



HALLANDALE BEACH CRA FUNDING FOR NONPROFIT PARTNERS

APPLICATION EVALUATION

ORGANIZATION

Name: Gulfstream Middle School Tax ID: ??-???????

Contact: Christi Moss Title: Assistant Principal

Phone: (754) 323-4706 and (850) 544-1550 Email: christine.moss@browardschools.com and mosschritsti@yahoo.com

CEO/Chair: Brian Kingsley, Principal Phone: (754) 323-4700

Address: 120 SW 4th Avenue, Hallandale Beach, FL 33009

Program/Project Name: Building Bridges: Strong Families + Strong Communities = Student Success Program

HBCRA Priority Funding Overall Needs Areas: Economic/Business Development; Affordable Housing; and Recreation, Cultural Facilities and Activities

HBCRA Funds Requested: \$50,000.00

EVALUATION: SECTION I: ORGANIZATIONAL INFORMATION/CAPACITY

Maximum Score 20%

SCORE 20%

COMMENTS Established in 1990. The Gulfstream Middle School Leadership Team will execute the new Program. Gulfstream Middle School and The Broward County School District are accredited by AdvancEd SACS-CASI. Requesting \$50,000 for a \$75,000 Program.

EVALUATION: SECTION II: PROGRAM/PROJECT DESCRIPTION

Maximum Score 10%

SCORE 10%

COMMENTS To provide in-class, post-secondary planning to 7th and 8th grade economically disadvantaged students, including employability and job readiness skills, financial literacy education, cultural awareness engagement, and a referral resource to assist with housing for the parents of participants in the Gulfstream Middle School Building Bridges: Strong Families + Strong Communities = Student Success Program as part of the former Jobs for Florida's Graduates (JFG) Elective.

EVALUATION: SECTION II: PROGRAM/PROJECT NEED

Maximum Score 20%

SCORE 20%

COMMENTS

Noted student population has increased from 325 to 421. Gulfstream Middle School serves 421 students of which 355 qualify for free/reduced lunch. The Need is to bridge the gap between school, home and community, providing pertinent resources to both parents and students while incorporating community stakeholders in the process (page 2 of 5). The target population for service includes students in seventh and eighth grade, former JFG students, and economically disadvantaged students based on free/reduced lunch.

EVALUATION: SECTION II: COMMUNITY BENEFIT

Maximum Score 5%

SCORE

4%

COMMENTS

To provide in-class, post-secondary planning to 7th and 8th grade economically disadvantaged students, including employability and job readiness skills, financial literacy education, cultural awareness engagement, and a referral resource to assist with housing for the parents of participants in the Gulfstream Middle School Building Bridges: Strong Families + Strong Communities = Student Success Program as part of the former Jobs for Florida’s Graduates (JFG) Elective.

The number of 7th and 8th grade participants to be served was not specified.

EVALUATION: SECTIONS III AND IV: FINANCIALS/COMBINED BUDGET FORM/BUDGET NARRATIVE

Maximum Score 20%

SCORE

15%

COMMENTS

Total Organization’s Budget for Previous and Current Fiscal Years incomplete. The Program budget is \$75,000 of which \$50,000 is being requested for Program Teacher Salary, Fringe Benefits, Professional Services, Copying/Printing, Equipment Rental/Maintenance, Telecommunications, Office/Program Supplies, Postage/Delivery, and Local Travel. In-kind contributions of supplies and support are valued at \$25,000.

EVALUATION: SECTION IV: LOGIC MODEL

Maximum Score 15%

SCORE

15%

COMMENTS

Training, workshops, meetings, and focus groups Key Activities noted to accomplish Outputs, Outcomes and Impacts.

EVALUATION: SECTION IV: EVALUATION PLAN

Maximum Score 10%

SCORE 10%

COMMENTS Funding Period November 2012-June 2013. Evaluated by Program Director Ms. Bowers and Ms. Moss.

SECTION IV: CHECKLIST

Yes No If No, Comments:

Checklist Items not submitted: Cover Letter signed by Board Chair or Principal, IRS 501 (c) 3 Determination Letter with Tax ID, and Board of Directors List with Brief Bios or Gulfstream Middle School Leadership Team List and Bios (as noted on pages 3/4 of 5).

TOTAL SCORE: MAXIMUM SCORE 100%

TOTAL SCORE 94%

VERIFICATION OF EVALUATION

Evaluated By: Dr. Alvin B. Jackson, Jr.

Title: HBCRA Executive Director



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

GULFSTREAM MIDDLE SCHOOL
120 S.W. 4th Avenue
Hallandale Beach, Florida 33009
Telephone: 754-323-3700
Telefax: 754-323-4785

Brian Kingsley, Principal
Christi Moss, Assistant Principal

SCHOOL BOARD

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NORA RUPERT
BENJAMIN J. WILLIAMS

ROBERT W. RUNCIE
Superintendent of Schools

Item A

Dear Hallandale Community Redevelopment Agency,

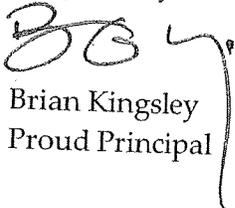
As the proud principal of Gulfstream Middle School in the Hallandale STEM Innovation Zone, I strongly endorse the *Building Bridges: Strong Families + Strong Communities = Student Success* project proposal. I have seen the benefits of providing students with a motivated, energetic and caring instructor who helps students focus on goal setting and planning for college or career readiness at the middle school level. Ms. Keachia Bowers, our proposed project director has direct ties with the students, parents, community agencies, local artists, and many more resources. She also has a proven track record of successfully working with the student population at Gulfstream Middle School.

The support of the Hallandale Beach CRA committee will further support the academic, social, emotional, and economic prosperity of the students who come into contact with the program. I am certain that the entire school population will benefit from the Building Bridges project, not just the students and parents served in the proposed classes. This is a community building proposal at Gulfstream Middle School and for the Hallandale Beach community.

Please note that the Broward County School Board has received a copy of the grant that has been submitted. The grant will be processed for Board approval prior to Nov. 1, 2012.

I appreciate your consideration for funding this project.

Respectfully Yours,


Brian Kingsley
Proud Principal

Hallandale Beach CRA

SEP 21 2012

9:31 AM

DW

Transforming Education: One Student at A Time
Broward County Public Schools Is An Equal Opportunity/Equal Access Employer

Gulfstream Middle School is a Title One School



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

7720 W. OAKLAND PARK BLVD., SUITE 319, SUNRISE, FLORIDA 33351 • TEL 754-321-0581 • FAX 754-321-0933

TREASURER'S OFFICE
HENRY L. ROBINSON, TEASURER
www.browardschools.com

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NORA RUPERT
BENJAMIN J. WILLIAMS

ROBERT W. RUNCIE
Superintendent of Schools

January 2, 2012

TO: Whom It May Concern

FROM: Henry L. Robinson, Treasurer 

SUBJECT: Reaffirmation of the Tax Exempt Status of
The Broward County School District

Please be advised that the School Board of Broward County, Florida is a governmental unit and is tax-exempt under Section 170(c) (1) of the Internal Revenue Code. Please refer to paragraph two of the attached letter from the IRS.

Should you require any additional information, please do not hesitate to contact me.

HLR/cf

Attachment

P.O. Box 2508
Cincinnati OH 45201

In reply refer to: 0248364844
Mar. 16, 2010 LTR 4076C E0
59-6000530 000000 00

00013954
BODC: TE

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BROWARD COUNTY SCHOOL BOARD
% SHARMILA LALJIE
1643 N HARRISON PARKWAY BUILDING H
SUNRISE FL 33323-2857

0842

Federal Identification Number: 59-6000530
Person to Contact: Mrs. Baker
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This responds to your request for information about your federal tax status. Our records do not specify your federal tax status. However, the following general information about the tax treatment of state and local governments and affiliated organizations may be of interest to you.

GOVERNMENTAL UNITS

Governmental units, such as States and their political subdivisions, are not generally subject to federal income tax. Political subdivisions of a State are entities with one or more of the sovereign powers of the State such as the power to tax. Typically they include counties or municipalities and their agencies or departments. Charitable contributions to governmental units are tax-deductible under section 170(c)(1) of the Internal Revenue Code if made for a public purpose.

ENTITIES MEETING THE REQUIREMENTS OF SECTION 115(1)

An entity that is not a governmental unit but that performs an essential government function may not be subject to federal income tax, pursuant to Code section 115(1). The income of such entities is excluded from the definition of gross income as long as the income (1) is derived from a public utility or the exercise of an essential government function, and (2) accrues to a State, a political subdivision of a State, or the District of Columbia. Contributions made to entities whose income is excluded income under section 115 may not be tax deductible to contributors.

TAX-EXEMPT CHARITABLE ORGANIZATIONS

An organization affiliated with a State, county, or municipal government may qualify for exemption from federal income tax under section 501(c)(3) of the Code, if (1) it is not an integral part of the government, and (2) it does not have governmental powers inconsistent with exemption (such as the power to tax or to exercise enforcement or regulatory powers). Note that entities may meet the requirements of both sections 501(c)(3) and 115 under certain circumstances. See Revenue Procedure 2003-12, 2003-1 C.B. 316.

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1643 N HARRISON PARKWAY BUILDING H
SUNRISE FL 33323-2857

Most entities must file a Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code, to request a determination that the organization is exempt from federal income tax under 501(c)(3) of the Code and that charitable contributions are tax deductible to contributors under section 170(c)(2). In addition, private foundations and other persons sometimes want assurance that their grants or contributions are made to a governmental unit or a public charity. Generally, grantors and contributors may rely on the status of governmental units based on State or local law. Form 1023 and Publication 4220, Applying for 501(c)(3) Tax-Exempt Status, are available online at www.irs.gov/eo.

We hope this general information will be of assistance to you. This letter, however, does not determine that you have any particular tax status. If you are unsure of your status as a governmental unit or state institution whose income is excluded under section 115(1) you may seek a private letter ruling by following the procedures specified in Revenue Procedure 2007-1, 2007-1 I.R.B. 1 (updated annually).

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,

Michele M. Sullivan

Michele M. Sullivan, Oper. Mgr.
Accounts Management Operations I



Consumer's Certificate of Exemption

Issued Pursuant to Chapter 212, Florida Statutes

DR-14
R. 04/08
08/10/09

| | | | |
|--|------------------------------|-------------------------------|---|
| 85-8013140088C-8 Certificate Number | 07/31/2009 Effective Date | 07/31/2014 Expiration Date | COUNTY GOVERNMENT Exemption Category |
|--|------------------------------|-------------------------------|---|

This certifies that

BROWARD COUNTY SCHOOL BOARD
800 SE 3RD AVE
FORT LAUDERDALE FL 33301-3126

is exempt from the payment of Florida sales and use tax on real property rented, transient rental property rented, tangible personal property purchased or rented, or services purchased.



Important Information for Exempt Organizations

DR-14
R. 04/08

1. You must provide all vendors and suppliers with an exemption certificate before making tax-exempt purchases. See Rule 12A-1.038, Florida Administrative Code (FAC).
2. Your Consumer's Certificate of Exemption is to be used solely by your organization for your organization's customary nonprofit activities.
3. Purchases made by an individual on behalf of the organization are taxable, even if the individual will be reimbursed by the organization.
4. This exemption applies only to purchases your organization makes. The sale or lease to others by your organization of tangible personal property, sleeping accommodations or other real property is taxable. Your organization must register, and collect and remit sales and use tax on such taxable transactions. Note: Churches are exempt from this requirement except when they are the lessor of real property (Rule 12A-1.070, FAC).
5. It is a criminal offense to fraudulently present this certificate to evade the payment of sales tax. Under no circumstances should this certificate be used for the personal benefit of any individual. Violators will be liable for payment of the sales tax plus a penalty of 200% of the tax, and may be subject to conviction of a third degree felony. Any violation will necessitate the revocation of this certificate.
6. If you have questions regarding your exemption certificate, please contact the Exemption Unit of Central Registration at 850-467-4130. The mailing address is PO BOX 8480, Tallahassee, FL 32314-8480.

Application for Funding – Nonprofit Partners Hallandale Beach Community Redevelopment Agency

Section I. ORGANIZATION INFORMATION

1 Organization Legal Name: The School Board of Broward County, Florida

dba, if applicable: Gulfstream Middle School

2 Address: 120 S.W. 4th Avenue Hallandale Beach, FL 33009

3 Telephone: (754)323-4700

4 Fax: (754)323-4785

5 Website: www.gulfstreammiddle.com

6 Mission Statement: Our mission is to empower students in mathematics, reading, writing and science academically with critical thinking skills and problem solving skills. We promote social, emotional and physical development through positive self-imagining and wise decision making skills.

Vision: *Every Child, Every Opportunity, Every Time!*

Every student who walks in our doors receives a world-class quality education. No exceptions.

7 Executive Leader: Brian Kingsley, Principal

8 Application Contact: Christi Moss

9 Title: Assistant Principal

10 Contact Telephone: (754)323-4706, (850)544-1550

11 Email: christine.moss@browardschools.com;
mosschritsti@yahoo.com

12 Year Established, Organization History and Growth (maximum 1,000 words): Gulfstream Middle School has been a local school in the Hallandale Community since 1990. Although the school was originally built to serve as an elementary school, it is currently the campus for 420 middle school students. Gulfstream also houses Hallandale Elementary School's students who are on "Super Session" since our site has the capacity. This is a great opportunity for elementary students to get an "up close" look at their home zone middle school prior to making educational choices for middle school years. While most public schools in Broward County are experiencing a significant decline in enrollment, Gulfstream is bucking that trend. Over the past two school years, Gulfstream's student population has increased from 325 to 420 students. This is a direct reflection of our commitment to providing each and every child with a world class education.

13 Description/Programs (maximum 1,500 words): The goal of the Building Bridges program is to identify and bridge the gaps between home, school, and community. The purpose of the program is to provide in-class, post-secondary planning to 7th and 8th grade students of Gulfstream Middle School as a continuation of service to former students of the JFG program. In addition to this, the program will provide employability and job readiness skills, financial literacy education, cultural awareness engagement and a referral resource to assist with housing, to the parents of these students. Gulfstream has been able to provide Jobs for Florida's Graduates (JFG) as an elective to students during the 2010-11 and 2011-12 school years. Due to programmatic cost increases and declining school budget, it was not possible to include JFG as an elective consistently throughout the school year for the targeted students during the 2012-13 school year. JFG at Gulfstream has been a staple of the elective program, providing many students with a "home away from home" during the school day. Our goal is to be able to provide similar services to students and families that will also provide a positive impact to the Hallandale Community.

14 Long Term/Strategic Planning Process & Status of Current Plan (attach Plan) (maximum 500 words): The Bridges program focuses on many of the annual school improvement objectives that are targeted each school year. This program provides a specific focus on closing the achievement gap and providing student and family services for students who were formerly served in the JFG program in addition to

economically disadvantaged students based on free/reduced lunch, identified issues by guidance counseling referrals, students who have been retained. By providing an in-school curriculum with parental and community support, these students will receive additional case management and services to meet academic, behavioral, and self-actualization goals.

15 Board Roles & Responsibilities (maximum 500 words):

The roles and responsibilities of the Gulfstream Middle School Leadership Team will be to monitor the implementation plan, budget, and results. The team will provide active leadership by assisting with recruitment, retention, training, and supporting community projects through presence and promotion.

16 Policy on Board Contributions (maximum 250 words):

The board members may seek donations from school and community partners on behalf of the program. Partners may also donate volunteer hours or in-kind donations to support the success of the program. Cash donations are not expected from any board members. All money collection and disbursement procedures for the Broward County School Board will be adhered to.

17 For current fiscal year, number of Board Members contributing:

 Cash donations X Donations raised from others X Volunteer hours X In-kind donations

18 For current fiscal year, amount/value of Board member contributions:

 None to date Cash donations None to date Donations raised from others
 None to date Volunteer hours \$3000 In-kind donations

19 Oversight/Accreditation/Affiliation:

Gulfstream Middle School and The Broward County School District are accredited by AdvancEd SACS-CASI.

Section II. PROGRAM/PROJECT INFORMATION

20 Project/Program Title: Building Bridges: Strong Families + Strong Communities = Student Success

21 Prior CRA Funding for Same Project/Program Yes X No

22 If Yes, Time Period: N/A

23 Hallandale CRA Overall Need Addressed: Economic/Business Development, Affordable Housing, and Recreation & Cultural Facilities.

24 Project/Program is X New or Existing

25 If Existing, Year Established: N/A

26 Goal (maximum 150 words): The purpose of the program is to provide in-class, post-secondary planning to 7th and 8th grade students of Gulfstream Middle School as a continuation of service to former students of the JFG program. In addition to this, the program will provide employability and job readiness skills, financial literacy education, cultural awareness engagement and a referral resource to assist with housing, to the parents of these students.

