

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/06/17 – A

Grant Program	Aetna Foundation - Employee Matching Grant Fund	
Status	New - Competitive	
Funds Requested	\$300 (awarded)	
Financial Impact Statement	The positive financial impact is \$300. The source of funds is Aetna Foundation, Inc. There is no additional financial impact to the District.	
Schools Included	Fox Trail Elementary School	
Managing Department/School	Fox Trail Elementary School	
Source of Additional Information	1. Cathy Shapiro, Bookkeeper – Fox Trail Elementary School	754-323-5812
	2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	This grant will support the general operating expenses at the school. No proposal was required for this grant.	
Evaluation Plan	N/A	
Research Methodology	NA	
Alignment with Strategic Plan	This project is aligned with 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.	

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/06/17 – B

Grant Program	Community Foundation of Broward Youth Work
Status	New – Competitive
Funds Requested	\$75,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$75,000. The Community Foundation of Broward is the source of funds. There is no additional financial impact to the District.
Schools Included	High schools that expressed support for work-based experiences, and have a highly diverse student body and high rate of Free and Reduced lunch participation such as Plantation, Piper, and McArthur.
Managing Department/School	Career, Technical, Adult and Community Education
Source of Additional Information	<ol style="list-style-type: none"> 1. Enid Valdez, Director – Career, Technical, Adult and Community Education 754-321-8444 2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	Employers across Broward County, including Broward County Public Schools’ (BCPS) Office of Facilities, lack skilled employees in the construction trades. Under the auspices of the Career, Technical, Adult and Community Education Department and in collaboration with the Broward Education Foundation, this pilot program will begin a pre-apprenticeship program providing high school students with the technical and soft skills and work experience needed for a career in facilities and construction management. The CAREER LAUNCH program will provide students with a course that instructs the National Center for Construction Education and Research (NCCER) core curriculum. Students will earn the OSHA 10 industry certification, thus acquiring an essential employability skill. The program will also offer field workplace experiences, interaction with the BCPS Facilities Department, and participation in the ACE (Architecture, Construction, and Education) mentoring program. The goal of the program is to help students attain the skills, credentials, and work experiences to prepare them for a successful outcome after graduation. The three successful outcomes are entrance into an apprenticeship program, post-secondary enrollment, or employment in the construction workforce. Additional career sectors will be added in subsequent years.
Evaluation Plan	The CAREER LAUNCH pre-apprenticeship program creates a tangible link between what students are learning in the classroom and what they need for workforce success. Achievement of the program’s objectives will be measured by sixty high school students’ successful completion of the Pre-apprenticeship program as defined by 1) completion of the NCCER curriculum, 2) receipt of the OSHA 10 industry certification, and 3) completion of the soft skills curriculum. Ultimately, success will be demonstrated by students’ transition into one of the following post-program outcomes: 1) enrollment in a post-secondary program, 2) acceptance in an Apprenticeship program, or 3) employment in the construction trades workforce.
Research Methodology	According to the Florida Department of Economic Opportunity 2016 Skills Gap and Job Vacancy Survey for Broward County and the 2017 Greater Fort Lauderdale Workforce Analysis, a major concern of Broward-employers is the lack of employment candidates with the appropriate workforce skills (hard and soft) to support their current needs or skills targeted for long term economic development. Equally worrisome is the high unemployment rates Broward County youth face: 32.3 percent unemployment for 16-19 year olds and 17.1 percent for 20-24 year olds (based on 2011-2015 American Community Survey 5-Year Estimates). Research shows that early positive connections to the workplace can increase a young person’s chances for successful future employment and the effect is even greater for minority youth from poverty.
Alignment with Strategic Plan	The grant activities are aligned with District Strategic Plan Goal 1: High-Quality Instruction by increasing the number of college and career ready students in facilities and construction management and other sectors.
Level of Support provided by GAGP	GAGP Department identified the funding opportunity, helped develop the grant application, and drafted the executive summary for Board approval. GAGP will track the grant in the system.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/06/17 – C

Grant Program	City of Coral Springs Community Chest* - Coral Springs High
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 City of Coral Springs. There is no additional financial impact to the District.
Schools Included	Coral Springs High School
Managing Department/School	Coral Springs High School
Source of Additional Information	<ol style="list-style-type: none"> 1. Dona Maggio, Librarian/Media Specialist – Coral Springs High School 754 322-0500 2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	Should the grant be approved, funds will be used to update the library collection with a focus on sciences, technology, engineering, arts, and mathematics (STEAM). Students will use the newly funded print and eBook collection to assist them in their curricular studies, explore interests in the STEAM field, and to promote problem solving and critical thinking.
Evaluation Plan	N/A
Research Methodology	Creating an innovative STEAM library collection will help students to build skills, competencies, and confidence they will need to thrive in a highly competitive high-tech world.
Alignment with Strategic Plan	This project is aligned with District Strategic Plan Goal 1: High-Quality Instruction through the implementation of activities aimed at improving middle grade learning.
Level of Support provided by GAGP	GAGP staff supported the school by informing them of the grant opportunity and by editing and strengthening the proposal.

