

EXECUTIVE SUMMARY

Grant 08/18/15 – A

Grant Program	GTECH After School Advantage Program	
Status	New - Competitive	
Funds Requested	\$15,000 (requested)	
Financial Impact Statement	GTECH donates \$15,000 in new high-tech computers and technology. There is no additional financial impact to the District.	
Schools Included	Broward Estates Elementary School	
Managing Department/School	Broward Estates Elementary School	
Source of Additional Information	<ol style="list-style-type: none"> 1. Cyntheria Hunt, Principal – Broward Estates Elementary 754-322-5568 2. Carolyn Claxton, STEM Magnet Coordinator – Broward Estates Elementary 754-322-5568 3. Stephanie Pollard, Director – Grants Administration & Government Programs 754-321-2260 	
Project Description	<p>The GTECH After School Advantage Program is a global community investment program, which provides qualifying non-profit community agencies and public schools with high-tech computer labs. These computer centers are designed to provide urban children aged five to 15 with a meaningful, yet fun, learning experience during the critical after-school hours, in a safe environment. The computer center will support the 21st Century Community Learning Center at Broward Estates which provides academic enrichment opportunities during non-school hours for children, particularly high-risk students. 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>	
Evaluation Plan	<p>Baseline, Mid-Year, and end of year data necessary to assess program progress towards goals will be collected by the project director in collaboration with an independent evaluation team. Individual student data such as report card grades (reading, math, and science) and district assessments related to each outcome will be collected electronically from the District in October 2015, January 2016, and May 2016. The project will also utilize parent, teacher, and student surveys results.</p>	
Research Methodology	Improved access to technology promotes student participation, comprehension, and retention of information.	
Alignment with Strategic Plan	This grant is aligned with the District's Strategic Plan Goal 3: Effective Communication as students and teachers use technology to build college and career readiness skills.	

EXECUTIVE SUMMARY

Grant 08/18/15 – B

Grant Program	LEGO Children's Fund
Status	New - Competitive
Funds Requested	\$490 (requested)
Financial Impact Statement	The potential positive financial impact, if funded, is \$490. The source of funds is The LEGO Group. There is no additional financial impact to the District.
Schools Included	Whispering Pines Center
Managing Department/School	Whispering Pines Center
Source of Additional Information	1. Andrea Swift, Assistant Principal – Whispering Pines Center 754-321-7650 2. Stephanie Pollard, Director – Grants Administration & Government Programs 754-321-2260
Project Description	Should the grant be awarded, students in the 5 th grade class at Whispering Pines will participate in a bridge building science and math program. As a part of this project, students will conduct research on different types of bridges and basic engineering concepts. Once the research is complete, students will design and build bridges using LEGO blocks. Once built, the students will test the strength of the bridges using cups with weights to determine how successful their design would be if built to scale.
Evaluation Plan	The LEGO bridge building program will be used to engage/motivate students in researching and reading about bridges. Once the research is complete, students will be able to apply higher order thinking skills (depth of knowledge) to synthesize information and apply it to the bridge building project. Depth of knowledge skills are crucial for college/career problem solving and engineering. Student assessments in math will be monitored to gauge the impact of the program on student learning and skills building.
Research Methodology	During the 2014-15 school year, new requirements for high school graduation were rolled out. High school students who were tested using the End of Course exams were required to not only compute problems, but use mathematical thinking to problem solve real life applications. Hands-on work projects, such as model bridge building, have been shown to increase student engagement and learning.
Alignment with Strategic Plan	This program supports the District's Strategic Plan Goal 1: High-Quality Instruction as the program is designed to encourage student engagement in learning through hands-on experience.