27 Documentation of Need for Program/Project (maximum 1,000 words): There is a strong correlation between parent involvement and student success. The program is necessary as it will bridge the gap between school, home and community, providing pertinent resources to both parents and students and incorporating community stakeholders in the process. Through the process of in-school training, family counseling, and case-management (referral system), economically disadvantaged students and families will transform. Gulfstream Middle School serves 421 students (139 sixth, 145 seventh, and 137 eighth graders). Of those students, 191 identify themselves as Hispanic in ethnicity. 222 are white, 183 black, 2 Indian, 3 Asian, and 11 multiracial. 60 GMS students are English Language Learners, 73 have identified special needs (exceptional student education), and 355 qualify for free/reduced lunch. While we have a variety of programs to address the academic needs of students, the program would provide the relevancy for students to tie their learning to future goals of education and employment.

28 Description (maximum 500 words): The program will include various components.

1. In class – The in-class component will be broken down into 6-week segments. A. Self-esteem building workshops, B. Identifying Strengths, building character, C. Cultural Awareness – Peace begins with me D. Post-secondary planning- Where do I want to be (this will include resume writing, interviewing skills, portfolio project) – see attached curriculum guide
2. Community workshops for parents – This will take place bi-weekly. Beginning with a needs assessment/focus group to determine the parents’ needs. Our objective is to have the program driven by the needs of the parents, not our perception of needs. –see attached needs assessment guide. The bi-weekly meetings will include employability skills training, support in understanding the school community (ie. How to use virtual counselor, pinnacle), and support groups for the parents.
3. Two main community events – A. a career day including local businesses and stakeholders offering career opportunities for parents/families. B. A community resource fair with local social service organizations and community stakeholders providing tangible and intangible resources to families. Including, but not limited to housing support, child care, supplemental learning for students, etc.
4. An initiation ceremony for students involved in the program, acknowledging student and parent commitment to the program.

29 Target Audience or Persons Served (maximum 150 words):

The target population for service includes students in seventh and eighth grade, former JFG students to reflect a continuation of service in addition to economically disadvantaged students based on free/reduced lunch, identified issues by guidance counseling referrals, students who have been retained.

30 Innovative or Proven Approach and Justification (maximum 500 words):

Six pronged objectives:

1. Parenting – Assisting families with parenting skills and setting home conditions to support children as students, as well as assisting schools to understand families.
2. Communicating – Conducting effective communications from school-to-home and from home-to-school about school programs and student progress.
3. Volunteering– Organizing volunteers and audiences to support the school and students. Providing volunteer opportunities in various locations and at various times.
4. Learning at Home – Involving families with their children on homework and other curriculum-related activities and decisions.
5. Decision Making – Including families as participants in school decisions and developing parent leaders and representatives.
6. Collaborating with the Community – Coordinating resources and services from the community for families, students, and the school, and providing services to the community.

31 Uniqueness, or Justification for Duplication of Similar Area Project/Program (maximum 250 words):

Jobs for Florida Graduates was a grant funded program that has successfully operated at Gulfstream for the past two school years. Due to changes in the funding structure, we are no longer able to provide these services to our students through JFG. However, Ms. Keachia Bowers was the JFG teacher during the 2011-12 school year and has experience implementing this type of program with great success. It would be our goal to provide the students at Gulfstream Middle School with a high quality college and career readiness curriculum that is supported by the Hallandale Community.

32 Prior Experience with Project/Program or Similar (maximum 250 words):

Keachia Bowers, MSW – experienced in program implementation in management, case management, individual, family and group counseling, community stabilization and organization.

33 Operating Partnerships (maximum 500 words):

- Women in Distress
- 4-H Club
- Sun Trust Bank
- The United Way of Broward County
- Planned Parenthood
- The Urban League of Broward County
- Broward County Workforce One
- Nzingah Oniwosan – community artist
- Winn-Dixie – student recognition
- City of Hallandale Beach – field trips, recognition

34 Implementation Action Plan/Time Line:

6 week in class workshops – 4 six week segments

1. November 26-January 17th – planning on January 18th
2. January 22-February 28th – planning on February 22nd
3. March 4th-April 26th
4. April 29th – June 6th

Parent Groups:

1. December 5, 2012
2. January 9, 2013 – Student and parent initiation ceremony
3. February 6, 2013
4. March 6, 2013
5. April 3, 2013
6. May 1, 2013

Community Events:

1. Initiation Ceremony – Jan. 9, 2013
2. Career Day – TBA
3. Community Resource Fair - TBA

35 Key Staff and Qualifications (maximum 500 words):

Keachia Bowers, MSW – experienced in program implementation in management, case management, individual, family and group counseling, community stabilization and organization.

36 Potential Challenges and Strategies to Address Them (maximum 500 words):

Students have already been in their elective classes for six weeks. This will require program promotion and schedule changes to begin the program at the start of the second trimester. We will use a variety of communication strategies (such as fliers, announcements, parent phone contacts, etc.) to recruit for the program. We utilize the time during the fall intersession to make the necessary schedule changes, room set up, and prepare for the implementation of the program.

Section III. FINANCIAL INFORMATION

| | | | |
|--|-------------------------------|------------------------|-------------|
| 37 Total Organization Budget: | Previous FY \$ | Current FY \$ | Proposed \$ |
| 38 Project/Program Budget: \$75,000 | 39 Amount Requested: \$50,000 | 40 % of Org Budget | % |
| 41 Time Period: Program/Project A: Nov. 2012-June 2013 | | Program/Project B: N/A | |

42 Type(s) of Support Requested: Financial support

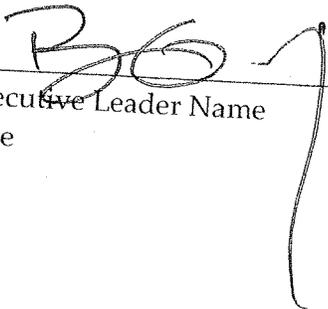
43 Other Support/Status and Plans for Sustainability: At Gulfstream, we will continue to seek school and community funding resources to be able to continue to offer this program to our students. We will explore options for integrating curriculum into existing/fully-funded programs.

Section IV. APPLICATION CHECKLIST

| | |
|--|--------------|
| A. Cover letter signed by Board Chair | |
| B. 501(c)(3) IRS Determination Letter | |
| C. Evidence of good standing with State of Florida | |
| D. Board of Directors list with brief bios | |
| E. Policy on Board roles & responsibilities, if applicable | Title: |
| F. Policy on Board contributions, if applicable | Title: |
| G. Strategic Plan or other long term planning document | |
| H. Policy on strategic/long term planning, if applicable | Title: |
| I. Logic Model(s) | |
| J. Evaluation Plan | |
| K. CRA Combined Budget | |
| L. CRA Project/Program Budget Narrative(s) | |
| M. Most recent Financial Statement | Time Period: |
| N. Most recent Form 990 | Fiscal Year: |
| O. Most recent Independent Financial Audit (if applicable) | Fiscal Year: |
| P. Affiliation Agreements (if applicable list below): | |

Section V. CERTIFICATION STATEMENT AND SIGNATURE

As chief executive of the applicant organization I certify that (1) the information provided in this application is correct and complete to the best of my knowledge; (2) I am committed to the purpose of the proposed project or program and will work with Board and staff members to accomplish its stated outcomes; and (3) I will be accountable for compliance with all CRA requirements for operation, evaluation, and reporting.


 Executive Leader Name
 Title

9/21/12
 Date Submitted

ITEM D. Gulfstream Middle School Leadership Team, 2012-13



Brian Kingsley – Principal, Gulfstream Middle School 2010-2012

Master's Degree in Educational Leadership; Bachelor's Degree in Elementary Education
2011-2012:

The school received the letter grade of a "C" from the State of Florida A+ Plan. The school also received a 2012 Prevention School of Excellence Award. The school was recognized for developing the 2012-13 Anti-Bullying theme, "Kindness is Priceless." Gulfstream students are featured on district-wide anti-bullying posters and flyers.

2010-2011:

The school received the letter grade of a "B" from the State of Florida A+ Plan. Gulfstream received a thirty-seven-point increase based on the A+ plan. Students demonstrated an eleven-point increase based on the Florida Writes Assessment. The school received a 2011 Prevention School of Excellence Award. Gulfstream demonstrated a seventy-eight percent learning gains amongst the lowest quartile, the highest of any middle school in Broward County. In addition, they received seventy-five percent learning gains in Mathematics amongst the lowest quartile.

Christi Moss – Assistant Principal

Ms. Moss joined the administration at Gulfstream Middle School in February 2011.

Thomas Correll – Behavior Support Specialist, Seventh Grade Administrative Designee, Language Arts Department Head, Language Arts Competition Chair, Memorial Youth Force Aftercare Director

Shaneka Stephens – ESE Specialist, Eighth Grade Administrative Designee

Kesha Mack – Reading Coach, 6th Grade Administrative Designee, Reading Department Head, parent of Gulfstream student

Lychelle Jones – Mathematics Coach, Mathematics Department Head

Steven Carlo – Social Studies Department Head, Broward Teacher Union School Representative, Athletic Director, Social Studies Competition Coordinator

Stacie Conner – Science Department Head, Student Government Sponsor, Peer Counseling Sponsor, New Educator Support System

Ivonne Boffill – Guidance Director

Hallandale Beach CRA – Program/Project Logic Model A

Organization Gulfstream Middle School Contact Person Christi Moss, Assistant Principal
 Program/Project Name Building Bridges: Strong Families + Strong Communities = Student Success Funding Period Nov 2012-June 2013
 Program/Project Budget \$75,000 Request \$50,000 CRA Need Area Economic/Business Development, Affordable Housing, and Recreation & Cultural Facilities

Brief Description There is a strong correlation between parent involvement and student success. The program is necessary as it will bridge the gap between school, home and community, providing pertinent resources to both parents and students and incorporating community stakeholders in the process. Through the process of in-school training, family counseling, and case-management (referral system), economically disadvantaged students and families will transform.

GOAL: The goal of the Building Bridges program is to identify and bridge the gaps between home, school, and community. The purpose of the program is to provide in-class, post-secondary planning to 7th and 8th grade students of Gulfstream Middle School as a continuation of service to former students of the JFG program. In addition to this, the program will provide employability and job readiness skills, financial literacy education, cultural awareness engagement and a referral resource to assist with housing, to the parents of these students.

Key Activities

| | Outputs | Outcomes | Impact(s) |
|---|---|--|---|
| <p>1. In School Training for Students The in-class component will be broken down into four, 6-week segments. Self-esteem building workshops Identifying Strengths, building character Cultural Awareness – Peace begins with me Post-secondary planning- Where do I want to be (resume writing, interviewing skills, portfolio project)</p> | <p>In class workshops a. November 26-January 17th – planning on January 18th b. January 22-February 28th – planning on February 22nd c. March 4th-April 26th d. April 29th – June 6th</p> | <p>Improved student performance over 2011-12 school year as documented by interim report cards and report cards. Reduced rate of disciplinary referrals, absences, and tardiness. Improved school climate survey results for students.</p> | <p>Economic/Business Development: Students will build upon the skills necessary for success in college and career-readiness.</p> |

| Key Activities | Outputs | Outcomes | Impact(s) |
|--|---|--|--|
| <p>2. Community Workshops for Parents Assisting families with parenting skills and setting home conditions to support children as students, as well as assisting schools to understand families.</p> <p>Beginning with a needs assessment/focus group to determine the parents' needs. Our objective is to have the program driven by the needs of the parents, not our perception of needs.</p> <p>The bi-weekly meetings will include employability skills training, support in understanding the school community (ie. How to use virtual counselor, pinnacle), and support groups for the parents.</p> | <p>a. Bi-weekly parent workshops: Needs Assessment Employability skills training School support</p> <p>b. Parent Support Groups: December 5, 2012 February 6, 2013 March 6, 2013 April 3, 2013 May 1, 2013</p> <p>c. Family Counseling, case management</p> | <p>Increased level of parental involvement over 2011-12 school year as documented by sign in sheets from training, support groups, and events. Increased level of parental communication with teachers as evidenced by parent conferences. Improved school climate survey results for parents.</p> | <p>Affordable Housing: Parents will build upon the skills necessary to support student success in college and career-readiness.</p> |

| Key Activities | Outputs | Outcomes | Impact(s) |
|--|--|--|--|
| <p>3. Community Events Collaborating with the Community – Coordinating resources and services from the community for families, students, and the school, and providing services to the community.</p> <p>An initiation ceremony for students involved in the program, acknowledging student and parent commitment to the program.</p> <p>A career day including local businesses and stakeholders offering career opportunities for parents/families.</p> <p>A community resource fair with local social service organizations and community stakeholders providing tangible and intangible resources to families. Including, but not limited to housing support, child care, supplemental learning for students, etc.</p> | <p>Community Events</p> <ol style="list-style-type: none"> a. January 9, 2013 – Student and parent initiation ceremony b. Career Day - TBA c. Community Resource Fair - TBA | <p>Increased level of community involvement over 2011-12 school year as documented by sign-in sheets and participation from various community stake holders during community events.</p> | <p>Recreation & Cultural Facilities: Students, families, and the Hallandale Community will collaborate to assist students and families as they support student success in college and career-readiness.</p> |

Funding Evaluation Plan

Hallandale Beach Community Redevelopment Agency (CRA)

Organization Gulfstream Middle School Contact Person Christi Moss

Project/Program A Building Bridges: Strong Families + Strong Communities = Student Success

Funding Period Nov. 2012-June 2013

| | |
|---|--|
| Program: Building Bridges: Strong Families + Strong Communities = Student Success | Activity #1: In-School Training for Students |
| OUTPUTS / Measurable Indicators → | Evaluation Process - Outputs: Who, Tools, When |
| In class workshops a. November 26-January 17 th – planning on January 18 th b. January 22-February 28 th – planning on February 22 nd c. March 4 th -April 26 th d. April 29 th – June 6 th | 1. Improved student performance over 2011-12 school year as documented by interim report cards and report cards (each 6 week period) – Bowers, Moss 2. Reduced rate of disciplinary referrals, absences, and tardiness (each trimester) – Bowers, Moss 3. Improved school climate survey results for students (for 2012-13 school year, April 2013) – Bowers, Moss |
| Program: Building Bridges: Strong Families + Strong Communities = Student Success | Activity #2: Community Workshops for Parents |
| OUTCOMES / Measurable Indicators → | Evaluation Process - Outcomes: Who, Tools, When |
| a. Bi-weekly parent workshops: (Needs Assessment, Employability skills training, School support) b. Parent Support Groups: December 5, 2012 February 6, 2013 March 6, 2013 April 3, 2013 May 1, 2013 c. Family Counseling, case management | 1. Increased level of parental involvement over 2011-12 school year as documented by sign in sheets from training, support groups, and events (measured at end of school year) – Bowers, Moss 2. Increased level of parental communication with teachers as evidenced by an increase in parent conferences scheduled for students in Bridges program (each trimester) – Bowers, Moss 3. Improved school climate survey results for parents (for 2012-13 school year, April 2013.) – Bowers, Moss |
| Program: Building Bridges: Strong Families + Strong Communities = Student Success | Activity #3: Community Workshops for Parents |
| OUTCOMES / Measurable Indicators → | Evaluation Process - Outcomes: Who, Tools, When |
| Community Events a. January 9, 2013 – Student and parent initiation ceremony b. Career Day - TBA c. Community Resource Fair -TBA | 1. Increased level of community involvement over 2011-12 school year as documented by sign-in sheets and participation from various community stake holders during community events (partnership plan, May 2013.) – Bowers, Moss |

Narrative response:

1. Describe input, if any, to this Evaluation Plan, or the Logic Model(s) on which it is based, from outside consultants, staff, Board, funders, clients, or other organization stakeholders.
No outside consultants provided input into the evaluation plan. The evaluation plan was developed based upon, "A Guide for Comprehensive Needs Assessment" published by the Southwest Comprehensive Center at West Ed and "Emerging Issues in School, Family & Community Connections, Annual Synthesis 2001" published by the National Center for Family & Community Connections with Schools," and current program monitoring and evaluation practices at Gulfstream Middle School.
2. Does the organization engage in other evaluation activities and reporting? If so, describe briefly.
Yes, Gulfstream Middle School participates in a variety of evaluation and reporting activities each school year including School Improvement Planning, Climate Survey (for staff, students, and parents), Title I Parent Climate Survey, Exceptional Student Education Parent Survey, etc. Our student performance is evaluated annually on the Florida A+ School Plan and the No Child Left Behind Accountability Act.
3. Will any additional cost be incurred to implement this Evaluation Plan? ___Yes XNo If yes, describe specific items and amounts.
Program monitoring and evaluation has been built into the cost of implementing and running the program. Effective programs monitor and evaluate throughout the implementation process, not just at the end.
4. If applicable, have additional costs been included in the project/program budget?
The only costs that have been built into this project are those required to provide the program to the school community (i.e. salary, benefits, curriculum materials & supplies, visiting artists, community speakers, transportation, etc.)
5. Who will be responsible for coordinating the evaluation process and preparing quarterly/annual reports?
Ms. Bowers, Program Director with the assistance of Ms. Moss.
6. How will evaluation data be used for internal performance improvement?
By conducting a needs assessment with parents, we will build a program based upon the parents needs, not our perceptions of the parents needs. Ongoing formal and informal data will be used to improve the services provided to students and parents in order to reach program goals.
7. Will evaluation data/reports be shared with organization staff?
Yes. Evaluation reports will be shared with the School Advisory Council at regular intervals.
8. Will evaluation data/reports be shared with the organization's Board of Directors?
Yes. Evaluation reports will be shared with all stakeholders.
9. The Hallandale Beach CRA requires that evaluation data relative to CRA support be reported quarterly and at the end of the year. Will the data/reports be shared with other funders?
There are no additional funders for this program.

