

## EXECUTIVE SUMMARY

### Grant 06/21/16 – A

<b>Grant Program</b>	<b>Dart Foundation - Deerfield Beach Elementary*</b>	
Status	New - Competitive	
Funds Requested	\$5,000 (requested)	
Financial Impact Statement	The potential positive financial impact is \$5,000. The source of funds is the Dart Foundation. There is no additional financial impact to the District.	
Schools Included	Deerfield Beach Elementary School	
Managing Department/School	Deerfield Beach Elementary School	
Source of Additional Information	1. Barbara Skulski, Teacher – Deerfield Beach Elementary	754-322-6100
	2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	To prepare students for the rigor and demand of the new technological job market, they need to be introduced to concepts at an early age that are engaging and challenging. Should this grant be approved, Deerfield Beach Elementary will purchase 60 “We Do Lego Kits 2.0” which will support science, technology, engineering, and math (STEM) learning through communication, creativity, critical thinking, and problem solving.	
Evaluation Plan	Program goals include: 1) student application of science, math, and engineering skills to real world problems; 2) the building of connections between reading informational texts, writing, and literature to STEM activities; and 3) the reinforcement of collaboration, critical and creative thinking, and communications skills.	
Research Methodology	Annual state exams are no longer based solely on the memorization of simple facts; they require deeper learning and analysis. Hands-on experimentation with concrete materials, like the Lego kits, will lead to deeper engagement and development of 21 <sup>st</sup> Century skills. Studies show that children learn best when they experience things firsthand and within a meaningful context.	
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 1: High-Quality Instruction as classroom instruction is reinforced through experiential learning.	
Level of Support provided by GAGP	This grant opportunity was disseminated to all schools through the Grants 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 supported the school in developing the application by: sharing a previously funded proposal; providing research to support the project goals; providing District tax exemption and audit documentation; and preparing the executive summary for the Board agenda.	

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## EXECUTIVE SUMMARY

### Grant 06/21/16 – B

<b>Grant Program</b>	<b>Dart Foundation - Lauderdale Lakes Middle*</b>	
Status	New - Competitive	
Funds Requested	\$4,310 (awarded)	
Financial Impact Statement	The positive financial impact is \$4,310. The source of funds is the Dart Foundation. There is no additional financial impact to the District.	
Schools Included	Lauderdale Lakes Middle School	
Managing Department/School	Lauderdale Lakes Middle School	
Source of Additional Information	1. Jeana Louis, Teacher – Lauderdale Lakes Middle	754-322-3500
	2. Denise C. Nonamaker, Support Specialist – Business Support Center	754-322-1100
	3. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	This grant will support the “Shaking Hands with Mother Nature” project which will build student science, technology, engineering, and math (STEM) knowledge and skills through the introduction of a sustainable seafood program. This grant will support the purchase of a 400 gallon saltwater tank to create a closed-loop, zero-exchange circulating water aquaculture system. The system will demonstrate a cleaner, greener, more sustainable method of shrimp production.	
Evaluation Plan	Project goals include: development of a sustainable seafood macro system in area homes; design of an education portal with training components in aquaculture, hydroponics, and aquaponics; school STEM career fair for aquaculture careers; and the establishment of school teams that support local marine industry efforts to save the future of the ocean.	
Research Methodology	Studies show that student learning outcomes improve when a variety of teaching strategies are used. Students participating in the “Shaking Hands with Mother Nature” project will have an opportunity to combine classroom learning with the practical experience of fish farming.	
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 science by providing students more hands-on STEM experiences to prepare them to be college and career ready.	
Level of Support provided by GAGP	This grant opportunity was disseminated to all schools through the Grants 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.	

