. Meeting the nutritional needs of program participants is an increasing challenge as Broward County has the highest percentage of food insecure individuals (15.6 percent) in South Florida. In addition, 20.5 percent of children in county are food insecure, meaning that 80,090 children go to bed hungry. BCPS is requesting support to continue improving the health and academic achievement of students in six schools through increased access to food and good nutrition. Specifically the request includes support for food, program coordination and monitoring, equipment, and infrastructure.</p>	
Evaluation Plan	Evaluations on the 21 <sup>st</sup> CCLC program at BCPS by independent evaluators reveal that the sites demonstrate clear evidence that students are participating in academic enrichment programs in reading/language arts, mathematics, and science. Each program site also provides programs that promote parental involvement designed to fully engage parents/caregivers in their child's education by teaching parents how to assess and address their children's educational and nutritional needs, which research shows help promote graduation rates.	
Research Methodology	According to the Centers for Disease Control and Prevention, health-related factors such as hunger, physical and emotional abuse, and chronic illness can lead to poor school performance. Health-risk behaviors such as unhealthy eating and physical inactivity are consistently linked to poor grades, test scores, and lower educational attainment. Leading national education organizations recognize the close relationship between health and education, as well as the need to foster health and well-being within the educational environment for all students.	
Alignment with Strategic Plan	The 21 <sup>st</sup> CCLC initiative support the District's Goal 1: High-Quality Instruction as the program is designed to meet rigorous performance measures related to individualized instruction and mastery of age appropriate and school readiness goals.	

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### Grant 07/28/15 – E

Grant Program	<b>Community Foundation of Broward - Mary Turner &amp; Nancy France Fund</b>	
Status	New - Competitive	
Funds Requested	\$25,594 (requested)	
Financial Impact Statement	Although \$25,594 has been requested, the potential positive financial impact will not exceed the fund amount of \$12,000. The source of funds is the Community Foundation of Broward through Turner France Funds. There is no additional financial impact to the District.	
Schools Included	Elementary Schools: Charles Drew, Crest Haven, McNab, Palmview, Pompano Beach, and Sanders Park; Middle Schools: Crystal Lake, McNab, and Cypress Run; and Cross Creek School	
Managing Department/School	Each school will manage its grant activities and funds.	
Source of Additional Information	<ol style="list-style-type: none"> <li>1. Robin Siler – 7<sup>th</sup> Grade Teacher 754-322-3100</li> <li>2. Michael Matos – ESE/EBD Teacher 754-322-8050</li> <li>3. Latrese Wilks – Kindergarten Teacher 754-322-6250</li> <li>4. David Bentley – Social Studies Teacher 754-321-6500</li> <li>5. Lisa Green – Education Specialist 754-321-6464</li> <li>6. Sheri Dominguez – Media Specialist 754-322-7600</li> <li>7. Theresa Engelke – 5<sup>th</sup> Grade Teacher 754-322-8050</li> <li>8. Michele Matias – 8<sup>th</sup> Grade Teacher, Science Department Chair 754-322-2100</li> <li>9. Eliot Kopp – Law and Debate Teacher 754-322-4200</li> <li>10. Michelle Sergel – ESE Teacher 561-921-5627</li> <li>11. Jolene Sessler – Media Specialist 754-322-3130</li> <li>12. Andria Ammons – 3rd Grade Teacher 954-675-0586</li> <li>13. Erin Ryan – 5<sup>th</sup> Grade Teacher 754-322-7050</li> <li>14. Ashley Seiden – 3<sup>rd</sup> Grade Teacher 754-322-6000</li> <li>15. Jaime Akkusu – 2<sup>nd</sup> Grade Teacher 754-322-8400</li> <li>16. Tammie Jurvic – ESE Teacher 954-234-5276</li> <li>17. Shayla McCloud – Reading Teacher 754-321-6500</li> <li>18. Stephanie Pollard, Director – Grants Administration &amp; Government Programs 754-321-2260</li> </ol>	
Project Description	The Community Foundation of Broward, through the Turner France Fund, makes grants to Pompano Beach elementary and middle schools for teacher-developed projects to improve education. The Grants Administration & Government Programs (GAGP) Department supported teachers interested in pursuing the grant opportunity by coordinating the application development and submission process, hosting a technical assistance conference call, and providing feedback on each application. GAGP will also facilitate the grant agreement and disbursement process.	
Evaluation Plan	The Community Foundation of Broward requires an evaluation plan with related outcomes for each project. The evaluation measures include: increases in standard achievement test scores and benchmark assessments, student pre- and post-surveys, classroom reading assessment, student reports, and teacher observation.	
Research Methodology	Projects were developed using a variety of research-based programs and strategies designed to strengthen students' academic skills and behaviors.	
Alignment with Strategic Plan	All of the applications support District Goal 1: High-Quality Instruction as they include support for instruction of 21 <sup>st</sup> Century skills, STEM and literacy programs, and social skills development for participating students.	

