

EXECUTIVE SUMMARY

Grant 072412-A

Grant Program	21st Century Community Learning Centers (21st CCLC) Program	
Status	New – Competitive	
Funds Requested	\$2,485,098 over five years	
Financial Impact Statement	The potential positive financial impact is \$2,485,098. The source of funds is the U. S. Department of Education through the Florida Department of Education. There is no additional financial impact to the school district.	
Schools included	Central Charter, Dillard Elementary, Imagine Charter North Lauderdale Elementary, Larkdale Elementary, Martin Luther King Elementary, North Fork Elementary, North Lauderdale Elementary, Parkway Academy High School, and Sunland Park Elementary	
Managing Department/School	Career, Technical, Adult and Community Education (CTACE) Department	
Source of Additional Information	Bob Usefof Marie Wright	754-321-8442 754-321-1850
Project Description	The Florida Department of Education 21 st Century Community Learning Centers Program (21 st CCLC) provides at-risk students with opportunities for academic enrichment and personal enrichment, and complement students' standard academic programs. The 21 st CCLC programs also engage adult family members of actively participating students through educational and personal development opportunities. The District is proposing to implement 21 st CCLC programs at eight of its School Improvement Grant schools and two charter schools in partnership with the Young Men's Christian Association (YMCA), After School Programs, and Jewish Community Center to offer expanded academic and enrichment opportunities for at-risk children during non-school hours (before school, after school, and weekends). Activities support achievement in Sunshine State core academic areas.	
Evaluation Plan	A grant requirement is that up to five percent of the proposed budget be used for outside evaluation services. The CTACE Department in coordination with the Student Assessment and Research Department will supervise the delivery of the contracted evaluation services. Evaluations are completed at mid and year end. This outside evaluation, along with, evaluation and visits by the Florida Department of Education and the project oversight team of the University of South Florida are made to: 1) determine if substantial progress has been made toward meeting project objectives; 2) assist programs in refining, improving, and strengthening current program activities; and 3) address the performance indicators established by the Federal 21 st CCLC data collection system.	
Research Methodology	The 21 st CCLC program is a key component in the "No Child Left Behind" Act. The application requires each program to deliver eight mandatory activities. The mandatory activities are designed to help students meet state and local academic standards and to be personally enriched through youth development activities, drug and violence prevention programs, technology education programs, and recreational programs.	

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Grant 072412-B

Grant Program	Child Welfare – Education System Collaborations to Increase Educational Stability
Status	New - Competitive
Funds Requested	\$477,021
Financial Impact Statement	The potential positive financial impact is \$477,021. The source of funds is the U.S. Department of Health and Human Services, Administration for Children and Families. There is no additional financial impact to the school district.
Schools included	District-wide
Managing Department/School	Student Services/Student Support Initiatives
Source of Additional Information	Debbie Winters 754-321-2122 Michaelle Valbrun-Pope 754-321-2090
Project Description	The purpose of this opportunity is to fund projects that build infrastructure capacity to ensure that youth in foster care are afforded the ability to succeed and thrive in educational settings to facilitate permanency including adoption and other post-permanency educational supports. The proposed project focuses on 1) improving educational stabilization, 2) enhancing collaboration with the courts and other stakeholders, and 3) meaningful parent involvement in their child's educational planning while in foster care.
Evaluation Plan	An independent evaluator from the District-approved vendor list will be hired to analyze processes and student specific outcomes. The evaluation will document and assess the extent to which the project developed and implemented policies and procedures achieve the summative goal of the project and the five objectives. The evaluation questions are outlined in the grant application and, if awarded, will be further analyzed and detailed with the evaluator, the funding entity and the project partners ChildNet, Inc. and the American Bar Association Legal Center for Foster Care and Education.
Research Methodology	The evaluation will employ a combination of descriptive, quantitative, and qualitative methods. A combination of various approaches to evaluation will include such strategies as: literature reviews, stakeholder meetings, surveys, interviews, focus groups, document review, and data analysis.

