

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 10/02/18 – A

Grant Program	Board of County Commissioners, Broward County – P3 Eco-Challenge School Recognition Program*
Status	New - Competitive
Funds Requested	\$7,600 (awarded)
Financial Impact Statement	The positive financial impact is \$7,600. The source of funds is Board of County Commissioners, Broward County and program sponsors. There is no additional financial impact to the District.
Schools Included	The following schools participated in a contest to determine eligibility: <ul style="list-style-type: none"> • Elementary: Beachside Montessori Village, Challenger, Dania, Griffin, Orange Brook, Panther Run, and Park Springs; • Middle: Lauderdale Lakes, New River, Pines, and Walter C. Young; • Combination: Annabel C. Perry; • High Schools: McFatter and South Plantation.
Managing Department/School	The schools will manage their grant activities and funds.
Source of Additional Information	<ol style="list-style-type: none"> 1. Rebecca Malones, Instructional Facilitator – Applied Learning 754-321-1847 2. Dr. Lisa Milenkovic, Supervisor, STEM+Computer Science – Applied Learning 754-321-1850 3. Susan M. Cantrick, Director – Applied Learning 754 321-1859 4. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	The P3 Eco-Challenge School Recognition Program is a collaborative effort between Broward County Public Schools and its partners, Broward County Natural Resources Planning and Management Division, and the Environmental Education Council of Broward County to recognize public schools who encourage cultures of sustainability within their school communities. P3 stands for Preserving Our Planet for Posterity. The Broward P3 Eco-Challenge engages and rewards schools, teachers, students, administrators, and volunteers in learning about and implementing environmentally sustainable measures and green initiatives within their schools and communities. All applications were written and developed by the nominators and their school’s green team.
Evaluation Plan	Learning gains for students through the green initiative projects will be measured through standard assessments, rubrics, student participation, and teacher observation associated with each initiative to measure student understanding and progress towards environmental preservation.
Research Methodology	The projects reflect active approaches to environmental science education and “going green” initiatives and are in alignment to Common Core State Standards.
Alignment with Strategic Plan	This project is aligned with District Strategic Plan Goal 3: Effective Communication through the application of applied learning activities.
Level of Support provided by GAGP	Level 2 - GAGP staff were responsible for gathering application information from the department, encouraging schools to apply, 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 10/02/18 – B

Grant Program	Community Foundation of Broward – Youth Work	
Status	Competitive	
Funds Requested	\$83,922 (requested)	
Financial Impact Statement	The potential positive financial impact is \$83,922. The Community Foundation of Broward is the source of funds. The District is currently ineligible for the grant therefore the Broward Education Foundation (BEF) will be the lead applicant. There is no additional financial impact to the District.	
Schools Included	High schools that expressed support for work-based experiences and have a highly diverse student body and high rate of Free and Reduced-price lunch participation such as Coral Springs, Hollywood Hills, McArthur, Plantation, and Piper.	
Managing Department/School	Career Technical Adult and Community Education	
Source of Additional Information	1. Enid Valdez, Director – Career Technical Adult and Community Education (CTACE)	754-321-8444
	2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	Employers across Broward County, including Broward County Public Schools’ (BCPS) Office of Facilities and Construction Management, lack skilled employees in the construction trades. Under the auspices of the CTACE department and in collaboration with the Broward Education Foundation, this program will expand a pre-apprenticeship program providing high school students with the technical and soft skills and work experience needed for a career in facilities and construction management. The CAREER LAUNCH program will provide students with a course that instructs the National Center for Construction Education and Research (NCCER) core curriculum. Students will earn the <i>Occupational Safety and Health Administration</i> (OSHA) 10 industry certification, thus acquiring an essential employability skill. The program will also offer field workplace experiences, interaction with the BCPS Facilities Department, and participation in the Architecture, Construction, and Education mentoring program. The goal of the program is to help students attain the skills, credentials, and work experiences to prepare them for a successful outcome after graduation. The three successful outcomes are entrance into an apprenticeship program, postsecondary enrollment, or employment in the construction workforce. Additional career sectors will be added in subsequent years.	
Evaluation Plan	The CAREER LAUNCH pre-apprenticeship program creates a tangible link between what students are learning in the classroom and what they need for workforce success. Achievement of the program’s objectives will be measured by eighty high school students’ successful completion of the pre-apprenticeship program as defined by: 1) completion of the NCCER curriculum; 2) Receipt of the OSHA 10 industry certification; and 3) Completion of the soft skills curriculum. Ultimately, success will be demonstrated by students’ transition into one of the following post-program outcomes: 1) Enrollment in a postsecondary program; 2) Acceptance in an apprenticeship program; or 3) Employment in the construction trades workforce.	
Research Methodology	According to the Florida Department of Economic Opportunity 2016 Skills Gap and Job Vacancy Survey for Broward County and the 2017 Greater Fort Lauderdale Workforce Analysis, a major concern of Broward employers is the lack of employment candidates with the appropriate workforce skills (hard and soft) to support their current needs or skills targeted for long-term economic development. Equally worrisome is the exceedingly high unemployment rates Broward County youth face: 29.2 percent unemployment for 16-19 year olds and 15.8 percent for 20-24 year olds (based on American Community Survey 2016 Estimates). Research shows that early positive connections to the workplace can increase a young person’s	

