

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/04/19 – A

Grant Program	Addo Institute – Chick-fil-A Leader Academy Microgrant	
Status	New - Competitive	
Funds Requested	\$500 (awarded)	
Financial Impact Statement	The positive financial impact is \$500. The source of funds is Addo Institute Inc. There is no additional financial impact to the District.	
Schools Included	Cypress Bay High School	
Managing Department/School	Cypress Bay High School	
Source of Additional Information	1. Jennie Leon, Bookkeeper – Cypress Bay High School	754-323-0350
	2. Norayda D. Suarez, Administrative Specialist – Cypress Bay High School	754-323-0350
Project Description	This grant will support Exceptional Student Education programs.	
Evaluation Plan	N/A	
Research Methodology	N/A	
Alignment with Strategic Plan	This grant supports 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 09/04/19 – B

Grant Program	Donors Choose*	
Status	New - Competitive	
Funds Requested	\$0 (\$500 in-kind donation awarded)	
Financial Impact Statement	The positive financial impact is \$0 (in-kind donation of robotics equipment valued at \$500). The source of funds is Donors Choose. 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. Britnie A. Bartlett, Teacher – Westglades Middle School	754-322-4837
	2. Brenda K. Martorana, Bookkeeper – Westglades Middle School	754-322-4837
Project Description	This grant of robotics kits will support the Robotics Club at Westglades Middle.	
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.	

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

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/04/19 – C

Grant Program	Fidelity Charitable						
Status	New - Competitive						
Funds Requested	\$5,000 (awarded)						
Financial Impact Statement	The positive financial impact is \$5,000. The source of funds is Fidelity Charitable. There is no additional financial impact to the District.						
Schools Included	Heron Heights Elementary						
Managing Department/School	Heron Heights Elementary						
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Merideth J. Weiss Schnur, Principal – Heron Heights Elementary</td> <td style="width: 30%; text-align: right;">754-322-9150</td> </tr> <tr> <td>2. Rachel H. Cunningham, Teacher – Heron Heights Elementary</td> <td style="text-align: right;">754-322-9150</td> </tr> <tr> <td>3. Connie J. Ginn, Office Manager – Heron Heights</td> <td style="text-align: right;">754-322-9150</td> </tr> </table>	1. Merideth J. Weiss Schnur, Principal – Heron Heights Elementary	754-322-9150	2. Rachel H. Cunningham, Teacher – Heron Heights Elementary	754-322-9150	3. Connie J. Ginn, Office Manager – Heron Heights	754-322-9150
1. Merideth J. Weiss Schnur, Principal – Heron Heights Elementary	754-322-9150						
2. Rachel H. Cunningham, Teacher – Heron Heights Elementary	754-322-9150						
3. Connie J. Ginn, Office Manager – Heron Heights	754-322-9150						
Project Description	This grant will support Exceptional Student Education programs.						
Evaluation Plan	N/A						
Research Methodology	N/A						
Alignment with Strategic Plan	This grant supports 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 09/04/19 – D

Grant Program	Florida Department of Education: Adult General Education and Family Literacy	
Status	Continuation – Competitive	
Funds Requested	\$2,226,354 (requested)	
Financial Impact Statement	The potential positive financial impact \$2,226,354. The source of funds is from the Florida Department of Education.	
Schools Included	<p>The following schools will participate in this program:</p> <ul style="list-style-type: none"> • Technical Colleges: Atlantic, McFatter, and Sheridan; • Centers: Community School North, Community School South, Dave Thomas Education Center, H.D. Perry Education Center, and Whiddon Rogers. 	
Managing Department/School	Career, Technical, Adult and Community Education Department (CTACE)	
Source of Additional Information	<ol style="list-style-type: none"> 1. Enid Valdez, Director – CTACE 2. Christy Bradford, Curriculum Supervisor – CTACE 3. Stephanie R. Williams, Director – Grants Administration (GA) 	<p>754-321-8444 754-321-8416 754-321-2260</p>
Project Description	Broward County Public Schools is requesting \$2,226,354 to supplement Adult Basic Education, GED® preparation, career advisement, and family literacy for the adult students of Broward County. Some of the effective instructional strategies used in the classrooms include: cooperative learning, differentiated instruction, test taking strategies, graphic organizers, individualized education plans, computer and project based learning, small and large group, and individualized instruction. Infusion of contextualized curriculum into the classrooms with the utilization of classroom lessons and activities designed to target the essential skills required for specific in demand Broward County occupations.	
Evaluation Plan	Evaluation of this program is done through the Florida Department of Education. The evaluation process will include collecting and reporting data on the number of students served, the services provided, basic skills attainment, involvement with their child’s education, and placement outcomes in jobs or postsecondary education. The data is compared to national data to determine the effectiveness of the program. Additionally, the performance measures of this program are reviewed monthly by school. These findings are shared at data review meetings with directors and District staff.	
Research Methodology	The project’s methodology is based on the Adult Education and Family Literacy Act’s intent to provide services to students that will ultimately make the United States more competitive in the world economy by fully developing the academic skills of all segments of the population.	
Alignment to Strategic Goals	This grant supports District Strategic Plan Goal 1: High-Quality Instruction through curriculum strengthening, differentiated instruction, and project based learning, as well as preparing participants for a secondary, career, or technical education.	
Level of Support provided by GA	Level 1 – GA staff helped draft the executive summary for Board approval and will track the grant in the grant management system.	

