

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 060914-A

Grant Program	American Honda Foundation Grant
Status	New – Competitive
Financial Impact Statement	The potential positive financial impact, if awarded, is \$75,000. The source of funds is American Honda Foundation. There is no additional financial impact to the District.
Schools Included	Apollo Middle, Coral Springs High, Dillard 6-12, Forest Glen Middle, McArthur High, and McFatter Tech High Schools
Managing Department/School	Office of Portfolio Services
Source of Additional Information	Leslie Brown 754-321-2100 Stephanie Pollard 754-321-2260
Project Description	The American Honda Foundation engages in grant making that reflects the basic tenets, beliefs, and philosophies of Honda companies, which are characterized by the following qualities: imaginative, creative, youthful, forward-thinking, scientific, humanistic, and innovative. It supports youth education with a specific focus on the STEM (science, technology, engineering, and mathematics) subjects in addition to the environment. The District proposed to implement an innovated model integrating the current workforce and economic development needs of Broward County through the Linking Education and Employment Outcomes (LEEO) Project, a technology based, work relevant environment encompassing industry relevant project implementation, work experience, potential for college credit and industry certification at six of its high schools. Apollo Middle School, Forest Glen, Dillard 6-12, McArthur, Coral Springs, and McFatter Tech High – are currently in year two of its LEEO based academic transformation with industry-related project-based learning. The expansion of the program would allow those schools to create a work experience environment with STEM industries partners by engaging them in the academic program where students can get the certifications and work experience that they need to be successful in the workplace. High demand, growing STEM industries, and occupations will be the focus of this project. Funds will be used to provide a Summer Institute for teachers, and equipment and software for classrooms.
Evaluation Plan	Learning gains for students through project based learning will be measured through standard assessments, rubrics, student participation, and teacher and partner mentor observation associated with each project to measure student understanding and progress towards career certifications.
Research Methodology	Engaging Schools: Fostering High School Students’ Motivation to Learn (2003) articles shows that learning and succeeding in school requires active engagement, where failure to earn even the most basic educational credential or acquire the basic skills needed to function in adult society increases the risk of unemployment, poverty, and even involvement in criminal justice systems. The LEEO project will equip students with the basic skills needed in the workforce, and offer students technical certifications and experiences that will prepare them for employment for jobs in high demand, growing STEM industries and occupations in Broward County.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 060914-B

Grant Program	Arts in Education Model Development and Dissemination Grants Program	
Status	New- Competitive	
Funds Requested	\$2,200,000 over four years (requested)	
Financial Impact Statement	The potential positive financial impact, if funded, is \$2,200,000 over four years. The source of funds is the U.S. Department of Education. There is no additional financial impact to the District.	
Schools Included	Bethune, Deerfield Park, North Andrews Garden and Walker Elementary Schools	
Managing Department/School	Innovative Programs/Design Support Department	
Source of Additional Information	Ms. Leona Miracola	754-321-2070
	Ms. Leslie Brown	754-321-2100
	Ms. Stephanie Pollard	754-321-2260
Project Description	<p>Broward County Public Schools, in partnership with the Broward Center for the Performing Arts and the Broward County Cultural Division, proposes to implement and evaluate an innovative whole school arts integrated standards and research-based cohesive model at the four eligible performing and visual arts magnet schools. The Raising Educational Achievement through Collaboration, Harmony and Instructional Technology (<i>REACH IT!</i>) Project has four inter-related goals: (1) to increase student academic achievement in reading, math, and arts standards through integration of arts into core curriculum; (2) to develop an effective transition model between targeted elementary schools and secondary arts-themed schools; (3) to improve instructional practices by preparing teachers with knowledge and skills to integrate artistic, collaborative, and creative practices effectively into core curriculum instruction; and (4) to integrate arts education into core curriculum by developing strong collaborations and partnerships with national and local arts education organizations and schools. <i>REACH IT!</i> will advance the District’s vision by significantly strengthening arts programming; creating a sustainable infrastructure and model for arts integration with a focus on cultural diversity; and successful middle school transition; building school cultures that support intensive sustained teacher learning and collaboration; establishing dynamic partnerships with arts organizations; fostering positive parent and community involvement; and building the capacity of instructional leaders and teachers to integrate arts and technology effectively in the classroom.</p>	
Evaluation Plan	<p>The evaluation plan will include a quasi-experimental design evaluation, which includes a treatment (target) group and a matched comparison group of non-treatment students with similar demographic characteristics and academic achievement levels to the treatment group. The evaluation will assess whether implementation of standards-based arts integration curriculum and experience and teacher professional learning through <i>REACH IT!</i> leads to improved student and educator outcomes. The proposed evaluation will be both formative and summative and will include multiple qualitative and quantitative methods and sources of data.</p>	
Research Methodology	<p>The proposed <i>REACH IT!</i> Project’s design is based on extensive analysis of research in the overall importance and impact of arts integration to improve student academic achievement and in effective practices for integrating arts into core academic subjects. One of the latest innovative designs was created through the President’s Committee on the Arts and the Humanities, the “Turnaround Art Schools” initiative. This project developed in collaboration with the U.S. Department of Education and the White House Domestic Policy Council. This model was developed from the recommendations in the “Reinvesting in Arts Education Winning America’s Future Through Creative Schools” May 2011, which focused on a whole school reform approach in high-poverty, low-performing schools. In addition, the model is based on proven strategies from “Project Zero” developed by the Harvard Graduate School of Education that showed significant gains in student achievement at Bates Middle School in Annapolis, Maryland; and the “Different Ways of Knowing”, by Catterall, 1995 in the “Ways of Knowing” program in which 920 elementary students in 52 classrooms had significant gains in achievement and motivation.</p>	

