

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 08/07/18 – A

Grant Program	Action for Healthy Kids - Game On Grant*
Status	New – Competitive
Funds Requested	\$500 (awarded)
Financial Impact Statement	The positive financial impact is \$500. The source of funds is Action for Healthy Kids. There is no additional financial impact to the District.
Schools Included	Sawgrass Springs Middle School
Managing Department/School	Sawgrass Springs Middle School
Source of Additional Information	1. Judy K. Bremner, Teacher – Sawgrass Springs Middle School 754-321-4501 2. Wichita Small, Bookkeeper – Sawgrass Springs Middle School 754-322-4503
Project Description	This grant will improve the health of students at Sawgrass Springs Middle through the purchase of fitness equipment.
Evaluation Plan	N/A
Research Methodology	Research demonstrates that for children, physical activity and movement enhances fitness, fosters growth and development, and helps teach them about their world. This project will increase students’ moderate to vigorous activity levels.
Alignment with Strategic Plan	This project supports District Strategic Plan Goal 1: High-Quality Instruction as it supports middle school student health through physical fitness.
Level of Support provided by GAGP	GAGP provided Level 1 support by 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.*

Grant 08/07/18 – B

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
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 provided Level 1 support by 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 08/07/18 – C

Grant Program	Broward College - Jumpstart Program	
Status	New – Competitive	
Funds Requested	\$20,000 (awarded)	
Financial Impact Statement	The positive financial impact is \$20,000. The source of funds is from Broward College. There is no additional financial impact to the District.	
Schools Included	All Broward County Public School (BCPS) students interested in attending Broward College.	
Managing Department/School	School Counseling and BRACE	
Source of Additional Information	1. Ralph Aiello, Director – School Counseling & BRACE	754-321-1675
	2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	The Jumpstart Program organized by Broward College (BC) helps BCPS high school seniors learn about BC, visit BC campuses, and receive hands on assistance in the registration process and the completion of other required college-going documentation such as the Free Application for Federal Student Aid. Funding under this grant will support the cost of student transportation to the BC campuses.	
Evaluation Plan	This program is expected to benefit between 5,000 and 10,000 BCPS high school seniors by making the college enrollment process easier and getting a jumpstart on college.	
Research Methodology	An overwhelming majority of students, across all subgroups, aspire to complete some form of postsecondary education. However, many never enroll, and among those who do, far too few actually obtain a degree or credential. BC is a key partner in the attainment of postsecondary credentials since more than 60 percent of BCPS seniors pursue postsecondary education at BC.	
Alignment with Strategic Plan	This grant is aligned to District Strategic Plan Goal 1: High-Quality Instruction. College and Career Readiness is a key focus area under this goal. BCPS focuses on academically prepared, emotionally resilient students that have the knowledge and practical skills needed after high school. Grant funds will ensure direct, effective advising to increase underserved students’ more equitable postsecondary access and persistence.	
Level of Support provided by GAGP	Level 1 – GAGP staff drafted the executive summary for the board agenda, prepared a hard copy of the file for record keeping, and tracked the grant through the grants management system.	

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 08/07/18 – D

Grant Program	Broward College – Teacher Quality Partnership Grant	
Status	New – Competitive	
Funds Requested	\$300,000 (requested)	
Financial Impact Statement	The potential positive financial impact is \$300,000 over five years for teacher stipends. The source of funds is Broward College through a grant from the United States Department of Education (USDOE) Teacher Quality Partnership Program. Broward County Public Schools (BCPS) provided in-kind match through Teacher Professional Learning and Growth staff time. There is no additional financial impact to the District.	
Schools Included	New teachers would serve throughout the District	
Managing Department/School	Teacher Professional Learning and Growth	
Source of Additional Information	1. Fabian Cone, Director – Teacher Professional Learning and Growth	754-321-5018
	2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	The purpose of the Teacher Quality Partnership is to improve the quality of prospective and new teachers by improving the preparation of prospective teachers and enhancing professional development activities for new teachers. Broward College proposes to address critical teaching shortages in Science, Technology, Engineering, and Mathematics (STEM) in the Teacher Preparation through Residency Experience and Practice Program. The program will focus on recruiting, preparing, mentoring and retaining STEM majors to serve as teachers for underrepresented populations using an individualized career pathway approach with a year-long undergraduate residency and intensive induction program.	
Evaluation Plan	Based on performance measures established by USDOE, the program will be evaluated on 1) the percentage of program graduates that have attained State certification/licensure by passing licensure/certification assessments within one year of program completion; 2) the percentage of math/science program graduates that attain certification/licensure within one year of program completion; 3) the percentage of participants enrolled in the program and persisted in the postsecondary program; 4) the percentage of program graduates remaining employed after one year; 5) the percentage of program completers who were employed in the district for three consecutive years; and 6) the percentage of grantees that report improved learning outcomes of students taught by new teachers.	
Research Methodology	BCPS has a tremendous need for highly effective teachers. In four years, the District has experienced the need to hire 38 percent more teachers with an average of 23 percent of its teaching workforce on a temporary teaching certificate. Additionally, new teachers have very high turnover rates with nearly 50 percent leaving within five years. A partnership that provides improved preparation and clinical experiences as well as continued support will aim to turn this dynamic around by providing a preparation and induction structure that leads to success.	
Alignment with Strategic Plan	This program aligns with District Strategic Plan Goal 1: High-Quality Instruction by ensuring the availability of high quality teachers helping to reduce the District’s STEM teacher shortage. The program also supports the college and career readiness of BCPS students by preparing them to fill occupations needed in Broward County.	
Level of Support provided by GAGP	GAGP staff worked in collaboration with Broward College to develop the application, budget, letter of support, and the executive summary for board approval. GAGP will track the grant in the system.	