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### Grant 07/28/15 – F

Grant Program	<b>COPS: Community Policing Development</b>
Status	New - Competitive
Funds Requested	\$296,690 (requested)
Financial Impact Statement	The potential positive financial impact, if funded, is \$296,690. The source of funds is the Department of Justice. There is no additional financial impact to the District.
Schools Included	Three high schools to be determined.
Managing Department/School	Broward District Schools Police, Student Services, and Diversity, Prevention & Intervention
Source of Additional Information	<ol style="list-style-type: none"> <li>1. Latrell Carr, Program Manager – Student Services 754-321-1561</li> <li>2. Wanda Robinson, Specialist – Student Services 754-321-1599</li> <li>3. Amalio Nieves, Director – Diversity, Prevention &amp; Intervention 754-321-1655</li> <li>4. Anthony Williams, Chief of Police – Broward District Schools Police 754-321-0735</li> <li>5. Stephanie Pollard, Director – Grants Administration &amp; Government Programs 754-321-2260</li> </ol>
Project Description	<p>The proposed <i>Building Youth Voices in School Community Policing</i> program will be a concerted institutional effort promoted by the Broward District Schools Police (BDSP) to imbed the principles of community policing at the school level. The purpose of this program is to transform the relationship between BDSP and youth through education, training, and mentoring opportunities. School-based law enforcement officials will have the opportunity to build positive relationships with students while developing youth leadership capacity and inclusion in school community policing. The core of the project is to provide BDSP detectives and staff, school resource officers (SRO), and school-based security specialists with the tools and training they need to become mentors to students. By acting as advocates, nurturers, and role models, school-based law enforcement officials will help students to develop heightened awareness, self-confidence, and the problem-solving skills they need to take responsibility over positive behavior change. This program will also give students a voice in developing solutions to the challenges that are unique to their school and help to define their role in school-wide safety and security improvement initiatives.</p> <p>With this proposal that was developed jointly with the support of the Grants Administration &amp; Government Programs Department, the District intends to combine its expertise in school policing and youth mentoring to decrease the disproportionate impact of discipline policies on minority students and increase trust between law enforcement officials and the school community. The program will be implemented in three high schools with high levels of at-risk youth and existing Mentoring Tomorrow's Leaders sites.</p>
Evaluation Plan	<p>The District will utilize both process and outcome evaluation data to measure impact. The process data is very important to the project because it provides valuable information about the nature, progression, and intensity of the SRO-youth relationships. In addition, it provides feedback from parents, students, and teachers about their satisfaction with the project. Also, an independent evaluator will develop and use a matrix to assess: 1) Attitudes toward school, future and authority; 2) Attitudes toward the SRO; 3) Reactions to stress and anxiety; 4) Knowledge about school safety challenges; 5) Attitudes towards high-risk youth; 6) Frequency of discipline actions; and 7) Improved grade averages.</p> <p>Ancillary measures will be conducted by school site coordinators, staff, and the SRO to track student participation. Also, school site coordinators will rate the extent of SRO involvement with each student. Activity reports will be kept by the SRO which</p>

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	includes formal and informal contact with students, criminal investigations, etc. Surveys will be completed by students and staff regarding feelings of safety at school. Quarterly evaluations will be completed by school administrators and SRO supervisors. Program best practices will be gathered and shared with others and will be used to inform the development of a five-year vision to sustain the program beyond the two years of federal funding.
Research Methodology	According to the <i>President's Task Force on 21st Century Policing</i> , which makes recommendations and best practices on community policing, "Building trust and nurturing legitimacy on both sides of the police/citizen divide is the foundational principle underlying the nature of relations between law enforcement agencies and the communities they serve. Decades of research and practice support the premise that people are more likely to obey the law when they believe that those who are enforcing it have authority that is perceived as legitimate by those subject to the authority. The public confers legitimacy only on those whom they believe are acting in procedurally just ways. In addition, law enforcement cannot build community trust if it is seen as an occupying force coming in from outside to impose control on the community."
Alignment with Strategic Plan	This proposed program will support the District's Goal 1: High-Quality Instruction as students and school-based law enforcement officials work together to improve the learning environment by increasing school safety.

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### Grant 07/28/15 – G

Grant Program	<b>Florida Aquaculture Association</b>
Status	New - Competitive
Funds Requested	\$498 (requested)
Financial Impact Statement	The potential positive financial impact, if funded, is \$498. The source of funds is the Florida Aquaculture Association. 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	<div>1. Kevin Hagerty, Math, Science &amp; Technology Teacher - South Broward High 754-323-1900</div> <div>2. Stephanie Pollard, Director – Grants Administration &amp; Government Programs 754-321-2260</div>
Project Description	South Broward High requests support from the Florida Aquaculture Association for the school's "Sustainable Farming through Aquaponics" program which seeks to teach students about aquaculture, the sustainable farming of fish, and ocean sciences as a career choice. Students will increase their knowledge through guest speakers, participatory research projects, and the establishment of a functioning tilapia farm.
Evaluation Plan	Seventy-two 9 <sup>th</sup> grade students will participate in this program. Pre- and post-tests will be administered to the students to gauge learning. By the end of the school year, students will be required to describe the types of technologies and systems utilized in commercial aquaculture and understand the marine fisheries crisis and the pioneering efforts of fisherman, scientists, and communities to sustain and restore the oceans through fish farming.
Research Methodology	Studies show that student learning outcomes improve when a variety of teaching strategies are used. Students participating in the "Sustainable Farming through Aquaponics" program will have an opportunity to combine classroom learning with the practical experience of establishing and maintaining a sustainable fish farm.
Alignment with Strategic Plan	This program is aligned with District Goal 1: High-Quality Instruction.