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/04/19 – E

Grant Program	Florida Department of Education: Adults with Disabilities (AWD)						
Status	Entitlement						
Funds Requested	\$800,000 (requested)						
Financial Impact Statement	The potential positive financial impact \$800,000. 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	Seagull School Center and Whispering Pines Center						
Managing Department/School	Career, Technical, Adult and Community Education Department (CTACE)						
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Enid Valdez, Director – CTACE</td> <td style="text-align: right;">754-321-8444</td> </tr> <tr> <td>2. Christy Bradford, Curriculum Supervisor – CTACE</td> <td style="text-align: right;">754-321-8416</td> </tr> <tr> <td>3. Stephanie R. Williams, Director – Grants Administration (GA)</td> <td style="text-align: right;">754-321-2260</td> </tr> </table>	1. Enid Valdez, Director – CTACE	754-321-8444	2. Christy Bradford, Curriculum Supervisor – CTACE	754-321-8416	3. Stephanie R. Williams, Director – Grants Administration (GA)	754-321-2260
1. Enid Valdez, Director – CTACE	754-321-8444						
2. Christy Bradford, Curriculum Supervisor – CTACE	754-321-8416						
3. Stephanie R. Williams, Director – Grants Administration (GA)	754-321-2260						
Project Description	Broward County Public Schools has been awarded a grant in the amount of \$800,000 to provide adults with disabilities the opportunity for enhancement of skills that is consistent with their abilities and needs. Funds are specifically used to improve the quality of life for people with disabilities through the provision of recreational activities and intellectual stimulation for those not suited for workforce development education programs. It also provides funds for lifelong learning activities for senior adults with disabilities (55+). Whispering Pines Center and Seagull School Center will receive a direct allocation of funds in proportion to the number of students served. For school year 2019/20, the program will serve 380 students and maintain its high projections for achievement of benchmarks.						
Evaluation Plan	The AWD Adult Individual Education Plan is aligned with the AWD grant requirements for reporting quarterly performance outcomes.						
Research Methodology	Since the program became grant funded in July 2000, both schools have consistently exceeded their performance deliverables.						
Alignment with Strategic Plan	All activities in this grant are aligned to District Strategic Plan Goal 1: High-Quality Instruction to meet the individualized needs of adult students with disabilities.						
Level Support provided by GA	Level 1 – GA staff helped draft the executive summary for Board approval and will track the grant in the grant management system.						