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/06/17 – D

Grant Program	City of Coral Springs Community Chest* - Coral Springs Middle	
Status	New - Competitive	
Funds Requested	\$9,274 (requested)	
Financial Impact Statement	The potential positive financial impact is \$9,274. The source of funds is the City of Coral Springs. There is no additional financial impact to the District.	
Schools Included	Coral Springs Middle School	
Managing Department/School	Coral Springs Middle School	
Source of Additional Information	1. Ian Murray, Principal – Coral Springs Middle School	754-322-3000
	2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	The goal for the proposed grant is to provide math tutoring to students in a way that is accessible and individualized. Retired teachers and prescreened retired business professionals will change the negative math mindset of students by building math skills while breaking down academic and confidence barriers that hinder student success. The program will provide a bi-weekly intervention program during school hours by taking each student out of an elective class once a week for 55 minutes for tutoring.	
Evaluation Plan	Students receiving tutoring will increase their Florida Standards Assessment scores in math.	
Research Methodology	Research shows that students who consistently perform in the lowest quartile in mathematics can develop a negative mindset related to their ability to achieve in mathematics. This project seeks to build math confidence and skills in underperforming students.	
Alignment with Strategic Plan	This project is aligned with District Strategic Plan Goal 1: High-Quality Instruction through the implementation of activities aimed at improving middle grade learning.	
Level of Support provided by GAGP	GAGP staff supported the school by informing them of the grant opportunity and by editing and strengthening the proposal.	

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/06/17 – E

Grant Program	D’Addario Foundation*				
Status	New - Competitive				
Funds Requested	\$2,500 (requested)				
Financial Impact Statement	The potential positive financial impact is \$2,500. The source of funds is D’Addario Foundation. There is no additional financial impact to the District.				
Schools Included	Bethune Elementary School				
Managing Department/School	Bethune Elementary School				
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Laura Glick, Turnaround Arts Coordinator – Innovative Programs</td> <td style="width: 30%; text-align: right;">754-321-2074</td> </tr> <tr> <td>2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)</td> <td style="text-align: right;">754-321-2260</td> </tr> </table>	1. Laura Glick, Turnaround Arts Coordinator – Innovative Programs	754-321-2074	2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
1. Laura Glick, Turnaround Arts Coordinator – Innovative Programs	754-321-2074				
2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2260				
Project Description	Bethune Elementary works to improve student academic achievement by promoting the integration of the arts into the core curriculum and by supporting the direct participation of students in the performing and visual arts. Bethune Elementary seeks funding to further the school’s academic goals by increasing opportunities for students to participate in music and arts learning through a year-long core curriculum and arts integration program.				
Evaluation Plan	<p>All program activities will be measured against the program’s goals including:</p> <ul style="list-style-type: none"> • All students experience, recognize, and read rhythmic patterns in a variety of musical, performative, and aesthetic forms. • Performing and visual arts integration into the core curriculum is evident in 75 percent of classrooms. • 80 percent of teachers integrate arts into their subject curriculum. • There is an increase in the English Language Arts student achievement by 6 percent. 				
Research Methodology	Research conducted by independent researchers under the auspices of the President’s Committee on Arts and Humanities has shown that arts education integrated throughout the curriculum benefits students through increased math and reading test scores, improved attendance rates, increased parent and community engagement, and decreased student suspensions and expulsions.				
Alignment with Strategic Plan	This project is aligned with District Strategic Plan Goal 1: High-Quality Instruction.				
Level of Support provided by GAGP	GAGP staff supported the school and District staff by notifying them of the funding opportunity and writing the letter of inquiry.				