EXECUTIVE SUMMARY

Grant 072412-C

Grant Program	Common Core State Standards 2012 Summer Institute Grant
Status	New – Competitive
Funds Requested	\$43,500
Financial Impact Statement	The potential positive financial impact is \$43,500. The source of funds is the Florida Department of Education – Race to the Top Funds. There is no additional financial impact to the school district for travel expenses.
Schools included	District-wide
Managing Department/School	Talent Development Division
Source of Additional Information	Bette Zippin 754-321-5006 Elisa Calabrese 754-321-5044
Project Description	The Florida Department of Education’s Common Core State Standards (CCSS) 2012 Summer Institutes – School and District Support grant is to provide financial assistance to schools and district teams attending the 2012 CCSS Summer Institute. The funding will cover the cost of travel and hotel accommodations for 78 registered schools and district teams to attend the State Institute in either Fort Lauderdale or Orlando, Florida. Each team, consisting of a maximum of four members, is required to attend the Institute and complete an implementation plan.
Evaluation Plan	Participating schools are required to submit an Implementation plan including specific strategies on CCSS implementation at their school site.
Research Methodology	The project focuses on the implementation of Common Core State Standards, which encourages the highest achievement of every student by defining the knowledge, concepts, and skills that students are expected to learn within their K-12 education career so that they will graduate high school and be able to succeed in college and the workforce. The CCSS are rigorous, research-based, and relevant to the real world. Successful implementation of the CCSS requires strong instructional leadership in every school and well-prepared teachers in every classroom. In order for any standards-based system to be successful, educators must possess a thorough understanding of what students are expected to know and be able to do, as well as an array of instructional strategies designed to support every student in meeting those expectations.

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Grant 072412-D

Grant Program	Community Oriented Policing Services
Status	New- Competitive
Funds Requested	\$ 345,673 over 24 months
Financial Impact Statement	The potential positive financial impact is \$ \$345,673. The source of funds is the Department of Justice Community Oriented Policing Services Office. There is no additional financial impact to the school district.
Schools included	District-wide
Managing Department/School	Broward District Schools Police Department
Source of Additional Information	David Golt 754-321-0725 Gracie Diaz 754-321-1840
Project Description	The Broward District Schools Police Department is proposing to develop a series of training modules to supplement the formal training provided to school-based security personnel that is also appropriate for other school-based employees such as administrators, coaches, and behavioral technicians. The goals of the project are to: promote a school-wide approach to behavior management based on best practice approaches; deter and decrease student arrests; and utilization of research and evidence-based resources that reduce violence in schools.
Evaluation Plan	The Broward District Schools Policing Department will maintain records of training and participation by school personnel and security staff. Measures of effectiveness of the training modules through participant quizzes an end of course survey showing increased knowledge of best practices, increased skills, and abilities for behavior management, school behavior records, and the use of resources at schools will be compared to measure progress towards the goals.
Research Methodology	To address the supplemental training needs of school-based security personnel, the Broward District Schools Police Department combined its extensive experience working in school settings in collaboration with law enforcement agencies to search for training options for school resource officers. It was determined that there are a number of training topics that would supplement and enhance the formal training offered. The District analyzed the advertised course descriptions offered by the Florida Crime Prevention Training Institute and designed potential accompaniments for their courses.

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Grant 072412-E

Grant Program	Elementary and Secondary Counseling Program (Passport to Peace)	
Status	New – Competitive	
Funds Requested	\$1,178,522 over three years	
Financial Impact Statement	The potential positive financial impact is \$1,178,522. The source of funds is the U.S. Department of Education. There is no additional financial impact to the school district.	
Schools included	Davie Elementary, Liberty Elementary, Markham Elementary, Morrow Elementary, Orange Brook Elementary, Park Lakes Elementary, and Royal Palm Elementary	
Managing Department/School	College & Career Readiness	
Source of Additional Information	Laura Cohen Dr. Marie Wright	754-323-0510 754-321-1850
Project Description	<p>The Elementary and Secondary School Counseling grant program provides funding to local educational agencies (LEAs) to establish or enhance elementary and secondary school counseling programs. Projects must be designed to reduce the rate of referrals for disciplinary reasons and to reduce the ratio of students to mental health professionals in the participating schools. The District is proposing the Passport to Peace (P2P) program to transform the elementary school counseling programs by expanding counseling services that address the diverse counseling needs of the students at the participating schools. The proposed implementation of this program will introduce “Peace Counselors” at these seven elementary schools. Students will begin their journey to “Peace” with a replica passport and “travel” by learning the important character traits that promote positive social skills. The character traits taught through Passport to Peace are: confidence, independence, commitment, cooperation, creativity, empathy, respect, tolerance, appreciation, enthusiasm, curiosity, and integrity. In addition, students in this program will learn to identify and practice positive character traits that promote a positive learning environment.</p>	
Evaluation Plan	<p>The Evaluation plan is designed to determine whether the specific objectives are fulfilled, and more globally, whether the overall goal of the program is met. Both formative and summative evaluation procedures will use qualitative and quantitative data to ensure that the program is effectively implemented and the outcomes are properly measured. To gather pertinent information, combinations of approaches will be utilized including: literature review, site visits, observations, interviews, focus groups, document reviews, and data analysis.</p>	
Research Methodology	<p>The American School Counselor Association (ASCA) national standards and the ASCA (2003, 2005) National Model focus upon the expected results of what students should know and be able to do as a result of implementing a standard-based, comprehensive school counseling program and will serve as the foundation for the P2P Program.</p>	