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 08/07/18 – E

Grant Program	Citi Foundation – Youth Workforce Grant*	
Status	New – Competitive	
Funds Requested	\$250,000 (requested)	
Financial Impact Statement	The potential positive financial impact is \$250,000. The source of funds is Citi Foundation (through the Broward Education Foundation). There is no additional financial impact to the District.	
Schools Included	Career Technical Education 12 th grade students enrolled in a career pathway.	
Managing Department/School	Career, Technical, Adult and Community Education (CTACE)	
Source of Additional Information	1. Enid Valdez, Director – Career Technical Adult and Community Education (CTACE)	754-321-8401
	2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	<p>The proposed Broward Industry Scholar Internship Program will help solve some of the biggest challenges facing education and the economy by transforming the high school experience. In conjunction with the Broward Education Foundation and the National Academy Foundation (NAF), Broward County Public Schools’ (BCPS) Career Technical Adult and Community Education (CTACE) will provide employability and technical skills curriculum. NAF is a system created by education and business leaders to assess college and career readiness. This system uses a multi-method approach to assess students on a broad range of skills through work-based learning. NAF communities include the Academies of Engineering, Finance, Hospitality and Tourism, Health Science, and Information Technology. NAF provides a rigorous, industry-validated career-themed curriculum that incorporates current industry standards and practices. NAF’s instructional practices, created in partnership with industry professionals, fosters cross curriculum collaboration.</p> <p>The program 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. Up to 150 students will be provided with 150 hours of paid, professional internships at public and private organizations. A paid internship allows students to apply and exercise technical skills, soft skills, and make financial decisions.</p>	
Evaluation Plan	Student performance is measured not only 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	Broward County’s job growth rose by 26,900 positions, according to the Greater Ft. Lauderdale Alliance, a 3.3 percent increase in 2017. This growth is the highest annual job growth compared to all metro areas in the state. Yet the youth unemployment rate for 16-19 year olds is unacceptably high at 29.2 percent and for 20-24 year olds remains high at 15.8 percent. In addition, Broward County industry leaders often cite an absence of employability skills when seeking qualified candidates to fill positions. In order to address this issue, students participate in a paid internship, where they have the opportunity to apply industry knowledge and theory, and develop important soft skills in the summer or throughout the school year.	
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, industry certifications, and employability skills. Students will be matched with employers to participate in internships and pre-apprenticeships. Industry leaders and higher education will consult on the alignment of work skills and course curriculum.	
Level of Support provided by GAGP	Level 2 – GAGP staff provided feedback on application narrative and budget and helped complete the online application. Additionally, GAGP staff developed the executive summary for board approval and will track the grant in the system.	

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 08/07/18 – F

Grant Program	Community Foundation of Broward - Mary Turner & Nancy France Fund*	
Status	New - Competitive	
Funds Requested	\$20,615 (requested)	
Financial Impact Statement	Although \$20,615 has been requested, the potential positive financial impact will not exceed the total fund amount of \$12,000. The source of funds is the Community Foundation of Broward through the Mary Turner and Nancy France Fund. There is no additional financial impact to the District.	
Schools Included	Elementary Schools: Sanders Park, Cypress, Robert Markham and McNab Middle Schools: Pompano Beach, Crystal Lake Centers: Cypress Run	
Managing Department/School	The schools will manage their grant activities and funds.	
Source of Additional Information	<ol style="list-style-type: none"> 1. Jaime Akkusu, Sanders Park Elementary School 2. Garnett Andrew, Cypress Run Center 3. Sharda Chandrikasingh, Cypress Run Center 4. Marie Elisma, Cypress Elementary School 5. Tammie Jurvic, McNab Elementary School 6. Angela Williams, Pompano Beach Middle School 7. Sheila Cousins, McNab Elementary School 8. Jolene Sessler Trinkowsky, Crystal Lake Middle School 9. Andrea Hunt, Sanders Park Elementary School 10. Stephanie Balaskas, Pompano Beach Middle School 11. Carolyn Young, Sanders Park Elementary School 12. Dominic Pedraza, Pompano Beach Middle School 13. Michele Matias, Crystal Lake Middle School 14. Jessica Coker, Crystal Lake Middle School 15. Suzi Gluck, Cypress Run Center 16. Shedrick Dukes, Robert Markham Elementary School 17. Oscar Moreno, Robert Markham Elementary School 	
Project Description	The Community Foundation of Broward, through the Turner France Fund, makes grants to Pompano Beach elementary and middle schools for teacher-developed projects to improve education.	
Evaluation Plan	The Community Foundation of Broward requires an evaluation plan with related outcomes for each project. The evaluation measures include: increases in standard achievement test scores and benchmark assessments; student pre- and post-surveys; classroom reading assessment; student reports; and teacher observation.	
Research Methodology	Projects were developed using a variety of research-based programs and strategies designed to strengthen students' academic skills and behaviors.	
Alignment with Strategic Plan	All the applications support District Strategic Plan Goal 1: High-Quality Instruction as they include support for middle school learning, science, technology, engineering, and mathematics, literacy, and social skills development for participating students.	
Level of Support provided by GAGP	This grant opportunity was disseminated to all eligible schools through a group email to all school-based grant members, and notifications through PIVOT and Principal Memo finder. GAGP supported teachers interested in pursuing the grant opportunity by coordinating the application development and submission process; sharing previously funded proposals; hosting a technical assistance and grant writing workshop; and providing feedback on each application. GAGP provided Level 3 support.	

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POST-SUBMISSION EXECUTIVE SUMMARY

Grant 08/07/18 – G

Grant Program	Dollar General Foundation Youth Literacy Program*
Status	New - Competitive
Funds Requested	\$2,500 (requested)
Financial Impact Statement	The potential positive financial impact is \$2,500. The source of funds is the Dollar General Foundation. There is no additional financial impact to the District.
Schools Included	New River Middle School
Managing Department/School	New River Middle School
Source of Additional Information	1. Anne Marie Cheerangie, Teacher – New River Middle School 754-323-3600
Project Description	This grant will be used to purchase reading materials for a student book club.
Evaluation Plan	By the end of the school year 50 percent of participating students will increase their reading comprehension by one grade level.
Research Methodology	N/A
Alignment with Strategic Plan	This project is aligned with District Strategic Plan Goal 1: High-Quality Instruction through the promotion of literacy and middle grades learning.
Level of Support provided by GAGP	GAGP provided Level 2 support by providing feedback to the proposal, gathering the 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.