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 060914-C

Grant Program	Dart Foundation	
Status	New - Competitive	
Funds Requested	\$5,000 requested - \$3,000 awarded	
Financial Impact Statement	The positive financial impact is \$3,000. The source of funds is the Dart Foundation. There is no additional financial impact to the District.	
Schools Included	New River Middle School	
Managing Department/School	The school will manage its grant activities and funds.	
Source of Additional Information	Elizabeth Fahy	754-323-3600
	Melinda Frame-Wessinger	754-323-3600
	Stephanie Pollard	754-321-2260
Project Description	<p>The Dart Foundation, a private family foundation, makes grants in support of youth education programs primarily in science, technology, engineering, and mathematics (STEM). New River Middle School requested funds to purchase equipment to support Project LIFE (Learning in Florida’s Environment), a program in connection with the Department of Environmental Protection that aims to involve middle school students in environmental science. Approximately 180 students in grades 6 to 8 will be involved in the LIFE project. Field experiments, discussions, and the subsequent in class analysis of the data will foster rigorous exposure to concepts such as; controlling experimental variables, evaluating and procedure, and analyzing data. The grant was written and developed by Elizabeth Fahy, a marine science teacher at New River Middle School.</p>	
Evaluation Plan	<p>School improvement goals of addressing the STEM needs of students will be met by engaging students in field data collection techniques and exciting them with technological advances that allow students to incorporate hands-on learning in science, technology, engineering, and mathematics. Exposure to rigorous standardized protocols will foster understanding of replication in the scientific method; prepare students for more rigorous data collection in higher education, and a wide variety of science-based career specialties.</p>	
Research Methodology	<p>The projects incorporate methods and techniques that excite students about learning, which has been shown to positively impact participants’ performance and motivation.</p>	

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 060914-D

Grant Program	Elementary and Secondary School Counseling Program - Elementary
Status	New - Competitive
Funds Requested	\$1,207,435 over three years (requested)
Financial Impact Statement	The potential positive financial impact, if funded, is \$1,207,435. The source of funds is the U.S. Department of Education. There is no additional financial impact to the District.
Schools Included	Dillard and Oriole Elementary Schools
Managing Department/School	The Diversity, Cultural Outreach & Prevention Department will manage its grant activities and funds
Source of Additional Information	Amalio Nieves 754-321-1655 Stephanie Pollard 754-321-2260
Project Description	<p>The purpose of the Elementary and Secondary School Counseling Program is to enable schools to develop promising and innovative approaches to initiating or expanding counseling programs in elementary and secondary schools. The Broward County Schools Fueling Our Children for Ultimate Success initiative is a comprehensive response to address the academic, behavioral, and social-emotional needs of our most struggling youth. The project is a multi-leveled, multi-strategy initiative that seeks to reduce risk factors and enhance protective factors based on a public health framework that integrates a multi-tiered system of support. Proposed interventions are research-based, and incorporate strong evaluation and quality improvement components.</p> <p>The goals of the project are to address the needs of students in two high-risk elementary schools in Broward County, Florida (Dillard and Oriole elementary schools) through:</p> <p style="padding-left: 40px;">Expanding counseling programs (absolute priority) Improving school engagement, school environment and school safety and improving family and community engagement by (a) improving school environment and (b) improving school safety (Competitive Preference Priority 1)</p> <p>The project will be implemented through collaboration with a variety of community agencies and will include a process, quality improvement, and outcomes evaluation component. Project staff will also develop and implement a sustainability plan in collaboration with stakeholders to ensure program continuation after federal funding has ended. Approximately 450 students will be directly served at the two schools by the various components of the project over a three-year period.</p>
Evaluation Plan	In order to answer the questions related to the project goals and assess outcomes, a mixed method research design using parallel or simultaneous methodologies (Tashakkori & Teddlie, 2008) will be used. This design was selected because it offers the most powerful evaluation of the project, addressing concerns about validity and reliability and thus the transferability of the findings to other settings (Frechtling & Sharp, 1997).
Research Methodology	In <i>Guiding Principles: A Resource Guide for Improving School Climate and Discipline</i> (2014), the United States Department of Education identified school-based mental health professionals as central to implementing tiered (universal, targeted, intensive) supports because they help to identify students’ needs and provide mental health supports based on those needs. In addition, strategies focusing on social-emotional skills, including problem-solving, responsibility and resiliency can also help students develop the skills needed to fully engage and thrive in the learning environment.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 060914-E