| A | B | C | D | E | F | G | H | I | J | K |
|--|--|---|---|---|---|---------------|---|------|---|---|
| CRA Combined Budget Form - Funding Application FY 2012-13 | | | | | | | | | | |
| 1 | Organization Name | | | | | | | | | |
| 2 | The School Board of Broward County, Florida (Gulfstream Middle School) | | | | | | | | | |
| 3 | Executive Leader & Key Financial Manager Names | | | | | | | | | |
| 4 | Brian Kingsley, Principal Ana Taylor, Budget Keeper | | | | | | | | | |
| 5 | Current FY (2011-12) Total Organization Budget | | | | | | | | | |
| 6 | \$ | | | | | | | | | |
| 7 | Program/Project Name | | | | | | | | | |
| 8 | Building Bridges: Strong Families + Strong Communities = Student Success | | | | | | | | | |
| 9 | Application Due Date | | | | | | | | | |
| 10 | 14-Sep-12 | | | | | | | | | |
| INCOME | | | | | | | | | | |
| 11 | FY 2010-2011 Organization Actual | | | | | | | | | |
| 12 | FY 2011-2012 Organization Year-to-Date | | | | | | | | | |
| 13 | Projected Organization Fiscal Year | | | | | | | | | |
| 14 | Projected Total Program/Project A | | | | | | | | | |
| 15 | FY 2012-2013 | | | | | | | | | |
| 16 | Fees, Tickets, Registration, etc. | | | | | | | | | |
| 17 | Corporate Grants/Contributions | | | | | | | | | |
| 18 | Individual Donations | | | | | | | | | |
| 19 | Foundation Grants | | | | | | | | | |
| 20 | Government - Federal | | | | | | | | | |
| 21 | Government- Local/County | | | | | | | | | |
| 22 | Government- State | | | | | | | | | |
| 23 | In-Kind | | | | | | | | | |
| 24 | Interest Income | | | | | | | | | |
| 25 | Membership | | | | | | | | | |
| 26 | CRA Actual or Requested | | | | | 50,000 | | | | |
| 27 | Other: | | | | | | | | | |
| 28 | Other: | | | | | | | | | |
| 29 | Other: | | | | | | | | | |
| 30 | Total Income | | | | | 50,000 | | | | |
| 31 | CRA % of Total Income | | | | | | | 100% | | |
| 32 | NOTES: | | | | | | | | | |
| 33 | (1) The CRA Request in INCOME Column G should equal the CRA Request at the bottom of the EXPENSES budget | | | | | | | | | |
| 34 | (2) Total INCOME should equal Total EXPENSES to project a balanced budget in FY 2012-13 (Column G) | | | | | | | | | |
| 35 | (3) CRA % of projected Total Organization Income may not exceed 25% for FY 2012-13 (Column G) | | | | | | | | | |
| 36 | (4) Figures in Column I and, if applicable, Column K, should match Program/Project Budget Narrative | | | | | | | | | |

| | A | B | C | D | E | F | G | H | I | J | K |
|----|--|---|------------------------------------|---|---|---|--|---|--|---|---|
| | EXPENSES | | Organization - Actual FY 2010-2011 | | Organization - Year-to-Date, FY 2011-2012 ___ 1 to Apr 30 | | Projected Organization - Fiscal Year 2012-2013 | | Projected Total - Program/Project FY 2012-2013 | | |
| 33 | See separate Instructions for line item definitions | | | | | | | | | | |
| 34 | Salaries & Related Taxes | | | | | | | | 45,000 | | |
| 35 | Fringe Benefits | | | | | | | | 13,440 | | |
| 36 | Professional Svcs/Consulting | | | | | | | | 7,500 | | |
| 37 | Insurance | | | | | | | | | | |
| 38 | Licenses, Registration, Permits | | | | | | | | | | |
| 39 | Conferences & Meetings | | | | | | | | | | |
| 40 | Copying & Printing | | | | | | | | 3,000 | | |
| 41 | Equipment Rental/Maintenance | | | | | | | | 2,500 | | |
| 42 | Rent/Mortgage & Maintenance | | | | | | | | | | |
| 43 | Utilities | | | | | | | | | | |
| 44 | Telecommunication | | | | | | | | | | |
| 45 | Office & Program Supplies | | | | | | | | 710 | | |
| 46 | Postage & Delivery | | | | | | | | 1,250 | | |
| 47 | Local Travel | | | | | | | | 600 | | |
| 48 | Capital Expenditures | | | | | | | | 1,000 | | |
| 49 | Other: | | | | | | | | | | |
| 50 | Other: | | | | | | | | | | |
| 51 | Sub-Total Expenses | | | | | | | | | | |
| 52 | % Admin/Indirect Expense | | | | | | | | 75,000 | | |
| 53 | Total Expense | | | | | | | | 75,000 | | |
| 54 | | | | | | | | | | | |
| 55 | NET INCOME | | | | | | | | | | |
| 56 | | | | | | | | | (75,000) | | |
| 57 | Total Expenses Project | | | | | | | | | | |
| 58 | CRA Request | | | | | | | | 75,000 | | |
| 59 | | | | | | | | | 50,000 | | |
| 60 | NOTES: | | | | | | | | | | |
| 61 | (1) Refer to separate Instructions for definitions of each line item expense | | | | | | | | | | |
| 62 | (2) In Column G, CRA Request may be less than Total Expense as there may be other sources of revenue for the program(s) | | | | | | | | | | |
| 63 | (3) Projected NET INCOME (Total Income minus Total Expense) should equal zero for a balanced budget in FY 2012-2013 (Column G) | | | | | | | | | | |

| A | B | C | D | E | F |
|----|--|--|---|---|--|
| 1 | CRA Program/Project A Budget Narrative Form | | | | |
| 3 | Organization Name | The School Board of Broward County, Florida (Gulfstream Middle School) | | | |
| 4 | Program/Project A Name | Brian Kingsley, Principal Ana Taylor, Budget Keeper | | | |
| 6 | PROGRAM/PROJECT A INCOME NARRATIVE | Amount | Justification / basis for budgeted amount (Insert lines for significant funding sources beneath line item categories) | C | Date of: or - P - Decision or P - C - Funding (2) Start (3) |
| 7 | | | | | |
| 8 | Fees, Tickets, Registration, etc. | | | | |
| 9 | Corporate Grants/Contributions | | | | |
| 10 | Individual Donations | | | | |
| 11 | Foundation Grants | | | | |
| 12 | Government- Federal | | | | |
| 13 | Government- Local/County | | | | |
| 14 | Government- State | | | | |
| 15 | In-Kind | | | | |
| 16 | Interest Income | | | | |
| 17 | Membership | | | | |
| 18 | CRA Request | 50,000 | See Combined Budget, Revenue Section Classroom, Utilities, Maintenance, Cleaning, Parent Meeting Locations, Copying, Printing, Communications, Technology (phone, computer, projector, 25,000 etc.), Materials, Supplies, Supervision, Security, Support. | P | P |
| 19 | Other: Broward County School Board/Gulfstream Middle School in kind contribution | | | | |
| 20 | Other: | | | | |
| 21 | Other: | | | | |
| 22 | Total Income | 75,000 | Equals Total Income, Program/Project A, Combined Budget (Column I) | | |
| 23 | | | | | |
| 24 | NOTES: | | | | |
| 25 | (1) Insert additional rows for significant specific funding sources beneath each line item category | | | | |
| 26 | (2) For each significant grant, contract, or contribution, indicate if it is (C) confirmed, or (P) decision pending | | | | |
| 27 | (3) For each item in Column E, indicate date decision is expected for PENDING and date funding begins for CONFIRMED | | | | |
| 28 | (4) CRA Request, Column C, should match Column I on the Combined Budget | | | | |
| 29 | (5) Total Income should equal Program/Project A, Total Income, Combined Budget (Column I) | | | | |
| 30 | COMMENTS: The School Board of Broward County, Gulfstream Middle School, will provide the necessary classroom and workshop space along with associated technology, telecommunications, maintenance needs, cleaning, security, and supervision. | | | | |
| 31 | | | | | |

| A | | B | C | D | E | F |
|-------------------|----|----|--------|---|----|----|
| PROGRAM/PROJECT A | | | | | | |
| EXPENSE NARRATIVE | | | | | | |
| | 32 | 33 | 34 | 35 | 36 | 37 |
| | 38 | 39 | 40 | 41 | 42 | 43 |
| | 44 | 45 | 46 | 47 | 48 | 49 |
| | 50 | 51 | 52 | 53 | 54 | 55 |
| | 56 | 57 | 58 | 59 | 60 | 61 |
| | 62 | 63 | 64 | 65 | 66 | 67 |
| | 68 | 69 | 70 | 71 | 72 | 73 |
| | | | 30,000 | Salary for 2 of 3 trimesters (on established Burgandy Calendar) | | |
| | | | 30,000 | Total Salaries & Related Taxes | | |
| | | | 8,400 | Calculated at 28% of salary rate | | |
| | | | 8,400 | Total Fringe Benefits | | |
| | | | 5,000 | Presenters, speakers, artists | | |
| | | | 5,000 | Total Professional Services / Consulting | | |
| | | | NA | Insurance: | | |
| | | | NA | | | |
| | | | | - Total Insurance | | |
| | | | | Licenses, Registration, Permits: NA | | |
| | | | | - Total Licenses, Registration, Permits | | |
| | | | | Conferences & Meetings: | | |
| | | | | - Total Conferences & Meetings | | |
| | | | 2,000 | Copying & Printing | | |

| | A | B | C | D | E | F |
|----|------------------------------|---|---------------|--|---|---|
| 69 | Equipment Rental/Maintenance | | 1,500 | | | |
| 70 | | | | | | |
| 71 | Rent/Mortgage & Maintenance | | | | | |
| 72 | | | | | | |
| 73 | Utilities | | | | | |
| 74 | | | | | | |
| 75 | Telecommunications | | 250 | | | |
| 76 | | | | | | |
| 77 | Office & Program Supplies | | 1,250 | | | |
| 78 | | | | | | |
| 79 | Postage & Delivery | | 600 | | | |
| 80 | | | | | | |
| 81 | Local Travel | | 1,000 | | | |
| 82 | | | | | | |
| 83 | Capital Expenditures | | | | | |
| 84 | | | | | | |
| 85 | Other: | | | | | |
| 86 | | | | | | |
| 87 | Other: | | | | | |
| 88 | | | | | | |
| 89 | % Admin/Indirect Expense | | | | | |
| 90 | | | | | | |
| 91 | TOTAL EXPENSES | | 50,000 | Equals Total Expense, Program/Project A, Combined Budget (Column I) | | |
| 92 | | | | | | |

Funding Evaluation Plan Hallandale Beach Community Redevelopment Agency (CRA)

Organization Gulfstream Middle School Contact Person Christi Moss
 Project/Program A Building Bridges: Strong Families + Strong Communities = Student Success
 Funding Period Nov. 2012-June 2013

| | |
|---|--|
| Program: Building Bridges: Strong Families + Strong Communities = Student Success | Activity #1: In-School Training for Students |
| OUTPUTS / Measurable Indicators → | Evaluation Process - Outputs: Who, Tools, When |
| In class workshops a. November 26-January 17 th – planning on January 18 th b. January 22-February 28 th – planning on February 22 nd c. March 4 th -April 26 th d. April 29 th – June 6 th | 1. Improved student performance over 2011-12 school year as documented by interim report cards and report cards (each 6 week period) – Bowers, Moss 2. Reduced rate of disciplinary referrals, absences, and tardiness (each trimester) – Bowers, Moss 3. Improved school climate survey results for students (for 2012-13 school year, April 2013) – Bowers, Moss |
| Program: Building Bridges: Strong Families + Strong Communities = Student Success | Activity #2: Community Workshops for Parents |
| OUTCOMES / Measurable Indicators → | Evaluation Process - Outcomes: Who, Tools, When |
| a. Bi-weekly parent workshops: (Needs Assessment, Employability skills training, School support) b. Parent Support Groups: December 5, 2012 February 6, 2013 March 6, 2013 April 3, 2013 May 1, 2013 c. Family Counseling, case management | 1. Increased level of parental involvement over 2011-12 school year as documented by sign in sheets from training, support groups, and events (measured at end of school year) – Bowers, Moss 2. Increased level of parental communication with teachers as evidenced by an increase in parent conferences scheduled for students in Bridges program (each trimester) – Bowers, Moss 3. Improved school climate survey results for parents (for 2012-13 school year, April 2013.) – Bowers, Moss |
| Program: Building Bridges: Strong Families + Strong Communities = Student Success | Activity #3: Community Workshops for Parents |
| OUTCOMES / Measurable Indicators → | Evaluation Process - Outcomes: Who, Tools, When |
| Community Events a. January 9, 2013 – Student and parent initiation ceremony b. Career Day - TBA c. Community Resource Fair -TBA | 1. Increased level of community involvement over 2011-12 school year as documented by sign-in sheets and participation from various community stake holders during community events (partnership plan, May 2013.) – Bowers, Moss |

Narrative response:

1. Describe input, if any, to this Evaluation Plan, or the Logic Model(s) on which it is based, from outside consultants, staff, Board, funders, clients, or other organization stakeholders.

No outside consultants provided input into the evaluation plan. The evaluation plan was developed based upon, "A Guide for Comprehensive Needs Assessment" published by the Southwest Comprehensive Center at West Ed and "Emerging Issues in School, Family & Community Connections, Annual Synthesis 2001" published by the National Center for Family & Community Connections with Schools," and current program monitoring and evaluation practices at Gulfstream Middle School.

2. Does the organization engage in other evaluation activities and reporting? If so, describe briefly.

Yes, Gulfstream Middle School participates in a variety of evaluation and reporting activities each school year including School Improvement Planning, Climate Survey (for staff, students, and parents), Title I Parent Climate Survey, Exceptional Student Education Parent Survey, etc. Our student performance is evaluated annually on the Florida A+ School Plan and the No Child Left Behind Accountability Act.

3. Will any additional cost be incurred to implement this Evaluation Plan? ___Yes X No If yes, describe specific items and amounts.

Program monitoring and evaluation has been built into the cost of implementing and running the program. Effective programs monitor and evaluate throughout the implementation process, not just at the end.

4. If applicable, have additional costs been included in the project/program budget?

The only costs that have been built into this project are those required to provide the program to the school community (i.e. salary, benefits, curriculum materials & supplies, visiting artists, community speakers, transportation, etc.)

5. Who will be responsible for coordinating the evaluation process and preparing quarterly / annual reports?

Ms. Bowers, Program Director with the assistance of Ms. Moss.

6. How will evaluation data be used for internal performance improvement?

By conducting a needs assessment with parents, we will build a program based upon the parents needs, not our perceptions of the parents needs. Ongoing formal and informal data will be used to improve the services provided to students and parents in order to reach program goals.

7. Will evaluation data/reports be shared with organization staff?

Yes. Evaluation reports will be shared with the School Advisory Council at regular intervals.

8. Will evaluation data/reports be shared with the organization's Board of Directors?

Yes. Evaluation reports will be shared with all stakeholders.

9. The Hallandale Beach CRA requires that evaluation data relative to CRA support be reported quarterly and at the end of the year. Will the data/reports be shared with other funders?

There are no additional funders for this program.

10. Who are other organization stakeholders? Will evaluation data/reports be shared with them?

Business and community partners, parents, students, teachers, other schools within the Hallandale Innovation Zone will all receive evaluation data/reports.

Signatures below indicate approval of and commitment to this Evaluation Plan and the Logic Model on which it is based:

Application for Funding – Nonprofit Partners Hallandale Beach Community Redevelopment Agency

Section I. ORGANIZATION INFORMATION

1 Organization Legal Name: The School Board of Broward County, Florida
dba, if applicable: Gulfstream Middle School

2 Address: 120 S.W. 4th Avenue Hallandale Beach, FL 33009

3 Telephone: (754)323-4700 4 Fax: (754)323-4785 5 Website: www.gulfstreammiddle.com

6 Mission Statement: Our mission is to empower students in mathematics, reading, writing and science academically with critical thinking skills and problem solving skills. We promote social, emotional and physical development through positive self-imagining and wise decision making skills.

Vision: *Every Child, Every Opportunity, Every Time!*

Every student who walks in our doors receives a world-class quality education. No exceptions.