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Grant 072412-F

Grant Program	Elementary and Secondary Counseling Program (Project Connect)	
Status	New – Competitive	
Funds Requested	\$1,145,605 over three years	
Financial Impact Statement	The potential positive financial impact is \$1,145,605. The source of funds is the U.S. Department of Education. There is no additional financial impact to the school district.	
Schools included	Castle Hill Elementary, Oriole Elementary, Lauderhill Middle, and Lauderdale Lakes Middle	
Managing Department/School	Student Services	
Source of Additional Information	Dr. Laurel Thompson	754-321-2490
	Michaelle Valbrun-Pope	754-321-2090
Project Description	<p>The Elementary and Secondary School Counseling grant program provides funding to local educational agencies (LEAs) to establish or enhance elementary and secondary school counseling programs. Projects must be designed to reduce the rate of referrals for disciplinary reasons and to reduce the ratio of students to mental health professionals in the participating schools. The District is proposing the Project Connect initiative to expand its school counseling program at two participating elementary schools (Castle Hill and Oriole) and two middle schools (Lauderhill and Lauderdale Lakes) in order to address the academic, personal, and social development of students. The proposed project will provide intensive targeted intervention for students in grades K-2 having a goal of non-retention by grade 3, and will develop the Transition-6 model to get over-age students in grades 4 and 5 housed in their receiving middle schools with intensive services. In addition, the project will use a developmental, preventative approach to school counseling using research-based programs (<i>Why Try & Active Parenting</i>) and strategies to help build a strong sense of the school and classroom community while building students' interpersonal skills, staff's cultural competency, and assisting families with accessing community and school resources. The program will expand counseling services by hiring four master's level Social Workers one assigned at each school to provide comprehensive social services support to students, parents, and staff.</p>	
Evaluation Plan	<p>The Evaluation plan includes written and verbal reports from school personnel and parents to validate improvements made as a result of added mental health services provided by the full-time school social worker. In addition, there will be both formative and summative evaluation conducted by an external evaluator. Expected outcomes include: reduction in discipline referrals, improvement in parental involvement, improvement in average daily attendance, and increase linkages to community providers as warranted</p>	
Research Methodology	<p>Research questions will be addressed using descriptive and qualitative methods. To gather pertinent information, combination of approaches will be utilized including: literature review, site visits, observations, documents review, and data analysis.</p>	

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Grant 072412-G

Grant Program	Fuel Up to Play 60 Grant
Status	New - Competitive
Funds Requested	\$8,000
Financial Impact Statement	The potential positive financial impact is \$8,000. The source of funds is the Dairy Council of Florida. There is no additional financial impact to the school district.
Schools included	Margate Elementary and Wingate Oaks Center
Managing Department/School	The schools will manage their grant activities and funds.
Source of Additional Information	Thomas Schroeder 754-322-6900 Sarah Hausman 754-321-6850 Kareen Torres 754-321-2260
Project Description	Fuel Up to Play 60 is an interactive program that allows students to put their ideas and plans into action to help everyone at school make a commitment to healthy eating and 60 minutes of physical activity every day. Margate Elementary is requesting funds to implement “Taste Test Days” that will provide students with the opportunity to try new and different dairy, fruits, and vegetables for sampling on a monthly basis as part of their Margate Fit Club. Nutrition information handouts will supplement this activity in the classrooms. In addition, funding will provide kids’ exercise books and props to implement in-class physical activity breaks to increase focus and motivation. Finally, the project will include a School and Community Health Fair to pull the entire program together at the end of the project period in April. Wingate Oaks Center is requesting funds to implement gardening fruits and vegetables to promote healthy eating habits. Students will have access to “Salad Bar Tryouts” and “Taste Test a Rainbow” with their own grown fruits and vegetables. In addition, gardening tasks such as tilling, hoeing, and planting will make up the physical activity portion of the program. The gardening tasks will take place as part of students’ “Activity Zones” and in-class activity breaks to enhance concentration and motivation.
Evaluation Plan	The Margate Fit Club members will participate in a Nutrition Survey about their daily diet and physical activity along with physical fitness assessments throughout the year to measure the number of sit-ups, push-ups, and jumping jacks participants can complete within a specified timeframe. At Wingate Oaks Center, the teacher will design a survey to give to parents of participating students to examine the impact of the program. In addition, teacher observation will be used to track students’ progress.
Research Methodology	Fuel Up to Play 60 is proving to be a program that can help schools create a healthier environment for students. Founded by the National Dairy Council (NDC) and the National Football League (NFL) in collaboration with the U.S. Department of Agriculture (USDA), Fuel Up to Play 60 provides students and schools with resources they can use to develop a plan that best fits their school. Since launching nationally in 2009, data shows that schools are making progress in promoting healthier eating habits and increasing physical activity among students.

