2015-2016 School District Education Foundation Matching Grants Program Year End Report

Final Grant Report as Submitted to:
Florida Department of Education
August 2016
Consortium of Florida Education Foundations

Increasing Student Achievement in Florida through Florida’s Local Education Foundations with a $1 for $1 match of the $4.5 million appropriated by the Florida Legislature for 2015-2016
State of Florida
School District Education Foundation Matching Grant Program:
A Proven Strategy for Increasing Private-Sector Investment and
Involvement in Florida’s Public Schools

Contributions are matched dollar-for-dollar to fund locally developed initiatives in one or more of the eligible programmatic areas:

- **Literacy**
- **Low Performing Students**
- **Career/Technical Education**
- **Teaching Quality**
- **STEM Education (Science, Technology, Engineering and Math)**
- **Increasing Graduation Rates**

The School District Education Foundation Matching Grant Program, adopted by the Florida Legislature in 2000, is a cornerstone of the success of Florida’s local education foundations. It is an integral component of our strategy to increase private-sector interest, involvement and investment in advancing student achievement in our schools.

Current legislation specifically states that the funds “are provided as challenge grants to public school district education foundations for programs that serve low-performing students, technical career education, literacy initiatives, Science, Technology, Engineering, Math (STEM) Education initiatives, increased teacher quality and/or increased graduation rates. The amount of each grant shall be equal to the private contribution made to a qualifying public school district education foundation.”

Through the 2015-16 school year, the State of Florida has appropriated more than $34 million, which has been leveraged with private-sector contributions of nearly $70.8 million for eligible local projects.
In 2015-2016, the School District Education Foundation Matching Grant Program:

- Saw an investment total of $9,876,156;
- Of that amount, $5,601,156 was private-sector investment to provide the $1 for $1 match of the $4,500,000 appropriated by the Legislature for 2015-2016;
- 59 school districts participated and 144 projects were funded;
- And 1,221,630 students were impacted across the state of Florida, including 64,555 low-performing students.
- Participating education foundations serve 99% of Florida’s K-12 public school students.
Leveraging Business, Community and Individual Contributions for Florida’s Students and Teachers

ABC Fence • Achieva Credit Union • Aerojet Rocketdyne • Allstate Construction • Ambika and Dr. Ravi Palaniyandi • Amscot • Angel Helping Hands • Arabella • Arthrex • Assurant • AT&T • Badcock & More • Bank of America • Bank of America Foundation • Baptist Medical Center-Nassau • BB&T • BBVA Compass Foundation • BBX Capital • Beaver Toyota • Bill & Melinda Gates Foundation • Biltmore Hotel • BIMDA • Bison Financial Group • Black Diamond Foundation • Boeing • Bond Foundation • BP • Bright House Networks • Burns Funeral Home • C. Warren Barry Foundation • Canaveral Council of Technical Societies • Capital City Bank • Capitol Solutions, LLC • Carlisle Interconnect Technologies • CenterState Bank • CFADA • Charles Perry Partners • Charlotte Harbor National Estuary Program • CHELCO • Children Services Advisory Council • Chiropractic USA • Cigna • Citi Cards • Citi Foundation • Citibank • Citizens Bank & Trust • Coin and Bouillon Reserve • Community Bank of the South • Community Credit Union • Community First Credit Union • Community Foundation of Broward • Community Foundation of Palm Beach and Martin Counties • Community Foundation of South Lake • Community South Credit Union • Covanta Energy Southwest Florida • COX Communications • Creative Contractors • Crown Automotive • Culpepper Construction Company • Cutler Associates • David H. Melvin • Delaware North/Kennedy Space Center • DITEK • Dorothy Steves Foundation • Dr. James Clemmons • Duke Energy • Education Foundation Board of Directors • Employee Payroll Deductions • Enviro-Tech Systems • Farm City • Farris Foundation • Florida Blue • Florida Credit Union • Florida Power & Light • Ford Motor Company • Fort Walton Beach Woman’s Club • Franklin Templeton • Fund raising activities and events • GAC Contractors • Gatorland Family of Dealerships • GEICO • Georgia Pacific • Glades Electric Cooperative • Golf Tournament • Gulf Breeze Optimist Club • Gulf Power • Gulf Power Foundation • Hardee Education Foundation • Hatcher Publishing • Health First • Health Foundation of South Florida • Huma Foundation • IAP Worldwide Services • Impact 100 • Indian River Community Foundation • Innovations FCU • IRC Funders Forum CSAC Match Group • Jabil • Jackson County FFA • Jackson County Times • Jacksonville Regional STEM Hub • Jacobs Technology • Jake Owen Foundation • Jarrett Family Foundation • Jenkins Auto Group • Jerome A. Yavitz Charitable Foundation • John Padget • John’s Island Community Service • John’s Island Foundation • Joseph H. and Florence A. Roblee Foundation • JP Morgan Chase • JP Morgan Chase Foundation • Junior League • Kanes Furniture • Kindel Awards • Kirk Foundation • Kiwanis Clubs • Leo Goodwin Foundation • Lockheed Martin • Macy’s • Mainstreet Properties Services • Manatee Memorial Hospital • McDonald’s • Merritt Island Breakfast Rotary • MIDFLORIDA Credit Union • Mike Foxworthy Memorial Fund • Minnesota Twins • Monar Foundation • Mosaic • National Space Club Florida • Navy Federal Credit Union • Neilson • Northrop Grumman • Ocala Film Foundation • Ocala Storytelling Foundation • Ocean Bank • Okaloosa Gas • Okeechobee Battlefield Friends • Okeechobee Community Theatre • One South Bank • Oppenheimer Family Foundation • Original Impressions • Orlando Magic Youth Foundation • P.L. Dodge Foundation • Pacific National Bank • PanCare • Panhandle Educators FCU • PCS Phosphate White Springs • Peace River Citrus • Peacock Foundation • Perez Trading • Perry Ellis International • Pew Education Fund • Phoenix Family Health Care Center • Pineapple Housing • Pittsburgh Pirates • Polk State College • Port St. Lucie Businesswomen • Preble-Rish Consulting Engineers • Progressive Waste Services • PTO • Publix • Quantum Foundation • Raymond James • Ray’s Foundation • Reliant South Construction Group • Renovation Youth Leadership Program • Richard M Schulze Family Foundation • Robert Russell Memorial Foundation • Roberts and Roberts • Rockwell Collins • Ronald and Diana VanOveren’s Charitable Gift Fund • Rotary Clubs • Sam’s Club • Sapoznik Insurance • Sarasota Community Foundation • Sheriff Bobby Haddock • Signature Brands • Simpson Environmental • Southland Contracting • Southwest Florida Community Foundation • Spath Jewelers • Support Education Specialty License Plate • St. Joe Foundation • St. Johns County School District • State Farm Insurance • Sugar Mill Chorale • Sun Trust Foundation • Suncoast Credit Union • Tampa Bay Times • Target • TD Bank • TD Charitable Foundation • Teachers & School Employees Voluntary Payroll Deduction • TECO • The Boeing Company • The Boeing Corporation Foundation • The Chartrand Family Foundation • The Cynthia Edelman Family Foundation • The Delores Barr Weaver Family Fund • The Dubow Family Foundation • The Eye Center of North Florida • The Heritage Group/Morgan Stanley Wealth Management • The Jack Chester Foundation • The Kim and Michael Ward Family Foundation • The Miami Foundation • The Westerner • The William J. and Tina Rosenberg Foundation • Transamerica • Treasure Coast Education, Research and Development Authority • Trimix Foundation • Trudie Rainone • Trustmark Bank • Turning Point • United Space Alliance • United Way • US Sugar Corporation • Utility Structures • Vanguard Bank • Venues Charitable Foundation • Verizon • Viera Woman’s Club • Vintage Estate Homes • Wachovia Foundation • Walmart • Walpole Feed • Wells Fargo • Wesley Chapel Toyota/Honda • West Florida Electric • Wittner Company • Women’s Club • Workforce Development Board • Wuesthoff Health System • Wyatt Tanks • Zinn Automotive Group
Positive Impact on Schools, Teachers and Students!

Project Outcomes in Each Category

CAREER/TECHNICAL EDUCATION
- 68% of student participants completed and passed career/technical education certification
- 49% of student participants showed increased interest in career/technical education
- 30% of student participants made progress toward completing career/technical education certification

INCREASING GRADUATION RATES
- 98% of senior student participants graduated from high school
- 47% of student participants made progress toward graduating high school
- 46% of student participants showed increased interest in graduating from high school

LITERACY
- 74% of student participants showed increased interest in writing
- 67% of student participants improved in standardized reading skills test
- 61% of student participants showed increased interest in reading
- 38% of student participants improved in standardized writing skills test

LOW-PERFORMING STUDENTS
- 99% of student participants improved overall grade in school
- 73% of student participants showed increased interest in performing well in school
- 52% of student participants improved grade in specific subject area

STEM EDUCATION
- 75% of student participants showed increased interest in STEM education
- 56% of student participants showed increased interest in STEM career
- 36% of student participants improved grade in STEM subject area

TEACHING QUALITY
- 94% of participating teachers showed increased knowledge about teaching a specific subject area
- 83% of participating teachers showed improved attitude toward teaching
- 82% of participating teachers showed increased knowledge about teaching in general
- 40% of participating teachers showed changes in teaching method
Project Highlights

Polk County—
Polk Reads

The Polk Reads program placed tutors at low-performing elementary schools in Polk County (schools with grade of C, D or F) to provide one-on-one tutoring to K-3 students the school identifies as struggling readers. The tutors, in collaboration with the teachers, provide one-on-one tutoring to students for 30 minutes, three times a week. The goal is to increase student literacy skills and establish a more successful path for them to succeed and less of a chance for them to stay behind their peers and drop out of school. This program is free to schools and selected students and their families. Being at the schools during the school day also eliminates the transportation barrier that some families may have. Polk County is geographically very large and many students rely on bus transportation and would not be able to attend before or after school for similar services.

This year the tutors worked with 468 students and helped 325 (69%) reach program goals. The biggest gains this year was with second grade students (81%) and third grade students (93%) meeting program goals.

Principal’s testimony:

“The difference they [tutors] make by working one-on-one with students. Made a difference in student achievement. Their confidence grew, their abilities grew and they had their own “encourager.” Many of our students have a “belief gap” – they don’t believe they can be successful. The tutors we had proved them wrong. Improved their reading skills, improved their self-esteem. [Students] looked forward to the tutors working with them. They appreciate the tutors being so nice and working with them. Love it.”
Seminole County—Girls Discovering STEM Connections

Seminole County Public Schools, in collaboration with local STEM industries, implemented Girls Discovering STEM Connections, a series of career exploration camps, during the first semester of the 2015-2016 school year. The program responded to a need by school districts across the nation to engage female students in the career fields of Science, Technology, Engineering and Mathematics (STEM). Eighth grade female students from multiple middle schools were recruited to attend one of eight single day exploration camps that were conducted on Saturdays during the fall semester (August – December) to ensure students were provided an opportunity to engage in hands-on learning experiences and advance their knowledge of these career fields prior to course registration in January, 2016, for the following school year. The major outcome of the camps was to increase the number of females in career and technical education programs which are identified by the Florida Department of Education as nontraditional for their gender. 83% of participants showed an increased interest in career/technical education.

Project Highlights
Project Highlights

St. Johns County-
Carlisle IT and St. Johns Technical High School Manufacturing Internship and Career/Tech Programs

St. Johns Technical High School (SJTHS) continues to build business partnerships throughout the community to provide underserved and at risk high school students with industry relevant job skills for future employment. The Carlisle Interconnect Technologies (IT) Manufacturing Internship Program as well as SJTHS’s Career and Technical Ed programs, such as the Academy of Coastal and Water Resources, are giving students the valuable skills needed to pursue higher wage jobs thereby, helping these students break out of their lower socioeconomic status.

The Carlisle IT Internship is a platform to introduce high school students to the various aspects of manufacturing technologies and gives them hands-on, industry relevant experience. SJTHS students are also learning essential jobs skills in the water treatment and environmental sciences to pursue STEM careers through the Academy of Coastal and Water Resources. These comprehensive curriculums give students life skills and confidence to succeed in the workplace. The most significant outcome for our students is their employability and success in their prospective industry after graduation.

Lower performing students were given the opportunity to learn real life skills and have the ability to compete for higher wage/higher skilled jobs upon graduation.

Outcome Measure for the Carlisle Internship: 100% of the student interns had an increase in their GPA from last year to this school year. The student interns know if they start falling behind in school that they will need to remain back at school and not be able to work their internship at Carlisle. Student interns kept up their academics so that they were able to continue in their Carlisle Internship. Carlisle engaged 19 of their employees with the internship program this school year. The program is STEM based and helps advance student achievement in career/technical education.

Outcome Measures for the Academy of Coastal and Water Resources: 79% of the Academy students maintained or increased their GPAs from last year to this year. Lower performing students were exposed to many aspects of the water industry via guest speakers, field trips, internships, job shadowing, internships and apprenticeships provided by the Academy’s business partners.
Miami-Dade County—
SmartPath to College

The Education Fund’s SmartPath to College program aims to change the environment, curriculum and culture of eight high-need public high schools to feature a consistent emphasis on postsecondary opportunities as a way to ensure students enroll in college and have the requisite skills to persist and eventually earn a post-secondary degree.

SmartPath has successfully created a model focusing on high expectations, academic rigor and partnership-building within schools. SmartPath serves eight senior high schools, with a combined student population of 12,756. School teams are trained to effect change through: teacher training, team building, gap analysis, and asset building; direct college awareness and access activities for students; and outreach to parents focusing on financial aid options.

Outcomes for this year include: 100% of project participants reported learning something new about careers, setting goals, or college; and 89% of project participants showed increased interest in graduating high school.
Marion County-Kinder Tool Kits

Each year there are many Marion County kindergarten students who come to school lacking readiness skills and are starting school already behind their peers. For example, at seven our local elementary schools, the majority of the kindergarten students scored non-proficient on the statewide September AIMS Web Testing assessment. The goal of this grant was to help teachers more effectively partner with kindergarten parents to erase this deficit.

Each of the seven targeted elementary schools held a kindergarten parent night to teach the parents how to effectively engage with their children and help promote kindergarten skills at home. Each parent who attended received a Kinder Tool Kit filled with supplies to help promote learning at home. Parents who did not attend the training could meet with their child’s kindergarten teacher one-on-one for training and to receive the Tool Kit.

93% of project participants showed increased interest in performing well in school as assessed through Independent Reading Level Assessment Framework.
Collegium for the Advancement of Education is a program that shares Best Practices for excellence in teaching based on the integration of the Sterling and Glasser models of Quality Training. Teachers trained in this philosophy develop ways to examine data, set and monitor goals, and utilize quality tools in the classroom. The program provides strategies for increasing students achievement by helping students to evaluate and make responsible choices. Statistics have shown that teachers who invest in the training and adopt these methods in their classroom are able to provide higher quality education to their students. The goals of the program are improved communication, productivity, and effectiveness in teaching.

The program serves to provide teachers and administrators with the psychological background on how and why children behave the way they do. This course combines psychology, effective teaching, leadership skills, and intervention strategies to provide a long-term successful approach for classroom management and student achievement. More than thirty hours of intense training takes place from Monday through Saturday as two certified Sterling/Glasser consultants engage the participating educators using PowerPoint slides, “consensograms,” data walls, data graphs, questioning process, and affinity diagrams. Teachers who have participated in the program return to their schools equipped to train other teachers in these methods.

Measured outcomes included: 100% of project participants showed increased knowledge about teaching in general; 100% of project participants showed changes in behavior in their teaching method; and 93% of project participants showed improved attitude toward teaching.
School District Education Foundation
Matching Grant Program
Program Implementation Details

History

Local education foundations came into existence with the help of Florida Commissioner of Education Betty Castor who, in 1984, came forward with legislation allowing the establishment of one direct support, non-profit organization (DSO) to be aligned with each of Florida’s 67 county-wide public school districts. Governor Bob Martinez signed the bill into law (FSS 1001.453). Today there are 60 local education foundations served by the Consortium of Florida Education Foundations (CFEF), some structured as DSOs and others with more autonomous governance, but all dedicated to supporting students, teachers and schools in their local school district.

The CFEF advances student achievement in Florida through member local education foundations by increasing their capacity and resources in partnership with key stakeholders. The CFEF’s member foundations serve 99% of Florida’s 2.7 million K-12 student population and are led by 1,100 business and community board members who collectively raise $63 million annually for initiatives when school budgets fall short and tax dollars will not allow. The CFEF serves as the primary link between local education foundations and regional, statewide and national partners. The CFEF leverages those relationships and creates partnerships with businesses and foundations that impact students and strengthens cooperation between the private-sector and Florida’s public schools.

Background and Program Summary

The CFEF directly administers the School District Education Foundation Matching Grant Program (SDEFMG) on a yearly basis, from July 1 through June 30 of each grant cycle. The SDEFMG Program is designed to increase private-sector investment in Florida’s K-12 public education. After raising funds from business, individual, civic organization and foundation contributions, each local education foundation aligned with Florida’s 67 county-wide school districts is invited to access the matching funds annually through the CFEF for the following eligible programmatic areas: Literacy, Support for Low-Performing Students, STEM (Science, Technology, Engineering & Math) Education, Career/Technical Education, Increasing Graduation Rates and Teaching Quality. The CFEF acts as more than a fiscal agent for the program, providing full support through dedicated staff:

CFEF Associate Director of Programs:

- Oversees the implementation of the SDEFMG Program
- Provides support to local education foundations in meeting the eligibility requirements for participation
- Coordinates appropriate trainings to support the SDEFMG Program
- Maintains online grant portal
- Develops member resources, including best practices, how-to manuals and promotional materials highlighting projects for the SDEFMG
CFEF President:
- Ensures all state regulations related to the SDEFMG Program are met
- Works collaboratively with state education leaders to ensure that the program reflects the overall needs of Florida’s K-12 public school students and the programmatic priorities currently reflect the need
- Provides ongoing outreach and support for all school districts and foundations to ensure they are positioned to engage their local businesses and community members through their local education foundation to access the matching grant each year
- Provides on-site support to rural local education foundations to develop an eligible program that supports the needs of the local community

CFEF Administrative Assistant & Events Coordinator:
- Performs communications functions to members on key components of the SDEFMG Program
- Manages contact databases
- Prepares packets for meetings
- Proofreads and edits material for grammatical and factual accuracy

Program Proviso Language

99 SPECIAL CATEGORIES
GRANTS AND AIDS - SCHOOL DISTRICT MATCHING GRANTS PROGRAM
FROM GENERAL REVENUE FUND . . . . 4,500,000

Funds in Specific Appropriation 99 are provided as challenge grants to public school district education foundations for programs that serve low-performing students, technical career education, literacy initiatives, Science, Technology, Engineering, Math (STEM) Education initiatives, increased teacher quality and/or increased graduation rates. The amount of each grant shall be equal to the private contribution made to a qualifying public school district education foundation. In-kind contributions shall not be considered for matching purposes. Administrative costs for the program shall not exceed five percent.

Before any funds provided in Specific Appropriation 99 may be disbursed to any public school district education foundation, the public school district foundation must certify to the Commissioner of Education that the private cash has actually been received by the public school education foundation seeking matching funds. The Consortium of Florida Education Foundations shall be the fiscal agent for this program.

Program Implementation/ Scope of Work

The administration of the SDEFMG Program is an ongoing process that includes many steps and constant oversight. The following are the detailed steps of administering the grant to all local education foundations in Florida.

Determine Allocations for All 67 County-Wide School District Local Education Foundations
Once notified of appropriated amount, allocations per county is determined. Each district is eligible for a base amount of $10,000. The remaining funding is allocated based on a distribution formula using the most recent Full Time Equivalent (FTE) student count according to the Florida Department of Education. The $10,000 base plus the FTE percentage comprises the total allocation and is offered to the districts to match dollar-for-dollar with private-sector funding.
**Notify All Districts of the Opportunity to Participate**

In the spring, the CFEF communicates with all school districts regarding the opportunity to participate in the SDEFMG Program for the upcoming grant cycle. All local education foundations and, in the absence of a foundation, district superintendents are notified. The CFEF makes the notification in anticipation of funding to ensure that, if appropriated, counties that are interested in participating understand the necessary requirements and timeline to do so. All proposed projects must fall within one or more of the six state-assigned programmatic areas: Literacy, Support for Low-Performing Students, Increasing Graduation Rates, STEM, Career/Technical Education and Teacher Quality. Should they choose to apply for a grant, a representative of that foundation and/or district must participate in an online training.

If requested, the CFEF president will visit districts, making presentations on the program demonstrating how to start the process of accessing the grant. CFEF services also include consultation with local education foundation board and community members to assist in planning activities to allow all districts an opportunity to participate in the opportunity and technical support in establishing a 501(c)3 local education foundation for their school district as provided for by statute.

**Hold Online, Webinar-Based Training Sessions for Program Participants**

In the summer months, six training sessions are held that provide a broad program overview as well as a step-by-step description of how to apply, the program timeline, eligibility requirements, allowable and unallowable expenses, available resources, project examples, reporting requirements and more. Each participant is provided with a copy of the training materials and a handout containing allocations, program overview, timeline, guidelines, policies and procedures, requirement check-off form and application and final report templates.

All participants can view the recorded training session in the Members Area of our online Member Resource Library at www.cfef.net.

**Participating Foundations Submit Certification Forms Documenting the Dollar-for-Dollar Match**

If an education foundation or district chooses to participate in the program, they must submit a Certification of Cash Received form by the deadline stated in the program timeline. This is a form stating the private-sector funding has been secured to match the allocated state funding dollar-for-dollar for activities or programs to improve academic achievement of Literacy, Increasing Graduation Rates, Career/Technical Education, Support for Low-Performing Students, Science Technology Engineering and Math (STEM) Education, and Teaching Quality in public schools.

When submitting applications in the CFEF online grants management platform, participants provide a list of where the matching dollars originate to ensure that the funding does come from private-sector funders.

**Submit Online Grant Application**

All participants are required to submit their grant applications using the online grant system. Participants are provided a login and password (one per district) where they have the ability to complete their application and manage it on an on-going basis. The CFEF program coordinator monitors all website activity and handles the administrative back-end of the grant process by assigning administrative capabilities, inputting budget caps per district, reviewing any application amendments and reviewing evaluation plans of each project.

**CFEF First Quarter Deliverables Due**

The CFEF submits project deliverables each quarter as agreed upon in the Project Performance and Accountability section of the state grant application. First Quarter Deliverables are due September 30 of the grant year and include evidence of: updated grant management portal; program materials and requirements;
announcements of program availability; participant training; and Certification of Cash Received Forms received by all participating counties.

**Peer Review Process**
Once the application deadline passes, the program coordinator implements a peer review process of each application. Each application is reviewed by the program coordinator to ensure that it is complete and has a clear evaluation plan. Then it is sent out for review by a colleague from another education foundation in a different part of the state. Peers are allowed to review applications because this is a non-competitive grant process and all reviewers benefit from reading applications from other counties.

The review consists of questions that ensure that all applications adhere to the grant guidelines by having a clear explanation of their project plan, measurable need and evaluation plan as well as a clear timeline for implementation. Records are kept of each project review. If an application had any narrative feedback, the program coordinator forwards that information on to the applicant for their consideration. If any questions arise as to the eligibility of a project, the application will get a third review by the president of the CFEF to ensure that there is consensus on project eligibility for matching funds.

**Grant Application Review Questions:**
1. Is the need for this project clearly stated, relative and important?
2. Are the project goals and objectives clear and measurable?
3. Is the timeline for the completion of project activities reasonable?
4. If this is a reading program, is the training scientifically researched-based?
5. Is the evaluation plan articulated and reasonable for the project scope?
6. Are the descriptions of how outcomes will be measured reasonable and applicable to the project scope?
7. If the applicant has chosen to measure an outcome(s) not pre-listed in the application (if they chose “Other measure”), does it measure a change in behavior, knowledge, skill or attitude related to the specified project priority area(s)?
8. Is the budget reasonable for the scope of the project?
9. Does the budget contain ONLY allowable expenses? (Administrative expenses, capital improvements, support of interscholastic athletics, refreshments, decorative items, awards for outstanding service, and the entertainment of dignitaries are NOT allowed.)
10. Would you recommend this grant for funding? If not, please explain.

**Receive 60% of State Funding to Disburse to Participants**
In the first quarter, the CFEF receives 60% of the total appropriated amount from the state. The CFEF takes a 5% administration fee, and the remainder is disbursed to local education foundations for their projects.

**Second Round Allocations**
Each county-wide local education foundation receives an initial allocation for the SDEFG Program. Some counties will choose not to participate and some will not be able to raise the full match, allowing them to accept only a portion of their allocation. The funding that is not certified by the original deadline is rolled into a Second Round allocation to all foundations that participated in first round and indicated interest in any second round funds that may become available.