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	chances for successful future employment and the effect is even greater for minority youth from poverty.
Alignment with Strategic Plan	The grant activities are aligned with District Strategic Plan Goal 1: High-Quality Instruction by increasing the number of college and career ready students in facilities and construction management and other sectors.
Level of Support provided by GAGP	Level 3: GAGP helped develop the grant application, provided budget review with feedback, submitted the application in the funder's online portal, and drafted the executive summary for Board approval along with requisite school board meeting documentation and filing. GAGP will track the grant in the grant management system.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 10/02/18 – C

Grant Program	Florida Agriculture in the Classroom – Teacher Grant* (1)
Status	New - Competitive
Funds Requested	\$1,438 (requested)
Financial Impact Statement	The potential positive financial impact is \$1,438. The source of funds is Florida Agriculture in the Classroom. There is no additional financial impact to the District.
Schools Included	This proposed project will reach 20 schools during the 2018/19 school year. Schools must attend a mini-workshop featuring Florida Agriculture in the Classroom curriculum with a specific focus on herb gardening. The 20 participating schools will be selected on a first come, first served basis by attendance at the mini-workshop.
Managing Department/School	Applied Learning
Source of Additional Information	1. Dr. Lisa Milenkovic, Supervisor, STEM+Computer Science – 754-321-1850 Applied Learning 2. Susan M. Cantrick, Director – Applied Learning 754 321-1859
Project Description	School staff and teachers have expressed interest in having more gardening projects on their campuses that are not as intense as a traditional garden. Herb gardens will fit that need with a small amount of training for the herb gardener. Students and staff will learn how to grow, harvest and taste fresh herbs during the school day. This low maintenance method will give the school and the community the ability to enjoy the bounty and beauty of a growing garden on a smaller scale. They will be able to produce fresh and nutritious herbs to enrich their snacks and lunches. The small herb gardens will enable students to experience different tastes and cultures with recipes and traditions.
Evaluation Plan	By the end of the school year, students will be able to note positive changes and nutrition trends that have become increasingly established.
Research Methodology	N/A
Alignment with Strategic Plan	This project 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 providing Level 1 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 10/02/18 – D

Grant Program	Florida Agriculture in the Classroom – Teacher Grant* (2)	
Status	New - Competitive	
Funds Requested	\$500 (awarded)	
Financial Impact Statement	The potential positive financial impact is \$500. The source of funds is Florida Agriculture in the Classroom. There is no additional financial impact to the District.	
Schools Included	Indian Ridge Middle School	
Managing Department/School	Indian Ridge Middle School	
Source of Additional Information	1. Kimberly Prager, Teacher – Indian Ridge Middle School	754-323-3300
	2. Nicole Rosa-Alazraki, Bookkeeper – Indian Ridge Middle School	754-323-3306
Project Description	This grant will be used to support the school garden.	
Evaluation Plan	N/A	
Research Methodology	N/A	
Alignment with Strategic Plan	This project is aligned to District Strategic Goal 1: High-Quality Instruction through the strengthening of middle grades learning.	
Level of Support provided by GAGP	Level 1: 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.	