Grant Program	Elementary and Secondary School Counseling Program - Secondary
Status	New - Competitive
Funds Requested	\$1,207,435 over three years (requested)
Financial Impact Statement	The potential positive financial impact, if funded, is \$1,207,435. The source of funds is the U.S. Department of Education. There is no additional financial impact to the District.
Schools Included	New River Middle and Deerfield Beach Middle Schools
Managing Department/School	The Diversity, Cultural Outreach & Prevention Department will manage its grant activities and funds
Source of Additional Information	Amalio Nieves 754-321-1655 Stephanie Pollard 754-321-2260
Project Description	<p>The purpose of the Elementary and Secondary School Counseling Program is to enable schools to develop promising and innovative approaches to initiating or expanding counseling programs in elementary and secondary schools. The Broward County Schools Fueling Our Children for Ultimate Success initiative is a comprehensive response to address the academic, behavioral, and social-emotional needs of our most struggling youth. The project is a multi-leveled, multi-strategy initiative that seeks to reduce risk factors and enhance protective factors based on a public health framework that integrates a multi-tiered system of support. Proposed interventions are research-based, and incorporate strong evaluation and quality improvement components.</p> <p>The goals of the project are to address the needs of students in two high-risk elementary schools in Broward County, Florida (New River Middle and Deerfield Beach Middle Schools) through:</p> <p style="padding-left: 40px;">Expanding counseling programs (absolute priority) Improving school engagement, school environment and school safety and improving family and community engagement by (a) improving school environment and (b) improving school safety (Competitive Preference Priority 1)</p> <p>The project will be implemented through collaboration with a variety of community agencies and will include a process, quality improvement, and outcomes evaluation component. Project staff will also develop and implement a sustainability plan in collaboration with stakeholders to ensure program continuation after federal funding has ended. Approximately 450 students will be directly served at the two schools by the various components of the project over a three-year period.</p>
Evaluation Plan	In order to answer the questions related to the project goals and assess outcomes, a mixed method research design using parallel or simultaneous methodologies (Tashakkori & Teddlie, 2008) will be used. This design was selected because it offers the most powerful evaluation of the project, addressing concerns about validity and reliability and thus the transferability of the findings to other settings (Frechtling & Sharp, 1997).
Research Methodology	In <i>Guiding Principles: A Resource Guide for Improving School Climate and Discipline</i> (2014), the United States Department of Education identified school-based mental health professionals as central to implementing tiered (universal, targeted, intensive) supports because they help to identify students’ needs and provide mental health supports based on those needs. In addition, strategies focusing on social-emotional skills, including problem-solving, responsibility and resiliency can also help students develop the skills needed to fully engage and thrive in the learning environment.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 060914-F

Grant Program	Elmer’s Toolkit	
Status	New - Competitive	
Funds Requested	\$2,000 (requested)	
Financial Impact Statement	The potential positive financial impact, if funded, is \$2,000. The source of funds is the Kids in Need Foundation. There is no additional financial impact to the District.	
Schools Included	Apollo and Sawgrass Springs Middle Schools	
Managing Department/School	The schools will manage their grant activities and funds.	
Source of Additional Information	Danny Kopelov	754-323-2900
	Shawn Aycock	754-323-2900
	Lawrence Bremner	754-322-4500
	Judy Bremner	754-322-4501
	James Cecil	754-322-4500
	Stephanie Pollard	754-321-2260
Project Description	The Kids in Need Foundation provides funds for teachers to replicate projects found in the Elmer’s Teachers Tool Kit catalog. Apollo Middle School requested funds for Atomic Isotopes and Marbles, an activity to build the knowledge of atomic structure essential for understanding physical and chemical changes, as well as future biology and chemistry concepts. Sawgrass Springs Middle requested funds for three distinct projects: 1) the Veterans Project designed to honor military veterans and generate an appreciation for the sacrifice and service of veterans; 2) Saluting Our Veterans, a student outreach program showing gratitude for veterans; and 3) a Solar Car Race designed to teach physical science energy concepts through demonstration. The grants were written and developed by Danny Kopelov, a teacher at Apollo and Lawrence Bremner and Judy Bremner, teachers at Sawgrass Springs.	
Evaluation Plan	By building an atom, students at Apollo Middle will be able to demonstrate knowledge of molecular structure. At Sawgrass Springs, projects serving veterans will supplement coursework in US History and hands-on learning during the Solar Car Race will enhance storage and retrieval of learning, mitigate barriers for English Language Learners, and reduce behavioral interference with learning.	
Research Methodology	As required by the grant application, Sunshine State Standards/Common Core State Standards require students to go more in-depth in their comprehension of the material. The project will cover a number of standards-based areas such as research, writing, hands-on applications, and oral presentations just to name a few.	

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 060914-G

Grant Program	Florida Agriculture in the Classroom School Garden Mini Grant
Status	New - Competitive
Funds Requested	\$500 (awarded)
Financial Impact Statement	The potential positive financial impact is \$500. The source of funds is Florida Agriculture in the Classroom, Inc. There is no additional financial impact to the District.
Schools Included	Driftwood Middle School
Managing Department/School	The school will manage its activities and funds.
Source of Additional Information	Colleen Dietz 754-323-3100 Marie Amatulli 754-323-3100 Stephanie Pollard 754-321-2260
Project Description	Florida Agriculture in the Classroom, Inc's School Garden Mini Grant Program is designed to fund school garden projects that will educate Florida's students about the importance of agriculture, and allow teachers to use a school garden to teach math, science, social studies, and language arts. The grant was written and developed by Colleen Dietz, environmental wellness educator at Driftwood Middle School Academy of Health and Wellness.
Evaluation Plan	Student learning will be demonstrated through portfolios documenting activities and knowledge gained concerning Florida agriculture and how it affects the economy and society, as well as an end of year exam.
Research Methodology	Allowing children time in nature such as tending the garden and observing life cycles, has a beneficial effect on behavior (http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1448497). Also, using experimental learning is the most effective method of teaching (Experiential Learning Theory: Previous Research and New Directions , David A. Kolb, Richard E. Boyatzis, Charalampos Mainemelis Department of Organizational Behavior, Weatherhead School of Management Case Western Reserve University).