The Second Round allocations are based solely on a percentage of FTE. There is no base amount applied to the second round allocations. Each foundation must certify that they can match this second round amount in addition to their first round allocation. For example, if a county is allocated $12,000 in round one and offered $5,000 in second round, they must document that they can match the entire $17,000 with private funding.
With the addition of second round funding, applicants may amend their existing project budgets to reflect the additional funding and have their budgets reviewed by the CFEF, or they may apply for a new project and go through the full peer review process.

**CFEF Second Quarter Deliverables Due**
Second quarter deliverables are due December 30 of the grant year. Deliverables are specified in the Project Performance and Accountability form and include evidence of: peer review process; Second Round allocation process; professional development training to CFEF members; and CFEF audit process.

**Sub-Grantee Mid-Year Reports**
In January of each year, program participants are required to submit a Mid-Year Report to the CFEF through the online grants management platform. The Mid-Year Report asks for the amount that has been disbursed to date, the progress being made on the approved project and the plans for remaining disbursement. This information is used to generate an expenditure report that is submitted to the FDOE as part of the CFEF’s project deliverables. Each participating foundation/district must complete the report, and the CFEF’s Shared Revenue Policy states that they must complete the form by the deadline or forego participation in the next grant cycle.

**CFEF Overall Mid-Year Report**
The CFEF compiles the information from participants’ Mid-Year Reports and sends an overall report to the Florida Department of Education as part of the project deliverables. The report includes photos, press releases and testimonials as part of the program impact. Since the projects are generally not completed until June, the information will provide a snapshot of project implementation and the progress made to date.

**Receive 40% of State Funding to Disburse to Participants**
The CFEF receives the remaining 40% of state appropriated funding in the third quarter (typically in January) and, after taking the 5% administration fee, the CFEF disburses the remaining funds to all participating foundations in the amounts of the remaining allocations (minus first disbursements). At this point, all funds will have been disbursed.

**CFEF Third Quarter Deliverables Due**
Third quarter deliverables are due March 30 of the grant year. Deliverables are specified in the Project Performance and Accountability form and include evidence of: mid-year reporting process; and professional development opportunities to CFEF members.

**Annual Meeting Information**
At the CFEF’s Annual Membership Meeting held in June, a portion of the meeting is reserved for an overview of the SDEFMG: program highlights from the current year; discussion on best practices for the upcoming year; resources available and forms pertaining to the upcoming grant year; and presentation from members on successful projects. A portion of these activities relate to the next grant cycle in order to prepare participants should the funding be available for the next grant year. The CFEF conducts these on-going activities in anticipation of funding to ensure that all participants are aware of program requirements.

**Collect Sub-Grantee Final Project Reports**
In May of each year, program participants may begin to enter their Final Reports in the online grant portal, one report per funded project. If a member foundation has one funded project they complete one Final Report, if they have four projects, they complete four Final Reports. All project reports are reviewed by the CFEF program coordinator for completeness, content and adherence to fiscal requirements. The CFEF performs a financial spot-check of one-third of funded projects, requiring these participants to submit expenditure receipts to correspond with their stated final expenditure report. All Final Reports for funded projects are due June 30 of each year.
Compile Overall Program Report
Once all sub-grantee final project reports have been collected, they are compiled into an overall program report that is submitted to the Florida Department of Education as proof of performance through the year. The overall program report will include detailed information on each funded project along with statewide highlights.

CFEF Fourth Quarter Deliverables Due
Fourth quarter deliverables are due June 30 of the grant year as specified in the Project Performance and Accountability form and include evidence of: final reporting process; and professional development opportunities to CFEF members.

Development and Maintenance of Online Grant Portal
Throughout the grant cycle there are many steps that need to be completed on the administrative side of the online web portal to ensure that content stays current and reflects the priorities set forth in the proviso language. Parameters need to be manually set to ensure that all projects have budget limits and that access to modifying applications is monitored. The CFEF is alerted to all project updates through email notifications from the online system. Maintenance of the online grant portal is an on-going process throughout the year.
Some outcomes reported may not reflect actual individual classroom project achievements. Outcomes in this report are aggregated by district project where highly varied metrics may be used at the classroom level and therefore, difficult or impossible to combine in a meaningful statistic.
Project Title: Catalyst for Change

Foundation: The Education Foundation of Alachua County

Project Abstract:
The Education Foundation of Alachua County funded 20 projects collectively known as Catalyst for Change Grants. These grants were given to teachers and administrators whose grants demonstrated innovation and attempted to affect changes in the areas of: Literacy, Low-Performing Students, STEM Education, Career/Technical Education and Teaching Quality. Over 5,255 students were impacted through these projects. One notable project included "Gateway to Advanced Placement Success" which provided funding for college and university tours for struggling middle-school students.

Approximately 45% of these students were on Free or Reduced lunch and would not have the means to visit a college campus. Allowing them to visit college campuses at a young age helped them to set their sights on college as they head into high school. After visiting University of North Florida and University of Central Florida, 93% of the 98 participating students increased their interest in and awareness of performing well in school.

Project Summary:
Catalyst for Change is a competitive grant program which awards $2,000- $5,000 to teachers and administrators whose projects demonstrate innovation and attempt to affect change in the areas of: Literacy, Low-Performing Students, STEM Education, Career/Technical Education and Teaching Quality. Our application process was open from August 17, 2015-October 5, 2015. We held a grant training on September 4, 2015, to provide applicants with additional clarification concerning the application. Completed applications were due on October 5, 2015. We received 20 applications and our Catalyst for Change Grant Committee scored each application and voted to fund 12 of the 20 applications. A second application process was opened in November and ultimately we awarded 8 more grants for a total of 20 projects.

Notable projects include:
Busch Gardens Physics Day - 31 8th grade students from Hawthorne Middle/High School went to Busch Gardens to participate in Physics Day, where Busch Gardens provided interactive physics stations around the entire park. Students were able to ride the rollercoasters with accelerometers and other hand-held tools to rate G-forces and experience physics firsthand. All 31 students increased their grade in science after this project and 17 of them now show an increased interest in pursuing a STEM career!

Gateway to Advanced Placement Success (GAPS) - provided funding for college and university tours for students enrolled in the GAPS program at Westwood Middle School. GAPS is a program dedicated to helping students achieve their goals of going to college. Students considered for GAPS are bright students who might be considered under-achieving, underserved in the college system and/or first-generation college students. Approximately 45% of these students are on Free or Reduced lunch and would not have the means to visit a college campus. Allowing them to visit college campuses at a young age helps them to set their sights on college as they head into high school. After visiting University of North Florida and University of Central Florida, 93% of the 98 participating students increased their interest in and awareness of performing well in school.

ElevateEd – ElevatEd was a teacher conference organized by the Alachua County Public Schools Professional Development office. The goal of the event was to inspire and empower teachers to grow, collaborate with their colleagues, and to lead efforts to not only strengthen their own practice, but also lead efforts to transform the teaching profession. Teachers spent the morning in a large-group session and then attended smaller breakout sessions in the afternoon. Of the 64 teachers who attended, 58, or 90%, confirmed that the conference helped to improve their overall attitude toward teaching.

Outcomes:
Career/Technical Education

56% of project participants showed increased interest in career/technical education
Literacy
78% of project participants showed increased interest in reading
68% of project participants showed increased interest in writing
35% of project participants improved in a standardized reading skills test(s)
28% of project participants improved in a standardized writing skills test(s)

Low-Performing Students
16% of project participants improved their overall grade(s) in school

STEM Education
29% of project participants showed increased interest in STEM education
9% of project participants showed increased interest in pursuing STEM career

Teaching Quality
54% of project participants showed increased knowledge about teaching in specific subject area
47% of project participants showed improved attitude toward teaching
30% of project participants showed increased knowledge about teaching in general

How Outcomes were Measured:
Standardized test scores, pre-and post-tests, and student surveys were used to assess student outcomes and teacher observation and surveys were used for teaching quality outcomes.

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Project Title: Destination Graduation

Foundation: Baker County Education Foundation

Project Abstract:
The Destination Graduation project goal will increase the high school graduation rate and promotion to the next grade level with a focus on students who are low performing academically. Students who are behind in their school grade levels are identified and grouped in classrooms with various grade levels. Reading is a vital piece to this project, as students must be able to work independently and progress at their own pace. Students work independently with a focus on credits that the student has previously failed. This encourages and motivates students. This program provides hope for students who may otherwise drop out of school. The Plato Courseware Program assists students in preparing for assessments, (, EOC's, FSA, GED, etc.) required for graduation. It offers options through after-school and summer school programs for students who are deficient in credits. There are two significant measurable outcomes. There is an increase in the number of low-performing students earning high school credits. During the 2014-15 school year 190 credits were earned, while during the 2015-16 school year, 292 credits were earned. Also, the graduation rate for the high school increased from 75.2 % to 81.8%. This is an increase of 6.6% in a one-year period.

Project Summary:
There are four different programs at the high school level that utilize the Plato Courseware Program. They are: Opportunity School, Alternative School, Summer School and After-School Credit Recovery. These programs have experienced significant success with potential dropout students, as well as students behind academically. These students have earned high school credits needed for graduation.

Outcomes:

Increasing Graduation Rates
82% of project participants made progress toward graduating high school
82% of project participants showed increased interest in graduating high school

Literacy
14% of project participants showed increased interest in reading

Low-Performing Students
82% of project participants improved their grade in specific subject area (Language Arts, Math, Science, Social Studies)

How Outcomes were Measured:
Outcomes were measured via test scores, promotion to next grade level, credits attempted, credits earned, and numbers of seniors graduating.

Grades Address: 9-12

Private-Sector Investment: $6,300.00

Low-Performing Students: 277

State Matching Amount: $6,300.00

Total Students Impacted: 277

Total Project Investment: $12,600.00
Project Title: Education Enhancement Grants

Foundation: Baker County Education Foundation

Project Abstract:

There are a variety of significant measurable outcomes with the varied mini-grants offered to the different classroom settings throughout the district. Some examples are: Two autistic students in a classroom had amazing growth with vocabulary and words they used in communicating with others through the use of iPads; iPads encouraged, promoted, and increased participation in learning English/Language Arts Florida Standards through the use of apps such as, Storia, Splash Math, ABC Mouse, and Spelling Monster. In one specific classroom 88% of the students were performing below the proficiency rate on the Discovery Education Assessment (DEA) in reading, but now only 27% are performing below the proficiency rate. Students’ scoring 75% - 100% on the DEA literature proficiency rates increased from 17.6% to 55.6%. Interest to participate and learn among lower achieving students increased significantly. Grades improved in spelling and vocabulary with the use of iPADS. Student classroom behavior improved with increased interest and participation in classroom lessons.

Project Summary:

This project offered a variety of mini-grants in school-wide settings, as well as to classrooms in all grade levels. The variety of grants offered helped to spark the interests of a diverse population of students. These grants help to expand the opportunities of learning and provide a "hands on" approach to the learning environment. The grants provide students with tactile, visual, and auditory experiences so that they become proficient learners. They spark student interest and help them to gain enthusiasm for learning. The grants also afford many more opportunities for students to learn through technology. These grants are the "icing on the cake" for our students!

Outcomes:

Literacy
7% of project participants showed increased interest in reading
37% of project participants improved in a standardized reading skills test(s)
3% of project participants showed increased interest in writing
1% of project participants improved in a standardized writing skills test(s)
38 percentage point improvement in DEA literature proficiency scores of 75-100%
61 percentage point drop in students performing below proficiency rate on DEA in reading

Low-Performing Students
38% of project participants showed increased interest in performing well in school
38% of project participants improved their grade in specific subject area
28% of project participants improved their overall grade(s) in school

STEM Education
78% of project participants showed increased interest in pursuing STEM career
48% of project participants showed increased interest in STEM education
5% of project participants improved their grade in STEM subject area

How Outcomes were Measured:

Outcomes were measured through reading assessments; pre- and post-project surveys; Discovery Education Assessment (DEA) conducted in the fall and then the spring; FAIR reading passages; Newsela practice; classroom assessments; Moby Max Data; STAR Reading Test; Accelerated Reader (AR) Book Quiz; Study Island, and increase in number of AR quizzes taken at beginning of school compared with number taken at end of year.

Grades Address: K-12  Private-Sector Investment: $9,507.95
Low-Performing Students: 672  State Matching Amount: $9,468.93
Total Students Impacted: 4,291  Total Project Investment: $18,976.88
**Project Title:** Catch 'Em and Keep 'Em  
**Foundation:** Bay Education Foundation

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**Project Abstract:**

Project Big Fish: Catch 'Em and Keep 'Em is designed to promote teacher quality in Bay District Schools. The program is comprised of two parts. The first part is a tuition assistance program to encourage educators to upgrade their skills. The second part is a program to recognize and celebrate educator excellence at the school and district level. The Bay Education Foundation, Inc., is proud to assist the district, state, and nation in efforts to recruit, recognize, and retain excellent educators.

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**Project Summary:**

The Bay Education Foundation assists Bay District Schools and the state of Florida by supporting efforts to recruit, recognize, and retain excellent teachers. It is no secret that teachers are being asked to improve their practice in an environment that is ever-changing and, recently, often hostile. Our work to recruit, retain, and recognize teachers consists of two programs: Lifelong Learning Scholarships and Employee Recognition.

Lifelong Learning Scholarships are small scholarships ($200–$600) designed to assist educators who are seeking to upgrade their skills. All local public school educators are eligible to apply for assistance two times per year to attend Gulf Coast State College, Florida State University-Panama City, or BEACON Learning Center. Successful applicants submit essays indicating how their educational plans provide value to district students through either additional certifications/endorsements or through enhanced skills for their current teaching assignments. Applicants are selected by the standing Scholarship Committee of the Bay Education Foundation and receive tuition assistance for one course. All scholarship recipients are required to submit grades at the end of the term.

Employee of the Year: The Bay Education Foundation partners with the school district and other community groups to sponsor recognition events to celebrate the work of our outstanding local educators. Our biggest event is Teacher of the Year, which is a massive community event recognizing one teacher from every center and school in the district. Each school representative submits an application for District Teacher of the Year, applications are reviewed by a panel of distinguished educators and community leaders, and finalists are selected. The five finalists are evaluated at work in their classrooms. All Teachers of the Year are feted at an community event sponsored by businesses and attended by community dignitaries, and the Bay District Teacher of the Year is announced.

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**Outcomes:**

**Teaching Quality**  
35% of project participants showed improved attitude toward teaching

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**How Outcomes were Measured:**

Outcomes were measured through an improved attitude—survey.

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Project Title: Classroom Grants
Foundation: Bay Education Foundation

Project Abstract:

In its 27th year, the Bay Education Foundation’s Classroom Grants program has expanded from $5,000 to $80,000, thanks to the School District Education Foundation Matching Grant program. For 2015-16, an opportunity to receive $36,000+ in matching funds generated private funding in excess of $44,000. While 25,629 students were impacted, either as direct participants in the projects or audience members/viewers, 4,527 were evaluated directly using standardized tests or teacher-made instruments to determine if the learning goals were achieved. Seventy-five percent of the students in the targeted groups met the learning targets set by the project directors/teachers. An added benefit of the grant program is that many of the project materials and equipment can be used in subsequent years, multiplying the impact. Writing and implementing grants is a proven way for educators to engage in research and development for the most effective and engaging strategies to promote student achievement, and the SDEFMG program is essential to help our students learn more and achieve higher standards.

Project Summary:

The Classroom Grants program is comprised of five different categories: Excellence in Education grants, STEM grants, Arts Alive grants, Literacy Through the Visual Arts grants, and CEC Exceptional Student Education grants. All employees in Bay District Schools are eligible to apply for grants, which must be used to provide learning experiences for students and must address the priorities of STEM, literacy, graduation rates, or career/technical education. Employees submit applications in the fall which are scored by a panel of Bay Education Foundation board members using a rubric. We use blind scoring so that the projects are judged exclusively on merit. The highest scoring grants are funded, and implementation begins in late October. Project directors are required to submit evaluations by the end of school each year, and results are aggregated and reported as required.

A total of 133 grants served 25,629 students (including 9,541 low-performing students) in almost every public school in Bay County. Of the 4,527 students who were directly evaluated by tests, observations, questionnaires, etc., 75 percent (3,399) met the learning goals established in the individual project in which they participated.

Outcomes:

Career/Technical Education
- 98% of project participants showed increased interest in career/technical education
- 98% of project participants made progress toward completing career/technical education certification

Increasing Graduation Rates
- 59% of project participants made progress toward graduating high school

Literacy
- 49% of project participants showed increased interest in writing
- 43% of project participants improved in a standardized reading skills test(s)

STEM Education
- 75% of project participants improved their grade in STEM subject area

How Outcomes were Measured:

Each of the six grants in CTE prority area used either teacher observation, pre-post tests, or adjudication to measure student learning. Twenty-three grants addressed increasing graduation rates by providing direct support to student success attributes such as improving attendance, behavior, and grades or by providing proven activities to engage students in the life of the school. Evaluation methods included teacher observation, data collection (# students with improved discipline or attendance), and standardized testing (MAPS). Outcome in reading were measured, for the most part, using standardized tests, most often MAPS which measures progress three times a year. Writing outcomes were measured in a
variety of ways, including the district writing assessment, rubrics. pre-post tests, and project/performances. There were 52 grants in the literacy priority area.

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Project Title: Bradford Matching Grant Program

Foundation: Bradford County Education Foundation

Project Abstract:
The Bradford County Education Foundation utilized matching grant funds to address two main areas. The first area of expenditures were the school wide grant project in either Literacy or STEM. The second area of expenditure was for the students to have a gift certificate for the Scholastic Book Fair. Neither of these activities would have been possible without the funding provided through the Matching Grant program.

Project Summary:
Both projects were quite successful. Approximately $10,000 was spent on the Scholastic Book Fair project in which each student in the elementary grades was provided with a $6.00 gift certificate to be used for books. Each school in the district was allotted an amount of money based on the enrollment at that school. Schools selected either a Literacy or a STEM project to conduct at their school. Receipt of the additional funds was greatly appreciated by the schools in the county.

Outcomes:

**Literacy**
96% of project participants showed increased interest in reading

**STEM Education**
67% of project participants improved their grade in STEM subject area

How Outcomes were Measured:
Literacy results were measured with teacher surveys at each school and summarized by the school book fair contact. The final results were transmitted to the BCEF contact. STEM outcomes were measured with student grades from participating students.

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Project Title: Bright Ideas Classroom grants  
Foundation: Brevard Schools Foundation

Project Abstract:
"I believe that every teacher should take advantage of your wonderful grant program. It has changed the lives of our students and is helping them become successful students!" - Karen Rush, Teacher, Cambridge Elementary

Ms. Rush’s comment is one example of how Brevard Schools Foundation Bright Ideas Classroom Grants provided a meaningful opportunity for a teacher or team of teachers to improve the quality of their teaching by developing and implementing creative and innovative projects that engaged students in learning. With a focus on improving teaching quality, the Classroom Grants asked teachers to demonstrate how the project improved their instructional practice to increase student achievement. Remarkably, 73% of participating teachers improved their practice, while 100% met their project goals. In addition, 62% used the grant to help meet Professional Growth Plan goals. Success was met by teachers across all academic disciplines, as teachers planned their own progress and reflected on the impact of instructional practice on student achievement. "I feel that I have grown professionally from this experience...I would really like to thank Brevard Schools Foundation and all the people that donate for making this such an amazing experience for me and my students." - Jennifer Bergendahl, Teacher, Sabal Elementary

Project Summary:
Bright Ideas Classroom grants provide the means for teachers to undertake special projects in the classrooms. Grant funds directly enhance education by improving teaching quality, which results in increased student engagement and achievement. The application and grant process were recently revised by a cadre of current and past district Teachers of the Year, as well as the school district’s director of educational leadership and professional development. The goal of the revisions was to support the recent conclusions of the Gates report that the Florida Standards, teacher evaluation and professional development are misaligned. All three of these components are addressed by the Bright Ideas program. A training workshop on the new grant application was held in August and included presentations by two of the Teachers of the Year who helped with the revisions and Foundation staff. Participants learned how they can use the Bright Ideas Mini-Grants Program to meet their Professional Growth Plan goals by 1) attending the grant workshop, 2) applying for the grant, 3) winning the grant, and 4) presenting the grant to faculty with the principal’s sign off. Embedded within the application itself are the steps for creating lesson plans using the Understanding By Design framework so teachers think about beginning with the end in mind. A new application question asks the teacher to list the Instructional Personnel Performance Appraisal System Dimension and Element to show how the project is going to improve instructional practice. Our objectives with the program changes are to improve instructional practice, increase student achievement, and help support the classrooms with additional dollars.

Requests for applications are issued for both the first and second semesters, giving teachers the opportunity to apply for newly identified needs and opportunities. The amount requested may not exceed $500 for a classroom grant, or $1,500 for a grade level or school-wide grant. Once received, applications are judged and scored three times by fellow teachers, retired teachers, and or/ subject matter/industry specialists. Projects are expected to demonstrate creativity and innovation, impact on student achievement, evaluation process, organization and improved instructional practice. Teacher collaboration is also encouraged and rewarded with bonus points. Once scored, applications are approved by the Foundation board and funded from highest to lowest score until the funding is exhausted. School Board Members and the Superintendent are invited to present checks to the winning applicants at their schools. During the grant period, site visits are made to select classrooms. If private sponsors funded a grant, the sponsor is invited to visit the project in action. All projects are completed and evaluations turned in before the end of the school year.

To help meet local priorities, applicants are encouraged to include colleague collaboration, business partner and/or parent involvement in the project implementation. Almost all evaluations reflected such involvement. One participant, a former district Teacher of the Year who described her Instructional Design and Lesson Planning as Distinguished, had this to say: "Colleague collaboration was the area I feel benefitted the most. Not only was my team of teachers supportive of the project but other grade level teachers wanted to become involved in the project and participated in a variety of ways." - Kim Botelho, Teacher, Sunrise Elementary

Another participant, William Yoh, Music Teacher at Stevenson Elementary, described how his music composition project moved his practice from Proficient to Distinguished and changed him:
"Before the grant, I was beginning the experimentation with the school-wide initiative of Literacy Design Collaborative (LDC) and the development of targeted modules. This went hand-in-hand with the county’s initiatives utilizing the UbD methodology of module/unit design to deliver quality instruction incorporating the standards. Because of the grant, I was able to experiment with these new initiatives and develop/target/design specific activities that would provide a logical sequence to instruction and meet the needs of the project guidelines, the evaluation process, and needs of the child. After the grant, I found that the module that was designed to implement this funded project may be submitted for jury at the national level of LDC. In general, the grant provided my students an opportunity to utilize a variety of new auxiliary percussion and tap into their creative side through writing song lyrics, developing ostinato, and performing their creations. By taking these actions, the students of the 5th grade class experienced a unique learning experience which took them to the highest levels of Bloom's Digital Taxonomy."

These two teacher comments, along with many others, validated the efficacy of changing the focus of our grant application to its new format focused on improving teaching quality.

**Outcomes:**

**Teaching Quality**
100% of project participants showed increased knowledge about teaching in general
73% of project participants showed changes in behavior in their teaching method

**How Outcomes were Measured:**

Teacher surveys and information included in the project final reports were used to collect data. As of this year the application was revised, additional review enabled us to capture the standards addressed, and the Instructional Personnel Performance Appraisal System (IPPAS) Dimensions and Elements, in order to look for commonalities, as well as unintended consequences. Each teacher outlined an evaluation/assessment plan specific to their project and reported results at the end of the school year. Outcome measurements included pre- and post-testing, comparisons of achievement levels and gains on tests, individually designed rubrics, project presentations or other means that demonstrated the success of the project against the stated goals. Final reports included a record of the expenditures with documentation that the funds were used for the purpose stated in the application. Technical items and equipment valued at $500 or above are tracked using tracking form and are the property of the school of the teacher. Unused funds were returned to the Foundation.

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Project Title: Space Week

Foundation: Brevard Schools Foundation

Project Abstract:

Brevard Public Schools held Space Week from December 1, 2015 – January 8, 2016 for nearly 5,000 sixth grade students to study science, space and space exploration, culminating with a study trip to the Kennedy Space Center for experiential learning experiences. Students participated in a truss design and building challenge, toured the Visitor Center exhibits, including Space Shuttle Atlantis, saw demonstrations on the work which takes place and KSC, explored the Apollo Saturn V Rocket Center. and ended their day with a question/answer session with an astronaut. Teachers used lesson plans to prepare students for the trip which included reading, social studies and geography. Jim Kennedy, former Director of KSC, visited each of the sixty-four participating schools and gave a one-and-a-half hour presentation. The goal of Mr. Kennedy’s presentation was to inspire the next generation of explorers through stories that teach leadership and character skills as they relate to astronauts, space exploration and the people involved in it.