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POST-SUBMISSION EXECUTIVE SUMMARY

Grant 08/07/18 – H

Grant Program	Educators of America*
Status	New – Competitive
Funds Requested	\$99,608 (requested)
Financial Impact Statement	The potential positive financial impact is \$99,608. The funding is from the Educators of America. There is no additional impact to the District.
Schools Included	Plantation High School
Managing Department/School	Innovative Learning Department
Source of Additional Information	1. Daryl Diamond, Director – Innovative Learning Department 754-321-2630 2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	The goal of the Gifted Academy at Plantation High School is to provide an education model that seeks to accelerate student learning by tailoring the instructional environment to address the individual needs, skills, and interests of each student. Students are encouraged to take ownership over their own learning while also developing deep, personal connections with each other, their teachers, and other adults. Students are empowered to become self-directed learners setting their learning goals, reflecting on their progress and building habits and mindsets to help them succeed in college, career, and life by participating in a personalized learning environment. Funding would be used to purchase technology to enhance personalized learning activities and to offer 24/7 access to curriculum content and online learning platforms. Technology purchases include: laptops, a 3-D printer, an interactive flat panel display (Recordex Board), and HD television monitors. These purchases help to create classrooms that are innovative learning centers and makerspaces.
Evaluation Plan	The Technology Integration Matrix is used by Broward County Public Schools as a comprehensive framework for evaluating technology integration in our schools. Its resources are used as a model of best practices, present a context for planning, and assists with choosing educator professional development. The matrix gives the District a foundation for organizing technology, related professional development, and a common vocabulary regarding technology integration.
Research Methodology	The integration of digital content and technology is essential in creating a successful personalized learning classroom. Outfitting a school or classroom with the correct technological resources can further the reach of teachers, enhance the skills of students and create endless opportunities of education methods.
Alignment with Strategic Plan	The grant is aligned with District Strategic Plan Goal 1: High-Quality Instruction. The grant will allow the procurement of effective technological tools that will assist in bettering student achievement of the gifted student population.
Level of Support provided by GAGP	Level 1 – GAGP staff drafted the executive summary for board approval. GAGP will track the grant in the system.

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POST-SUBMISSION EXECUTIVE SUMMARY

Grant 08/07/18 – I

Grant Program	Florida Consortium on Inclusive Higher Education – University of Central Florida Mini Grant						
Status	New – Competitive						
Funds Requested	\$60,000 (requested)						
Financial Impact Statement	The potential positive financial impact is \$60,000. The source of funds is the Florida Consortium on Inclusive Higher Education – University of Central Florida. There is no additional financial impact to the District.						
Schools Included	McFatter Technical College						
Managing Department/School	Career, Technical, Adult and Community Education (CTACE)						
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Enid Valdez, Director – CTACE</td> <td style="width: 30%; text-align: right;">754-321-8444</td> </tr> <tr> <td>2. Christy Bradford, Curriculum Supervisor – CTACE</td> <td style="text-align: right;">754-321-8416</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. Enid Valdez, Director – CTACE	754-321-8444	2. Christy Bradford, Curriculum Supervisor – CTACE	754-321-8416	3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
1. Enid Valdez, Director – CTACE	754-321-8444						
2. Christy Bradford, Curriculum Supervisor – CTACE	754-321-8416						
3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260						
Project Description	The purpose of the Florida Consortium on Inclusive Higher Education (FCIHE) Mini-Grant is to increase the support provided to the Florida Postsecondary Transition Program – “Grow Your Future” for intellectually disabled adults at McFatter Technical College. The request for these funds is to expand career advisement and student employability support services for the existing inclusive postsecondary program through the addition of a Job Coach.						
Evaluation Plan	<p>This program will be deemed successful by completion of the following grant deliverables:</p> <ol style="list-style-type: none"> 1. Student Work Experiences/Internships 2. Student Employment 3. Achievement of an Industry Certification in Culinary Arts and Agri-Science (local) 4. Career Pathway Portfolio completion 5. Enrollment in credit, non-credit bearing and/or non-degree courses that lead to employment in a chosen career pathway. 						
Research Methodology	Best practices in programmatic approaches for postsecondary education for persons with an intellectual disability are listed in a recent publication from the Journal-Inclusion (AAIDD) 2018, Vol. 6, No. 2, 97-109-“Is Getting a Postsecondary Education a Good Investment for Supported Employees With Intellectual Disability and Taxpayers?” Authors: Robert Evert Cimera, Colleen A. Thoma, Holly N. Whittenburg, and Ashley N. Ruhl. This study examined the vocational outcomes achieved by 9,432 transition-age (17–26 years old) supported employees with intellectual disability served by state-federal vocational rehabilitation programs throughout the United States in 2015. It found that individuals who had completed at least some postsecondary education were more likely to be employed, work more hours, earn more per hour, and were employed in a greater range of vocations than individuals with all other levels of education examined (i.e., individual without high school diplomas, special education certificate of completion, or high school diploma). Further, individuals who had postsecondary education also were the most cost-effective and would be cost-efficient from the taxpayer’s perspective after being employed 28.4 months.						
Alignment with Strategic Plan	This grant aligns with District Strategic Plan Goal 1: High-Quality Instruction by expanding students’ career advisement and increasing employability.						
Level of Support provided by GAGP	Level 1 - GAGP staff drafted the executive summary for board approval. GAGP will track the grant in the system.						

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 08/07/18 – J

Grant Program	Florida Department of Agriculture – Fresh Fruit and Vegetable Program 2018 - 2019	
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	Elementary Schools: Annabel C. Perry, Broward Estates, Castle Hill, Dania, James Hunt, Lauderhill Paul Turner, North Andrews Gardens, North Lauderdale, Park Ridge, Sunland Park, 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	1. Mary Mulder, Director – Food and Nutrition Services	754-321-0215
	2. Melissa S. Moore, Area Supervisor – Food and Nutrition Services	754-321-0222
	3. Stephanie R. Williams, Director – Grants Administration & Government Programs	754-321-2260
Project Description	The 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.	
Evaluation Plan	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 United States Department of Agriculture Administrative Review occurs.	
Research Methodology	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.	
Alignment to Strategic Goals	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.	
Level of Support provided by GAGP	GAGP provided Level 2 support to Food and Nutrition Services staff by contacting all eligible schools, encouraging them to apply, and supporting them through the application process. 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 moving forward.	

