

## POST-SUBMISSION EXECUTIVE SUMMARY

### Grant 02/05/19 – A

<b>Grant Program</b>	<b>AT&amp;T and Consortium of Florida Education Foundations*</b>						
Status	New - Competitive						
Funds Requested	\$2,000 (awarded)						
Financial Impact Statement	The positive financial impact is \$2,000. The source of funds is AT&T through the Broward Education Foundation (BEF). There is no additional financial impact to the District.						
Schools Included	Middle Schools participating in the STEM in the Park Program						
Managing Department/School	Applied Learning						
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Annmargareth S. Marousky, Computer Science Instructional Specialist- Applied Learning</td> <td style="width: 30%; text-align: right;">754-321-1880</td> </tr> <tr> <td>2. Dr. Lisa Milenkovic, Supervisor, STEM+Computer Science (CS) – Applied Learning</td> <td style="text-align: right;">754-321-2623</td> </tr> <tr> <td>3. Susan Cantrick, Director – Applied Learning</td> <td style="text-align: right;">754-321-1859</td> </tr> </table>	1. Annmargareth S. Marousky, Computer Science Instructional Specialist- Applied Learning	754-321-1880	2. Dr. Lisa Milenkovic, Supervisor, STEM+Computer Science (CS) – Applied Learning	754-321-2623	3. Susan Cantrick, Director – Applied Learning	754-321-1859
1. Annmargareth S. Marousky, Computer Science Instructional Specialist- Applied Learning	754-321-1880						
2. Dr. Lisa Milenkovic, Supervisor, STEM+Computer Science (CS) – Applied Learning	754-321-2623						
3. Susan Cantrick, Director – Applied Learning	754-321-1859						
Project Description	Park naturalist from the Broward County Parks and Recreation department, the Broward County Environmental Planning and Community Resilience Division, and the Applied Learning STEM+CS program will collaborate to train teachers, so they can take middle school students to a local county park near their school 2-3 times to conduct a problem-based learning activity.						
Evaluation Plan	The STEM+CS team will create and distribute an attitude and curriculum survey for students and teacher on the initiative to be taken before and after completing the problem-based learning project.						
Research Methodology	Studies show that student learning outcomes improve when a variety of teaching strategies are used.						
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 1: High-Quality Instruction through the implementation of activities that support middle grade learning.						
Level of Support provided by GAGP	Level 2: GAGP staff supported staff by facilitating communication with the donor. This grant was presented to the Consortium of Florida Education Foundation through BEF.						

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## POST-SUBMISSION EXECUTIVE SUMMARY

### Grant 02/05/19 – B

<b>Grant Program</b>	<b>Cracker Barrel – Community Giving*</b>
Status	New - Competitive
Funds Requested	\$1,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$1,000. The source of funds is Cracker Barrel. There is no additional financial impact to the District.
Schools Included	Bright Horizons Center School
Managing Department/School	Bright Horizons Center School
Source of Additional Information	1. Barbara L. Woychowski, Teacher - Bright Horizons Center School 754-321-6400
Project Description	Students participating in this project will follow a checklist to sequence labeling, assembling and packaging care packages for the homeless and less fortunate. While participating in this real-world activity of giving back, students will learn important team work skills, feel the intrinsic satisfaction of helping others, and make valuable connections between classroom learning and real life.
Evaluation Plan	Students use a rubric scale of 1 to 5 of their learning goal experience. Skills taught are evaluated by utilizing Know, Want to Know, Learned (KWL) charts that is relevant to their field of experience in the community and classroom. 70 percent of students will report learning something they did not know before the field experience.
Research Methodology	Studies show that students, particularly those with learning and physical disabilities, are more stimulated and apt to learn when they can interact with hands-on learning tools.
Alignment with Strategic Plan	This grant supports District Strategic Plan Goal 1: High-Quality Instruction as students build work-life experience.
Level of Support provided by GAGP	Level 2: GAGP staff supported the school by writing, editing and submitting the proposal.