EXECUTIVE SUMMARY

Grant 08/18/15 – C

Grant Program	P3 Eco-Challenge School Recognition Program
Status	New – Competitive
Funds Requested	\$2,100 (awarded)
Financial Impact Statement	The positive financial impact is \$2,100. The source of funds is Board of County Commissioners, Broward County and program sponsors. There is no additional financial impact to the District.
Schools Included	Apollo Middle School (\$200), Bright Horizons Center (\$100), New River Middle School (\$500), Wingate Oaks Center (\$500), Lyons Creek Middle School (\$200), McArthur High School (\$100), and Lake Forest Elementary School (\$500)
Managing Department/School	The schools will manage their grant activities and funds.
Source of Additional Information	<ol style="list-style-type: none"> 1. Shawn Aycock, Principal – Apollo Middle 754-323-2900 2. Ann Andersen-Kowalski, Principal – Bright Horizons 754-321-6400 3. Melinda Wessinger, Principal – New River Middle 754-323-3600 4. Sarah T. Hausman, Principal – Wingate Oaks 754-321-6850 5. Horace A. Hamm, Principal – Lyons Creek Middle 754-321-2260 6. Todd Lapace, Principal – McArthur High 754-322-3730 7. Sharon Boyd, Principal – Lake Forest Elementary 754-323-1200 8. Stephanie R. Pollard, Director – Grants Administration & Government Programs 754-323-6350
Project Description	The P3 Eco-Challenge School Recognition Program is a collaborative effort between Broward County Public Schools and its partners, Broward County Natural Resources Planning and Management Division, and the Environmental Education Council of Broward County to recognize public schools who encourage cultures of sustainability within their school communities. P3 stands for Preserving Our Planet For Prosperity. The Broward P3 Eco-Challenge engages and rewards schools, teachers, students, administrators, and volunteers in learning about and implementing environmental sustainable measures and green initiatives within their schools and communities. All applications were written and developed by the nominators and their school's green team.
Evaluation Plan	Learning gains for students through the green initiative projects will be measured through standard assessments, rubrics, student participation, and teacher observation associated with each initiative to measure student understanding and progress towards environmental preservation.
Research Methodology	The projects reflect active approaches to environmental science education and “going green” initiatives and are in alignment to Common Core State Standards.
Alignment with Strategic Plan	This grant supports the District's Strategic Plan Goal 1: High-Quality Instruction.

EXECUTIVE SUMMARY

Grant 08/18/15 – D

Grant Program	Toshiba Teacher Grants Grades 6-12
Status	New - Competitive
Funds Requested	\$4,670 (requested)
Financial Impact Statement	The potential positive financial impact, if funded, is \$4,670. The source of funds is the Toshiba America Foundation. There is no additional financial impact to the District.
Schools Included	Whispering Pines Center
Managing Department/School	Whispering Pines Center
Source of Additional Information	<div>1. Kevin Campbell, Math Teacher/Curriculum Support – 754-321-7650</div> <div>Whispering Pines</div> <div>2. Andrea Swift, Assistant Principal – Whispering Pines 754-321-7650</div> <div>3. Stephanie Pollard, Director – Grants Administration & 754-321-2260</div> <div>Government Programs</div>
Project Description	Should the grant be funded, Whispering Pines School will implement the <i>Nothin' "Putt" Math</i> program through which students will use geometry and other math skills to design and create a miniature golf course.
Evaluation Plan	Students will take pre- and post-benchmark tests for each of the content areas/standards covered in the creation of the miniature golf course. Students will also maintain a portfolio of the work that was completed. The portfolio will include student “blue prints” for the course, student estimates for materials, etc. The students will also document the project using photo-journalism.
Research Methodology	During the 2014-15 school year, new requirements for high school graduation were rolled out. High school students who were tested using the End of Course exams were required to not only compute problems but use mathematical thinking to problem solve real life applications. Hands-on work projects have been shown to increase student engagement and learning.
Alignment with Strategic Plan	This program supports the District’s Strategic Plan Goal 1: High-Quality Instruction as the program is designed to encourage student engagement in learning through hands-on work experience.

