

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/06/18 – A

Grant Program	Broward Education Foundation - Garden Delights Program
Status	New - Competitive
Funds Requested	\$540 (awarded)
Financial Impact Statement	The positive financial impact is \$540. The source of funds is the Broward Education Foundation. There is no additional financial impact to the District.
Schools Included	Maplewood Elementary School
Managing Department/School	Maplewood Elementary School
Source of Additional Information	1. Cindy Celestin, Bookkeeper – Maplewood Elementary School 754-321-0635 2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	This grant will be used to support the school’s edible and teaching garden.
Evaluation Plan	N/A
Research Methodology	Students frequently are unaware of where their food comes from. Studies have shown that when children know where their food comes from, 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 and encourage student engagement in learning through hands-on 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.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/06/18 – B

Grant Program	City of Coral Springs - Education Grant Program*	
Status	New - Competitive	
Funds Requested	\$2,000 (awarded)	
Financial Impact Statement	The positive financial impact is \$2,000. 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	1. Vivian C. Suarez, Principal – Coral Springs High School	754-322-0500
	2. Eleanor M. McCoy, Business Support Specialist – Business Support Center	754-322-0650
	3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	The Student Incentive/Academic Acceleration Program at Coral Springs High is designed to publicly reward those students who maximize academic and social skills to impact the work around them. Grant funds will be used to support two honor roll breakfasts and to purchase honor roll certificates and other rewards to students.	
Evaluation Plan	This incentive program will be measured by students' ability to continue the trends in academic and social success as evidenced by their progress reports, report cards, club memberships, and model citizenship.	
Research Methodology	In celebrating with students from various social and academic backgrounds, students can develop the skills needed to establish strong academic and social ties in which resources are more equitably shared.	
Alignment with Strategic Plan	This project is aligned with District Strategic Plan Goal 1: High-Quality Instruction as students build college and career readiness 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.	

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/06/18 – C

Grant Program	City of Hollywood - Teacher Innovation Grant*
Status	New - Competitive
Funds Requested	\$1,200 (awarded)
Financial Impact Statement	The positive financial impact is \$1,200. The source of funds is the City of Hollywood through the Broward Education Foundation. 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. Catherine M. Ignacio, Teacher – Stirling Elementary School 754-323-7600 2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	This grant will support the school production of “Beauty and the Beast” through the purchase of costumes and equipment.
Evaluation Plan	Students will complete a self-evaluation before the play rating themselves on a scale of one to five on how they think they will perform and met the learning outcomes. After performing “Beauty and the Beast,” students will complete another self-evaluation rating themselves on a scale from 1-5 on their final performance. Students will compare scores from their first evaluation and their final self-evaluation.
Research Methodology	Extensive research has been conducted regarding reinvestment in arts education. This research proves that arts education integrated throughout the curriculum benefits participating 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 supports District Strategic Plan Goal 1: High-Quality Instruction by improving instructional practices and preparing teachers with knowledge and skills to integrate artistic, collaborative, and creative practices effectively into core curriculum instruction leading to improved literacy and student achievement.
Level of Support provided by GAGP	GAGP staff supported the school in developing the application by editing and strengthening the narrative.

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/06/18 – D

Grant Program	ECMC Foundation*
Status	New – Competitive
Funds Requested	\$103,194 (requested)
Financial Impact Statement	The potential positive financial impact is \$103,194. The source of funds is the ECMC Foundation through the Broward Education Foundation. There is no additional financial impact to the District.
Schools Included	The intended participants include one principal, one assistant principal, and three teachers from schools across the District.
Managing Department/School	Professional Development Standards and Support
Source of Additional Information	<ol style="list-style-type: none"> 1. Susan Leon, Director – Professional Development Standards and Support (PDSS) 754-321-5009 2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	<p>The ECMC Foundation invests in teacher and leader development focused on complex intellectual student work and diversifying pipelines into the teaching and school leader professions. ECMC Foundation intends to improve teaching and student academic outcomes as measured by the next generation of standards and assessments. The Broward Education Foundation and Broward County Public Schools (BCPS) are dedicated to providing all instructional employees with the knowledge and skills needed to increase students’ academic proficiency and transition to post-graduation success using high effect size strategies (Hattie, J. 2011).</p> <p>As a Marzano District, BCPS focuses on seven elements identified as the most impactful on teacher practice and student standard mastery called the “Super 7”. District-wide observation data for 2016/17 indicates most Super 7 elements are observed less often during instruction than other less impactful instructional strategies.</p> <p>BCPS intends on addressing these challenges by holding a professional development convening focused on sharing standards expertise with proven impact on student standard mastery. A Standards Task Force (STF) of 39 teachers from 39 different schools has been identified (29 teachers are from Title I schools). STF members are highly effective, K-12 classroom teachers with varying content expertise. The STF will lead the 4-day convening of intensive, hands-on learning for school teams of five participants from every BCPS school. School teams will include a principal, an assistant principal, and three teachers.</p>
Evaluation Plan	The convening is designed for teacher leaders with standards expertise to be recognized for their success and allow opportunities for teacher leaders to share effective standards mastery strategies with their peers/administrators for widespread deployment of effective instructional practices and student success. The primary goal of the convening will be to increase use of the Super 7 in instructional practice across the District. Participants will return to their respective school sites and provide professional learning, modeling, resources, monitoring, and support structures to all teachers at their school. Follow up professional learning and collaboration is scheduled to ensure continuous growth, development, and support for convening participants and STF members.
Research Methodology	As a Marzano District, BCPS focuses on seven elements identified as the most impactful on teacher practice and student standard mastery called the “Super 7.” District-wide observation data for 2016/17 indicates most Super 7 elements are observed less often during instruction than other less impactful instructional strategies. Evidence of the lack of consistency with the use of the Super 7 elements indicates that teachers are not comfortable and/or proficient with instructional strategies aligned to the Super 7.