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 08/07/18 – K

Grant Program	Florida Department of Education - Title IV, Part A Student Support and Academic Enrichment Program
Status	New – Formula
Funds	\$5,166,770 (requested)
Financial Impact Statement	The positive financial impact is \$5,166,770. The source of funding is the Florida Department of Education. These funds are allocated based on the Title I formula. There is no additional financial impact to the District.
Schools Included	District-wide
Managing Department/School	Student Support Initiatives
Source of Additional Information	<ol style="list-style-type: none"> 1. Michaelle Valbrun-Pope, Chief – Student Support Initiatives 754-321-1660 2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	<p>The proposal for Title IV, Part A has several focus areas:</p> <ul style="list-style-type: none"> • Youth Mental Health Training for staff; • Professional Development and Support for our Behavioral Centers (Cypress Run, Lanier James, and Pine Ridge); • Continued PD for equity liaisons (Cohort 1) in areas of Exceptional Student Education, English Language Learners, Behavioral Support, Gifted and Data Analysis; • Support for implementation of school-based, department and district equity plan; • PD for elementary school teachers for improving instruction in elementary level math, science and social studies; • PD for secondary teachers for improving instruction in secondary science, math, American History, Civics., Economics, Geography and Government; • Equity and diversity training for LEAD and existing administrators; • College and Career Readiness Support (FAFSA) for Students and Parents; • Parent Academy trainings; • Diversity Mandate training for teachers of the Holocaust, African American History, Hispanic Heritage and Women’s History; • Cultural field trips for students, related to the mandate; • Mentoring Support for at-risk students; • Support for district teacher recruitment, retention, evaluation and support; • Course Development in Equity and Diversity; • Community Needs Assessment; • Academic and social and emotional support for our Department of Juvenile Justice Transition students at three sites: Lauderdale Manors, Gulfstream Early Learning, and Pompano. • All professional development and course development are paid stipends.
Evaluation Plan	Deliverables reported to the Department of Education on the Project Performance Accountability form will be evaluated by the Department’s project managers.
Research Methodology	All selected curricula and assessment tools adhere to the reliability and validity requirements of the Title IV, Part A program and the District.
Alignment to Strategic Goals	This project is consistent with District Strategic Plan Goal 1: High-Quality Instruction (Literacy and Early Learning, Middle Grades Learning, & College and Career Readiness) and District Strategic Plan Goal 3: Effective Communication (Applied Learning, Celebrating the Diversity of our District and Our Community)
Level of Support provided by GAGP	Level 2 - GAGP staff facilitated the nonpublic school survey requirement for federal grant programs, prepared the budget, submitted the executive summary for board approval, collecting signature, timely submission, and will continue archiving documents for School Board records, and tracking the grant in the grant management system.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 08/07/18 – L

Grant Program	Florida Panthers Foundation Community Champions Grant Program*	
Status	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. There is no additional financial impact to the District.	
Schools Included	Gulfstream Early Learning Center	
Managing Department/School	Student Support Initiatives and Early Learning Language Acquisition	
Source of Additional Information	1. Nadia Clarke, Assistant Director – Office of Family and Community Engagement	754-321-1599
	2. Dr. Lori Canning, Executive Director – Early Learning Language Acquisition	754-321-1953
	3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	<p>The vision for Gulfstream Early Learning Center is to become a Model School of High Quality Early Childhood Education, including family strengthening, community partnerships, and educator professional development impacting the entire Broward Community. The Office of Family and Community Engagement and Gulfstream Early Learning Center will work collaboratively to strengthen families through providing food resources and educational opportunities that will increase student achievement and literacy skills.</p> <p>With the support of the Community Champions grant, families can access food resources; attend educational workshops on campus and in select community locations; and increase parent and child relationships with intergenerational activities. These opportunities are components of “Welcome Wednesdays”. Starting in September, Gulfstream Early Learning Center will dedicate one Wednesday per month to welcome families from the community to attend training, obtain resources from local community organizations and the District, and receive food from the Family Resource Pantry to cook healthy meals as a family. Welcome Wednesdays will offer free resources and classes for families throughout Broward County.</p> <p>The funding will be used to purchase non-perishable food and materials to support the Family Resource Pantry; take-home materials for families to support academics and literacy; and build an indoor play area (Children Florida Panthers Place) highlighting hockey and the endangered Florida panther. The families will receive food items and a recipe from the Family Resource Pantry to take home and prepare as a family. In addition to providing a food resource, this component will promote healthy eating and literacy, as well as encourage families to eat together.</p>	
Evaluation Plan	Rate of participation and repeat engagement will be key evaluation measures for the Welcome Wednesdays project. Number of youth visitors will be a central evaluation measure for the Broward Model City.	
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 1: High-Quality Instruction (Literacy and Early Learning) and District Strategic Plan Goal 3: Effective Communication (Family and Community Engagement).	
Level of Support provided by GAGP	Level 2 - GAGP staff initiated the grant opportunity, edited the narrative and reviewed the budget, drafted the executive summary for School Board approval, and maintains tracking in the grants management system.	

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 08/07/18 – M

Grant Program	Foundation for Blended and Online Learning – Innovative Educator Prize
Status	New – Competitive (requested)
Funds Requested	\$10,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$10,000. The funding is from the Foundation for Blended and Online Learning. There is no additional impact to the District.
Schools Included	Coconut Creek High School
Managing Department/School	Innovative Learning Department
Source of Additional Information	<ol style="list-style-type: none"> 1. Daryl Diamond, Director – Innovative Learning Department 754-321-2630 2. Lynne Oakvik, Curriculum Supervisor, Library Media Science – Coconut Creek High School 754-321-1864 3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	<p>The Foundation for Blended and Online Learning seeks to expand access to personalized learning models for students so they have an opportunity to achieve their unique potential; support educator-designed innovation in the classroom, school, and district; and inform transformative education policy and practice through real-world student and educator data. The Innovative Educator Prize (IEP) was created for educators that lack the funds to run a program they know will make a difference for their students.</p> <p>Coconut Creek High School is piloting a social justice program for grades 9-12. Students will read “All American Boys,” a novel that sparks debate of different perspectives of social justice. In partnerships with Library Media Specialists and Broward County Library, the project will use the District’s Canvas Learning Management System to create a blended learning course combining face-to-face lessons with online learning activities.</p>
Evaluation Plan	Through Canvas, the school will gather teacher and student usage participation and assessment data from online class discussions, student assignments, and assessments. Students will demonstrate socio-emotional learning and knowledge building through the creation of digital portfolios and online essays that reflect social justice issues impacting their school and local community.
Research Methodology	Creating and implementing digital learning programs often require funds beyond what a school or district is able to allocate. The IEP is designed to overcome achievement gaps, drive engagement, and personalize learning. The proposed project aims to deepen knowledge, spark inquiry, and support student activism to impact public policy in positive ways.
Alignment with Strategic Plan	The grant is aligned with District Strategic Plan Goal 1: High-Quality Instruction. It focuses on improving the knowledge and social-emotional learning of students regarding social justice issues that impact their school and community.
Level of Support provided by GAGP	Level 1 – GAGP staff drafted the executive summary for board approval. GAGP will track the grant in the system.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 08/07/18 – N