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Grant 08/18/15 – E

Grant Program	Toyota Family Learning (TFL)										
Status	New - Competitive										
Funds Requested	\$175,000 (requested)										
Financial Impact Statement	The potential positive financial impact, if funded, is \$175,000/three years. The source of funds is The Toyota Foundation via National Center for Families Learning (NCFL). There is no additional financial impact to the District.										
Schools Included	Community Schools South's existing Family Literacy community school sites and their off-campus locations. Middle Schools: Trace and Walter C. Young; High Schools: Hollywood Hills, Miramar, Nova, Plantation, South Broward, and Tequesta										
Managing Department/School	Community Schools South										
Source of Additional Information	<table><tr><td>1. Kimara Bedassie, Curriculum Facilitator – Community Schools South</td><td>954-319-0644</td></tr><tr><td>2. Carle Shaw, Principal – Community Schools South</td><td>754-321-7604</td></tr><tr><td>3. Perry Egelsky, Assistant Principal – Community Schools South</td><td>954-401-9272</td></tr><tr><td>4. Stephanie Pollard, Director – Grants Administration & Government Programs</td><td>754-321-2260</td></tr></table>			1. Kimara Bedassie, Curriculum Facilitator – Community Schools South	954-319-0644	2. Carle Shaw, Principal – Community Schools South	754-321-7604	3. Perry Egelsky, Assistant Principal – Community Schools South	954-401-9272	4. Stephanie Pollard, Director – Grants Administration & Government Programs	754-321-2260
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2. Carle Shaw, Principal – Community Schools South	754-321-7604										
3. Perry Egelsky, Assistant Principal – Community Schools South	954-401-9272										
4. Stephanie Pollard, Director – Grants Administration & Government Programs	754-321-2260										
Project Description	Employing BEST practices and CARE student learning cycle, the TFL grant will serve 100 at-risk families (preschool through high school children and adults who need to improve literacy/English skills). As part of NCFL Family Service Learning model, adults attending seven community schools and their children will engage in on- and off-line interactive activities. Using college and career readiness skills, families will investigate, plan, take action, reflect, and demonstrate results and sustainability to build service-learning projects/experiences.										
Evaluation Plan	<p>Program staff and administration will evaluate the effectiveness of the project. The evaluation plan will include: utilizing the National Reporting System aligned district-wide database network to manage student data; having school-based staff collect demographics, assessment (TABE/CASAS), course and performance outcomes; and having the District's Information & Technology Department maintain and transmit data for school-based staff, administration, and other stakeholders to monitor, report, and analyze.</p> <p>In addition, program staff will collect, compile, and report data utilizing the NCFL Family Profile Data forms (which include initial family record, parent/Positive Achievement Change Tool (PACT) survey, and family exit information). The collection process will encompass the gathering of essential participant information upon entry. Then, the data will be entered into a family literacy program database maintained by coordinating staff. The data will be analyzed and quantified. Reports will be generated for school-based and administration use on a continuous basis. At mid-year, participants will be assessed and additional data collected. Finally, upon exiting the program, participants will complete exit interviews in order to determine academic status/goal attainment.</p> <p>Further, after training staff, NCFL technical assistance staff will monitor progress and effectiveness, and will provide additional assistance as needed (via site visits, teleconference and/or online meeting).</p>										
Research Methodology	The underlining research methodology for the Toyota Family Literacy grant program was developed by NCFL. The six-step model based on the work of Roehlkepartain (2009) incorporates content learning, technology, and problem-solving and is designed to link to 21st century college and career readiness skills.										

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	NCFL designed the Family Service Learning model so that each of the six steps can be carried out as a PACT time experience, grounded in years of family literacy research. NCFL adapted seven identified indicators to engage participants and foster learning—meaningful service, links to curriculum, reflection, diversity, voice, partnerships, and duration and intensity (RMC, 2008)—and wove them into the model to meet the unique needs of Family Service Learning.
Alignment with Strategic Plan	This family learning initiative supports the District’s Strategic Plan 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.