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Grant 10/02/18 – E

Grant Program	Florida Agriculture in the Classroom – Teacher Grant* (3)	
Status	New - Competitive	
Funds Requested	\$500 (awarded)	
Financial Impact Statement	The positive financial impact is \$500. The source of funds is Florida Agriculture in the Classroom. There is no additional financial impact to the District.	
Schools Included	Sheridan Hills Elementary School	
Managing Department/School	Sheridan Hills Elementary School	
Source of Additional Information	1. Joanne Ewart, Teacher – Sheridan Hills Elementary School	754-323-7300
Project Description	This grant will be used to enhance a gardening experience for children in the special needs preschool and Head Start programs. The grant will also be used to start an after-school garden club for second graders.	
Evaluation Plan	Lessons will be incorporated to build connections between gardening and nutrition, and to reach students to recognize the importance of becoming environmental stewards of the school.	
Research Methodology	N/A	
Alignment with Strategic Plan	This project 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	Level 1: 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.	

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POST-SUBMISSION EXECUTIVE SUMMARY

Grant 10/02/18 – F

Grant Program	Florida Farm Bureau – Teacher Grant* (1)
Status	New - Competitive
Funds Requested	\$250 (requested)
Financial Impact Statement	The potential positive financial impact is \$250. The source of funds is Florida Farm Bureau. There is no additional financial impact to the District.
Schools Included	James S. Hunt Elementary School
Managing Department/School	James S. Hunt Elementary School
Source of Additional Information	1. Debi Renee London, Teacher – James S. Hunt Elementary School 754-322-6500
Project Description	Should the grant be approved, the school will expand their garden that all students and teachers can use and benefit from. Through science and the arts students will add beauty to their garden. They will chart caterpillars, ladybugs and more. They will tend to the garden during school and after school clubs. The garden will be used as an outdoor learning environment and a space for mediation, reflection, and respite.
Evaluation Plan	Student learning will be captured through journaling and pre- and post-testing with visual graphing, charts, photographs, and data collection.
Research Methodology	N/A
Alignment with Strategic Plan	This project 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 providing Level 3 support by developing the application with the teacher and gathering supporting materials. GAGP staff were also 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.

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Grant 10/02/18 – G

Grant Program	Florida Farm Bureau – Teacher Grant* (2)
Status	New - Competitive
Funds Requested	\$250 (requested)
Financial Impact Statement	The potential positive financial impact is \$250. The source of funds is Florida Agriculture in the Classroom. 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	The purpose of the project is to establish a garden at the school that will grow pizza toppings.
Evaluation Plan	By the end of the school year, students will be able to note positive changes and nutrition trends that have become increasingly established.
Research Methodology	N/A
Alignment with Strategic Plan	This project 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 providing Level 1 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.

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POST-SUBMISSION EXECUTIVE SUMMARY

Grant 10/02/18 – H

Grant Program	Florida Department of Education – Discretionary Grant for Immediate Aid to Restart School Operations (Restart Program)
Status	Discretionary – Non-Competitive
Funds Requested	\$8,787,218 (requested)
Financial Impact Statement	The potential positive financial impact is \$8,787,218. The source of funds is the Florida Department of Education. There is no additional financial impact to the District.
Schools Included	District-wide, including Charter Schools and non-profit, non-public elementary and secondary schools affected by Hurricane Irma.
Managing Department/School	Office of the Chief Financial Officer
Source of Additional Information	1. Judith M. Marte, Chief Financial Officer – Office of the Chief Financial Officer 754-321-1990 2. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	The Restart Program provides funds to assist Local Education Agencies (LEA) with expenses related to the restart of schools affected by Hurricane Irma. Specifically, the District is requesting funds for: maintenance, academic and guidance staff who worked to restart schools and provide support to students; replacement of damaged instructional materials; and infrastructure repairs. Public school district LEAS shall provide services to non-public schools within their districts in accordance with the Hurricane Recovery Act.
Evaluation Plan	The District maintains auditable records substantiating all expenditures and will submit quarterly reports to the Florida Department of Education.
Research Methodology	N/A
Alignment with Strategic Plan	This project is aligned to District Strategic Plan Goal 2: Continuous Improvement.
Level of Support provided by GAGP	Level 2 - GAGP staff supported the Office of the Chief Financial Officer in developing the application by coordinating an internal proposal planning meeting; writing the narrative; reviewing the budget; and ensuring a complete and timely submission. GAGP was also responsible for informing non-public schools about the grant and supporting the outreach to Charter schools.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 10/02/18 – I