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 060914-H

Grant Program	ING Unsung Heroes
Status	New - Competitive
Funds Requested	\$25,000 (requested)
Financial Impact Statement	The potential positive financial impact, if funded, is \$25,000. The source of funds is ING. There is no additional financial impact to the District.
Schools Included	Bright Horizons Center
Managing Department/School	The school will manage its grant activities and funds.
Source of Additional Information	Janel Rowe 754-321-6400 Stephanie Pollard 754-321-2260
Project Description	ING awards grants to K-12 educators utilizing new teaching methods and techniques that improve learning. Bright Horizons requested funds to transform a barren courtyard within the school into a handicap accessible sensory garden, which serves as an urban farm emphasizing environmental stewardship and developing students' agricultural skills. The garden will be used therapeutically and academically. Bright Horizons' Parent Teacher Organization, BB&T, and The Urban Farming Institute, are all partners in the project. The goal is to expand the project using green, energy efficient products and materials. The grant was written and developed by an ESE teacher and Bright Garden Project Chair Janel Rowe.
Evaluation Plan	Participating students have sensory processing disorders. Data shows that therapy within a nature setting helps to successfully mitigate these issues, which clears the way for a successful learning experience. Students will work in the garden on plaguing issues such as balance control, range of motion, strength, and endurance. Data will be collected concerning behaviors, learning outcomes, and physical therapy/occupational therapy goals.
Research Methodology	Research shows that a garden or nature setting presents the perfect opportunity for children with Autism Spectrum Disorders and special needs to learn play and strengthen body and mind. The therapeutic potential of nature includes many positive physical, cognitive, sensory, emotional, and social benefits including reducing feelings of anxiety, providing an outlet for physical aggression, building self-esteem through the nurturing of plants, and much more.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 060914-I

Grant Program	P3 Eco-Challenge School Recognition Program																																													
Status	New – Competitive																																													
Financial Impact Statement	The potential positive financial impact is \$9,600. The source of funds is Board of County Commissioners, Broward County and program sponsors. There is no additional financial impact to the District.																																													
Schools Included	Bright Horizons, Cross Creek, Deerfield Beach Elementary, Driftwood Middle, Forest Hills Elementary, Hallandale Magnet High, Indian Trace Elementary, Lake Forest Elementary, Maplewood Elementary (2), McFatter Technical Center, New River Middle, Nova High, Peters Elementary, Pioneer Middle, Royal Palm Elementary, Silver Shores Elementary, Stranahan High, Walter C. Young Middle, Welleby Elementary, Westglades Middle, and Wingate Oaks Center.																																													
Managing Department/School	The schools will manage their grant activities and funds.																																													
Source of Additional Information	<table style="width: 100%; border-collapse: collapse;"> <tr><td>Ann Andersen-Kowalski</td><td style="text-align: right;">754-321-6400</td></tr> <tr><td>Colleen Stearn</td><td style="text-align: right;">754-321-6450</td></tr> <tr><td>Victoria Thurston</td><td style="text-align: right;">754-322-6100</td></tr> <tr><td>Steven Williams</td><td style="text-align: right;">754-323-3100</td></tr> <tr><td>Barbara Rothman</td><td style="text-align: right;">754-322-6400</td></tr> <tr><td>Amy Winder</td><td style="text-align: right;">754-323-6300</td></tr> <tr><td>Sharon Boyd</td><td style="text-align: right;">754-323-6350</td></tr> <tr><td>Heather Hedman-DeVaughn</td><td style="text-align: right;">754-323-6450</td></tr> <tr><td>Sharon Bees</td><td style="text-align: right;">754-322-6853</td></tr> <tr><td>Daniel Boegli</td><td style="text-align: right;">754-321-7450</td></tr> <tr><td>Melinda Frame-Wessinger</td><td style="text-align: right;">754-323-3600</td></tr> <tr><td>John LaCasse</td><td style="text-align: right;">754-323-1650</td></tr> <tr><td>Kathleen Sedlack</td><td style="text-align: right;">754-322-7900</td></tr> <tr><td>Michael Consaul</td><td style="text-align: right;">754-323-4100</td></tr> <tr><td>Ducarmel Augustin</td><td style="text-align: right;">754-322-8350</td></tr> <tr><td>Johnathan Leff</td><td style="text-align: right;">754-323-7550</td></tr> <tr><td>Deborah Owens</td><td style="text-align: right;">754-323-2100</td></tr> <tr><td>Harold Osborn</td><td style="text-align: right;">754-323-4500</td></tr> <tr><td>Donna Boruch</td><td style="text-align: right;">754-322-8850</td></tr> <tr><td>John Vesey</td><td style="text-align: right;">754-322-4800</td></tr> <tr><td>Sarah Hausman</td><td style="text-align: right;">754-321-6850</td></tr> <tr><td>Stephanie Pollard</td><td style="text-align: right;">754-321-2260</td></tr> </table>		Ann Andersen-Kowalski	754-321-6400	Colleen Stearn	754-321-6450	Victoria Thurston	754-322-6100	Steven Williams	754-323-3100	Barbara Rothman	754-322-6400	Amy Winder	754-323-6300	Sharon Boyd	754-323-6350	Heather Hedman-DeVaughn	754-323-6450	Sharon Bees	754-322-6853	Daniel Boegli	754-321-7450	Melinda Frame-Wessinger	754-323-3600	John LaCasse	754-323-1650	Kathleen Sedlack	754-322-7900	Michael Consaul	754-323-4100	Ducarmel Augustin	754-322-8350	Johnathan Leff	754-323-7550	Deborah Owens	754-323-2100	Harold Osborn	754-323-4500	Donna Boruch	754-322-8850	John Vesey	754-322-4800	Sarah Hausman	754-321-6850	Stephanie Pollard	754-321-2260
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Project Description	<p>The P3 Eco-Challenge School Recognition Program is a collaborative effort between Broward County Public Schools and its partners, Broward County Natural Resources Planning and Management Division, and the Environmental Education Council of Broward County to recognize public schools who encourage cultures of sustainability within their school communities. P3 stands for Preserving Our Planet For Prosperity. The Broward P3 Eco-Challenge engages and rewards schools, teachers, students, administrators, and volunteers in learning about and implementing environmental sustainable measures and green initiatives within their schools and communities.</p> <p>The top school awards for their environmental initiatives are as follows:</p> <p>New River Middle - \$2,000 Lake Forest Elementary - \$1,000 Deerfield Beach Elementary - \$500</p>																																													