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### Grant 07/28/15 – H

Grant Program	<b>Individuals with Disabilities Education Act (IDEA) Part B and IDEA Preschool Grant for Children with Disabilities Ages 3-5</b>
Status	Continuation – (Non-Competitive)
Funds Requested	\$58,890,598 (requested)
Financial Impact Statement	The potential positive financial impact is \$58,890,598 (IDEA Part B: \$52,191,734 + \$5,500,000 (Estimated Roll Forward) = \$57,691,734; IDEA Preschool: \$1,190,864 + \$8,000 (Estimated Roll Forward) = \$1,198,864). The source of 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	IDEA Part B: District-wide IDEA Preschool: Currently, there are 94 elementary schools and 7 community agencies providing instructional programs for preschoolers with disabilities. The schools are identified based on school capacity with input from directors and principals. The community selections are based on those agencies documenting interest, experience, and expertise.
Managing Department/School	IDEA Part B: Managed by the Exceptional Student Education and Support Services Division IDEA Preschool: Managed by the Exceptional Student Education and Support Services Division/ESE Preschool
Source of Additional Information	IDEA Part B: 1. Daniel Gohl, Chief Academic Officer 754-321-2618 2. Sonja Clay, Director – Exceptional Student Education 754-321-3431 IDEA Preschool: 3. Donna McCann, Coordinator – Exceptional Student Education 754-321-7213 4. Stephanie Pollard, Director – Grants Administration & Government Programs 754-321-2260
Project Description	<p>The IDEA grant program provides funds to help ensure children with disabilities have access to a free appropriate public education to meet each child's unique needs.</p> <p>IDEA Part B: The IDEA grant provides funds to support students with complex and unique needs that cannot be met within the resources of their individual schools. Funds are provided for special assistance, including paraprofessionals, nurses, professionals to work with students with emotional/behavioral disorders, assistive technology, interpretation services for students who are deaf/hard of hearing, and program enhancements for students with autism. Funds are also distributed directly to schools through the Matrix Support Allocation. The grant includes funding for capacity building through staff development and parent education services.</p> <p>IDEA Preschool: The District is required to educate all identified preschool children with disabilities. The Office of Special Education Programs requires the District to transition children from Early Steps/Part C (birth-two program) to IDEA Part B programs by their third birthday. To meet these requirements, the District must evaluate students and conduct Individual Education Plan (IEP) meetings in a timely fashion. Staff members conduct student assessments and utilize specific testing instruments to evaluate students for program eligibility.</p> <p>Proportionate Share: IDEA 2004 requires a proportionate share of both IDEA Part B and IDEA Preschool funding is allocated for services to eligible children with disabilities who have been unilaterally placed by their parents in a private school.</p>
Evaluation Plan	IDEA Part B: IEP goals and objectives are met in a variety of educational settings due to the individual support services, technology, and other resources provided by this grant. The Florida State Performance Plan Indicators are also used as a measurement for meeting federal and state requirements.

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	Preschool Disabilities: Evaluation measures will include Teaching Strategies Gold data points, performance outcome measures, and State Performance Plan Indicators.
Research Methodology	The rationale and supportive research for inclusion services and early intervention for students with disabilities strongly supports the District's current delivery systems. All trainings and products are based on research-based strategies for educating students with disabilities.
Alignment with Strategic Plan	The IDEA grant supports the three pillars of the District's Strategic Plan: Goal 1: High-Quality Instruction - Special Areas of Focus: Support/Leadership of Exceptional Student Education and Support Services; Goal 2: Continuous Improvement - optimizing internal and external relationships/partnerships; and Goal 3: Effective Communication - utilization of marketing tools and strategies to provide information to all stakeholders.

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### Grant 07/28/15 – I

<b>Grant Program</b>	<b>Leonore Annenberg School Fund for Children</b>	
Status	New – Competitive	
Funds Requested	\$50,000 (awarded)	
Financial Impact Statement	The positive financial impact is \$50,000. The source of funds is the Leonore Annenberg School Fund for Children. There is no additional financial impact to the District.	
Schools Included	Annabel C. Perry Elementary School	
Managing Department/School	Annabel C. Perry Elementary School	
Source of Additional Information	1. Catrice Duhart, Principal – A.C. Perry Elementary 754-323-7054 2. Stephanie Pollard, Director – Grants Administration & Government Programs 754-321-2260	
Project Description	<p>This grant will benefit the students by increasing the effective use of interactive, collaborative, 21<sup>st</sup> century technologies that can enhance basic competencies and stretch students to their ultimate potential. The school will procure interactive tools such as the Promethean ACTIVTable, ACTIvotes, ACTIVSlates, and ActivBoards. These tools would optimize whole and small group instruction and promote and foster collaboration between students and teachers. The expanded use of technology will increase student achievement and this project will focus particularly on improved performance in science through enhanced reading strategies. In the 21<sup>st</sup> century, best practices for student achievement and success require the use of technology, collaboration, differentiated instruction, hands-on approaches, self-evaluation, progress monitoring, and a digital classroom. These resources enhance traditional textbook teaching and learning and will ultimately benefit the students at A.C. Perry Elementary in a positive way and groom them to compete on a global level.</p>	
Evaluation Plan	Broward County Public Schools has initiated a system of formative assessments in English/language arts and math to monitor student progress. Science is monitored in 5 <sup>th</sup> grade only. Grades 3-6 assessments are monitored by the District. Grades K-2 assessments are monitored at the school level. The school provided the Annenberg School Fund for Children with initial proficiency data in English/language arts, math, and science, so that the donor can assess the effectiveness of the additional resources after one year.	
Research Methodology	Providing students with access to 21 <sup>st</sup> century learning platforms will bridge the digital gap for all A.C. Perry Elementary students who must become not only fluent readers, but fluent in the use of digital tools in order to succeed academically and in the career world. The very young children at the school have little or no exposure to technology. These resources will enhance instruction in all curriculum areas for all students by using an interdisciplinary approach in bringing abstract ideas to life. Using this resource will allow students to understand concepts more concretely while visually stimulating their interest. Students having difficulty understanding problem-solving strategies will have hands-on resources to explore various problem solving approaches to learning, which promotes higher-order thinking skills.	
Alignment with Strategic Plan	The activities in this grant are aligned to District Goal 2: Continuous Improvement in that these resources support operational effectiveness and efficiency by increasing student access to technology ultimately improving student achievement.	