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/06/17 – F

Grant Program	Florida Department of Agriculture – Fresh Fruit and Vegetable Program 2017/18	
Status	New – Formula	
Funds	\$600,000 (requested)	
Financial Impact Statement	The potential positive financial impact is \$600,000. The source of funds is from the Florida Department of Agriculture and Consumer Services. There is no additional financial impact to the District.	
Schools Included	<p>The following schools will participate in the program:</p> <ul style="list-style-type: none"> • Elementary: Broward Estates, Coral Park, Forest Hills, Hunt James S., Lauderhill Paul Turner, Liberty, Morrow, Park Ridge, Pembroke Lakes, Plantation, Royal Palm, Tedder, Thurgood Marshall, and Walker 	
Managing Department/School	The Food and Nutrition Services Department will manage the grant activities and funds	
Source of Additional Information	<ol style="list-style-type: none"> 1. Mary Mulder, Director – Food and Nutrition Services 2. Melissa S. Moore, Area Supervisor – Food and Nutrition Services 3. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP) 	<p>754-321-0215</p> <p>754-321-0222</p> <p>754-321-2260</p>
Project Description	<p>The United States Department of Agriculture (USDA) Fresh Fruit and Vegetable Program is designed to introduce students in economically needy areas to a variety of fresh fruits and vegetables while providing nutrition education in the classroom. The Food and Nutrition Services Department supplies fresh fruit and vegetables packaged for classroom distribution. School administrators are responsible for distribution, nutrition education in the classroom at each grade level, and to the school community as a whole. To be eligible, schools must have at least 50 percent of their students receiving support for free or reduced lunch. All eligible schools were invited to participate in the program. The schools included in the application expressed interested being included.</p>	
Evaluation Plan	<p>The individual Food and Nutrition Services site is required to maintain documentation of the production and service amount of each item. The schools are required to maintain a notebook documenting all nutrition education activities. The Food and Nutrition Services Area Supervisor reviews the documentation periodically. Fresh Fruit and Vegetable Program documentation is reviewed when the USDA Administrative Review occurs.</p>	
Research Methodology	<p>The Fresh Fruit and Vegetable Program guides students through an exciting hands-on opportunity allowing them to touch, smell and taste various fresh fruits and vegetables they may not otherwise experience. This program will support nutrition education for the establishment of healthy living lifestyles.</p>	
Alignment to Strategic Goals	<p>This project is consistent with District Strategic Plan Goal 2: Continuous Improvement as the Fresh Fruit and Vegetable Program introduces and expands student opportunity to experience and learn the importance of including fresh fruits and vegetables in their diet.</p>	
Level of Support provided by GAGP	<p>GAGP supported Food and Nutrition Services staff with the application. GAGP also wrote the executive summary for the Board agenda, prepared a hard copy of the file for record keeping, and will track the grant through the eCivis grants management system moving forward.</p>	

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/06/17 – G

Grant Program	Florida Department of Education: Competitive Application for Whole-School Transformation Model (Traditional Public Schools) – TOP 3	
Status	New - Competitive	
Funds Requested	\$3,444,000 (requested)	
Financial Impact Statement	The potential positive financial impact is \$3,444,000. The source of funds is the Florida Department of Education. There is no additional financial impact to the District.	
Schools Included	The following schools will participate in the program: <ul style="list-style-type: none"> • Elementary: Larkdale, Northeast, and North Side 	
Managing Department/School	Office of Service Quality	
Source of Additional Information	1. Veda F. Hudge, Director – Office of Service Quality	754-321-3625
	2. Donna R. Boruch, Coordinator of School Improvement	754-321-3850
	3. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	<p>A traditional public school that is required to submit a turnaround plan for implementation pursuant to Florida Statutes 1008.33(4) is eligible to receive additional funding from the Schools of Hope Program based on the strength of the school’s plan for implementation and its focus on evidence-based interventions that lead to student success by providing wrap-around services that leverage community assets, improve school and community collaboration, and develop family and community partnerships.</p> <p>As part of this program the schools and District will provide: wrap-around services that develop family and community partnerships; increase parental involvement and engagement in the child’s education; establish clearly defined and measurable high academic and character standards; identify a knowledge-rich curriculum that the school will use to focus on developing a student’s background knowledge; and provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.</p>	
Evaluation Plan	In the development of a plan to target the needs of fragile schools, District departments and principal supervisors conducted data analysis to gather information to develop this whole-school transformation plan. All stakeholder groups also had input into this plan via Annual Stakeholder Surveys, Schools Advisory Council meetings, Family and Community Engagement Department Collaborative Community Conversations and TOPS planning meetings. Program progress will be measured against data collected as part of the needs assessment.	
Research Methodology	This wrap around model of service will provide all students within the identified schools with opportunities to gain greater personal empowerment in their communities, based upon emancipatory learning, (Words in Edgeway: Radical Learning for Social Change, London: Routledge, 2000, Jane Thompson); Pedagogy of the Oppressed, Paulo Freire, Hamondsworth: Penguin, 1970), resulting in improved school performance, as measured by increased attendance, improved school behavior, increased academic functioning, and enhanced social/ emotional functioning.	
Alignment with Strategic Plan	This program is aligned with District Strategic Plan Goal 1: High-Quality Instruction by improving literacy and early learning; District Strategic Plan Goal 2: Continuous Improvement through professional development; and District Strategic Plan Goal 3: Effective Communication as family and community engagement increases and student social and emotional learning needs are meet.	
Level of Support provided by GAGP	GAGP staff were responsible for gathering application information, supporting the development of the budget, 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.	