Project Summary:

The Space Week program focused on all sixth grade students and especially low-performing students. Teachers worked with the NASA education department to develop a comprehensive course curriculum which addressed the Florida Standards for sixth grade. Each year, based on feedback and results of student pre- and post-tests, improvements/additions are made to the course curriculum in order to improve its effectiveness.

All teachers access online Educator Activity Guides so they can perform pre- and post-trip lessons and activities in preparation for the study trip. They began implementing the pre-test and the classroom instruction in the Space Week curriculum in early September. A “Space Week Explorer’s Logbook” was provided by Kennedy Space Center to each student where they recorded their observations, learnings, reflections, etc. on the day of their trip and during follow-up activities back in the classroom. This year, students participated in the Astronaut Encounter, Shuttle Launch Experience, Engineering Design Challenge - building a truss prototype, Space Shuttle Atlantis exhibit and the Apollo Saturn V Rocket Center. Participant surveys and academic data were collected and analyzed to measure gains in student achievement and make program improvements. For the second year, Jim Kennedy, former Director of KSC, presented to sixth graders at each of the sixty-four participating schools. The goal of Mr. Kennedy’s one-and-a-half hour presentation was to inspire the next generation of explorers through stories that teach leadership and character skills as they relate to astronauts, space exploration and the people involved in it. Curricular connections to STEM and important grade sixth science concepts support students as they begin to consider their future careers and recognize characteristics, habits, and skills that will help them succeed in life.

A study released by the National Center for STEM Elementary Education at St. Catherin University in St. Paul, Minnesota, noted that increasingly, business leaders, educators, industry experts, and others are rallying around the importance of science, technology, engineering, and mathematics (STEM) in education. This is a key issue for K-12 education and it’s a requirement to create the kind of workforce our country needs. The U.S. has clearly focused on this as a major education initiative and a business imperative. If the United States is to maintain its economic power, then we will need a STEM-educated workforce that can meet the demands of business in an increasingly complex and technology-driven economy. Children at birth are natural scientists, engineers, and problem-solvers. They consider the world around them and try to make sense of it the best way they know how: touching, tasting, building, dismantling, creating, discovering, and exploring. For kids, this isn’t education. It’s fun! Yet, research documents that by the time students reach fourth grade, a third of boys and girls have lost an interest in science. By eighth grade, almost 50 percent have lost interest or deemed it irrelevant to their education or future plans. At this point in the K–12 system, the STEM pipeline has narrowed to half. That means millions of students have tuned out or lack the confidence to believe they can do science.

Brevard Space Week is our solution to help spark student interest in STEM education and has also proven to motivate our school administrators and teachers to increase the quality of teaching math and science as well as stimulating student interest. By exposing all sixth grade students to the Kennedy Space Center (KSC) they can begin, in middle school, to take the classes necessary to prepare them to pursue STEM degrees and to become our future engineers and space explorers. These are just a few excerpts from Thank You letters received from students:
"I really enjoyed the NASA experiment. One of my favorite things that we did was the Shuttle Launch Experience. I liked it because we got to see what it is like going in space."
"I learned when you build a truss you will need lots of supports to make sure it does not break."
"My favorite part was building the trusses because we got to work as a team to build trusses that can hold up to 12 pounds and we were going against other teams."
Below are some student comments from questions asked on the post-test.
"When I grow up I want to be a chemist. When I looked that up it was talking about how NASA needs chemists every day."
"I have looked up careers in space science. In college I would like to study astronomy."
And a teacher comment:
I would like to thank you for the awesome job that you did with Space Week. Our students had a great time and the classroom lessons were equally as successful. Changing the schedule so that students got to revisit the past at the Apollo Saturn V Rocket Center while comparing it to the recent past, Shuttle Program, and the future, Mars Exploration, helped students see the big picture of STEM and space exploration. Thanks, again!

--- Teacher, Palm Bay Elementary School

**Outcomes:**

**Low-Performing Students**
12% of project participants improved their grade in specific subject area

**STEM Education**
15% of student participants showed increase in learning about Space Week curriculum

**How Outcomes were Measured:**
Students take a pre-test before the Space Week curriculum begins in order to establish a baseline of performance. After the curriculum is completed, students have been to the Space Center, and at-home activities are completed, students are given a post-test. Scores from the pre- and post-tests are compared to determine increase in knowledge of subject matter. For low-performing students data is disaggregated according to the fifth grade FCAT test scores. Questions also measure changes in student interests relating to STEM topics.

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Project Title: Supply Zone for Teachers

Foundation: Brevard Schools Foundation

Project Abstract:

The Supply Zone for Teachers, a service of Brevard Schools Foundation, functions as a free store meeting the educational and creative needs of children in Brevard Public Schools by providing free school supplies to teachers at 18 of the highest-poverty schools. The Supply Zone empowers teachers by ensuring that all children have equal access to necessary schools supplies, regardless of background. Students no longer have to feel disconnected, embarrassed or unprepared when they come to school without supplies; the tools they need to succeed are ready and waiting for them in the classroom. Eligible teachers were invited to shop at the store twice each semester. Twice during the year, liaisons for students in transition were invited to a special event to receive supplies, clothing and hygiene items for students.

In addition to serving teachers, the Supply Zone serves students directly, once a year, with a Back to School Backpack/Supply giveaway event, where students receive a backpack and basic school supplies to help them start the school year prepared and ready to learn. The Supply Zone reached a milestone this year when it was accepted into the Kids in Need Foundation national network of teacher resource stores.

Project Summary:

The Supply Zone for Teachers served the educational and creative needs of children in Brevard Public Schools by providing free school supplies to teachers at high-poverty schools. The free store also served as a central location for businesses, community organizations and individuals to donate new or gently used supplies for use in the classrooms. Funding from the matching grant helped support the operation of the Supply Zone, including program salaries, and supplemental classroom supplies. During the 2015-2016 school year, the Supply Zone had more than 1000 teacher visits reaching nearly 14,000 students. On average, teachers received $450 worth of supplies and books at each visit totaling more than $480,088 of product distributed during the 2015-16 school year, nearly doubling what we distributed last year. We aim to grow these numbers again in the coming year.

The Supply Zone gained a very important strategic alliance in January, 2016 when it was accepted as a Junior Affiliate of the Kids in Need Foundation (KINF). Since January, the Supply Zone has received tens of thousands of dollars in additional supplies and classroom materials. This new partnership will help the Supply Zone increase its capacity to serve more teachers in the next and following school years.

During the school year, the Supply Zone was open twice weekly for teacher shopping. Eighteen schools were eligible to shop, with an opportunity for any teacher - regardless of eligibility - to earn a shop through volunteerism. One full-time store manager, one part-time warehouse worker along with one full-time Americorp VISTA volunteer, and unpaid volunteers staffed the store. They solicited and managed donations and fundraising, maintained inventory, conducted community outreach, and performed all the tasks required of a for-profit store. When donations of actual school supplies fell short of the need, supplies were purchased from one of several low cost sources. The Supply Zone maintained a stock of basic school supplies, as well as a library of books that has proven extremely popular. As donations grow, so will the capacity of the Supply Zone to add more schools to the eligible list.

To help increase donations, the Supply Zone enlisted a generous donor to host, at her home, an annual fundraising event. The Sunset Moonlight and Music gala netted more than $40,000. The ability to match donations through the Consortium's matching grant has proven an exceptional incentive for donor involvement.

During the summer, the Supply Zone closes for inventory and hosts an annual back to school giveaway event for income eligible children who qualify based on free/reduced lunch. Staff works to facilitate school supply drives throughout our 72 mile long county, order additional supplies, organize pack and sort days for volunteers, register 2,000+ students to receive the supplies, and plan and execute the event. The Supply Zone is housed in facilities donated by the school district on the campus of Clearlake Education Center and the giveaway event takes place in the gymnasium. The former school building is conveniently located in the central part of the county, and is on a bus route, so access is easy. Corporate sponsors buy a table, often staffing with their employees as volunteers. Brown bag lunches are provided to the participating families, in
addition to the school supplies they receive. Like the store, the numbers served at the giveaway event are limited only by funding, as the needy students far outnumber the funds available to serve them.

In order to meet the special needs of our students in transition (homeless students) the Supply Zone held two "Shop From the Heart" events where the homeless liaisons from all Brevard public schools were invited to shop at the store. As part of that special outreach, the store made available clothing and personal hygiene items for the students. Agencies who provide social services were on site to provide additional information for the liaisons to address the students' needs. These events will continue to be a part of the services provided at the store and bring additional awareness to student needs.

Outcomes:

Teaching Quality
99% of project participants showed improved attitude toward teaching

How Outcomes were Measured:

The priority focus area addressed by the Supply Zone for Teachers project is improving teaching quality. Brevard Schools Foundation reported on the number of teachers visiting the store as an indicator of teacher satisfaction, the value of shopping trips as a measure of benefit received, and overall inventory value as a measure of community support. In addition, teachers are asked to completed a short survey after shopping at the store, including:

1. Given the opportunity, would you shop at the Supply Zone again?
2. Do you believe that when students have adequate supplies, their academic performance improves?
3. Does having enough supplies allow you to spend more time teaching?
4. Will having readily available supplies help you do a better job in the classroom?
5. Do you think having readily available supplies will have a positive impact on classroom projects?

Grades Address: K-12

Low-Performing Students: NA

Total Students Impacted: 16,176

Private-Sector Investment: $54,777.18

State Matching Amount: $50,437.5

Total Project Investment: $105,214.68
**Project Title:** Innovative Teaching Programs

**Foundation:** Broward Education Foundation

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**Project Abstract:**

The primary goal of Broward Education Foundation’s Innovative Teaching Programs is to give teachers the opportunity to implement innovative programs that enhance the educational experience of students and promote student achievement. The Innovative Teaching Programs connect outstanding teachers, improve classroom instruction, keep good teachers teaching and provide lasting effects.

**Goal:** To increase student outcomes in Language Arts and STEM Projects

**Objectives:**
- Improve 310 teachers’ satisfaction by providing vital resources
- Give 500 teachers the opportunity to be make creative decisions regarding effective curriculum
- Give 15-20 teachers the opportunity to show Broward Education Foundation Board members and staff their award winning ideas in action through school site visits

Prior results indicate 99% of the teachers who participated in the Innovative Teaching Programs said grants improved their ability to teach effectively. Innovative Teaching Programs not only promote the development of innovative classroom programs but encourage collaboration with fellow professionals. Using data from pre- and post- tests and/or students’ grades, Innovative Teaching Programs results include: 97% of students improved their academic success; 90% of the students’ improved their scores/grades in vital curriculum areas; 90% of teachers were able to use the Marzano strategies.

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**Project Summary:**

Using data from pre- and post- tests and/or students’ grades, Innovative Teaching Programs results include: 97% of students improved their academic success; 88% of the students’ improved their scores/grades; 76% of teachers were able to use the Marzano strategies in framework; and 97% of teachers reported an improved ability to teach.

The Broward Education Foundation has many Innovative Learning Programs, highlighted below are a few of this year’s programs.

Garden Delights – Team Up for Healthy Choices is a program that teaches students nutrition and plant science through a student centered "seed to table" curriculum at Broward County Public Schools. The goal is to provide students with the knowledge, skills and environment required to change the way they eat for life. The long-term goal of the project is to reduce childhood obesity by changing the eating habits of youth, increase their awareness of nutrition and healthy lifestyles, and engaging their families to practice healthy nutrition as well. Students plant, maintain and harvest "edible" gardens over the course of the school year. Families become engaged in the project by receiving healthy recipes and produce from the gardens to incorporate in their cooking. Teachers are trained in the curriculum to teach gardening and nutrition through the hands-on gardens that are created. We identified and partnered with Master Gardeners who have adopted schools in their neighborhood to provide oversight services and technical assistance to insure that the gardens are successfully installed and maintained. These Master Gardeners are part of an existing Urban Horticulture Extension and are looking for community service hours. Students participating in the Garden Delights Program are given pre- and post-tests; results so far indicate: student nutrition knowledge increased by 64%, student nutrition attitudes increased by 14% and student nutrition behavior increased by 16%.

No Debate About It supports the Broward County District-wide debate program in high schools and middle schools to ensure students are provided the opportunity to participate in debate, as well as qualify for and attend tournaments around the county, state, an nation. Recognizing the benefits of debate for college and workplace readiness, "No Debate About It” is entering its fourth year of implementation reaching all high schools (29) and thirteen (13) middle schools. The program will be expanding to (15) fifteen additional middle schools total reach is over 6,000 students. Through the No Debate About It Program, students participating in Speech and Debate learn research, logic, organization of ideas, manipulation of language, assessment of audience, self-esteem and engagement in world events. These skills not only build better students, they build better citizens. Debaters are more likely to achieve the college-readiness benchmarks on the ACT reading and English tests. Students participating in the Debate Program increase literacy scores by 25%, and GPAs by 10%. Ninety eight percent of the debate students graduate from high school and 95% attend a four-year college. In
addition, an at-risk student’s chance of graduating from high school increases by 70% and helps largely first generation students get recruited and receive scholarships for college.

The Linking Education and Employment Outcomes (LEEO) Project prepares students with soft skills and workplace certifications necessary to gain employment within Broward County’s local industries. They can also pursue post-secondary education for new careers in the 21st century. Through project LEEO, businesses partner with public education to develop the skills needed to expand economic opportunity. Within the LEEO Project, partnerships have been established with businesses that have identified significant gaps in both technical skills and current employability skills. As industry continues to change to meet market demand, education is producing young adults needing support in fundamental work place skills such as collaboration, self-motivation, leadership, creative and critical thinking not to mention advanced technical skills. The success of the LEEO Project will be measured by 2,540 students from thirteen schools participating in hands-on training and work experience projects particularly in business plan development and finance careers mentored by corporate employees. Leading students will have the opportunity to participate in the Business Professionals of America Middle Level and National Competitions.

The Scholastic Chess Education Program helps students acquire thinking skills which are applicable to other disciplines by learning the game of chess. Research studies conducted over several decades have consistently shown chess instruction can directly contribute to improved academic performance. Higher scores on standardized tests for both reading and math have been shown in studies in the United States and Canada as well as higher scores on tests for critical thinking and creative thinking ability. Chess has been shown to increase students’ abilities to focus, think and plan ahead and evaluate different options. With improved concentration, memory and logical thinking skills, students also learn character development traits such as developing patience and persistence, good sportsmanship, independence and personal responsibility. The Scholastic Chess Education Program equips teachers to teach chess regardless of grade level. While some will incorporate chess into the curriculum, most will offer chess clubs primarily in the extended school day and after care programs. Through a series of workshops and online study, teachers, regardless of prior chess experience, will become competent and effective age-appropriate chess instructors. Teachers will also be able to use chess to reinforce concepts in core curriculum across a wide array of subject areas, including reading, math, sciences and social studies. The Foundation implemented direct chess instruction to 218 teachers and directly impacted over 2,500 students.

**Outcomes:**

**Teaching Quality**
98% of project participants showed increased knowledge about teaching in general
98% of project participants showed increased knowledge about teaching in specific subject area
98% of project participants showed improved attitude toward teaching
94% of project participants showed changes in behavior in their teaching method

**How Outcomes were Measured:**

Outcomes were measured through:
- Professional Growth Plan
- Survey Frequency
- Pre/post testing (pre-test before the grant activities begin; post-test after the grant activities end)
- Professional Growth Plan completed on Date
- Survey – End of the Year

**Grades Address:**
K-12  
**Private-Sector Investment:**
$282,484.84

**Low-Performing Students:**
NA  
**State Matching Amount:**
$282,484.84

**Total Students Impacted:**
27323  
**Total Project Investment:**
$564,969.68
**Project Title:** Tools for Schools Broward  
**Foundation:** Broward Education Foundation

**Project Abstract:**
Tools for Schools Broward distributed over $1,445,155 worth of school supplies to over 3,224 teachers this 2015/2016 school year. Each teacher took an average of $442 worth of school supplies back to their classrooms to the most in need students. 65,500 students benefited from Tools for Schools Broward this year.

**Project Summary:**
Tools for Schools Broward is a program of the Broward Education Foundation that focuses on providing disadvantaged children from Title I Schools with new school supplies. Broward Education Foundation established Tools for Schools Broward where teachers from Title I schools can pick free school supplies for their students and classroom. Many of the children served by this program lack the basic school supplies that most children take for granted; others have supplies because their teachers have spent their own money to purchase supplies for them. Tools for Schools Broward is dedicated to ensuring that disadvantaged children have an opportunity to learn. Tools for Schools Broward is a collaborative effort between Kids in Need Foundation, Broward County School District, local businesses, and community volunteers.

**Outcomes:**

**Teaching Quality**
- 99% of project participants were able to do a better job with additional supplies from Tools for School Broward  
- 99% of project participants showed increased knowledge about teaching in general  
- 99% of project participants showed improved attitude toward teaching  
- 99% of project participants showed changes in behavior in their teaching method  
- 86% of project participants showed increased knowledge about teaching in specific subject area

**How Outcomes were Measured:**
This report describes the findings from an analysis of data from surveys of teachers participating in Tools for Schools Broward during the 2015-2016 School Year. The surveys were administered through Survey Monkey during the first semester of school and again at the end of the school year when the effects of the program could be measured. Information was sought regarding the need for school supplies, changes (outcomes) brought about as a result of participating in Tools for Schools Broward, ways to improve service, as well as general information related to the program.

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Project Title: FUEL

Foundation: Calhoun Education Foundation

Project Abstract:

FUNDING for UNENDING EDUCATION and LEARNING (FUEL) is designed to provide transportation enabling students to attend dual enrollment career training at Florida Panhandle Technical College. Students from Blountstown High School and Altha Public School will be participating in a variety of specialized career training programs. Students will travel daily, approximately 100 miles round trip to take part in this opportunity. Financial hardship would otherwise hinder many of these students from attending the program. The opportunity will provide these students with the education needed for potential career success.

Project Summary:

Calhoun County School District wants to ensure each student achieves to his or her highest potential by preparing them for tomorrow’s world. Many of our students will be attending college after graduation, but for many more, they will enter the workforce with little or no career training. Attending Florida Panhandle Technical College will provide students with the opportunity to train for a high demand high wage career. Our students will graduate from high school and Technical College prepared to enter the workforce as automotive mechanics, welders, information security analysts, database administrators, electricians and correction officers. Project FUEL will provide students the opportunity to receive a variety of specialized technical training, giving them a jumpstart on a career for tomorrow’s world.

Students will attend their high school for the first three periods of the day, travel about two hours each day on a school bus to attend three hours of career training. This program is open to all 11th or 12th grade students. Florida Panhandle Technical College provides a variety of training opportunities for students to chose including information technology, manufacturing, transportation, and health science. Funds from this project will be used to pay transportation cost. Expenses paid with project funds will include the salary of the bus driver and fuel and bus maintenance expenses.

Outcomes:

Career/Technical Education

40% of project participants showed increased interest in career/technical education
40% of project participants made progress toward completing career/technical education certification
10% of project participants completed and passed career/technical education certification

How Outcomes were Measured:

Outcomes were measured by the counting the actual number of participants in the CTE programs.

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Project Title: Campaign for Grade-Level Reading
Foundation: Charlotte Local Education Foundation

Project Abstract:
The end of third grade marks the shift toward reading to learn. Preparing children for success is difficult when students are unprepared to start school, miss too many school days, and come from a low socio-economic background where parents are not involved in the education process. Parents are included in this proposal as they are the child’s first teacher and important role model. Support for families include opportunities for ELL support, books and technology to support reading at home, and family involvement in learning through arts integrated projects. Parents and children worked together to create a successful learning environment.

Project Summary:
This project seeks targeted low performing second graders with deficiencies in learning and literacy at Peace River Elementary School (PRE). Using specific Florida Standards, curriculum, and strategies, the goal is to move proficiency levels of second graders in just FOUR months of intensive study. Low performing second graders will be selected based on free and reduced lunch rates, English as a second language, ability to remain after school, and homeless classification. Students will have targeted enrichment using computers, texts, and one on one learning. Families will be invited to participate in the education process as a way to communicate the importance of reading skills necessary to move onto third grade. Parents may not understand the shift in reading that occurs at this level and that it is a key predictor of success in high school and graduation. Family involvement is a key element in this outside of the school day project where student invited parents to a student led conference in which children shared their academic growth. This proposal targeted all three of these indicators while concentrating on basic reading skills.

Outcomes:

Low-Performing Students
100% of project participants improved their grade in specific subject area

How Outcomes were Measured:
Extending the school day by one hour, second grade students worked with a teacher using basic reading strategies to improve comprehension, vocabulary, and phonics. Specific curriculum was purchased consisting of a project based program with information-filled research sources and a digital nonfiction reading program specifically designed to build close-reading skills for Common Core. Attendance was monitored and strictly enforced. While participation was voluntary, students included in this extended school day signed a contract with mandatory attendance. Parents are included in this proposal as they are the child’s first teacher and important role model. Support for families include opportunities for ELL support, books and technology to support reading at home, and family involvement in learning through arts integrated projects. Parents and children worked together to create a successful learning environment.

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Project Title: Learning Through Live Theater
Foundation: Charlotte Local Education Foundation

Project Abstract:
Charlotte Players Kids OnStage programs provide opportunities for Charlotte County students in grades 1 through 12 to experience various aspects of theatre production and performance. Target beneficiaries are students: 9th through 12th Grades. In these workshops/camps, students have hands-on experience with the technical aspects of theatre production in addition to acting. Students will explore themes such as exclusion, inequality, insecurity, judging others, social justice and healthy environments. These topics will be explored through monologues, scenes, music and dance. The exposure to theater, with script and lyric memorization, helps remediate vocabulary and reading skills.

Project Summary:
Charlotte Players’ approach to theater for younger actors is founded on academic and applied research, such as the government commissioned report, The Champions of Change: The Impact of the Arts on Learning. The report states, “Research shows that ongoing involvement in drama, music and dance engages the whole child-body, mind and spirit-and that success in the arts is a bridge to learning in other areas, particularly mathematics and reading. The arts promote the ability to generate ideas, to bring ideas to life and to communicate ideas effectively, all ingredients for success in school and the workplace. Research also shows that learning in the arts can help “level the playing field” for youth from disadvantaged circumstances. The campers meet Monday through Friday for 10 days with a final performance at the end of the camp.

Outcomes:

Literacy
100% of project participants showed increased interest in reading
25% of project participants showed increased interest in writing

How Outcomes were Measured:
Surveys were used for both students and parents with this project. Measurement was done in a pre- post test format showing the impact that the arts make on learning. Students were not given state tests but rather a self- evaluation of performance in vocabulary and literacy skills. Also, the camp boosted self-esteem as performance in the dramatic arts is a bridge to all curricula areas.

Grades Address: K-12  Private-Sector Investment: $47,267.84
Low-Performing Students: NA  State Matching Amount: $1,772.16
Total Students Impacted: 100  Total Project Investment: $49,040.00
**Project Title:** Take Stock in Children Career Exploration  
**Foundation:** Charlotte Local Education Foundation

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**Project Abstract:**

Our Take Stock in Children program provides low-income, at-risk students the opportunity to earn a college tuition scholarship upon high school graduation. Volunteer mentors and the Charlotte Local Education Foundation staff provide resources, encouragement and support, as well as require student accountability. This "Career Exploration" project will not only enhance our program, but will strengthen students' skills to succeed in the world beyond high school. Our proposal focuses on these areas: Exploration of careers especially in STEM, technical literacy enhancement, available degree programs at local and State colleges (emphasis on STEM), and technical college educational programs.

**Project Summary:**

Through this grant the Charlotte Local Education Foundation provided the students a guided opportunity to explore careers; students learned about the necessary educational requirements needed for careers, especially in STEM and make a plan to reach their goal. Technical career education is a component that will inform and motivate students to find out about the admissions policies, programs, and campus culture. Newly selected TSIC 8th graders and current TSIC 9th graders and their mentors will participate in a campus tours of local colleges. They will also receive information about enrollment requirements for admission. A Career Exploration field trip will allow TSIC students to meet various professionals in real life settings by visiting successful businesses that include STEM in the workplace. Lap top computers, software and training were provided on informational literacy and on-line research activities. Literacy, defined as the ability to read and write to a competent level, will be a focus. Students are now required to read fluently and understand information in virtually all academic areas, including mathematics. Studies show that students learn differently and are more inclined to learn faster and more accurately through technology rather than a text book. The computers and software will be provided to all newly selected TSIC 8th graders and current TSIC 9th graders as a tool for learning and researching through high school and into college. Training will be provided to each student on how to navigate through the software and research process. STEM education is a field with an ever increasing number of jobs opening up every year. College tours will help students to understand campus culture and explore STEM education as it relates to the job market.

**Outcomes:**

**Career/Technical Education**  
100% of project participants showed increased interest in career/technical education

**STEM Education**  
70% of project participants showed increased interest in STEM education  
70% of project participants showed increased interest in pursuing STEM career  
62% of project participants showed increased knowledge of STEM careers and the education required

**How Outcomes were Measured:**

Students worked with an educator trained in administering KUDOR sessions. The KUDOR training is an interactive program that allows students to proceed at their own pace to learn more about how to combine their aptitude and interests and the career choices  

Pre and Post event surveys noting various STEM careers were provided to students who participated in an experiential learning field trip.