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### Grant 07/28/15 – J

Grant Program	<b>Motorola Solutions Foundation - STEM Communities' Aspiration to Reinforce Education in Students School</b>
Status	New - Competitive
Funds Requested	\$60,000 (awarded)
Financial Impact Statement	The positive financial impact is \$60,000. The source of funds is the Motorola Solutions Foundation. There is no additional financial impact to the District.
Schools Included	Western High, Indian Ridge Middle, and Flamingo Elementary
Managing Department/School	Western High School
Source of Additional Information	<ol style="list-style-type: none"> <li>1. Chin-Tang Liu, Ph.D, Teacher – Physics/Chinese/STEM Research Faculty - Western High 754-323-2400</li> <li>2. Stephanie Pollard, Director – Grants Administration &amp; Government Programs 754-321-2260</li> </ol>
Project Description	The Motorola Foundation has approved an Innovation Generation Grant for the third year in a row to support and partner with STEM CARES innovative program at Western High. The STEM CARES, a community-driven program, will serve a total of 200 underrepresented students from three partner schools at the elementary, middle and high school levels. Each participating student will receive year-long STEM experiences in robotics, rocketry, and solar car with school-based program, after-school activities, a monthly Saturday program, and a summer camp. STEM CARES will also partner with Flamingo Elementary and Indian Ridge Middle to simulate students' interest in STEM careers. Students from the "Imagine the Impossible" STEM Academy at Western High will serve as peer mentors for those students ranging from 9 to 14 years old on a weekly basis. The professional engineers at Motorola Solutions Incorporated will in turn mentor the high school students to build a dynamic engineering research agenda in each of the three engineering areas. The requested funds will be used for materials and supplies needed to sustain over 120 hours of high-quality hands-on and minds-on STEM program. The funds will also pay each participating teacher implementing STEM activities after school and the program director to design and direct the program during the 13-month funding cycle.
Evaluation Plan	After completion, the program will be evaluated as follow: 1) Increase math and science achievement performance as measured by state and national criterion-based assessments and end-of-course assessments; 2) Increase participation rate in the school, regional, and national rate in Science, Technology, Engineering, and Mathematics (STEM) competitions; and 3) Improve attitudes towards science and technology as gauged by the research-based survey at Rutgers University.
Research Methodology	The trends in International Math and Science Study and Programme for International Student Assessment have shown how U.S. students are lagging behind our counterparts in math and science achievements, even more so at the secondary level. While examining the math and science achievements results, Broward County Public Schools (BCPS) students' science performance lags behind math scores. BCPS believes that students need to receive more hands-on, balanced STEM experiences at every level.
Alignment with Strategic Plan	This project is consistent with District Strategic Plan Goal 1: High-Quality Instruction within the objective to increase proficiency levels in math and science by providing students more hands-on STEM experiences to prepare them to be college and career ready.

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### Grant 07/28/15 – K

Grant Program	<b>National Foundation for Governors' Fitness Councils - North Fork Elementary</b>	
Status	New - Competitive	
Funds Requested	Exercise equipment valued at \$100,000 (requested)	
Financial Impact Statement	The potential positive financial impact, if funded, is exercise equipment valued at \$100,000. The source of funds is the National Foundation for Governors' Fitness Councils. There is no additional financial impact to the District.	
Schools Included	North Fork Elementary School	
Managing Department/School	North Fork Elementary School	
Source of Additional Information	1. Roxanne Rubiano, Physical Education Teacher – North Fork Elementary	754-322-7373
	2. Stephanie Pollard, Director – Grants Administration & Government Programs	754-321-2260
Project Description	The National Foundation for Governors' Fitness Councils aims to improve youth fitness by recognizing and supporting schools to actively promote physical activity and wellness to students. A donation of fitness equipment worth approximately \$100,000 will be granted to qualifying schools. The award is comprised of strength training equipment, cardio fitness equipment, and interactive exercise games. Design, delivery, and installation of the equipment within the school's existing building structure are also included.	
Evaluation Plan	Winning schools will be required to answer short quarterly surveys for a period of time after receiving the fitness center to track the impact and results of the program on the student population.	
Research Methodology	The research is 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 does not result in a decrease in academic performance. Physical activity also 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 through increased access to wellness and nutrition information and physical activity.	