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### Grant 02/05/19 – C

<b>Grant Program</b>	<b>Dick’s Sporting Goods Foundation – Sports Matter Community Grants Program*</b>
Status	New - Competitive
Funds Requested	\$1,000 (awarded)
Financial Impact Statement	The positive financial impact is \$1,000. The source of funds is Dick’s Sporting Goods Foundation. There is no additional financial impact to the District.
Schools Included	Miramar High School
Managing Department/School	Miramar High School
Source of Additional Information	1. Alexander Francois, Assistant Principal – Miramar High School 754-323-1350 2. Alicia Owens-Walden, Budget Support Specialist – Business Support Center 754-321-0644
Project Description	This grant will be used to support the Athletics Programs at Miramar High through the purchase of sports 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.
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 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 02/05/19 – D

<b>Grant Program</b>	<b>Exxon Mobil Educational Alliance Program (1)</b>
Status	New - Competitive
Funds Requested	\$1,000 (awarded)
Financial Impact Statement	The positive financial impact is \$1,000. The source of funds is the Exxon Mobil Corporation. There is no additional financial impact to the District.
Schools Included	Peters Elementary School
Managing Department/School	Peters Elementary School
Source of Additional Information	1. Mabel M. Lopez, Budget Support Specialist – Business Support Center 754-321-0608
Project Description	This grant will be used to support the Math and/or Science programs offered at Peters Elementary.
Evaluation Plan	N/A
Research Methodology	N/A
Alignment with Strategic Plan	This project supports the District’s Strategic Plan Goal 1: High-Quality Instruction as the program is designed to improve over-all student health.
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 02/05/19 – E

<b>Grant Program</b>	<b>Exxon Mobil Educational Alliance Program (2)</b>
Status	New - Competitive
Funds Requested	\$500 (awarded)
Financial Impact Statement	The positive financial impact is \$500. The source of funds is the Exxon Mobil Corporation. There is no additional financial impact to the District.
Schools Included	Tropical Elementary School
Managing Department/School	Tropical Elementary School
Source of Additional Information	1. Erik Anderson, Principal – Tropical Elementary School 754-323-7750
Project Description	This grant will be used to support the Math and/or Science programs offered at Tropical Elementary.
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	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 02/05/19 – F

<b>Grant Program</b>	<b>Kennedy Center &amp; Turnaround Arts: National – Active School Block Funds</b>
Status	New - Competitive
Funds Requested	\$9,000 (awarded)
Financial Impact Statement	The positive financial impact is \$9,000. The source of funds is the Kennedy Center & Turnaround Arts: National. There is no additional financial impact to the District.
Schools Included	Walker, Lake Forest and Bethune Elementary Schools
Managing Department/School	Innovative Programs Design and Support Department
Source of Additional Information	1. Laura Glick, Turnaround Arts Coordinator – Innovative Programs Design and Support Department 754-321-2074
Project Description	Funding will support the academic and performing arts programs through teacher training, arts integration and student performances.
Evaluation Plan	Participating schools will assess the results of the program by tracking students' achievement in academics and the arts.
Research Methodology	Extensive research has been conducted regarding reinvestment in arts education. This research proves that arts education integrated throughout the curriculum benefits participating students through increased math and reading test scores, improved attendance rates, increased parent and community engagement, and decreased student suspensions and expulsions.
Alignment with Strategic Plan	This grant supports District Strategic Plan Goal 1: High-Quality Instruction by improving instructional practices and preparing teachers with knowledge and skills to integrate artistic, collaborative, and creative practices effectively into core curriculum instruction leading to improved literacy and student achievement.
Level of Support provided by GAGP	Level 1 - GAGP staff were also responsible for writing the executive summary for the Board agenda, preparing a hard copy of the file for record keeping, and tracking the grant through the eCivis grants management system.

