

## POST-SUBMISSION EXECUTIVE SUMMARY

### Grant 040114-A

Grant Program	Dollar General Adult Literacy Grant	
Status	New - Competitive	
Funds Requested	\$30,000	
Financial Impact Statement	The potential positive financial impact, if funded, is \$30,000. The source of funds is Dollar General Literacy Foundation. There is no additional financial impact to the District.	
Schools Included	Adult and Community Education Department, Atlantic Technical Center and Technical High School	
Managing Department/School	The managing department and school will manage its grant activities and funds if awarded.	
Source of Additional Information	Holly Berline	754-321-2260
	Jenna Moniz	754-321-8416
	Enid Valdez	754-321-8444
	Neeta Rancourt	754-321-5151
	Robert Crawford	754-321-5100
Project Description	Dollar General Adult Literacy Grants award funding to nonprofit organizations that provide direct service to adults in need of literacy assistance. The Adult and Community Education Department requested funds for the <i>Reading's Magic Adult Reading Program</i> using SRA (Science Research Associates) corrective reading approach to meet the needs of struggling adult readers. The goal of the project is to create an additional location for service delivery and to increase the educational functioning levels of participating students. The goal of the Atlantic Technical Center and Technical High School's project is to eliminate financial barriers to taking the GED test, and to motivate students to build literacy skills by providing incentives as they reach milestones. The grants were written and developed by Jenna Moniz, curriculum supervisor in the Adult and Community Education Department, and Neeta Rancourt, assistant director at Atlantic Technical Center and Technical High School.	
Evaluation Plan	The <i>Reading's Magic Adult Reading Program</i> measure's success through completion of reading levels in either reading mastery or corrective reading. Timed oral reading checkouts are integrated throughout and students will be post-tested using the Test of Adult Basic Education (TABE) assessment. Program effectiveness will be measured by either an increase in reading scores or attainment of literacy completion points. The Atlantic Technical program will serve and acknowledge all Adult Basic Education (ABE), English for Speakers of Other Languages (ESOL), and GED as they work to earn literacy completion points, a measure of student progress aligned to educational functioning levels and grade equivalencies.	
Research Methodology	Twenty-eight studies examining the effects of corrective reading have been published in peer-reviewed journals. Twenty-six of the 28 studies found positive, often statistically significant results for students who were taught using corrective reading. For studies using standardized measures, results indicated that most vocabulary and comprehension scores increased from pre- to posttest with similar increases in oral reading fluency. In addition, research has shown that when self-efficacy is supported with regular recognition of progress and celebrations of achievements, students are more likely to persist in meeting their educational goals (Link 2006, Fieldnotes for ABLE Administrators).	

## POST-SUBMISSION EXECUTIVE SUMMARY

### Grant 040114-B

Grant Program	John C. Graves Charitable Fund
Status	New – Competitive
Funds Requested	\$100,000
Financial Impact Statement	The potential positive financial impact, if funded, is \$100,000. The source of funds is the John C. Graves Charitable Fund. There is no additional financial impact to the District.
Schools Included	Nova High School
Managing Department/School	The school will manage its grant activities and funds if awarded.
Source of Additional Information	Holly Berline 754-321-2260 Terri Williams 754-321-2568 Amalio Nieves 754-321-1655
Project Description	The John C. Graves Charitable Fund, managed by the Community Foundation of Broward, supports organizations active in, or providing services to, the Gay and Lesbian community. Nova High School is requesting funds for <i>Weight of Words</i> , a student created and performed musical about the impacts of bullying and discrimination on gay and lesbian students and others. The musical will be performed with a “talk back” and follow-up activities for over 9,000 students. The program will improve school/community culture and perceptions, as well as create a call to action to decrease bullying and discrimination throughout Broward. The grant was written and developed by Terri Williams, a project manager in the Diversity, Cultural Outreach & Prevention Department.
Evaluation Plan	The musical will reach over 9,000 students, staff, community members, and leaders; raise awareness of District anti-bullying and non-discrimination policies; generate action plans to help combat bullying and discrimination; and increase state and national support for human and civil rights to all students, including Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) students. These outcomes will be measured by collecting data on the number of students and staff attending performances; audience polls, collection and review of students’ anti-bullying/discrimination action plans; and letters of support collected from state and federal officials documenting support of the program and call to action.
Research Methodology	According to the Hopkins Center for the Arts ( <a href="https://hop.dartmouth.edu/online/student_engagement">https://hop.dartmouth.edu/online/student_engagement</a> ), “new discoveries in learning sciences are revealing the importance of arts participation for creative thinking, cross-cultural understanding, and personal enrichment.” The <i>Weight of Words</i> production is a solution-driven model, providing students with the opportunity to express their viewpoint in a safe and profound context. The needs of our LGBTQ youth are addressed through the arts to an expansive audience unlike any other model.