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### Grant 07/28/15 – L

Grant Program	<b>National Foundation for Governors’ Fitness Councils - Sawgrass Springs Middle</b>
Status	New - Competitive
Funds Requested	Exercise equipment valued at \$100,000 (requested)
Financial Impact Statement	The potential positive financial impact, if funded, is exercise equipment valued at \$100,000. The source of funds is the National Foundation for Governors’ Fitness Councils. There is no additional financial impact to the District.
Schools Included	Sawgrass Springs Middle School
Managing Department/School	Sawgrass Springs Middle School
Source of Additional Information	1. Judy Bremner, Teacher and Healthy Schools Club Advisor – 754-322-4500 Sawgrass Springs Middle 2. Stephanie Pollard, Director – Grants Administration & 754-321-2260 Government Programs
Project Description	The National Foundation for Governors’ Fitness Councils aims to improve youth fitness by recognizing and supporting schools to actively promote physical activity and wellness to students. A donation of fitness equipment worth approximately \$100,000 will be granted to qualifying schools. The award is comprised of strength training equipment, cardio fitness equipment, and interactive exercise games. Design, delivery, and installation of the equipment within the school’s existing building structure are also included.
Evaluation Plan	Winning schools will be required to answer short quarterly surveys for a period of time after receiving the fitness center to track the impact and results of the program on the student population.
Research Methodology	The research is 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 does not result in a decrease in academic performance. Physical activity also 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 through increased access to wellness and nutrition information and physical activity.

## EXECUTIVE SUMMARY

### Grant 07/28/15 – M

Grant Program	<b>National Institute of Justice - Comprehensive School Safety Initiative</b>
Status	New - Competitive
Funds Requested	\$4,984,784 (requested)
Financial Impact Statement	The potential positive financial impact, if funded, is \$4,984,784. The source of funds is the National Institute of Justice. There is no additional financial impact to the District.
Schools Included	TBD using selection criteria described below.
Managing Department/School	Diversity, Prevention & Intervention and Broward District Schools Police
Source of Additional Information	<ol style="list-style-type: none"> <li>1. Amalio Nieves, Director – Diversity, Prevention &amp; Intervention 754-321-1655</li> <li>2. Anthony Williams, Chief of Police – Broward District Schools Police 754-321-0735</li> <li>3. Stephanie Pollard, Director – Grants Administration &amp; Government Programs 754-321-2260</li> </ol>
Project Description	<p>The purpose of the Safety and Student Transition Partnership Evaluation is to implement, expand, and evaluate the impact of the PROMISE program as an intervention to increase school safety, decrease behavior referrals and suspensions, and increase positive student outcomes for secondary school students. This project will follow the students return to their home school following their participation in the PROMISE program. This expanded PROMISE program is designed to facilitate the student's re-entry into the general school population by providing the student with a cadre of providers (Broward Sheriff's Office Youth Counselor, Broward District Schools Police Officer, Mental Health Professional, and School Liaison) who will meet with and nurture the student toward more successful behavioral and academic outcomes.</p> <p>Ten of the District's secondary schools with the highest number of PROMISE referrals are deemed Tier 2 Schools receiving additional technical assistance from the District surrounding school-wide behavior plans, which support school safety. Over 86 percent of students attending PROMISE were from Tier 2 secondary schools. Using an experimental design, one Tier 2 high school and two Tier 2 middle schools will serve as the treatment group, receiving expanded PROMISE program support as a part of this grant. An additional high school and two middle schools from the Tier 2 schools will be randomly selected to serve as control schools continuing to receive the existing level of services.</p> <p>This project is a partnership with Southeast Research and Evaluation Associates, the Broward Sheriff's Office, the Chief Judge of the Seventeenth Judicial Circuit, the Office of the State Attorney, the Public Defender, Fort Lauderdale Police Department, Florida Department of Juvenile Justice, Broward NAACP, and the Juvenile Justice Advisory Board.</p>
Evaluation Plan	This evaluation will employ a mixed methods approach that includes an experimental design, longitudinal matched samples analysis, and process evaluation findings. In addition to requisite data sets and evaluation reports, it is anticipated that presentations and articles will be submitted to peer reviewed forums. Targeted materials such as webinars, infographics, and executive summaries as well as television presentations will also be produced. Additionally, a cost-benefit analysis will be conducted.
Research Methodology	Ensuring a safe and conducive learning environment within Broward County Public Schools (BCPS) has been a persistent challenge for District and school leaders. For decades, zero tolerance policies dictated school climate in the hopes of improving school safety. Elimination of zero tolerance policies and practices has afforded school

## EXECUTIVE SUMMARY

	districts across the nation the opportunity to research and implement new practices to increase school safety. Preliminary research shows that new practices, combined with well researched prevention programming has the potential to effectively improve student outcomes for some of our most vulnerable youth. Acknowledging the need to expand upon current research, BCPS will expand the PROMISE program to evaluate PROMISE participant's outcomes under ideal conditions through a rigorous experimental design. While the PROMISE program has resulted in short-term success in the areas of behavior management, it has become clear through early recidivism and academic success data that the program is starting to make a difference. However, currently there is no research on what happens to students once they return to their home school.
Alignment with Strategic Plan	This proposed program will support the District's Goal 1: High-Quality Instruction as school based follow-up interventions are established to improve service coordination, academic promotion, academic grades, attendance, and recidivism to ultimately increase school safety.