**Grades Address:** 8-11  
**Private-Sector Investment:** $10,257.32

**Low-Performing Students:** NA  
**State Matching Amount:** $10,121.58

**Total Students Impacted:** 40  
**Total Project Investment:** $20,378.90
Project Title: 2015 Foundation for Success Mini Grants

Foundation: Citrus County Education Foundation

Project Abstract:

The Citrus County Education Foundation funded teacher mini grants focusing on literacy and STEM classroom projects. This year the foundation funded $101,089.72 for the Foundation for Success Classroom Mini Grant program. This amount funded 133 projects and included 252 teachers. The 133 mini grant projects impacted 9,801 students throughout the district.

Project Summary:

Each year CCEF and its partners award classroom and department mini-grants to the deserving educators across Citrus County’s public schools. Teachers, departments, and Resource Centers can apply at the start of each school year for a grant up to $500 per individual teacher or $1000 per team of teachers to focus on literacy or STEM projects that enhance curriculum and classroom instructional activities.

Local funds raised by CCEF are matched dollar-for-dollar by state Department of Education funds through the Consortium of Florida Educational Foundations. Through this effort, CCEF was able to give nearly $62,000 for the 2013-14 school year, and $64,604.70 for 2014-15. CCEF is extremely proud to announce another record setting year for 2015-16, awarding over $101,000.00 in grants to 242 teachers covering 133 unique projects.

Outcomes:

Literacy
42% of project participants showed increased interest in reading
34% of project participants improved in a standardized reading skills test(s)

STEM Education
50% of project participants showed increased interest in STEM education
14% of project participants improved their grade in STEM subject area
13% of project participants showed increased interest in pursuing STEM career

How Outcomes were Measured:

Outcomes were measured using FAIR/Fast Bridge testing, Citrus Assessments, interest surveys, pre and post tests.

Grades Address: K-12  Private-Sector Investment: $67,508.71
Low-Performing Students: NA  State Matching Amount: $30,524.29
Total Students Impacted: 9,801  Total Project Investment: $98,033.00
**Project Title:** Enhancing CTE & STEM Programs  
**Foundation:** Clay County Education Foundation  

**Project Abstract:**
The Clay County Education Foundation's Mini-Grant Program impacts many students and teachers in a positive way. Teachers are allowed to fund creative projects that would otherwise not be funded available due to tight funding from the general fund. Mini-Grants empower teachers to decide the best way to reach their students and enrich the experience that they will have in the critical areas of literacy, math and science/STEM, and CTE. This year, $30,000 of mini grants were awarded to over 60 teachers across 34 schools in Clay County. Projects ranged from enhancing math instruction through centers that support the standards in a more conceptual manner than the traditional textbook, expanding exploration opportunities across the STEM connected subjects through lab supplies and kits that engage creative thinking and problem solving skills, environmental print resources to help non-verbal students with significant cognitive disabilities to further develop skills. These are just a few examples of high impact projects that have been implemented due to this funding source.

**Project Summary:**
The Clay County Education Foundation's Mini-Grant Program impacts many students and teachers in a positive way. Teachers are allowed to fund creative projects that would otherwise not be funded available due to tight funding from the general fund. Mini-Grants empower teachers to decide the best way to reach their students and enrich the experience that they will have in school. This year, the Clay County Education Foundation reviewed the funding priorities. The Foundation Board participated in a training in the purpose and possibilities of the State Matching Funds and how they relate to the Mini-Grant Funding priorities. This professional development was modeled after the training that was provided to the Executive Director by the State Education Foundation Consortia. The Foundation also reviewed the priorities of the school district. Through these two experiences, the board voted unanimously to continue to support literacy projects, but to expand their funding priorities to include the critical areas of math and science/STEM, and CTE.

This news was well received by teachers in the district. In prior years, many teachers did not even apply for mini-grants because the restrictions on the awarded projects did not allow them to be as creative as they would like. New people became engaged with the Foundation through the expansion this year, increasing awareness of the work of the Foundation. This year, $30,000 of mini grants were awarded to over 60 teachers across 34 schools in Clay County. Projects ranged from enhancing math instruction through centers that support the standards in a more conceptual manner than the traditional textbook, expanding exploration opportunities across the STEM connected subjects through lab supplies and kits that engage creative thinking and problem solving skills, environmental print resources to help non-verbal students with significant cognitive disabilities to further develop skills.

Career and Technical Education projects were also funded. One example dealt with the agrisciences and linked literacy to the work. Students began by reading engaging literature about the growth of food through aquaponics. They wrote about what they learned, and then set up an aquaponics system in their classroom. The reach of this project extended well beyond the classroom, however. The students visited other classes on their high school campus, included students with disabilities, students studying environmental science, and even elementary students on the adjacent campus. They taught others what they learned and even invited them to visit and see the project in action! The cross curricular nature of the project impacted learning across many core content areas.

Education in a nontraditional setting is growing as educators work to provide individualized and customized instruction. The district is home to the Florida Youth Challenge, which is a nontraditional program serving 200 Clay County students at any given time. The coordinator of the library program wanted to encourage a love of reading for the students served in this program, many of whom were barely functional as readers. Through the grant, she was able to update the library to include current literature offerings that aligned with student interests in career options, and add sequels to books where the series has grown. Volunteer participation allowed for think alouds and model reading to occur, providing needed scaffolding to allow students to grow as readers in both skills and interest.

Another literacy/STEM project included the incorporation of chrome books into the classrooms that teach American Sign Language (ASL). The purpose of the grant was to supply tools that allowed the students to learn a visual language. The webcams on the chrome books were used to assess and develop students expressive skills in many ways. Students were
able to record themselves signing vocabulary, phrases, numbers, and even short stories. They can then review their videos, self-critique, and improve their signing skills. The devices purchased through this grant allowed teachers to explore a new and modernized method for teaching sign language. Due to the outcomes of this project, the district will be providing chrome books for all ASL classrooms for the 2016-17 school year. Without the mini-grant program and the matching funds, these teachers would not have been able to research this idea, collect data, and make a case to the district for the inclusion of technology in their program. This impact of this project will be felt by almost 1,000 students in the upcoming school year, and the work will continue to impact students in years to come.

These are just a few examples of high impact projects that have been implemented due to this funding source. The Clay County Education Foundation is pleased to support teachers across the district with these powerful funds.

**Outcomes:**

**Career/Technical Education**
90% of project participants showed increased interest in career/technical education

**Literacy**
96% of project participants improved in a standardized reading skills test(s)

**STEM Education**
100% of project participants showed increased interest in STEM education
67% of project participants showed increased interest in pursuing STEM career

**How Outcomes were Measured:**
Outcomes were measured through Satisfaction Surveys, Student Reflections, Sign in logs, Classroom Data, Teacher Anecdotal Records, Teacher Feedback and Lesson Plans.

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<td>7,500</td>
<td>Total Project Investment:</td>
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Project Title: Rockin’ with Robots After School

Foundation: Clay County Education Foundation

Project Abstract:

Rockin’ with Robots After School allowed the School Board of Clay County to increase the number of students receiving access to high quality STEM/ROBOTICS after school programs. There is a local, state, and national shortage of students who feel ready to enter into computer science careers. This project has had tremendous impact by empower over 300 students to explore computer science through robotics teams and clubs.

In addition to exposing students to computer science in a fun and engaging way, students learn career-ready soft skills. Teamwork, collaboration, problem-solving, and strategic thinking are all components of being a member of a robotics team. Respect and gracious professionalism are expected by all participants. Further, the project is rich in stories of individual student lives that have been changed as a result of participation in the grant funded programs.

The stories range from students who had no dream of college being connected with a mentor and direction for the future, to ESE students who have had new doors opened for them, empowering them with successes and promise for a good career in a STEM field. Talents have been discovered and doors have been opened as a result of these funds.

Project Summary:

Rockin’ with Robots After School allowed the School Board of Clay County to increase the number of students receiving access to high quality STEM/ROBOTICS after school programs. There is a local, state, and national shortage of students who feel ready to enter into computer science careers. This project has had tremendous impact by empower over 300 students to explore computer science through robotics teams and clubs.

Prior to this funding, robotics and STEM after school programs had been provided to approximately half of the schools in Clay County through grant opportunities with specific criteria describing the population served. These funds provided a chance to provide equitable access to high quality Robotics/STEM after school programs to schools that have not been eligible through other funding sources available to the school district.

In addition to exposing students to computer science in a fun and engaging way, students learn career-ready soft skills. Teamwork, collaboration, problem-solving, and strategic thinking are all components of being a member of a robotics team. Respect and gracious professionalism are expected by all participants.

While many individual lives were touched, there are some compelling stories of individuals whose lives were impacted and will never be the same. One student, who attends Clay Virtual Academy, suffered from a severe brain injury. As a result, he displayed autistic traits, and did not interact socially with his family or friends. He had the opportunity to join one of the robotics programs that this grant funded. As a result of his participation, he achieved great success. He connected academically through the robot and the coding, but there is more to the story. As a result of being part of this team, he has become communicative, and has participated in team activities, communicating with other students, and learning to be part of a team. This child’s life has been changed forever.

Girls are underrepresented in the STEM fields, and especially in computer science. One of our sixth grade girls at Wilkinson Elementary School had no idea that she had a talent in programming, and she did not even think that a college education was something that she could even dream to attain. By participating in the robotics program at her school, she has realized that college is in her future. She has been connected with a mentor, and she is making plans that include higher education. These are just two of the many lives that have been changed, exemplifying up to the promise of these grant dollars. But there is even more good news beyond the impact that the program has had on individuals.

Academic results have been outstanding. Several of the teams opened their doors and hosted community events to showcase their robotics. The impact spanned beyond just the clubs and teams as robotics curriculum began to appear integrated into the school day, giving more children the opportunity to explore coding and robotics.

Three of the teams funded through this project won bids to the regional competition where there was a special visit from the President of First Lego League. He visited our region to recognize the growth of robotics in Clay and Northeast Florida.
The children, most of whom are at risk due to poverty, got the chance to meet and talk to the president. He spoke to many of our students and helped them believe that their dreams are within reach.

Teachers also benefited from this project. They were able to receive equipment and curriculum to impact students. They collaborated with other schools, and networked to build new and powerful relationships for further development of the program. Further, the equipment purchased has a live expectancy of many years, allowing the impact to continue and be sustained with minimal additional funding.

This expansion of the programs in Clay, as well as the development of a support system, has caused other districts to look at the Clay Model for building capacity to support and sustain robotics in the district. This unintended outcome has extended the reach and impact of this work across the region.

Outcomes:

STEM Education
87% of project participants showed increased interest in STEM education
79% of project participants showed increased interest in pursuing STEM career

How Outcomes were Measured:
Volunteer hours were tracked and monitored through sign-in sheets and surveys were administered.

Grades Address: K-12 Private-Sector Investment: $25,900.00
Low-Performing Students: NA State Matching Amount: $25,900.00
Total Students Impacted: 316 Total Project Investment: $51,800.00
Project Title: The Real World Learning Model
Foundation: Champions for Learning

Project Abstract:

The Real World Learning Model (RWLM) is a collaboration between Champions For Learning (CFL), Collier County Public Schools (CCPS) and community partners/volunteers. This initiative is providing students with tools needed to graduate, attend/pay for college and transition into today's workforce.

CFL has embedded a college/career coordinator at Golden Gate High (GGHS), who supports students with completing college/scholarships applications and ACT/SAT prep through after school labs, workshops. Additionally, RWLM coaches help students track upcoming college/scholarship/FAFSA deadlines through FutureCheck. Through these workshops and strategies GGHS's FAFSA has improved by 4% in 4 years. This support has also been extended to more students through the on-site CFL lab and outreach programs to 8th graders. CFL also hosts College Goal Sunday at 3 high schools, Golden Gate, Palmetto Ridge, and Immokalee to assist Collier families in completing the FAFSA.

2,600 students have been directly served by the RWLM in a range of ways. Of the seniors participating in the targeted program 100% completed the FAFSA and graduate and have received over $1,480,322 in merit scholarship offers.

Project Summary:

Local students are in need of being connected with the resources required to graduate high school, attend college, earn their degree and transition into the workforce. To accomplish this, they need the support to do well on the ACT/SAT, apply for colleges/scholarships, and complete the Free Application for Federal Student Aid (FAFSA). These students do not have a clear plan for their post-secondary education and career goals. This is due to the fact that many families lack the knowledge of the resources available to them that will help them pay for a post-secondary education. As a result, the degree attainment (AA or higher) of Collier County adults between 18-44 is below state/national average. This data shows us that majority of this age group, which is typically the parents of our students, don't have the proper skills to navigate the post-secondary process.

According to the Florida College Access Network, by the year 2020 60% of jobs in Florida will require a post-secondary education. This will cause a challenge to local young adults 25-39 due to the fact that only 30.4% have earned a college degree, which is below state/national average. As a result, CFL initiated the RWLM. This program is a collaboration between CFL, CCPS, and many community partners/volunteers, and provides students with the information needed to graduate high school, earn a college degree and successfully transition to the workforce.

During the Spring of 2012, GGHS was chosen as our first site. This was due to the fact that of the concentrated area of students who didn’t have post-secondary plans. The indicator of this was only 29% of the 73% of graduating GGHS seniors filled out the FAFSA. In addition, Golden Gate also had the greatest need for support in college/career prep in the county, due to the fact that their student-to-counselor ratio is 1:497 (Collier County’s district ratio is 1:405, the appropriate ratio recommended by the American Association of School Counselors is 1:250)! This increase in counselor/student ratio makes it difficult for a student to graduate & move on to a post-secondary education.

We have embedded a Site Coordinator at GGHS to help reinforce the work of the school counselors. The Site Coordinator at GGHS facilitates a lunch-time office/afterschool lab. Students receive help filling out the FAFSA, and completing college/scholarship applications. Our College & Career Coordinator and volunteers are also tasked to be sure all GGHS’ 1,615 students are given grade specific checklists/surveys to track their graduation/college preparation progress. Additionally, all seniors will meet with RWLM coaches to help with critical college application and financial aid deadlines through FutureCheck. In the last 4 years of the program, GGHS’s FASFA completion rate increased by 4%. We have increased the impact of our RWLM to students through our on-site College/Career Lab, which provides College/Career preparation to students. This year Champions College & Career Prep Program distributed applications to 11th grade students at the beginning of Fall semester.
The amount of applications tripled since we opened the onsite program. As a result, we have created a selection process, which chose 51 new students. We have also begun to integrate the GGHS students with the onsite students to create a peer support system. This past year, we had a total of 181 students utilize our on-site lab.

We have increased our impact through outreach and structured curriculum for the students. We accomplished this through:

**Broad based College & Career Prep Programming**
- FutureCheck: Trained volunteers met with all 12th graders in small groups in the fall to look at the tasks ahead of them based on their goals (more education, work, military, etc.).
- Financial Aid workshop: 68 families and students attended the workshop and received assistance from financial aid experts from Hodges University. Lori Auxier from the Office of Student Financial Assistance of the Florida Department of Education also provided additional assistance to students.
- Career Exploration: Students were encouraged to sign up to attend these sessions at lunch and after school to learn about local job opportunities and pathways.
- College Application Workshop and Financial Aid Workshop:
  - Grade Specific Benchmarks: Champions For Learning impacted 1,615 GGHS students (grades 9-11) through classroom workshops where the students were provided grade specific benchmarks.
  - High School Visit Day: Approximately 800 middle school students who will feed into GGHS received a checklist that will assist them with transitioning into high school.
  - Senior Assembly: We teamed up with the Community Foundation of Collier County and brought GGHS seniors together in an initiative to provide them with support on financial literacy and provided them with a step by step packet, which included resources for tax prep, a check list for items needed on College Goal Sunday, etc.
  - College Goal Sunday: Expanded this year to include three high school sites (Golden Gate, Palmetto Ridge and Immokalee), this initiative trained more than 90 volunteers and brought local financial aid experts from the colleges and universities to help families complete the Free Application for Federal Student Aid (FAFSA) in February. These events were open to the entire Collier County community. This year, 72 families came to the College Goal Sunday event.
  - VITA/Goodwill Tax Prep: Champions For Learning’s office was a tax prep site and provided assistance to help households who earn $60,000 or less. By giving families this resource, students were able to use the IRS retrieval tool while filling out the FAFSA. This made the process much easier by allowing the student and their families to simply upload their IRS tax return to automatically fill out what could be a very confusing document.

**Focused College & Career Prep Programming**

Students in the RWLM met with our College/Career Coordinator during weekly after-school workshops where the students received help with: filling out college/scholarship applications, essays, SAT/ACT test prep, financial aid/FAFSA completion.

**Outcomes:**

**Career/Technical Education**
100% of lab project participants completed the FAFSA, showing their intent for education after high school
95% of 12th grade project participants surveyed have identified their next step after high school
35% of participating seniors successfully completed the FAFSA, a 4% gain over the last four years
18% of community participants who acted to advance student achievement as it relates to career/technical education

**Increasing Graduation Rates**
100% of participants in the on-site career lab graduated
99% of 11th graders reported that they intend to graduate
95% Federal Graduation Rate (increase of 22%)
94% of 12th graders reported that they intend to graduate
18% of community participants who acted to advance student achievement as it relates to increasing graduation rates

**How Outcomes were Measured:**

All lab project participants completed the FASFA, showing their intent for education after high school. GGHS 12th grade project participants were surveyed.
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Project Title: First Lego League Columbia

Foundation: Columbia Public Schools Foundation

Project Abstract:
This project allowed Columbia County School District to create an First Lego League competition team at each of our public elementary and middle schools. Each team consisted of 10 students. Each student became a part of a team that worked together to solve a community problem, program robots, and present information to others. The measurable outcomes were significant. First, the district saw an increase of interest in robotics, that was voiced by a large number of parents and students. Second, we had several teams compete successfully at the state and national levels. This brought pride in the program that was voiced by a large number of community members.

Project Summary:
The FLL Columbia grant allowed us to bring the First Lego League program to all of our public elementary and middle schools. There were several steps that were vital to successfully and equally implementing this program in all of our identified schools. We identified a FLL team leader/coach at each school. This was a teacher who has shown skills and/or interest in STEM programs and who had the organizational skills to successfully manage a competition team. We held several coach meetings to help support the new coaches as they implemented the program. Our chosen team of teachers were very excited about bringing a successful robotics program to their respective schools. We also had two strong mentors to help our teacher leaders implement the FLL robotics program. One was the current FLL robotics coach at Summers Elementary, who successfully piloted the FLL robotics program last year. The second was our robotics and engineering teacher at Columbia High School, who enthusiastically and tirelessly brought the first high school level robotics program to our district.

The next steps required each teacher to register and pay for their FLL team, to order the Lego Mindstorm/EV3 robotics set, to order the field set up kit for completion and building material for game field, and to make sure that every school had a laptop that is compatible with the Lego Mindstorm/EV3 programming software. Once these items were ordered, each school had all the basic components that they needed to start their FLL robotics competition team.

The third step was to have students apply to be a part of the team. Once all applications were in, each school established an interview team and conducted interviews. 10 members were selected to become a part of the competition team, and back-up members were also identified and allowed to participate in training. At the same time student teams were established, the teacher leaders sought and recruited skilled mentors from the community who were willing to come in and help train and mentor students on an ongoing basis.

Once teams and mentors were established and equipment arrived, the real learning began. Students and mentors designed their field, built their robot, and programmed their robot to meet a variety of challenges. They were given a real-world scenario that they had to research and find creative ways to accomplish their tasks. Several of our teams were successful in competition and became advocated for the PBL (Project Based Learning) style challenge. All students who participated became more proficient at coding.

Outcomes:

STEM Education
100% of project participants showed increased interest in STEM education
100% of project participants showed increased interest in pursuing STEM career

How Outcomes were Measured:
1) The SSA (State Science Assessment) scores showed an increase in the mean points earned in the physical science category for 5th grade. The 8th grade scores showed an increase in the overall number of students passing the exam by 2%.
2) Student interest in STEM fields was measured indirectly through student feedback to their teachers, FLL coach, and to administration. The overall feedback is that students really enjoyed participating on the team, would like to continue participating on the team, and would like to take more formal STEM classes at the secondary level.
3) Students became engaged in the PBL (Project Based Learning) format of the challenge, and the teacher-mentors became more comfortable with this very effective teaching strategy.
4) Students became more confident in their ability to code and program. This is a new science standard that will be implemented state-wide in the 2016-17 school year.

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**Project Title:** Inspiring Students to Reach their Greatest Potential  
**Foundation:** DeSoto County Education Foundation

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**Project Abstract:**

“Inspiring Students to Reach Their Greatest Potential” was a project that encompassed various educational approaches targeting the low-performing and reluctant learners. This project allowed learners to have the availability of online curriculum enhancement 24 hours a day/7 days a week in the areas of Science and Math. It also allowed for a personal and up-close presentation by a renowned published author, the establishment of a pen-pal/Facebook and email project with students in Zimbabwe, a petroglyphs project for 280 students, classroom materials and supplies that enhanced the learning of 792 students and a physical fitness program that incorporated reading and math for 1040 students.

**Project Summary:**

During first few weeks of school, the Executive Director talked with Administration at the district level and school level explaining the project to the staff and administration. This year we expanded the projects to include: 1) school wide projects: 2) grade level or team projects; and, 3) individual classroom teacher projects. Funds for these projects varied. The application was located on the website and was also emailed to school administrators and forwarded to classroom teachers.

A committee composed of three (3) DCEF Directors (2 of whom are former teachers) and the Executive Director reviewed the grants independently and then met as a committee and ranked ordered the grants to be awarded. The committee examined the grants to validate the following criteria: 1) inclusion of low performing students 2) relationship to the School Improvement Plan 3) relevant to Florida Standards and current testing standards 4) measurable objectives 5) realistic expenditures 6) appropriate instructional strategies and 7) possible replication by other teachers. Reading in the content area (career and tech education), direct reading instruction, and direct mathematical literacy were the major components which were stressed on the application.

Mid-year reports (January 2016) were received from the grantees in addition to the final evaluation report. The Executive Director visited with several teachers during the year and took photos. In addition, each recipient was asked to send a mid-year and final year progress report and thank you note to specified corporate sponsors.

The results of the teacher grants were overwhelming! Not only did the teachers report such great reactions from children through the various experiences, but hard data suggested tremendous increases in learning!

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**Outcomes:**

**Literacy**

- 66% of project participants improved in a standardized reading skills test(s)
- 58% of project participants showed increased interest in reading
- 37% of project participants showed increased interest in writing
- 22% of project participants improved in a standardized writing skills test(s)

**Low-Performing Students**

- 86% of project participants showed increased interest in performing well in school
- 78% of project participants improved their grade in specific subject area
- 62% of project participants improved their overall grade(s) in school

**How Outcomes were Measured:**

Teachers used student surveys, i-Ready assessments and other standardized tests were used to complete the evaluation component.
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Project Title: Community Mobilization for Public Education

Foundation: Jacksonville Public Education Fund (Duval)

Project Abstract:

During this fiscal year our community efforts centered around increasing the public’s knowledge about changes in the State Standards, school grades, and local boundaries, as well as issues of equity that affect our students’ performance.

Regarding school grades, ONE by ONE participants agreed that students should be held to higher standards, but stressed the importance of teachers and students having adequate time, support, and preparation to adjust to these changes. 75% of participants increased their knowledge about changes in school grades after the meeting and 65% committed to contact their legislators to request a pause in the release of 2015 school grades.

Overall, participants at the 2016 ONE by ONE Convention were very satisfied with their experience; 85% expressed that the Convention increased their knowledge about public education; 93% felt their voices were heard during the multiple table discussions; 90% committed to share what they learned during Convention with friends and/or networks; 83% of delegates felt hopeful about the progress made to achieve equity in public education in Jacksonville, whereas 90% felt that there is still a lot of work to do to achieve equity in public education.

Project Summary:

Most recent changes to the Florida State Standards, school grades, and local boundary changes in several local public schools were at the core of our work with the diverse communities in Jacksonville during this fiscal year. We hosted a public education forum to discuss information regarding the changes in academic standards and school grades in October of 2015. Over 130 participants gathered for the ONE by ONE Public Education Forum to discuss changes to school grades and the district’s proposed boundary changes. Guest speakers including Dr. Nikolai Vitti, DCPS Superintendent, Asya Smith, a high school student, Melissa Daniel of the Duval County Council PTAs, and Willie Brewster, teacher of Rutledge Pearson, discussed the impact of recent school grade changes and proposed boundary changes on public school students and the community. The table discussions centered around several issues including how these changes were going to impact their communities, ways to raise community awareness of these changes, and coming up with suggestions to local public education stakeholders. Discussion group members expressed concern over possible challenges with transportation and safety for some students with the proposed changes. They recommended clear and transparent communication about the changes including student and teacher voices as well as other organizations working on the schools that will be directly impacted. Results from the exit surveys indicated that 88 percent of participants increased their knowledge about the boundary changes and 84 percent committed to participating in the discussion about these important changes. In the area of school grades, participants agreed that students should be held to higher standards, but stressed the importance that teachers and students having adequate time, support, and preparation to process and adjust to these changes. There is a lack of confidence in the state accountability system due to so many changes in the last few years. 75 percent of participants increased their knowledge about changes in school grades after the meeting and 65 percent committed to contacting their legislators to request a pause in the release of 2015 school grades.

