

EXECUTIVE SUMMARY

Grant 05/03/16 – A

Grant Program	Environmental Education EPA Local Grant
Status	New – Competitive
Funds Requested	\$91,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$91,000. The source of funds is from the Environmental Protection Agency (EPA). There is no additional financial impact to the District.
Schools Included	Elementary schools and feeder middle schools will be selected by application.
Managing Department/School	Mathematics, Science & Gifted Department
Source of Additional Information	<ol style="list-style-type: none"> 1. Lisa Milenkovic, Science Supervisor – Mathematics, Science & Gifted Department 754-321-2119 2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP) 754-321-2263
Project Description	<p>The <i>Environmental Students & Communities Organized to Protect the Everglades</i> (eSCOPE) Project will provide the support structures, knowledge, and skill base for students and teachers to appreciate this unique ecosystem and understand how it connects to the larger community and the world. eSCOPE will serve as a model in two communities within Broward County, Florida, to provide environmental literacy education focusing on water conservation, climate change education, environmental stewardship, community engagement, and hands-on field experiences in the Everglades. Teachers will be provided various professional development workshops, curriculum, and support in authentic instruction. Students and teachers will be provided with the necessary protocols to assist in uploading local environmental data into the Global Learning and Observations to Benefit the Environment (GLOBE) Program environmental database. Students will participate in virtual field trips and on-site hands-on field work. Additionally, students will have the opportunity to create virtual field trips and mentor other students. Students will be acting locally by studying and improving their schoolyard, community, and regional environment, while thinking globally by using the GLOBE curriculum, data system, and protocols. Students that start with the project in fourth grade will matriculate by the end of the project to the sixth grade to teachers and a school with a similar culture of environmental stewardship created through participation in eSCOPE.</p>
Evaluation Plan	<p>The project evaluation reports will monitor activity milestone success, but also success in meeting the strategic goal of environmental education towards protecting the Everglades watershed and addressing issues of local climate resilience. The evaluation will address the project’s priorities to meet the following goals: 1) To provide water conservation and climate change education to the community by applying local environmental issues, starting in elementary school, and continuing to be embedded through a community of schools in the matriculation zone (elementary, middle, and high schools); and 2) To create an environmentally literate community that understands the relationship between local actions and their effect on sustainability and community climate resilience on a global scale.</p>
Research Methodology	<p>The actions of the local community can and has had a significant impact on the Everglades watershed and ecosystem. Local and national environmental projects have resulted from educated and empowered citizens and experts studying and improving the environmental quality of the Everglades. The Everglades is an important part of our local community as it supports a variety of native species (including many endangered), is a tourist destination, and provides the drinking water supply for nearly 8 million Floridians (Everglades Foundation). It is important for the local community to understand the significance of this unique ecosystem and understand how it connects to the larger community and the world. eSCOPE seeks to do just that by educating teachers and students about the Everglades and environmental literacy with a focus on water conservation and climate change.</p>

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	Project participants will learn how their actions can have a significant impact on the local ecosystem.
Alignment with Strategic Plan	All activities in this grant are aligned to District Strategic Plan Goal 1: High-Quality Instruction as the program encourages teachers to integrate STEM instruction with practical experience as well as increases students' college and career preparedness.
Level of Support provided by GAGP	GAGP staff worked with the Mathematics, Science & Gifted Department to coordinate meetings, compose the narrative, budget, and letters of commitment, and was responsible for submitting the application, the executive summary for the Board agenda, and will track the grant application through the eCivis grants management system.

EXECUTIVE SUMMARY

Grant 05/03/16 – B

Grant Program	Exxon Mobil Education Alliance	
Status	New	
Funds Requested	\$500 (awarded)	
Financial Impact Statement	The positive financial impact is \$500. The source of funds is Exxon Mobil. There is no additional financial impact to the District.	
Schools Included	Dania Elementary School	
Managing Department/School	Dania Elementary School	
Source of Additional Information	1. Leslie Phillips, Assistant Principal – Dania Elementary	754-321-5350
	2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	Exxon Mobil has reached out to schools close to their stores and has chosen Dania Elementary to receive this grant of \$500. The funds will be used to offer programs with the goal to improve science, technology, engineering, and mathematics programs. The donor did not require an application for this grant.	
Evaluation Plan	N/A	
Research Methodology	N/A	
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 1: High-Quality Instruction.	
Level of Support provided by GAGP	GAGP staff were responsible for gathering application information from the school, writing the executive summary for the Board agenda, preparing a hard copy of the file for record keeping, and tracking the grant through the eCivis grants management system.	