## POST-SUBMISSION EXECUTIVE SUMMARY

### Grant 02/05/19 – G

<b>Grant Program</b>	<b>NoVo Foundation – Social Emotional Learning Educator Practice Communities</b>	
Status	New - Competitive	
Funds Requested	\$150,000 (requested)	
Financial Impact Statement	The potential positive financial impact is \$150,000. The source of funds is NoVo Foundation in partnership with Education First and Rockefeller Philanthropy Advisors. There will be no financial impact to the District.	
Schools Included	Elementary, middle, and high schools across the District. Teacher Incentive Fund schools and other schools are yet to be selected.	
Managing Department/School	Department of Coaching and Induction	
Source of Additional Information	1. Angela Brown, Director – Coaching and Induction Department	754-321-5070
	2. Michaelle Valbrun-Pope, Executive Director – Student Support Initiatives	754-321-1632
	3. Christopher Gates, Staff Assistant and Social + Emotional Intelligence Coach, Coaching and Induction Department	954-236-1624
	4. Stephanie R. Williams, Director – Grants Administration & Government Programs	754-321-2260
Project Description	<p>NoVo Foundation supports the spread of innovative social and emotional learning (SEL) practices in schools and districts nationwide. NoVo Foundation, in partnership with Education First and Rockefeller Philanthropy Advisors, recently awarded 20 District SEL Innovation Awards, including Broward County Public Schools (BCPS). Each of those award winners has been invited to apply to a new program initiative, the Social Emotional Learning Educator Practice Communities (EPC). The goal of the SEL EPCs, an outgrowth of the Innovation Awards, is to embed educator practice in and across multiple LEAs with the long-term goal of creating a self-sustaining, SEL-focused community of educators. By choosing recent innovation award winners, the Foundation believes they are rewarding innovative practices in SEL while also providing committed practitioners with an opportunity to positively impact more students.</p> <p>The key responsibilities of the SEL EPC are organized around three broad areas:</p> <ul style="list-style-type: none"> <li>• Connect practitioners and experts to embed practice. The members will have shared responsibility for driving the improvement of educator SEL practice within and across schools and LEAs. The lead partner will assume responsibility for keeping partners engaged in the community.</li> <li>• Elevate successes and challenges to build capacity and improve results. The partners will use strategies of their own choosing to collaborate on SEL practice and drive improvement, with the lead partner organizing the collaborative efforts so educators can focus on SEL practice.</li> <li>• Communicate learning to further improve practice. Partners will commit to preserving and sharing learning and successes in order to build the momentum and help the community grow and sustain itself both between partners and more broadly with the field.</li> </ul>	

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Evaluation Plan	This project’s objectives align directly with the Innovation in SEL Awards: 1) Develop teachers and students as SEL leaders and coaches, further supporting and fostering a personal journey of change. 2) Develop guided practice and implementation of school/community-based, teacher and student-led social emotional learning/social emotional character development initiatives to improve school culture and climate. 3) Strengthen teacher and student social emotional skills through mindfulness practice, thereby developing an internal sense of restorative and intervention practices for improving resilience, learning mindset, compassion, self-awareness, self-management, and responsible decision-making. 4) Integrate SEL with academic lessons and community service, linking real-world applications of SEL competencies.
Research Methodology	In a study of one-million students, the results found that students in special education, African American students, and Hispanic/Latino students report the lowest levels of SEL (Hough, Kalogrides & Loeb). BCPS has already established SEL Standards supported by the Collaborative for Academic, Social and Emotional Learning. This initiative supports our efforts to create a district-wide model for SEL and academic development based on the five competencies: equity, integrated identity, happiness, agency, and redesigned learning.
Alignment with Strategic Plan	This program aligns with District Strategic Plan Goal 1: High-Quality Instruction by improving social-emotional wellbeing and skills, social-emotional leadership development, enhanced school climate, and academic achievement for participating elementary, middle, and high school youth.
Level of Support provided by GAGP	GAGP staff supported the department in providing editorial assistance to the application narrative. GAGP staff was also responsible for writing the executive summary for the Board agenda, preparing a hard copy of the file for record keeping, and tracking the grant through the grant management system.

## POST-SUBMISSION EXECUTIVE SUMMARY

### Grant 02/05/19 – H

<b>Grant Program</b>	<b>Publix Super Markets Charities – Community Giving*</b>
Status	New - Competitive
Funds Requested	\$100 (awarded)
Financial Impact Statement	The positive financial impact is \$100. The source of funds is Publix Super Markets Charities. There is no additional financial impact to the District.
Schools Included	Bright Horizons Center School
Managing Department/School	Bright Horizons Center School
Source of Additional Information	1. Barbara L. Woychowski, Teacher – Bright Horizons Center School 754-321-6400
Project Description	Students participating in this project will follow a checklist to sequence labeling, assembling and packaging care packages for the homeless and less fortunate. While participating in this real-world activity of giving back, students will learn important team work skills, feel the intrinsic satisfaction of helping others, and make valuable connections between classroom learning and real life.
Evaluation Plan	Students use a rubric scale of 1 to 5 of their learning goal experience. Skills taught are evaluated by utilizing Know, Want to Know, Learned charts that is relevant to their field of experience in the community and classroom. 70 percent of students will report learning something they did not know before the field experience.
Research Methodology	Studies show that students, particularly those with learning and physical disabilities, are more stimulated and apt to learn when they can interact with hands-on learning tools.
Alignment with Strategic Plan	This grant supports District Strategic Plan Goal 1: High-Quality Instruction as students build work-life experience.
Level of Support provided by GAGP	Level 2: GAGP staff supported the school by writing, editing and submitting the proposal.