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/06/17 – H

Grant Program	Florida Job Growth Grant Fund – Atlantic Technical College	
Status	New - Competitive	
Funds Requested	\$870,000 (requested)	
Financial Impact Statement	The potential financial impact is \$870,000. The source of funds is the Florida Department of Economic Opportunity and Enterprise Florida. There is no additional financial impact to the District.	
Schools Included	Atlantic Technical College & Technical High School	
Managing Department/School	Atlantic Technical College & Technical High School	
Source of Additional Information	1. Robert B. Crawford, Director - Atlantic Technical College & Technical High School	754-321-5103
	2. Stephanie R. Pollard, Director - Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	<p>A proposal has been submitted that supports enhancement of the current Welding Technology Program at Atlantic Technical College and Technical High School, while establishing an advanced welding option. The implementation of the Welding Technology Advanced Program is to address local industry employment needs for highly skilled welders, which continue to be unmet.</p> <p>The Workforce grant would target welders in two ways: (1) those that have completed Broward Technical College’s Welding Technology Program and are prepared to be employed in an entry-level position with at least one American Welding Society (AWS) certification; and (2) those who have been employed as certified welders with a minimum five years of welding experience, but are in need of advanced skills that the higher wage positions require.</p>	
Evaluation Plan	Assessing the success of the program will be based on two factors: (1) the number of students who attain the higher level endorsement from the AWS; and (2) the number of students who become employed as a highly skilled, higher wage welder within one of the three industries (construction, manufacturing, or marine).	
Research Methodology	Enterprise Florida has released the “Qualified Targeted Industries for Incentive,” areas based on the 2017/18 Florida Statewide Demand Occupation List. Using this labor market data, as well as meeting with the heads of the local construction, manufacturing, and marine industry associations, it was determined that there is a critical shortage of welders with these higher level skills to meet the demand in South Florida.	
Alignment with Strategic Plan	This program is aligned with District Strategic Plan Goal 1: High-Quality Instruction.	
Level of Support provided by GAGP	GAGP staff prepared necessary documents for submission to the Board and will also track the grant application through the eCivis grants management system.	

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/06/17 – I

Grant Program	Florida Job Growth Grant Fund – McFatter Technical College
Status	New – Competitive
Funds Requested	\$484,200 (requested)
Financial Impact Statement	The potential financial impact is \$484,200. The source of funds is the Florida Department of Economic Opportunity and Enterprise Florida. There is no additional financial impact to the District.
Schools Included	McFatter Technical College & Technical High School
Managing Department/School	McFatter Technical College & Technical High School
Source of Additional Information	<ol style="list-style-type: none"> 1. Jeanette L. Johnson, Director - McFatter Technical College & Technical High School 754-321-5700 2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	<p>A proposal has been submitted that supports the development of an air-conditioning, refrigeration, and heating technology program at McFatter Technical College and Technical High School. The implementation of this program is to address local industry employment needs for highly skilled technicians, which continue to be unmet.</p> <p>The Workforce grant would target students seeking employment or advanced training in the heating, air-conditioning, refrigeration, and ventilation industry. The 2017/18 Florida’s Statewide Demand Occupations List identifies heating, ventilation, and air conditioning (HVAC) mechanic and installer opportunities as having an increase in demand by 2.2 percent with a projected 1168 openings in the State of Florida over the next calendar year.</p>
Evaluation Plan	Assessing the success of the program will be based on two factors: (1) the number of students who attain a minimum of two HVAC Excellence Employment Ready industry certifications; and (2) the number of students who become employed within the HVAC industry following the completion of the air-conditioning, refrigeration, and heating technology program.
Research Methodology	Enterprise Florida has released the “Qualified Targeted Industries for Incentives” areas, based on the 2017/18 Florida Statewide Demand Occupation List. Using this labor market data, as well as meeting with the local business leaders within the HVAC industry, it was determined that there remains a critical shortage of technicians with the required skills to meet the employment demand in South Florida.
Alignment with Strategic Plan	This program is aligned with District Strategic Plan Goal 1: High-Quality Instruction.
Level of Support provided by GAGP	GAGP staff prepared necessary documents for submission to the Board and will also track the grant application through the eCivis grants management system.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/06/17 – J