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## EXECUTIVE SUMMARY

### Grant 06/21/16 – C

<b>Grant Program</b>	<b>Dart Foundation - Quiet Waters Elementary*</b>	
Status	New - Competitive	
Funds Requested	\$10,000 (requested)	
Financial Impact Statement	The potential positive financial impact is \$10,000. The source of funds is the Dart Foundation. There is no additional financial impact to the District.	
Schools Included	Quiet Waters Elementary School	
Managing Department/School	Quiet Waters Elementary School	
Source of Additional Information	1. Erik Herbster, Teacher – Quiet Waters Elementary	754-322-8100
	2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	<p>Quiet Waters Elementary will strengthen and expand its science program by establishing a new science, technology, engineering, and math (STEM) special classroom. In the STEM classroom, students will have access to the technology, educational materials, and supplies needed to participate in project-based activities aimed at igniting their curiosity while building science, engineering, technology, and coding skills.</p> <p>Through the <i>STEM Up Learning</i> project, students will participate in project-based STEM curriculum, have access to LEGO Education WeDo 2.0 kits, and student technology devices needed to communicate, think critically, work creatively, problem solve, and analyze data. The improved curriculum and access to technology will transform the teacher-centered classroom into one that requires the students to problem-solve, discover, explore, and engage in situations to find a solution.</p>	
Evaluation Plan	The ultimate goal of this project is to strengthen the STEM program at the school so that student science scores increase from 48 percent to 50 percent satisfactory grade. Student learning is monitored and assessed throughout the school year.	
Research Methodology	Studies show that student learning outcomes improve when a variety of teaching strategies are used. Students participating in the <i>STEM Up Learning</i> project will have an opportunity to combine classroom learning with the practical experience of using LEGO learning kits and student technology.	
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 3: Effective Communication as student achievement and engagement increase through the effective use of technology.	
Level of Support provided by GAGP	This grant opportunity was disseminated to all schools through the Grants 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 supported the school in developing the application by: sharing a previously funded proposal; editing and strengthening the narrative and budget; providing District tax exemption and audit documentation; and preparing the executive summary for the Board agenda.	

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## EXECUTIVE SUMMARY

### Grant 06/21/16 – D

<b>Grant Program</b>	<b>Florida Department of Education: Title X, Part C - Education for Homeless Children and Youth Sub-Grant</b>						
Status	Continuation – Formula						
Funds Requested	\$342,000 (requested)						
Financial Impact Statement	The potential positive financial impact is up to \$342,000 over three years. The source of funds is the U.S. Department of Education through the Florida Department of Education (FLDOE). In addition, the Student Services department supports 50 percent of the District liaison’s salary while Title I supports the other 50 percent. Title I set-aside funds (approximately \$194,500 per year) also supports salaries and mileage expenses for 2.5 Full Time Equivalent community liaison’s, salaries for four (4) retired school teachers (ArtREACH after school care tutors), and an allotment for school uniforms.						
Schools Included	District-wide (PreK-12)						
Managing Department/School	Student Services Department’s Homeless Education Assistance Resource Team (HEART)						
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Carole D. Mitchell, District Liaison – Homeless Education Assistance Resource Team</td> <td style="width: 30%; text-align: right;">754-321-1566</td> </tr> <tr> <td>2. Dr. Laurel Thompson, Director – Student Services</td> <td style="text-align: right;">754-321-1550</td> </tr> <tr> <td>3. Stephanie R. Pollard, Director – Grants Administration &amp; Government Programs (GAGP)</td> <td style="text-align: right;">754-321-2263</td> </tr> </table>	1. Carole D. Mitchell, District Liaison – Homeless Education Assistance Resource Team	754-321-1566	2. Dr. Laurel Thompson, Director – Student Services	754-321-1550	3. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2263
1. Carole D. Mitchell, District Liaison – Homeless Education Assistance Resource Team	754-321-1566						
2. Dr. Laurel Thompson, Director – Student Services	754-321-1550						
3. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2263						
Project Description	Grant funds are considered supplemental in nature and shall be used to remove barriers that might otherwise prevent students experiencing homelessness from enrolling, attending, and succeeding in school. Essentially, funds shall be used “to ensure that homeless students have equal access to the same free, appropriate public education, including preschool education, as provided to other students, and to provide other support services that meet the specific needs of such students.” By definition, homeless students (families in transition) are those found to lack a fixed, regular, or adequate nighttime residence. Upon eligibility determination, HEART services include the provision of school uniforms, backpacks and school supplies, the coordination of District bus transportation, automatic registration for free school meals, and access to after school care and summer camp opportunities. In addition, high school seniors receiving HEART services shall have the cost of their cap and gown rentals covered and receive verification letters required to complete the Free Application for Federal Student Aid and college applications. Eligibility shall remain in place for a full school year, even if the episode of homelessness ends before the end of the school year.						
Evaluation Plan	HEART will use a combination of surveys, assessments, observations, and raw data to measure and evaluate program effectiveness. Collection and reporting of data will occur at the school, shelter, and District level. Students, parents, District staff, and shelter case managers will complete surveys and document anecdotal information providing valuable feedback on project successes and gaps in service. Students attending the Young At Art/ArtREACH after school care program shall receive formal assessments to measure academic attainment. Academic progress for all students registered in HEART shall be evaluated through standardized test scores, grades, and promotion/graduation data maintained in the District’s TERMS database. Data will also be extracted as needed via data warehouse queries. HEART self-evaluation/progress reports shall be provided to FLDOE mid- and year-end. In addition, FLDOE onsite evaluation shall occur upon request.						
Research Methodology	The application requires effective methods for incorporating one or more areas of focus from Florida’s Next Generations PreK-20 Education Strategic Plan. HEART will continue to employ the “Strengthen Foundation Skills” focus area using Florida State Standards Curriculum for Just Read Florida as well as FLDOE math and science initiatives.						