7 Executive Leader: Brian Kingsley, Principal

8 Application Contact: Christi Moss

9 Title: Assistant Principal

10 Contact Telephone: (754)323-4706, (850)544-1550

11 Email: christine.moss@browardschools.com; mosschritsti@yahoo.com

12 Year Established, Organization History and Growth (maximum 1,000 words): Gulfstream Middle School has been a local school in the Hallandale Community since 1990. Although the school was originally built to serve as an elementary school, it is currently the campus for 420 middle school students. Gulfstream also houses Hallandale Elementary School's students who are on "Super Session" since our site has the capacity. This is a great opportunity for elementary students to get an "up close" look at their home zone middle school prior to making educational choices for middle school years. While most public schools in Broward County are experiencing a significant decline in enrollment, Gulfstream is bucking that trend. Over the past two school years, Gulfstream's student population has increased from 325 to 420 students. This is a direct reflection of our commitment to providing each and every child with a world class education.

13 Description/Programs (maximum 1,500 words): The goal of the Building Bridges program is to identify and bridge the gaps between home, school, and community. The purpose of the program is to provide in-class, post-secondary planning to 7th and 8th grade students of Gulfstream Middle School as a continuation of service to former students of the JFG program. In addition to this, the program will provide employability and job readiness skills, financial literacy education, cultural awareness engagement and a referral resource to assist with housing, to the parents of these students. Gulfstream has been able to provide Jobs for Florida's Graduates (JFG) as an elective to students during the 2010-11 and 2011-12 school years. Due to programmatic cost increases and declining school budget, it was not possible to include JFG as an elective consistently throughout the school year for the targeted students during the 2012-13 school year. JFG at Gulfstream has been a staple of the elective program, providing many students with a "home away from home" during the school day. Our goal is to be able to provide similar services to students and families that will also provide a positive impact to the Hallandale Community.

14 Long Term/Strategic Planning Process & Status of Current Plan (attach Plan) (maximum 500 words): The Bridges program focuses on many of the annual school improvement objectives that are targeted each school year. This program provides a specific focus on closing the achievement gap and providing student and family services for students who were formerly served in the JFG program in addition to economically disadvantaged students based on free/reduced lunch, identified issues by guidance counseling referrals, students who have been retained. By providing an in-school curriculum with parental and community support, these students will receive additional case management and services to meet academic, behavioral, and self-actualization goals.

15 Board Roles & Responsibilities (maximum 500 words): The roles and responsibilities of the Gulfstream Middle School Leadership Team will be to monitor the implementation plan, budget, and results. The team will provide active leadership by assisting with recruitment, retention, training, and supporting community projects through presence and promotion.

16 Policy on Board Contributions (maximum 250 words):

The board members may seek donations from school and community partners on behalf of the program. Partners may also donate volunteer hours or in-kind donations to support the success of the program. Cash donations are not expected from any board members. All money collection and disbursement procedures for the Broward County School Board will be adhered to.

17 For current fiscal year, number of Board Members contributing:
___ Cash donations X Donations raised from others X Volunteer hours X In-kind donations

18 For current fiscal year, amount/value of Board member contributions:
___ None to date ___ Cash donations ___ None to date ___ Donations raised from others
___ None to date ___ Volunteer hours \$3000 ___ In-kind donations

19 Oversight/ Accreditation/ Affiliation:
Gulfstream Middle School and The Broward County School District are accredited by AdvancEd SACS-CASI.

Section II. PROGRAM/PROJECT INFORMATION

20 Project/Program Title: Building Bridges: Strong Families + Strong Communities = Student Success

21 Prior CRA Funding for Same Project/Program ___ Yes X No

22 If Yes, Time Period: N/A

23 Hallandale CRA Overall Need Addressed: Economic/Business Development, Affordable Housing, and Recreation & Cultural Facilities.

24 Project/Program is X New or ___ Existing

25 If Existing, Year Established: N/A

26 Goal (maximum 150 words): The purpose of the program is to provide in-class, post-secondary planning to 7th and 8th grade students of Gulfstream Middle School as a continuation of service to former students of the JFG program. In addition to this, the program will provide employability and job readiness skills, financial literacy education, cultural awareness engagement and a referral resource to assist with housing, to the parents of these students.

27 Documentation of Need for Program/Project (maximum 1,000 words): There is a strong correlation between parent involvement and student success. The program is necessary as it will bridge the gap between school, home and community, providing pertinent resources to both parents and students and incorporating community stakeholders in the process. Through the process of in-school training, family counseling, and case-management (referral system), economically disadvantaged students and families will transform. Gulfstream Middle School serves 421 students (139 sixth, 145 seventh, and 137 eighth graders). Of those students, 191 identify themselves as Hispanic in ethnicity. 222 are white, 183 black, 2 Indian, 3 Asian, and 11 multiracial. 60 GMS students are English Language Learners, 73 have identified special needs (exceptional student education), and 355 qualify for free/reduced lunch. While we have a variety of programs to address the academic needs of students, the program would provide the relevancy for students to tie their learning to future goals of education and employment.

28 Description (maximum 500 words): The program will include various components.

1. In class - The in-class component will be broken down into 6-week segments. A. Self-esteem building workshops, B. Identifying Strengths, building character, C. Cultural Awareness - Peace begins with me D. Post-secondary planning- Where do I want to be (this will include resume writing, interviewing skills, portfolio project) - see attached curriculum guide
2. Community workshops for parents - This will take place bi-weekly. Beginning with a needs assessment/focus group to determine the parents' needs. Our objective is to have the program driven by the needs of the parents, not our perception of needs. -see attached needs assessment guide. The bi-weekly meetings will include employability skills training, support in understanding the school community (ie. How to use virtual counselor, pinnacle), and support groups for the parents.
3. Two main community events - A. a career day including local businesses and stakeholders offering career opportunities for parents/families. B. A community resource fair with local social service organizations and community stakeholders providing tangible and intangible resources to families. Including, but not limited to housing support, child care, supplemental learning for students, etc.
4. An initiation ceremony for students involved in the program, acknowledging student and parent commitment to the program.

29 Target Audience or Persons Served (maximum 150 words):

The target population for service includes students in seventh and eighth grade, former JFG students to reflect a continuation of service in addition to economically disadvantaged students based on free/reduced lunch, identified issues by guidance counseling referrals, students who have been retained.

30 Innovative or Proven Approach and Justification (maximum 500 words):

Six pronged objectives:

1. Parenting – Assisting families with parenting skills and setting home conditions to support children as students, as well as assisting schools to understand families.
2. Communicating – Conducting effective communications from school-to-home and from home-to-school about school programs and student progress.
3. Volunteering– Organizing volunteers and audiences to support the school and students. Providing volunteer opportunities in various locations and at various times.
4. Learning at Home – Involving families with their children on homework and other curriculum-related activities and decisions.
5. Decision Making – Including families as participants in school decisions and developing parent leaders and representatives.
6. Collaborating with the Community – Coordinating resources and services from the community for families, students, and the school, and providing services to the community.

31 Uniqueness, or Justification for Duplication of Similar Area Project/Program (maximum 250 words):

Jobs for Florida Graduates was a grant funded program that has successfully operated at Gulfstream for the past two school years. Due to changes in the funding structure, we are no longer able to provide these services to our students through JFG. However, Ms. Keachia Bowers was the JFG teacher during the 2011-12 school year and has experience implementing this type of program with great success. It would be our goal to provide the students at Gulfstream Middle School with a high quality college and career readiness curriculum that is supported by the Hallandale Community.

32 Prior Experience with Project/Program or Similar (maximum 250 words):

Keachia Bowers, MSW – experienced in program implementation in management, case management, individual, family and group counseling, community stabilization and organization.

33 Operating Partnerships (maximum 500 words):

- Women in Distress
- 4-H Club
- Sun Trust Bank
- The United Way of Broward County
- Planned Parenthood
- The Urban League of Broward County
- Broward County Workforce One
- Nzingah Oniwosan – community artist
- Winn-Dixie – student recognition
- City of Hallandale Beach – field trips, recognition

34 Implementation Action Plan/Time Line:

6 week in class workshops – 4 six week segments

1. November 26-January 17th – planning on January 18th
2. January 22-February 28th – planning on February 22nd
3. March 4th-April 26th
4. April 29th – June 6th

Parent Groups:

1. December 5, 2012
2. January 9, 2013 – Student and parent initiation ceremony
3. February 6, 2013
4. March 6, 2013
5. April 3, 2013
6. May 1, 2013

Community Events:

1. Initiation Ceremony – Jan. 9, 2013
2. Career Day – TBA
3. Community Resource Fair - TBA

35 Key Staff and Qualifications (maximum 500 words):

Keachia Bowers, MSW – experienced in program implementation in management, case management, individual, family and group counseling, community stabilization and organization.

36 Potential Challenges and Strategies to Address Them (maximum 500 words):
 Students have already been in their elective classes for six weeks. This will require program promotion and schedule changes to begin the program at the start of the second trimester. We will use a variety of communication strategies (such as fliers, announcements, parent phone contacts, etc.) to recruit for the program. We utilize the time during the fall intersession to make the necessary schedule changes, room set up, and prepare for the implementation of the program.

Section III. FINANCIAL INFORMATION

| | | | |
|-------------------------------|----------------|---------------|-------------|
| 37 Total Organization Budget: | Previous FY \$ | Current FY \$ | Proposed \$ |
|-------------------------------|----------------|---------------|-------------|

| | | | |
|-------------------------------------|-------------------------------|--------------------|---|
| 38 Project/Program Budget: \$75,000 | 39 Amount Requested: \$50,000 | 40 % of Org Budget | % |
|-------------------------------------|-------------------------------|--------------------|---|

| | |
|--|------------------------|
| 41 Time Period: Program/Project A: Nov. 2012-June 2013 | Program/Project B: N/A |
|--|------------------------|

42 Type(s) of Support Requested: Financial support

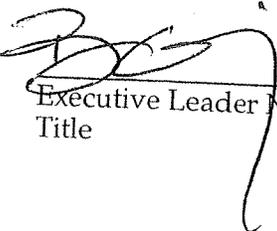
43 Other Support/Status and Plans for Sustainability: At Gulfstream, we will continue to seek school and community funding resources to be able to continue to offer this program to our students. We will explore options for integrating curriculum into existing/fully-funded programs.

Section IV. APPLICATION CHECKLIST

| | |
|--|--------------|
| A. Cover letter signed by Board Chair | |
| B. 501(c)(3) IRS Determination Letter | |
| C. Evidence of good standing with State of Florida | |
| D. Board of Directors list with brief bios | |
| E. Policy on Board roles & responsibilities, if applicable | Title: |
| F. Policy on Board contributions, if applicable | Title: |
| G. Strategic Plan or other long term planning document | |
| H. Policy on strategic/long term planning, if applicable | Title: |
| I. Logic Model(s) | |
| J. Evaluation Plan | |
| K. CRA Combined Budget | |
| L. CRA Project/Program Budget Narrative(s) | |
| M. Most recent Financial Statement | Time Period: |
| N. Most recent Form 990 | Fiscal Year: |
| O. Most recent Independent Financial Audit (if applicable) | Fiscal Year: |
| P. Affiliation Agreements (if applicable list below): | |

Section V. CERTIFICATION STATEMENT AND SIGNATURE

As chief executive of the applicant organization I certify that (1) the information provided in this application is correct and complete to the best of my knowledge; (2) I am committed to the purpose of the proposed project or program and will work with Board and staff members to accomplish its stated outcomes; and (3) I will be accountable for compliance with all CRA requirements for operation, evaluation, and reporting.


 Executive Leader Name
 Title

9/14/12
 Date Submitted

| A | B | C | D | E | F | G | H | I | J |
|--|---|---|---|---|---|---|---|---|---|
| CRA Combined Budget Form - Funding Application FY 2012-13 | | | | | | | | | |
| 1 | Organization Name | | | | | | | | |
| 2 | Executive Leader & Key Financial Manager Names | | | | | | | | |
| 3 | Current FY (2011-12) Total Organization Budget | | | | | | | | |
| 4 | Program/Project Name | | | | | | | | |
| 5 | Application Due Date | | | | | | | | |
| 6 | Building Bridges: Strong Families + Strong Communities = Student Success | | | | | | | | |
| 7 | 14-Sep-12 | | | | | | | | |
| 8 | The School Board of Broward County, Florida (Gulfstream Middle School) Brian Kingsley, Principal Ana Taylor, Budget Keeper | | | | | | | | |
| 9 | INCOME | | | | | | | | |
| 10 | Fees, Tickets, Registration, etc. | | | | | | | | |
| 11 | Corporate Grants/Contributions | | | | | | | | |
| 12 | Individual Donations | | | | | | | | |
| 13 | Foundation Grants | | | | | | | | |
| 14 | Government - Federal | | | | | | | | |
| 15 | Government- Local/County | | | | | | | | |
| 16 | Government- State | | | | | | | | |
| 17 | In-Kind | | | | | | | | |
| 18 | Interest Income | | | | | | | | |
| 19 | Membership | | | | | | | | |
| 20 | CRA Actual or Requested | | | | | | | | |
| 21 | Other: | | | | | | | | |
| 22 | Other: | | | | | | | | |
| 23 | Other: | | | | | | | | |
| 24 | Total Income | | | | | | | | |
| 25 | | | | | | | | | |
| 26 | CRA % of Total Income | | | | | | | | |
| 27 | | | | | | | | | |
| 28 | NOTES: | | | | | | | | |
| 29 | (1) The CRA Request in INCOME Column G should equal the CRA Request at the bottom of the EXPENSES budget | | | | | | | | |
| 30 | (2) Total INCOME should equal Total EXPENSES to project a balanced budget in FY 2012-13 (Column G) | | | | | | | | |
| 31 | (3) CRA % of projected Total Organization Income may not exceed 25% for FY 2012-13 (Column G) | | | | | | | | |
| 32 | (4) Figures in Column I and, if applicable, Column K, should match Program/Project Budget Narrative | | | | | | | | |

| | A | B | C | D | E | F | G | H | I | J |
|----|--|---|--|---|---|---|---|---|--|---|
| | EXPENSES | | | | | | | | | |
| | <i>See separate Instructions for line item definitions</i> | | | | | | | | | |
| 33 | | | Organization - Actual FY 2010-2011 | | Organization - Year-to-Date, FY 2011-2012 ___ 1 to Apr 30 | | Projected Organization - Fiscal Year 2012-2013 | | Projected Total - Program/Project FY 2012-2013 | |
| 34 | | | Salaries & Related Taxes | | | | | | 45,000 | |
| 35 | | | Fringe Benefits | | | | | | 13,440 | |
| 36 | | | Professional Svcs/Consulting | | | | | | 7,500 | |
| 37 | | | Insurance | | | | | | | |
| 38 | | | Licenses, Registration, Permits | | | | | | | |
| 39 | | | Conferences & Meetings | | | | | | | |
| 40 | | | Copying & Printing | | | | | | | |
| 41 | | | Equipment Rental/Maintenance | | | | | | 3,000 | |
| 42 | | | Rent/Mortgage & Maintenance | | | | | | 2,500 | |
| 43 | | | Utilities | | | | | | | |
| 44 | | | Telecommunication | | | | | | | |
| 45 | | | Office & Program Supplies | | | | | | | |
| 46 | | | Postage & Delivery | | | | | | 710 | |
| 47 | | | Local Travel | | | | | | 1,250 | |
| 48 | | | Capital Expenditures | | | | | | 600 | |
| 49 | | | Other: | | | | | | 1,000 | |
| 50 | | | Other: | | | | | | | |
| 51 | | | Sub-Total Expenses | | | | | | | |
| 52 | | | % Admin/Indirect Expense | | | | | | | |
| 53 | | | Total Expense | | | | | | 75,000 | |
| 54 | | | | | | | | | | |
| 55 | | | NET INCOME | | | | | | 75,000 | |
| 56 | | | | | | | | | | |
| 57 | | | Total Expenses Project | | | | | | | |
| 58 | | | CRA Request | | | | | | 75,000 | |
| 59 | | | | | | | | | 50,000 | |
| 60 | | | NOTES: | | | | | | | |
| 61 | | | (1) Refer to separate Instructions for definitions of each line item expense | | | | | | | |
| 62 | | | (2) In Column G, CRA Request may be less than Total Expense as there may be other sources of revenue for the program(s) | | | | | | | |
| 63 | | | (3) Projected NET INCOME (Total Income minus Total Expense) should equal zero for a balanced budget in FY 2012-2013 (Column G) | | | | | | | |