Grant Program	Florida Department of Education – School Improvement Grant 1003(g) - Cohort 3	
Status	Year - Competitive	
Funds Requested	\$499,976 (requested)	
Financial Impact Statement	The potential positive financial impact is \$499,976 awarded for an additional year (based on the 2 schools being awarded the grant previously for 3 years). The source of funds is the United States Department of Education through the Florida Department of Education. There is no additional financial impact to the District.	
Schools Included	Rock Island Elementary and Lauderhill 6-12	
Managing Department/School	Office of Service Quality	
Source of Additional Information	1. Veda Hudge, Director – Office of Service Quality	754-321-3850
	2. Dr. Valerie Wanza, Chief School Performance & Accountability Officer – Office of the School Performance & Accountability Officer	754-321-3827
	3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
Project Description	School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State Educational Agencies (SEAs), to Local Educational Agencies for use in Florida’s persistently lowest-performing schools that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make Annual Measurable Objectives to build capacity towards sustainability.	
Evaluation Plan	The SIG schools will be evaluated periodically through the Comprehensive Instructional Monitoring Process involving State and District personnel. The state review will be based on the SIG indicators listed in the grant.	
Research Methodology	The SIG program provides resources for turning around persistently low achieving schools emphasizing changes in school governance, structure, human capital, and teaching practices. The Office of Service Quality will use the Florida Continuous Improvement Model for instructional reform that includes the Plan, Do, Study, Act process. The instructional reforms will be research-based programs with a history of improving student achievement. Science, technology, engineering, and mathematics (STEM) labs will be utilized in these schools as well as electronic classrooms. The use of school-based coaches, highly qualified teachers, and instructional leaders with a background in urban schools, has been proven to show significant improvement in struggling urban schools.	
Alignment to Strategic Goals	Schools will align their SIG goals to the District’s Strategic Plan, which focuses on high quality instruction, continuous improvement, and effective communication. SIG schools will participate in professional development related to standards-based instruction. Additionally, schools will implement the District’s B.E.S.T. (Beyond Expected Student Targets) which includes four instructional practices: Professional Learning Communities, Multi-tiered Support Systems (RtI), Communication, and Scaling up best practices.	

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Grant 10/02/18 – J

Grant Program	Florida Department of Education – School Improvement Grant 1003(g) - Cohort 4	
Status	New – Eligible Schools	
Funds Requested	\$1,313,713 (requested)	
Financial Impact Statement	The potential positive financial impact is \$1,313,713. The source of funds is the United States Department of Education through the Florida Department of Education. There is no additional financial impact to the District.	
Schools Included	Pompano Beach and C. Robert Markham Elementary Schools	
Managing Department/School	Office of Service Quality	
Source of Additional Information	<ol style="list-style-type: none"> 1. Veda Hudge, Director – Office of Service Quality 754-321-3850 2. Dr. Valerie Wanza, Chief School Performance & Accountability Officer – Office of the School Performance & Accountability Officer 754-321-3827 3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260 	
Project Description	School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State Educational Agencies (SEAs), to Local Educational Agencies for use in Florida’s persistently lowest-performing schools that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make Annual Measurable Objectives to build capacity towards sustainability.	
Evaluation Plan	The SIG schools will be evaluated periodically through the Comprehensive Instructional Monitoring Process involving State and District personnel. The state review will be based on the SIG indicators listed in the grant.	
Research Methodology	The SIG program provides resources for turning around persistently low achieving schools emphasizing changes in school governance, structure, human capital, and teaching practices. The Office of Service Quality will use the Florida Continuous Improvement Model for instructional reform that includes the Plan, Do, Study, Act process. The instructional reforms will be research-based programs with a history of improving student achievement. Science, Technology, Engineer, and Mathematics (STEM) labs will be utilized in these schools as well as electronic classrooms. The use of school-based coaches, highly qualified teachers, and instructional leaders with a background in urban schools, has been proven to show significant improvement in struggling urban schools.	
Alignment to Strategic Goals	Schools will align their SIG goals to the District’s Strategic Plan, which focuses on high quality instruction, continuous improvement, and effective communication. SIG schools will participate in professional development related to standards-based instruction. Additionally, schools will implement the District’s B.E.S.T. (Beyond Expected Student Targets) which includes four instructional practices: Professional Learning Communities, Multi-tiered Support Systems (RtI), Communication, and Scaling up best practices.	