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Alignment with Strategic Plan	All activities in this grant are aligned to District Strategic Plan Goal 1: High-Quality Instruction as the program ensures that all students have the same access to attend early childhood, middle school, and high schools readiness programs to successfully graduate within four years.
Level of Support provided by GAGP	GAGP staff worked with Student Services to obtain signatures, include the executive summary for the Board agenda, and will track the grant application through the eCivis grants management system.

## EXECUTIVE SUMMARY

### Grant 06/21/16 – E

<b>Grant Program</b>	<b>Fuel Up to Play 60 Nutrition Equipment Grants*</b>	
Status	New – Competitive	
Funds Requested	\$5,000 (requested)	
Financial Impact Statement	The potential positive financial impact is \$5,000. The source of funds is Fuel Up to Play 60 and NFL Foundation. 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, Teacher – Lake Forest Elementary 2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-323-6350 754-321-2260
Project Description	Lake Forest Elementary will purchase juicers and smoothie machines for the school cafeteria should the grant be approved. Fresh juice and smoothies will be used to promote the consumption of fresh fruits and vegetables at the school.	
Evaluation Plan	N/A	
Research Methodology	Students frequently are unaware of where their food comes from. Studies have shown that when children know how their food is made, they are more likely to eat it and make it a part of their daily diet.	
Alignment with Strategic Plan	This project supports District Strategic Plan Goal 1: High-Quality Instruction as the program is designed to improve over-all student health.	
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.	

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## EXECUTIVE SUMMARY

### Grant 06/21/16 – F

<b>Grant Program</b>	<b>Law Enforcement Trust Fund</b>				
Status	New - Competitive				
Funds Requested	\$7,763 (awarded)				
Financial Impact Statement	The positive financial impact is \$7,763. The source of funds is the Broward Sheriff's Office. There is no additional financial impact to the District.				
Schools Included	Whiddon Rogers Education Center				
Managing Department/School	Whiddon Rogers Education Center				
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Brent Roberson, Criminal Justice Instructor</td> <td style="width: 30%; text-align: right;">754-321-7550</td> </tr> <tr> <td>2. Stephanie R. Pollard, Director – Grants Administration &amp; Government Programs (GAGP)</td> <td style="text-align: right;">754-321-2260</td> </tr> </table>	1. Brent Roberson, Criminal Justice Instructor	754-321-7550	2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
1. Brent Roberson, Criminal Justice Instructor	754-321-7550				
2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2260				
Project Description	This grant will support the Criminal Justice Academy at Whiddon Rogers. The Criminal Justice Academy is designed to introduce students to various careers in all major areas in the criminal justice system. Students are provided with information to develop tools necessary to work and become successful in the criminal justice community.				
Evaluation Plan	<p>Student progress towards the following program objectives is monitored and assessed throughout the year:</p> <ul style="list-style-type: none"> <li>• Identify the history, goals, and career opportunities;</li> <li>• Interpret ethics and professionalism;</li> <li>• Describe court systems and trial processes;</li> <li>• Discuss the juvenile justice system;</li> <li>• Describe the correctional system; and</li> <li>• Utilization of personal, interpersonal, and communication skills.</li> </ul>				
Research Methodology	The Criminal Justice Academy was developed using a variety of research-based programs and strategies designed to strengthen students' academic skills and behaviors.				
Alignment with Strategic Plan	This grant supports District Strategic Plan Goal 1: High-Quality Instruction through the integration of 21 <sup>st</sup> Century skills.				
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 06/21/16 – G

