

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 05/07/19 – A

Grant Program	Association of Latino Administrators and Superintendents	
Status	New - Competitive	
Funds Requested	\$250 (awarded)	
Financial Impact Statement	The positive financial impact is \$250. The source of funds is the Association of Latino Administrators and Superintendents. There is no additional financial impact to the District.	
Schools Included	Orange Brook Elementary School	
Managing Department/School	Orange Brook Elementary School	
Source of Additional Information	1. Zan Davis, Teacher – Orange Brook Elementary School	754-322-1850
	2. Charlene Lee, Budget Support Specialist – Business Support Center	754-321-0600
Project Description	This grant awarded to the school is to honor the work of their outstanding teacher, Zan Davis.	
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 Grants Administration (GA)	Level 1 - GA 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 05/07/19 – B

Grant Program	Broward County Farm Bureau*	
Status	New - Competitive	
Funds Requested	\$250 (awarded)	
Financial Impact Statement	The positive financial impact is \$250. The source of funds is the Broward County Farm Bureau, Inc. 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. LaToyia Braybo, Confidential Office Manager – C. Robert Markham Elementary School	754-322-6954
	2. Carla Andrejak, Budget Support Specialist – Business Support Center	754-321-0660
Project Description	This grant will be used to purchase items for the school’s Voluntary Pre-kindergarten (VPK) garden.	
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 through the implementation of activities aimed at building early learning.	
Level of Support provided by Grants Administration (GA)	Level 1 - GA 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 05/07/19 – C

Grant Program	Exxon Mobile Education Alliance*	
Status	New - Competitive	
Funds Requested	\$500 (awarded)	
Financial Impact Statement	The positive financial impact is \$500. The source of funds is Exxon Mobile Education Alliance. There is no additional financial impact to the District.	
Schools Included	Tequesta Trace Middle School	
Managing Department/School	Tequesta Trace Middle School	
Source of Additional Information	1. Martha Arrazcaeta, Budget Support Specialist – Business Support Center	754-321-0657
	2. Paul Micensky, Principal – Tequesta Trace Middle School	754-323-4400
Project Description	Grant funds will be used to support academic programs at the school.	
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 through the implementation of activities aimed at improving middle grade learning.	
Level of Support provided by Grants Administration (GA)	Level 1 - GA 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 05/07/19 – D

Grant Program	Florida Association of Science Teachers Classroom Mini-Grant	
Status	New - Competitive	
Funds Requested	\$500 (awarded)	
Financial Impact Statement	The positive financial impact is \$500. The source of funds is the Florida Association of Science Teachers. There is no additional financial impact to the District.	
Schools Included	Pioneer Middle School	
Managing Department/School	Pioneer Middle School	
Source of Additional Information	1. Robert Howard, Teacher – Pioneer Middle School	754-323-4100
	2. Martha Arrazcaeta, Budget Support Specialist – Business Support Center	754-321-0657
Project Description	Grant funds will support the science program at the school through a teacher networking and education opportunity.	
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 Grants Administration (GA)	Level 1 - GA 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 05/07/19 – E

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 (FCIHE) – University of Central Florida. There is no additional financial impact to the District.	
Schools Included	Students with intellectual disabilities will participate in Career Technical Education (CTE) programs at Sheridan Technical College	
Managing Department/School	Career, Technical, Adult and Community Education (CTACE)	
Source of Additional Information	1. Enid Valdez, Director – CTACE	754-321-8444
	2. Christy Bradford, Curriculum Supervisor – CTACE	754-321-8416
	3. Stephanie R. Williams, Director – Grants Administration	754-321-2260
Project Description	Supported by a Florida Postsecondary Comprehensive Transition grant, the Grow Your Future Program currently provides adults with intellectual disabilities an opportunity to increase social skills, independent living skills, and employability skills, and to participate in a postsecondary experience within the Culinary Arts program at McFatter Technical College. The proposed FCIHE Mini-Grant will support the expansion of the Grow Your Future program to Sheridan Technical College and support additional CTE programs, including Automotive Technology, Early Childhood Education, and Construction. Each CTE program curriculum is focused on earning of Industry Certifications in the career pathway. Sheridan Technical College anticipates serving 15 students for the 2019/20 school year. A School-to-Work Facilitator will provide support to students through career exploration, mock interviews, resume development, and job attainment and coaching.	
Evaluation Plan	The goal of the program is to increase students’ employability skills and join the local workforce in sustain, nonsubsidized employment. With the guidance of college and District staff, students will gain increased levels of independence in reading, math, self-determination, self-advocacy, life-readiness, and employability skills. All students in the program will develop work-related skills using the Workforce Skills Certification System (WSCS). The program will be deemed successful if 85 percent of the students show growth between pre- and post-WSCS assessments in the area of Personal Qualities (integrity, responsibility, self-esteem, self-management, and sociability), and if 85 percent of students show growth in the area of Customer Care (customer relations, decision-making, and commitment to quality). Additionally, the program will be deemed successful if 85 percent of students: 1) obtain a job post program completion, 2) meet all objectives as outlined in the Employment/Work Evaluation tool, 3) are rated as average or higher on Employment/Work Experience Evaluation tool, 4) earn minimum wage or higher, and 5) work a minimum average of 15 hours per week.	
Research Methodology	According to Think College, research shows that individuals with an intellectual disability that have completed a post-secondary transition program are more than three times likely than adults with developmental disabilities in the general population, to achieve employment.	
Alignment with Strategic Plan	This grant aligns with District Strategic Plan Goal 1: High-Quality Instruction by expanding career advisement, employability skills and postsecondary experience for students with intellectual disabilities.	
Level of Support provided by Grants Administration (GA)	Level 1 – GA staff helped develop the original proposal narrative and budget. For this mini-grant application, GA helped obtain necessary signatures, drafted the executive summary for board approval, and will track the grant in the system.	