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 10/02/18 – K

Grant Program	Gap Foundation	
Status	New - Competitive	
Funds Requested	\$250 (awarded)	
Financial Impact Statement	The positive financial impact is \$250. The source of funds is Gap Foundation. There is no additional financial impact to the District.	
Schools Included	Parkway Middle School	
Managing Department/School	Parkway Middle School	
Source of Additional Information	1. Bradford Mattair, Principal – Parkway Middle School	754-322-4000
	2. Alicia Owens-Walden, Budget Support Specialist – Business Support Center	754-321-0644
Project Description	The grant will be used to support activities at the school. The Gap did not require an application for this grant.	
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 through the implementation of activities that strengthen middle grade learning.	
Level of Support provided by GAGP	Level 1: 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 10/02/18 – L

Grant Program	Holy Cross Hospital – Project Supporting Lifelong Improvement through Movement (1)	
Status	New - Competitive	
Funds Requested	\$59,000 (awarded)	
Financial Impact Statement	The positive financial impact is \$59,000. The source of funds is Holy Cross Hospital. There is no additional financial impact to the District.	
Schools Included	C. Robert Markham Elementary School	
Managing Department/School	C. Robert Markham Elementary School	
Source of Additional Information	1. Sherdrick Dukes, Principal – C. Robert Markham Elementary School	754-322-6950
	2. Erica Levin, Intern Principal - C. Robert Markham Elementary School	754-322-6950
	3. Carla Andrejak, Budget Support Specialist – Business Support Center	754-321-0660
Project Description	The school will use grant funds to improve the health and wellness of students at C. Robert Markham Elementary through the purchase and installation of playground equipment.	
Evaluation Plan	N/A	
Research Methodology	N/A	
Alignment with Strategic Plan	This project is aligned with the District Strategic Plan Goal 1: High-Quality Instruction.	
Level of Support provided by GAGP	Level 1: 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 10/02/18 – M

Grant Program	Holy Cross Hospital – Project Supporting Lifelong Improvement through Movement (2)	
Status	New - Competitive	
Funds Requested	\$29,000 (awarded)	
Financial Impact Statement	The positive financial impact is \$29,000. The source of funds is Holy Cross Hospital. There is no additional financial impact to the District.	
Schools Included	Sanders Park Elementary School	
Managing Department/School	Sanders Park Elementary School	
Source of Additional Information	1. Karen Nesbeth, Principal – Sanders Park Elementary School	754-322-8400
	2. Wilma Brooks, Bookkeeper – Sanders Park Elementary School	754-322-8404
Project Description	The school will use grant funds to improve the health and wellness of students at Sanders Park Elementary through the purchase and installation of a playground canopy/shade.	
Evaluation Plan	N/A	
Research Methodology	N/A	
Alignment with Strategic Plan	This project is aligned with the District Strategic Plan Goal 1: High-Quality Instruction.	
Level of Support provided by GAGP	Level 1: 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 10/02/18 – N

Grant Program	Motorola Solutions Foundation
Status	New - Competitive
Funds Requested	\$50,000 (awarded)
Financial Impact Statement	The positive financial impact is \$50,000. The source of funds is the Motorola Solutions Foundation. There is no additional financial impact to the District.
Schools Included	Western High School, Indian Ridge Middle School, and Flamingo Elementary School
Managing Department/School	Western High School
Source of Additional Information	1. Christine Graf, Assistant Principal – Western High School 754-323-2430
Project Description	STEM SYNERGY is a technology and engineering education initiative to get kids excited about STEM and about learning. The staff and students of the Western High School <i>Imagine the Impossible</i> STEM Academy share a common belief that learning through hands-on and minds-on experiences within and outside the school walls leads to the attainment of 21 st Century skills – many of which cannot be learned from a textbook or measured by a pen and paper assessment. Examples in clude: collaboration, listening, leading, teaching others, serving others, and acting as ambassadors.
Evaluation Plan	After completion, the program will be evaluated as follows: 1) Increase math and science achievement performance as measured by State and National criterion-based assessments. 2) Increase participation rate in the school, regional, and national rate in Science, Technology, Engineering, and Mathematics (STEM) competitions, and 3) Improve attitudes towards science and technology as gauged by the research-based survey at Rutgers University.
Research Methodology	The trends in International Math and Science Study (TIMSS) and Program for International Student Assessment (PISA) have shown how US students are lagging behind their counterparts in math and science achievements, even more so at the secondary level. While examining the math and science achievements results, BCPS students’ science performance lags behind math scores. BCPS 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 leaning and promote college and career readiness through mentoring and the provision of hands-on STEM experiences.
Level of Support provided by GAGP	Level 1 - 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 10/02/18 – O