Grant Program	Florida Job Growth Grant Fund – Sheridan Technical College	
Status	New - Competitive	
Funds Requested	\$508,091 (requested)	
Financial Impact Statement	The potential financial impact is \$508,091. The source of funds is the Florida Department of Economic Opportunity and Enterprise Florida. There is no additional financial impact to the District.	
Schools Included	Sheridan Technical College & Technical High School	
Managing Department/School	Sheridan Technical College & Technical High School	
Source of Additional Information	1. D. Robert Boegli, Director - Sheridan Technical College & Technical High School	754-321-5400
	2. Stephanie R. Pollard, Director - Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	<p>A proposal has been submitted that supports developing an automotive maintenance and light repair technician program at Sheridan Technical College & Technical High School. The implementation of this program is to address local industry employment needs for skilled technicians, which continue to be unmet.</p> <p>The Workforce grant would target students seeking employment or advanced training in the automotive industry. The 2017/18 Florida’s Statewide Demand Occupations List identifies automotive service technicians and mechanics opportunities as having an increase in demand by 1.15 percent with a projected 2,014 openings in the State of Florida over the next calendar year.</p>	
Evaluation Plan	Assessing the success of the program will be based on two factors: (1) the number of students who attain an industry certification from the National Institute for Automotive Service Excellence; and (2) the number of students who become employed as a service technician within the automotive industry.	
Research Methodology	Enterprise Florida has released the “Qualified Targeted Industries for Incentive,” areas based on the 2017/18 Florida Statewide Demand Occupation List. Using this labor market data, as well as meeting with the heads of the local businesses within the automotive industry and its associations, it was determined that there remains a critical shortage of automotive service technicians with the necessary skills to meet the demand in South Florida.	
Alignment with Strategic Plan	This program is aligned with District Strategic Plan Goal 1: High-Quality Instruction.	
Level of Support provided by GAGP	GAGP staff prepared necessary documents for submission to the Board and will also track the grant application through the eCivis grants management system.	

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/06/17 – K

Grant Program	Florida Panthers Foundation Community Champions Grant Program*
Status	New - Competitive
Funds Requested	\$25,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$25,000. The source of funds is the Florida Panthers Foundation.
Schools Included	N/A
Managing Department/School	Student Support Initiatives
Source of Additional Information	<ol style="list-style-type: none"> 1. Mickey Pope, Executive Director – Student Support Initiatives 754-321-1660 2. Nadia Clarke, Assistant Director – Office of Family and Community Engagement 754-321-1599 3. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	<p>Broward County Public Schools recognizes that the variety of trainings offered across the county are advertised in many locations. Parents and community members spend significant time searching for trainings or miss learning opportunities facilitated by providers they do not consider searching. In partnership with Parent/Community Representatives, Children Services Council, 211 Broward, Broward Libraries, The United Way of Broward County, and various Broward Schools departments, Broward Schools’ Office of Family and Community Engagement (FACE) will implement phase one of a comprehensive Community University (Community U) with a January 2018 launch date. Community U will be the online umbrella entry point for trainings/ workshops/ learning opportunities for Broward families across the county. Learning opportunities will be available in 3 strands:</p> <ol style="list-style-type: none"> 1. Student Achievement 2. Parenting and Advocacy 3. Personal Growth <p>A marketing and advertising campaign will be supported by our partners across the District encouraging individuals to register online. A paper course catalog will also be made available. Individuals will be able to register for courses via phone.</p>
Evaluation Plan	Rate of participation and repeat engagement will be key evaluation measures for the first year of Community U.
Research Methodology	The evidence is extensive. When schools work together with families to support learning, children tend to succeed not just in school, but throughout life. In fact, the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to: 1. Create a home environment that encourages learning 2. Express high (but not unrealistic) expectations for their children's achievement and future careers 3. Become involved in their children's education at school and in the community. (Henderson, A. T., & Berla, N. (1994). <i>A new generation of evidence: The family is critical to student achievement.</i>)
Alignment with Strategic Plan	This program aligns with District Strategic Plan Goal 3: Effective Communication (Family and Community Engagement) as the District offers a clearinghouse service of training and advocacy information for parents and families.
Level of Support provided by GAGP	GAGP staff initiated the grant opportunity, edited the narrative and reviewed the budget, drafted the executive summary for Board approval, and maintains tracking in the eCivis grants management system.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/06/17 – L