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| | A | B | C | D | E |
|----|---|--|---------------|--|-------------------|
| 1 | CRA Program/Project A Budget Narrative Form | | | | |
| 3 | Organization Name | The School Board of Broward County, Florida (Gulfstream Middle School) | | | |
| 4 | Program/Project A Name | Brian Kingsley, Principal Ana Taylor, Budget Keeper | | | |
| 6 | PROGRAM/PROJECT A INCOME NARRATIVE | | Amount | Justification / basis for budgeted amount (Insert lines for significant funding sources beneath line item categories) | C or P (2) |
| 8 | Fees, Tickets, Registration, etc. | | | | |
| 9 | Corporate Grants/Contributions | | | | |
| 10 | Individual Donations | | | | |
| 11 | Foundation Grants | | | | |
| 12 | Government- Federal | | | | |
| 13 | Government- Local/County | | | | |
| 14 | Government- State | | | | |
| 15 | In-Kind | | | | |
| 16 | Interest Income | | | | |
| 17 | Membership | | | | |
| 18 | CRA Request | | | | |
| 19 | Other: Broward County School Board/Gulfstream Middle School in kind contribution | | 50,000 | See Combined Budget, Revenue Section Classroom, Utilities, Maintenance, Cleaning, Parent Meeting Locations, Copying, Printing, Communications, Technology (phone, computer, projector, etc.), Materials, Supplies, Supervision, Security, Support. | P |
| 20 | Other: | | 25,000 | | |
| 21 | Other: | | | | |
| 22 | Total Income | | 75,000 | Equals Total Income, Program/Project A, Combined Budget (Column I) | P |
| 24 | NOTES: | | | | |
| 25 | (1) Insert additional rows for significant specific funding sources beneath each line item category | | | | |
| 26 | (2) For each significant grant, contract, or contribution, indicate if it is (C) confirmed, or (P) decision pending | | | | |
| 27 | (3) For each item in Column E, indicate date decision is expected for PENDING and date funding begins for CONFIRMED | | | | |
| 28 | (4) CRA Request, Column C, should match Column I on the Combined Budget | | | | |
| 29 | (5) Total Income should equal Program/Project A, Total Income, Combined Budget (Column I) | | | | |
| 30 | COMMENTS: The School Board of Broward County, Gulfstream Middle School, will provide the necessary classroom and workshop space along with as technology, telecommunications, maintenance needs, cleaning, security, and supervision. | | | | |
| 31 | | | | | |

| | A | B | C | D | E |
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| | PROGRAM/PROJECT A | | | | |
| | EXPENSE NARRATIVE | | | | |
| 32 | | | | | |
| 33 | | | | | |
| 34 | Salaries & Related Taxes: | | | | |
| 35 | Program Teacher Salary | | 30,000 | Salary for 2 of 3 trimesters (on established Burgandy Calendar) | |
| 36 | | | | | |
| 37 | | | | | |
| 38 | | | | | |
| 39 | | | 30,000 | Total Salaries & Related Taxes | |
| 40 | Fringe Benefits: | | | | |
| 41 | Benefits | | 8,400 | Calculated at 28% of salary rate | |
| 42 | | | | | |
| 43 | | | | | |
| 44 | | | | | |
| 45 | | | 8,400 | Total Fringe Benefits | |
| 46 | Professional Svcs/Consulting: | | | | |
| 47 | | | 5,000 | Presenters, speakers, artists | |
| 48 | | | | | |
| 49 | | | | | |
| 50 | | | 5,000 | Total Professional Services / Consulting | |
| 51 | | | | | |
| 52 | Insurance: | NA | | | |
| 53 | | NA | | | |
| 54 | | | | | |
| 55 | | | | | |
| 56 | | | - | Total Insurance | |
| 57 | Licenses, Registration, Permits: | NA | | | |
| 58 | | | | | |
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| 61 | | | | | |
| 62 | Conferences & Meetings: | | | | |
| 63 | | | | | |
| 64 | | | | | |
| 65 | | | | | |
| 66 | | | | | |
| 67 | Copying & Printing | | 2,000 | | |
| 68 | | | | | |
| 69 | Equipment Rental/Maintenance | | 1,500 | | |

| | A | B | C | D | E |
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| 70 | | | | | |
| 71 | Rent/Mortgage & Maintenance | | | | |
| 72 | Utilities | | | | |
| 73 | Telecommunications | | 250 | | |
| 74 | Office & Program Supplies | | 1,250 | | |
| 75 | Postage & Delivery | | 600 | | |
| 76 | Local Travel | | 1,000 | | |
| 77 | Capital Expenditures | | | | |
| 78 | Other: | | | | |
| 79 | Other: | | | | |
| 80 | % Admin/Indirect Expense | | | | |
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| 91 | TOTAL EXPENSES | | 50,000 | Equals Total Expense, Program/Project A, Combined Budget (Column I) | |
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| 1 | A | B | C | D | E |
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| | CRA Program/Project A Budget Narrative Form | | | | |
| 3 | Organization Name | The School Board of Broward County, Florida (Gulfstream Middle School) | | | |
| 4 | Program/Project A Name | Brian Kingsley, Principal Ana Taylor, Budget Keeper | | | |
| 6 | PROGRAM/PROJECT A INCOME NARRATIVE | Amount | Justification / basis for budgeted amount (Insert lines for significant funding sources beneath line item categories) | | C or P (2) |
| 8 | Fees, Tickets, Registration, etc. | | | | |
| 9 | Corporate Grants/Contributions | | | | |
| 10 | Individual Donations | | | | |
| 11 | Foundation Grants | | | | |
| 12 | Government- Federal | | | | |
| 13 | Government- Local/County | | | | |
| 14 | Government- State | | | | |
| 15 | In-Kind | | | | |
| 16 | Interest Income | | | | |
| 17 | Membership | | | | |
| 18 | CRA Request | | | | |
| 19 | Other: Broward County School Board/Gulfstream Middle School in kind contribution | 50,000 | See Combined Budget, Revenue Section | | P |
| 20 | Other: | | | | |
| 21 | Other: | 25,000 | Classroom, Utilities, Maintenance, Cleaning, Parent Meeting Locations, Copying, Printing, Communications, Technology (phone, computer, projector, etc.), Materials, Supplies, Supervision, Security, Support. | | P |
| 22 | Total Income | 75,000 | Equals Total Income, Program/Project A, Combined Budget (Column I) | | |
| 24 | NOTES: | | | | |
| 25 | (1) Insert additional rows for significant specific funding sources beneath each line item category | | | | |
| 26 | (2) For each significant grant, contract, or contribution, indicate if it is (C) confirmed, or (P) decision pending | | | | |
| 27 | (3) For each item in Column E, indicate date decision is expected for PENDING and date funding begins for CONFIRMED | | | | |
| 28 | (4) CRA Request, Column C, should match Column I on the Combined Budget | | | | |
| 29 | (5) Total Income should equal Program/Project A, Total Income, Combined Budget (Column I) | | | | |
| 30 | COMMENTS: The School Board of Broward County, Gulfstream Middle School, will provide the necessary classroom and workshop space along with as | | | | |
| 31 | technology, telecommunications, maintenance needs, cleaning, security, and supervision. | | | | |

| | A | B | C | D | E |
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| | PROGRAM/PROJECT A | | | | |
| | EXPENSE NARRATIVE | | | | |
| 32 | | | Amount | Item Detail/Description | |
| 33 | | | | | |
| 34 | Salaries & Related Taxes: | | 30,000 | Salary for 2 of 3 trimesters (on established Burgandy Calendar) | |
| 35 | Program Teacher Salary | | | | |
| 36 | | | | | |
| 37 | | | | | |
| 38 | | | | | |
| 39 | | | | | |
| 40 | Fringe Benefits: | | 30,000 | Total Salaries & Related Taxes | |
| 41 | Benefits | | 8,400 | Calculated at 28% of salary rate | |
| 42 | | | | | |
| 43 | | | | | |
| 44 | | | | | |
| 45 | | | | | |
| 46 | Professional Svcs/Consulting: | | 8,400 | Total Fringe Benefits | |
| 47 | | | 5,000 | Presenters, speakers, artists | |
| 48 | | | | | |
| 49 | | | | | |
| 50 | | | | | |
| 51 | | | | | |
| 52 | Insurance: | | 5,000 | Total Professional Services / Consulting | |
| 53 | | NA | | | |
| 54 | | NA | | | |
| 55 | | | | | |
| 56 | | | | | |
| 57 | Licenses, Registration, Permits: | | - | Total Insurance | |
| 58 | | NA | | | |
| 59 | | | | | |
| 60 | | | | | |
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| 62 | Conferences & Meetings: | | - | Total Licenses, Registration, Permits | |
| 63 | | | | | |
| 64 | | | | | |
| 65 | | | | | |
| 66 | | | | | |
| 67 | Copying & Printing | | 2,000 | Total Conferences & Meetings | |
| 68 | | | | | |
| 69 | Equipment Rental/Maintenance | | 1,500 | | |

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| 70 | | | | | |
| 71 | Rent/Mortgage & Maintenance | | | | |
| 72 | Utilities | | | | |
| 73 | Telecommunications | | 250 | | |
| 74 | Office & Program Supplies | | 1,250 | | |
| 75 | Postage & Delivery | | 600 | | |
| 76 | Local Travel | | 1,000 | | |
| 77 | Capital Expenditures | | | | |
| 78 | Other: | | | | |
| 79 | Other: | | | | |
| 80 | % Admin/Indirect Expense | | | | |
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| 91 | TOTAL EXPENSES | | 50,000 | Equals Total Expense, Program/Project A, Combined Budget (Column I) | |
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| CRA Combined Budget Form - Funding Application FY 2012-13 | | | | | | | | | |
| 1 | Organization Name | | | | | | | | |
| 2 | The School Board of Broward County, Florida (Gulfstream Middle Sch | | | | | | | | |
| 3 | Executive Leader & Key Financial Manager Names | | | | | | | | |
| 4 | Brian Kingsley, Principal Ana Taylor, Budget Keeper | | | | | | | | |
| 5 | Current FY (2011-12) Total Organization Budget | | | | | | | | |
| 6 | Program/Project Name | | | | | | | | |
| 7 | Building Bridges: Strong Families + Strong Communities = Student Su | | | | | | | | |
| 8 | Application Due Date | | | | | | | | |
| 8 | 14-Sep-12 | | | | | | | | |
| 9 | INCOME | | | | | | | | |
| 10 | FY 2010-2011 Organization Actual | | | | | | | | |
| 10 | FY 2011-2012 Organization Year-to-Date ___ to 4/30/12 | | | | | | | | |
| 10 | Projected Organization Fiscal Year 2012-2013 | | | | | | | | |
| 10 | Projected Total Program/Project A FY 2012-2013 | | | | | | | | |
| 10 | Fees, Tickets, Registration, etc. | | | | | | | | |
| 11 | Corporate Grants/Contributions | | | | | | | | |
| 12 | Individual Donations | | | | | | | | |
| 13 | Foundation Grants | | | | | | | | |
| 14 | Government - Federal | | | | | | | | |
| 15 | Government- Local/County | | | | | | | | |
| 16 | Government- State | | | | | | | | |
| 17 | In-Kind | | | | | | | | |
| 18 | Interest Income | | | | | | | | |
| 19 | Membership | | | | | | | | |
| 20 | CRA Actual or Requested | | | | | | | | |
| 21 | Other: | | | | | | | | |
| 22 | Other: | | | | | | | | |
| 23 | Other: | | | | | | | | |
| 24 | Total Income | | | | | | | | |
| 25 | | | | | | | | | |
| 26 | CRA % of Total Income | | | | | | | | |
| 27 | | | | | | | | | |
| 28 | NOTES: | | | | | | | | |
| 29 | (1) The CRA Request in INCOME Column G should equal the CRA Request at the bottom of the EXPENSES budget | | | | | | | | |
| 30 | (2) Total INCOME should equal Total EXPENSES to project a balanced budget in FY 2012-13 (Column G) | | | | | | | | |
| 31 | (3) CRA % of projected Total Organization Income may not exceed 25% for FY 2012-13 (Column G) | | | | | | | | |
| 32 | (4) Figures in Column I and, if applicable, Column K, should match Program/Project Budget Narrative | | | | | | | | |

| | A | B | C | D | E | F | G | H | I | J |
|----|--|---|---------------------------------------|---|---|---|---|---|---|--|
| | EXPENSES | | | | | | | | | |
| | <i>See separate Instructions for line item definitions</i> | | | | | | | | | |
| 33 | | | Organization - Actual FY 2010-2011 | | Organization - Year-to-Date, FY 2011-2012 ___ 1 to Apr 30 | | Projected Organization - Fiscal Year 2012-2013 | | | Projected Total - Program/Project FY 2012-2013 |
| 34 | Salaries & Related Taxes | | | | | | | | | 45,000 |
| 35 | Fringe Benefits | | | | | | | | | 13,440 |
| 36 | Professional Svcs/Consulting | | | | | | | | | 7,500 |
| 37 | Insurance | | | | | | | | | |
| 38 | Licenses, Registration, Permits | | | | | | | | | |
| 39 | Conferences & Meetings | | | | | | | | | |
| 40 | Copying & Printing | | | | | | | | | 3,000 |
| 41 | Equipment Rental/Maintenance | | | | | | | | | 2,500 |
| 42 | Rent/Mortgage & Maintenance | | | | | | | | | |
| 43 | Utilities | | | | | | | | | |
| 44 | Telecommunication | | | | | | | | | |
| 45 | Office & Program Supplies | | | | | | | | | 710 |
| 46 | Postage & Delivery | | | | | | | | | 1,250 |
| 47 | Local Travel | | | | | | | | | 600 |
| 48 | Capital Expenditures | | | | | | | | | 1,000 |
| 49 | Other: | | | | | | | | | |
| 50 | Other: | | | | | | | | | |
| 51 | Sub-Total Expenses | | | | | | | | | 75,000 |
| 52 | % Admin/Indirect Expense | | | | | | | | | |
| 53 | Total Expense | | | | | | | | | 75,000 |
| 54 | | | | | | | | | | |
| 55 | NET INCOME | | | | | | | | | (75,000) |
| 56 | | | | | | | | | | |
| 57 | Total Expenses Project | | | | | | | | | 75,000 |
| 58 | CRA Request | | | | | | | | | 50,000 |
| 59 | | | | | | | | | | |
| 60 | NOTES: | | | | | | | | | |
| 61 | (1) Refer to separate instructions for definitions of each line item expense | | | | | | | | | |
| 62 | (2) In Column G, CRA Request may be less than Total Expense as there may be other sources of revenue for the program(s) | | | | | | | | | |
| 63 | (3) Projected NET INCOME (Total Income minus Total Expense) should equal zero for a balanced budget in FY 2012-2013 (Column G) | | | | | | | | | |

Hallandale Beach CRA – Program/Project Logic Model A

Organization Gulfstream Middle School

Program/Project Name Building Bridges: Strong Families + Strong Communities = Student Success **Contact Person** Christi Moss, Assistant Principal

Program/Project Budget \$75,000 **Request** \$50,000 **CRA Need Area** Economic/Business Development, Affordable Housing, and Recreation & Cultural Facilities **Funding Period** Nov 2012-June 2013

Brief Description There is a strong correlation between parent involvement and student success. The program is necessary as it will bridge the gap between school, home and community, providing pertinent resources to both parents and students and incorporating community stakeholders in the process. Through the process of in-school training, family counseling, and case-management (referral system), economically disadvantaged students and families will transform.

GOAL: The goal of the Building Bridges program is to identify and bridge the gaps between home, school, and community. The purpose of the program is to provide in-class, post-secondary planning to 7th and 8th grade students of Gulfstream Middle School as a continuation of literacy education, cultural awareness engagement and a referral resource to assist with housing, to the parents of these students.