Grant 05/03/16 – C

Grant Program	Laura Bush Foundation for American Libraries*	
Status	New - Competitive	
Funds Requested	\$7,000 (requested)	
Financial Impact Statement	The potential positive financial impact is \$7,000. The source of funds is the Laura Bush Foundation. There is no additional financial impact to the District.	
Schools Included	Fairway Elementary School	
Managing Department/School	Fairway Elementary School	
Source of Additional Information	1. Suzan Johnson, Media Specialist – Fairway Elementary	754-323-5650
	2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	This potential grant will support the academic success of students at Fairway Elementary as a result of the expansion of the library through the purchase of much needed non-fiction and reference books.	
Evaluation Plan	N/A	
Research Methodology	Access to and choice of books is an effective approach to helping close the achievement gap.	
Alignment with Strategic Plan	This grant is aligned with District Strategic Plan Goal 1: High-Quality Instruction as students have access to improved educational materials.	
Level of Support provided by GAGP	This grant opportunity was disseminated to all schools through the Grants Funding Newsletter, a group email to all school-based grant liaisons, and notifications through PIVOT-Principal's Information Vital to Operations and Teaching and Principal Memo Finder. GAGP staff were responsible for gathering application information from the school, writing the executive summary for the Board agenda, preparing a hard copy of the file for record keeping, and tracking the grant through the eCivis grants management system.	

*Indicates that funding opportunity was disseminated to school or department by GAGP.

EXECUTIVE SUMMARY

Grant 05/03/16 – D

Grant Program	P3 Eco-Challenge School Recognition Program		
Status	New - Competitive		
Funds Requested	\$3,000 (requested)		
Financial Impact Statement	The potential positive financial impact is \$3,000. The source of funds is the Board of County Commissioners, Broward County and program sponsors. There is no additional financial impact to the District.		
Schools Included	Lake Forest Elementary School		
Managing Department/School	Lake Forest Elementary School		
Source of Additional Information	1. Ruth Griffith, Science Teacher – Lake Forest Elementary	754-323-6350	
	2. Sharon Boyd, Principal – Lake Forest Elementary	754-323-6350	
	3. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2260	
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.		
Level of Support provided by GAGP	GAGP staff were responsible for gathering application information from the school, writing the executive summary for the Board agenda, preparing a hard copy of the file for record keeping, and tracking the grant through the eCivis grants management system.		

EXECUTIVE SUMMARY

Grant 05/03/16 – E

Grant Program	Plantation Garden Club						
Status	New - Competitive						
Funds Requested	\$200 (awarded)						
Financial Impact Statement	The positive financial impact is \$200. The source of funds is the Plantation Garden Club. There is no additional financial impact to the District.						
Schools Included	Peters Elementary School						
Managing Department/School	Peters Elementary School						
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Amanda Labuda Kay, Teacher – Peters Elementary</td> <td style="width: 30%; text-align: right;">754-322-7900</td> </tr> <tr> <td>2. Alicia Owens-Walden, Budget Support Specialist – Business Support Center</td> <td style="text-align: right;">754-321-0644</td> </tr> <tr> <td>3. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)</td> <td style="text-align: right;">754-321-2260</td> </tr> </table>	1. Amanda Labuda Kay, Teacher – Peters Elementary	754-322-7900	2. Alicia Owens-Walden, Budget Support Specialist – Business Support Center	754-321-0644	3. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
1. Amanda Labuda Kay, Teacher – Peters Elementary	754-322-7900						
2. Alicia Owens-Walden, Budget Support Specialist – Business Support Center	754-321-0644						
3. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2260						
Project Description	This grant will be used to offer programs at Peters Elementary with the goal of improving the campus butterfly gardens. Specifically, the school will purchase garden boxes, soil, and plants to beautify the campus and attract butterflies for student education. A proposal was not required for this grant opportunity.						
Evaluation Plan	N/A						
Research Methodology	Gardens are a vibrant outdoor science lab filled with numerous opportunities for students to conduct scientific investigations and develop critical thinking skills. A 2005 educational research study by Klemmer, Waliczek, and Zajicak found that students whose science curriculum was infused with a garden program rather than solely learning from traditional methods scored higher on science achievement tests. Other studies indicate school gardens have benefits to students besides the understanding of content knowledge. For instance, students develop a positive attitude toward nature. Students improve their interpersonal skills by working cooperatively to conduct investigations in the garden. Students are motivated through the novelty of being out of the classroom and engaged in real-world science exploration. They enjoy the connection to the outdoor world and it fuels their natural curiosity.						
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 3: Effective Communication as student achievement and engagement increase through participation in community involvement and volunteerism.						
Level of Support provided by GAGP	GAGP staff were responsible for gathering application information from the school, writing the executive summary for the Board agenda, preparing a hard copy of the file for record keeping, and tracking the grant through the eCivis grants management system.						