Grant Program	JetBlue Foundation
Status	New – Competitive
Funds Requested	\$100,000 (requested)
Financial Impact Statement	The positive financial impact is \$100,000. The source of funds is from the JetBlue Foundation. There is no additional financial impact to the District.
Schools Included	District-wide
Managing Department/School	Applied Learning
Source of Additional Information	<ol style="list-style-type: none"> 1. Dr. Lisa Milenkovic, Supervisor, STEM+Computer Science – Applied Learning 754-321-2623 2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	<p>The Broward Schools STEM+Computer Science (STEM+CS) Olympiad program currently serves more than 100 K-12 schools, directly reaching more than 1000 students each year. We are seeking funding to support and sustain steady growth through strategic partnerships that include funds for teacher professional development and through the expansion of the STEM+CS Olympiad to become a multi-day event.</p> <p>To increase the diversity of participants and reach ALL students, we must increase the diversity of opportunities. In 2017-18 we are adding a large robotics component. We are looking for funding to increase teacher professional development through workshops and peer mentorship. With this funding we will be able to support additional engaging curriculum and competition events that can build on our strengths and sustain the growth in K-12 STEM programs.</p> <p>With two years of funding, we would be able to build a network of expert teachers to serve as peer STEM+CS mentors within geographic zones in our large District. These expert mentor teachers will support the continuation of the current STEM+CS Olympiad events (mousetrap vehicles, bridges, rocketry, and robotics) with the addition of unmanned aerial vehicles (drones). Drone technology will provide students in elementary, middle and high school with a challenge related to aviation that brings their work with computer science to a practical application in the physical world. Funding for the scale of this program in our large, diverse District requires an upfront investment in teachers as the leaders of the initiative.</p>
Evaluation Plan	This project has three measurable outcomes: (1) Lead mentors for each of the 32 Innovation Zones will serve as peer STEM+CS mentors meeting with their mentee team quarterly for peer STEM+CS professional development and community organization; (2) Increased school participation over baseline in diverse STEM+CS competitions, including the addition of drones; (3) Increased participation in a community of practice for teachers and student showcase/competition participation
Research Methodology	Research shows that studying programming may help develop problem-solving skills and better prepare students for a technology filled world. According to Roxanne Emadi, a strategist at Code.org; “Even if it’s something simple, like a kid programming a maze or programming a robot, when you can see your work brought to life, that’s where light bulbs go off.” (NY Times, Gardiner 2014).
Alignment with Strategic Plan	All activities in this grant are aligned to District Strategic Plan Goal 1: High-Quality Instruction (College and Career Readiness) 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 department to communicate with the funder, parse the application requirements, provide supplemental documents, and confirm timely submission. GAGP also prepared the executive summary for the Board agenda and will track the grant application through the grants management system.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/06/17 – M

Grant Program	Our Fund Foundation				
Status	New - Competitive				
Funds Requested	\$15,000 (requested)				
Financial Impact Statement	The potential positive financial impact is \$15,000. The source of funds is Our Fund Foundation. The District is ineligible for the grant therefore the Broward Education Foundation will be the lead applicant. There will be no financial impact to the District.				
Schools Included	District elementary schools				
Managing Department/School	Department of Diversity, Prevention, & Intervention				
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Dominic Grasso, Ph.D., Director – LGBTQ/Sexual Health Curriculum & Accountability</td> <td style="width: 30%; text-align: right;">754-321-1632</td> </tr> <tr> <td>2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)</td> <td style="text-align: right;">754-321-2260</td> </tr> </table>	1. Dominic Grasso, Ph.D., Director – LGBTQ/Sexual Health Curriculum & Accountability	754-321-1632	2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
1. Dominic Grasso, Ph.D., Director – LGBTQ/Sexual Health Curriculum & Accountability	754-321-1632				
2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2260				
Project Description	This proposal seeks to facilitate ten instructional facilitators becoming <i>Welcoming Schools</i> master trainers. <i>Welcoming Schools</i> is a comprehensive Kindergarten-5th Grade program that focuses on creating safe and welcoming classroom environments by implementing an LGBTQ+ inclusive curriculum that teaches elementary aged students fundamental concepts including: family diversity, bias and bullying, gender expression and identity, and a respect for students of all diversities. <i>Welcoming Schools</i> , a program of the Human Rights Campaign, will be conducting a week-long training session for district facilitators to become master trainers for the <i>Welcoming Schools</i> project. <i>Welcoming Schools</i> is one of the few resources for elementary schools that addresses the problems of anti-gay slurs, gender stereotyping, and is inclusive of LGBTQ+ families. Once our ten staff members become master trainers, they will be able to facilitate the trainings themselves within the elementary schools located within Broward County Public School District. By providing this training to an abundance of elementary school teachers, guidance counselors, administrators and support personnel, this program can help ensure that students in Broward County are learning at a young age the importance of respect and diversity for all of their peers.				
Evaluation Plan	Objective 1: 5-10 elementary schools within Broward County would be trained on the <i>Welcoming Schools</i> program. This goal would be tracked by attendance at professional development trainings to be offered from October 2017 to May 2018. Objective 2: Measurement of school climate as indicated by the <i>Welcoming Schools</i> climate assessment. To be administered as both a pre- and post-assessment in order to measure specific improvements in school climate such as: policies and procedures, attitudes of educators, comfort level of educators, teaching practices of educators.				
Research Methodology	The <i>Welcoming Schools</i> program is grounded in research that clearly links academic achievement, better social and emotional well-being, and an inclusive school climate. An emerging body of research indicates that interventions that focus on enhancing student attributes, such as growth mindsets, resilience, self-control, and other social and behavioral skills, such as self-efficacy, can have a significant and lasting impact on student achievement and behavior. This research suggests that non-cognitive factors may play an important role in students’ academic, career and life outcomes.				
Alignment with Strategic Plan	This program aligns with Strategic Plan Goal 1: High-Quality Instruction (Literacy and Early Learning) by improving non-cognitive skills and social-emotional development as well as enhancing school climate and academic achievement for all elementary school youth in participating schools.				
Level of Support provided by GAGP	GAGP staff were responsible for gathering application information from the department, 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.				