POST-SUBMISSION EXECUTIVE SUMMARY

Alignment with Strategic Plan	The activities of this grant are aligned with District Strategic Plan Goal 1: High-Quality Instruction, ensuring that students are improving academic proficiency and measuring progress to meet post-graduation success, and District Strategic Plan Goal 2: Continuous Improvement, improving the management, organization, and alignment of resources including staff, facilities, and construction.
Level of Support provided by GAGP	GAGP staff worked in collaboration with PDSS to develop grant application and the executive summary for Board approval. GAGP will track the grant in the system.

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/06/18 – E

Grant Program	Everglades Foundation
Status	New - Competitive
Funds Requested	\$672 (awarded)
Financial Impact Statement	The positive financial impact is \$672. The source of funds is Everglades Foundation. There is no additional financial impact to the District.
Schools Included	Morrow Elementary School
Managing Department/School	Morrow Elementary School
Source of Additional Information	1. Carla Andrejak, Budget Support Specialist – Business Support Center 754-321-0660 2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	This grant will support a field trip to the Everglades for fourth grade students at Morrow Elementary.
Evaluation Plan	This educational tour of the Everglades is aligned with the Florida Standards. Student learning will be measured and assessed throughout the school year.
Research Methodology	Enriching field trips such as the one proposed in this program, contribute to the development of students so that they can possess more knowledge about science and the natural environment.
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 1: High-Quality Instruction as students make connections between concepts presented in class and real-life application.
Level of Support provided by GAGP	GAGP staff were responsible for gathering application information from the school, writing the executive summary for the Board agenda, preparing a hard copy of the file for record keeping, and tracking the grant through the eCivis grants management system.

Grant 03/06/18 – F

Grant Program	ExxonMobil Educational Alliance - North Lauderdale Elementary
Status	New - Competitive
Funds Requested	\$500 (awarded)
Financial Impact Statement	The positive financial impact is \$500. The source of funds is ExxonMobil Foundation. There is no additional financial impact to the District.
Schools Included	North Lauderdale Elementary School
Managing Department/School	North Lauderdale Elementary School
Source of Additional Information	1. Cindy Celestin, Bookkeeper – North Lauderdale Elementary School 754-321-0635 2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	North Lauderdale Elementary has received a grant of \$500 from the ExxonMobil Educational Alliance. Through the generous support of ExxonMobil Foundation, this grant will be used for the maintenance and support of the school's math and/or science programs. This grant did not require an application.
Evaluation Plan	N/A
Research Methodology	N/A
Alignment with Strategic Plan	This grant 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.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/06/18 – G

Grant Program	ExxonMobil Educational Alliance - Tamarac Elementary	
Status	New - Competitive	
Funds Requested	\$500 (awarded)	
Financial Impact Statement	The positive financial impact is \$500. The source of funds is ExxonMobil Foundation. There is no additional financial impact to the District.	
Schools Included	Tamarac Elementary School	
Managing Department/School	Tamarac Elementary School	
Source of Additional Information	1. Cindy Celestin, Bookkeeper – Tamarac Elementary School	754-321-0635
	2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	Tamarac Elementary has received a grant of \$500 from the ExxonMobil Educational Alliance. Through the generous support of the ExxonMobil Foundation, this grant will be used for the maintenance and support of the school’s math and/or science programs. This grant did not require an application.	
Evaluation Plan	N/A	
Research Methodology	N/A	
Alignment with Strategic Plan	This grant 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.	

Grant 03/06/18 – H

Grant Program	ExxonMobil Educational Alliance - Tequesta Trace Middle	
Status	New - Competitive	
Funds Requested	\$500 (awarded)	
Financial Impact Statement	The positive financial impact is \$500. The source of funds is ExxonMobil Foundation. There is no additional financial impact to the District.	
Schools Included	Tequesta Trace Middle School	
Managing Department/School	Tequesta Trace Middle School	
Source of Additional Information	1. Martha J. Arrazcaeta, Business Support Specialist – Business Support Center	754-323-4100
	2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	Tequesta Trace Middle School has received a grant of \$500 from the ExxonMobil Educational Alliance. Through the generous support of the ExxonMobil Foundation, this grant will be used for the maintenance and support of the school’s math and/or science programs. This grant did not require an application.	
Evaluation Plan	N/A	
Research Methodology	N/A	
Alignment with Strategic Plan	This grant is aligned with District Strategic Plan Goal 1: High-Quality Instruction through the support of middle grades 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.	