Grant Program	Our Fund Foundation*
Status	New - Competitive
Funds Requested	\$15,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$15,000. The source of funds is Our Fund Foundation. The District is ineligible for the grant therefore the Broward Education Foundation was the lead applicant. There will be no financial impact to the District.
Schools Included	N/A
Managing Department/School	Equity and Academic Attainment
Source of Additional Information	1. David Watkins, Director – Equity and Academic Attainment 754-321-1600 2. Stephanie Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	<p>The request will allow improvements and expansion of services for LGBTQ youth in schools. This grant will have two main focuses: Gay-Straight Alliance (GSA) Summit for Broward County Public Schools (BCPS) students, and Professional Development for BCPS LGBTQ support staff.</p> <p>Two GSA Summits will take place this school year, Fall and Spring. During the Fall summit, GSA youth leaders will apply to participate in a youth leadership council, which will collaborate with BCPS LGBTQ support staff to plan the Spring youth empowerment GSA Summit.</p> <p>In addition, BCPS LGBTQ support staff will attend national conferences. At these conferences, BCPS staff will increase their knowledge and skillset related to improving best practices in creating safe and supportive environments in schools. BCPS staff will also lead and present at these conferences, sharing best practices taking place in BCPS with other school district staff both nationally and locally.</p>
Evaluation Plan	<p>Objective 1: GSA youth leaders will increase leadership skills by participating in youth leadership advisory council which will meet with district LGBTQ support staff on a monthly basis. Youth will apply to be on the advisory council at the Fall GSA Summit, and will work with BCPS LGBTQ support staff throughout the year to plan a youth empowerment spring summit. Success of this objective will be measured by surveys obtaining student feedback after their attendance at the Spring Youth Empowerment Summit.</p> <p>Objective 2: BCPS staff will attend a minimum of 2 national LGBTQ conferences, and after attending conferences, will provide professional development and training district wide on new and innovative policies and practices that can create safe and supportive school environments for LGBTQ youth. Furthermore, BCPS LGBTQ support staff will present at national conferences, sharing best practices being implemented in Broward County with other school district staff across the nation.</p>
Research Methodology	An emerging body of research indicates that interventions that focus on enhancing student attributes, such as growth mindsets, resilience, self-control, and other social and behavioral skills, such as self-efficacy, can have a significant and lasting impact on student achievement and behavior. This research suggests that non-cognitive factors may play an important role in students’ academic, career and life outcomes.
Alignment with Strategic Plan	This program aligns with District Strategic Plan Goal 1: High-Quality Instruction by improving non-cognitive skills and social-emotional development as well as enhancing school climate and academic achievement for all youth in participating schools.
Level of Support provided by GAGP	Level 2: GAGP staff shared the funding opportunity, provided feedback on the grant narrative, gathered application information from the partner, wrote the executive summary for the board agenda, and will prepare a hard copy of the file for record keeping, and track the grant through the grants management system.

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POST-SUBMISSION EXECUTIVE SUMMARY

Grant 10/02/18 – P

Grant Program	Publix Super Markets Charities
Status	New – Competitive
Funds Requested	\$5,750 (requested)
Financial Impact Statement	The potential positive financial impact is \$5,750 from Publix Super Markets Charities.
Schools Included	Participants at the Broward County Public Schools College Fair on October 22, 2018
Managing Department/School	School Counseling and BRACE
Source of Additional Information	1. Ralph Aiello III, Director – School Counseling and BRACE 754-321-1675 2. Stephanie Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	Broward County Public Schools (BCPS) 2018 College Fair provides valuable resources for more than 5,000 students and parents attempting to navigate the college admissions process. Attending the BCPS 2018 College Fair is the best way to gather information about colleges and universities. The morning fair from 9 am to 1 pm features 2,000 underserved 11 th and 12 th graders from over 35 district high schools. The evening fair from 6 pm to 8:30 pm is open to the public and draws over 4, 500 students and parents from public, charter, private and home schools.
Evaluation Plan	Success will be measured by student and family attendance at the October 22 nd College Fair held at Nova Southeastern University and the number of FAFSA applications completed.
Research Methodology	College-going rates of high school graduates (52 percent) in Florida are behind those of their peers (61 percent) nationwide, and students with financial need now represent more than half of the K-12 population. Improving the college going culture by providing support to increase FAFSA completion and connecting student’s lives to college and career is proven to significantly increase the number of students who enroll in and complete college.
Alignment with Strategic Plan	The project aligns with District Strategic Plan Goal 1: High-Quality Instruction by improving high school students’ college and life readiness, assisting in completing college applications and financial aid forms, and raising awareness of the importance of college completion.
Level of Support provided by GAGP	Level 2 – GAGP staff collaborated with School Counseling and BRACE staff to complete the application for \$5,000 sponsorship and \$750 in monetary support for food items for the College Fair. GAGP staff completed the application, wrote the executive summary for board approval and will track the grant in the system.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 10/02/18 – Q