The 2016 ONE by ONE Convention had over 400 diverse participants, most of whom stated that the Convention is one of the few opportunities where their voices are really heard (93%). 83% of participants felt hopeful about progress being made to achieve equity in public education in Jacksonville, though 90% recognized that more work needs to be done. They expressed that there are still misconceptions about the changes which need to be dispelled with an increased amount of information. Most of ONE by ONE delegates are actively engaged in supporting the wellbeing of children in our city. Seventy-five percent of them expressed that they have volunteered with our local schools in some capacity this past year. The majority of those who volunteer do so between 1 and 10 hours per week (53%).

This year we focused on five strategic areas related to equity issues in education. These are the results of the table discussions per topic:

A. Testing and Accountability

- More support and encouragement for minority students during SAT/ACT time: Identify resources and promote them among parents and adults supporting students.
- Better explanation of the importance of AP classes and standardized tests both for students and parents.
- City Year should be in more schools to support our children.
B. Getting Your Children Ready for School
- Have VPK in DCPS schools is perceived as a positive decision.
- Have a voluntary VPK rating system is beneficial to parents in order to make better decisions.
- Parent Academy workshops are perceived as positive resources to guide parents regarding their children’s education. However, there is room for improvement in the relationship between parents and teachers, and parents’ engagement in preparing their children at home to be ready for schools. Parents still need lots of guidance in how to navigate the system.
- Better access to early childhood programs for low income students is needed.

C. Preparing Students for Success after High School
- There is a need for more touch points about the importance of going to college during high school, or even starting during elementary school. Not only students but parents need to be targeted with this message.
- More resources such as college catalogues are needed in media centers, more college tours, and more FAFSA trainings. Shadowing a college student for a day may be a successful strategy to promote a college-going culture.
- Create a clearinghouse of Duval county scholarships so more students have a real chance to go to college.
- Bring alumni success stories back to the community.
- Have an “Academic Signing Day” at the local high schools.

D. Social Emotional Learning
- There is an urgent need to teach children how to express and handle their feelings, including high school students.
- Teachers need more time to build individual relationships with each students and offer personalized support for their emotional needs.
- Better support systems and wrap-around services to support the emotional needs of children.
- Increased stability in the schools; too many changes may not be good for students as many of them need consistency in their lives.
- More training about social emotional learning is needed for parents and education advocates.
- Community partnerships should be around this topic.

E. Developing, Retaining and Empowering Great Teachers
- More teacher recognition, especially among community members.
- Create a speakers bureau so more people know about the real role of a teacher.
- Celebrate teachers more; faith-based organizations should “adopt” a teacher.
- Teachers need more training about mental health issues as many students struggle with them.
- Give teachers more autonomy so they are not so micromanaged.
- Expand JPEF’s Teacher Roundtable.
- More programs such like the Jacksonville Teacher Residency.
- New teachers need mentors.

Outcomes:

Low-Performing Students
88% of community participants who pledged to act to advance student achievement as it relates to low-performing students

How Outcomes were Measured:

We issued exit surveys to participants at community meetings and the ONE by ONE Convention.

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Project Title: Teacher Leadership

Foundation: Jacksonville Public Education Fund (Duval)

Project Abstract:

The Teacher Leadership Initiative was designed to elevate, celebrate and empower Duval County’s best and most creative teacher leaders and delivered on that mission. The initiative was composed of three key areas: the Teacher Roundtable, PowerUP Jax innovation grants, and the EDDY Awards Teacher Recognition program. The Teacher Roundtable elevated the voices of Duval County’s best public school teachers while empowering them to help each other and educate the community about the importance of high-quality instruction in public education. PowerUP Jax is a vehicle to fund teachers' innovative classroom projects. It has changed from a crowd-funding portal to a competitive grants process that will allow us to truly seed innovation and reward creativity among public school teachers, regardless of social and economic conditions and environments. The EDDY Awards Teacher Recognition program identifies and then awards and honors the work of the county's best teachers. The process and the culminating EDDY Awards event highlights and recognizes the vision and impact they provide the students throughout Duval County. Teachers of the year are the core members of the Teacher Roundtable and its steering committee, and frequently speak across the community to promote better understanding of teacher excellence.

Project Summary:

The importance of teacher leadership is a growing field of interest among education reformers and philanthropists across the country. This year, as we continued to expand our work in the area of engaging teacher leaders and expanding their impact, we found so much power in the voices, stories and leadership of excellent educators in Duval County. Teachers have always been an important constituency to us, and their voices are vital to the transformation of our public schools. Our previous research and a 2013 teacher survey showed that teachers listed autonomy and the ability to have a voice in district and state-level decision-making were among the key factors that would influence them to stay in the classroom. Teacher retention is also an important issue both locally and nation-wide.

That’s why, for the first time last year, we implemented a fully consolidated Teacher Leadership initiative thanks to extensive feedback from our teacher constituents. The goal of this single Teacher Leadership initiative was to more deeply engage with a greater number of teacher leaders by celebrating and fostering the amazing work they do, and giving them a greater voice in issues they care about. The initiative was composed of four major components: the EDDY Awards, the Teacher of the Year Selection process, PowerUP Jax and the Teacher Roundtable.

The Teacher Roundtable works to elevate and empower great teachers to advocate for improvements to district policy and practice around areas that matter most to teachers. It is led by a Teacher Roundtable Steering Committee, consisting of Teacher of the Year semi-finalists and other teacher leaders. The Roundtable met for four main events, where teachers gathered to discuss and come to consensus around key issues. This has been a very rewarding experience in which teachers have selected topics they wanted to discuss and more importantly to create feasible and specific solutions for these issues. The Teacher Roundtable had nearly 100 participants during the year and tackled two major areas: professional development and instructional autonomy.

In the area of professional development, teachers made incredible strides that led to actionable outcomes that will impact every teacher in the district in the next school year. While the standard format for Teacher Roundtable is to hold two meetings (the first for brainstorming, the second for action planning), this topic led to a third meeting, which was a collaborative conversation with district administrators from the Professional Development department. What came out of this conversation was a new joint teacher-administrator task force to create the district’s first-ever Guide to Teacher Leadership, which will be issued in the fall. This task force met twice and will be reviewing drafts of the guide until it comes out at the start of school.

Of participants in the Teacher Roundtables focusing on professional development, 86% said that the Teacher Roundtable increases their interest to remain in the classroom as a teacher, and 100% said that the Roundtable allows them to reflect about their classroom practices, and to reflect about teaching and learning. The spring topic selected by the Steering Committee was instructional autonomy. The group has held two sessions, and again will hold an extra third collaborative meeting with the Superintendent later in the summer. All participants in the instructional autonomy events said that the Teacher Roundtable increased their interest in remaining in the classroom.
Over all of the events, 93% of Teacher Roundtable participants said they better understand the policy making process. It’s important to note that that we had an opportunity to pilot the “Teacher for a Day” initiative. It was a very positive experience in which one of our community members had a chance to spend a day in the classroom of our current Teacher of the Year, Kay Park, and to share his professional experience as a retired military with their children. The experience was transformational for all involved! Having the opportunity to spend a day with a teacher gives a real hands-on experience for our community members and will be further explored in the coming year.

This year, PowerUP Jax was transitioned from a totally crowd funded initiative to a competitive grants initiative. We made the change in order to level the playing field for teachers in less affluent communities and those without a deep circle of prospective donors. The new process netted more than 60 applications for just 20 $500 grants. An end of year celebration event to recognized the teachers was attended by 50 people, including parents, students and business leaders, and included a performance of Northeast Florida’s only elementary school steel drum band!

The Teacher of the Year process and the culminating EDDY Awards is our opportunity to recognize, celebrate and elevate the voices of exemplary public school teachers in Duval County. This past year was a great leap forward for the recognition of teachers of the year in our city. Of the 197 Duval County public schools, 170 schools nominated a Teacher of the Year for their campus. These teachers came together for a celebration and orientation in October, feeling truly recognized from early in on the year until the end of the year. In total, the Jacksonville Public Education Fund received 138 Teacher of the Year applications from among the 170 nominees for Teacher of the Year. The Teacher of the Year selection process included the recruitment of more than 40 community volunteers — including teachers, business leaders, parents and other education advocates — to help select the finalists and semi-finalists. The work culminated in the 25th Anniversary EDDY Awards on March 12, which drew nearly 1,000 people to celebrate excellence in teaching. The teachers of the year have also been recognized at sports events, Rotary meetings and several other speaking opportunities throughout the year. Through all of these activities, approximately 290 teachers have been involved with the initiative, as well as 59 volunteers.

Outcomes:

Teaching Quality
100% of project participants showed increased knowledge about teaching in general
92% of project participants showed improved attitude toward teaching

How Outcomes were Measured:

We used exit surveys from teachers who participated in the Roundtable. We received 61 surveys. These do not represent the total number of project participants, which was approximately 290 teachers and 59 volunteers.

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<td>Total Students Impacted:</td>
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<td>$166,449.33</td>
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Project Title: Grants for Excellence

Foundation: Escambia County Public Schools Foundation

Project Abstract:

Our classroom grants program (Grants for Excellence) provided much-needed funding directly into the classrooms. All teachers in the Escambia County School District were able to submit grant applications for creative and innovative projects to enhance curriculum. Classroom grants up to $2,000, school grants up $5,000 and a $25,000 District Grants for Computer Training for teachers were awarded in the areas of STEM, Literacy and Teaching Qualify. The Foundation was able to maximize the matching funds from CCEF for one-time projects as well as projects/programs which will continue for multiple years. The grant program has become a highly competitive resulting in “the best of the best” receiving funding. Matching funds from CCEF allowed the Foundation to fund more projects/programs for the classrooms and provide teacher training in areas where funding was not available in our Foundation's history. This program translated to opportunities to provide better ways for our students to learn and provide better tools for our teachers. The computer training for teachers will have an impact in the classroom for many years to come.

Project Summary:

The classroom grants program resulted in many successful projects that impacted 17,051 students and 876 teachers. Grants were submitted in the fall of 2015 and were scored anonymously using a rubric (sample attached) by a team of trained volunteers. Grants were approved utilizing all available funds resulting in sixty classroom grant awards. A celebration reception was held to honor the awardees and present the checks. Foundation donors and supporters attended which allowed them to appreciate the impact their contributions will make in the classrooms in Escambia County School District.

The focus of grant projects for this school year was to engage students and make sure they were able to demonstrate their learning by designing, creating and producing work products to be shared with others. Examples include:

- Fifth grade students fused circuit boards to invent devices for use with physically challenged students at their school. This project was highlighted by our local television station.
- High school students used gut contents of lionfish to complete a DNA extraction/sequencing to determine the exact species ingested by local lionfish.
- High school students created a two-driver vehicle to NASA specifications and competed in a Rover Challenge event.
- Elementary students created and collaborated through music with the Xyloba Marble Orchestra to create their own melodies.
- High school students learned about the periodic table by using spectral tubes, salt solutions, and heat sources to perform experiments.
- Middle school students created a science experiment workshop to better integrate the traditional science curriculum with hands-on learning.
- Elementary students participated in creating and filming commercials about bullying to be presented to the student body.
- Elementary students learned to use a green screen for production with puppets to building literacy skills with self-directed plays.
- Middle school students created a school garden using aquaponics and donated their harvest to the local community food bank.

School grants (donor designated) were awarded to schools to provide Accelerated Reader books for an entire school, a piano and enhancements for the music department in an elementary school, a kiln and art supplies for a low-performing elementary school, and laptop computers for teachers in a middle school.

At the District level, CCEF and donor funds created a Computer Training Initiative for teachers so they will be better prepared to educate our students. It created a way for our teachers to upgrade their skills and test for specific certifications which will, in turn, allow them to administer certification testing for students. The trainings for this initiative includes, but will not be limited to, HTML5, Java Script, CSTA, E3, AP for Computer Science and NOW Robot.
Outcomes:

**Literacy**
50% of project participants improved in a standardized writing skills test(s)
34% of project participants showed increased interest in reading
16% of project participants improved in a standardized reading skills test(s)

**STEM Education**
64% of project participants showed increased interest in STEM education
27% of project participants showed increased interest in pursuing STEM career
9% of project participants improved their grade in STEM subject area

**Teaching Quality**
100% of project participants showed increased knowledge about teaching in general
100% of project participants showed increased knowledge about teaching in specific subject area
100% of project participants showed improved attitude toward teaching

**How Outcomes were Measured:**
Outcomes were measured using students' grades from beginning of the year reporting period compared to final reporting period. For measurement of students who increased interest in reading, data was based on number of books checked out from classroom and school libraries. Pre and post test were administered to include these specific measurements. Measure for grades were based on first reporting period and compared to final reporting period.

Teachers requested teaching enhancements from their principles. Respective school principles chose what program areas/projects would have the most impact to students school-wide. Particularly in areas where state funding is scarce, such the arts, items were purchased such as kiln, piano and classroom collateral material and much-needed laptops for a middle school. Replacement for those laptops through the School District funds was not scheduled for several more years.

**Grades Address:**
K-12  

**Private-Sector Investment:**
$110,620.93

**Low-Performing Students:**
NA  

**State Matching Amount:**
$65,840.15

**Total Students Impacted:**
202,154  

**Total Project Investment:**
$176,461.08
Project Title: 2015-16 Innovation Grants
Foundation: Flagler County Education Foundation

Project Abstract:
The Innovations Mini-Grant Program encourages k-12 teachers to create interactive and engaging opportunities for students to practice STEM skills and learn how what they learn in school connects to careers. We are especially focused on careers that have been identified as growth industries for Flagler County. By creating career discovery paths that start as early as kindergarten, we feel we can have the greatest impact on the economic health of our community.

Project Summary:
This school year seventeen teachers won grants of up to $1,000 to develop innovative in-class and after-school STEM learning experiences. Projects that include flying drones and creating robots are especially popular with students. In many cases projects include time before and after school to build more complicated projects and/or practice for competitions. Students are continually challenged to design new ways to use robots and drones fostering a "growth mindset" in which successful mastery of one challenge leads to the next challenge.

Projects that include interaction with animals, plants and developing new technologies and ideas to protect living things is also of high interest to students. Through the Innovations Mini-Grant Program teachers and students have created interactive outdoor learning spaces, and developed campaigns and technological solutions to protect and preserve our natural resources.

Student-centered learning that is becoming the standard practice in Flagler classrooms is helping educators reinvent their role as teachers. Innovative teachers spend less time in front of the classroom lecturing and more time coaching students and providing resources to solve problems and remove road blocks.

By focusing students to solve real-world problems that connect to the economic development needs in the community, educators are building community partnerships that will benefit students for years to come.

Outcomes:
STEM Education
77% of project participants showed increased interest in STEM education
46% of project participants showed increased interest in pursuing STEM careers

How Outcomes were Measured:
Before and after project surveys were developed by teachers to measure increased interest in STEM education and STEM careers.

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Project Title: Classroom to Careers Flagship Schools
Foundation: Flagler County Education Foundation

Project Abstract:

Three years ago Superintendent Oliva announced a major expansion of the district’s efforts to improve and redesign education today. While Flagler County Schools have consistently earned an A or B rating, our goal is to go beyond "good" to the "best in the nation." Flagler County's "Classroom to Careers" initiative is a comprehensive plan to better prepare students for specific careers of importance to Flagler County's economic prosperity.

Flagler County Education Foundation has secured local dollars and CEF matching grants to make a significant impact on efforts to become a regional leader in jobs creation and economic growth. During the 2015-16 school year, four new Flagship programs have been developed, each with a focus on a specific industry of importance to Flagler County's economic development. Without funds and support from the community, these projects would not be possible.

Project Summary:

Four schools each received an Innovation Grant of $10,000 to create interactive learning labs focused on a specific industry. Old Kings Elementary created a Marine Science Lab with a touch tank, marine science library and microscopes to study marine life. Indian Trails Middle School and Buddy Taylor Middle Schools each chose an Agriculture focus. Indian Trails chose Agri-science and encouraged students to apply STEM skills to design and engineer robotic versions of agricultural machines in their school garden. Students at Buddy Taylor Middle School opened the Agronomy, Engineering and Biotechnology Lab with learning spaces that foster creative thinking and environmental stewardship to grow plants in non-traditional environments. The "Hanger" was born at Flagler Palm Coast High School. The Hanger provides a learning space for students who are dual enrolled in Embry Riddle Aeronautical University, as well as middle school students who are members of the Buddy Taylor Middle School Drone Club. The Hanger features a flight simulator, drones and a wind tunnel. This year 75 girls from the 6th grade were able to attend ERAU Women in Aviation Day to encourage and stimulate interest in aeronautic careers. More than 1,750 students were impacted by the opening of four new Flagship programs. Each program will develop and grow over the years to come.

Outcomes:

STEM Education
93% of project participants showed increased interest in STEM education
89% of project participants showed increased interest in pursuing STEM career

How Outcomes were Measured:

Each school created its own survey to measure STEM education and career interest.

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<td>1,751</td>
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Project Title: Ed Enrich TEAM (Education Enrichment Teacher Mini-Grants)

Foundation: Franklin County Education Foundation

Project Abstract:
The continued goal of the Education Enrichment Teacher Mini-Grants (Ed Enrich TeaM Grants) is to provide a vehicle for the educational enrichment of Franklin County students and teachers through encouraging creative and innovative approaches to enhancing the public school curriculum. Teachers are given the opportunity to showcase their inventive efforts through outstanding lesson plans and projects. We have stressed the submission of interdisciplinary, collaborative, interactive grants which include the Florida Core Standards and also illustrates to students the comprehensiveness of education and how all their classes not only ‘fit’ together but how they impact their lives and careers.

Project Summary:
Our Mini-Grant vision of the Franklin County Education Foundation, Inc. seeks to encourage creative ideas and innovative approaches to the public school curriculum while recognizing outstanding teacher planning. Our mini-grants for educators will provide funding to enrich the educational experience of Franklin County students. We want to bridge the gap between what is not provided for within the county education budget and the high cost of innovation. The grants will cross all targeted categories (academic achievement of low performing students, literacy, and teaching quality) and a sampling of academic areas. Our goal is not to restrict but to be totally inclusive. Our goal is to support and reward teachers for their collaborative and interactive approaches to engaging our children in the learning process. Through a competitive grant process, FCEF will distribute awards ranging from $100 - $500 per teacher. Mini-grants should enable teachers to bring their subjects to life through innovative projects. We especially welcome interdisciplinary projects that illustrate to students the comprehensiveness of education. We define innovation as incorporating ‘new’ and ‘fresh’ ideas into the curriculum to invigorate the students and actively engage them in their education. Franklin County pre-K through 12 teachers are eligible to apply. While more than one grant application per individual (or team) may be submitted, only one grant per individual OR team will be awarded each academic year. Interdisciplinary applications are encouraged and may be awarded additional funds based on the number of individual teachers (and classrooms) involved. In addition, the grants will be available to Franklin County educators who may not work in the school but are willing to collaborate with the school system to provide services for the students in the public school system. Restrictions: grants are not intended to fund capital improvements, classroom furniture, outside salaries, stipends, or equipment for teaching the regular curriculum. Mini-grants are intended to creatively enhance and enrich concepts already in the curriculum or introduce new aspects to the curriculum.

Outcomes:
Teaching Quality
100% of project participants showed improved attitude toward teaching
100% of project participants showed changes in behavior in their teaching method

How Outcomes were Measured:
The teachers received a targeted survey.

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<td>Total Students Impacted:</td>
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Project Title: OnTarget Program and CAPS project

Foundation: Franklin County Education Foundation

Project Abstract:
The OnTarget/CAPS Advising program helped to demystify the process of choosing a career and/or applying to college. Students focused on choosing a career that not only engaged them but that they are skilled to pursue. The program taught the juniors and seniors to mentor the fifth graders and prepare them for the career and college process. They completed several college applications and wrote logical essays. This peer mentoring process helped to end the cycle of students, and their families, feeling unprepared for college and life after high school. The program nurtured the idea that college is for everyone and can be in their future. Through the CAPS (College Access Achievement Planning & Success) project (a component of OnTarget), students visited college campuses and experienced different college environments to help prepare them to make the best college fit decision.

Project Summary:
OnTarget engaged the students in workshops that challenged them to utilize research for evidence based support of their ideas and the synthesis of said information. The leadership topics included knowing their personality types, living in a diverse world, and leading versus following. The college and/or career readiness topics included: determining the college versus workforce training program decision, researching the varying types and sizes of colleges, what does it mean to have the right fit, investigating the application process, discussing the FAFSA and residency requirements, what will colleges expect from me and what do I have to offer, etc. The intensive writing skills sessions targeted effective communication through succinct, evidence supported, opinion papers and essays and journaling.

College Achievement Planning & Success (C.A.P.S.) Exploration Tours. More than 60% of the students at FCS qualify as potential first generation college students. They do not have the pre-college exposure that inherently accompanies relatives who have enrolled in, or graduated from, college. It is clear that such exposure would create interest in those low-performing students who may not have considered college a viable option and it would affirm the interests of those who planned to attend universities. The students experienced 9 college tours (FSU, UF, UCF, UT, USF, FIU, UM, TCC, and Nova) and attended a college fair at Gulf Coast.

OnTarget brought the discussion of career and college choice to the 5th grade. They learned to use the computer to complete their applications. For several, this was their first experience with completing an application and needing personal information for documentation. The students who were more advanced were designated student helpers and paired with lower performing students. Everyone completed at least one application and their FAFSA. On Target also provided individual sessions for the senior students and help to track their application process. The students were directly involved in planning their college path (if they decide to attend college) and their career goals. College selection research was done both individually and in groups along with individual assistance with college essays. The students were also be tasked with researching career choices to see what professional and educational choices are required for success. This research will be compiled in a career journal for future students to utilize and expand. Magellen researches indicate that “when your students know what they want to do to earn a living - when they discover for themselves viable job options, and make the connection between school and later life, their motivation and interest in learning will rise dramatically.”

This project also provided the participants with the skills required to feel prepared for success in both college and their chosen career. They used personality inventories, Myers Briggs, to learn more about their characteristics and which career may best fit their personality. Their possible careers were being explored to ascertain what academic and other skills were required to be successful. Workshops (writing, research, reading), ACT practice exams, and Leadership institutes were also part of OnTarget. Great attention was focused on the core standards inclusion in all activities and in reading and comprehending college level material to engage in evidence based discussions:

College and Career Readiness anchor standards for Reading
- Key Ideas and Details
- Craft and Structure
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas
Range of reading and Level of Text Complexity

Comprehension and Collaboration
- Range of conversations and collaborations, diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

45% of the seniors seriously participated in the OnTarget Program. 90% of those who participated attended the workshops with their paperwork (self assessment forms, inventory of activities, tax forms, personal development form) completed and ready to work. The remaining 9% completed their paperwork by the second workshop. ALL the participating students completed a community college application and 9 completed both community college and 4-year college applications. ALL the participants completed the FAFSA within two FAFSA workshops. The lower performing students were paired with the more advanced students and were also able to accomplish the program goals and objectives. 40% of the juniors completed the necessary paperwork and participated in the junior workshops.

Outcomes:

Increasing Graduation Rates
100% of high school senior project participants graduated from high school
100% of project participants made progress toward graduating high school
100% of project participants showed increased interest in graduating high school

How Outcomes were Measured:
Outcomes were measured through focused discussions with the students, access to school graduation records, access to school promotion records, teacher grades and student evaluations.

Grades Address: 10-12  Private-Sector Investment: $8,656.00
Low-Performing Students: NA  State Matching Amount: $3,125.00
Total Students Impacted: 116  Total Project Investment: $11,781.00
Project Title: TLC: Free School Supply Store

Foundation: Franklin County Education Foundation

Project Abstract:

For the first time in at least 50 years, a majority of U.S. public school students come from low-income families, according to a new analysis of 2013 federal data, a statistic that has profound implications for the nation. (Washington Post online, 2015). According to the National Retail Federation, the average family spends more than $600 on children’s clothing, electronics and back-to-school supplies each year. And with school budgets dropping, the list of school supply families have to purchase keeps getting longer and longer. This year, the T.L.C. was managed as part of the mini-grant program. The school district approached the foundation with the idea of purchasing laptops that would be used by both teachers and students to allow for 'portability' to work on projects and assignments.