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/06/18 – I

Grant Program	Florida Blue Foundation - Florida Health Literacy Initiative*				
Status	New - Competitive				
Funds Requested	\$5,000 (requested)				
Financial Impact Statement	The potential positive financial impact is \$5,000. The source of funds is Florida Blue Foundation. There is no additional financial impact to the District.				
Schools Included	Atlantic Technical College – Arthur Ashe, Jr. Campus				
Managing Department/School	Atlantic Technical College – Arthur Ashe, Jr. Campus				
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Christina Urena, English as a Second Language (ESOL) & Academic Studies Department Head – Atlantic Technical College – Arthur Ashe, Jr. Campus</td> <td style="width: 30%; text-align: right;">754-322-1850</td> </tr> <tr> <td>2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)</td> <td style="text-align: right;">754-322-2260</td> </tr> </table>	1. Christina Urena, English as a Second Language (ESOL) & Academic Studies Department Head – Atlantic Technical College – Arthur Ashe, Jr. Campus	754-322-1850	2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-322-2260
1. Christina Urena, English as a Second Language (ESOL) & Academic Studies Department Head – Atlantic Technical College – Arthur Ashe, Jr. Campus	754-322-1850				
2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-322-2260				
Project Description	Atlantic Technical College – Arthur Ashe, Jr. Campus will improve the health and well-being of adult English language learners and their families through: 1) the provision of 80 hours of health education instructional time during literacy classes; 2) the implementation of student-led health and literacy activities; and 3) increased access to community health education and services through a community health and wellness fair.				
Evaluation Plan	Participants will be given the pre- and post-tests provided by the Florida Literacy Coalition to assess learning gains. An evaluation survey will be given to participants of the Family Health and Wellness Fair. These assessments will allow staff and teachers the ability to determine the effectiveness of the curriculum, student-led activities, and the health education and services event in raising the health literacy and well-being of adult ESOL students and their families. Project results and data on impact will be shared internally to other ESOL service providers within the District’s system. Lessons learned will also be shared with external health and literacy providers including the Broward County Health Department, Florida Blue, and the Florida Literacy Coalition.				
Research Methodology	According to the National Adult Assessment of Literacy, 14 percent of Americans cannot comprehend basic health information. The study indicates that health illiteracy is especially prevalent among: 1) adults who did not complete high school, with 49 percent having below basic health literacy and 2) Hispanic adults, who have lower health literacy than any other ethnic/racial group, with 41 percent having below basic health literacy. Adults with low literacy levels often fail to engage in early detection and preventive health care.				
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 and encourage student engagement in learning through hands-on activities.				
Level of Support provided by GAGP	This grant opportunity was disseminated to all schools through the <i>Grant Funding Newsletter</i> and through emails to eligible schools. GAGP staff supported the school in developing the application by writing the narrative.				

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/06/18 – J

Grant Program	Insperty Community Involvement Grants*				
Status	New – Competitive				
Funds Requested	\$4,838 (requested)				
Financial Impact Statement	The potential positive financial impact is \$4,838. The source of funds is Insperty through the Broward Education Foundation and will help defray the cost of Title I teacher participation. There is no additional financial impact to the District.				
Schools Included	The intended participants include one principal, one assistant principal, and three teachers from schools across the District.				
Managing Department/School	Professional Development Standards and Support				
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Susan Leon, Director – Professional Development Standards and Support (PDSS)</td> <td style="width: 30%; text-align: right;">754-321-5009</td> </tr> <tr> <td>2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)</td> <td style="text-align: right;">754-321-2260</td> </tr> </table>	1. Susan Leon, Director – Professional Development Standards and Support (PDSS)	754-321-5009	2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
1. Susan Leon, Director – Professional Development Standards and Support (PDSS)	754-321-5009				
2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260				
Project Description	<p>Insperty supports various educational programs to aid teachers, contribute to building tomorrow's workforce, and serve as role models and mentors for students. Schools and higher-learning institutions benefit from corporate financial contributions, as well as the investments of both time and money by Insperty's generous employees. The Broward Education Foundation and Broward County Public Schools (BCPS) are dedicated to providing all instructional employees with the knowledge and skills needed to increase students' academic proficiency and transition to post graduation success using high effect size strategies (Hattie, J. 2011).</p> <p>As a Marzano District, BCPS focuses on seven elements identified as the most impactful on teacher practice and student standard mastery called the "Super 7." District-wide observation data for 2016/17 indicates most Super 7 elements are observed less often during instruction than other less impactful instructional strategies.</p> <p>BCPS intends on addressing these challenges by holding a professional development convening focused on sharing standards expertise with proven impact on student standard mastery. The primary goal of the convening will be to increase use of the Super 7 in instructional practice across the District. A Standards Task Force (STF) of 39 teachers from 39 different schools has been identified (29 teachers are from Title I schools). STF members are highly effective, K-12 classroom teachers with varying content expertise. The STF will lead the 4-day convening of intensive, hands-on learning for school teams of five participants from every BCPS school. School teams will include a principal, an assistant principal, and three teachers.</p>				
Evaluation Plan	The convening is designed for teacher leaders with standards expertise to be recognized for their success and allow opportunities for teacher leaders to share effective standards mastery strategies with their peers and administrators for widespread deployment of effective instructional practices and student success. Participants will return to their respective school sites and provide professional learning, resources, modeling, monitoring and support to all teachers at their school. Follow up professional learning and collaboration will be scheduled throughout future school years to sustain continuous growth, development and support for convening participants.				
Research Methodology	As a Marzano District, BCPS focuses on seven elements identified as the most impactful on teacher practice and student standard mastery called the "Super 7." District-wide observation data for 2016/17 indicates most Super 7 elements are observed less often during instruction than other less impactful instructional strategies. Evidence of the lack of consistency with the use of the Super 7 elements indicates that teachers are not comfortable and/or proficient with instructional strategies aligned to the Super 7.				

POST-SUBMISSION EXECUTIVE SUMMARY

Alignment with Strategic Plan	The activities of this grant are aligned with District Strategic Plan Goal 1: High-Quality Instruction, ensuring that students are improving academic proficiency and measuring progress to meet post-graduation success, and District Strategic Plan Goal 2: Continuous Improvement, improving the management, organization, and alignment of resources including staff, facilities, and construction.
Level of Support provided by GAGP	GAGP staff worked in collaboration with PDSS to develop grant application and the executive summary for Board approval. GAGP will track the grant in the system.