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 05/07/19 – F

Grant Program	Jobs for Florida’s Graduates - Deerfield Beach High School*
Status	New - Competitive
Funds Requested	\$45,000 (awarded)
Financial Impact Statement	The positive financial impact is \$45,000. The source of funds is the Florida Endowment Foundation for Florida’s Graduates. There is no additional financial impact to the District.
Schools Included	Deerfield Beach High School
Managing Department/School	Deerfield Beach High School
Source of Additional Information	1. Jon A. Marlow, Principal – Hallandale Magnet High School 754-322-0650 2. Miderland A. Delance, Assistant Principal – Hallandale Magnet High School 754-322-0650
Project Description	Jobs for Florida’s Graduates (JFG) is a robust work and life skills development program for middle and high schools students who need supportive services to increase their likelihood of high school completion. With this grant, students at Deerfield Beach High will explore careers, work within teams, develop leadership skills, create and manage wealth, serve their communities, and build a workable plan for their post-graduation life.
Evaluation Plan	Student achievement and staff adherence to the program model will be monitored throughout the length of the project.
Research Methodology	Goal-setting research in school settings shows that students' learning, motivation, and self-regulation can be improved when students pursue goals that are specific, proximal, and moderately difficult, receive feedback on their goal progress, focus their attention on learning processes, and shift their focus to outcome goals as their skills develop.
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 1: High-Quality Instruction as students, teachers and staff work together to build college and career readiness skills.
Level of Support provided by Grants Administration (GA)	Level 1 - GA 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.

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POST-SUBMISSION EXECUTIVE SUMMARY

Grant 05/07/19 – G

Grant Program	Jobs for Florida’s Graduates - Miramar High School*	
Status	New - Competitive	
Funds Requested	\$45,000 (awarded)	
Financial Impact Statement	The positive financial impact is \$45,000. The source of funds is the Florida Endowment Foundation for Florida’s Graduates. 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. Maria D. Formoso, Principal – Miramar High School	754-323-1350
Project Description	Jobs for Florida’s Graduates (JFG) is a robust work and life skills development program for middle and high schools students who need supportive services to increase their likelihood of high school completion. With this grant, students at Miramar High will explore careers, work within teams, develop leadership skills, create and manage wealth, serve their communities, and build a workable plan for their post-graduation life.	
Evaluation Plan	Student achievement and staff adherence to the program model will be monitored throughout the length of the project.	
Research Methodology	Goal-setting research in school settings shows that students' learning, motivation, and self-regulation can be improved when students pursue goals that are specific, proximal, and moderately difficult, receive feedback on their goal progress, focus their attention on learning processes, and shift their focus to outcome goals as their skills develop.	
Alignment with Strategic Plan	This grant award is aligned to District Strategic Goal 1: High-Quality Instruction as students, teachers and staff work together to build college and career readiness skills.	
Level of Support provided by Grants Administration (GA)	Level 1 - GA 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.	

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POST-SUBMISSION EXECUTIVE SUMMARY