Project Summary:

The Southern Education Foundation reports that 51 percent of students in pre-kindergarten through 12th grade in the 2012-2013 school year were eligible for the federal program that provides free and reduced-price lunches. The lunch program is a rough proxy for poverty, but the explosion in the number of needy children in the nation’s public classrooms is a recent phenomenon that has been gaining attention among educators, public officials and researchers. (Washington Post)

Franklin County is a federally designated high poverty area and the entire school received a full waiver; therefore 100% of the students are eligible for the free and reduced lunch program. As a high poverty area, there are many more pressing decisions for families and school supplies is many times relegated to the bottom of the list or completely removed. Teachers spend funds from their already low salary to augment their classroom supplies.

Results and research shows that when adequately equipped with educational supplies, school children:

- Have a more positive feeling of self-worth
- Miss fewer days of school
- Are more attentive in class
- Have improved classroom behavior
- Achieve higher test scores in all academic subjects

It is clear that having a one’s own supplies is imperative to successful assignment completion and will improve a child’s academic success. Local business owners and the Education foundation collaborated to open the Tools for Learning Collaborative (T.L.C.) Free School supplies store. In today's technological society, it is imperative that students and teachers have access to technology to plan and implement assignments that meet the 'cutting edge' level and make them competitive. The laptops purchased will allow access not only in the library or the computer lab BUT anywhere.

Outcomes:

Teaching Quality
100% of project participants showed improved attitude toward teaching
100% of project participants showed changes in behavior in their teaching method

How Outcomes were Measured:

Teachers were given surveys to complete.

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<td>Total Students Impacted:</td>
<td>840</td>
<td>Total Project Investment:</td>
<td>$3,000.00</td>
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**Project Title:** Youth Advisory Council

**Foundation:** Franklin County Education Foundation

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**Project Abstract:**

FCEF’s primary goal is to provide a vehicle that empowers the youth of Franklin County to take responsibility for their education. The Youth Advisory Council is the mechanism created to support and reward the students for their creative and interactive approaches to engaging their peers in the educational process. The Y.A.C. empowers its participants to control their destiny through ‘active’ participation and wise choices in their academics, social interactions, college and career decisions, and civic engagement. They are exposed to comfort zone expanding situations requiring goal setting, activity planning, critical analysis, information synthesis, and astute judgments. The YAC focuses upon providing opportunities for the expansion of independent thinking and critical analysis through leadership development and college prep activities. Their projects help to achieve the goals of increased student retention/increasing graduation rates, enhanced literacy, attention to low-performing students, and a focus on STEM.

**Project Summary:**

FCEF goal with the YAC is to support and reward students for their creative approaches to not only engaging their peers in the educational process but for finding solutions to issues of importance to their school and community. YAC will participate in projects geared towards enhancing the curriculum, motivating low achieving students, encouraging reading and math improvements, involving parents in the education of their students, forming student alliances/mentorship between the upper, middle, and lower grades; increasing student enjoyment of reading and the sciences while making learning fun.

Our students need to develop confidence not only in their voices but in the fact that adults will listen to them. From attending several community meetings, being a member of the school advisory council, and talking with students, it is clear that the students need a system that encourages them to be a part of the educational process and address some of the system’s deficiencies. They feel marginalized by their instructors and administrators because the ‘decision making’ process is beyond their participation: or at least that is their perception and many times widening their perceptions through support is all that is needed.

FCEF has decided one of the best ways to accomplish this is through the giving them the ability to be part of the board and to control programs geared towards youth leadership, achievement, of low performing students, and a system of recognition for academic achievement. The YAC is our solution and their performance for the past 4 years has supported this premise. With a board member advisor, they will facilitate activities that address the above issues Through a competitive process, the YAC will distribute mini-grants, which should enable the awardee (students) to bring their school to life through innovative projects. Each applicant must get the approval of the school principal to signal a willingness to work with that group. Students must also secure the signature of a teacher willing to serve as their advisor. The grants will cross all targeted academic areas. Our goal is not to restrict to be totally inclusive. Grants are not intended to fund classroom technology, school supplies, capital improvements, classroom furniture, outside salaries, stipend of equipment for teaching the regular curriculum.

The Education Foundation nurtured a challenging level of YAC self-reliance and the expectation that, through these activities, the students would be prepared to succeed in college courses or workforce training programs. In addition, the Florida Standards were an integral part of all projects. The rigorous leadership institute and college readiness programs, along with the TLC store management, were aligned with “college and work expectations” and stressed evidence based critical analysis, synthesis of information, advance planning, time management, and a pre-emptive positive attitude. In all their projects, the students were exposed to varying perspectives and cultures and learned to not only deeply understand but to be tolerant of differences and respectful of other strains of thought. They also learned to engage in meaningful debate supported with researched evidence and rational reasoning. All activities used technology or digital media to complete assignments, give presentations, maintain records, design advertising campaigns, and communicate. Lastly, writing was an integral component of all activities and stressed comprehension on a deeper critical thinking level.

This year the YAC launched a project called FACES of FCS that focused on increasing school pride and loyalty. The project will be completed with the fall 2016 term but all the pictures and statements were collected and the arrangement with the
library for a opening exhibition have been finalized. The YAC also awarded 2 mini-grants for projects with applications submitted by students with Teacher advisors. One project helped to produce a book for the 5th grade class to showcase their history travels through the eyes of their mascots. The YAC also planned and participated in two community service projects: visits at the local nursing home and a community health fair in conjunction with a local health organization. Lastly, two of the YAC students planned a fundraising campaign to join with the ONTarget program to complete their senior college prep and leadership retreat via a trip overseas to Europe. This trip has become a rite of passage event for our YAC and OnTarget/CAPS seniors.

**Outcomes:**

**Increasing Graduation Rates**
100% of high school senior project participants graduated from high school
100% of project participants showed increased interest in graduating high school
82% of project participants made progress toward graduating high school

**How Outcomes were Measured:**
Outcomes were measured through access to student records through the school district, workshops and focused discussions with students regarding their college and career plans, total number of student who participated in events, total number of community members who donated funds.

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Project Title: 2015-16 Improving Literacy Early

Foundation: Gilchrist County School District

Project Abstract:
The proposed project allowed the two Title I schools in Gilchrist County to provide supplemental early literacy and kindergarten readiness enrichment for students that are 3 and 4 years old. CFEF funds were used to match funds provided privately through United Way to extend the learning day for these at-risk students. Participants were selected based on need, and were provided with an additional three hours of programming per day. The literacy and other outcomes were measured based on VPK Assessment pre, mid, and post academic tests, DIAL assessment pre and post for 3 year olds, and Learning Strategies Gold assessment pre/post for personal and social skills. Participating students demonstrated an improvement from pre to post test. We provided after-school services to 29 students through this project. These students would not have otherwise received any services.

Project Summary:
This project allowed CFEF to match funds provided by United Way to supplement the literacy and learning opportunities provided for disadvantaged Pre-K students. Students who are four years old are eligible to receive 1/2 day of academic programming for free through VPK funding. However, there were many students that were not able to participate because of the inability to pick up their child in the middle of the day. Therefore, United Way partnered with the Gilchrist County School District to provide the other 1/2 of the day for these students. That allowed many of these students to receive services that would have otherwise been impossible. Now, CFEF Matching dollars have also been used to allow these same students to receive after-school literacy and academic services from 3:15 to 6:15 each day. The cost will be $6 per day per student. Participants were selected based on academic and financial need. We served 29 students total.

Outcomes:

Literacy
100% of the participants met or exceeded expectations in the academic areas of Print Knowledge, Phonological Awareness, Mathematic Measure, and Oral Language / Vocabulary
90% of the children tested scored Kindergarten "Ready"

How Outcomes were Measured:
The first outcome was measure through the VPK assessment. The level of Kindergarten "readiness" was measured through the TS Gold Assessment.

Grades Address: K Private-Sector Investment: $45,102.4
Low-Performing Students: NA State Matching Amount: $13,570.97
Total Students Impacted: 29 Total Project Investment: $58,673.37
Project Title: Glades Grants for Great Ideas

Foundation: Glades County Education Foundation

Project Abstract:

Glades Grants for Great Ideas (GGGI) provided $500 grants to teachers or $1,500 to a team of teachers for use in their classroom(s) to purchase equipment provide enrichment activities for their students, or fund field trips designed to raise student achievement. The classroom grants were available to teachers in grades K-12, in all of the schools in Glades County. Teachers applied for the grants through an application process which was reviewed by the Glades Education Foundation, Inc. Grants Committee for approval. Teachers were required to submit a mid-year and final report to demonstrate positive project outcomes. Glades Grants for Great Ideas had a positive impact on teaching quality, because teachers were provided with a source of funding for activities to supplement the curriculum, enrich their classroom teaching strategies, engage students in the areas of career/technical education, increase graduation rates, improve literacy, improve the academic achievement of low-performing students, and/or STEM education.

Project Summary:

Classroom grants included:
Enticing Informational Text: Informational trade books covering a wide range of reading levels and topics were purchased for students to checkout for independent reading. Outside of the quantitative measures, we saw an increased interest in informational text thanks to this project. This project will have a lasting impact not only on their interests, but also on their school career. Having a strong basis in informational text will help them as they move through grade levels.

Shark Bait or Shark Trail: The most significant measurable outcome, in my opinion, was the renewed interest in science, especially marine science as expressed by a student. Other students expressed an interest in understanding the purpose of the research project as well.

Composting: Worms or Not?: This project was very beneficial in helping the students see how important it is to conserve and recycle. The students were able to create compost out of things they would have normally thrown in the garbage can. Throughout the project they began to see how beneficial it could be if everyone was able to compost instead of throwing things into landfills. Another thing I thought was awesome was that they shared information they learned with others which got those people interested in also doing some composting.

Wee the People: Students created a model government by establishing a mock grade government. Students elected a grade president and officers to make up the branches of government; they read and learned about current event issues and concepts related to civics and government; and they learned about the structure and functions of government. The creation of a grade constitution helped students understand the foundations of government, law, and the American political system.

Discovering Our Roots: This project provided an opportunity for economically disadvantaged students to experience the history of St. Augustine. They learned how our state was discovered and were able to learn more about the people who lived there years ago. Students’ enthusiasm for social studies improved and the excitement of going to St. Augustine motivated the students to work towards the goal of mastering the standards.

Reading Rangers: Books purchased for this project were all non-fiction text. These books were used by older students to read to and with younger students. One of the project goals was to increase circulation of non-fiction books in the library. At the onset of the program, approximately 20% of the books checked out were non-fiction. At the project end, that percentage has increased to 26%.

Growing STEM Skills Through Reading, Writing, & Vocabulary & An Experiment With Interactive Notebooks & Foldables: I believe these projects showed some real successes and also revealed some areas that still need improvement. In general, students do learn better working in groups, even if they say they don’t like to work in groups as scores have increased. The stations did work better than the standard lecture platform traditionally done in classrooms; however, from my observations, lecture and/or teacher involvement was still a crucial part of the success of the activities.

Cell Models and Nature Walk: Students learned about cells and cell organelles. Students generally have a difficult time comprehending the topic because cells are so small. Students completed a 3-D cell model including a key which listed the
functions of the various organelles. Multiple class activities such as reading, note-taking, digital lessons, virtual labs, and educational computer review games were assigned to aid student learning. Students also studied different ecosystems in Florida as well as various limiting factors that affect the organisms in those ecosystems. Many of my students had not experienced quality time in a raw-outdoors Florida setting. Before the trip to the cypress slough students participated in various class activities to prepare them for the trip. The most significant result cannot be shown in a data table or on a graph. The students loved the trip! Even though these students live in rural Florida, many of them had never been in a wetland ecosystem and seen wildlife in an untainted habitat.

Scientific Scientists: This project helped students to take a more hands on approach to learning science. The students were able to work in cooperative learning groups and complete scientific investigations, work together to solve problems, and foster a love of science. Students learned skills they will be able to continue to use as they move through their remaining years in school. Students recorded their predictions and findings in their journals, talked to their teammates about their ideas, and were able to summarize the various project outcomes. Using science vocabulary as they completed investigations helped them to internalize words that were domain specific in an authentic way.

Art Literacy in the Bag – Literature Based Art: Students and teachers enjoyed listening to read alouds that tied in with an art project. One example of a project was “crayon resist”. The read aloud was “Art” by Patrick McDonnell. Students listened to the story and then completed their own art project inspired by the story. Some of the lessons were theme based with a holiday idea. Students were able to take their project home and share with their families. Being able to discuss a read aloud and how it related to the art project helped students make connections between literature and art.

Journey of the Scientific Inquisitors: Our goal was to increase students’ interest in science by providing an opportunity for students to observe experiment, investigate, and interact with scientific concepts outside of the classroom, through self-exploration, at the Museum of Discovery and Science.

Tiny Terriers Reader’s Club: Students were provided with books to take home and share with parents. Students reading ability increased and literacy was promoted at home. The goal of the project was to increase time spent reading as a family. According to the parent survey, the time spent reading increased from an average of 30 minutes to 35 minutes.

**Outcomes:**

**Literacy**
40% of project participants improved in a standardized reading skills test(s)
5% of project participants showed increased interest in reading

**Low-Performing Students**
21% of project participants improved their grade in specific subject area
6% of project participants showed increased interest in performing well in school

**STEM Education**
40% of project participants showed increased interest in STEM education
37% of project participants improved their grade in STEM subject area
14% of project participants showed increased interest in pursuing STEM career

**Teaching Quality**
75% of project participants showed increased knowledge about teaching in general
50% of project participants showed improved attitude toward teaching
25% of project participants showed increased knowledge about teaching in specific subject area

**How Outcomes were Measured:**

Outcomes were measured through literacy assessments included STAR Reading, Star Early Literacy, pre and post surveys, Performance Matters subject exams, and i-Ready Reading given at the beginning and end of the projects, and pretest and EOC Social Studies test for fourth grade.

Low-Performing Students assessments included Performance Matters Social subject area exams, pre and post surveys, and 9 weeks grades.
STEM assessments included pre and post surveys, Performance Matters subject area exams, 9 weeks grades, and pre and post tests.

Teaching Quality outcomes were measured using teacher observation throughout the project.

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Project Title: Growing STEM Innovators: One Node at a Time
Foundation: Glades County Education Foundation

Project Abstract:
Growing STEM Innovators: One Node at a Time was a continuation of a very successful project last year with some successful changes/expansions. Students continued the Farm Rescue Node from last year but investigated non-traditional farming techniques such as Aquaponics and Hydroponics using goldfish waste; continued the Forensics for Solutions Node with the Glades County Sheriff’s Office; continued the Models First Node by creating even stronger bridges this time and weight testing them using a different method than last year; and constructed a model of a Hurricane safe tower. Eighth grade students taught lessons related to each of the four nodes to even more grade levels this year than last year. Students became excited about science as they discovered the value of problem-solving and of applying STEM science concepts in their projects. Almost all of the students commented positively about how they preferred all the hands-on activities. Their excitement translated into academic growth. A variety of assessments showed that the goal and objectives of the project were met: an increased interest in taking STEM classes in the future; and an increased awareness of STEM careers. According to data gathered, achievement grew in math and science classes and in reading comprehension.

Project Summary:
The students loved doing all of the science STEM experiments this year. They were sad about not being able to do the crime scene like last year’s students, but we did so many more this year that they almost forgot and weren’t too disappointed. The largest project involved making the Gravity Simulator, the human body system models which will be used to teach other grade levels each year, and all of the plant and fish experiments we did. We weight tested bridges again, and we have 1 that held 75 pounds and still hasn’t broken. We decided to keep it and will try a different way to test it next year. We experimented on talking with plants to see if it were possible to test the power of words on them. One plant we spoke negatively to and the other we spoke positively to. The 3rd plant was our control group and we didn’t talk to it at all.

We now have seven fish tanks with a new air piston system that uses one big air pump to filter the tanks as opposed to several small ones that require much more energy. We learned how to make our tanks more energy efficient and to make them more natural habitats. Instead of using gravel bottom tanks we now have planted tanks and no gravel bottom tanks. All the tanks use plants to filter the water naturally. Recently we add worms to our main plant producing tank to use their decomposition power to help break down the huge amount of goldfish waste produced. We have planted both from seeds and seedlings to see how that makes a difference.

We have added different types of fish to our classroom family. We now have guppies and mollies because we wanted to experiment with species that give “live birth.” We are waiting for a successful breeding between goldfish. We have made our own fish food from peas, carrots, canned salmon, vitamins, probiotics, instead of depending solely on store bought fish food. We also feed our fish a regular supply of vegetables. The students will soon be making Anglefish food using beef hearts, and we are going to try to make our own algae wafers for our bottom feeders.

We have tried to do many DIY projects out of spare parts and recyclable materials instead of purchasing new equipment. (Filters, CO2 diffusers, algae scrubbers). We’ve experimented with solar balloons. We have expanded our selection of electrical kits and now have a system that includes 2000 different circuits kids make from scratch. THEY LOVE THEM and they are the best way I have found to teach about electric current and circuits. We have created mazes using rubber bands and balls to demonstrate the transfer of potential energy into kinetic energy.

Outcomes:

Literacy
41% of project participants improved in a standardized reading skills test(s)
21% of project participants showed increased interest in writing
STEM Education
74% of project participants showed increased interest in STEM education
54% of project participants showed increased interest in pursuing STEM career

**How Outcomes were Measured:**

Outcomes were measured with I-Ready assessments. In STEM area, students were surveyed about their level of interest in STEM education and continuing their education in a STEM related career from the beginning to the end of the year.

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Project Title: Leading Literacy

Foundation: Glades County Education Foundation

Project Abstract:

The Glades Education Foundation’s Leading Literacy project provided sets of FRA, SSYRA, and FTR books for the media centers in Glades County Schools. Students were encouraged to read these books and participate in the motivational programs. Students that participated were recognized based on the criteria set by the media/literacy specialist at each school. The most significant measurable outcome was the number of students in grades K-12 reading/hearing program books in May 2016 (634) as compared to May 2015 data (352), an increase of 282 students. Grades 3-12 students that read 10 or more books were eligible to attend a field trip to a book store. The 3-12 final data showed an increase from 10 to 29 students reading 10 or more books from the previous year. Students reading 3-9 program books increased by 5 students.

Project Summary:

The Glades Education Foundation’s Leading Literacy project included 4 schools; 1: K-5 (Moore Haven Elementary – MHES), 1: 6-12 (Moore Haven Middle-Senior High - MHMHS) and 2: K-8 (Pemayetv Emahakv Charter School - PECS & West Glades School - WGS ) schools. MHES, PECS, and WGS offered the Florida Reading Association’s Children’s Book Award (FRA) and the Sunshine State Young Reader’s Award (SSYRA) Programs. MHMHS offered the SSYRA Program and Florida Teens Read (FTR) program.

Teachers in grades K-2 implemented the FRA program by reading aloud books in their classrooms or in media centers. Student progress was tracked throughout the year. Students voted for their favorite book at the end of the year. Teachers and/or Media Specialists/Literacy Coaches documented the number of students that read/heard at least 5 books. The Sunshine State Young Readers Award Program and Florida Teens Read Program were implemented for students in grades 3-12. These programs provided the opportunity for students to read independently for personal satisfaction, based on interest rather than reading level. The students independently read the books, took quizzes, and tracked their progress utilizing the Reading Renaissance system. The program ended with students voting for their favorite book. Students in grades 3-12 were rewarded with a field trip to a book store if they successfully read 10 or more program books.

Outcomes:

Literacy
44% of project participants showed increased interest in reading

How Outcomes were Measured:

There was a total increase of 282 students in grades K-12 reading/hearing program books. The program outcomes for students in grades 3-12 participating in the Sunshine State Young Readers Award (SSYRA) and Florida Teens Read (FTR) were measured using Reading Renaissance Program (accelerated Reader) reports. Accelerated Reader testing at 70% or higher was used to determine successful reading of the program books. Baseline data from May 2015 was compared to the Final Data in May of 2016. Data showed an increase from 6 to 23 students in grades 3-5 and from 4 to 6 students in grades 6-8 reading 10 or more of the program books. 1 student in grades 9-12 read 4 of the program books.

Grades Address: K-12 Private-Sector Investment: $3,149.87
Low-Performing Students: NA State Matching Amount: $3,000.00
Total Students Impacted: 1,689 Total Project Investment: $6,149.87
Project Title: More Than Crop Production: A School Garden

Foundation: Glades County Education Foundation

Project Abstract:
Our students have limited opportunities to see STEM in action because of the rural community in which we live. Collaboration with a local company involved in the crop production field introduces the students to not only the processes and skills needed in this field, but also to the importance of agriscience, science and mathematics to their everyday lives. Mathematics, Science and Agriscience careers are in need of people who are trained and educated in crop production. If this need is not met on a continual basis, crop production could easily be suspended, which could have catastrophic results on our community as well as our nation. Projects such as these that open student’s eyes to STEM related topics are so beneficial to helping them decide on their future. Because of our rural community, there are a lot more STEM related jobs available here than there would be in a city environment so hopefully by completing these projects some of the students will develop an interest in a STEM related career.

Project Summary:
This project was a continuation of our project we started last year which involved soil testing, fertilizer education and raised bed and butterfly garden improvements. The new STEM areas added to this project this year were aquaponics, alternative fertilizers, and water conservation. Continuing last year’s project with a school garden was very beneficial to my agriscience students, as well as some of the other students in the school. This project involved a community partner, which are the University of Florida IFAS Employees, Lindsey Wiggins and Gene McAvoy. Both of these people are well versed in Florida Agriculture, soil testing, gardening as well as many other related subjects. These community partners arranged a bus tour of a two local farms for the students to attend during the winter so they can witness actual crops being grown as well as some soil testing techniques that are used and then they took the students to the IFAS center in Immokalee where they got to go into the lab and see some predatory bugs that are being used instead of pesticides, they also saw a PowerPoint presentation and got to look in microscopes at some of the pests found on plants, as well as participating in a soil analysis “shake test”. The other field trip we took was to our local butterfly farm which is located here in Muse, this trip was very instrumental in helping us to replenish our butterfly garden and get it in good shape once again.

The first part of our project involved getting a fish tank and an aquaponics system to set up in our classroom. The students did some research about the cycling in an aquaponics system, we also had a lesson and PowerPoint about it. I ordered the system from Class Wallet, but had a little bit of difficulty finding an aquarium that would fit it and they did not sell the type we needed. I eventually found one at Petco, and it also ended up being on sale! We learned that the best water we could use was from our rain barrels, so we got the system set up and let it run for a couple of weeks before adding fish. Instead of having to buy fish, two of the students in my 7th grade class brought in goldfish they had won at the local carnival. So we ended up with three goldfish in our tank and two happy boys because now they had other people to help take care of them. We then planted spinach and lettuce and the process began. The spinach did not grow at all, but we think that we had some bad seeds because we also tried planting spinach in our hydroponic system and in our raised bed and both places it grew a little bit but not like it was supposed. The lettuce grew like crazy and we were able to harvest and eat it.

Our second project this year was to use rabbit waste as fertilizer. After we got our hutch and rabbit enclosure built we got another pleasant surprise. One of the kindergarten teachers had two rabbits as class pets and she was getting tired of hauling them home every weekend so we offered to have them be part of our project that way her and her students could still come out to see them anytime they wanted to. The two rabbits produced plenty of fertilizer for us to use. We planted radishes in two raised beds, one with rabbit waste the other with fertilizer. Upon observation, the output was about the same for both beds, the bed with the regular fertilizer had bigger radishes, but the bed with the rabbit waste had more red radishes.

The third part of our project was to work on water conservation. The students did research on rain barrels, how to use them and some pricing information. We were able to purchase five rain barrels from Ace Hardware and the students installed them at different locations on the campus. We have used these barrels for filling our fish tank, watering plants, watering our chickens and rabbits. The barrels refill very quickly and this year we had a large amount of rain so that helped us be able to really utilize them to the fullest degree.
All of the projects, except the aquaponics because it was inside, were displayed as part of our National Ag Day Celebration so all of the students in our school got to see STEM projects at work.

**Outcomes:**

**STEM Education**
100% of project participants showed increased interest in STEM education
37% of project participants improved their grade in STEM subject area

**How Outcomes were Measured:**

The students were given a pre/post-test to measure their increase in project knowledge. For the 7th grade class (21 students) their pre-test score was 42% and their post test score was 99%. For the 8th grade class (17 students) their pre-test score was 31% and their post test score was 91%. Number of project participants who improved their grade in STEM subject area SCIENCE was also measured. 14 out of 17 (82%) 8th grade students improved their grade in science. 7th Grade results evidenced by the 3rd performance matters test on 5/24/16 showed 100% of the student improved their science grade.