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Grant 072412-H

Grant Program	Head Start/Early Head Start
Status	Continuation - Competitive
Funds Requested	\$14,777,559
Financial Impact Statement	The potential positive financial impact is \$18,471,949. The source of funds is the U.S. Department of Health and Human Services. The District will receive 80% of the program's cost, \$14,777,559, from the U.S. Department of Health and Human Services. The District is required to match 20% of the received federal funds. The required cash match will total approximately \$3,429,311. The amount of cash match may vary based upon negotiated pay raises and changes in staff's positions. Funds for the required match will be allocated from the General Fund Unappropriated Fund Balance. The in-kind contribution totals \$265,079. The source of in-kind contributions is reached through parents' contributions, the number of volunteers' hours dedicated to the classrooms, and the District's building rental fee. There is no additional financial impact to the school district.
Schools included	61 Elementary Schools
Managing Department/School	Early Childhood Education
Source of Additional Information	Dr. Leontine Butler 754-321-1951
Project Description	<p>The Head Start Program serves 2,040 three and four-year-old students following a center-based model. Certified classroom teachers, along with Teacher Aides, work with students implementing developmentally appropriate early childhood activities. The Head Start Program offers an integrated model where Head Start eligible children, along with students with disabilities, participate in the same classes. The Head Start/Voluntary Prekindergarten (VPK) Extended Day Option model will be offered to all Head Start eligible four-year-old students during the 2012-13 school year. Students receive full-day services under this model.</p> <p>The Early Head Start Program serves 80 infants and toddlers, from birth to three years of age, and pregnant women. Services are divided between The Quest Center in the south region of the county and the Charles Drew Family Resource Center in the north region. Both sites offer center-based and home-based options. In accordance with federal regulation, the Early Head Start Program must operate for a minimum of 48 weeks per year; therefore, a summer program is provided at both sites.</p>
Evaluation Plan	The Creative Curriculum Developmental Continuum is the selected instrument used to measure students' ongoing assessment. The assessment is completed three times per year. The Brigance Inventory of Early Development provides the beginning benchmark data upon entering the program. The Family Services Matrix is the assessment tool used to measure families' progress toward meeting set goals; the tool is administered three times per year. The Devereux Early Childhood Assessment (DECA) is used to measure the social emotional progress of students. The Ages and Stages Questionnaire is used to measure the developmental progress of Early Head Start students.
Research Methodology	The Head Start Program implements developmentally appropriate practices as defined by The National Association for the Education of Young Children (NAEYC). The Phoenix Model measures family gains in critical domains; it is utilized to determine families' progress toward self-sufficiency. The Creative Curriculum Developmental Continuum provides the pre- and post-educational

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	assessment for students. All models follow scientifically research based methods.
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Grant 072412-I

Grant Program	Learning Labs in Libraries and Museums Grant	
Status	New-Competitive	
Funds Requested	\$97,165 over 18 months	
Financial Impact Statement	The potential positive financial impact is \$97,165. The source of funds is the Institute of Museum and Library Services, National Leadership Grant. There is no additional financial impact to the school district.	
Schools included	Silver Lakes Middle	
Managing Department/School	Instruction and Interventions, Literacy Department	
Source of Additional Information	Michele Rivera Dr. Marie Wright	754-321-3320 754-321-1850
Project Description	The Learning Labs in Libraries and Museums grant supports the planning and designing of learning labs and museums throughout the country. The program is intended to engage middle school youth in mentor-led, interest-based, youth-centered, collaborative learning using digital and traditional media. Specifically since many students have limited or no access to the Internet and/or computers outside of school. The “Tech Spot” at Silver Lakes Middle will address student deficiency in computer skills and access. The project will study the academic growth of students as it pertains to participation in designed programs. Participation in the “Tech Spot” programs will ensure that students are prepared to meet the challenge of utilizing 21 st century skills in a contemporary society.	
Evaluation Plan	The Florida Department of Education’s Student Tool for Technology and Literacy (ST2L) and FCAT reading scores for students that participate in the Tech Spot will be monitored to determine project effectiveness.	
Research Methodology	This project infuses the research of Mizuko Ito, et al that supports the idea that students are intrinsic users of technology, albeit in gradual stages referred to as Hanging Out, Messing Around, and Geeking Out (HOMAGO). Additional research indicates there are two levels of pedagogy for teaching technology. Technology Level 1 is the emergent teacher, while Technology Level 2 is the expert technology teacher that fosters the idea that the student takes ownership of their learning through inquiry based lessons that require critical thinking and problem solving skills paired with the implementation of technology. The “Tech Spot” project infuses this research into practice.	