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/06/18 – K

Grant Program	JP Morgan Chase Foundation	
Status	New – Competitive	
Funds Requested	\$100,000 (requested)	
Financial Impact Statement	The potential positive financial impact is \$100,000. The source of funds is JP Morgan Chase Foundation (through the Broward Education Foundation). There is no additional financial impact to the District.	
Schools Included	Schools with National Academy Foundation (NAF) career-themed academies.	
Managing Department/School	Career, Technical, Adult and Community Education	
Source of Additional Information	1. Enid Valdez, Director, Career Technical Adult and Community Education	754-321-8401
	2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	<p>JP Morgan Chase’s goal is to help more young people attain the credentials that position them to compete for skilled employment opportunities and put them on a successful career pathway. The Broward Education Foundation and Broward County Public Schools (BCPS) propose to support National Academy Foundation (NAF) career-themed academies in BCPS schools. NAF small learning communities include academies in the following areas: engineering, finance, hospitality and tourism, health science, information technology, and criminal justice. NAF provides a rigorous, industry-validated career-themed curriculum that incorporates current industry standards and practices, while fostering cross-curriculum collaboration.</p> <p>The program also promotes a sequence of work-based learning experiences, along a continuum, that transitions a student from career awareness and exploration to career preparedness and success. Work-based internship is a bridge between classroom instruction and the workplace. This strategy provides students with a well-rounded skill set that goes beyond academics and includes the practice of employability skills needed to succeed in college and the workforce. A paid internship allows students to apply and exercise technical skills, soft skills, and make financial decisions.</p>	
Evaluation Plan	NAF student performance is measured through career related coursework, end of course exams, culminating projects, and paid internships. Upon successful completion of NAFTrack Certification, students are eligible for NAFTrack Certified Hiring. This hiring provides special consideration to NAFTrack Certified students with a growing number of national and global companies.	
Research Methodology	Industry discussions conducted by The Greater Fort Lauderdale Alliance and CareerSource Broward revealed current employment candidates do not have the appropriate workforce skills (hard or soft) to support current companies' needs, or the skills targeted for long term economic development. Furthermore, the Center for Education Statistics cites “20 percent of new college students report taking remedial courses before moving on to college-level work.” To fuel sustainable economic development in Broward County, the education system and industry must better prepare students with the education and training to fill high-wage, high-skill jobs.	
Alignment with Strategic Plan	This program aligns with District Strategic Plan Goal 1: High-Quality Instruction by increasing the number of students with career technical skills and industry certifications. Students will be matched with employers to collaborate on real world projects throughout the program. Industry leaders and higher education will consult on the alignment of work skills and course curriculum.	
Level of Support provided by GAGP	GAGP staff provided feedback on concept paper and helped to complete the online letter of inquiry. Additionally, GAGP staff developed the executive summary for Board approval and will track the grant in the system.	

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/06/18 – L

Grant Program	Lowe’s Toolbox for Education* - South Broward High
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 Lowe’s Charitable and Educational Foundation. 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. Debra A. Hixon, Maritime/Marine Science & Technology Magnet Program Coordinator – South Broward High School 754-323-1811 2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	Students will build science, technology, engineering, and mathematics skills by creating an outdoor classroom including a touch tank with fish, seashells, and other marine life. The tank will be used in the delivery of the marine science curriculum and the marine science club and maritime technology students will maintain the tank.
Evaluation Plan	The Outdoor Classroom Marine Ecosystem will greatly enhance the Marine Science and Technology Magnet program in many ways. This hands-on program will extend Marine Science teacher’s curriculum by providing students with a direct link between classroom and real-world experiences. This project will also serve as a recruiting tool for the Marine Science and Technology Magnet program. Lastly, as part of the graduation requirement from the Marine Science and Technology magnet program for the class of 2020, students are required to be involved in a class project.
Research Methodology	This project will engage students in an intellectually stimulating hands-on research, design, and building project. The touch tank will be used to bring the science curriculum to life in a direct and unique way. This is especially important for students most of whom lack the resources to experience marine life by snorkeling or diving.
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 1: High-Quality Instruction as students make connections between concepts presented in class and real-life application through applied learning. Through this work, students will also build college and career readiness.
Level of Support provided by GAGP	GAGP staff supported the school by encouraging them to apply and by proofreading and editing the proposal.

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/06/18 – M

Grant Program	Lowe’s Toolbox for Education* - South Plantation High
Status	New - Competitive
Funds Requested	\$4,987 (requested)
Financial Impact Statement	The potential positive financial impact is \$4,987. The source of funds is The Lowe’s Charitable and Educational Foundation. There is no additional financial impact to the District.
Schools Included	South Plantation High School
Managing Department/School	South Plantation High School
Source of Additional Information	1. Joanne Swager-Cantlupe, Magnet Coordinator 754-323-2055 2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	South Plantation High School (SPHS) is requesting the support of Lowe’s Toolbox for Education to enrich students’ education through hands-on projects in organic gardening, xeriscaping, and eco-friendly landscape projects. SPHS is proposing to engage Lowe’s employees in a series of activities from the enhancement of school campus landscaping and agricultural production to technical lectures from Lowe’s employees. SPHS is seeking composting bins, soil test kits, wheelbarrows, hoses, saws, and other tool sets to be able to replace damaged equipment and provide tools so that the school can maintain and enhance high-quality educational programming and community involvement.
Evaluation Plan	N/A
Research Methodology	Operating costs for the only Environmental Science and Everglades Restoration program in the county are high, and inquiry-based instruction requires constant updating and safety checks. The school also suffered unforeseen damages after Hurricane Irma, leaving the school grounds and outdoor equipment in need of replacement/repair.
Alignment with Strategic Plan	This project supports District Strategic Plan Goal 1: High-Quality Instruction as the program is designed to improve rigorous learning through hands-on, inquiry-based activities.
Level of Support provided by GAGP	This grant opportunity was disseminated to the school by the Grants Department. GAGP staff were responsible for gathering application information from the school, writing the application and executive summary for the Board agenda, preparing a hard copy of the file for record keeping, and tracking the grant through the grants management system.