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/04/19 – F

Grant Program	Florida Department of Education: Integrated English Literacy and Civics Education						
Status	Continuation – Competitive						
Funds Requested	\$661,696 (requested)						
Financial Impact Statement	The potential positive financial impact \$661,696. The source of funds is from the Florida Department of Education. There is no additional financial impact to the District.						
Schools Included	The following schools will participate in this program: <ul style="list-style-type: none"> • Technical Colleges: Atlantic, McFatter, and Sheridan; • Centers: Community School North, Community School South, Dave Thomas Education Center, H.D. Perry Education Center, and Whiddon Rogers. 						
Managing Department/School	Career, Technical, Adult and Community Education Department (CTACE)						
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Enid Valdez, Director – CTACE</td> <td style="text-align: right;">754-321-8444</td> </tr> <tr> <td>2. Christy Bradford, Curriculum Supervisor – CTACE</td> <td style="text-align: right;">754-321-8416</td> </tr> <tr> <td>3. Stephanie R. Williams, Director – Grants Administration (GA)</td> <td style="text-align: right;">754-321-2260</td> </tr> </table>	1. Enid Valdez, Director – CTACE	754-321-8444	2. Christy Bradford, Curriculum Supervisor – CTACE	754-321-8416	3. Stephanie R. Williams, Director – Grants Administration (GA)	754-321-2260
1. Enid Valdez, Director – CTACE	754-321-8444						
2. Christy Bradford, Curriculum Supervisor – CTACE	754-321-8416						
3. Stephanie R. Williams, Director – Grants Administration (GA)	754-321-2260						
Project Description	This project will enhance curriculum, instruction, and assessment of students enrolled in English Literacy, integrate research-based reading strategies for the Adult English Literacy population, provide intermediate to advanced limited-English proficient students the opportunity to access curriculum activities online, provide adult education English Literacy students tools for career exploration, provide blended curriculum that integrates English language instruction with contextual learning, create bridge curriculum between higher level English to Speakers of Other Languages classroom, Adult Basic Education (ABE), and postsecondary classrooms and provide staff development for administrators, teachers, and partners to enhance the delivery of Adult English Literacy programs.						
Evaluation Plan	Evaluation of this program is done through the Florida Department of Education. The evaluation process will include collecting and reporting data on the number of students served, the services provided, basic skills attainment, involvement with their child’s education, and placement outcomes in jobs or postsecondary education. The data is compared to national data to determine the effectiveness of the program. Additionally, the performance measures of this program are reviewed monthly by school. These findings are shared at data review meetings with directors and District staff.						
Research Methodology	The project’s methodology is based upon the ABE and Family Literacy Act’s intent to provide services to students that will ultimately make the United States more competitive in the world economy by fully developing the academic skills of all segments of the population.						
Alignment with Strategic Plan	This grant supports District Strategic Plan Goal 1: High-Quality Instruction through curriculum strengthening, differentiated instruction, and project based learning, as well as preparing participants for a secondary, career, or technical education.						
Level Support provided by GA	Level 1 – GA staff helped draft the executive summary for Board approval and will track the grant in the grant management system.						

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/04/19 – G

Grant Program	Home Depot Foundation – Community Impact Grant	
Status	New – Competitive	
Funds Requested	\$3,128 (requested)	
Financial Impact Statement	The potential positive financial impact is \$3,128. The source of funds is the Home Depot Foundation. There is no additional financial impact to the District.	
Schools Included	Forest Glen Middle School	
Managing Department/School	Forest Glen Middle School	
Source of Additional Information	1. Carolyn Deck, Teacher – Forest Glen Middle School	754-322-3400
Project Description	This project will replace the 30-year-old carpeting in the band and chorus rooms at Forest Glen Middle School.	
Evaluation Plan	Because air quality and cleanliness are so important for singers' and instrumentalists' breath support, replacing the carpet will help with students' allergies, asthma and overall health. There are also issues with mold on the carpeting, which is very concerning as the educator spends over 50 hours a week in the classroom conducting rehearsals.	
Research Methodology	According to recent studies, students who are involved in quality music programs score higher on achievement tests. Music also provides a bridge to other subject area skills, like those found in reading and math.	
Alignment with Strategic Plan	This project supports District Strategic Plan Goal 1: High-Quality Instruction as the program will improve academic achievement through hands-on, engaging activities.	
Level of Support provided by Grants Administration (GA)	Level 1 – GA staff drafted the executive summary for Board approval, gathered application information from the school, and will track the grant through the grants management system.	