## POST-SUBMISSION EXECUTIVE SUMMARY

### Grant 040114-C

Grant Program	2014 Ignite! Innovation Grant Program	
Status	New – Competitive	
Funds Requested	\$25,000	
Financial Impact Statement	The potential positive financial impact, if funded, is \$25,000. The source of funds is the Community Foundation of Broward. There is no additional financial impact to the District.	
Schools Included	Districtwide	
Managing Department/School	The managing department will manage its grant activities and funds if awarded.	
Source of Additional Information	Holly Berline	754-321-2260
	Denise Palazzo	754-321-1655
	Amalio Nieves	754-321-7655
Project Description	<p>Through the Ignite! Innovation Grant Program, the Community Foundation of Broward awards grants to organizations that lead boldly, and challenge themselves to present innovative, unique projects that address Broward’s most pressing needs. The Diversity, Cultural Outreach &amp; Prevention (DCO&amp;P) Department will use the funds to address the affective needs of Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) youth through the pilot <i>Project OUTreach: Student Voices Creating Impact</i>. Prevention, intervention, and community education efforts will be implemented through the Broward County Public Schools Gay, Straight, Alliance (GSA) Clubs, Human Relations Clubs, and Peer Counseling Classes. The project, supported by school-based OUTreach coordinators, will assist students with building greater self-esteem, communication skills, increased sense of community, and sense of purpose. The grant was written and developed by Denise Palazzo, staff developer and prevention specialist in the DCO&amp;P Department.</p>	
Evaluation Plan	<p>An internal evaluation of <i>Project OUTreach</i> will be conducted by the Project Coordinator through a process evaluation examining the extent to which the project expectations are being met. Indicators will be measured through a checklist of promised activities included in the grant application. School staff will collect data and program outcomes will be evaluated through a Developmental Assets Survey administered to the LGBTQ youth mentors, and a pre/post-survey administered to the panel audience. A project advisory committee will meet monthly to review program progress and make recommendations for project modifications.</p>	
Research Methodology	<p>Peer outreach programs have been used effectively in a variety of contexts from Peer-to-Peer Teen Outreach for HIV Prevention to the Alzheimer’s Associations’s Early-Stage Peer-to-Peer Outreach Program for newly diagnosed individuals. Peer educators are thought to be more likely to influence the behaviors of their peers since they are seen as credible and less judgmental role models. Peers may be more able to contact hard to reach individuals and wary members of disenfranchised groups. The use of peer outreach workers and peer educators have been identified as effective behavioral interventions for HIV prevention by the Centers for Disease Control and Prevention (<a href="http://www.effectiveinterventions.org/en/HighImpactPrevention/Interventions.aspx">http://www.effectiveinterventions.org/en/HighImpactPrevention/Interventions.aspx</a>).</p>	