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/06/17 – N

Grant Program	Ross Store-Based Giving Program				
Status	New – Competitive				
Funds Requested	\$500 (requested)				
Financial Impact Statement	The potential positive financial impact is \$500. The source of funds is from Ross Stores.				
Schools Included	Thirty youth participating in the Mainstreaming Education College and Career Advancement (MECCA) program.				
Managing Department/School	Office of Equity and Academic Attainment				
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Manoushka Saintil, Administrator – Equity and Academic Attainment</td> <td style="width: 30%; text-align: right;">754-321-1612</td> </tr> <tr> <td>2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)</td> <td style="text-align: right;">754-321-2260</td> </tr> </table>	1. Manoushka Saintil, Administrator – Equity and Academic Attainment	754-321-1612	2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
1. Manoushka Saintil, Administrator – Equity and Academic Attainment	754-321-1612				
2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2260				
Project Description	Thirty (30) youth ages 18-21 will participate in training sessions that will provide mentoring, life, and soft skills training including mock interviews and resume preparation through the MECCA program. Once students have successfully completed the two-session course, students will be awarded with a gift card, which will prepare them to dress for the next step. This next step may be college enrollment, technical career training, or direct workforce entry.				
Evaluation Plan	Data will be collected on the number of youth that enroll in the program and that complete the two-session course. The project will also monitor the students' transition to college, technical career training, and/or employment.				
Research Methodology	Research shows poverty, language barriers, and greater involvement in the juvenile justice system decrease the likelihood of youth graduating on time and achieving postsecondary success (Ameen & Lee, 2012). On the other hand, early positive connections to the workplace can increase a young person's chances for successful future employment (Schwartz et. al., 2015) and the effect is even greater for minority youth from poverty. Unfortunately, the unemployment rate for 20–24 year olds in Broward County is 17.1 percent and this rate increases to 32.3 percent for youth aged 16-19 years old (American Community Survey, 2015). Studies also show that career exploration has a positive effect on both school engagement and academic achievement (Orthner et al., 2010) as demonstrated by a full 50 percent of dropouts report lack of relevance as a top reason for leaving school (Bridgeland, DiIulio, & Morison, 2006). The proposed project will improve participants' preparation for transition to college, career technical training, and/or employment.				
Alignment with Strategic Plan	This program aligns with District Strategic Plan Goal 1: High-Quality Instruction. By offering participants mentoring, life, and soft skills, the project increases the likelihood that students will complete graduation requirements and are better prepared for their transition to college and/or career.				
Level of Support provided by GAGP	GAGP staff were responsible for gathering application information from the department, 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.				

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/06/17 – O

Grant Program	The OCHO Project: Read for a Need	
Status	New - Competitive	
Funds Requested	\$500 (awarded)	
Financial Impact Statement	The positive financial impact is \$500. The source of funds is from the OCHO Project: Read for a Need through the Broward Education Foundation. There is no additional financial impact to the District.	
Schools Included	Walker Elementary School	
Managing Department/School	Walker Elementary School	
Source of Additional Information	1. Rosemarie Winston, Media Specialist – Walker Elementary School	754-322-8811
	2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	The OCHO Project is a character building and literary based service-learning program that is dedicated to exposing children to the joys of reading while teaching them that, through reading, they can help others less fortunate than themselves. The prime objective of the program is to have students read not only to expand their own knowledge but also to help “earn” books for their fellow students who have few or no books of their own. Students will “serve” and “learn” while building character values.	
Evaluation Plan	The goal of the program is to expose children to local and global issues related to literacy, encourage them to voice their concern, and then seek a solution that they are capable of doing that will bring about change. The program has measurable results in the number of books that students read and in the number of books obtained for the book fair.	
Research Methodology	Studies show that student learning is improved when classroom instruction is combined with student-led action projects.	
Alignment with Strategic Plan	This grant is aligned with District Strategic Plan Goal 1: High-Quality Instruction as students build important literacy and life-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.	