POST-SUBMISSION EXECUTIVE SUMMARY

	<p>Cross Creek I - \$500 McFatter Technical Center - \$500 Wingate Oaks - \$500 Peters Elementary - \$500 Driftwood Middle - \$500 Maplewood Elementary - \$500 Bright Horizons - \$500 Forest Hills Elementary - \$500 Welleby Elementary - \$500 Indian Trace Elementary - \$200 Royal Palm Elementary - \$200 Westglades Middle - \$200 Hallandale Magnet High - \$200 Pioneer Middle - \$200 Maplewood Elementary - \$200 Nova High - \$100 Silver Shores Elementary - \$100 Stranahan High - \$100 Walter C. Young Middle - \$100</p> <p>All applications were written and developed by the nominators and their school’s green team.</p>
<p>Evaluation Plan</p>	<p>Learning gains for students through the green initiative projects will be measured through standard assessments, rubrics, student participation, and teacher observation associated with each initiative to measure student understanding and progress towards environmental preservation.</p>
<p>Research Methodology</p>	<p>The projects reflect active approaches to environmental science education and “going green” initiatives and are in alignment to Common Core State Standards.</p>

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 060914-J

Grant Program	Race to the Top-Professional Development Action Project (PDAP)
Status	New - Discretionary
Funds Requested	\$481,039 (requested)
Financial Impact Statement	The positive financial impact is \$481,039. The source of funds is Florida Department of Education. There is no additional financial impact to the District.
Schools Included	All K-12 schools including Charter Schools
Managing Department/School	Instruction and Interventions Talent Development
Source of Additional Information	Dr. Jeanine Gendron 754-321-1850 Michele Rivera 754-321-1866 Linda Whitehead 754-321-5018 Stephanie Pollard 754-321-2260
Project Description	Broward’s Summer Professional Development Action Project (PDAP) will be based on the work of Broward County Public Schools (BCPS) Pathway for Fluent College and Career Readiness year-long initiative. With the support of Race to the Top discretionary funds allocated to BCPS, Broward will be able to offer participants to include English Language Arts and/or Math Coaches, Teacher Leaders, and any administrator that is off calendar, a stipend to attend two days of BCPS Pathway for Fluent College and Career Readiness Summer Academy and one additional day to collaborate at their school sites. The principals and coaches’ summer sessions will focus on understanding the Florida standards in order to create a lesson plan framework and coaching rubrics. The teacher leaders’ summer sessions will focus on understanding the standards and deconstructing performance tasks in English Language Arts and Mathematics. Participants will leave the Summer Academy sessions with a deeper knowledge of the standards and their cognitive and challenge requirements, as well as hands-on practice applying the standards to lesson plans and coaching and observation rubrics.
Evaluation Plan	The Broward Fluency Pathway for College & Career Readiness will include a robust measurement of learning outcomes (new knowledge), as well as confidence at application (hands-on practice), and measurement of the understanding for extended application after the Summer Academy Sessions (extended thinking). Summer Academy outcomes will be assessed at three different levels of cognitive demand for mastery: Depth of Knowledge 1, 2, 3. Additionally, the expected outcomes of the PDAP Summer Academy sessions will include for participants to develop authentic lesson plans, observation rubrics and coaching tools directly aligned to the requirements of the Florida standards. These artifacts will be provided as evidence of learning.
Research Methodology	The Professional Development Action Project will be provided by the Curriculum Improvement Institute and Center of College and Career Readiness, a non-profit, 501(C) training and research organization that are part of the C2 Collaborative. The C2 Collaborative provides services based on research to build school districts capacity to improve student outcomes.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 060914-K