Grant Program	Ross Store-Based Giving Program				
Status	New – Competitive				
Funds Requested	\$500 (requested)				
Financial Impact Statement	The potential positive financial impact is \$500. The source of funds is from Ross Stores.				
Schools Included	Thirty youth participating in the Mainstreaming Education College and Career Advancement (MECCA) program				
Managing Department/School	Equity and Academic Attainment				
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Manoushka Saintil, Administrator – Equity and Academic Attainment</td> <td style="width: 30%; text-align: right;">754-321-1612</td> </tr> <tr> <td>2. Stephanie Williams, Director – Grants Administration & Government Programs (GAGP)</td> <td style="text-align: right;">754-321-2260</td> </tr> </table>	1. Manoushka Saintil, Administrator – Equity and Academic Attainment	754-321-1612	2. Stephanie Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
1. Manoushka Saintil, Administrator – Equity and Academic Attainment	754-321-1612				
2. Stephanie Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260				
Project Description	Thirty youth ages 18-21 will participate in training sessions that will provide mentoring, and life and soft skills training including mock interviews and resume preparation through the Mainstreaming Education College and Career Advancement (MECCA). MECCA is a program offered by the Department of Equity and Academic Attainment. Once students have successfully completed the two-session course, students will be awarded with a Gift Card, which will prepare them to Dress for the Next Step. This next step may be college enrollment, technical career training, or direct workforce entry.				
Evaluation Plan	Data will be collected on the number of youth that enroll in the program and that complete the two-session training. The project will also monitor the students' transition to college, technical career training, and/or employment.				
Research Methodology	Research shows poverty, language barriers, and greater involvement in the juvenile justice system decrease the likelihood of youth graduating on time and achieving postsecondary success (Ameen & Lee, 2012). On the other hand, early positive connections to the workplace can increase a young person's chances for successful future employment (Schwartz et. al., 2015) and the effect is even greater for minority youth from poverty. Unfortunately, the unemployment rate for 20–24 year olds in Broward County is 15.8 percent and this rate increases to 29.2 percent for youth aged 16-19 years old (American Community Survey, 2016). Studies also show that career exploration has a positive effect on both school engagement and academic achievement (Orthner et al., 2010) as demonstrated by a full 50 percent of dropouts report lack of relevance as a top reason for leaving school (Bridgeland, DiIulio, & Morison, 2006). The proposed project will improve participants' readiness for college, career technical training, or employment.				
Alignment with Strategic Plan	This program aligns with District Strategic Plan Goal 1: High-Quality Instruction. By offering participants mentoring, life and soft skills, the project increases the likelihood that students complete graduation requirements and are prepared for college or career.				
Level of Support provided by GAGP	Level 1 - GAGP staff completed the online Ross Store-based Giving application and drafted the executive summary for board approval. GAGP will track the grant in the system.				

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 10/02/18 – R

Grant Program	Target Field Trip Grants*
Status	New - Competitive
Funds Requested	\$700 (requested)
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	South Plantation High School
Managing Department/School	South Plantation High School
Source of Additional Information	1. Joann Swager-Cantlupe, Magnet Coordinator – South Plantation High School 754-323-2055
Project Description	This grant will support a field trip to Everglades National Park and John Pennekamp Coral Reef State Park. The trip will build on students’ prior classroom studies of the varied ecosystems of the Greater Everglades watershed as well as the unique flora and fauna that can be found there. Students will explore Anhinga Trail to discover freshwater marshes and sloughs as well as a tropical hardwood hammock. At John Pennekamp Coral Reef State Park, students will investigate coastal hammocks before boarding the glass bottom boat to view the only coral reef in the continental United States.
Evaluation Plan	The goal of the trip is to raise students’ awareness of the environmental issues plaguing our fragile South Florida ecosystems and to prompt students to implement solutions.
Research Methodology	The field trip uses an observational and experiential approach to engage students in gathering first-hand data and observations about study sites and challenges them to articulate their own visions as to current threats and future conservation priorities.
Alignment with Strategic Plan	This grant award is aligned to District Strategic Goal 1: High-Quality Instruction.
Level of Support provided by GAGP	Level 2 – GAGP staff disseminated the opportunity to the school and helped complete the application and the executive summary for board approval. A hard copy of the grant will be kept for the record and will be tracked through the grants management system.

