

## POST-SUBMISSION EXECUTIVE SUMMARY

### Grant 02/21/18 – A

<b>Grant Program</b>	<b>City of Hollywood* - Bethune Elementary</b>	
Status	New - Competitive	
Funds Requested	\$4,881 (awarded)	
Financial Impact Statement	The positive financial impact is \$4,881. The source of funds is the City of Hollywood. There is no additional financial impact to the District.	
Schools Included	Bethune Elementary School	
Managing Department/School	Bethune Elementary School	
Source of Additional Information	1. Latasha Williams, Principal – Bethune Elementary School	754-323-4900
	2. Laura Glick, Turnaround Arts Coordinator – Innovative Programs Department	754-321-2074
	3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	Bethune Elementary School 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. This potential grant seeks 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 culminating in a musical theater production.	
Evaluation Plan	By the end of the school year, all students will experience, recognize, respond to, read, notate, and rhythms and rhythmic patterns in a variety of musical, performative and aesthetic forms. Upper level students will create and analyze those forms on their own initiative and will be able to use skill-based vocabulary to be able to give peer-to-peer feedback. Performing and Visual arts integration into the core curriculum will be evident in 75 percent of classrooms. Eighty percent of teachers integrate arts into their subject curriculum increasing English Language Arts student achievement by 6 percent. Parent engagement increases by 35 percent as seen in quarterly family art nights at the school.	
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 grant award is aligned to District Strategic Plan Goal 1: High-Quality Instruction.	
Level of Support provided by GAGP	This grant opportunity was disseminated to all eligible schools through a group email and notifications through Principal's Information Vital to Operations and Teaching and Principal Memo Finder. GAGP staff supported the school in developing the application by editing and strengthening the narrative.	

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## POST-SUBMISSION EXECUTIVE SUMMARY

### Grant 02/21/18 – B

<b>Grant Program</b>	<b>City of Hollywood* - McArthur High</b>
Status	New - Competitive
Funds Requested	\$4,450 (awarded)
Financial Impact Statement	The positive financial impact is \$4,450. The source of funds is the City of Hollywood. There is no additional financial impact to the District.
Schools Included	McArthur High School
Managing Department/School	McArthur High School
Source of Additional Information	1. Todd Lapace, Principal – McArthur High School 754-323-1200 2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	The purpose of this project is to incorporate job skills training into the high school special education curriculum. Students will practice customer service with teachers, take reservations, prepare a meal, and run a cash register. Students will also learn how to use a computer, write a resume, complete an employment application, and participate in activities that will help them become employable. Grant funds will be used to purchase materials and equipment needed to turn a classroom into a job-like setting where students can learn basic job skills.
Evaluation Plan	The goal of this program is to help students with intellectual and physical disabilities learn job skills by receiving the proper training and mentoring in high school. All program activities will be measured against this ultimate goal.
Research Methodology	Studies show that students are more stimulated and apt to learn when they can interact with hands-on learning tools and materials.
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 1: High-Quality Instruction.
Level of Support provided by GAGP	This grant opportunity was disseminated to all eligible schools through a group email and notifications through Principal's Information Vital to Operations and Teaching and Principal Memo Finder. GAGP staff supported the school in developing the application by editing and strengthening the narrative.

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## POST-SUBMISSION EXECUTIVE SUMMARY

### Grant 02/21/18 – C

<b>Grant Program</b>	<b>City of Hollywood* - South Broward High</b>
Status	New - Competitive
Funds Requested	\$11,094 (awarded)
Financial Impact Statement	The positive financial impact is \$11,094. The source of funds is the City of Hollywood. There is no additional financial impact to the District.
Schools Included	South Broward High School
Managing Department/School	South Broward High School
Source of Additional Information	1. Olayemi Awofadeju, Principal – South Broward High School 754-323-1800 2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	This grant will support the South Broward High Symphonic band, which helps to enhance the school experience of Hollywood students. The program focuses on enrichment and character building through musical instruction.
Evaluation Plan	Students will show they have the ability and knowledge to perform music with technical accuracy and stylistic expression.
Research Methodology	Studies show that students who are musically trained show stronger neural activation to pitch changes in speech and have a better vocabulary and reading ability than those who did not receive music training.
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 1: High-Quality Instruction as students have increased access to resources needed to develop career and college readiness skills.
Level of Support provided by GAGP	This grant opportunity was disseminated to all eligible schools through a group email and notifications through 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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## POST-SUBMISSION EXECUTIVE SUMMARY

### Grant 02/21/18 – D

<b>Grant Program</b>	<b>City of Hollywood* - Stirling Elementary</b>
Status	New - Competitive
Funds Requested	\$3,750 (awarded)
Financial Impact Statement	The positive financial impact is \$3,750. The source of funds is the City of Hollywood. There is no additional financial impact to the District.
Schools Included	Stirling Elementary School
Managing Department/School	Stirling Elementary School
Source of Additional Information	1. Tamara Zaslow, Principal – Stirling Elementary School 754-323-7600 2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	Stirling Elementary will provide students with new types of nonfiction reading resources centered on math and science themes that will build math, science, and literacy skills.
Evaluation Plan	By the end of the project, all 200 participating students will increase initial reading comprehension assessment by at least 2 reading levels as measures through the Benchmark Assessment System.
Research Methodology	With Florida’s rigorous state standards, there is a shift that students need to read and comprehend more complex nonfiction text. Reading nonfiction is important because it helps students develop background knowledge which accounts for as much as 33 percent of the variants in student’s achievement (Marzano, 2000). Experts agree that by including a wide variety of books (with equal emphasis given to information texts) a smoother transition may occur between the stages of elementary school reading and intermediate-level content reading (Duke, 2004).
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 1: High-Quality Instruction.
Level of Support provided by GAGP	This grant opportunity was disseminated to all eligible schools through a group email and notifications through Principal's Information Vital to Operations and Teaching and Principal Memo Finder. GAGP staff supported the school in developing the application by editing and strengthening the narrative.

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