Grant Program	School Improvement Grant 1003(g) - Cohort 3
Status	New - Competitive
Funds Requested	\$22,093,024 (over a 3 year period for 9 schools)
Financial Impact Statement	The potential positive financial impact, if funded, is \$22,093,024 for 3 years (based on 9 schools being awarded). 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 District.
Schools Included	Broward Estates Elementary, Larkdale Elementary, Pompano Beach Elementary, Rock Island Elementary, Royal Palm Elementary, Sunland Park Elementary, Westwood Heights Elementary, Lauderhill 6-12, and Coconut Creek High Schools
Managing Department/School	Office of Strategic Achievement
Source of Additional Information	Mrs. Veda Hudge 754-321-3850 Dr. Desmond Blackburn 754-321-3827 Ms. Stephanie Pollard 754-321-2260
Project Description	School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State Educational Agencies (SEAs), to Local Educational Agencies for use in Florida's persistently lowest-performing schools that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make Annual Measurable Objectives to build capacity towards sustainability.
Evaluation Plan	The SIG schools will be evaluated periodically through the Comprehensive Instructional Monitoring Process involving State and District personnel. The state review will be based on the SIG indicators listed in the grant.
Research Methodology	The SIG program provides resources for turning around persistently low achieving schools emphasizing changes in school governance, structure, human capital, and teaching practices. The Office of Strategic Achievement will use the Florida Continuous Improvement Model for instructional reform that includes the Plan, Do, Study, Act Model. The instructional reforms will be research-based programs with a history of improving student achievement. Science, Technology, Engineer, and Math (STEM) labs will be utilized in these schools as well as electronic classrooms. The use of school-based coaches, National Board Certified Teachers, and instructional leaders with a background in urban schools, have been proven to show significant improvement in struggling urban schools.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 060914-L

Grant Program	State Farm Youth Advisory Board Service-Learning Grants – Closing the Achievement Gap	
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 State Farm Youth Advisory Board. There is no additional financial impact to the District.	
Schools Included	South Broward High School	
Managing Department/School	Student Services Department	
Source of Additional Information	Dr. Laurel Thompson	754-321-1550
	Ms. Latrell Carr	754-321-1561
	Ms. Stephanie Pollard	754-321-2260
Project Description	<p>The Youth Advisory Board is funding service-learning projects that address the root cause of the following issue areas: Access to Higher Education/Closing the Achievement Gap, Financial Literacy (and Economic Inclusion), Community Safety and Natural Disaster Preparedness, Health & Wellness, Environmental Responsibility, and Arts and Culture. The District requested funds to support its signature Mentoring Tomorrow’s Leaders (MTL), student leadership, and dropout prevention program for the purpose of closing the achievement gap between minority students and other student populations at South Broward High. The program develops minority students to serve as mentors to identified minority students in grades 9-12 who are at risk for not graduating on time. Students in 9th and 10th grade with a 2.0 grade point average or below will be identified and recruited to join the MTL program as student mentees. Those who accept the invitation will be paired with a high-achieving peer mentor who will connect with them twice a week during a designated study hall period after school and maintain a positive and supportive peer mentoring relationship with them. Mentees will be provided with support and incentives to increase and maintain academic achievement, eventually become mentors themselves, graduate from high school on time, and complete a college degree or another post secondary credential. Students from local colleges and universities will be invited to mentor MTL juniors and seniors. The mentor relationship between them will primarily focus on the college selection and application process, as well as making a successful transition into college. Adult role models will also serve as career mentors for MTL program participants.</p>	
Evaluation Plan	<p>The impact of this program will be measured by using an in-depth analysis of the program’s desired outcomes of the following: reduced absenteeism, increased grade point average, increased graduation rate, increased college admissions, and increased college enrollment. By the end of the fall semester, the program expects the mentees (including 8th graders) to increase their GPA by at least .2% and their attendance by at least 1%. These increases will reduce the achievement gap and increase opportunities of success after high school. These goals will be measured through quarterly individual evaluations of attendance, grade point averages and service hours, pre and post self-assessments, career inventories, and interest surveys. The students’ information will continuously be tracked until his or her projected graduation. The shift in these pertinent data marks will assist in the reduction of the achievement gap in minority students. An additional goal is to measure the social/emotional impact of MTL on participants as evidenced by a decrease in behavioral infractions (e.g., indoor and outdoor suspensions) by 5%. Currently, minority students account for 79% of these infractions.</p>	
Research	MTL has been used in the District for Black male students where 100% of the students	

POST-SUBMISSION EXECUTIVE SUMMARY

Methodology	who participated graduated high school and attended college. MTL was created based research findings related to minority male achievement, which can be applied to minority female students: 1) Relationships with teachers/peers have a larger impact on minority male achievement and engagement more so than with other populations. MTL provides students the opportunity to form supportive and positive relationships with peers and adults. 2) There is a lack of positive role models for students, Black males in particular. MTL consistently exposes students to peer and adult minority academic role models that represent the population. 3) Peer influence is powerful among all students. MTL focuses on harnessing
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POST-SUBMISSION EXECUTIVE SUMMARY