Grant Program	Gates Foundation– To and Through Advising Challenge Grant (1)	
Status	New – Competitive	
Funds Requested	\$90,000 (requested)	
Financial Impact Statement	The potential positive financial impact is \$75,000 for the first year and an additional \$15,000 for the second year. The source of funds is from the Bill and Melinda Gates Foundation “To and Through Advising Challenge.” There is no additional financial impact to the District.	
Schools Included	Coconut Creek, Blanche Ely, and Stranahan High Schools. Partner PeerForward is currently offering their program at Coconut Creek and Blanche Ely high schools. The principal of Stranahan High School demonstrated interest in introducing PeerForward at the school.	
Managing Department/School	School Counseling and BRACE	
Source of Additional Information	1. Ralph Aiello, Director – School Counseling & BRACE	754-321-1675
	2. Stephanie R. Williams, Director – Grants Administration & Government Programs	754-321-2260
Project Description	<p>Broward County Public Schools (BCPS) in partnership with PeerForward is proposing to improve and optimize our career-ready and college-“through” initiatives. The District is devising and implementing solutions that will enable systemic change beyond the traditional measures of college readiness.</p> <p>The Advising Challenge will support up to 20 school systems to enact the conditions and develop capabilities needed to adopt a “to and through” approach to advising for high school students. Grantees will participate in a year-long community of practice, receive individualized coaching and technical assistance, and benefit from access to effective models, tools, and practices. The grant will allow PeerForward programming to take place in three high schools: Coconut Creek, Blanche Ely, and Stranahan. BCPS is poised to leverage diverse partnerships and implement innovative, systemic change aimed at our students earning postsecondary credentials.</p>	
Evaluation Plan	The most valuable asset of the grant will be establishing and understanding our Estimated Postsecondary Completion (EPSC) rate, fully utilizing our National Clearing House Data (NSCH) data and participating in the Community of Practice with the other grantees. In the absence of calculating/analyzing EPSC, the District does not have benchmark data from which to work. Fully utilizing our NSCH data will support better match college decisions. The Community of Practice will provide access to best practices and collaborative problem solving as well as help to drive change on the district and state level.	
Research Methodology	An overwhelming majority of students, across all subgroups, aspire to complete some form of postsecondary education. However, many never enroll, and among those who do, far too few actually obtain a degree or credential. Moreover, there are substantial attainment gaps across both race and income. The percentage of income students and students of color obtaining a degree or credential remains distressingly low. For example, just 29 percent of African Americans between the ages of 25 and 34 have either two-year or four-year degrees, compared to almost 50 percent of whites. PeerForward high schools have a 26 percent higher rate of application for financial aid for postsecondary education than comparison schools.	
Alignment with Strategic Plan	This grant is aligned to District Strategic Plan Goal 1: High Quality Instruction and District Strategic Plan Goal 2: Continuous Improvement through more effective advising to address underserved students’ inequitable postsecondary access and persistence.	
Level of Support provided by GAGP	Level 2 – GAGP staff gathered data and budgetary information and helped draft the application. GAGP staff also wrote the executive summary for the board agenda, prepared a hard copy of the file for record keeping, and tracked the grant through the grants management system.	

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 08/07/18 – O

Grant Program	Gates Foundation – To and Through Advising Challenge Grant (2)
Status	New – Competitive
Funds Requested	\$90,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$75,000 for the first year and an additional \$15,000 for the second year. The source of funds is from the Bill and Melinda Gates Foundation “To and Through Advising Challenge.” There is no additional financial impact to the District.
Schools Included	School Counselors and BRACE Advisors throughout the District.
Managing Department/School	School Counseling and BRACE
Source of Additional Information	1. Ralph Aiello, Director – School Counseling & BRACE 754-321-1675 2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	<p>Broward County Public Schools (BCPS) in partnership with the Women of Tomorrow is proposing to improve and optimize our career-ready and college-“through” initiatives. The District is devising and implementing solutions that will enable systemic change beyond the traditional measures of college readiness.</p> <p>The Advising Challenge will support up to 20 school systems to enact the conditions and develop capabilities needed to adopt a “to and through” approach to advising for high school students. Grantees will participate in a year-long community of practice, receive individualized coaching and technical assistance, and benefit from access to effective models, tools, and practices. It is only when we use <i>better</i> data sets and start using them more efficiently that an advisor’s time can be used more wisely. BCPS is poised to leverage diverse partnerships and implement innovative, systemic change aimed at our students earning postsecondary credentials.</p>
Evaluation Plan	The most valuable asset of the grant will be establishing and understanding our Estimated Postsecondary Completion (EPSC) rate, fully utilizing our National Clearing House Data (NSCH) data and participating in the Community of Practice with the other grantees. In the absence of calculating/analyzing EPSC, the District does not have benchmark data from which to work. Fully utilizing our NSCH data will support better match college decisions. The Community of Practice will provide access to best practices and collaborative problem solving as well as help to drive change on the district and state level.
Research Methodology	An overwhelming majority of students, across all subgroups, aspire to complete some form of postsecondary education. However, many never enroll, and among those who do, far too few actually obtain a degree or credential. Moreover, there are substantial attainment gaps across both race and income. The percentage of income students and students of color obtaining a degree or credential remains distressingly low. For example, just 29 percent of African Americans between the ages of 25 and 34 have either two-year or four-year degrees, compared to almost 50 percent of whites.
Alignment with Strategic Plan	This grant is aligned to District Strategic Plan Goal 1: High-Quality Instruction and District Strategic Plan Goal 2: Continuous Improvement through more effective advising to address underserved students’ inequitable postsecondary access and persistence.
Level of Support provided by GAGP	Level 2 – GAGP staff gathered data and budgetary information and helped draft the application. GAGP staff also wrote the executive summary for the board agenda, prepared a hard copy of the file for record keeping, and tracked the grant through the grants management system.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 08/07/18 – P