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 10/02/18 – S

Grant Program	Walmart Foundation – Community Giving* (1)
Status	New – Competitive
Funds Requested	\$500 (awarded)
Financial Impact Statement	The positive financial impact is \$500. The source of funds is Walmart 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 E. Hall, JROTC Program Coordinator/Senior Army Instructor – Monarch High School 754-322-1470 2. Marian Youse, Budget Support Specialist – Business Support Center 754-321-0616
Project Description	This grant will be used to purchase cadet uniforms and other equipment for the Junior Reserve Officers' Training Corps (JROTC) program.
Evaluation Plan	N/A
Research Methodology	N/A
Alignment with Strategic Plan	This project supports the District Strategic Plan Goal 1: High-Quality Instruction.
Level of Support provided by GAGP	Level 1 - GAGP provided 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 10/02/18 – T

Grant Program	Walmart Foundation – Community Giving* (2)
Status	New – Competitive
Funds Requested	\$1,500 (awarded)
Financial Impact Statement	The positive financial impact is \$1,500. The source of funds is Walmart Foundation. There is no additional financial impact to the District.
Schools Included	Nob Hill Elementary School
Managing Department/School	Nob Hill Elementary School
Source of Additional Information	1. Arlene Kall, School Counselor – Nob Hill Elementary School 754-322-7204 2. Carol Howe, Budget Support Specialist – Business Support Center 754-321-0655
Project Description	This grant will be used to support Honor Roll Assemblies at Nob Hill Elementary.
Evaluation Plan	N/A
Research Methodology	N/A
Alignment with Strategic Plan	This project supports the District Strategic Plan Goal 1: High-Quality Instruction.
Level of Support provided by GAGP	Level 1 - GAGP provided 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 10/02/18 – U

Grant Program	Wells Fargo – Florida Financial Literacy Initiative* (1)
Status	New - Competitive
Funds Requested	\$5,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$5,000. The source of funds is Wells Fargo through the Florida Literacy Coalition.
Schools Included	Atlantic Technical College (ATC) – Arthur Ashe Jr. Campus
Managing Department/School	Atlantic Technical College (ATC) – Arthur Ashe Jr. Campus
Source of Additional Information	1. Cristina Urena, Department Head, Pre-College ESOL & Academic Studies Department Head – ATC 754-322-2803
Project Description	The Financial Literacy Program will build important skills for low-income students by strengthening the financial education component of the adult English for Speakers of Other Languages (ESOL) literacy program. This will be accomplished through integrating a financial literacy curriculum; implementing student project-based learning activities aimed at increasing financial knowledge while building English language skills; and developing a course and career planner that will include personal finance tools.
Evaluation Plan	Participants will be given the pre- and post-tests provided by the Florida Literacy Coalition to assess learning gains.
Research Methodology	The more an individual knows about credit, banking services, taxes and basic money management, the more likely he or she is to increase savings, buy homes, save for education and improve their financial well-being.
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 1: High-Quality Instruction.
Level of Support provided by GAGP	Level 3: GAGP staff supported the school by developing the proposal, 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 10/02/18 – V

Grant Program	Wells Fargo – Florida Financial Literacy Initiative* (2)
Status	New - Competitive
Funds Requested	\$5,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$5,000. The source of funds is Wells Fargo through the Florida Literacy Coalition.
Schools Included	Broward Community School - South
Managing Department/School	Broward Community School - South
Source of Additional Information	1. Kimara Giddings-Bedassie, Curriculum Facilitator – Broward Community School – South 754-321-6300
Project Description	With this potential grant, English Language Learning students will have opportunities to build financial literacy skills through education and project-based learning.
Evaluation Plan	Students will be monitored and assessed throughout the school year to measure progress towards the building financial literacy.
Research Methodology	The more an individual knows about credit, banking services, taxes and basic money management, the more likely he or she is to increase savings, buy homes, save for education and improve their financial well-being.
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 1: High-Quality Instruction.
Level of Support provided by GAGP	Level 3: GAGP staff supported the school by developing the proposal, 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.*