Grant 060914-M

Grant Program	State Farm Youth Advisory Board Service-Learning Grants – Arts and Culture	
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 State Farm Youth Advisory Board. There is no additional financial impact to the District.	
Schools Included	Charles W. Flanagan High, Deerfield Beach High, Dillard 6-8, Fort Lauderdale High, Hollywood Hills High, McArthur High, Northeast High, and South Plantation High Schools	
Managing Department/School	Diversity, Cultural Outreach & Prevention	
Source of Additional Information	Mr. Amalio Nieves	754-321-1655
	Dr. Teri Triguba-Williams	754-321-1644
	Ms. Stephanie Pollard	754-321-2260
Project Description	<p>The Youth Advisory Board is funding service-learning projects that address the root cause of the following issue areas: Access to Higher Education/Closing the Achievement Gap, Financial Literacy (and Economic Inclusion), Community Safety and Natural Disaster Preparedness, Health & Wellness, Environmental Responsibility, and Arts and Culture. The District proposes to implement its “Hear Our Voice: A Call to Action” (HOV) project which is a yearlong art-based, interdisciplinary program engaging youth. As a richly diverse community, Broward students are often faced with social issues centered on safe and healthy relationships. During a focus group discussion held at Broward's schools, the topic of healthy relationships emerged. Dating/domestic violence, bullying, and teen pregnancy rank among their highest concerns. Students and the community will participate in an innovative pilot program, the Creative Empowerment Project (CEP), a creative project development process. CEP is an interdisciplinary model developed collaboratively through several District departments, and the Lovewell Institute for the Creative Arts, a program partner. The HOV project is an artistic work under the healthy relationships theme that will be produced out of a guided brainstorming and dialogue process with youth and is aimed at stimulating a wider discussion. According to research (Williams, 2008), the success of school-based social justice programs is often linked to an “inside-out” approach. The inside out, HOV project linking artistic creation, youth involvement, and community engagement to confront several compelling issues, exemplifies service learning at its most powerful. It is through these works of art, such as a performance that allow youth to express their experiences, and call for action from our community to create a culture of ownership, collaboration, and empowerment.</p>	
Evaluation Plan	<p>The HOV project goals will be to provide project schools the support and resources to accomplish student driven objectives. Students have determined that healthy relationships are a school and societal topic they want to focus on. The topic of healthy relationships meets the needs of the students and the greater community. Project goals include development of a sustainable, arts-based educational forum for civic dialogue and solution focused action planning; an increased awareness of the issues related to creating healthy relationships; greater engagement of all school and community stakeholders as agents of change; and an increased of positive student behavior resulting in healthy relationships. Project measures will be quantitative and qualitative. Quantitative measures will be addressed through project-based attendance rosters, evaluations of participating students and</p>	

POST-SUBMISSION EXECUTIVE SUMMARY

	stakeholders, youth risk behavior survey. Qualitative measures will be evidenced through personal narrative and journaling exercises and portfolio articles that include arts-based aspects of HOV.
Research Methodology	Evidence validating the CEP model and creation of the HOV is the success of the Broward County Public School's Weight of Words (WOW) anti-bullying artistic production and call to action. In 2010, Nova High students in Broward created an anti-bullying musical viewed by 40,000 students and community members over the last four years. Developed through CEP and Lovewell, the "call to action" has been established as a yearlong class at Nova. Each WOW performance includes pre and post show curriculum for student audiences enabling schools to continue the discussion regarding quality character traits and solutions for safe school environments. Schools have shared how Nova performance assisted their schools in building positive school culture and empowering students to take a stand against discrimination/bullying. This success has empowered other schools to create a production of their own and a call to action.

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Grant 060914-N

Grant Program	Wallace Foundation Grant
Status	New - Competitive
Funds Requested	Up to \$500,000 for year 1 and up to \$3 million for years 2-4 (based on Wallace annual reviews)
Financial Impact Statement	The potential positive financial impact, if funded, is up to \$500,000 for year 1 and up to \$3 million for years 2-4. The source of funds is the Wallace Foundation. Except for a District match requirement, there is no additional financial impact to the District.
Schools Included	District-wide
Managing Department/School	Office of School Performance and Accountability
Source of Additional Information	Ms. Veda Hudge 754-321-3850 Dr. Desmond Blackburn 754-321-3827 Ms. Stephanie Pollard 754-321-2260
Project Description	Since 2000, the Wallace Foundation has sought to improve the effectiveness of principals, who are key to raising the quality of urban schools. Currently, a \$75 million principal pipeline initiative is helping six school districts create a large corps of “instructional leaders” – principals whose main task is to improve teaching and learning. If districts want to improve school leadership, the role of the principal’s supervisor needs be reexamined. The Wallace Foundation is launching a new initiative to strengthen principal supervisors through enhanced training. The District proposes to build upon the reorganization of the District and expand the capacity of current principal supervisors. Funding will afford the principal supervisors the platform to develop a partnership with Harvard University’s “Leadership Institute for Superintendents” Systematic Reform in School Districts and Schools”. In addition, the program will provide mentoring opportunities for principals building on the partnership with the Broward Workshop, establish an intern director preparation program, and extending the leadership-training pipeline by significantly expanding job-embedded experiences for the entire continuum of leadership development in Broward.
Evaluation Plan	Wallace will review the work of the District and partners annually to determine its strengths, weaknesses, and ways to improve planning and implementation. Reviews will assess the progress of the work under way on each of the identified strategies.
Research Methodology	A landmark report, <i>How Leadership Influences Student Learning</i> , makes the point: “...there are virtually no documented instances of troubled schools being turned around without intervention by a powerful leader. Many other factors may contribute to such turnarounds, but leadership is the catalyst” (Wallace, 2008). Cummins (2013) affirms that districts have a responsibility to support principals throughout their careers. The current position goal and essential performance responsibilities require principal supervisors to balance the need for principal autonomy with the need for enhanced accountability in the development and support of school leaders. With this research in mind, Broward proposes to partner with the Wallace Foundation to enhance the training and expand the capacity of current principal supervisors. This will lead to successful turnaround efforts in our school District.