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/06/18 – N

Grant Program	Motorola Solutions Foundation						
Status	New - Competitive						
Funds Requested	\$48,834 (requested)						
Financial Impact Statement	The positive financial impact is \$48,834. The source of funds is the Motorola Solutions Foundation. There is no additional financial impact to the District.						
Schools Included	Northeast High School and four middle schools. Middle schools will be selected based on interest in the Lemelson – Massachusetts Institute of Technology (MIT) Junior Varsity InvenTeams program, completion of an application, and relevant STEM themes offered at the middle school.						
Managing Department/School	Northeast High School						
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Randa Flinn, Magnet Coordinator – Northeast High School</td> <td style="width: 30%; text-align: right;">754-322-1618</td> </tr> <tr> <td>2. Anthony Valachovic, Principal – Northeast High School</td> <td style="text-align: right;">754-322-1550</td> </tr> <tr> <td>3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)</td> <td style="text-align: right;">754-321-2260</td> </tr> </table>	1. Randa Flinn, Magnet Coordinator – Northeast High School	754-322-1618	2. Anthony Valachovic, Principal – Northeast High School	754-322-1550	3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
1. Randa Flinn, Magnet Coordinator – Northeast High School	754-322-1618						
2. Anthony Valachovic, Principal – Northeast High School	754-322-1550						
3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260						
Project Description	Northeast High School in partnership with the Lemelson – Massachusetts Institute of Technology (MIT) proposes a year-long Technology and Engineering Club entitled “EurekaFEST Northeast” for four middle schools. The high school will engage one teacher from four science, technology, engineering, and mathematics (STEM)-themed middle schools with Junior Varsity InvenTeams – an introductory enrichment program focused on invention designed by the Lemelson-MIT Program located in MIT’s School of Engineering. The teachers will receive professional development at MIT in Invention Education and will facilitate 80 middle school students ages 11-15 in afterschool STEM clubs using JV InvenTeam activities, such as designing shoe soles or electronic textiles. Northeast High School will build on its long-term partnership with the Lemelson-MIT Program, which has invented public safety projects, among others. In addition to the middle school afterschool clubs, the high school will host two community events in which middle school students will participate in a STEM career fair and an Invention Project Showcase. Alongside two Motorola Solutions employees, who are MIT alumni, Northeast High School student inventors will be trained in Six Sigma to mentor the middle school students. The student club members will be those traditionally underserved in STEM with over half female and Hispanic or African American. The majority of students will qualify for free or reduced lunch and students with a disability are welcome. The program will take place between July 2018 and May 2019.						
Evaluation Plan	“EurekaFEST Northeast” aims to produce trained middle school teachers in high-quality professional development to increase confidence in implementing hands-on, invention projects resulting in engaged students solving real world programs, not just in the near future but throughout their educational careers and beyond. The knowledge, experience, and follow-through will forever empower teachers to continue active STEM learning. Outcomes for students include designing invention prototypes, improving students’ confidence in STEM and engineering, and developing professional 21 st Century skills. Communication, collaboration, engineering, technology, and leadership skills will be a focus of all activities assessed and quantified via tools such as surveys, anecdotal evidence, and participation in two “EurekaFEST Northeast” community events to be held at the high school. Mentoring by high school students, Motorola employees, and MIT alumni will be documented and assessed for quality engagement.						
Research Methodology	The trends in International Math and Science Study and Program for International Student Assessment have shown how United States students are lagging behind our counterparts in math and science achievements, even more so at the secondary level. While examining the math and science achievements results, Broward County Public Schools (BCPS) students’ science performance lags behind math scores. BCPS						

POST-SUBMISSION EXECUTIVE SUMMARY

	believes that students need to receive more hands-on, balanced STEM experiences at every level.
Alignment with Strategic Plan	This project is consistent with District Strategic Plan Goal 1: High-Quality Instruction as schools' work to strengthen middle grade learning and promote college and career readiness through mentoring and the provision of hands-on STEM experiences.
Level of Support provided by GAGP	GAGP staff assisted in developing the Letter of Inquiry, writing the executive summary for the Board agenda, preparing a hard copy of the file for record keeping, and tracking the grant through the grants management system.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/06/18 – O

Grant Program	National Education Association - Learning and Leadership Grant*	
Status	New - Competitive	
Funds Requested	\$5,000 (requested)	
Financial Impact Statement	The potential positive financial impact is \$5,000. The source of funds is National Education Association. There is no additional financial impact to the District.	
Schools Included	Piper High School	
Managing Department/School	Piper High School	
Source of Additional Information	1. Sonya Williams, Literacy Coach – Piper High School	754-322-1785
	2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	Teacher Leaders Cohort (TLC) has identified 80 at-risk students who contend with various struggles throughout the school day. Several students have chronic absences, a low grade-point average, and an overall negative attitude about school and school personnel. TLC will utilize the standards for Social Emotional Development with students to promote responsible decision-making and positive relationships with peers and adults.	
Evaluation Plan	Expected student learning outcomes include: the development of self-awareness and self-management skills; the use of social-awareness and interpersonal skills to establish and maintain positive relationships; and evidence of decision-making skills and responsible behaviors in personal, school, and community contexts.	
Research Methodology	Studies show that students are more stimulated and apt to learn when they can interact with hands-on learning tools.	
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 1: High-Quality Instruction as students make connections between concepts presented in class and real-life application that will strengthen college and career readiness.	
Level of Support provided by GAGP	This grant opportunity was disseminated to all schools through the <i>Grant Funding Newsletter</i> . 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.	