Grant Program	Good Sports, Inc.
Status	New - Competitive
Funds Requested	\$0 (\$10,000 in-kind donation awarded)
Financial Impact Statement	The positive financial impact is \$0. The source of support is Good Sports, Inc. that is donating sports equipment valued at \$10,000. There is no additional financial impact to the District.
Schools Included	Everglades High School
Managing Department/School	Everglades High School
Source of Additional Information	1. Laura J. Cohen, Assistant Principal – Everglades High School 754-323-0500
Project Description	This equipment grant will be used to support the baseball team at Everglades High School.
Evaluation Plan	N/A
Research Methodology	Research demonstrates that physical activity and movement enhances fitness and fosters growth and development.
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 which has been shown to increase learning.
Level of Support provided by GAGP	GAGP staff were responsible for Level 1 support including 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 08/07/18 – Q

Grant Program	Longview Foundation*
Status	New – Competitive
Funds	\$25,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$25,000. The source of funds is the Longview Foundation. There is no additional impact to the District.
Schools Included	Eight Schools (four middle schools and four high schools)
Managing Department/School	Office of Innovative Learning
Source of Additional Information	1. Daryl Diamond, Director – Innovative Learning 754-321-2630 2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	Broward County Public Schools (BCPS) is in its second year of pairing middle school music students who participate in school-wide Band programs with high school music students who participate in school wide Band programs. In order for students to mentor each other, the school district utilizes videoconferencing units stationed at each school enabling students to meet with each other on a monthly basis. We would like to extend this program outside of the school district and can utilize our connection with Global Scholars to help us identify other schools, both nationally and internationally that are interested. There are 22 BCPS middle schools participating in this Global Cities international program. The funding being requested will help to purchase the necessary technology equipment that some of the schools need in order to participate.
Evaluation Plan	Student surveys will be administered at the beginning, middle, and end of the school year. Surveys will capture student perceptions on aspects of their band participation. These aspects will focus on the mentorship during the school year. Band directors will be able to assess student musical progression throughout the school year and gather qualitative and quantitative data regarding the effect of this program on student achievement and performance. Lastly, performance data at local, state, and national competitions will be reviewed to determine any correlations between the activities of this program and improved performance.
Research Methodology	A 2012 report from the National Endowment for the Arts concluded “a student from a low socioeconomic background with a high-arts educational experience significantly outperformed peers from a low-arts, low socioeconomic background.”
Alignment to Strategic Goals	This grant supports District Strategic Plan Goal 1: High-Quality Instruction by supporting appealing elective programs such as band instruction and international education that increase student engagement and improve student achievement and District Strategic Plan Goal 3: Effective Communication through the strong partnerships created between local middle and high schools and their international counterparts.
Level of Support provided by GAGP	Level 1 – GAGP staff shared the funding opportunity and drafted 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 08/07/18 – R

Grant Program	New Belgium Family Foundation
Status	New - Competitive
Funds Requested	\$4,300 (requested)
Financial Impact Statement	The potential positive financial impact is \$4,300. The source of funds is the New Belgium Family Foundation through Broward Education Foundation (BEF) as only 501(c)3, non-profit organizations are eligible. 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	1. Andrea Swift, Assistant Principal – Whispering Pines Center School 754-321-7650
Project Description	Should the grant be approved, funds will be used to establish a bicycle repair shop located at the school. The funds will also be used to support a school-based enterprise whereas the students are able to charge for repairs made to bicycles and sell donated bicycles that have been repaired. Participating students will work under the guidance of the lead teacher who has extensive technical/mechanical training as well as certification in teaching students with disabilities. In addition, three job coaches work alongside students to develop skills that are appropriate for the workplace.
Evaluation Plan	Learning goals for this section include the safe/proper use of tools and basic bicycle mechanics. Students will take pre- and post-exams to measure their level of mastery of technical skills.
Research Methodology	Studies show that students are more stimulated and apt to learn when they can interact with hands-on learning tools and real-life experiences.
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	GAGP staff were responsible for providing Level 2 support including strengthening the proposal and budget through feedback, working with BEF to establish the pass-through relationship, 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 08/07/18 – S

Grant Program	Rockwell Collins and the Tampa Bay Robotics Foundation
Status	New - Competitive
Funds Requested	\$500 (awarded)
Financial Impact Statement	The positive financial impact is \$500. The source of funds is Rockwell Collins and the Tampa Bay Robotics Foundation. There is no additional financial impact to the District.
Schools Included	Cypress Bay High School
Managing Department/School	Cypress Bay High School
Source of Additional Information	1. Angela Ashley, Teacher – Cypress Bay High School 754-323-0350
Project Description	The school will use grant funds to support the robotics team including the purchase of robot parts, costumes that our team members wear at competitions to show our enthusiasm, and allow us to spread the word of FIRST to others in and out of our community.
Evaluation Plan	N/A
Research Methodology	N/A
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 1: High-Quality Instruction 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	GAGP staff provided Level 1 support by 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 08/07/18 – T

Grant Program	Safeway Foundation*
Status	New - Competitive
Funds Requested	\$5,200 (requested)
Financial Impact Statement	The potential positive financial impact is \$5,200. The source of funds is the Safeway Foundation through Broward Education Foundation (BEF) as only 501(c)3, non-profit organizations are eligible. There is no additional financial impact to the District.
Schools Included	Wingate Oaks Center
Managing Department/School	Wingate Oaks Center
Source of Additional Information	1. Donald Cottrell, Principal – Wingate Oaks Center 754-321-6850
Project Description	<p>Wingate Oaks Center is a Pre-K to Grade 12 Public School that serves approximately 120 Pre-K students who are at risk educationally and 24 K-12 students who have significant cognitive disabilities in addition to behavioral, medical, or physical disabilities.</p> <p>Classroom teachers currently provide in-class instruction, and also utilize the campus and our “back door gardens” as vehicles for Science instruction. There is much evidence, however, that hands-on experiences with Science build essential inquiry skills. The focus of this grant is to create extended hands-on Science experiences for our students, while also strengthening community connections.</p> <p>Safeway Foundation funding would support curricular Science exploration, first all classrooms would receive supplemental materials to strengthen the literacy/science connection, and support in-class Science inquiry.</p> <p>Next, all Pre-K to Grade 12 students would participate in quarterly Broward Museum of Science and Discovery outreach programs. Examples of Museum programs include Cold Blooded Critters, Crazy Chemistry, and The Science of Colors. Adapted to grade levels and presented in groups small enough to allow hands-on experiences, these experiences would allow students to explore aspects of Science which would stimulate both inquiry and communication skills.</p>
Evaluation Plan	Learning goals for this grant program include elements of the Science standards exemplified through experiment and inquiry. Students will perform pre- and post-evaluations to measure their level of mastery of computational skills.
Research Methodology	Studies show that students are more stimulated and apt to learn when they can interact with hands-on learning tools and real-life experiences.
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	GAGP staff were responsible for providing Level 2 support including strengthening the proposal and budget through feedback, working with BEF to establish the pass-through relationship, 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 08/07/18 – U