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Grant 060914-O

Grant Program	Walmart Community Grant Program	
Status	New - Competitive	
Funds Requested	\$2,000 (requested)	
Financial Impact Statement	The potential positive financial impact, if funded, is \$2,000. The source of funds is the Walmart Foundation. There is no additional financial impact to the District.	
Schools Included	Deerfield Beach Elementary School	
Managing Department/School	The school will manage its activities and funds.	
Source of Additional Information	Deborah Rothberger	754-322-6100
	Victoria Thurston	754-322-6100
	Stephanie Pollard	754-321-2260
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. Deerfield Beach Elementary requested funds for its Accelerated Reader motivational reading program. The grant was written and developed by Deborah Rothberger, a reading specialist at Deerfield Elementary.	
Evaluation Plan	Reading goals are set for each student to accomplish by the end of the school year. Children that meet their weekly goals receive motivational incentives.	
Research Methodology	The Accelerated Reader Program challenges and motivates all types of learners, ESE, ESOL, low, and high achievers. Students that participate will see an increase in test scores and master literacy standards for their grade level. Students that have a strong foundation in reading will be more successful in mastering standards required for graduation.	

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 060914-P

Grant Program	Wells Fargo Grant
Status	New – Competitive
Funds Requested	\$1,000
Financial Impact Statement	The potential positive financial impact, if funded, is \$1,000. The source of funds is Wells Fargo. There is no additional financial impact to the District.
Schools Included	Parkway Middle School of the Arts
Managing Department/School	The school will manage its grant activities and funds.
Source of Additional Information	Bradford Mattair 754-322-4000 Stephanie Pollard 754-321-2260
Project Description	Wells Fargo grants support programs and organizations whose chief purpose is to benefit low- and moderate-income individuals and families. In the area of education, Wells Fargo supports programs that promote academic achievement, advance teaching through professional development, and facilitate merit-based access to higher education for underrepresented groups. Parkway Middle School of the Arts requested funds to support the Artists on the Move program, where students in dance, band, piano, percussion, drama, vocal, and the visual arts perform at Senior Citizen venues, grand openings, awards ceremonies, charitable fundraisers, and many other occasions. The grant application was written and developed by Mary Meillier, the Artistic Director/Magnet Coordinator at Parkway Middle School of the Arts.
Evaluation Plan	As required by the program, an annual report will be provided that will include the number of achievements the students reach in the arts and academics, the number of field trips in the areas of the arts and outside, the number of guest artists working with students in each area of the arts, the number of occasions attended.
Research Methodology	Research shows that arts in education provides the critical thinking, communications, and creativity skills essential to 21 st Century success. The project will allow students to practice and develop their skills and talents.

POST-SUBMISSION EXECUTIVE SUMMARY

Grant 060914-Q

Grant Program	Whole Kids Garden Grant
Status	New - Competitive
Funds Requested	\$2,000 (awarded)
Financial Impact Statement	The potential positive financial is \$2,000. The source of funds is the Whole Kids Foundation. There is no additional financial impact to the District.
Schools Included	Parkway Middle School
Managing Department/School	The school will manage its grant activities and funds.
Source of Additional Information	Myrielle Badio 754-322-4000 Bradford Mattair 754-322-4000 Stephanie Pollard 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. Parkway Middle requested funds to improve and expand the school's efforts to raise awareness of healthy food alternatives for students, parents, and general members of the community. The grant will be used to increase the size, diversity, and crop yield of the garden. The garden and its produce is supported and shared with community partners through events and cooking demonstrations. The grant was written and developed by Myrielle Badio.
Evaluation Plan	The Garden Club and related science and math classes will design and evaluate different methods for measuring the success of the garden. Working off knowledge gained from the 2012-2013 garden, the club is expected to be able to produce statistical models for measuring many different aspects of the garden such as, water use, soil yield, and plant growth. Science classes will work on plant and insect diversity, and will research environmentally friendly methods for maintaining the success of the garden. Finally, the project plans to measure success by the number of attendees at each of the garden-based events.
Research Methodology	The project reflects active approaches to learning and is aligned to Next Generation Sunshine State Standards/Common Core State Standards and part of the Big Idea- The Practice of Science.