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/04/19 – H

Grant Program	NAF – Distinguished Academy Grant
Status	New
Funds Requested	\$5,000 (awarded)
Financial Impact Statement	The positive financial impact is \$5,000. The source of funds is NAF. There is no additional financial impact to the District.
Schools included	Everglades High School
Managing Department/School	Everglades High School
Source of Additional Information	1. Laura Cohen, Assistant Principal – Everglades High School 754-323-0500
Project Description	<p>NAF is a national network of education, business, and community leaders who work together to ensure that high school students are college, career and future ready. NAF works with high need communities to transform the high school experience through an educational design that includes industry-specific curricula, work-based learning experiences, and relationships with business professionals, culminating in a paid internship. The assessment helps academies increase their alignment to NAF’s standards, reflecting national standards developed by researchers and members from similar career and pathway organizations.</p> <p>This is the first year that Everglades High School’s Academy of Health Sciences received the Distinguished level, NAF’s highest level of achievement.</p>
Evaluation Plan	Each year NAF conducts an assessment of the academy’s strengths and challenges in implementing NAF’s results-driven educational design that prepares students for success in college and careers. Site visits conducted by a team of distinguished leaders, outside experts, and NAF staff verify academy scores.
Research Methodology	In 2018, NAF academies reported 99 percent of seniors graduated with 87 percent of graduates planning to go to college.
Alignment with Strategic Plan	This grant aligns with District Strategic Plan Goal 1: High-Quality Instruction by improving the educational rigor of industry-validated career-themed curriculum, increasing paid work experiences, and higher achievement of the well-respected NAFTrack Certification.
Level of Support provided by Grants Administration (GA)	Level 1 – GA staff developed the executive summary for Board approval. GA will track the grant in the grants management system.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/04/19 – I

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	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Britnie Bartlett, Teacher – Westglades Middle School</td> <td style="width: 30%; text-align: right;">754-322-4837</td> </tr> <tr> <td>2. Brenda K. Martorana, Bookkeeper – Westglades Middle School</td> <td style="text-align: right;">754-322-4837</td> </tr> </table>	1. Britnie Bartlett, Teacher – Westglades Middle School	754-322-4837	2. Brenda K. Martorana, Bookkeeper – Westglades Middle School	754-322-4837
1. Britnie Bartlett, Teacher – Westglades Middle School	754-322-4837				
2. Brenda K. Martorana, Bookkeeper – Westglades Middle School	754-322-4837				
Project Description	Grant funds will be used to support the new robotics team at Westglades Middle.				
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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POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/04/19 – J

Grant Program	University of Central Florida - Center for Community Schools*
Status	New - Competitive
Funds Requested	\$75,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$75,000. The grant program is funded by Florida Statutes s. 1003.64, Florida Statutes, Community School Grant Program. Broward County Public Schools (BCPS) is ineligible to be the lead applicant for the grant. United Way of Broward County will act as fiscal agent for the grant partnership. There is no additional financial impact to the District.
Schools Included	Gulfstream Academy and Gulfstream Early Learning Center
Managing Department/School	Early Learning Language Acquisition
Source of Additional Information	<ol style="list-style-type: none"> 1. Lori Canning, Executive Director – Early Learning Language Acquisition (ELLA) 754-321-1953 2. Christine Moss, Site Administrator – Gulfstream Early Learning Center 754-323-4705 3. Robert Pappas, Principal – Gulfstream Academy 754-323-5950
Project Description	<p>The Center for Community Schools at University of Central Florida promotes the development of community schools that include four core partners – a school district, a university or college, a community-based nonprofit, and a healthcare provider, as well as others. The core partners for this project will be The School Board of Broward County, United Way of Broward County, Hispanic Unity, Broward College, and Memorial Hospital. These partners have begun to synergize missions, programs, services and supports to meet the education, health, and social needs of families and children at Gulfstream Early Learning Center and the surrounding community.</p> <p>This grant will provide the opportunity to create the Gulfstream Community Consortium, which will work with a multitude of partners to expand, enrich, and strengthen services to provide opportunities to the students and families of Gulfstream Academy K-8 and the Hallandale community. Representatives from the core partner staff will contribute to the collaborative, shared governance relationship, and actively promote all programs and services offered through the collaborative community school model.</p> <p>The primary goals of the Gulfstream Community School Consortium are to provide children, families and the community with comprehensive services to enhance children’s preparedness for kindergarten, academic achievement, safety, and health through the support of engaged parents and a robust educational community.</p> <p>This grant will support BCPS and partners in coordinating existing services, adding new services, and strengthening partnerships in order to build a seamless pipeline of services for children and their families from early childhood through their transition into high school and beyond.</p>
Evaluation Plan	<p>An annual scope of work will be produced with short- and long-term targets. Over the next three school years expected outcomes will include:</p> <ul style="list-style-type: none"> • Increase in Kindergarten Readiness Rate (Florida Kindergarten Readiness Screener) • Decrease in percentage of students scoring at Level 1 on the Florida Standards Assessment (FSA) in English Language Arts (ELA) • Increase in students scoring Level 3 and Above on the FSA in ELA • Increase in overall learning gains for students in the lowest quartile across all grade levels and areas • Decrease in percentages of chronic absenteeism • Decreases in percentages of referrals and behaviors incidents • Increase in Family Participation, Involvement, and Engagement measures