Grant 05/07/19 – H

Grant Program	McCarthy Dressman Education Foundation – Teacher Development Grant*
Status	New – Competitive
Funds Requested	\$29,400 (requested)
Financial Impact Statement	The potential positive financial impact is \$29,400 over 3 years. The source of funds is the McCarthy Dressman Education Foundation. There is no additional financial impact to the District.
Schools Included	South Plantation High School
Managing Department/School	South Plantation High School
Source of Additional Information	1. Christine Henschel, Principal – South Plantation High School 754-323-1950 2. Joann Cantlupe, Magnet Coordinator – South Plantation High School 754-323-2055
Project Description	Through a grant from the McCarthy Dressman Education Foundation, South Plantation High School teachers will be able to obtain updated professional development and create a comprehensive Environmental Science Pathway for students. The participating teachers would form an Environmental Science and Everglades Restoration Professional Learning Community (PLC). The pathway will be guided by the central theme of finding solutions to protect the planet. The grant will allow teachers the time to work collaboratively with their peers to identify common student challenges, develop shared goals for the pathway, gain the skills needed to implement these goals, revise and enhance pathway curriculum and lessons, and refine the curriculum based on student outcomes. The teachers will also benefit from an environmental advisory committee to be made up of local, expert scientists. Experts serving on the advisory committee will provide insights on industry standards allowing for improved alignment with the curriculum.
Evaluation Plan	With the teacher collaboration afforded by the PLC, teachers will be able to eliminate overlaps and gaps in the curriculum ensuring students receive instruction on critical subjects and skills needed to continue their studies in environmental science, enter the field of environmental science, and become life-long environmental stewards and advocates. From the science experts and conference attendance, teachers will have up-to-date information about data and trends to utilize in their lessons and fresh ideas of hands on experiences and field trips to better engage students. Student outcomes will be used as evidence of the impact of the curriculum/pathway developed and used to refine the curriculum/pathway over the course of the three-year project. Not only will the impact of the project be recognized in improving student assessment scores, but also through improved attendance and increased interest and engagement in the program.
Research Methodology	Broward County Public Schools faces an unprecedented number of teachers retiring and the need to orient thousands of new teachers every year. South Plantation High School’s Environmental Science and Everglades Restoration Program is no exception to this trend. As new teachers join the program, teachers receive less and less time to deepen their knowledge, collaborate with other teachers on shared challenges, and plan their lessons. Yet research shows when teachers are closely involved in their professional development and lesson planning decisions, the more satisfied teachers are with their jobs and the teaching profession.
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 1: High-Quality Instruction by providing teachers with professional development opportunities, access to industry experts and standards, and time to collaborate to develop a comprehensive curriculum.
Level of Support provided by Grants Administration (GA)	Level 2 – GA staff gathered information and completed 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.

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POST-SUBMISSION EXECUTIVE SUMMARY

Grant 05/07/19 – I

Grant Program	Norusis Family Charitable Fund at Schwab Charitable
Status	New - Competitive
Funds Requested	\$500 (awarded)
Financial Impact Statement	The positive financial impact is \$500. The source of funds is the Norusis Family Charitable Fund at Schwab Charitable. There is no additional financial impact to the District.
Schools Included	Coral Glades High School
Managing Department/School	Coral Glades High School
Source of Additional Information	1. Charles E. Dean, Senior Army Instructor – Coral Glades High School 754-322-1250
Project Description	Grant funds will be used to support the Junior Reserve Officers' Training Corps program.
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 Grants Administration (GA)	Level 1 - GA 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 05/07/19 – J

Grant Program	NoVo Foundation*										
Status	New - Competitive										
Funds Requested	\$30,000 (requested)										
Financial Impact Statement	The potential positive financial impact is up to \$30,000 (each school requested \$5,000 with the exception of James S. Rickards Middle School, which requested \$10,000 over 2 years). The source of funds is the NoVo Foundation in partnership with Education First and Rockefeller Philanthropy Advisors. There will be no additional financial impact to the District.										
Schools Included	James S. Rickards Middle School, Lauderdale Lakes Middle School, Endeavour Primary Learning Center, New Renaissance Middle School, Crystal Lake Community School										
Managing Department/School	Each school will manage the grant should they be awarded.										
Source of Additional Information	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">1. Jay R. Sohn and Yulanda C. Ellis, Teachers – James S. Rickards Middle School</td> <td style="text-align: right; vertical-align: top;">754-322-4400</td> </tr> <tr> <td>2. Nandrane Fairclough-Willie, Teacher – Lauderdale Lakes Middle School</td> <td style="text-align: right; vertical-align: top;">754-322-3500</td> </tr> <tr> <td>3. Sebrina Kizer, Teacher – Endeavour Primary Learning Center</td> <td style="text-align: right; vertical-align: top;">754-321-6600</td> </tr> <tr> <td>4. Jamila S. Ingram, Teacher – New Renaissance Middle School</td> <td style="text-align: right; vertical-align: top;">754-323-3500</td> </tr> <tr> <td>5. Kimberly C. Foster, Teacher – Crystal Lake Community School</td> <td style="text-align: right; vertical-align: top;">754-321-3100</td> </tr> </table>	1. Jay R. Sohn and Yulanda C. Ellis, Teachers – James S. Rickards Middle School	754-322-4400	2. Nandrane Fairclough-Willie, Teacher – Lauderdale Lakes Middle School	754-322-3500	3. Sebrina Kizer, Teacher – Endeavour Primary Learning Center	754-321-6600	4. Jamila S. Ingram, Teacher – New Renaissance Middle School	754-323-3500	5. Kimberly C. Foster, Teacher – Crystal Lake Community School	754-321-3100
1. Jay R. Sohn and Yulanda C. Ellis, Teachers – James S. Rickards Middle School	754-322-4400										
2. Nandrane Fairclough-Willie, Teacher – Lauderdale Lakes Middle School	754-322-3500										
3. Sebrina Kizer, Teacher – Endeavour Primary Learning Center	754-321-6600										
4. Jamila S. Ingram, Teacher – New Renaissance Middle School	754-323-3500										
5. Kimberly C. Foster, Teacher – Crystal Lake Community School	754-321-3100										
Project Description	NoVo Foundation seeks proposals from districts and educators to improve systems that foster social and emotional skills in fresh, inventive or innovative ways. Broward County Public Schools (BCPS) teachers from five schools submitted project proposals for the 2019-2020 school year. These proposals are an outgrowth of the district award BCPS received in 2018, which built and strengthened social and emotional competencies. Forty teachers and forty students participated in a full-year Fellowship program, and received Social + Emotionally Intelligence (S+EI) Coaching from an individualized Social + Emotional Intelligence Profile (SEIP). Students and teachers demonstrated social-emotional outcomes beyond academic knowledge through student-led SEL outreach initiatives, including developing grant applications to sustain their efforts.										
Evaluation Plan	The goal of the program is to create places, environments and practices that value belonging, well-being, tolerance, compassion, listening, non-violence, inclusiveness, working productively together, and looking out for one another.										
Research Methodology	In a study of one million students, the results found that African American students, Hispanic students, and students in special education report the lowest levels of SEL, and that differences between these groups persist even within schools (Hough, Kalogrides & Loeb).										
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, school climate, and academic achievement for participating youth.										
Level of Support provided by Grants Administration (GA)	GA staff alerted the department of the original grant opportunity. GA staff was responsible for developing 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.										