<b>Grant Program</b>	<b>McGraw Hill</b>
Status	New
Funds Requested	\$2,500 (awarded)
Financial Impact Statement	The positive financial impact is \$2,500. The source of funds is McGraw Hill. There is no additional financial impact to the District.
Schools Included	Schools with chess programs in Cadre 5
Managing Department/School	Office of School Performance & Accountability
Source of Additional Information	1. Mark Strauss, Cadre Director – Office of School Performance & Accountability 754-321-3832 2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	This donation from McGraw Hill will support schools with chess programs in Cadre 5. The donor did not require an application for this grant.
Evaluation Plan	N/A
Research Methodology	N/A
Alignment with Strategic Plan	This grant supports District Strategic Plan Goal 2: Continuous Improvement.
Level of Support provided by GAGP	GAGP staff were responsible for 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 06/21/16 – H

<b>Grant Program</b>	<b>Multiagency Services Network for Students with Emotional /Behavioral Disabilities</b>
Status	Continuation – Formula
Funds Requested	\$128,000 (requested)
Financial Impact Statement	The potential positive financial impact, if funded, is \$128,000. The source of funds is Florida Department of Education (FLDOE). There is no additional financial impact to The School District. The grant has three parts General Revenue, Individuals with Disabilities Education Act (IDEA) and IDEA Part B. This year the total dollar amount allocated under this grant is \$128,000.
Schools Included	District-wide
Managing Department/School	Exceptional Student Education – SEDNET
Source of Additional Information	<ol style="list-style-type: none"> <li>1. Dr. Antoine Hickman, Executive Director – Exception Student Education and Support Services 754-321-3431</li> <li>2. Charlene Grecsek, Coordinator – Exceptional Student Education 754-321-3400</li> <li>3. Stephanie R. Pollard, Director – Grants Administration &amp; Government Programs (GAGP) 754-321-2260</li> </ol>
Project Description	<p>SEDNET provides an intensive integrated educational program to include a continuum of mental health treatment services to enable students with or at-risk of emotional/behavioral disabilities to develop appropriate behaviors and demonstrate academic and career education skills. For the 2016-2017 grant cycle, the following outcomes/goals are identified for SEDNET Region 10: (1) Support and represent the needs of students in each school district in joint planning with fiscal agents of children’s mental health funds, including the expansion of school-based mental health services, transition services, and integrated education and treatment programs; (2) Improve coordination of services for children with or at-risk of emotional/behavioral disabilities and their families by assisting multi-agency collaborative initiatives to identify critical issues and barriers of mutual concern and develop local response systems that increase home and school connections and family engagement; (3) Assist school districts in the understanding of factors that may contribute to behaviors that may lead to use of restraint and seclusion, (4) Increase parent and youth involvement and development with local systems of care; (5) Facilitate student and family access to effective services and programs for students with and at-risk of emotional/behavioral disabilities that include necessary educational, residential, and mental health treatment services, enabling these students to learn appropriate behaviors, reduce dependency, and fully participate in all aspects of school and community living.</p>
Evaluation Plan	<p>SEDNET Region 10 used research-based best practices to support local district efforts addressing the following Indicators: (1) Indicator 1 – Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma; (2) Indicator 2 – Percent of youth with IEPs dropping out of high school; (3) Indicator 4 – Rates of suspension and expulsion; (4) Indicator 13 – Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals; and (5) Indicator 14 – Percent of youth with IEPs who are no longer in high school who are transitioning into the community and world of work. The goals and objectives of the SEDNET Project will be monitored in accordance with the project design stated in the grant proposal. This includes maintaining and updating, on a quarterly basis, the DOE database which includes 3 specific areas: deliverables, service delivery, and training. Data for the grant is tracked in Department of Education Project Tracking System database.</p>
Research Methodology	<p>In developing SEDNET’s goals and objectives for 2016-2017, the project manager used information from FLDOE 2015 Local Education Agency profiles; Statewide Suicide Prevention Data and Research from University of South Florida; Bruce Perry</p>

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	<p>Research on Neuro Sequential Models in Therapeutics and Education; Substance Abuse and Mental Health Services Administration’s published works on trauma; National Trauma Center; Suicide Prevention Registry for promising suicide prevention practices; and Youth Mental Health First Aid evidenced based best practice training.</p>
<p>Alignment to Strategic Goals</p>	<p>This grant supports District Strategic Plan Goal 2: Continuous Improvement - Improving understanding of mental health and impact on student behavior and abilities in the classroom. Educating all school staff on impact of trauma on students and families which can ultimately increase student success. The SEDNET Project focuses on collaboration which is aligned with District Strategic Plan Goal 3: Effective Communication. Communication with Community Behavioral Health providers who can offer additional support to students outside of the academic day. Communication with school staff regarding support for students in and outside of the classroom. Ability to offer online and in person education and support in areas of mental health for students. This increase of support can ultimately decrease behaviors which allows students to be present in the classroom both physically and emotionally.</p>
<p>Level of Support provided by GAGP</p>	<p>GAGP staff obtained signatures and created the executive summary for the board agenda. Staff will also track grant application through the grants management system.</p>