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Grant 072412-J

Grant Program	Mary Turner and Nancy France Fund Grant Applications	
Status	New - Competitive	
Funds Requested	\$14,924	
Financial Impact Statement	The potential positive financial impact is \$14,924. The source of funds is the Community Foundation of Broward through the Mary Turner and Nancy France Fund. There is no additional financial impact to the school district.	
Schools included	Crystal Lake Middle (2), McNab Elementary (2), Palmview Elementary, and Pompano Beach Middle (5)	
Managing Department/School	The schools will manage their grant activities and funds.	
Source of Additional Information	Sabine Phillips754-322-3100 Sharonda Bailey754-322-7050 Robert Gibson754-322-7600 Sonja Smith Braziel754-322-4200 Kareen Torres754-321-2260	
Project Description	The Mary Turner and Nancy France Fund grant program provides schools located in the City of Pompano Beach with grant funds to conduct teacher-developed classroom projects designed to improve education. Crystal Lake Middle School is requesting funds for two programs: 1) “Cougar Graphics”, a technology application program that will design and produce print materials, and 2) an interdisciplinary project combining literature, STEM, and the environment in which students will research and build various examples of wind and solar-powered devices. McNab Elementary is requesting funding for two programs: 1) a program for first grade students to improve reading fluency and comprehension through theatre and interactive technology, and 2) a technological enrichment for one of its fifth grade classes. Palmview Elementary is requesting funds for “Teaching People and Places”, a longitudinal scaffolding project designed to promote reading and create intrinsically motivated lifelong readers. Pompano Beach Middle has designed five projects requesting funds to: 1) maximize the 6+1 Trait Writing Model and newly implemented Common Core standards to create their own professionally published piece of literary work, 2) two projects requesting laptops to facilitate ESE inclusion services, 3) implementation of the History Alive! Curriculum in all social studies classrooms offering teachers student-centered lesson plans, assessment tools, and supplemental enrichment resources to enhance the Social Studies program, and 4) purchase a one year Brainpop subscription designed to promote 21 st century science concepts learning through multi-media technology.	
Evaluation Plan	Evaluation measures include increases in standardized achievement test scores; curriculum based assessments (pre/post); student reports, reading assessments (i.e., DIBELS, STAR, Comprehensive Assessment of Reading Strategies and the Diagnostic Assessment of Reading); informal data collection relative to student IEP goals; teacher assessments; and surveys.	
Research Methodology	Schools will utilize grant funds to implement a variety of research-based programs designed to strengthen students' academic skills and behaviors.	

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Grant 072412-K

Grant Program	Whole Kids Foundation School Garden Grant	
Status	New - Competitive	
Funds Requested	\$4,000	
Financial Impact Statement	The potential positive financial impact is \$4,000. The source of funds is the Whole Kids Foundation. There is no additional financial impact to the school district.	
Schools included	Virginia Shuman Young Elementary and Westchester Elementary	
Managing Department/School	The schools will manage their grant activities and funds.	
Source of Additional Information	Dr. Mark Strauss	754-322-9050
	Melissa Frame-Geraine	754-322-8900
	Kareen Torres	754-321-2260
Project Description	The Whole Kids Foundation supports school gardens as a vital educational tool that provides new opportunities for kids to cultivate healthy eating habits. Teaching kids to garden helps them learn about complex topics like sustainability and conservation, food systems, and community awareness. Both Westchester Elementary and Virginia Shuman Young Elementary are requesting funds to create on-site school gardens where students will cultivate and harvest self-grown produce and learn about composting and irrigation in the process.	
Evaluation Plan	Schools are encouraged to share their outcomes and experiences through the online Green Ribbon Schools award and recognition project that connects children and nature. Schools can create anything from a simple online report to a multi-media presentation about their project.	
Research Methodology	Data compiled from educator observations and reported at KidsGardening.org describe positive responses from all stakeholder groups, increases in financial support at participating schools and modest improvements in attendance and test scores.	