## EXECUTIVE SUMMARY

### Grant 07/28/15 – N

Grant Program	School Improvement Grant 1003(g) - Cohort 3		
Status	Year 2 - Competitive		
Funds Requested	\$4,777,910 (requested)		
Financial Impact Statement	The potential positive financial impact, if funded, is \$4,777,910 for 3 years (based on 2 schools being awarded). The source of 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	Rock Island Elementary and Lauderhill 6-12		
Managing Department/School	Office of Service Quality		
Source of Additional Information	1. Veda Hudge, Director – Office of Service Quality	754-321-3850	
	2. Dr. Desmond Blackburn, Chief of School Performance & Accountability – office of	754-321-3827	
	3. Stephanie Pollard, Director – Grants Administration & Government Programs	754-321-2260	
Project Description	School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State Educational Agencies (SEAs), to Local Educational Agencies for use in Florida’s persistently lowest-performing schools that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make Annual Measurable Objectives to build capacity towards sustainability.		
Evaluation Plan	The SIG schools will be evaluated periodically through the Comprehensive Instructional Monitoring Process involving State and District personnel. The state review will be based on the SIG indicators listed in the grant.		
Research Methodology	The SIG program provides resources for turning around persistently low achieving schools emphasizing changes in school governance, structure, human capital, and teaching practices. The Office of Service Quality will use the Florida Continuous Improvement Model for instructional reform that includes the Plan, Do, Study, Act process. The instructional reforms will be research-based programs with a history of improving student achievement. Science, Technology, Engineer, and Mathematics (STEM) labs will be utilized in these schools as well as electronic classrooms. The use of school-based coaches, highly qualified teachers, and instructional leaders with a background in urban schools, has been proven to show significant improvement in struggling urban schools.		
Alignment to Strategic Goals	Schools will align their SIG goals to the District’s Strategic Plan, which focuses on High-Quality Instruction, Continuous Improvement, and Effective Communication. SIG schools will participate in professional development related to standards-based instruction. Additionally, schools will implement the District’s B.E.S.T. (Beyond Expected Student Targets) which includes four instructional practices: Professional Learning Communities, Multi-tiered Support Systems (RtI), Communication, and Scaling up best practices.		

## EXECUTIVE SUMMARY

### Grant 07/28/15 – O

<b>Grant Program</b>	<b>Title I Part C Basic: Education of Migratory Children</b>	
Status	Continuation-Formula	
Funds Requested	\$75,622 (requested)	
Financial Impact Statement	The potential positive financial impact is \$75,622. 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	Robert C. Markham Elementary	
Managing Department/School	Title I, Migrant & Special Programs	
Source of Additional Information	<ol style="list-style-type: none"> <li>1. Michaelle Pope, Executive Director – Student Support Initiatives 754-321-1660</li> <li>2. Luwando Wright-Hines, Director – Title I 754-321-1400</li> <li>3. Stephanie Pollard, Director – Grants Administration &amp; Government Programs 754-321-2260</li> </ol>	
Project Description	<p>The Title I Migrant Education Program (MEP) is a compensatory program designed to address many of the unmet needs of migratory students, including the needs of children enrolled in the migrant preschool program at Robert C. Markham Elementary. In the Migrant Pre-K classroom, students will be engaged in a high-quality program centered on reading and academic success. This will include a strong foundation in language development and early literacy (i.e. phonological awareness, letter knowledge, written expression, book and print awareness, motivation to read, and early math number concepts and operations). The MEP will also address additional educational and social needs of migratory students by providing the following services: Early Intervention Preschool Program, Identification and Recruitment, Advocacy and Coordination of Services, Parental Involvement, and Dropout Prevention.</p>	
Evaluation Plan	Each of the 18 preschool children will be administered the Early Childhood Observation System at the beginning and end of the 2015-2016 school year to determine the extent in which each has mastered the critical content and grade level expectations.	
Research Methodology	The dropout rate among migrant students is much higher than students with more stability and more time spent in school. By providing stimulating educational experiences for preschool migrant students, their parents will see the value of educating their children in a learning environment. The overall intent of the MEP is to encourage migrant children to remain in school until graduation.	
Alignment with Strategic Plan	All activities in this grant are aligned to the District's Strategic Plan, which focuses on High-Quality Instruction, Continuous Improvement, and Effective Communication.	

## EXECUTIVE SUMMARY

### Grant 07/28/15 – P

<b>Grant Program</b>	<b>Title I Part D: Neglected &amp; Delinquent Youth</b>
Status	Continuation – Formula
Funds Requested	\$549,429 (requested)
Financial Impact Statement	The potential positive financial impact is \$549,429. 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	<p><b><u>DELINQUENT SITES (7)</u></b> – 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><b><u>NEGLECTED SITES (28)</u></b> - 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, Girl’s Place, Mi Familia, and Swaying Palms.</p> <p><b><u>ALTERNATIVE SITES (4)</u></b> - 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"> <li>1. Michaelle Pope, Executive Director – Student Support Initiatives 754-321-1660</li> <li>2. Luwando Wright-Hines, Director – Title I 754-321-1400</li> <li>3. Stephanie Pollard, Director – Grants Administration &amp; Government Programs 754-321-2260</li> </ol>
Project Description	The reauthorization of the Title I Elementary and Secondary Education Act (ESEA) 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 Florida Department of Education 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: 1) Improve educational services to delinquent students to assist them with meeting challenging state content and performance standards; 2) Encourage neglected & delinquent youths to complete high school to obtain a secondary school diploma, or to obtain employment skills after their period of incarceration is completed; 3) Partner with local community agencies and or businesses; and 4) Students served through the Neglected and Delinquent Title I, Part D Grant will be administered a pre- and 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 the District’s Strategic Plan, which focuses on High-Quality Instruction, Continuous Improvement, and Effective Communication.