## EXECUTIVE SUMMARY

### Grant 06/21/16 – I

<b>Grant Program</b>	<b>National Football League Foundation</b>	
Status	New - Competitive	
Funds Requested	\$10,000 (awarded)	
Financial Impact Statement	The positive financial impact is \$10,000. The source of funds is the National Football League Foundation. There is no additional financial impact to the District.	
Schools Included	Flanagan High School	
Managing Department/School	Flanagan High School	
Source of Additional Information	1. Devin Bush, Head Coach – Flanagan High 2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-323-0650 754-321-2260
Project Description	This grant will support the football program at Flanagan High through the purchase of equipment, uniforms, video equipment, field items, and repairs to the scoreboard and field.	
Evaluation Plan	This project will increase students’ moderate to vigorous activity levels.	
Research Methodology	Research demonstrates that for children and adolescents, physical activity and movement enhances fitness, fosters growth and development, and helps teach them about their world.	
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 1: High-Quality Instruction as students develop fitness and health skills that will support academic learning.	
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 06/21/16 – J

<b>Grant Program</b>	<b>National Science Foundation – Computing Partnerships STEM+C Supplement</b>
Status	New – Continuation
Funds	\$132,723 (requested)
Financial Impact Statement	The potential positive financial impact is \$132,723. The source of funds is from the National Science Foundation. There is no additional financial impact to the District.
Schools Included	The following schools will be included: Elementary: Bayview, Bennett, Deerfield Park, Dolphin Bay, Eagle Point, Forest Hills, Gator Run, Indian Trace, Margate, Morrow, Panther Run, Pompano Beach, Riverglades, Silver Lakes, Silver Shores, Sunset Lakes, Sunshine, and Village
Managing Department/School	Mathematics, Science and Gifted Department
Source of Additional Information	1. Lisa Milenkovic, Ph.D., Science and Curriculum Supervisor – 754-321-2119 Mathematics, Science & Gifted Department (MSG) 2. Stephanie R. Pollard, Director – Grants Administration & 754-321-2260 Government Programs (GAGP)
Project Description	Broward County Public Schools (BCPS), in partnership with the non-profit Code.org, proposes an exploratory integration project to the STEM + Computing Partnership program by providing supplementary funding to add 58 more teachers who will receive essential computer science and module implementation and by adding 58 elementary classrooms to participate in computer science (CS) education. There is a need for CS education to be included in the elementary school day and little opportunity within the curriculum. This project will establish a foundation and evidence for successfully integrating CS into 5 elementary schools grades 3-5 curriculum by: (1) creating a model infrastructure that supports the teaching and learning of CS in elementary schools; (2) establishing evidence of the merits of the model for CS integration in the elementary classroom; and, (3) increasing elementary students' exposure to STEM, specifically CS, as part of the regular school day. Upon demonstrated success of the curriculum through this exploratory integration of CS in elementary literacy, the modules and professional development program will be expanded to additional schools within BCPS.
Evaluation Plan	Two products will result from this project: 1) A grades 3-5 instructional model for integrating STEM and CS into the elementary literacy block; and 2) Six quality interdisciplinary STEM plus CS (STEM-PBL/ELA+CS) modules that integrate into and support the grade 3-5 literacy curriculum while also advancing science and computer science learning outcomes (two per grade).
Research Methodology	Historically, in Broward and nationally, there has been a failure to adequately offer CS instruction to all students K-12, and there has been a decline in K-12 CS education that parallels the rise in the use and consumption of technology in society. Most students' sole instruction in computer technology is as a consumer of that technology based on the International Society for Technology in Education standards. To advance computational thinking, creativity, and design thinking in our students, we need to implement rigorous, spiraling CS curricula K-12. Finding time in the school day is challenging for all grades. However, the elementary classroom has particular restrictions that stem from the necessity to focus on literacy instruction. In order to successfully integrate CS at the elementary level, this project leverages the non-negotiable domain of literacy by providing the elementary teacher with the curriculum tools and professional development they need to integrate STEM+CS into their literacy instruction.
Alignment to Strategic Goals	This grant is aligned to District Strategic Plan Goal 1: High-Quality Instruction and District Strategic Plan Goal 2: Continuous Improvement.
Level of Support provided by GAGP	GAGP staff coordinated a planning meeting with the MSG department, assisted with the budget and created the executive summary for the board agenda. Staff will also track grant application through the grants management system.