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/06/17 – P

Grant Program	Volunteer Florida – Volunteer Generation Fund
Status	New - Competitive
Funds Requested	\$13,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$13,000. The source of funds is Volunteer Florida. Broward Education Foundation has agreed to be the fiscal agent for this grant. There is no additional financial impact to the District.
Schools Included	District-Wide
Managing Department/School	Public Information Office
Source of Additional Information	<ol style="list-style-type: none"> 1. Dr. Carolyn Stewart, Coordinator - District Community Relations 754-321-2300 – Public Information Office 2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	<p>The District relies on the support of more than 35,000 volunteers annually who provide valuable services to schools and District offices. Despite the District’s significant volunteer base, a growing gap is emerging in the identification of high-skilled volunteers on project-based or technical assistance placements. In response, the Public Information Office (PIO) at BCPS has been expanding opportunities for high-skilled volunteers to serve the District office. During the 2017-18 school year BCPS will focus on extending recruitment to skills-based volunteer opportunities as school greeters, translators, exceptional student assistants, and college & career mentors.</p> <p>To achieve the activities described in this proposal PIO must purchase volunteer management software and training technology. The software and updated technology will increase organizational productivity. Outputs will include an improved process to match volunteers to meaningful service opportunities, expanding the orientation program to multiple training sites, and increasing volunteer retention through analyzation of comprehensive volunteer data.</p>
Evaluation Plan	<p>Our goal is to improve the information loop for Broward community members interested in local public schools through the recruitment of skilled volunteers that provide high-quality customer service, interpretation and translation, technical assistance and project-based support.</p> <p>The District hopes to recruit at least 300 skills based volunteers to serve at least 2,000 hours throughout the 2017/18 school year. BCPS also plans to participate in a pre- and post-test assessment measuring organizational implementation of effective volunteer management practices.</p>
Research Methodology	Several studies show evidence that volunteers can be significant resources in helping create a supportive and welcoming environment at schools and facilitating students’ behavior and performance. As positive role models and student motivators, volunteers are viewed as contributing to better school attendance, improved grades and test scores, matriculation, less misbehavior, better social skills, staying in school, graduating, and going on to college. Available evidence suggests that when adult volunteers are present, students see that adults take school and education seriously and respect learning. This promotes positive attitudes toward school. Extrapolating from a wide range of research, it seems safe to conclude that volunteers can be a valuable asset in enhancing a school’s efforts to support learning and teaching.
Alignment with Strategic Plan	This program aligns with District Strategic Plan Goal 3: Effective Communication (Family and Community Engagement) as student achievement and engagement increase through community involvement and volunteerism in schools.
Level of Support provided by GAGP	GAGP staff identified the grant opportunity, supported program staff by facilitating a coordinating meeting to identify needs and priorities, wrote the narrative and assembled the budget, drafted the executive summary for Board approval, and maintains tracking in the eCivis grants management system.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/06/17 – Q

Grant Program	Walmart Foundation Community Giving Grant*	
Status	New - Competitive	
Funds Requested	\$1,720 (requested)	
Financial Impact Statement	The potential positive financial impact is \$1,720. The source of funds is the Walmart Foundation. There is no additional financial impact to the District.	
Schools Included	Eagle Ridge Elementary School	
Managing Department/School	Eagle Ridge Elementary School	
Source of Additional Information	1. Seema K. Naik, Teacher – Eagle Ridge Elementary School	754-322-6300
	2. Stephanie R. Pollard, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	The Walmart Community Foundation grant will fund the purchase of a variety of science, technology, engineering, and mathematics (STEM) instructional materials to be used with 857 students. The materials are essential to facilitating real-world, hands-on experiments that bring science to life. The materials support the exploration and application of key understanding of physical science, life science, earth science, and space.	
Evaluation Plan	On the 2017 Florida Standards Assessment in science, 61 percent of fifth grade students at Eagle Ridge Elementary scored at the proficient level or above. The goal of this project is to increase the proficiency to 74 percent for the 2017/18 school year.	
Research Methodology	Science education research points to the effectiveness of lessons when students participate in conducting experiments rather than just exclusively learning facts from textbooks and watching a demonstration of an experiment.	
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 3: Effective Communication as students participate in applied learning activities.	
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.	

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