Key Activities

| | Outputs | Outcomes | Impact(s) |
|---|---|--|--|
| <p>1. In School Training for Students The in-class component will be broken down into four, 6-week segments. Self-esteem building workshops Identifying Strengths, building character Cultural Awareness – Peace begins with me Post-secondary planning- Where do I want to be (resume writing, interviewing skills, portfolio project)</p> | <p>In class workshops a. November 26-January 17th – planning on January 18th b. January 22-February 28th – planning on February 22nd c. March 4th-April 26th d. April 29th – June 6th</p> | <p>Improved student performance over 2011-12 school year as documented by interim report cards and report cards. Reduced rate of disciplinary referrals, absences, and tardiness. Improved school climate survey results for students.</p> | <p>Economic/ Business Development: Students will build upon the skills necessary for success in college and career-readiness.</p> |

| Key Activities | Outputs | Outcomes | Impact(s) |
|---|---|--|--|
| <p>2. Community Workshops for Parents Assisting families with parenting skills and setting home conditions to support children as students, as well as assisting schools to understand families.</p> <p>Beginning with a needs assessment/ focus group to determine the parents' needs. Our objective is to have the program driven by the needs of the parents, not our perception of needs.</p> <p>The bi-weekly meetings will include employability skills training, support in understanding the school community (ie. How to use virtual counselor, pinnacle), and support groups for the parents.</p> | <p>a. Bi-weekly parent workshops: Needs Assessment Employability skills training School support</p> <p>b. Parent Support Groups: December 5, 2012 February 6, 2013 March 6, 2013 April 3, 2013 May 1, 2013</p> <p>c. Family Counseling, case management</p> | <p>Increased level of parental involvement over 2011-12 school year as documented by sign in sheets from training, support groups, and events. Increased level of parental communication with teachers as evidenced by parent conferences. Improved school climate survey results for parents.</p> | <p>Affordable Housing: Parents will build upon the skills necessary to support student success in college and career-readiness.</p> |

| Key Activities | Outputs | Outcomes | Impact(s) |
|---|--|--|---|
| <p>3. Community Events Collaborating with the Community – Coordinating resources and services from the community for families, students, and the school, and providing services to the community.</p> <p>An initiation ceremony for students involved in the program, acknowledging student and parent commitment to the program.</p> <p>A career day including local businesses and stakeholders offering career opportunities for parents/families.</p> <p>A community resource fair with local social service organizations and community stakeholders providing tangible and intangible resources to families. Including, but not limited to housing support, child care, supplemental learning for students, etc.</p> | <p>Community Events</p> <p>a. January 9, 2013 – Student and parent initiation ceremony</p> <p>b. Career Day - TBA</p> <p>c. Community Resource Fair -TBA</p> | <p>Increased level of community involvement over 2011-12 school year as documented by sign-in sheets and participation from various community stake holders during community events.</p> | <p>Recreation & Cultural Facilities: Students, families, and the Hallandale Community will collaborate to assist students and families as they support student success in college and career-readiness.</p> |

Application for Funding – Nonprofit Partners Hallandale Beach Community Redevelopment Agency

| | | |
|--|----------------------|---|
| Section I. ORGANIZATION INFORMATION | | |
| 1 Organization Legal Name: The School Board of Broward County, Florida | | |
| <i>dba</i> , if applicable: Gulfstream Middle School | | |
| 2 Address: 120 S.W. 4th Avenue Hallandale Beach, FL 33009 | | |
| 3 Telephone: (754)323-4700 | 4 Fax: (754)323-4785 | 5 Website: www.gulfstreammiddle.com |
| 6 Mission Statement: Our mission is to empower students in mathematics, reading, writing and science academically with critical thinking skills and problem solving skills. We promote social, emotional and physical development through positive self-imagining and wise decision making skills. Vision: <i>Every Child, Every Opportunity, Every Time!</i> Every student who walks in our doors receives a world-class quality education. No exceptions. | | |
| 7 Executive Leader: Brian Kingsley, Principal | | |
| 8 Application Contact: Christi Moss | | 9 Title: Assistant Principal |
| 10 Contact Telephone: (754)323-4706, (850)544-1550 | | 11 Email: christine.moss@browardschools.com ; mosschritsti@yahoo.com |
| 12 Year Established, Organization History and Growth (maximum 1,000 words): Gulfstream Middle School has been a local school in the Hallandale Community since 1990. Although the school was originally built to serve as an elementary school, it is currently the campus for 420 middle school students. Gulfstream also houses Hallandale Elementary School's students who are on "Super Session" since our site has the capacity. This is a great opportunity for elementary students to get an "up close" look at their home zone middle school prior to making educational choices for middle school years. While most public schools in Broward County are experiencing a significant decline in enrollment, Gulfstream is bucking that trend. Over the past two school years, Gulfstream's student population has increased from 325 to 420 students. This is a direct reflection of our commitment to providing each and every child with a world class education. | | |
| 13 Description/Programs (maximum 1,500 words): The goal of the Building Bridges program is to identify and bridge the gaps between home, school, and community. The purpose of the program is to provide in-class, post-secondary planning to 7 th and 8 th grade students of Gulfstream Middle School as a continuation of service to former students of the JFG program. In addition to this, the program will provide employability and job readiness skills, financial literacy education, cultural awareness engagement and a referral resource to assist with housing, to the parents of these students. Gulfstream has been able to provide Jobs for Florida's Graduates (JFG) as an elective to students during the 2010-11 and 2011-12 school years. Due to programmatic cost increases and declining school budget, it was not possible to include JFG as an elective consistently throughout the school year for the targeted students during the 2012-13 school year. JFG at Gulfstream has been a staple of the elective program, providing many students with a "home away from home" during the school day. Our goal is to be able to provide similar services to students and families that will also provide a positive impact to the Hallandale Community. | | |
| 14 Long Term/Strategic Planning Process & Status of Current Plan (attach Plan) (maximum 500 words): The Bridges program focuses on many of the annual school improvement objectives that are targeted each school year. This program provides a specific focus on closing the achievement gap and providing student and family services for students who were formerly served in the JFG program in addition to economically disadvantaged students based on free/reduced lunch, identified issues by guidance counseling referrals, students who have been retained. By providing an in-school curriculum with parental and community support, these students will receive additional case management and services to meet academic, behavioral, and self-actualization goals. | | |
| 15 Board Roles & Responsibilities (maximum 500 words): The roles and responsibilities of the Gulfstream Middle School Leadership Team will be to monitor the implementation plan, budget, and results. The team will provide active leadership by assisting with recruitment, retention, training, and supporting community projects through presence and promotion. | | |
| 16 Policy on Board Contributions (maximum 250 words): | | |

The board members may seek donations from school and community partners on behalf of the program. Partners may also donate volunteer hours or in-kind donations to support the success of the program. Cash donations are not expected from any board members. All money collection and disbursement procedures for the Broward County School Board will be adhered to.

17 For current fiscal year, number of Board Members contributing:
 ___ Cash donations X Donations raised from others X Volunteer hours X In-kind donations

18 For current fiscal year, amount/ value of Board member contributions:
 None to date Cash donations None to date Donations raised from others
 None to date Volunteer hours \$3000 In-kind donations

19 Oversight/ Accreditation/ Affiliation:
 Gulfstream Middle School and The Broward County School District are accredited by AdvancEd SACS-CASI.

Section II. PROGRAM/PROJECT INFORMATION

20 Project/Program Title: Building Bridges: Strong Families + Strong Communities = Student Success

| | |
|---|-----------------------------|
| 21 Prior CRA Funding for Same Project/Program <u> Yes </u> No <u> X </u> | 22 If Yes, Time Period: N/A |
|---|-----------------------------|

23 Hallandale CRA Overall Need Addressed: Economic/Business Development, Affordable Housing, and Recreation & Cultural Facilities.

| | |
|--|---------------------------------------|
| 24 Project/Program is <u> X </u> New or ___ Existing | 25 If Existing, Year Established: N/A |
|--|---------------------------------------|

26 Goal (maximum 150 words): The purpose of the program is to provide in-class, post-secondary planning to 7th and 8th grade students of Gulfstream Middle School as a continuation of service to former students of the JFG program. In addition to this, the program will provide employability and job readiness skills, financial literacy education, cultural awareness engagement and a referral resource to assist with housing, to the parents of these students.

27 Documentation of Need for Program/Project (maximum 1,000 words): There is a strong correlation between parent involvement and student success. The program is necessary as it will bridge the gap between school, home and community, providing pertinent resources to both parents and students and incorporating community stakeholders in the process. Through the process of in-school training, family counseling, and case-management (referral system), economically disadvantaged students and families will transform. Gulfstream Middle School serves 421 students (139 sixth, 145 seventh, and 137 eighth graders). Of those students, 191 identify themselves as Hispanic in ethnicity. 222 are white, 183 black, 2 Indian, 3 Asian, and 11 multiracial. 60 GMS students are English Language Learners, 73 have identified special needs (exceptional student education), and 355 qualify for free/reduced lunch. While we have a variety of programs to address the academic needs of students, the program would provide the relevancy for students to tie their learning to future goals of education and employment.

28 Description (maximum 500 words): The program will include various components.

1. In class – The in-class component will be broken down into 6-week segments. A. Self-esteem building workshops, B. Identifying Strengths, building character, C. Cultural Awareness – Peace begins with me D. Post-secondary planning- Where do I want to be (this will include resume writing, interviewing skills, portfolio project) – see attached curriculum guide
2. Community workshops for parents – This will take place bi-weekly. Beginning with a needs assessment/focus group to determine the parents’ needs. Our objective is to have the program driven by the needs of the parents, not our perception of needs. –see attached needs assessment guide. The bi-weekly meetings will include employability skills training, support in understanding the school community (ie. How to use virtual counselor, pinnacle), and support groups for the parents.
3. Two main community events – A. a career day including local businesses and stakeholders offering career opportunities for parents/families. B. A community resource fair with local social service organizations and community stakeholders providing tangible and intangible resources to families. Including, but not limited to housing support, child care, supplemental learning for students, etc.
4. An initiation ceremony for students involved in the program, acknowledging student and parent commitment to the program.

29 Target Audience or Persons Served (maximum 150 words):

The target population for service includes students in seventh and eighth grade, former JFG students to reflect a continuation of service in addition to economically disadvantaged students based on free/reduced lunch, identified issues by guidance counseling referrals, students who have been retained.

30 Innovative or Proven Approach and Justification (maximum 500 words):

Six pronged objectives:

1. Parenting – Assisting families with parenting skills and setting home conditions to support children as students, as well as assisting schools to understand families.
2. Communicating – Conducting effective communications from school-to-home and from home-to-school about school programs and student progress.
3. Volunteering– Organizing volunteers and audiences to support the school and students. Providing volunteer opportunities in various locations and at various times.
4. Learning at Home – Involving families with their children on homework and other curriculum-related activities and decisions.
5. Decision Making – Including families as participants in school decisions and developing parent leaders and representatives.
6. Collaborating with the Community – Coordinating resources and services from the community for families, students, and the school, and providing services to the community.

31 Uniqueness, or Justification for Duplication of Similar Area Project/Program (maximum 250 words):
Jobs for Florida Graduates was a grant funded program that has successfully operated at Gulfstream for the past two school years. Due to changes in the funding structure, we are no longer able to provide these services to our students through JFG. However, Ms. Keachia Bowers was the JFG teacher during the 2011-12 school year and has experience implementing this type of program with great success. It would be our goal to provide the students at Gulfstream Middle School with a high quality college and career readiness curriculum that is supported by the Hallandale Community.

32 Prior Experience with Project/Program or Similar (maximum 250 words):

Keachia Bowers, MSW – experienced in program implementation in management, case management, individual, family and group counseling, community stabilization and organization.

33 Operating Partnerships (maximum 500 words):

- Women in Distress
- 4-H Club
- Sun Trust Bank
- The United Way of Broward County
- Planned Parenthood
- The Urban League of Broward County
- Broward County Workforce One
- Nzingah Oniwosan – community artist
- Winn-Dixie – student recognition
- City of Hallandale Beach – field trips, recognition

34 Implementation Action Plan/Time Line:

6 week in class workshops – 4 six week segments

1. November 26-January 17th – planning on January 18th
2. January 22-February 28th – planning on February 22nd
3. March 4th-April 26th
4. April 29th – June 6th

Parent Groups:

1. December 5, 2012
2. January 9, 2013 – Student and parent initiation ceremony
3. February 6, 2013
4. March 6, 2013
5. April 3, 2013
6. May 1, 2013

Community Events:

1. Initiation Ceremony – Jan. 9, 2013
2. Career Day – TBA
3. Community Resource Fair - TBA

35 Key Staff and Qualifications (maximum 500 words):

Keachia Bowers, MSW – experienced in program implementation in management, case management, individual, family and group counseling, community stabilization and organization.

36 Potential Challenges and Strategies to Address Them (maximum 500 words):
 Students have already been in their elective classes for six weeks. This will require program promotion and schedule changes to begin the program at the start of the second trimester. We will use a variety of communication strategies (such as fliers, announcements, parent phone contacts, etc.) to recruit for the program. We utilize the time during the fall intersession to make the necessary schedule changes, room set up, and prepare for the implementation of the program.

Section III. FINANCIAL INFORMATION

| | | | |
|--|-------------------------------|--------------------|-------------|
| 37 Total Organization Budget: | Previous FY \$ | Current FY \$ | Proposed \$ |
| 38 Project/Program Budget: \$75,000 | 39 Amount Requested: \$50,000 | 40 % of Org Budget | % |
| 41 Time Period: Program/Project A: Nov. 2012-June 2013 | Program/Project B: N/A | | |
| 42 Type(s) of Support Requested: Financial support | | | |

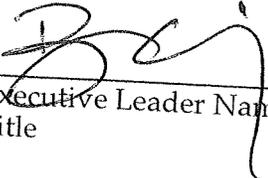
43 Other Support/Status and Plans for Sustainability: At Gulfstream, we will continue to seek school and community funding resources to be able to continue to offer this program to our students. We will explore options for integrating curriculum into existing/fully-funded programs.

Section IV. APPLICATION CHECKLIST

| | |
|--|--------------|
| A. Cover letter signed by Board Chair | |
| B. 501(c)(3) IRS Determination Letter | |
| C. Evidence of good standing with State of Florida | |
| D. Board of Directors list with brief bios | |
| E. Policy on Board roles & responsibilities, if applicable | Title: |
| F. Policy on Board contributions, if applicable | Title: |
| G. Strategic Plan or other long term planning document | |
| H. Policy on strategic/long term planning, if applicable | Title: |
| I. Logic Model(s) | |
| J. Evaluation Plan | |
| K. CRA Combined Budget | |
| L. CRA Project/Program Budget Narrative(s) | |
| M. Most recent Financial Statement | |
| N. Most recent Form 990 | Time Period: |
| O. Most recent Independent Financial Audit (if applicable) | Fiscal Year: |
| P. Affiliation Agreements (if applicable list below): | Fiscal Year: |

Section V. CERTIFICATION STATEMENT AND SIGNATURE

As chief executive of the applicant organization I certify that (1) the information provided in this application is correct and complete to the best of my knowledge; (2) I am committed to the purpose of the proposed project or program and will work with Board and staff members to accomplish its stated outcomes; and (3) I will be accountable for compliance with all CRA requirements for operation, evaluation, and reporting.


 Executive Leader Name
 Title

9/14/12
 Date Submitted

Hallandale Beach CRA – Program/Project Logic Model A

Organization Gulfstream Middle School

Program/Project Name Building Bridges: Strong Families + Strong Communities = Student Success Funding Period Nov 2012-June 2013

Request \$75,000 CRA Need Area Economic/Business Development, Affordable Housing, and Recreation & Cultural Facilities

Contact Person Christi Moss, Assistant Principal

Brief Description There is a strong correlation between parent involvement and student success. The program is necessary as it will bridge the gap between school, home and community, providing pertinent resources to both parents and students and incorporating community stakeholders in the process. Through the process of in-school training, family counseling, and case-management (referral system), economically disadvantaged students and families will transform.

| Key Activities | Outputs | Outcomes | Impact(s) |
|---|---|--|---|
| <p>1. In School Training for Students The in-class component will be broken down into four, 6-week segments. Self-esteem building workshops Identifying Strengths, building character Cultural Awareness – Peace begins with me Post-secondary planning- Where do I want to be (resume writing, interviewing skills, portfolio project)</p> | <p>In class workshops a. November 26-January 17th – planning on January 18th b. January 22-February 28th – planning on February 22nd c. March 4th-April 26th d. April 29th – June 6th</p> | <p>Improved student performance over 2011-12 school year as documented by interim report cards and report cards. Reduced rate of disciplinary referrals, absences, and tardiness. Improved school climate survey results for students.</p> | <p>Economic/Business Development: Students will build upon the skills necessary for success in college and career-readiness.</p> |

| Key Activities | Outputs | Outcomes | Impact(s) |
|--|---|--|--|
| <p>2. Community Workshops for Parents Assisting families with parenting skills and setting home conditions to support children as students, as well as assisting schools to understand families.</p> <p>Beginning with a needs assessment/focus group to determine the parents' needs. Our objective is to have the program driven by the needs of the parents, not our perception of needs.</p> <p>The bi-weekly meetings will include employability skills training, support in understanding the school community (ie. How to use virtual counselor, pinnacle), and support groups for the parents.</p> | <p>a. Bi-weekly parent workshops: Needs Assessment Employability skills training School support</p> <p>b. Parent Support Groups: December 5, 2012 February 6, 2013 March 6, 2013 April 3, 2013 May 1, 2013</p> <p>c. Family Counseling, case management</p> | <p>Increased level of parental involvement over 2011-12 school year as documented by sign in sheets from training, support groups, and events. Increased level of parental communication with teachers as evidenced by parent conferences. Improved school climate survey results for parents.</p> | <p>Affordable Housing: Parents will build upon the skills necessary to support student success in college and career-readiness.</p> |

| Key Activities | Outputs | Outcomes | Impact(s) |
|--|---|--|--|
| <p>3. Community Events Collaborating with the Community – Coordinating resources and services from the community for families, students, and the school, and providing services to the community.</p> <p>An initiation ceremony for students involved in the program, acknowledging student and parent commitment to the program.</p> <p>A career day including local businesses and stakeholders offering career opportunities for parents/families.</p> <p>A community resource fair with local social service organizations and community stakeholders providing tangible and intangible resources to families. Including, but not limited to housing support, child care, supplemental learning for students, etc.</p> | <p>Community Events</p> <p>a. January 9, 2013 – Student and parent initiation ceremony</p> <p>b. Career Day - TBA</p> <p>c. Community Resource Fair - TBA</p> | <p>Increased level of community involvement over 2011-12 school year as documented by sign-in sheets and participation from various community stake holders during community events.</p> | <p>Recreation & Cultural Facilities: Students, families, and the Hallandale Community will collaborate to assist students and families as they support student success in college and career-readiness.</p> |

GIDGET Curriculum

(14)

Lesson 1

Theme: Intro- (Living Well/SUPERB/ VOICE)

- Life of choice
- Pursuit of happiness
- Making better choices
- Open-mindedness to other cultures, genders, religions etc...
- Overcoming stereotypes and assumptions

Purpose:

The purpose of this lesson is to encourage students to think outside of the box and to NOT limit themselves to assumptions and stereotypes they have built.

Materials:

- White board and markers
- Classroom
- Desks and chairs

Definitions:

- Assumption: A guess
- Stereotype: A categorization of a person based on gender, race, height, weight, sexual orientation, religion etc...