## EXECUTIVE SUMMARY

### Grant 07/28/15 – Q

<b>Grant Program</b>	<b>Title II, Part A, Teacher and Principal Training and Recruiting Fund</b>
Status	Continuation – Formula
Funds Requested	\$10,214,672 (requested)
Financial Impact Statement	The potential positive financial impact is \$10,214,672 for one year; July 1, 2015 – June 30, 2016 (15-16 Allocation \$8,214,672 and projected roll-forward \$2,000,000). The source of funds is U.S. Department of Education through the Florida Department of Education. There is no additional financial impact to the District.
Schools Included	The project will serve all schools, District-wide.
Managing Department/School	Teacher Development and Office of Talent Development
Source of Additional Information	<ol style="list-style-type: none"> <li>1. Linda S. Whitehead, Director– Teacher Development 754-321-5018</li> <li>2. Elisa Calabrese, Ed.D., Chief Talent Development Officer - Office of Talent Development 754-321-5044</li> <li>3. Stephanie Pollard, Director – Grants Administration &amp; Government Programs 754-321-2260</li> </ol>
Project Description	<p>The purpose of Title II, Part A is to provide funding to a local educational agency in order to increase student academic achievement through strategies such as: 1) Improving teacher and principal quality; 2) Increasing the number of highly qualified/infield effective teachers in the classroom and highly qualified principals and assistant principals in schools; and 3) Holding local educational agencies and schools accountable for improvements in student academic achievement.</p> <p>Activities include professional learning opportunities (on-site/face-to-face and online, i.e. Broward Virtual University) for teachers and administrators with a focus on Florida State Standards, Marzano’s Art and Science of Teaching Instructional Framework, and the Broward Assessment for School Administrators. Funds are available to provide school-based science and mathematics coach positions in eligible Differentiated Accountability schools, to assist with class size reduction in co-teaching models, support recruitment efforts, and fund appropriate resources, materials, and supplies to support all activities.</p>
Evaluation Plan	Annual monitoring by Program Director, Bureau of Educator Recruitment, Development and Retention, Florida Department of Education
Research Methodology	All activities to be implemented will be based on a review of scientifically based research and explanations as to why the activities are expected to improve student academic achievement [Section 2122(b)(1)(B)]. Professional Learning is developed from research/data provided by, but not limited to, the Florida Center for Reading Research, the Florida Council of Teachers of Mathematics, Marzano Research Laboratory/Learning Sciences International, The Leadership and Learning Center, and the Florida Principal Leadership Standards.
Alignment to Strategic Goals	This grant supports the District’s Strategic Plan Goal 1: High-Quality Instruction improving teacher and principal job performance thus increasing student achievement.

## EXECUTIVE SUMMARY

### Grant 07/28/15 – R

<b>Grant Program</b>	<b>Title III, Part A, English Language Acquisition</b>
Status	Continuation - Formula
Funds Requested	\$3,276,131 (requested)
Financial Impact Statement	The potential positive financial impact is \$3,276,131. The source of 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	The project will serve all schools in the District that have English Language Learners (ELLs).
Managing Department/School	Bilingual/ESOL Department
Source of Additional Information	<div>1. Vicky B. Saldala, Director – Bilingual/ESOL Department 754-321-2589</div> <div>2. Leyda Sotolongo, Title III Coordinator – Bilingual/ESOL Department 754-321-2592</div> <div>3. Stephanie Pollard, Director – Grants Administration &amp; Government Programs 754-321-2260</div>
Project Description	This project will supplement instructional and non-instructional components, at the school level, geared toward the improvement of English proficiency and academic achievement of ELLs. It will provide for the implementation of parent training, support services such as interpreters/translators, and supplemental instructional materials to provide for personalized learning opportunities for ELL students. This project will also provide professional development aligned with District, state, and federal standards.
Evaluation Plan	Data from sources including, but not limited to: Comprehensive English Language Learning Assessment (CELLA), Annual Measurable Achievement Objectives, observation, and principal/customer surveys will be collected, disaggregated, and analyzed by a Research Specialist to establish the success of predetermined objectives and will be indicative of the program's effectiveness.
Research Methodology	All supplemental activities are research-proven and aligned to the District Strategic Plan. The Florida Standards Assessments, CELLA, and IDEA Proficiency Test data provides the pre- and post-educational assessment of students.
Alignment with Strategic Plan	All activities in this grant are aligned to the three pillars of the District's strategic plan: Goal 1: High-Quality Instruction, Goal 2: Continuous Improvement, and Goal 3: Effective Communication.