## EXECUTIVE SUMMARY

### Grant 06/21/16 – K

<b>Grant Program</b>	<b>Sears Holding Corporation*</b>	
Status	New - Competitive	
Funds Requested	\$15,000 (requested)	
Financial Impact Statement	The potential positive financial impact is \$15,000. The source of funds is Sears Holding Corporation. There is no additional financial impact to the District.	
Schools Included	Attucks Middle School Crystal Lakes Middle School	South Broward High School Deerfield Beach High School
Managing Department/School	Participating middle and high schools Student Services department	
Source of Additional Information	1. Shirley Baker, Program Manager – Mentoring Tomorrow’s Leaders, Student Services 2. Dr. Laurel Thompson, Director – Student Services 3. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-1562 754-321-1550 754-321-2260
Project Description	The proposed grant will support the expansion of the Mentoring Tomorrow’s Leaders (MTL) program offering dropout prevention, educational re-engagement, and leadership support to at-risk middle and high school students. MTL works to increase student achievement through academic support, peer and adult mentoring, family involvement, community engagement, and positive reinforcement.	
Evaluation Plan	By the end of the program it is expected that participating students will increase their grade point average by at least .2 percent and their attendance by at least 1 percent. These increases will reduce the achievement gap and increase opportunities of success after high school. These goals will be measured through quarterly individual evaluation of attendance, grade point averages and service hours, pre and post self-assessments, career inventories, and interest surveys. The students’ information will continuously be tracked until his or her projected graduation. The shift in these pertinent data marks will assist in the reduction of the achievement gap in minority students.	
Research Methodology	MTL was created based on research findings related to minority achievement including: 1) Relationships with teachers/peers have a larger impact on minority achievement and engagement than with other populations. MTL provides students the opportunity to form supportive and positive relationships with peers and adults. 2) There is a lack of positive role models for students, black males in particular. MTL consistently exposes students to peer and adult minority academic role models that represent the population. 3) Peer influence is powerful among all students. MTL focuses on harnessing the power of positive peer influence to create, expand/sustain a college-going culture.	
Alignment with Strategic Plan	The grant, if awarded, will be aligned to the District Strategic Plan Goal 1: High-Quality Instruction as student achievement improves through adult and peer academic coaching and mentorship, and academic support.	
Level of Support provided by GAGP	GAGP informed the Student Services department about this funding opportunity. GAGP staff provided grant writing and the executive summary. GAGP will track the grant.	

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

## EXECUTIVE SUMMARY

### Grant 06/21/16 – L

<b>Grant Program</b>	<b>Sprint Foundation*</b>	
Status	New - Competitive	
Funds Requested	\$15,000 (requested)	
Financial Impact Statement	The potential positive financial impact is \$15,000. The source of funds is Sprint Foundation. There is no additional financial impact to the District.	
Schools Included	Attucks Middle School Crystal Lakes Middle School	South Broward High School Deerfield Beach High School
Managing Department/School	Participating middle and high schools Student Services Department	
Source of Additional Information	1. Shirley Baker, Program Manager – Mentoring Tomorrow’s Leaders, Student Services 2. Dr. Laurel Thompson, Director – Student Services 3. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-1562 754-321-1550 754-321-2260
Project Description	The proposed grant will support the expansion of the Mentoring Tomorrow’s Leaders (MTL) program offering dropout prevention, educational re-engagement, and leadership support to at-risk middle and high school students. MTL works to increase student achievement through academic support, peer and adult mentoring, family involvement, community engagement, and positive reinforcement.	
Evaluation Plan	By the end of the program it is expected that participating students will increase their grade point average by at least .2 percent and their attendance by at least 1 percent. These increases will reduce the achievement gap and increase opportunities of success after high school. These goals will be measured through quarterly individual evaluation of attendance, grade point averages and service hours, pre and post self-assessments, career inventories, and interest surveys. The students’ information will continuously be tracked until his or her projected graduation. The shift in these pertinent data marks will assist in the reduction of the achievement gap in minority students.	
Research Methodology	MTL was created based on research findings related to minority achievement including: 1) Relationships with teachers/peers have a larger impact on minority achievement and engagement than with other populations. MTL provides students with the opportunity to form supportive and positive relationships with peers and adults. 2) There is a lack of positive role models for students, black males in particular. MTL consistently exposes students to peer and adult minority academic role models that represent the population. 3) Peer influence is powerful among all students. MTL focuses on harnessing the power of positive peer influence to create, expand/sustain a college-going culture.	
Alignment with Strategic Plan	The grant, if awarded, will be aligned to District Strategic Plan Goal 1: High-Quality Instruction as student achievement improves through adult and peer academic coaching and mentorship and academic support.	
*Level of Support provided by GAGP	GAGP informed the Student Services Department about this funding opportunity. GAGP staff provided grant writing and the executive summary. GAGP will track the grant.	