## POST-SUBMISSION EXECUTIVE SUMMARY

### Grant 040114-D

Grant Program	Kids in Need Teacher Grant	
Status	New – Competitive	
Funds Requested	\$375	
Financial Impact Statement	The potential positive financial impact is \$375. The source of funds is the Kids in Need Foundation. There is no additional financial impact to the District.	
Schools Included	Ramblewood Elementary	
Managing Department/School	The school will manage its grant activities and funds if awarded.	
Source of Additional Information	Holly Berline	754-321-2260
	Sonda Bachmann	954-592-5584
	Maria Perez	754-322-8150
Project Description	The Kids in Need Teacher Grants provide K-12 educators with funding to provide innovative learning opportunities for their students. Ramblewood Elementary was awarded funds for a six-week, hands-on sculptural project through which students will explore math, history, and art as they research and build a chair sculpture representing an historical style.	
Evaluation Plan	Students' final chair sculptures will be evaluated using a rubric to measure craftsmanship, theme, choice of material(s), and final accompanying story.	
Research Methodology	As required by the grant application, the project reflects active approaches to learning and is aligned to Common Core State Standards.	

## POST-SUBMISSION EXECUTIVE SUMMARY

### Grant 040114-E

<b>Grant Program</b>	2013-2014 Title I School Improvement Initiative [Section 1003 (a)]
Status	Entitlement-Formula-Based
Funds Requested	\$ 918,609
Financial Impact Statement	The positive potential financial impact is \$918,609. The source of the funds is the U.S. Department of Education through the Florida Department of Education. There is no additional financial impact to the District.
Schools Included	Title I schools identified in Differentiated Accountability Priority and Focus schools.
Managing Department/School	Title I, Migrant & Special Programs Department
Source of Additional Information	Mr. Jose Dotres 754-321-2618 Ms. Luwando Wright-Hines 754-321-1400
Project Description	The 2013-2014 Title I School Improvement Initiative [Section 1003 (a)] provides supplemental Extended Learning Opportunities (ELO) to increase the achievement of students scoring below proficiency in reading, mathematics, science, or writing on the FCAT in Title I Schools identified by Differentiated Accountability. ELOs will be conducted with a focus on the implementation of digital learning software that differentiates and personalizes K-8 mathematics and language arts. Instruction, practice, and assessments are correlated to Common Core State Standards. Technology enhancement will support implementation of supplemental programs such as SuccessMaker and iReady.
Evaluation Plan	Academic performance for each participating school as a result of the 2014 FCAT will be reported. Documentation of each activity implemented using these funds will be maintained for on-site, desktop, or self-monitoring.
Research Methodology	Use of Title I funds are focused on needs at the school level within general guidelines from the state and district-level rules. Title I is dedicated to improving the educational opportunities for all students by providing supplemental support which is proven to help students succeed in the regular program, attain grade-level proficiency, and improve academic achievement.

## POST-SUBMISSION EXECUTIVE SUMMARY

### Grant 040114-F

Grant Program	Walmart Local Facility Giving Program	
Status	New – Competitive	
Funds Requested	\$4,500	
Financial Impact Statement	The potential positive financial impact, if all three requests are funded, is \$4,500. The source of funds is the Walmart Foundation. There is no additional financial impact to the District.	
Schools Included	Nob Hill Elementary	
Managing Department/School	The school will manage its grant activities and funds if awarded.	
Source of Additional Information	Holly Berline	754-321-2260
	Arlene Kall	754-322-7204
	Jeannie Floyd	754-322-2700
Project Description	Through the Local Community Contribution program (LCC), each Walmart has an annual budget allocated by the Walmart Foundation. The purpose of this program is to support local organizations that are important to each facility and the community it serves. Nob Hill Elementary School requested funds from three different Walmart locations to help provide welcome packages for new students. They would include school supplies, uniforms, book bags, school logoed items, and other materials depending on the needs of the individual students. The school has been awarded \$1,500 from one of the three Walmart locations solicited. The grants were written and developed by Arlene Kall, the guidance counselor at Nob Hill Elementary.	
Evaluation Plan	The school will track the number of students who benefit from the funding.	
Research Methodology	Providing necessary resources is considered a good way to develop relationships with incoming students, engaging new families, and creating a sense of stability in the community.	