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Project Title: Gulf County Teacher Mini Grant Program

Foundation: The Education Foundation of Gulf County

Project Abstract:

The Gulf County Education Foundation awards competitive mini-grants to motivated Gulf County teachers for specific educational projects that are developed to support teaching and learning through the implementation of strategies that have a proven record of improving student growth and achievement. Priority is given to grants that target our lowest performing students, reading, math, and science. Projects funded have brought many exciting learning opportunities to the students in our small rural district in the areas of STEM and Literacy. Our elementary school STEAM Robotics Team won at district competition and again at Regionals in their rookie year. That program is sponsored by grant funds from the EFGC, Duke Energy, AT & T, and Tyndall Air Force Base. Teacher mini-grants provided the funds to implement new programs, supply hands-on learning experiences, and supplement classrooms in the areas of Science, Math, and English Language Arts. Gulf County is a small district that maintains high expectations for its children and the monies granted through this matching fund program has had tremendous impact on our classrooms and for our children.

Project Summary:

The Education Foundation's mission is to raise funds, foster academic development, invest beyond what tax dollars provide, develop teachers, encourage community involvement, and reward academic excellence. The EFGC does this through our Teacher Mini-Grant Program. Teachers are given the opportunity to apply for grants annually. The grants can range between $500 and $2500, depending on the number of students impacted and the focus of the grant. Grants are given priority if they address the priorities set by the EFGC board and/or the schools improvement plan. The EFGC prioritizes literacy, math, science, and low performing students. We consider grants that also focus on other academic concerns, but primarily the funding is targeted at these areas. The intent is to give teachers seed money to try innovative new programs, ideas, or use materials that they cannot fund through the school budget. Teachers are required to submit evaluations and the end of the grant cycle that report on the effectiveness of the grant and report on the measureable outcome data that they outlined in the their grant. These innovative teacher grants have made a profound impact to bring hands-on science, rich literacy experiences, and fun interactive learning to our classrooms. Grants this year targeted STEM projects at the elementary and high school level, literacy manipulatives and supplemental materials for ELA classes in our elementary schools, and hands-on learning experiences.

Outcomes:

Literacy
100% of project participants showed increased interest in reading
100% of project participants showed increased interest in writing
89% of project participants improved in a standardized reading skills test(s)
81% of project participants improved in a standardized writing skills test(s)

Low-Performing Students
100% of project participants showed increased interest in performing well in school
95% of project participants improved their grade in specific subject area
90% of project participants improved their overall grade(s) in school

STEM Education
100% of project participants showed increased interest in STEM education
93% of project participants improved their grade in STEM subject area
33% of project participants showed increased interest in pursuing STEM career

How Outcomes were Measured:

Gulf County Schools utilizes Journeys as its Core Reading Program and students were assessed using 3 benchmark tests, DIBELS, and IOWA (K-3) and FSA (Grade 3 and above), as well as EOY course exams where appropriate. Students were also surveyed to measure increased interest in reading, writing, and literacy. Our Media Specialists also graphed increase circulations at all four of our main campuses.
Our Curriculum Specialists and Guidance Counselors at each school used grades, test scores, and teacher referrals to determine the targeted students. Community mentors and volunteers were assigned to students as well as teachers and staff who could serve in these roles to encourage and motivate each child to meet their potential. Targeted students were encouraged to participate in Enrichment Programs that were held after school four days a week and attend tutoring for homework assistance three days a week as needed. Each month, students reviewed progress, attitude, and performance with their mentors and set short and long term goals to improve, maintain, and enjoy their school experience. Mentors spent on average one hour or more each week meeting with children, reading with them, and discussing their progress towards their goals.

Grades were tracked using FOCUS (Gradebook). Student surveys were also completed after each STEM project or experience. Many of the targeted students were recognized for accomplishments at Science Fair, Robotics Tournaments, and in our local media. Excitement about our STEM programs has reached our youngest students who ask how they can be in STEM classes, join our STEAM Teams, and participate in the exciting hands-on learning activities that they have read about and seen on our local television news, school news, newsletters, and other publications. The most rewarding part of the project is the excitement about STEM and STEM careers that has occurred indirectly. The students who participated have been deeply enriched and many now plan to pursue study in the STEM fields and have set personal goals of becoming STEM professionals. The experiences and mentors have been invaluable in engaging our students to become problem solvers that engage in team work to research and solve real world problems. As state test scores come in, we expect that this increased excitement in STEM and dedication to Science and Math will show up in meaningful increases in standardized scores that match the increase demonstrated in classwork and tests.

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Project Title: For the Love of Literacy
Foundation: Hardee Education Foundation

Project Abstract:

"For the Love of Literacy" is Hardee district’s effort to expand on the success of the Battle of the Books by targeting literacy on all levels and modalities. While Battle has been limited to teams of third, fourth, and fifth graders, Kindergartners, first and second graders will have their own squires in the Skirmish! Like the upper grades, 15 books, text exemplars, have been chosen as the goal for this Literacy project. Each student that successfully reads - and tests- on the chosen books will be recognized. All upper level successful Sunshine State Young Readers will be awarded a collection of souvenirs of the books.

In addition to the two clashes, a District wide Read Aloud will take place during the state testing week – all elementary teachers will share lessons, materials, and ideas through a secured social media site. In 2015-2016 school year, all elementary students will know that Hardee District Schools did these projects "For the Love of Literacy."

Project Summary:

Battle of the Books is a voluntary reading incentive program for students in grades 3-5. The purpose is simply to encourage students to read good books and have fun while competing with peers. The event has become widely anticipated as many of our students begin reading each fall for the spring battle. Each elementary school forms a team of six students to compete against other district teams in a tournament similar to College Bowl. During the competition the teams earn points by correctly answering questions about the books on the Sunshine State Young Readers list. (Selected by Florida media Specialists).

Students’ increased interaction with a variety of literature and practice sessions provide an opportunity to discuss the books they’ve read. Additional benefits included working together as a team, learning to handle high-pressure situations, speaking before an audience, and setting goals for success. The Skirmish will be an grade appropriate competition. Each grade level will have rounds of questions with increasing difficulty. If at the end of the rounds, all squires are standing, they are all ‘knighted!’ These competitions and awards improve reading comprehension, build vocabulary, and teaches teamwork and good sportsmanship but to truly address the love of literacy, including the struggling reader is essential.

Outcomes:

Literacy
98% of project participants showed increased interest in reading
88% of project participants improved in a standardized reading skills test(s)
59% of project participants improved in a standardized writing skills test(s)
18% of project participants showed increased interest in writing

How Outcomes were Measured:

Accelerated reading records were collected. Data was evaluated for increases in reading levels and number of advanced books successfully read.

Grades Address: K-5 Private-Sector Investment: $6,699.99
Low-Performing Students: NA State Matching Amount: $6,300.01
Total Students Impacted: 1200 Total Project Investment: $13,000.00
Project Title: Science EXPO 2016
Foundation: Hardee Education Foundation

Project Abstract:
Hardee STEM EXPO provided an opportunity for students to participate in activities that encourage scientific curiosity, the love of science, and foster independent learning. The students learn to recognize problems, plan an experiment, gather and analyze data, and draw conclusions. The Hardee STEM EXPO revitalized a lagging science program and sparked interest in a student untouched by routine class activities. In addition, the cooperative efforts of teachers, students, parents, local experts, and judges strengthened the links between schools and community resources.

Project Summary:
Stem is a curriculum based on the idea of educating students in four specific disciplines-science, technology, engineering and mathematics-in an interdisciplinary and applied approach. Rather than teach the four disciplines as separate and discrete subjects, STEM integrates them into into a cohesive learning paradigm based on real-world applications-perfect for a STEM Expo Project. Hardee Junior and Senior High school students learned to design reliable experiments and test their ideas, collected and represented data, evaluated uncertainties and assumptions, revised their ideas as they assessed new data, and communicated with others, both in and out of their classroom.

The purpose of science fairs is to promote student-led inquiry and provide students with hands-on experience with the scientific method. Much of science education centers on the "product" of science-established laws, facts, and theories. In classroom experiments the outcome is almost always a given; these experiments are illustrations, not investigations. Student-led projects are one way to incorporate open-ended inquiry into education. In fact, the National Science Education Standards recommend that students be given opportunity to understand and practice the scientific process (hypothesis, testing, and conclusions). STEM EXPO projects allowed students to ask their own questions, design their own research methods, and analyze their own data, therefore giving them the experience of the full arc of scientific inquiry. And, perhaps most importantly, EXPOs helped to demystify science and take it from a just-so story to an accessible (and fun) activity.

Outcomes:

STEM Education
100% of project participants showed increased interest in STEM education
94% of project participants improved their grade in STEM subject area
84% of project participants showed increased interest in pursuing STEM career

How Outcomes were Measured:
Surveys were given by teachers as to career choice and curriculum/course decisions for 2015-2016.

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<tr>
<td>281</td>
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Project Title: Teacher to Teacher

Foundation: Hardee Education Foundation

Project Abstract:

Educators from Polk and Hardee Counties are invited to learn about innovative classroom program ideas during the 2016 Teacher to Teacher/School to School Connection IDEA Expo. Kindergarten through eighth grade teachers were invited to apply for Developer Grant awards through the Teacher to Teacher Connection (TTC). Programs selected must be successful, original and innovative, designed to help student achievement, increase attendance and or improve behavior. Once chosen as Developers, these teachers produced an online Catalog of Excellence: a permanent resource of past and present Developers programs. The Idea Expo showcases each program. Developers hosted a booth and network with visiting teachers, shared the details of their program. All teachers who visited the Expo who wanted to implement a program they saw could apply for an Adapter Grant. Money from this grant allowed them to purchase the supplies to implement a TTC program. Hardee County benefited from this collaboration with Polk County Teachers - a district with 96,000 students. (Hardee: 5300 students).

Project Summary:

The Teacher to Teacher/School to School Connection seeks out teachers that have developed and successfully used innovative teaching practices in their classrooms. As part of a layered network designed to improve student achievement, these teachers called “Developers” work with the Foundation over the course of a school year to first help produce the Idea Catalog of Excellence in which their program is highlighted. Then in the fall new Developers join with Developer alumni to present their innovative programs at the Idea Expo.

All PreK-8 teachers from Polk and Hardee Counties are invited to attend the Teacher to Teacher Connection Idea Expo to network with both present and past Developers, learning more about their innovative instructional practices. Teacher to Teacher Developer Grants are worth $600- $400 for classroom materials and $200 as a stipend for additional hours spent on development and publishing. In 2005 the School to School Program was added which allows teachers to develop a grant that focuses on a school-wide initiative. If selected, the grant is worth $1,000- $800 for classroom materials and $200 as a stipend for additional hours spent on development and publishing.

The Teacher to Teacher/School to School Connection does not end there. The Foundation then provides the opportunity for teachers who have attended the current year’s IDEA Expo to apply for an Adapter grant in effort to replicate a program in their own classrooms or schools. Potential Adapters may apply for up to $400 (Classroom) or $800 (School) to purchase classroom materials they need to implement a specific Developer’s program. Through the years, the T2T/S2S alumni have inspired success in the classroom and impacted numerous students.

Outcomes:

Teaching Quality
100% of project participants showed increased knowledge about teaching in general
100% of project participants showed increased knowledge about teaching in specific subject area
100% of project participants showed improved attitude toward teaching
100% of project participants showed changes in behavior in their teaching method

How Outcomes were Measured:

The outcomes were determined by the number of teachers that attended the EXPO - and the attitude survey indicated 100% positive experience.

Grades Address: K-8 Private-Sector Investment: $2,500.00
Low-Performing Students: NA State Matching Amount: $2,500.00
Total Students Impacted: 1,000 Total Project Investment: $5,000.00
Project Title: Technology for ALL
Foundation: Hardee Education Foundation

Project Abstract:
Through Technology for ALL, we provided students with the tools to remove spelling and grammar barriers to feel confident in expressing their thoughts into their writing assignments. For students to improve their writing, they need to be able to write frequently, regardless of their location, home or school, and on any technology platform. Utilizing Co:Writer software throughout the district provided low performing students the opportunity to become successful students as they have access to Topic Dictionaries, Personal Dictionaries, Linguistic Word Prediction and Flex Spell to assist in rigorous writing assignments.

Project Summary:
Hardee County students struggle with vocabulary, language development and writing. Co:Writer Universal provides our low performing students with access to a variety of resources to assist in writing of rigorous assignments through word prediction, dictionaries and spelling assistance. With the implementation of universal designs for learning, providing access to all of our students, the barriers that our students have had in the past will become less apparent as they are provided a valuable tool to assist in daily writing assignments and preparation for class. Teachers and staff can use the data collected through the built-in data collection to constantly monitor student writing. Graphing of the usage data and vocabulary of individuals and student groups assists in determining areas where students may need additional help or encouragement. With access to Co:Writer throughout the schools and homes in our community, our students will have the opportunity to write without the barriers that may prohibit them from being able to meet the challenges of the rigorous curriculum. Training during 3 different training sessions with 28 teachers and 21 students and some additional training provided with individual teachers and students.

Outcomes:
Low-Performing Students
100% of project participants improved their grade in specific subject area
100% of project participants improved their overall grade(s) in school
100% of project participants showed increased interest in performing well in school

How Outcomes were Measured:
Outcomes were measured through review of report card grades and FSA Language Arts which includes writing.

Grades Address: K-12
Private-Sector Investment: $5,599.01

Low-Performing Students: 21
State Matching Amount: $5,598.99

Total Students Impacted: 25
Total Project Investment: $11,198.00
Project Title:   Teacher Classroom Mini Grants

Foundation:   Hernando County Education Foundation

Project Abstract:

The REST Project improved average age of library’s non fiction collection by four years and helped fulfill the library’s ability to offer students and teachers relevant informational texts that support the curriculum. The books have sparked a new interest with students. Third grade FSA scores reflected a 4-5% increase over the previous year. This was the first year this schools third graders scored above a 50% proficient level.

Expanding Expressions Tool Kit Project increased students oral and written expression. One school had students improve participation in the Science Fair and all scored above a 70%.

The Family Literacy Project supported the Most Improved Reader, Reading Festival and the Read to Me Projects. There were 621 books purchased for this project.

The Vocabulary Workshop project is an enhancement to the current reading curriculum. Books assisted students in building their vocabulary knowledge and acquisition through the various practice activities. State assessments indicated a gap in students’ comprehension from a lack of vocabulary and word attack competencies. One school was able to purchase 10 AverVision U50 Document cameras for use in the classrooms. These have been used daily in the classrooms.

Project Summary:

The focus of the REST grant was to update the Spring Hill Elementary Library’s nonfiction collection. 548 titles were purchased to be placed in the library collection. The impact of the REST grant project improved the average age of our Spring Hill Library’s nonfiction collection from 1997 to 2001. The new titles helped fulfill the library’s ability to offer our students and staff with relevant informational texts which support current curriculum. The new books sparked new reader interest and an improvement in FSA reading scores.

Expanding Expressions Tool Kit project was requested because the students were significantly behind in the area of oral and written expression. There were a large number of 2nd graders who couldn’t form a complete sentence at the beginning of the school year and with the help of the toolkit most of them had mastered that concept and worked their way up to writing complete sentences. The 3rd and 4th graders had struggled with summarizing and identifying key details from text, however by the end of the year 80% of them had made improvements.

There was a Science Fair Project to help students become excited about entering into the Science Fair as this has been a struggle at this specific school. This project was put into place to assist low performing and any student that expressed a need or concern with producing a quality Science Fair Project. The staff assisted students and the goal was for the students to learn how to use the scientific method and to provide the students with the opportunity to research a project and execute a project to be of quality when entering into the science fair. All students that participated scored above a 70% using the Hernando County Science Fair Rubric and two projects were sent to District.

Through the Literacy Project we were able to support two programs to include the Most Improved Reader and a community wide Reading Festival. This project provided books to students that participated in the reading challenges. This grant was utilized to support three family literacy programs, which include Most Improved Reader, Reading Festival and the Read to Me program. Without the grant funds, two of these programs would not have been possible. There were 651 participants attend the reading festival which was a free event in the community thanks to these funds. Over 600 books were purchased for the Read to Me program and 21 books were purchased for the Most Improved Reader program.

Weeki Wachee High School purchased sets of the Sadlier’s Vocabulary workshop to assist students in building their vocabulary knowledge and acquisition through the various practice activities. The words in these books are used on both SAT and ACT achievement tests. The students have increased their vocabulary knowledge and will promote a more successful reader/writer for state assessments. The workshop increased low preforming students on standardized test and closed the gap in student achievement.
The Operation Certification project was developed to create better prepare Hospital Homebound and Home Instruction Teachers by increasing their teachings in order to better serve our student population.

Through the new document cameras (replacing Elmos) teachers were able to improve their classroom lessons. With the Gotch Ya/Prove It project, this program infused Science, Math, Technology, Writing, Public Speaking and Behavioral Science through forensic interactive hands on learning experiences. In Hernando County students struggle with the Nature of Science (Scientific Method) as test scores indicate. The benefits of this forensic integration project throughout the science classrooms brought real life experiences to the students as well as the teachers. There were multiple hands on forensic investigations and activities as well as the use of labs that gave students a variety of resources and research to identify the problems and came up with scientific explanations within a reasonable doubts.

**Outcomes:**

**Increasing Graduation Rates**
47% of high school senior project participants graduated from high school

**Literacy**
35% of project participants showed increased interest in reading
3% of project participants showed increased interest in writing
2% of project participants improved in a standardized reading skills test(s)
1% of project participants improved in a standardized writing skills test(s)

**Low-Performing Students**
77% of project participants improved their grade in specific subject area
72% of project participants improved their overall grade(s) in school
72% of project participants showed increased interest in performing well in school

**STEM Education**
84% of project participants showed increased interest in pursuing STEM career
37% of project participants improved their grade in STEM subject area

**Teaching Quality**
97% of project participants showed improved attitude toward teaching
3% of project participants showed increased knowledge about teaching in general
3% of project participants showed increased knowledge about teaching in specific subject area

**How Outcomes were Measured:**
The FCAT 2.0 retake results were used to show progress or successful completion of the state assessment. This includes 10 ESE students. Increased reader interest was measured by increased circulation statistics from the Alexandria library and automation software to track frequency of title check out. Circulation increased by 1124 checkouts which was a 17% increase in circulation during active circulation months.

Through the Expanding Expression Tool Kit the project was measured by writing samples. Through the Reading Project, surveys were conducted of participants in the program. Informal observation of Most Improved Reader Award participants. Outcomes were measured based on the ELA and course content tests. The FCAT retake results were used to show progress or successful completion of the state assessment. This included 10 ESE students.

On the Science Fair project students that scored a 70 on the board and a 40 on the notebook were then entered into the school Science Fair for judging. Former district Science Fair judges were used to help judge the projects and pick the top three projects for each grade level to compete for district. The FCAT retake results were used to show progress or successful completion of the state assessment. This included 10 ESE students.

An informal survey on first choice of topic preferred this school year was administered at the end of the year by our STEM teacher. The outcome will be used to pre plan next year’s curriculum for STEM.
Staff were surveyed to see how the nonfiction collection met their needs and how the new title purchases fulfilled their requests. Teachers were involved in book selection. Two ESE teachers took and passed certifications. Through 10 new document cameras, media conducted an informal teacher survey to measure the satisfaction of teachers with new hardware which included the document camera. 100% of the participating teachers were very please with this project.

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Project Title: Tools 4 Schools
Foundation: Hernando County Education Foundation

Project Abstract:

We had the grand opening of the Tools 4 Schools Teacher Supply Store on March 11, 2016. The Hernando County School District proclaimed March 11th of each year to be proclaimed as the Tools 4 Schools Day. During the three months the store was open we had approximately 325 teachers that shopped the store. Out of the 325 Teachers that visited the Tools 4 Schools Supply Store we had a survey return rate of 92.3% with all positive comments. Teachers felt this was a useful resource and they will return monthly. They felt “it’s like Christmas” and found many useful items that they will use in their classrooms. There was a lot of positive excitement about the store.

Project Summary:

The Tools 4 Schools Supply Store has allowed Hernando County instructional staff the ability to pick up needed items for their classrooms without reaching into their own pockets. The Tools 4 Schools was officially opened on March 11, 2016. The store was open one day a week from 3:00-6:00 and one Saturday a month from 10:00-1:00. The store will be closed over the summer and will reopen two weeks prior to school starting. The store is located at our Springstead High School location with one classroom serving as the school store and another classroom serving as a storage space. We have 25 sections that teachers can choose from as well as a “free” section with no limits. We have also included supplies for students in need to include casserole dinners (donated) that teachers can pick up for families (we have approximately 40,000 meals). Also included for students in need are toiletries, backpacks with school supplies and some clothing. From this project we have found a need to have a second location on the east side of the county and we will be working on this over the summer. We are currently working on plans to sustain the program with a Supply Drive in the month of August.

Outcomes:

Teaching Quality
92% of project participants showed improved attitude toward teaching

How Outcomes were Measured:

Outcomes were measured through teacher survey.

Grades Address: K-12  Private-Sector Investment: $28,687.52
Low-Performing Students: NA  State Matching Amount: $28,687.52
Total Students Impacted: 15,000  Total Project Investment: $57,375.04
Project Title: Leader In Me

Foundation: Highlands County Education Foundation

Project Abstract:
The Highlands County Education Foundation provided funding to schools to help classroom teachers in their efforts develop innovative instructional processes and practices that are both engaging and promote student learning. Teachers/staff applied and grants were awarded on their desire to improve their individual teacher quality through increased knowledge of The Leader in Me process. Teachers/staff were awarded the opportunity to attend a Leadership Symposium to better equip their ability to understand and implement The Leader in Me process. 40 participants increased their knowledge of The Leader in Me process and the project participants shared their knowledge back at their individual school sites to empower others in best practices of this initiative.

Project Summary:
The Leader in Me has been implemented at all elementary schools in Highlands County for the past three years. This process is built upon the principles of 7 Habits of Highly Effective People. These 7 habits consists of: Being Proactive by taking initiative and taking responsibility. Beginning with the End in Mind by defining vision and values and aligning goals to priorities, Putting First Things First by using effective time management skills, Thinking Win-Win by collaborating effectively, Seeking First to Understand and Then Be Understood by communicating viewpoints effectively, Synergizing by valuing differences, and Sharpening the Saw by achieving life balance. These 7 habits present a holistic, integrated, principle-centered approach for leading in the 21st century. The grant project opportunity is offered to teachers/staff at each of the elementary schools in the district. The focus of the grant is to increase knowledge about teaching The Leader in Me process and to improve attitudes toward teaching, with a direct focus of enhancing teacher quality. This grant opportunity will provide teachers/staff an opportunity to participate in professional development by attending a Leadership Symposium. The Symposium will provide an opportunity for teachers/staff to celebrate the accomplishments of schools that participate in this movement and collaborate with other educators of how leadership has transformed their schools and communities. Teachers/staff will have opportunities to hear stories from students leading for the first time, schools reaching new heights, and staff collaborating at a new level. During the Leadership Symposium teachers/staff will visit schools that are fulling implementing the Leader in Me process, hear Keynote Speakers, participate in breakout session to further clarify best practices, and participate in table topics to gain understanding of this process.

Outcomes:
Teaching Quality
100% of project participants showed increased knowledge about teaching in general

How Outcomes were Measured:
Forty teachers/administrators attended the Leadership Symposium. During this Symposium teachers/administrators visited schools that are fully implementing the Leader in Me process, heard Keynote Speakers, participated in breakout sessions to further clarify best practices, and participated in table topics to gain understanding of this process. Upon their return to their individual schools each participant shared with their individual staff what they had learned and integrated additional best practices to their way of work. In addition, each school held a Leadership Day for parents and community members to have a first hand view of this initiative.

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Project Title: Teacher Mini Grants
Foundation: Highlands County Education Foundation

Project Abstract:
The intent of the Highlands County Education Foundation grant was to provide funding to schools to help classroom teachers in their efforts to develop innovative instructional projects and practices that are both engaging and promote student learning. These were programs that would not be otherwise supported through existing budgets and programs. Teachers applied and then mini-grants were awarded based on their ability to improve student achievement and motivation using measurable outcomes and goals that met the increasing rigor and complexity of today's education demands.

One teacher wrote: The whole purpose of this project was to bring back uni based instruction rooted in complex text. I was able to purchase items that helped me teach units on European Exploration, poetry, the American Revolution and so much more. I knew that going back to this "Old School" style of teaching would engage students, but I could never of imagined the level of understanding and knowledge my students would gain about concepts like poetry and the American Revolution. What was better was the amount of engagement students had learning and reading about such complex topics. We studied them for weeks and then ended with fun and engaging projects.

Project Summary:
The mini-grant project was offered to teachers at each of the schools in the district. The focus of the mini grants was to enhance student learning in reading with a direct focus on enhancing student academic success. Mini-grant projects must directly involve students in reading initiatives and support the common Core State Standards. Additional consideration was given to mini-grants that directly affected the greatest number of students, student activities that focused on improving student academic success through enhanced student engagement, motivation, metacognition (student awareness of their thinking processes as they learn) and high impact best practices. The funds provided to select mini-grants permitted the teachers to purchase materials that complimented and supported rigorous instructional units of study. The primary focuses for these mini grants were reading and language arts.