Grant Program	University of Central Florida – Florida Center for Students with Unique Abilities: College and Career Transition Club Funding						
Status	New						
Funds Requested	\$174,000 (requested)						
Financial Impact Statement	The potential positive financial impact is \$174,000 (\$6,000 per school). The source of funds is the Florida Consortium on Inclusive Higher Education – University of Central Florida. There is no additional financial impact to the District.						
Schools Included	High schools include: Blanche Ely, Boyd Anderson, Coconut Creek, Cooper City, Coral Glades, Coral Springs, Cypress Bay, Deerfield Beach, Dillard 6-12, Everglades., Flanagan, Ft. Lauderdale, Hallandale, Hollywood Hills., J.P. Taravella, Lauderdale 6-12, Marjory Stoneman Douglas, McArthur, Miramar, Monarch, Northeast, Nova, Piper, Plantation, South Broward, South Plantation, Stranahan, West Broward, and Western.						
Managing Department/School	Career, Technical, Adult and Community Education (CTACE)						
Source of Additional Information	<table border="0"> <tr> <td>1. Enid Valdez, Director – CTACE</td> <td align="right">754-321-8444</td> </tr> <tr> <td>2. Christy Bradford, Curriculum Supervisor – CTACE</td> <td align="right">754-321-8416</td> </tr> <tr> <td>3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)</td> <td align="right">754-321-2260</td> </tr> </table>	1. Enid Valdez, Director – CTACE	754-321-8444	2. Christy Bradford, Curriculum Supervisor – CTACE	754-321-8416	3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
1. Enid Valdez, Director – CTACE	754-321-8444						
2. Christy Bradford, Curriculum Supervisor – CTACE	754-321-8416						
3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260						
Project Description	To increase awareness and help students with intellectual disabilities prepare for and access those opportunities across Florida, the Florida Center for Students with Unique Abilities (FCSUA) is partnering with secondary educators to develop and implement Florida College and Career Transition Clubs (CCT Clubs) at local high schools. Clubs will be inclusive, with membership adequately representing students enrolled in grades 9-12 from these three groups: 1) Students with intellectual disabilities; 2) Students with disabilities other than intellectual disabilities; and 3) Students without disabilities. Club advisors will support students to learn and explore career pathways and postsecondary options. Students will work together to identify and explore college and career opportunities, engage in mentoring, and participate in events and activities within the school, community, and local Institutes of Higher Education to build college and career transition plans.						
Evaluation Plan	<p>Reporting Requirements:</p> <ol style="list-style-type: none"> 1. Annual CCT Club report to FCSUA due 6/15 each year 2. Student Enrollment (including # of students from each of these groups: students with intellectual disabilities, students with disabilities other than intellectual disabilities, students without disabilities) 3. Summary of CCT Club activities 4. Summary of CCT Club expenditures, showing any balances remaining 5. Preliminary plan for the next year’s Club activities 						
Research Methodology	Best practices in programmatic approaches for postsecondary education for persons with an intellectual disability are listed in a recent publication from the Journal-Inclusion (AAIDD) 2018, Vol. 6, No. 2, 97-109-“Is Getting a Postsecondary Education a Good Investment for Supported Employees With Intellectual Disability and Taxpayers?” Authors: Robert Evert Citera, Colleen A. Thoma, Holly N. Whittenburg, and Ashley N. Ruhl. This study examined the vocational outcomes achieved by 9,432 transition-age (17–26 years old) supported employees with intellectual disability served by state-federal vocational rehabilitation programs throughout the United States in 2015. It found that individuals who had completed at least some postsecondary education were more likely to be employed, work more hours, earn more per hour, and were employed in a greater range of vocations than individuals with all other levels of education examined (i.e., individual without high school diplomas, special education certificate of completion, or high school diploma). Further, individuals who had postsecondary education also were the most						

POST-SUBMISSION EXECUTIVE SUMMARY

	cost-effective and would be cost-efficient from the taxpayer's perspective after being employed 28.4 months.
Alignment with Strategic Plan	This grant aligns with District Strategic Plan Goal 1: High-Quality Instruction by expanding students' career and postsecondary options.
Level of Support provided by GAGP	Level 1 - GAGP staff drafted the executive summary for board approval. GAGP will track the grant in the system.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 08/07/18 – V

Grant Program	United States Lacrosse Diversity and Inclusion*	
Status	New - Competitive	
Funds Requested	\$0 (\$10,000 in-kind donation awarded)	
Financial Impact Statement	The potential positive financial impact is \$0. The source of support is United States Lacrosse Urban Alliance that is donating \$20,000 in sports equipment. 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. Paula Whittle, Speech Pathologist – Coral Springs High School	754-322-0500
	2. Josh St. Thomas, Coach – Coral Springs High School	754-322-0500
Project Description	United States Lacrosse is donating sports equipment to the school valued at \$10,000.	
Evaluation Plan	N/A	
Research Methodology	N/A	
Alignment with Strategic Plan	This project supports District Strategic Plan Goal 1: High-Quality Instruction as the program is designed to improve over-all student health.	
Level of Support provided by GAGP	GAGP staff were responsible for providing Level 1 support by 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 08/07/18 – W