POST-SUBMISSION EXECUTIVE SUMMARY

Research Methodology	Community Schools provide comprehensive academic, social, and health services for students, students' family members, and community members that will result in improved educational outcomes for children.
Alignment to Strategic Goals	This grant supports District Strategic Plan Goal 1: High-Quality Instruction (School Academic Performance; Connection to School; Graduation Rate) and District Strategic Plan Goal 3: Effective Communication (Family Connection; Community Partnerships).
Level of Support provided by Grants Administration (GA)	Level 2 – GA staff were responsible for translating the notice of funding announcement for program staff, setting timelines, organizing a meeting with partners, preparing templates for the narrative and letters of support, coaching the department through the budget plan, and ensuring timely submission of the grant proposal, along with formatting 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 GA.*

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 09/04/19 – K

Grant Program	Volunteer Florida – Volunteer Generation Fund
Status	New - Competitive
Funds Requested	\$15,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$15,000. The source of funds is Volunteer Florida. The District will provide an in-kind match of \$15,000 through the time of the Program Manager, Recovery.
Schools Included	District-Wide
Managing Department/School	Student Support Initiatives and Recovery (SSIR)
Source of Additional Information	1. Dr. Philip Harris, Program Manager, Recovery – SSIR 754-321-1783 2. Stephanie R. Williams, Director – Grants Administration (GA) 754-321-2260
Project Description	<p>Approaching the two-year mark of the Marjory Stoneman Douglas (MSD) tragedy, Broward County Public Schools (BCPS) is committed to provide continuing support to our students, staff, families, and communities. Following the lead of MSD High School, BCPS has adopted the idea of engaging in, “A Day of Service and Love”.</p> <p>This project will improve community resiliency through various school- and community-based service projects. Skills-based volunteers will build awareness, engagement, and connections during times of disaster recovery; create significant reflection and service opportunities; raise visibility of mental health needs within our community; grow the network of community partners; link communities with information, resources, and opportunities for ongoing service, and encourage stronger civic engagement.</p> <p>BCPS and national partner The Center for Mind-Body Medicine will provide training in evidence-based practices of mind-body techniques to relieve stress, heal trauma, and enhance health, and well-being. BCPS and community partner HandsOn Broward will encourage a stronger civil society and bring individuals closer through meaningful, responsive skills-based volunteering.</p> <p>Volunteers will ultimately become community models of how to build awareness, encourage engagement, and enhance connections during a time of personal tragedy or loss.</p>
Evaluation Plan	BCPS opts into the required performance measures. BCPS, in collaboration with HandsOn Broward, will recruit 400 skills-based volunteers of varying ages to serve at least 3,000 hours throughout the 2019/20 school year. BCPS also plans to participate in a pre- and post-test assessment measuring organizational implementation of effective volunteer management practices.
Research Methodology	Several studies show evidence that volunteers can be significant resources in helping create a supportive and welcoming environment at schools and facilitating students’ behavior and performance. As positive role models and student motivators, volunteers are viewed as contributing to better school attendance, improved grades and test scores, matriculation, less misbehavior, better social skills, staying in school, graduating, and going on to college. Available evidence suggests that when adult volunteers are present, students see that adults take school and education seriously and respect learning. This promotes positive attitudes toward school. Extrapolating from a wide range of research, it seems safe to conclude that volunteers can be a valuable asset in enhancing a school’s efforts to support learning and teaching.
Alignment with Strategic Plan	This program aligns with District Strategic Plan Goal 1: High-Quality Instruction (Connection to School) and District Strategic Plan Goal 3: Effective Communication (Community Partnerships) as student achievement and engagement increase through community involvement and volunteerism in schools.
Level of Support provided by GA	Level 3 - GAGP staff were responsible for translating the notice of funding announcement for program staff, setting timelines, preparing templates for the narrative, co-writing the narrative, coaching the department through the budget plan, and submission of the grant proposal in a timely manner, along with formatting 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 09/04/19 – L

Grant Program	Walmart Foundation – Community Giving*	
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	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, Business 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 program.	
Evaluation Plan	N/A	
Research Methodology	N/A	
Alignment with Strategic Plan	This project supports District Strategic Plan Goal 1: High-Quality Instruction.	
Level of Support provided by Grants Administration (GA)	Level 1 - GA 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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