Activity:

- Intro: Rules and Passport to life:
 - The coach should ask the students to come up with rules for the program to take place in their favor. Together with the students, the coach should write on the board the following rules:
 - Respect
 - Confidentiality
 - No cursing
 - No putting each other down etc...
 - The coach should then show students a bare shoebox and ask students to spend the next 15 minutes decorating it and making a slit on its top, as this will be the box designated to the questions that students have. They will be discussed in class without disclosing anyone's identity.

- Stereotype identification:
 - The coach is to briefly introduce themselves to their new group of students. Following the short introduction, the coach is to ask the students: “What does the word ‘stereotype’ mean?”
 - The coach should write the word ‘stereotype’ on the board while calling out on the students for answers about the definition.
 - Together, the students and the coach should come to the definition and as a result, the coach should write the definition next to the word already on the board.
 - The coach should then ask the students to observe him/her (the coach) and say: “I’d like you to stereotype me. If you had to make ‘assumptions’ about me based on what you are able to see right now?”
 - The coach should wait for students to answer and encourage the students to say things on their mind. If students only answer with positive characteristics, the coach should ask questions, such as “based on my clothing, would you guess I came from a well-to-do family or a less fortunate one?” or “based on my skin color, would you guess that my life has been harder or easier than a different race?” and follow it with “Why, or why not?” This allows students to have discussions beyond their comfort zone. If the students have not said anything uncomfortable to the coach’s ear yet, the conversation has not been stretched enough.
 - Once students are finished expressing their stereotypes about the coach, the coach should go over them and express which were correct and which were incorrect.
 - The coach should direct the conversation into stereotypes. The coach should take their own shape but should include at least the following questions:
 - “Who has ever felt stereotypes?”
 - “Who can think of how stereotyping can get in the way of you getting what you want in life?”
 - “Who can think of how stereotyping can prevent you from growing in life overall?”
 - “Who can think of ways that respected people in the world such as the president of the United States, have been wrongly stereotyped?”
 - “Who can think of ways to overcome stereotypes?”
- Celebrity guessing game:
 - The coach should have researched and prepared at least 10 celebrities who have been bullied throughout their childhood and adolescence.

- The coach should ask the students if they want to play a game and explain the rules:
 - I will describe a celebrity's life and when you think you know who the celebrity is, please raise your hand and wait to be called on. Once you are called on, say whom you think the celebrity is.
 - Here is an example for the coach to base him or herself on:
 - "I am thinking of a celebrity- she is a woman. When she was in her teens, she wanted to be dancer more than anything in the world. She was told repeatedly, by her professionals and peers, that she would NEVER be a dancer because of her body type. They said that she was too curvy. She kept on working on her goal and chose to not believe her rivals. She not only became a dancer, but a singer, an actress, a fashion designer, a judge on a TV show and a producer as well... Who can guess who that is?" - Jennifer Lopez.
 - After each celebrity is guessed, the coach should ask the students:
 - "What stereotypes stood in the way of this celebrity?"
 - "Were those people right to stereotype this person"
 - "What would the world have missed out on if the celebrity had believed those stereotypes?"
 - "What are some things within you that you feel others may judge or stereotype about you, that you know will be your success later in life?"

Concluding thoughts and minor activity:

The purpose of this lesson is to have students realize that stereotypes are not always right and can cause much harm. Have students discuss amongst themselves different things about themselves that they don't believe others would guess about them. The coach may start the exercise by expressing a personal story that students would not have imagined about them. For example, a coach may say, "Would you have ever guessed that I have gone sky diving?" or "Would you have ever guessed that I was once on food stamps?" -

Lesson 2

Theme: Emotional Balance- (Living Well/SUPERB/VOICE)

- Healthy Friendships
- Making better choices
- Self-confidence (celebrating being different)
- Listening skills

Purpose:

The purpose of today's activity is to differentiate between real friends and cliques. Further, today will allow students to understand how who we choose as friends, or people we surround ourselves with, can affect other aspects of life.

Materials:

- White board and markers
- Classroom
- Desks and chairs
- Paper and Pens/pencils
- A basket or a bag
- Candy

Definitions:

- Individuality: a person of distinctive character
- Self-confidence: trust in one's own judgment, ability, power, etc.
- Friendship: A harmonious connection between two or more individuals
- Cliques: a group of people who oblige each other to follow certain rules placed upon the group by a leader

Activity:

- Friendship vs. Cliques discussion:
 - The coach should write the word "friendship" on the board and ask students to define it. Together, the coach and students should debate about the concept of friendship, its regulations (if any), its challenges, its benefits, and how students find and choose their friends. The coach should conclude this section by writing the definition next to the word.
 - Immediately following this conversation, the coach should write "cliques" on the board and ask the students to define it. Together, the coach and students should debate about the concept of a clique, its regulations (if any), its challenges, its benefits (if any), and how students find and choose the cliques

- they get to belong to. Further, the coach should ask students if it is possible to belong to multiple cliques at the same time and if so, how? The coach should conclude this section by writing the definition next to the word.
- With the two words on the board, the coach should ask students to differentiate between the two and to think of their own "individuality." The coach should ask the student, "What is individuality?", "What does it mean to be an individual?", "what would the world look like if everyone was the same?", "Why is individuality important in the world?"
 - The coach should then ask students, "Do friends care for you no matter what your qualities are?" - "Do members of a clique ever throw you out because you are one way or another?", "Can you be yourself around friends?", "Can you be yourself around your clique?", "Why", or "Why not?" The conversation should continue until the students find that cliques can be problematic and hurtful toward their own personal individuality.
 - The coach should then ask, "what is self-confidence", "What does a self-confident person seem like?", "Would a self-confident person have friends or belong to a clique?"
 - The definition of "self-confidence" should then be written on the board by the coach and through discussion, the students should come to see that self-confidence and individuality are important to their own development.
- Individuality guessing game
 - Now that the coach has all of the definitions on the board, he or she should ask the students to take out a piece of paper and a pen/pencil and write down; without letting anyone see their paper, something about themselves that makes them an individual. Once all students are finished, the coach should ask them to crumble it in a ball and throw it into the basket or bag. The coach should collect all students' papers and start opening them one by one and saying in front of the class what is written on each paper. After each one is open, the coach should ask students to raise their hands if they know whom the paper belongs to. When a student gets it correctly, the coach should hand them a piece of candy as a reward. Throughout the exercise, students should find themselves surprised of their peers' qualities and stories. The coach should strengthen the discussion by discussing the beauty of individuality and relating it to their own personal stories.

Concluding thoughts and minor activity:

This activity is about celebrating who you are and being proud of it. The coach should conclude this theme by sharing a personal story that makes them an individual and a better person because of their individuality.

Finding what you love- (GGIT/VOICE/JFG)

- Exposure to different career fields
- Critical thinking
- Hands on activities in STEAM
- Non-judgmental/non-graded art project (expressing yourself)
- Goal setting

Purpose:

The purpose of this theme's activity is to spark up students' interest in the following field: Science, Technology, Engineering, Art and Math. Further, the purpose lies in the learning of making life choices through critical eyes.

Materials:

- White board and markers
- Classroom
- Desks and chairs
- Computers (if available)
- Large poster boards
- Markers/colored pencils/art supplies

Definitions:

- **Critical Thinking:** Seriously thinking about the potential repercussions of a decision prior to making the decision/ creating your own path and making your own footsteps.
- **Going with the flow:** Following an already made path without thinking too much about it.

Activity:

- **Critical Thinking Game:**
 - The coach is to introduce the following game by saying the following: "I am going to write different options on the board. Out of the 5 options, you are to choose 3 and really think about it. Once you have thought about it, I would like you to write them down and keep in mind that you will present it in front of your peers. Please take this activity seriously and write at least two paragraphs for each scenario. The rule for this activity is that there are no rules- let your thoughts design anything in the world to answer those questions. Be thorough and detailed."
 - Are you more like a square or a circle? Why?

- What are three ways the world would be different if people did not need to sleep? What would you do with the extra time?
 - If people could not see colors, how would traffic lights work? Design a traffic system that does not rely on colors.
 - If you could choose one thing that costs money and make it free for everyone forever, what thing would you choose? Why?
 - What are the ten most important jobs in the world? Do you want to do any of these jobs when you are an adult?
- Directly following this exercise, the coach should encourage students to present their answers on a voluntary basis and discuss the thought process behind each answer.
- Finding Interest in STEAM (Science, Technology, Engineering, Art and Mathematics)
 - Show the students a large image of the device below (Iphone 4S) or any newer device and ask them the following question: Who thinks they know what kind of professional could have made this device come about?
 - Allow them to think about the answers and discuss the many different individuals that are necessary to make this device. Ask them, "What kind of interests do those individuals have? Answers should include STEAM..."
 - Follow the discussion with the following questions: "who would like to be part of other projects such as this one?" - "What classes do you need to take seriously to do so?"



- Make your own design - (Science, Technology, Engineering, Art and Mathematics)

- Provide students with markers, large poster boards and computers (if available) and ask them to think of a new concept that has yet to be invented. Then give them time to work on the projects and discuss with them the necessary steps, professionals, interests and details, to turn it into something real.

Concluding thoughts and minor activity:

This activity is combining together, making better choices, critical thinking and interest in STEAM. It is important for the coach to think about that throughout the entire activity, as his or her questions should reflect all aspects discussed.

Getting what you love- (GGIT/VOICE/JFG/Living Well/ SUPERB)

Purpose:

The purpose of this theme's activity is to enhance skills in the following areas.

- Writing skills
- Develop a career path
- Understanding job applications and how to apply for them
- Construct a cover letter/ a resume/complete a job interview

Materials:

- White board and markers
- Classroom
- Desks and chairs
- Paper and pens and/or Computers (if available)
- Screen/projector/computer combination (if available)

Definitions:

- Professionalism: expressing specific skills in an expert-like manner, exceeding others' expectations, communicating effectively, being honest, sharing your expertise, and saying thank you.

Activity:

- Develop a career path activity:
 - The coach should review all lessons until this day with his or her students. Together, they should discuss the important values that they have learned until this day. Once reviewed, the coach should ask the open-ended questions: "What do you want to do with yourself when you're done with school?" - "How do you plan to go about it?"
- Cover letter & Résumé building activity:
 - The coach should ask students if they ever wrote a cover page and a résumé for themselves. Whoever raises their hand should be asked to express what they believe is important to include on their résumé. The coach should pull up a sample cover page and résumé, like the ones included below, on a screen or on a large print.
 - The coach should begin a discussion regarding the purpose of a cover letter by asking questions such as: "What is a cover letter?", "When do you need a cover letter?", "What should be included in it?", "How long should it be?", "Who reads it?" etc...

GOING THROUGH A JOB APPLICATION

- The coach should begin a conversation with his/her group of students by asking the following questions: "Who has ever applied for a job?", "What is involved in the process?", "What information do you have to disclose on a job application?", etc...
- Then, the coach should use the projector to put up a job application form (such as the one below) and go through the process with the class. Different terminologies should be discussed and clarified to students.

Smart & Final

EMPLOYMENT APPLICATION

As an EQUAL EMPLOYMENT OPPORTUNITY EMPLOYER, SMART & FINAL STORES LLC ("Smart & Final") does not discriminate against applicants or employees because of their age, race, color, religion, national origin, sexual orientation, sex, (except where sex is a bonafide occupational qualification) or on any other basis prohibited by applicable state or federal laws. Furthermore, Smart & Final will not discriminate against any applicant or employee because he or she has a physical or mental disability, is a disabled veteran, or a veteran of the Vietnam era, provided he or she is qualified and meets the requirements established by SMART & FINAL for the job.

We appreciate your interest in Smart & Final. Please complete this form in its entirety and remember to type or print clearly.

Name: _____
(Last) (First) (Middle)

Mailing Address: _____

City: _____ State: _____ Zip: _____

Home Phone: _____ Business Phone: _____

Position Applying For: _____

Location: Corporate Distribution Center Store # _____ Other _____

Referred By: Newspaper Friend Relative Employment Agency Other: _____

| | |
|--|---|
| Can you, after employment, submit verification of your legal right to work in the United States? <input type="checkbox"/> YES <input type="checkbox"/> NO | Are you at least age 16? <input type="checkbox"/> YES <input type="checkbox"/> NO |
| Have you filed an application or been employed here before? <input type="checkbox"/> YES, date: _____ <input type="checkbox"/> NO | Are you under the age of 18? <input type="checkbox"/> YES <input type="checkbox"/> NO |
| Where (Location)? | On what day are you available to start work? |
| Are you known to school/references/work by another name? <input type="checkbox"/> YES <input type="checkbox"/> NO | If yes, what name(s)? |
| Part Time <input type="checkbox"/> Full Time <input type="checkbox"/> Temporary <input type="checkbox"/> | What days/hours can you work? |
| Computer skills (please list): | Foreign languages (indicate proficiency) |

| EDUCATION | | | | | |
|-----------------------------|----------------------|-------|-------|-------------|--|
| Name & Location | Last Grade Completed | Major | Minor | Degree/Date | |
| High School | 9 10 11 12 | | | | |
| College | 1 2 3 4 | | | | |
| Graduate | 1 2 3 4 | | | | |
| Technical Business or Other | | | | | |

Attended collage but did not graduate, explain: _____

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DESIGNING YOUR COVER LETTER OR LETTER OF APPLICATION

KISS: Keep it short and simple! One page is sufficient.

- Remember who your audience is – who will be reviewing the letter and resume?
- Write to a specific person rather than “To whom it may concern”.
- Most cover letters and resumes are given all of 2 minutes to make an impression.
- Tailor your letter to the company receiving it.
- Show that you know something about the company.
- Be positive in your approach.
- Correct grammar, punctuation, and spelling are absolutely essential- strive for perfection!

3 BASIC SECTIONS:

First Paragraph: INTRODUCTION – TO STATE YOUR PURPOSE

- Have a businesslike but attention-getting beginning.
- State how you heard about the job.
- State the specific job for which you are applying.
- Let the employer know that you are qualified for the position.

Middle Paragraphs: TEXT- GIVING YOUR SUPPORTING DATA

- Discuss in a personalized manner the qualifications that you listed on your resume. Describe your education and training related to the job for which you are applying.
- Describe experiences related to the job.
- Make one reference to your enclosed resume.
- Limit it to one or two paragraphs only.

Last Paragraph: CONCLUSION- REQUESTING ACTION

- Pave the way for an interview appointment.
- Request an interview at the prospective employer’s convenience.
- Suggest times you are available.
- Make it easy for the employer to get in touch with you. Including your phone number is best.
- Thank the person for his/her consideration of your application and resume.

NOTES:

- Job Description / Reading Between the Lines
- Objective
- Technical Summary
- Career Summary
- Qualifications Summary
- Focus on Technological Results
- Keywords/Buzzwords

RESOURCES:

- monster.com
- careerbuilder.com Good advice section. Before and After samples
- hotjobs.com
- Company websites

SAMPLE I:

Electronics Technician

Description:

This position involves performing basic electronics functions where procedures are repetitive or established by past practice. May be required to perform other duties as assigned. High School degree plus three years experience. One year experience preferred with an Associate's degree. Good knowledge of electronics. Substantial acquaintance with, and understanding of, general aspects of the job with a limited understanding of the technical phases of electronics.

SAMPLE II:

Technical Services/Operations Technician

Description:

2nd shift. Tests, fabricates, assembles and evaluates electronic subassemblies and troubleshoots to determine cause and remedy for malfunctions. Conducts routine engineering tests and detailed experimental testing as well as performing calibration checks on electronic instruments. Work involves use of practical electronic theory and basic tools, as well as the ability to work from schematics, diagrams, rough sketches and verbal instructions. The candidate will be responsible for the test, evaluation, troubleshooting and alignment of electro-mechanical and opto-mechanical assemblies of considerable complexity. Must be able to analyze and diagnose computer related problems and be proficient in all Office applications. Position calls for meticulous attention to detail and the ability to work from drawings, diagrams, rough sketches, verbal instructions as well as from formal test procedures and process control documents. Must be a motivated

individual able to work well in a team environment. Optics experience a plus. Minimum requirements: Associate's degree in electronics or 4 years relevant experience. U.S. Citizenship required.

SAMPLE III:

Electronics Technician Maintenance

Description:

Performs systems operations and maintenance. Applies technical knowledge to perform simple or routine tasks following detailed instructions. Performs such tasks as: replacing components and wiring circuits; repairing simple electronic equipment; and taking test readings using common instruments such as digital multimeters, signal generators, semiconductor testers, curve tracers, and oscilloscopes. Operates system under supervision. Receives technical guidance, as required, from supervisor or higher-level technician. Work is checked for accuracy. Performs organizational and intermediate-level repair when supervised. Performs corrosion control on equipment/towers. Education- High school diploma or equivalent.- Formal classroom education equivalent to Navy C School or vocational school. Minimum Experience- Two years experience involved in the following electronic maintenance:- Digital/analog signal processing;- Synchro-servo circuits;- Radar and radar theory;- Electromechanical devices;- Video signal processing and recording, large projectors;- Communications (multiplexer equipment);- Digital/analog computer systems;- High voltage power supplies;- Test equipment;- Optical equipment;- RF signal processing;- Antenna systems;- Low-voltage AC equipment;- Auto-transfer (UPS) equipment.- Two years of formal technical training may be substituted for two years of experience. Must be able to obtain an Interim SECRET level clearance in a timely manner. Must maintain SECRET level clearance for duration of employment. Security Clearance Required.