EXECUTIVE SUMMARY

Grant 05/03/16 – F

Grant Program	U.S. Department of Education Career and Technical Education Makeover Challenge						
Status	New – Competitive						
Funds Requested	\$20,000 (requested)						
Financial Impact Statement	<p>The potential positive financial impact is \$20,000. The source of funds is the U.S. Department of Education (USDOE) under the Carl D. Perkins Career and Technical Education Act of 2006. There is no additional financial impact to the District.</p> <p>After participation in a 6-week Makeover Boot Camp, which will provide in-kind resources and expertise in makerspace design and planning, and a second round submission, ten honorees will each be awarded \$20,000 to turn their vision for a makerspace into a reality.</p>						
Schools Included	Dillard 6-12						
Managing Department/School	Dillard 6-12						
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Jessica Swanson, Magnet Coordinator – Dillard 6-12</td> <td style="width: 30%; text-align: right;">754-322-0852</td> </tr> <tr> <td>2. Enid Valdez, Director – Career, Technical, Adult and Community Education Department</td> <td style="text-align: right;">754-321-8444</td> </tr> <tr> <td>3. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)</td> <td style="text-align: right;">754-321-2263</td> </tr> </table>	1. Jessica Swanson, Magnet Coordinator – Dillard 6-12	754-322-0852	2. Enid Valdez, Director – Career, Technical, Adult and Community Education Department	754-321-8444	3. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2263
1. Jessica Swanson, Magnet Coordinator – Dillard 6-12	754-322-0852						
2. Enid Valdez, Director – Career, Technical, Adult and Community Education Department	754-321-8444						
3. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2263						
Project Description	USDOE has invited high schools to enter the Career and Technical Education (CTE) Makeover Challenge by submitting a design for a CTE makerspace. A makerspace is an environment or facility that provides resources, materials, and equipment for students to conceive, create, and collaborate. Through a hands-on learning approach, students are encouraged to imagine, create, and tinker through the process of manufacturing, testing, and demonstrating their ideas.						
Evaluation Plan	Qualified applicants are schools that are eligible to receive funds directly under section 3(14)(A) of Perkins IV. USDOE, Luminary Labs, and the competition administrator will review the first round submissions to determine the eligibility of schools to participate in the CTE Makeover Boot Camp, which will take place April 11 – May 22, 2016. Participants may choose to refine their submissions during the boot camp phase and prepare a second round submission. Second round submissions will be scored according to the following selection criteria: 1) Innovative; 2) Replicable; 3) Multi-functional; 4) Feasible; and 5) Sustainable. Additional points may be allotted for low-income student population (as defined by the participation rate in free and reduced-price lunch), school size, geographic location, and local population density.						
Research Methodology	Career technical education is an essential component of developing a more competitive workforce. As technology becomes a critical component of an increasing number of jobs, educational institutions must adapt to prepare students for 21 st century careers. Growth industries, including robotics, medical devices, mobile applications, consumer technology, sustainable development, and many more, all point to the increasing need for applied technical learning experiences.						
Alignment with Strategic Plan	All activities in this grant are aligned to District Strategic Plan Goal 1: High-Quality Instruction as the program encourages and enables students to immerse themselves in problem-solving, project-based learning, and essential 21 st century career skills, such as critical thinking, planning, and communication.						
Level of Support provided by GAGP	GAGP staff reviewed the first round submission and created the executive summary for the Board agenda. GAGP staff will also assist with the blueprint submission after the CTE Makeover Boot Camp, as well as track the grant application through the eCivis grants management system.						