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/06/18 – P

Grant Program	NRA Foundation: General Grant Program - Monarch High	
Status	New - Competitive	
Funds Requested	\$2,048 (awarded)	
Financial Impact Statement	The positive financial impact is \$2,048. The source of funds is the NRA Foundation. There is no additional financial impact to the District.	
Schools Included	Monarch High School	
Managing Department/School	Monarch High School	
Source of Additional Information	1. Jimmy Hall, Junior Reserve Officers' Training Corps Program Coordinator/Senior Army Instructor – Monarch High School	754-322-1470
	2. Eleanor M. McCoy, Business Support Specialist – Business Support Center	754-322-0650
	3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	This grant will support the education and training of young adults to prepare them for life after high school.	
Evaluation Plan	Program success will be measured in terms of attendance, grades discipline, and graduation rates.	
Research Methodology	Studies show that student learning outcomes improve when a variety of teaching strategies are used.	
Alignment with Strategic Plan	This grant award is aligned to District Strategic Goal 1: High-Quality Instruction as students build important college and career readiness 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.	

Grant 03/06/18 – Q

Grant Program	NRA Foundation: General Grant Program – South Plantation High	
Status	New - Competitive	
Funds Requested	\$3,018 (awarded)	
Financial Impact Statement	The positive financial impact is \$3,018. The source of funds is the NRA Foundation. There is no additional financial impact to the District.	
Schools Included	South Plantation High School	
Managing Department/School	South Plantation High School	
Source of Additional Information	1. Douglas Fields, Teacher – South Plantation High School	754-323-1950
	2. Barbara W. Fierro, Bookkeeper – South Plantation High School	754-323-1954
	3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	This grant will support the purchase of equipment and other materials used by the United States Army Junior Reserve Officers' Training Corps program at the school.	
Evaluation Plan	Program success will be measured in terms of attendance, grades discipline, and graduation rates.	
Research Methodology	Studies show that student learning outcomes improve when a variety of teaching strategies are used.	
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 1: High-Quality Instruction as students build important college and career readiness 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.	

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/06/18 – R

Grant Program	National Science Teachers Association – eCybermission - Coral Springs Middle															
Status	New - Competitive															
Funds Requested	\$1,624 (awarded)															
Financial Impact Statement	The positive financial impact is \$1,624. The source of funds is the United States Army Educational Outreach Program and the National Science Teacher Association. 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	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;">1.</td> <td style="width: 75%;">Andrew D. Bayuk, Teacher – Coral Springs Middle School</td> <td style="width: 20%; text-align: right;">754-322-3000</td> </tr> <tr> <td>2.</td> <td>Thia R. Thomas, Teacher – Coral Springs Middle School</td> <td style="text-align: right;">754-322-3000</td> </tr> <tr> <td>3.</td> <td>Kimberly Reid, Budget Support Specialist – Business Support Center</td> <td style="text-align: right;">754-321-0600</td> </tr> <tr> <td>4.</td> <td>Cynthia Bosworth, Office Manager – Coral Springs Middle School</td> <td style="text-align: right;">754-322-3019</td> </tr> <tr> <td>5.</td> <td>Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)</td> <td style="text-align: right;">754-321-2260</td> </tr> </table>	1.	Andrew D. Bayuk, Teacher – Coral Springs Middle School	754-322-3000	2.	Thia R. Thomas, Teacher – Coral Springs Middle School	754-322-3000	3.	Kimberly Reid, Budget Support Specialist – Business Support Center	754-321-0600	4.	Cynthia Bosworth, Office Manager – Coral Springs Middle School	754-322-3019	5.	Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
1.	Andrew D. Bayuk, Teacher – Coral Springs Middle School	754-322-3000														
2.	Thia R. Thomas, Teacher – Coral Springs Middle School	754-322-3000														
3.	Kimberly Reid, Budget Support Specialist – Business Support Center	754-321-0600														
4.	Cynthia Bosworth, Office Manager – Coral Springs Middle School	754-322-3019														
5.	Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260														
Project Description	The eCybermission is a program administered through the National Science Teachers Association in which middle school students use science, technology, engineering, and mathematics to solve a real problem in their community. Each team will research a community problem and develop a solution by conducting experiments. Students will be encouraged to use scientific methods, inquiry models, and the engineering design process. This grant includes support for the purchase of classroom materials and technology for students and teachers.															
Evaluation Plan	Teams will be judged on the use of the "Scientific Inquiry Using Scientific Practices" and the "Engineering Design Process." Teams will also be scored on their ability to work together to develop a solution to a community problem. The top three winning teams will be awarded cash grants for their schools.															
Research Methodology	Studies have shown that student engagement and learning improve when classroom-based teaching is reinforced with practical experience. Through this project more than 800 students from sixth, seventh, and eighth grade will explore how science, technology, engineering, and mathematics connect in the real world. The eCybermission program will be fully integrated into lesson plans for this school year as students and teachers work together to solve the problem presented in the challenge.															
Alignment with Strategic Plan	All activities in this grant are aligned to District Strategic Plan Goal 1: High-Quality Instruction as the program encourages middle grades 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.															