SAMPLE IV:

Technician

Description:

2ND SHIFT. Fabricate, assemble, test, troubleshoot and repair electronic systems and sub-assemblies, to include RF, electro/optical and IR assemblies. Ability to work independently and as a member of a team using sophisticated test equipment working from schematics, wiring diagrams and verbal instructions. Perform and conduct routine engineering tests. Assure quality retrofits and repairs of government owned assets as required by ECO's, ECP's and drawings. Minimum requirements: Associate's degree in electronics, or High School and four years related experience via military training or equivalent experience. Security Clearance Required.

SAMPLE V:

Technician

Description:

Performs testing and repair of simple electronic and electromechanical equipment using common hand tools and test equipment (e.g., multimeters, power supplies, signal generators, frequency counters, and oscilloscopes). Work typically involves such tasks as testing, troubleshooting, and replacement of components and wiring circuits. High school graduate or equivalent. Formal technical training and/or experience. Completion of two years formal training or military training required. Completion of two basic electronics courses at the Vo-Tech level. Security Clearance Required.

DESIGNING THE RESUME

The following page includes a general outline of a standard resume with major headings. The coach should ask the students: "What is a résumé?", "What is its purpose?", "Why is it needed?"

Since the purpose of the resume is to get you an interview, the document needs to announce to the reader that your candidacy should be seriously considered. Study resume formats which are geared to your career field. Seek advice from different resources. In the end, however, you will have to decide which style best fits your needs. Make it easy to read and understand, free of errors, and targeted for the type of positions you are seeking. Be prepared to do several drafts and revisions before you are satisfied. The time spent is well worth the effort in the long run.

Here are a few tips:

- "OnE sIzE dOeS nOt FiT aLL". Tailor your resume to the position, the company, and the industry.
- Research the type of job or company you are aiming for. Try to find out what resume or format style they prefer, if possible.
- Know your audience. Selectively include or exclude information depending on who your audience is.
- Use a simple readable font and font size at least 12 point
- Bolding is acceptable if used moderately. Italicizing is not, especially if your resume will be scanned or faxed.
- Avoid condensing spacing between letters of a word.
- Leave spaces between lines for better readability.
- Avoid underlining and use bullets sparingly.
- Avoid graphics, ornaments, fancy paper, outlining, boxing or shadowing text.

- Be careful about abbreviations which may have more than one meaning or unclear meanings.
- Use keywords, "buzzwords", acronyms which are related to your field and will help if your resume is scanned by a computerized resume bank doing a keyword search.
- Work the resume so that it includes the exact words and phrases from the job advertisement or job description.
- KISS! Keep it short and simple. Can it pass the "30 second" test?

SAMPLE- BASIC RESUME OUTLINE

NAME

Mailing Address

City, State, Zip

Phone number with area code

E-mail address or website address

**JOB/ CAREER/
EMPLOYMENT OBJECTIVE:**
name of

Use exact job titles or statement indicating the type of position desired and organization selected, if possible.

**HIGHLIGHTS OF
skills,
QUALIFICATIONS:**

Summarize abilities, responsibilities, qualifications, and achievements

RELATED SKILLS:

Use action verbs when listing skills and accomplishments. Relate and transfer current skills to the preferred position. Draw from all volunteer and paid experience. Group skills under subheadings (e.g., technical, computer, language)

EMPLOYMENT HISTORY:

Begin with most recent paid or unpaid work or activity. List history and dates in **reverse chronological order**. Briefly list primary/significant duties not usually associated with the position (e.g., cashier— most readers know what the basic duties of a cashier are. However, if the cashier is responsible for closing out her cash bank daily and for preparing bank deposits, those duties could be included).

EDUCATION:

List most recent first, including name of school, degree or certificate earned or pursuing, major area of study, or relevant coursework. List relevant workshops or seminars or continuing education in your field. List any licenses or teaching credentials.

**MEMBERSHIP IN
PROFESSIONAL
ORGANIZATIONS
OR SERVICE TO**

List any memberships in business, educational, professional, or technical associations, and offices/ jobs/ you held, such as president, membership chair, conference chairperson,

**COMMUNITY OR
COLLEGE:**

speaker.

**REFERENCES
OR CAREER
PORTFOLIO:**

Available upon request (you may exclude this if there is insufficient space or it is not applicable to you.)

[Writer may select other category titles depending on their experience, type of profession, focus of the position sought, and / or the minimum and desirable qualifications requested by the employer. Writer may also vary the order of the categories.]

Concluding thoughts and activity:

Preparing students to function in the professional world will allow them to be positive members of society and to be positive leaders in their community. Don't forget how much of an influence you are yourself on them. If you have enough time, the coach should end this lesson by having students role-play with each other. The coach should give students several chances to role play the following different scenarios:

- Job interviews
- Requesting a job application from a potential employer
- Accepting a job

Lesson 6

Getting what you love, part II- (GGIT/VOICE/JFG/Living Well/ SUPERB)

Purpose:

The purpose of this theme's activity is to enhance skills in the following areas:

- Interpersonal skills
- Working as a team
- Time management
- Demonstrating leadership and commitment
- Demonstrate a positive attitude

Materials:

- White board and markers
- Classroom
- Desks and chairs
- Plastic cups (10 per groups of 6 students), rubber bands, scissors and twine

Definitions:

- Positive communication: expressing yourself in a professional manner, allowing others to understand and welcome your point of view.
- Negative communication: expressing yourself poorly, making it difficult for others to accept your needs.

Activity:

- Team building activity- CUPS:
 - This activity is designed to help students learn to unite in working as a team, on a common goal. Further, this activity allows students to learn positive communication skills with any and all other students. We don't always work with who we prefer to work with, but we have to communicate with them in order to achieve our own personal goals. The coach should divide the students into groups of maximum 6 students, minimum 4 students and should ensure that the groups are diverse in regards to ethnicity and gender. The facilitator will write the groups on the board before the students enter the classroom.
 - The facilitator will instruct the students to check the board for their group. Students have the option of sitting on the floor or combining some desks to complete the activity. Once the students are organized, the facilitator will distribute the materials and instruct the group to come up with a name The

Facilitator will give the students 5 minutes to come up with a group name and write it on the board.

- The facilitator will introduce the activity by stating, *"In life, we will always need to work with all types of different people. Therefore, we will need to learn how to communicate ideas, receive comments, and praise our team members. In this activity, each member will grab one piece of the rope tied to the rubber band. Only using the rope and stretching the rubber band, the mission of the team is to build a pyramid. The pyramid should have 4 cups on the bottom, 3 on the second level, 2 on the third, and 1 on the top. In order to complete the mission, you will need to listen to each other's ideas, respect each other and give/take directions in a positive way. The mission will be timed.*
- Students will probably take anywhere from 10 to 20 minutes on their first try. The facilitator's job is to walk around and praise their communication styles to the entire class. For example, if a student states to his frustrated group, *"come on we can do it"*, the facilitator would state, *"Jenny is doing a great job motivating the group."* Other things to look for are validating an idea, giving suggestions in a respectful manner, having fun together, asking someone for a suggestion, etc.
- Once a group is done, the facilitator will write their time on the board. While waiting for the other teams to finish the students will be instructed to write on a paper what they did as a group that worked and didn't work. What statements motivated them? What would they change next time to work better as a team? Each person will state how they themselves could change for the next time and what they appreciated from their team members. Once the groups have written this on a paper, each group will state what worked for them out loud so the groups can learn from one another.
- Once all the students have completed the task and the writing assignment, give them a second chance to build the pyramid. The time should decrease. Write the new time on the board and praise them for their improved communication and teamwork. Ask the students what they had done differently as a team with their communication style that helped them improve.
- If they didn't improve, ask them what went wrong and ask the class for suggestions on how to improve.
- Ask the groups how they felt accomplishing such a difficult task. Where they surprised that they could do it? Where they surprised by their ability to communicate with one another? What did they learn or were surprised by the most? The students will write it on a piece of paper and then share it with the class.

- The facilitator will end the activity by stating, *"You have all demonstrated that if we respect each other and listen to other's ideas, we can achieve amazing things together."*

Concluding thoughts:

Students should be asked about the completion of their task: "I know that some of you may feel like you should have won or that you didn't have as fair of a try as others... That happens in life sometimes. However, though sometimes challenging, could you conclude that you did indeed complete your task successfully? If so, please know that life works the same way. If your goal is to (fill in the blank), you can reach it with positive communication, leadership skills, perseverance and drive.

Lesson 7

Bullying prevention, assessment and resolution- (SUPERB)

Purpose:

The purpose of this theme's activity is to enhance skills in the following areas.

- Interpersonal skills
- Working as a team
- Demonstrating leadership and commitment
- Identifying, assessing and resolving conflict and bullying
- Demonstrate a positive attitude

Materials:

- White board and markers
- Classroom
- Desks and chairs
- Paper and pens and/or Computers (if available)
- Screen/projector/computer combination (if available)

Definitions:

- Social Responsibility: Taking care of one another
- Bullying: Any verbal, emotional and/or physical act that causes pain, discomfort, embarrassment or fear to a person or persons.
- Types of bullying:
 - Physical
 - Verbal
 - Cyber
 - Sexual
 - Emotional
 - Mental

Activity:

- The coach should write the words **Social Responsibility** on the board as a way to open the following discussion.
- Directly following, the coach should ask students:
 - What does it mean to be socially responsible?
 - What have they heard they should do about bullying?
 - Who has ever been responsible for another?

- By the end of the discussion, the coach should write the definition on the board. (This discussion will most likely be very different for every class as the coach should focus on following the students' realities)

Bullying:

- The coach should write the word "Bullying" on the board and begin the discussion by asking the students what they think it means.
- Ask the students: What types of bullying are there?
 - Physical
 - Verbal
 - Mental
 - Emotional
 - Cyber
 - Sexual
- Ask them the following questions: "who here has ever told an adult about a bullying situation before? What do adults usually say about it? Most kids say:
 - Just ignore it
 - Fight back
 - Does this work?
 - Most say no – If so, ask them, "So what else have you tried or witnessed that works?"
 - Some will say "yes, fighting back works". If they do, ask the following questions:
 - When does it end?
 - Who gets in trouble?
 - Talk about how things can escalate.
 - When will it stop? How can it stop?
- Lead into discussion about D.E.F.E.N.D.
 - Most kids don't defend their friends or classmates because they are afraid that the bully will attack them next or that they will be considered a snitch or tattletale.
 - The bully knows this.
 - If the whole class united, turned around and said something, the bully would have no choice but to stop. (The power of numbers)
- Write DEFEND vertically down the board
 - Ask them what they think "Defend" means and write down on the side of the board any definition they shout at you.

- Explain that these are things we can do in a bullying situation and start going down the list. Specify that the order is from least dangerous situations to most dangerous situations.

Distract – Changes the subject with something that you know will get them excited and start talking about something different.

“Hey did you see Hannah Montana yesterday, it was so cool when she did...”

- What if you are by yourself or the bully is your friend?
- Discuss with them that we know it is scary so we have come up with sneaky ways that a bully, or even your friend, might not even realize that what you are doing is stopping the bully.

Empathy – Putting yourself in someone else’s shoes

We all have someone who we listen to and we have all had our feelings hurt before.

- If your friend is being the bully, pull them aside and say:
 - “Why are you saying that about... Remember when someone teased you or spread a rumor about you and how you were so hurt? Why do you want to do that to someone else? If you feel comfortable doing it out loud say “hey... stop that”. You didn’t like it when....happened to you. So don’t make someone else feel bad.
- Remind them that this only works if you are friends with the bully.

Funny- Using humor to distract the situation

- If it is happening to you make sure the bully does not know you are hurt, laugh about it. (ex. Girl being made fun of for being pregnant, or yahoo commercial about butt toucher, or funny dance.)
- If everyone laughs then the bully gets power, and you could be next. Make sure it is not a joke making fun of the bully. Then the bystander becomes the bully.
- How can you use your humor to stop the bullying/teasing?

Express yourself – Tell someone when he or she needs help.

Have them list for you and write on the board all the people they can express themselves to.

- You may express yourself to:
 - Teacher/administrator
 - Friend

- Parent/guardian
- Police

Write these stats on the board:

- 85% of bullying incidents involve a peer presence
- 2/3 of school shootings are a result of a bullied teen seeking revenge
- 36% of boys and 38% of girls report being bullied at least once a week

***** Give the SUPERB's Emergency phone number - Ms. Aurelia Bickler, ABD, MS, MFT SUPERB Executive Director answers. A resource they can use in serious situations when they feel they do not have anyone else to turn to. They can call 1(888)890-8080.**

Make it clear that this is for serious situations 1000's of kids have her number and we NEVER EVER had one prank call. This is very serious! ***

No- Firmly say NO

Give example of whiney "no" vs. assertive "no"

Disappear - If you see a fight, go get help. If you are in a dangerous situation get out. (If you hear about a bomb or a weapon coming to school do not come to school and tell everyone you can including the principle or guidance counselor, you can even call the police)

- Go into discussion

- Ask them if they know about: Columbine, bombing at high school in Parkland, Virginia Tech, Deerfield, and the several recent suicides that occurred because of bullying.

- Write on the board:

- **VIOLENCE DOES NOT SOLVE VIOLENCE** - Dr. Martin Luther King

S·U·P·E·R·B

Students United with Parents and Educators to Resolve Bullying

WWW.FLGRADUATES.ORG/SUPERB

D **DISTRACT** (WHEN A PEER IS TEASING ANOTHER)

E **EMPATHY** (SHOW EMPATHY TO A VICTIM, AND OR BULLY WHO HAS PREVIOUSLY BEEN A VICTIM)

F **FUNNY** (TURN A BULLYING SITUATION INTO A NON HURTFUL JOKE)

E **EXPRESS YOURSELF** (TO A TEACHER, PARENT, ADMINISTRATOR OR POLICE TO WARN OTHERS ABOUT A POTENTIALLY DANGEROUS SITUATION)

THE SUPERB HOTLINE:
(888) 890 - 8080

N **NO!!!** (FIRMLY STAND UP FOR YOURSELF OR OTHERS)

D **DISAPPEAR** (REMOVE YOURSELF FROM A DANGEROUS SITUATION AND MAKE SURE TO COMBINE IT WITH "EXPRESS YOURSELF")

Concluding thoughts and minor activity:

Please understand that this activity is extremely important for students as it allows, promotes and encourages them to stand up for themselves and each other.

Lesson 8

Theme: Giving Back- (VOICE/GGIT/JFG/SUPERB)

- Community involvement (projects)
- Finding personal history (through interviews of previous generations) and bringing it to present life

Purpose:

The purpose of this theme is to encourage students to dig into their personal history and to find purpose through that toward making a better tomorrow for others in the community.

Materials:

- White board and markers
- Classroom
- Desks and chairs
- Computers

Definitions:

- Making a difference: (Please ask the students what making a difference means to them and write all of the positive definitions on the board. Do not limit it to any one definition. Embrace theirs and build on them.

Activity:

- The coach should ask the students to research a person or a component of what makes them who they are... For example, one student may want to research their grandfather's history with the war, slavery, or any other life-changing experience. Then, the student is to find a creative way to present that to their peers. They may do a PowerPoint presentation or a video interview.
- Following their presentation, students should be asked to find ways to make a difference in the future of their community by utilizing the history that they learned from their personal research. For example, a student whose grandfather was in the war may want to volunteer for a museum related to that war. He may want to visit elderly people in homes who have suffered similar experiences.

Concluding thoughts:

This is your chance to empower your students to be leaders and to create ways to change the world... Don't ever limit them or doubt their dreams and/or purpose.

Lesson 9

Theme: Celebrating who you are – (VOICE/GGIT/JFG/SUPERB)

- Celebrating personal talent and sharing it with the community
- Breaking the mold by being yourself and making the difference you want to be in the world
- Finding real ways to put lessons into practice. (This will be different for every student. Example: a student may apply for a real job while another may apply to a college)

Purpose:

The purpose of this theme is to turn all learned components of the curriculum into actual life-changing actions.

Materials:

- White board and markers
- Classroom
- Desks and chairs
- Computers

Definitions:

- Achievement: accomplished task

Activity:

- The coach should ask the students to write down any and all most powerful components of the entire 8 themes. The coach may find useful to remind them what was covered, by writing themes down on the board. Directly following that, the coach should ask the students to turn at least 1 of the things written down into a real life activity. For example, if a student says he or she wants to find a job, the coach should encourage him or her to look for a job, build a resume and a cover letter, apply for a job, and get that job. If another student wants to become a veterinarian, he should find out all requirements to do so, apply for all requirements to be met, meet them and accomplish them.

Concluding thoughts:

This is your last chance to boost your students! Enjoy that opportunity and celebrate everything positive that they bring to you.