## EXECUTIVE SUMMARY

### Grant 07/28/15 – S

<b>Grant Program</b>	<b>U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention Mentoring Opportunities for Youth Initiative</b>	
Status	New – Competitive	
Funds Requested	\$1,500,000 (requested)	
Financial Impact Statement	The potential positive financial impact is \$1,500,000. The source of funds is from the U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention. There is no additional financial impact to the District.	
Schools Included	Dave Thomas Education Center, Hallandale Adult Community Center, and Whiddon Rodgers Education Center	
Managing Department/School	Office of Equity and Academic Achievement	
Source of Additional Information	1. David Watkins, Director – Equity & Academic Achievement	754-321-1650
	2. Stephanie Pollard, Director – Grants Administration & Government Programs	754-321-2260
Project Description	Mentoring Across Broward (MAB) is a collaborative mentoring project designed to address the critical need of reducing the schoolhouse to jailhouse pipeline and educating 100 percent of at-risk/high-risk youth in Broward County. The proposed project aims to channel high-risk youth into having productive, successful lives by reducing risk-taking behaviors, increasing graduation rates/decreasing dropout rates, improving academic performance, opening career opportunities, and developing healthy social/emotional skills. MAB has been created to enhance viable mentoring programs in Broward and extend opportunities to our alternative centers filled with at-risk/high-risk populations. Three established mentoring organizations: Susan Taylor's South Florida CARES Mentoring Movement, Paula Pearson-Tucker's Fore Life Inc., and the District's Mentoring Tomorrow's Leaders have aligned professional, evidence-based mentoring programs to provide fragile students with life-long survival skills.	
Evaluation Plan	The MAB program will use data collected to determine the causal impact of the enhanced mentoring support services on mentor and mentees. Program evaluation will center specifically on completing program activities related to internal program planning and implementation. The evaluation procedures are designed to determine whether the specific objectives are fulfilled, and more globally, whether the overall goal of the program is met. Both formative and summative evaluation procedures will use qualitative and quantitative data to ensure that the program is effectively implemented and the outcomes are properly measured. An independent evaluator will oversee all evaluation activities.	
Research Methodology	According to the U.S. Department of Education and Justice, more than 60,000 young people are in juvenile justice residential or secure care facilities on any given day in the United States. Data from the Florida Department of Juvenile Justice Comprehensive Accountability Reports shows that Broward County had the largest number of admissions at 2,581 for fiscal year 2013-2014, while surrounding counties Miami-Dade reported 2,097 and Palm Beach reported 1,489. Many juveniles have experienced abuse, neglect, homelessness, involvement in the child welfare system, low community attachment, and availability of alcohol/drugs and firearms. While the number of youth under 17 years of age discharged from secure placements yearly is growing, many lack critical assistance for successful transition back to their communities and schools. The proposed program will target ex-offenders and at-risk students at alternative centers and provide them with academic and social-emotional support through this mentoring program.	
Alignment with Strategic Plan	This program aligns with Strategic Plan Goal 1: High-Quality Instruction by increasing the rate of high school diplomas or equivalency earned and improving social-emotional development as well as preparing participants for a career or secondary or technical education.	

## EXECUTIVE SUMMARY

### Grant 07/28/15 – T

<b>Grant Program</b>	<b>Whole Kids Foundation School Garden Grant</b>	
Status	New	
Funds	\$2,000 (awarded)	
Financial Impact Statement	The positive financial impact is \$2,000. The source of funds is from Whole Kids Foundation. There is no additional financial impact to the District.	
Schools Included	Northeast High School	
Managing Department/School	Northeast High School	
Source of Additional Information	1. Randa Flinn, Science Teacher – Northeast High	754-322-1550
	2. Stephanie Pollard, Director – Grants Administration & Government Programs	754-321-2260
Project Description	The garden at Northeast High will be managed by an Engineering Projects in Community Service (EPICS) team that will work on a plan for planting, caring for, and organizing utilization of the garden by several groups, including language arts, biology, environmental science, and art classes. Environmental science classes will test the soil, biology classes will use the plants to reinforce knowledge of plant taxonomy, structure, and genetics, and the EPICS class will plan and be involved in harvesting and planning for sharing the garden harvest with either student families or a food pantry. EPICS students will also plan and design benches for sitting and a possible drip or rain barrel irrigation system. The garden is intended to be a multidisciplinary unifying project that will be utilized in several disciplines including art, creative writing, biology, advanced placement environmental science, and math (statistics) courses, as well as clubs such as poetry club, Junior Academy of Science, and art club. The garden is also intended to be used in outreach programs to neighboring elementary schools, such as North Andrews Gardens Elementary, and with the community through the Local Ideas Festival, where people of all ages will be instructed and take tours of the garden. The intent is to provide an outdoor opportunity for informal learning on plant biology, ecological stewardship, nutrition, aesthetic value, and inspiration.	
Evaluation Plan	Students in the EPICS and research class who are on the garden team will maintain garden journals of planting time, germination dates, plant heights, leaf numbers, soil temperature, soil pH, soil nutrients (nitrates, phosphates, and sulfur), and soil moisture. They will also record harvested fruits and vegetables and log observations of fruit quality.	
Research Methodology	Gardening offers hands-on, experiential learning opportunities in a wide array of disciplines, including the natural and social sciences, math, language arts (e.g., through garden journaling), visual arts (e.g., through garden design and decoration), and nutrition.	
Alignment to Strategic Goals	This grant is aligned to the District's Strategic Plan under Goal 1: High-Quality Instruction as students build their life and job readiness skills through classroom and project-based learning.	