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/06/18 – S

Grant Program	National Science Teachers Association – eCybermission – Seminole Middle	
Status	New - Competitive	
Funds Requested	\$525 (awarded)	
Financial Impact Statement	The positive financial impact is \$525. The source of funds is the United States Army Educational Outreach Program and the National Science Teacher Association. There is no additional financial impact to the District.	
Schools Included	Seminole Middle School	
Managing Department/School	Seminole Middle School	
Source of Additional Information	1. Steven M. Boyd, Teacher – Seminole Middle School	754-322-4900
	2. Maria C. Rengifo, Budget Support Specialist	754-321-0609
	3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	The eCybermission is a program administered through the National Science Teachers Association in which middle school students use science, technology, engineering, and mathematics to solve a real problem in their community. Each team will research a community problem and develop a solution by conducting experiments. Students will be encouraged to use scientific methods, inquiry models, and the engineering design process. This grant includes support for the purchase of classroom materials and technology for students and teachers.	
Evaluation Plan	Teams will be judged on the use of the "Scientific Inquiry Using Scientific Practices" and the "Engineering Design Process." Teams will also be scored on their ability to work together to develop a solution to a community problem. The top three winning teams will be awarded cash grants for their schools.	
Research Methodology	Studies have shown that student engagement and learning improve when classroom-based teaching is reinforced with practical experience. Through this project more than 800 students from sixth, seventh, and eighth grade will explore how science, technology, engineering, and mathematics connect in the real world. The eCybermission program will be fully integrated into lesson plans for this school year as students and teachers work together to solve the problem presented in the challenge.	
Alignment with Strategic Plan	All activities in this grant are aligned to District Strategic Plan Goal 1: High-Quality Instruction as the program encourages middle grades 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.	

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/06/18 – T

Grant Program	New York Life Foundation - Grief-Sensitive School Program
Status	New - Competitive
Funds Requested	\$500 (awarded)
Financial Impact Statement	The positive financial impact is \$500. The source of funds is New York Life Foundation. There is no additional financial impact to the District.
Schools Included	North Lauderdale Elementary School
Managing Department/School	North Lauderdale Elementary School
Source of Additional Information	<ol style="list-style-type: none"> 1. Nichelle Williams, Principal – North Lauderdale Elementary School 754-322-7400 2. Cindy Celestin, Bookkeeper – North Lauderdale Elementary School 754-321-0635 3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	North Lauderdale Elementary School has received a grant of \$500 from the New York Life Foundation. The grant will be used to support the Grief-Sensitive School program. This grant did not require an application.
Evaluation Plan	N/A
Research Methodology	N/A
Alignment with Strategic Plan	This grant is aligned with District Strategic Plan Goal 3: Effective Communication Social and Emotional 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.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/06/18 – U

Grant Program	P. Buckley Moss Foundation - Teacher Grants*	
Status	New - Competitive	
Funds Requested	\$1,000 (requested)	
Financial Impact Statement	The potential positive financial impact is \$1,000. The source of funds is the P. Buckley Moss Foundation. There is no additional financial impact to the District.	
Schools Included	Bright Horizons Center School	
Managing Department/School	Bright Horizons Center School	
Source of Additional Information	1. Courtney S. Brown, Speech-Language Pathologist – Bright Horizons Center School	754-321-6400
	2. Mary Jo Kulovitz, Bookkeeper – Bright Horizons Center School	754-321-6407
	3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	School-wide curricula utilized at the school includes a variety of extension activities and exercises that incorporate art and visual arts into core educational programs. One of the recurring themes students oftentimes struggle with are “gross and fine” discrimination skills. The purpose of this program will be to use art and visual arts to: 1) increase academic discrimination skills and 2) apply emphasis on the District’s balanced literacy model.	
Evaluation Plan	Students will take pre- and post-tests on the recurring themes in the thematic unit.	
Research Methodology	Utilizing art and visual arts tools, students will be able to increase their academic skills, as well as create personal works of art in the process.	
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 1: High-Quality Instruction.	
Level of Support provided by GAGP	GAGP staff were responsible for gathering application information from the school, writing the executive summary for the Board agenda, preparing a hard copy of the file for record keeping, and tracking the grant.	

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/06/18 – V

Grant Program	Snapdragon Book Foundation
Status	New - Competitive
Funds Requested	\$9,500 (requested)
Financial Impact Statement	The potential positive financial impact is \$9,500. The source of funds is Snapdragon Book Foundation. There is no additional financial impact to the District.
Schools Included	Whispering Pines Center School
Managing Department/School	Whispering Pines Center School
Source of Additional Information	<ol style="list-style-type: none"> 1. Andrea Swift, Assistant Principal – Whispering Pines Center School 754-321-7650 2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	The proposed grant will be used to upgrade, update and enhance the limited media center at Whispering Pines Center. The update materials will include a variety of categories to meet the dynamic academic and personal needs of the student population.
Evaluation Plan	The school’s media specialist will be responsible for ensuring the proper use of the new educational resources purchased with grant funds.
Research Methodology	Studies show that the most successful way to improve the reading achievement of low-income students is to increase their access to print. Communities ranking high in achievement tests have several factors in common: an abundance of books in public libraries, easy access to books in the community at large, and a large number of textbooks per student.
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 1: High-Quality Instruction.
Level of Support provided by GAGP	GAGP staff were responsible for gathering application information from the school, writing the executive summary for the Board agenda, preparing a hard copy of the file for record keeping, and tracking the grant.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/06/18 – W