Grant Program	United States Department of Justice Student, Teachers, and Officers Preventing (STOP) School Violence: Prevention and Mental Health Training Program
Status	New – Competitive
Funds Requested	\$500,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$500,000 for a 3-year project to begin October 1, 2018. The source of funds is the United States (U.S.) Department of Justice under the Office of Justice Programs. The grant application requires a 25 percent match, which will be met through in-kind contributions of District staff time.
Schools Included	55 secondary schools in the following Innovation Zones: Boyd Anderson, Blanche Ely, Coconut Creek, Coral Springs, Deerfield Beach, Dillard, Fort Lauderdale, Hallandale, Hollywood Hills, McArthur, Miramar, Northeast, Piper, Plantation, South Broward, South Plantation, Stranahan
Managing Department/School	Student Services
Source of Additional Information	<ol style="list-style-type: none"> 1. Michaelle Valbrun-Pope, Chief – Student Support Initiatives 754-321-1660 2. Dr. Laurel Thompson – Director, Student Services 754-321-3400 3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	The STOP School Violence Act is designed to improve school security by providing students and teachers with the tools they need to recognize, respond quickly to, and prevent acts of violence. Local governmental units are provided with funding to develop threat assessment and crisis intervention teams and anonymous reporting systems, designed to identify threats before they materialize, and for training students, school personnel and local law enforcement officers so they can partner in preventing violent events from happening. The District, in collaboration with Sandy Hook Promise, is seeking funds to address the training needs of school personnel, students and families to prevent student violence. This proposal will fund targeted training and youth awareness programs for middle schools, high schools, and alternative education centers with the highest need as measured by rates of student disciplinary infractions involving acts committed against another person. Best practices in suicide prevention education will continue across the district with support from the STOP School Violence grant facilitator.
Evaluation Plan	The U.S. Department of Justice evaluates performance based on: 1) number of training sessions for teachers and school personnel designed to prevent student violence; 2) number of education sessions for students with the intent to prevent violence; and 3) documentation of all training and education sessions conducted.
Research Methodology	On February 14 th , 2018, a shooting resulted in 17 fatalities (14 students and three school employees) and 17 individuals were injured. The incident has impacted every school and every department in the District. Broward County Public Schools is committed to reducing violence and rates of suicide in schools across the county.
Alignment with Strategic Plan	This grant aligns with District Strategic Plan Goal 1: High-Quality Instruction by safeguarding the educational environment and District Strategic Plan Goal 3: Effective Communications by improving the collaboration between school personnel, students and families to detect and report on potential threats to school environments.
Level of Support provided by GAGP	Level 3 - GAGP staff worked in collaboration with Student Support Services to develop the grant application, facilitate collaboration with Sandy Hook Promise, obtain required documentation, submit the proposal as well as draft the executive summary for board approval, and prepare documents for Official School Board Records. GAGP will track the grant in the system.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 08/07/18 – X

Grant Program	United States Department of Justice Student, Teachers, and Officers Preventing (STOP) School Violence: Threat Assessment and Technology Reporting Grant				
Status	New – Competitive				
Funds Requested	\$380,000 (requested)				
Financial Impact Statement	The potential positive financial impact is \$380,000. The source of funds is the United States (U.S.) Department of Justice under the Office of Justice Programs. The grant application requires a 25 percent match, which will be met through in-kind contributions of District staff time.				
Schools Included	District-wide				
Managing Department/School	Office School Safety and Security				
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Mary Claire Mucenic, Director – Exceptional Student Learning and Support</td> <td style="width: 30%; text-align: right;">754-321-3400</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. Mary Claire Mucenic, Director – Exceptional Student Learning and Support	754-321-3400	2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
1. Mary Claire Mucenic, Director – Exceptional Student Learning and Support	754-321-3400				
2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260				
Project Description	The STOP School Violence Act is designed to improve school security by providing students and teachers with the tools they need to recognize, respond quickly to, and prevent acts of violence. Local governmental units are provided with funding to develop threat assessment and crisis intervention teams, designed to identify threats before they materialize, and for training students, school personnel and local law enforcement officers so they can partner in preventing violent events from happening. The School Board of Broward County, Florida, in collaboration with law enforcement, is seeking funds to update and conduct school threat assessment training. The proposed 3-year program would include assigned SROs and provide them with training on how to assist school-based teams in conducting threat assessments and reporting potential threats.				
Evaluation Plan	The U.S. Department of Justice evaluates performance based on: 1) establishment of threat assessment and intervention teams that use evidence-based strategies and based on cooperative partnerships with public safety agencies, 2) development and conduct of Threat Assessment Plans, and 3) completion of school threat assessments.				
Research Methodology	On February 14 th , 2018, a shooting resulted in 17 fatalities (14 students and three school employees) and 17 individuals were injured. The impact of the incident has impacted every school and every department in the District. New state legislation now requires that every school have a school resource or security officer and school-based threat assessment teams will collaborate with these officers in conducting threat assessments.				
Alignment with Strategic Plan	This grant aligns with District Strategic Plan Goal 1: High-Quality Instruction by ensuring a safe environment in which educators can provide instruction, District Strategic Plan Goal 2: Continuous Improvement by improving the safety and security of schools to effectively manage, organize, and align resources including staff time and facilities, and District Strategic Plan Goal 3: Effective Communications by improving the collaboration between District and law enforcement officials.				
Level of Support provided by GAGP	Level 3 - GAGP staff worked in collaboration with the Office of School Safety and Security, Exceptional Student Learning and Support, Psychological Services, Special Investigative Unit, and the Broward Sheriff's Office to develop the grant application and obtain required documentation as well as draft the executive summary for board approval. GAGP will track the grant in the system.				

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 08/07/18 – Y

Grant Program	Wish You Well Foundation
Status	New - Competitive
Funds Requested	\$6,500 (requested)
Financial Impact Statement	The potential positive financial impact is \$6,500. The source of funds is the Wish You Well Foundation through Broward Education Foundation (BEF) as only 501(c)3, non-profit organizations are eligible. 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	1. Andrea Swift, Assistant Principal – Whispering Pines Center School 754-321-7650
Project Description	Should the grant be approved, funds will be used to establish a bicycle repair shop located at the school. The funds will also be used to support a school-based enterprise whereas the students are able to charge for repairs made to bicycles and sell donated bicycles that have been repaired. Participating students will work under the guidance of the lead teacher who has extensive technical/mechanical training as well as certification in teaching students with disabilities. In addition, three job coaches work alongside students to develop skills that are appropriate for the workplace.
Evaluation Plan	Learning goals for this section include the safe/proper use of tools and basic bicycle mechanics. Students will take pre- and post-exams to measure their level of mastery of technical skills.
Research Methodology	Studies show that students are more stimulated and apt to learn when they can interact with hands-on learning tools and real-life experiences.
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	GAGP staff were responsible for providing Level 2 support including strengthening the proposal and budget through feedback, working with BEF to establish the pass-through relationship, writing the executive summary for the board agenda, preparing a hard copy of the file for record keeping, and tracking the grant.