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POST-SUBMISSION EXECUTIVE SUMMARY

Grant 05/07/19 – K

Grant Program	Publix Charities*
Status	New - Competitive
Funds Requested	\$250 (awarded)
Financial Impact Statement	The positive financial impact is \$250. The source of funds is Publix Charities. There is no additional financial impact to the District.
Schools Included	Westglades Middle School
Managing Department/School	Westglades Middle School
Source of Additional Information	1. Larry Bremner, Teacher – Westglades Middle School 754-322-4837 2. Brenda Martorana, Bookkeeper – Westglades Middle School 754-322-4837
Project Description	Grant funds will be used to support an event to honor veterans in the lead up to Memorial Day. Students will work on several projects including writing letters, creating posters, and creating a presentation for invited veterans.
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 through the implementation of activities aimed at improving middle grade learning.
Level of Support provided by Grants Administration (GA)	Level 1 - GA 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 05/07/19 – L

Grant Program	Safe Fleet - United to End Bullying
Status	New - Competitive
Funds Requested	\$5,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$5,000. The source of funds is Safe Fleet. There is no additional financial impact to the District.
Schools Included	To Be Determined
Managing Department/School	Student Services
Source of Additional Information	1. Judy Bremner, Broward STOPS Violence Grant Facilitator – Student Services 754-321-1550 2. Dr. Laurel Thompson, Director – Student Services 754-321-1550
Project Description	The grant program offers funding for initiatives that aim to help end bullying, teach empathy and resilience, and keep kids safe. The proposed grant funds will be used to bring a Value Up workshop to a secondary school. Value Up describe its School Culture Building System as a comprehensive, all-inclusive program designed to take a systematic approach in strengthening the social climate of your school. Value Up offers an assembly to kick off its school climate campaign along with video curriculum, professional development, and Value Up branded materials.
Evaluation Plan	N/A
Research Methodology	N/A
Alignment with Strategic Plan	This project is aligned with the District Strategic Plan Goal 3: Continuous Improvement
Level of Support provided by Grants Administration (GA)	Level 1 - GA staff were responsible for gathering application information from the department, 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 05/07/19 – M

Grant Program	Society for Science & The Public
Status	New - Competitive
Funds Requested	\$1,000 (awarded)
Financial Impact Statement	The positive financial impact is \$1,000. The source of funds is Society for Science & The Public. There is no additional financial impact to the District.
Schools Included	Hallandale Magnet High School
Managing Department/School	Hallandale Magnet High School
Source of Additional Information	1. Iquo-Ote L. Spence, Teacher – Hallandale Magnet High School 754-323-0900
Project Description	Grant funds will support students to become scientifically literate, and knowledgeable in the engineering, math, and technology fields by participating in research competitions.
Evaluation Plan	N/A
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.
Level of Support provided by Grants Administration (GA)	Level 1 - GA 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.