Grant Program	Steelcase Active Learning Center* - Dillard High				
Status	New - Competitive				
Funds Requested	\$0 (\$50,000 in-kind donation requested)				
Financial Impact Statement	The potential positive financial impact is \$0. The source of support is from Steelcase that would donate \$50,000 in classroom furniture. There is no additional financial impact to the District.				
Schools Included	Dillard High School				
Managing Department/School	Dillard High School				
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Jessica A. Swanson, Magnet Coordinator Technology and Entrepreneurship – Dillard High School</td> <td style="width: 30%; text-align: right;">754-322-0852</td> </tr> <tr> <td>2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)</td> <td style="text-align: right;">754-321-2260</td> </tr> </table>	1. Jessica A. Swanson, Magnet Coordinator Technology and Entrepreneurship – Dillard High School	754-322-0852	2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
1. Jessica A. Swanson, Magnet Coordinator Technology and Entrepreneurship – Dillard High School	754-322-0852				
2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260				
Project Description	Steelcase is working with educators and designers to rethink classrooms, libraries and other informal spaces to incorporate user-friendly technology, flexible furniture, and other tools to support active learning. Steelcase grant recipients choose one of three classrooms types. <i>Node classrooms</i> have easy to move furniture, instructor stations, and easels that promote learning through the arranging and rearranging of the learning space to meet the needs of instruction. <i>Verb classrooms</i> use an integrated system of furniture design to support a variety of learning and teaching styles including project-based learning, group work, and mentoring. <i>Blended classrooms</i> can easily morph from lecture mode to independent or team work, presentation, discussion, and back again. Blended classrooms offer a range of settings that enhance self-paced learning and allow the instructor the opportunity to move easily throughout the space.				
Evaluation Plan	The school will develop an impact measuring plan through which the institution will track progress towards goals. Project results and insights will be shared with internal and external audiences to promote the use of Active Learning Centers.				
Research Methodology	The change from passive to active learning often creates tensions that hinder adoption of new ways of learning and teaching. To ease these tensions, a classroom will be modified to become learning ecosystems that equally support and incorporates pedagogy, technology and space. By looking at how individuals learn and considering requirements and interdependencies of these factors, new protocols for advanced learning environments will be established.				
Alignment with Strategic Plan	This grant supports District Strategic Plan Goal 1: High-Quality Instruction by improving instructional practices through the integration of technology and design into core curriculum instruction leading to improved student achievement.				
Level of Support provided by GAGP	This grant opportunity was disseminated to all schools through the <i>Grant Funding Newsletter</i> . GAGP staff supported the school in developing the application by editing and strengthening the narrative.				

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/06/18 – X

Grant Program	Steelcase Active Learning Center* - Westglades Middle	
Status	New - Competitive	
Funds Requested	\$0 (\$50,000 in-kind donation requested)	
Financial Impact Statement	The potential positive financial impact is \$0. The source of support is from Steelcase that would donate \$50,000 in classroom furniture. There is no additional financial impact to the District.	
Schools Included	Westglades Middle School	
Managing Department/School	Westglades Middle School	
Source of Additional Information	1. Jennifer Stratos, Librarian/Media Specialist – Westglades Middle School	754-322-4800
	2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	With potential support from Steelcase, Westglades Middle will establish a zoned classroom that will support multiple, simultaneous activities. The space will be used for teaching, professional development and other activities aimed at building joint learning, collaboration, and team work.	
Evaluation Plan	The school will develop an impact measuring plan through which the institution will track progress towards goals. Project results and insights will be shared with internal and external audiences to promote the use of Active Learning Centers.	
Research Methodology	The change from passive to active learning often creates tensions that hinder adoption of new ways of learning and teaching. To ease these tensions, a classroom will be modified to become learning ecosystems that equally support and incorporates pedagogy, technology, and space. By looking at how individuals learn and considering requirements and interdependencies of these factors, new protocols for advanced learning environments will be established.	
Alignment with Strategic Plan	This grant supports District Strategic Plan Goal 1: High-Quality Instruction by improving instructional practices aimed at improving middle grades 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.	

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 03/06/18 – Y

Grant Program	Target Field Trip Grants*						
Status	New - Competitive						
Funds Requested	\$700 (awarded)						
Financial Impact Statement	The positive financial impact is \$700. The source of funds is Scholarship America. There is no additional financial impact to the District.						
Schools Included	Bright Horizons Center School						
Managing Department/School	Bright Horizons Center School						
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Courtney S. Brown, Speech-Language Pathologist – Bright Horizons Center School</td> <td style="width: 30%; text-align: right;">754-321-6400</td> </tr> <tr> <td>2. Mary Jo Kulovitz, Bookkeeper – Bright Horizons Center School</td> <td style="text-align: right;">754-321-6407</td> </tr> <tr> <td>3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)</td> <td style="text-align: right;">754-321-2260</td> </tr> </table>	1. Courtney S. Brown, Speech-Language Pathologist – Bright Horizons Center School	754-321-6400	2. Mary Jo Kulovitz, Bookkeeper – Bright Horizons Center School	754-321-6407	3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
1. Courtney S. Brown, Speech-Language Pathologist – Bright Horizons Center School	754-321-6400						
2. Mary Jo Kulovitz, Bookkeeper – Bright Horizons Center School	754-321-6407						
3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260						
Project Description	With this grant from Target, students will spend the day at Bender’s Farm to learn about agriculture, healthy eating, and the life cycle of plants.						
Evaluation Plan	This educational field trip is aligned with the Florida Standards. Student learning will be measured and assessed throughout the school year.						
Research Methodology	Enriching field trips such as the one proposed in this program, contribute to the development of students so that they can possess more knowledge about science and the natural environment.						
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 1: High-Quality Instruction.						
Level of Support provided by GAGP	GAGP staff were responsible for gathering application information from the school, writing the executive summary for the Board agenda, preparing a hard copy of the file for record keeping, and tracking the grant.						

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