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### Grant 02/05/19 – I

<b>Grant Program</b>	<b>Scholastic Book Fairs Raising Readers</b>
Status	New - Competitive
Funds Requested	\$1,000 (awarded)
Financial Impact Statement	The positive financial impact is \$1,000. The source of funds is Scholastic, Inc. There is no additional financial impact to the District.
Schools Included	Endeavour Primary Learning Center
Managing Department/School	Endeavour Primary Learning Center
Source of Additional Information	1. Rodnee Wimberly, Interactive Media Specialist – Endeavour Primary Learning Center 754-321-6612
Project Description	This grant will be used to support the Raising Readers Literacy Event at the school where each student will receive a free book.
Evaluation Plan	N/A
Research Methodology	N/A
Alignment with Strategic Plan	This project is aligned with 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 02/05/19 – J

<b>Grant Program</b>	<b>Target – Soccer Program Grants*</b>	
Status	New - Competitive	
Funds Requested	\$1,000 (awarded)	
Financial Impact Statement	The positive financial impact is \$1,000. The source of funds is Target/Scholarship America. There is no additional financial impact to the District.	
Schools Included	Ramblewood Middle School	
Managing Department/School	Ramblewood Middle School	
Source of Additional Information	1. Stefani M. Jones, Teacher – Ramblewood Middle School	754-322-4300
	2. Claudia M. Tribin, Bookkeeper – Ramblewood Middle School	754-322-4349
Project Description	This grant will be used to start an intramural soccer program at Ramblewood Middle.	
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.	

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### Grant 02/05/19 – K

<b>Grant Program</b>	<b>Walmart Foundation – Community Giving (1)*</b>	
Status	New - Competitive	
Funds Requested	\$2,000 (requested)	
Financial Impact Statement	The potential positive financial impact is \$2,000. The source of funds is Walmart Foundation. There is no additional financial impact to the District.	
Schools Included	Bright Horizons Center School	
Managing Department/School	Bright Horizons Center School	
Source of Additional Information	1. Barbara L. Woychowski, Teacher - Bright Horizons Center School	754-321-6400
Project Description	Students participating in this project will follow a checklist to sequence labeling, assembling and packaging care packages for the homeless and less fortunate. While participating in this real-world activity of giving back, students will learn important team work skills, feel the intrinsic satisfaction of helping others, and make valuable connections between classroom learning and real life.	
Evaluation Plan	Students use a rubric scale of 1 to 5 of their learning goal experience. Skills taught are evaluated by utilizing Know, Want to Know, Learned charts that is relevant to their field of experience in the community and classroom. 70 percent of students will report learning something they did not know before the field experience.	
Research Methodology	Studies show that students, particularly those with learning and physical disabilities, are more stimulated and apt to learn when they can interact with hands-on learning tools.	
Alignment with Strategic Plan	This grant supports District Strategic Plan Goal 1: High-Quality Instruction as students build work-life experience.	
Level of Support provided by GAGP	Level 2: GAGP staff supported the school by writing, editing and submitting the proposal.	

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## POST-SUBMISSION EXECUTIVE SUMMARY

### Grant 02/05/19 – L

<b>Grant Program</b>	<b>Walmart Foundation – Community Giving (2)*</b>	
Status	New – Competitive	
Funds Requested	\$2,000 (awarded)	
Financial Impact Statement	The positive financial impact is \$2,000. The source of funds is Walmart Foundation. There is no additional financial impact to the District.	
Schools Included	Millennium 6-12 Collegiate Academy	
Managing Department/School	Millennium 6-12 Collegiate Academy	
Source of Additional Information	1. Francine Baugh, Principal – Millennium 6-12 Collegiate Academy	754-322-3948
	2. Lysa M Robb, Budget Support Specialist – Business Support Center	754-321-0666
Project Description	This grant will be used to support academic programs.	
Evaluation Plan	N/A	
Research Methodology	N/A	
Alignment with Strategic Plan	This project supports the District Strategic Plan Goal 1: High-Quality Instruction for middle school students.	
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.	

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