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

## EXECUTIVE SUMMARY

### Grant 06/21/16 – M

<b>Grant Program</b>	<b>Wells Fargo Community Connection Grant Program – Various Schools</b>
Status	New - Competitive
Funds Requested	\$54,000 (awarded)
Financial Impact Statement	The positive financial impact is \$54,000. The source of funds is Wells Fargo and is distributed to the schools directly through the Broward Education Foundation. There is no additional financial impact to the District.
Schools Included	<p>The following schools will be included:</p> <ul style="list-style-type: none"> <li>• Elementary: Atlantic West, Broadview, Coconut Creek, Cresthaven, Cypress, Davie, Deerfield Beach, Floranada, McNab, Miramar, Nova Blanche Forman, Oriole, Panther Run, Silver Shores, Village, and West Hollywood;</li> <li>• Middle: Apollo, Crystal Lake, Henry D. Perry, Plantation, Silver Trail, and WestPine;</li> <li>• High: Blanche Ely, Boca Raton, Boyd Anderson, Coral Glades, Cypress Bay, Deerfield Beach, Dillard, Everglades, Fort Lauderdale, Hallandale, Lauderdale, Miramar, North University, Northeast, Nova, Piper, Plantation, Pompano Beach, Stoneman Douglas, South Broward, South Plantation, Stranahan, Taravella, West Broward, and Western;</li> <li>• Centers: Whiddon-Rodgers;</li> <li>• Charters: City of Pembroke Pines, Pembroke Pines, Somerset Academy High, Somerset Academy Middle, Somerset Academy Pompano (K-5), and Somerset Academy Village.</li> </ul>
Managing Department/School	Broward Education Foundation
Source of Additional Information	<p>1. Thomas Severino, President and CEO – Broward Education Foundation (BEF) 754-321-2030</p> <p>2. Stephanie R. Pollard, Director – Grants Administration &amp; Government Programs (GAGP) 754-321-2260</p>
Project Description	Wells Fargo supports the revitalization and growth of the economy through community donations to nonprofits and schools. This grant is managed and distributed to individual schools through BEF.
Evaluation Plan	N/A
Research Methodology	N/A
Alignment with Strategic Plan	This grant is aligned to District Strategic Plan Goal 2: Continuous Improvement.
Level of Support provided by GAGP	GAGP staff were responsible for 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. BEF was responsible for developing the proposal, managing the grant, and distributing the funds to the schools.

## EXECUTIVE SUMMARY

### Grant 06/21/16 – N

<b>Grant Program</b>	<b>Wells Fargo Foundation - Whiddon Rogers Education Center</b>	
Status	New - Competitive	
Funds Requested	\$1,000 (awarded)	
Financial Impact Statement	The positive financial impact is \$1,000. The source of funds is Wells Fargo Foundation. There is no additional financial impact to the District.	
Schools Included	Whiddon Rogers Education Center	
Managing Department/School	Whiddon Rogers Education Center	
Source of Additional Information	1. Debra Clark, Assistant Principal – Whiddon Rogers Education Center	754-321-2628
	2. Shauntay Cunningham-Poole, Bookkeeper – Whiddon Rogers Education Center	754-321-7576
	3. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	This Community Connection Grant from Wells Fargo will support general operating expenses at Whiddon Rogers Education Center.	
Evaluation Plan	N/A	
Research Methodology	N/A	
Alignment with Strategic Plan	This grant supports 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.	