Outcomes:

Literacy
100% of teacher participants reported students as being more engaged in class

How Outcomes were Measured:
Teacher mini-grants contained a wide variety of measurable student goals and objectives each based on the specific data of their students. Some may include: Students demonstrated an increase in motivation during reading through observance of more positive attitudes towards reading. Students demonstrated an increase in reading fluency and stamina. Students displayed an increase in reading engagement through observation of time, on task, and reading logs/journals. Students demonstrated an increase in understanding, knowledge and use of key reading concepts and strategies. Students demonstrated an increase in reading proficiency as measured by one of the identified reading assessments. Students demonstrated an increase in reading levels using a reading level indicator such as Lexile level, Fountas and Pinnell,Accelerated reading levels, etc. Students demonstrated a higher level of understanding of what they are reading through conversations with the teachers and peers on key literacy concepts Author's purpose, determining main ideas, evidenced based answers from text, analyzing character, plot and setting, recognizing cause and effect, comparing and contrasting elements in the text, analyzing point of view and purpose identifying literary language, forms and sources of information to name a few.

Grades Address: K-12  
Private-Sector Investment: $15,882.47

Low-Performing Students: NA  
State Matching Amount: $13,894.78

Total Students Impacted: 700  
Total Project Investment: $29,777.25
**Project Title:** Classroom and School Innovative Projects  
**Foundation:** Hillsborough Education Foundation

### Project Abstract:

Today, in a classroom in Hillsborough County a teacher is asking students to take out their textbooks. The teacher hears a few groans. Internally, they are groaning too. That teacher, who is dedicated and passionate, knows if students instead had an engaging, hands-on exercise they would be excited to learn this new material, not groaning.

The Innovative Projects Program supports students attending Hillsborough County Public Schools by providing grants to teachers for a specific project that ties into their current academic curriculum and fosters student interest and engagement. Innovative Projects motivate and engage students by providing updated technology and leading curriculum resources that would not normally be accommodated by the typical school budget.

All HCPS teachers and principals are eligible to apply for an Innovative Project to support their school or classroom. The Foundation also partners with individuals, corporations, agencies, and organizations to provide direct funds to schools with district identified needs. These partnerships have an exponential impact to students across the county.

In the 2015/16 academic year CF EF, the Foundation and its community partners were able support 119 Innovative Projects.

### Project Summary:

Hillsborough Education Foundation (HEF) serves the eighth largest school district in the country with 212,000 children enrolled in Hillsborough County Public Schools (HCPS). Almost two-thirds of Hillsborough students qualify for free or reduced lunch and the district has 150 Title I schools (over 67% of the student population qualifies for free or reduced lunch). Hillsborough Education Foundation recognizes that all children should have access to the resources that will help them succeed in the classroom; Innovative Projects addresses this need by putting funds directly into the hands of the classroom teacher.

Through Innovative Projects, teachers and principals apply for funds to support new and engaging lesson plans. Innovative Projects can also be funded through the Foundation from HCPS district identified needs or by a donor’s specific area of philanthropy. Innovative Projects fall under many categories such as: STEM (Science, Technology, Engineering, and Math), Literacy, Arts, Social Studies, Agriculture, and Technology equipment.

In partnership with CF EF, Innovative Projects focus on STEM lessons in the classroom or school. These projects offer students the opportunity to participate in advanced STEM lessons that often require updated technology and leading curriculum resources that would not normally be accommodated by the typical school budget. Innovative Projects' objective is to engage low performing students in STEM fields and foster STEM field interest in all students.

HCPS teachers submit applications at the beginning of the school year. Applications include the project's description and a detailed budget. A team of reviewers including school district employees and Foundation committee members, rate each application based on the project's viability and impact. Top-rated applications are awarded in January and funds are deposited into the teacher's school's account for the teacher to buy any needed supplies, transportation, or pay any fees associated with the project. The typical project grant ranges from $500 - $2,500 and teachers are given the flexibility to schedule the project in their academic calendar as they deem appropriate.

At the completion of the project, teachers are required to submit a detailed report on the project outcomes. This includes a detailed summary outlining the project and lesson, the budget for their project, and photos. Students are requested to write "Thank You" cards to their Innovative Project sponsor.

For Innovative Projects, the Foundation requires all awarded teachers to submit a detailed report on the project. Each report is reviewed by a Foundation staff member for teacher accountability. This report includes:
- Number of students served
- Grade Level(s) of students
- Demographics or specialized type of class
- Project goal
Outcomes:

**STEM Education**
76% of project participants showed improved engagement in STEM classroom activities
74% of project participants showed increased interest in STEM education

**How Outcomes were Measured:**
For Innovative Projects, the Foundation requires all awarded teachers to submit a detailed report on the project. This report includes:
- Number of students served
- Grade Level(s) of students
- Demographics or specialized type of class
- Project goal
- Budget and materials list
- Project impact report
- project outcomes and evaluation

Additionally, Innovative Projects funded by CEF include pre-project and post-project surveys of students' interest and understanding of STEM. Teachers complete the surveys, in which a Likert scale is used to rate the following:
- if students have improved their engagement in STEM classroom activities
- if students have shown increased interest in STEM Education
- if students have increased their knowledge about STEM Education

The surveys are collected and analyzed for trends and impact. The above data is extrapolated from these surveys.

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Project Title: Go2Work Tampa Bay Student Summer Employment & Project Success

Foundation: Hillsborough Education Foundation

Project Abstract:

Some of the fastest growing occupations require training beyond high school, but not a traditional college degree. Fortunately, the Hillsborough County School District (HCPS) is way ahead of the curve in providing Career and Technical Education (CTE) opportunities for its students, and different career paths to follow after graduation.

CTE training covers a wide variety of occupations today like computer systems technology, culinary arts, fashion design and nursing. Supporting HCPS career centers helps to increase high school graduation rates and cement better career opportunities beyond high school. It also helps those students who have or who are contemplating dropping out build brighter futures through sound career training.

Hillsborough County’s four Career Centers are:
- Bowers/Whitley Career Center
- D.W. Waters Career Center
- Simmons Career Center
- South County Career Center

To better serve students in CTE within HCPS, the Hillsborough Education Foundation (HEF) has a CTE focus to offer students internships in CTE fields and assistance with becoming workforce ready through support for testing costs and certifications. The program provides assistance to students as well as serves as a forum to connect students and soon-to-be-graduates with employers. Through this effort, the Foundation and local employers are creating a pipeline of workforce ready graduates.

Project Summary:

Hillsborough Education Foundation has several programs that support student success in the Career and Technical Education fields:

Go2Work Tampa Bay Summer Student Employment Program:
This program is specifically designed to prepare Career and Technical Education students for entry into the workplace and their future careers. The Go2Work Tampa Bay employment period is approximately 5-weeks in duration in June and July. The employer and student may mutually choose to extend employment on their own. All Go2Work Tampa Bay students follow the Florida Department of Education’s guidelines for Cooperative Diversified Education OJT (On-the-Job Training). Each student’s job placement is related to the job preparatory program in which the student is currently enrolled or has already completed.

The following is required for each student:
- A compensated position of employment with at least minimum wage
- Training Agreement
- Training Plan signed by the student, teacher and employer, including instructional objectives
- List of on-the-job and in-school learning experiences
- Workstation which reflects equipment, skills and tasks relevant to the occupation which the student has chosen as a career goal
- Site Employment Supervisor with a working knowledge of the selected occupation
- Teacher/Coordinator must meet with the Site Supervisor a minimum of once during each grading period for the purposes of evaluating the student’s progress in attaining competencies listed in the Training Plan.

Prior to their summer employment, all Go2Work Tampa Bay students completed a day of pre-employment training focused on interviewing and job search skills, as well as resume-writing. The Go2Work Tampa Bay Teacher-Coordinator was available throughout the summer employment to provide support and assistance to both the student and the employer.

Project SUCCESS:
Project SUCCESS Funds are available for CTE students with identified needs from their school that are barriers to success in a CTE field. Examples include an award to cover the expenses for industry certification for students who cannot afford the
certification exam fee and awards to purchase equipment needed to get a job in their industry. Hillsborough Education Foundation partners with Hillsborough County Public Schools Career Centers and Career and Technical Education programs to meet the needs of students in order to encourage success in the career and technical education fields.

Outcomes:

Career/Technical Education
77% of project participants made progress toward completing career/technical education certification
5% of project participants completed and passed career/technical education certification

How Outcomes were Measured:

CTE students attend one of the four Hillsborough County Career Centers and/or take part in the Go2Work Tampa Bay Student Summer Employment program.

CTE student tracking is managed by each career center and submitted twice a year to the Foundation.

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Project Title: Take Stock in Children

Foundation: Hillsborough Education Foundation

Project Abstract:

Every child contains the seeds of greatness, no matter what their beginning, background, family situation or economic status. Yet, many kids fail to achieve their full potential falling behind in school, losing self-esteem and confidence, eventually failing to graduate high school. Low-income and minority kids can face even tougher insurmountable obstacles that make finishing high school difficult and going to college almost impossible.

Hillsborough Education Foundation (HEF) manages donations with dollar-for-dollar matching from the Stanley Tate Florida Prepaid Foundation through the Take Stock in Children (TSIC) statewide program. The Foundation is leading the way in Hillsborough County in helping low-income, at-risk students graduate high school, fulfill their dreams of a college education and enter the work force with the knowledge and skills they need to be successful. Targeted to low income families, students who work hard, maintain their GPA and graduate from high school are given a 2-year or 4-year scholarship to help escape the poverty cycle. In addition to a scholarship, students receive one-on-one mentoring from a trained adult mentor who is committed to advocate for their student’s success throughout the school year. In 2016, Hillsborough County’s TSIC program was recognized with the statewide Silver Award.

Project Summary:

This program serves at-risk students in middle and high school in a Hillsborough County Public School. HEF helps provide the motivation, support and academic assistance students need in order to achieve success. Not only is the TSIC program innovative and transformative, it is rigorous as well. We want to see our students succeed, which means we have high expectations and demand accountability among all participants. Therefore, each student is required to sign a contract promising to abide by the program’s rules. Students must: stay in school, maintain good grades (at least a 2.5 GPA), attend regular mentor/mentee meetings (weekly), stay drug and crime free, and exhibit good citizenship.

The Take Stock in Children program provides the promise of a college scholarship, a caring mentor committed to the development of each student’s gifts and continuous involvement from College Success Coaches who engage in educational/career counseling. Because we work in partnership with the Hillsborough County School District, we are able to deliver an immensely personal program to students who are seeking a better life.

Take Stock in Children students are paired with an adult who serves as a mentor to encourage the student to achieve academic success and to pursue their goal of attending college after graduation. Mentors are volunteers who commit to serving one hour per week through the school year to meet with a Take Stock in Children student in Hillsborough County Public Schools.

Other opportunities for students in the program are:

Scholarships--Obtaining the college scholarship is a long-term goal that is achieved through years of hard work. Every student is promised a Florida Prepaid 2-year or 4-year scholarship as long as they live up to the requirements we set.

Mentoring--Throughout the high-school years, students build meaningful relationships with others who deeply care about their success, and help them reach their full potential. During weekly mentoring sessions, students set goals, build positive values and develop academic skills to help them excel in their schoolwork.

College Success Coaches--As a student transitions through high school, trained College Success Coaches from HEF monitor key academic indicators and ensure the student stays on track for high-school completion.

College Readiness Workshops--HEF provides workshops focused on skills and information needed for high school and college success. These workshops will help get students college ready, conduct college tours to view life on campus and assist with the college application process.

Classroom Supplies--HEF further assists low-income students with free school supplies and classroom resources to enhance learning opportunities in the classroom throughout the school year.
The Foundation has recently partnered with Positive Coaching Alliance and Metropolitan Ministries to provide even more opportunities for students in Hillsborough County's TSIC program. Through the Positive Coaching Alliance, TSIC scholars who are also student athletes will receive social emotional learning training. A partnership with Metropolitan Ministries ensures that any child that attends the Metropolitan Ministries Partnership School, which meets the educational needs of homeless and at-risk students in the Tampa Bay area, will receive a TSIC scholarship to provide them with the additional supports to succeed academically.

**Outcomes:**

**Increasing Graduation Rates**
98% of high school senior project participants graduated from high school
74% of project participants made progress toward graduating high school

**How Outcomes were Measured:**

Data was collected from HCPS as well as HEF records. Number of community participants who acted to advance student achievement includes mentors, donors to scholarships, and HEF committee members.

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Project Title: Teaching Tools Store

Foundation: Hillsborough Education Foundation

Project Abstract:

The Teaching Tools Store grant initiative addresses Teaching Quality for teachers at 140 Title I schools by allowing them to pick up free school supplies for their classrooms, alleviating the financial hardship on both teacher and student to provide materials for class lessons.

Many children at Title I schools do not have the necessary school supplies to be academically successful. Funding for the store provides pencils, notebooks, art supplies, and books that allow teachers to provide more engaging, and thus effective, lessons. These supplies are invaluable to the student, whether it is supplies to take home so they can complete homework, books for the classroom to raise literacy, or just personal hygiene items so they are confident in class.

In the 2015/16 academic year, the Teaching Tools Store had many significant milestones.
- On December 9, 2015 the store passed the milestone of giving away $20 million in free school supplies since its inception in 2002.
- The store distributed $3,329,720.16 worth of school supplies
- The store logged over 6,000 volunteer hours
- 90% of teachers surveyed agreed or strongly agreed that the store relieved a financial burden, and that that relief had a positive impact on their teaching.

Project Summary:

Hillsborough County has the eighth largest school district in the country with 212,000 students and 270 public and charter schools. Of these schools, 55% (150) are deemed Title I schools.

The Teaching Tools Store provides free school supplies to students attending a Title I designated Hillsborough County Public School (HCPS). The Teaching Tools Store currently serves 140 (93%) Title I Hillsborough County Public Schools. In the 2015/16 academic year, the Teaching Tools Store served over 1,000 teachers from Title I schools who made over 10,000 shopping trips. Teachers, principals, and administrators from Title I HCPS schools are able to come to the store and collect up to $200 worth of supplies each month for their classroom or school. This alleviates the burden on teachers in Title I schools to spend their own money on supplies. Teachers at Title I schools feel this burden especially as many of their students would be unable to complete assignments or participate in class activities without these supplies. This project has a direct impact on teaching quality as teachers surveyed stated the store allowed them to perform at their highest level in the classroom because they had free access to needed learning aids and supplies.

According to a recent survey by SheerID, the leading teacher verification provider, "in the 2013/14 school year, teachers in the US have spent an average of $513 out-of-pocket on classroom supplies." The store's own survey reveals that, even with utilizing the store's free supplies, 83% of teachers feel financially burdened from buying supplies for their classroom. This indicates a high need for the Teaching Tools Store as a resource for teachers.

More importantly, access to school supplies has a significant impact on students. According to a study by Kids in Need Foundation, school supplies impact the following areas regarding students: interest in learning (78%), class participation (82%), class preparedness (92%), homework completion (61%), behavior (67%), self-esteem (76%), attendance (43%), social engagement (72%), and supporting ESL needs (61%). School supplies like a backpack or crayons may seem a small thing, but to a child it can make all the difference between being in school and being engaged at school.

In the 2015/16 academic year (Aug - May 2016) the Teaching Tools Store distributed $3,329,720.16 in school supplies to teachers, principals, and administrators at Title I schools and for the second year in a row, surpassed its goal of distributing $2.2 million in school supplies. These school supplies impacted over 65,000 Hillsborough County Public School children who received, among other items, pencils to take tests, notebooks to complete homework, books to read, and art supplies for special in-class projects. The Teaching Tools Store also works with Feeding America so teachers can pick up food to give to their neediest students, ensuring that even when not in school, that student has food to eat.
On December 9, 2015 the store passed the milestone of giving away $20 million in free school supplies since its inception in 2002. The Hillsborough Education Foundation surprised the $20 million shopper, and their classroom, with a gift basket filled with gift cards and prizes worth over $500. The gifts were provided by supporters of Hillsborough Education Foundation's Teaching Tools Store.

The Teaching Tools Store estimates that for every dollar donated, the store gives almost $10 in school supplies. This is based on the store's operational cost versus the value of all supplies given to teachers to hand out to students. Teaching Tools Store staff work with local and national companies and organizations, as well as local donors to stock shelves with donated product.

The store also utilizes volunteers with maximum effectiveness. In 2015/16, over 800 volunteers logged over 6,000 volunteer hours in the store. Volunteers help with sorting and stocking supplies, checking out teachers, and repurposing some items into more useful supplies.

Outcomes:

Teaching Quality
35% of project participants showed improved attitude toward teaching
26% of project participants showed changes in behavior in their teaching method

How Outcomes were Measured:

Two surveys were conducted to measure attitudinal shifts. All responses were anonymous and were not shared with the HCPS District or school principals. Due to budgetary constraints, new Title I HCPS teachers were not added in the 2015/16 academic year so data could only be collected from teachers who had used the store previously.

Baseline Survey:
The baseline survey was administered via computer to teachers shopping at the Teaching Tools Store before they shopped at the store. The survey consisted of 10 questions on a Likert scale with choices ranging from strongly agree to strongly disagree.

Post Shopping Survey:
The post shopping survey was administered via computer to teachers shopping at the Teaching Tools Store after they shopped at the store. The survey consisted of 10 questions on a Likert scale with choices ranging from strongly agree to strongly disagree. Demographics on both surveys were collected.

Grades Address: K-12  Private-Sector Investment: $98,751.22
Low-Performing Students: NA  State Matching Amount: $87,508.78
Total Students Impacted: 65,079  Total Project Investment: $186,260.00
Project Title: Great Ideas! Grants = BIG IMPACT PROJECTS

Foundation: Education Foundation of Indian River County

Project Abstract:

The Education Foundation of Indian River County (EF-IRC), in partnership with the School District of Indian River County (SDRIC), increased Kindergarten readiness for 227 at risk 4 year olds through our STEP into K Program. 36 additional instructional days (June and July) reduced the summer slide for children who participated in the school district’s VPK program. These low performing students needed more high quality instruction to prepare for Kindergarten. 80% of all students exceeded their academic and social/emotional skills.

15 Algebra I teachers benefited from a new professional development program, Algebra Counts 2, that transformed their instructional practices to increase the student pass rates on end-of-course exams. Algebra I is a requirement in the State of Florida to earn a high school diploma. Teachers attended an institute and benefited from ongoing shoulder-to-shoulder coaching and mentoring that led to increased graduation rates.

A new STEM program, Project Lead the Way, was implemented at Beachland Elementary School and Gifford Middle School. The project is building a continuum of advanced learning between the elementary school that feeds into the middle school. Students participated in rigorous science projects that were engaging through real life career applications.

Project Summary:

STEP into Kindergarten:
This summer extension program began on Monday, June 13, 2016 at 3 elementary school locations. Children who will be entering Kindergarten in the fall, began will benefit from summer programming that promotes readiness for school success and a positive transition to Kindergarten. The STEP into Kindergarten program will run through July 22nd. The Education Foundation of Indian River County raised more than $200,000 in grants from the funders to offer this FREE opportunity to provide children a comprehensive instructional program for 29 days. Priority was given to low socioeconomic, homeless, migrant, and/or low scoring students in order to promote a positive transition into Kindergarten.

With the support of an initial grant from the John’s Island Community Service League in 2014, the Education Foundation worked collaboratively with the School District to serve 50 students in a Kindergarten summer transition program. The continued generosity of the community has expanded the program since that time, and a total of 227 students will participate this summer in STEP into Kindergarten. Dr. Mark Rendell, Superintendent of Schools, commented, “Unfortunately many of our children arrive in Kindergarten without the skills necessary to be successful. So they start their school career at a deficit. Our community has recognized this challenge and has funded a program that truly makes a difference. Hundreds of children will be provided invaluable instruction over the summer that will help prepare them for Kindergarten and beyond.”

Algebra Counts 2:
This researched-based professional development program provided teachers the tools to effectively deliver instruction and increase math scores for 857 students. The yearlong program provided shoulder to shoulder coaching, mentoring, modeling, and lesson study. All of this led to improved school cultures, increased mathematics proficiency, and greater support for the teaching, leading, and learning process. The number one priority of this program was to provide teachers with new skills to perpetuate the passing rate of Algebra I End of Course Exams. Passing the Algebra I end-of-course exam is a requirement to obtain a high school diploma in the State of Florida. We know that all of this will lead to the on-going sustainability to impact every single student in our district.

Project Lead the Way:
Through the implementation of Project Lead the Way (PLTW) at Beachland Elementary School and Gifford Middle School students increased their knowledge in Biology and introduce the application of Biology with in the medical science fields. In addition, students’ interest in STEM subjects increases academic outcomes. This project involved the local medical community and Piper Aircraft in the process of implementing the first year of PLTW. Beachland Elementary School feeds into Gifford Middle School. The goal of implementing this project is to develop an established program that gives students a chance to apply what they know, identify a problem, find uniqesolutions, and lead their own learning, rather than be
passive recipients of information in a question-and-answer, right-or-wrong learning environment. The funding supported 188 students and 4 teachers.

We used AT&T funds to support Gifford Middle School and matching grant funds to support Beachland Elementary School. Beachland reported the following activities:
In the Animated Stories module students developed the ability to create digital animated stories on the iPad. Students explored the sequential nature of computer programs through hands-on activities both with and without a computer. Students applied skills and knowledge learned from the activities in this module, to design and program a simple digital animated story that interacts with the reader. In the Robotics Module students explored the world of robotics through research that utilizes the Robots for iPad application on the iPad® tablet. Students began by exploring the robotic history and learned more about a particular type of robot. The activities and projects in this module developed skills and knowledge associated with robotics and the use of VEX IQ® equipment. The problem for this module was introduced through a fictional story in which the three characters (Angelina, Mylo, and Suzi) are also learning about robotics. The characters learned about the use of robots in the clean up after a natural disaster at a nuclear plant. In this design problem, students worked in groups to design, model, and test a robot that would remove hazardous materials from a disaster site. They will also designed the layout of the site to include a water site and a hazardous materials collection zone.

Outcomes:

**Increasing Graduation Rates**
100% of project participants made progress toward graduating high school

**Literacy**
80% of project participants improved in a standardized reading skills test(s)
80% of project participants improved in a standardized writing skills test(s)
80% of project participants showed increased interest in reading
80% of project participants showed increased interest in writing

**Low-Performing Students**
80% of project participants improved their grade in specific subject area
80% of project participants showed increased interest in performing well in school

**STEM Education**
88% of project participants showed increased interest in STEM education
27% of project participants improved their grade in STEM subject area

**Teaching Quality**
93% of project participants showed increased knowledge about teaching in general
93% of project participants showed increased knowledge about teaching in specific subject area
93% of project participants showed improved attitude toward teaching
67% of project participants showed changes in behavior in their teaching method

How Outcomes were Measured:

A total of 857 students were served by 15 teachers through this professional development program. The End of Course Exam was the measurement.

The students were evaluated when they began on Monday, June 13th. The school district created an Pre/Post Assessment that could be sensitive to such a short period of time. As noted above, students are evaluated on pre-reading skills (Get Ready to Read Screener and Dibbles). They are also evaluated on Upper and Lower Letter identification, beginning sounds and numbers. They are also evaluated on their social and emotional skill growth. Our program runs through the end of July. The CFEF funding supported the implementation of the program and the funding of 3 non-Title I classrooms in June.

As noted above, we have 247 - 4 year old children who are participating this summer in the STEP into K program. All of these children have attended the school district’s VPK program or a VPK program at a private provider - they have used their free VPK allotment and are not eligible for additional Title I dollars to gain more instructional time. Thanks to the
matching grant funding and private dollars - we are able to give low performing students (who are also economically disadvantaged) more instructional time to prepare them for a successful start in Kindergarten.

Pre and post tests were used to measure student progress. Benchmark testing and end-of-course exams were also utilized.

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Project Title: Leaping Literacy and Math
Foundation: Jackson County Education Foundation

Project Abstract:
The project directly impacted students, teachers and parents through a series of focused approaches to improving instruction in literacy and Algebra, with some focus on STEM. The STEM pathways grant was a school wide grant program at one of our 6-12 High Schools. They generated excitement for STEM education by reviewing careers and hands-on experiences. Additional classrooms in the District focused on the improvement of standards instruction through technology enhancements in the classroom. There were hands-on approaches to remediation with project-based learning.

Project Summary:
Each of the nineteen grants awarded provided instructional strategies to support improved literacy instruction or math. Eleven of the grants used technology to provide support for differentiated instruction and student engagement. Two of the grants provided print resources for students for remediation. Each grant was awarded in October with funds allocated in October as well. There were no implementation barriers this year with services in most cases starting in December.

Outcomes:

Literacy
53% of project participants improved in a standardized reading skills test(s)

STEM Education
60% of project participants showed increased interest in STEM education

How Outcomes were Measured:
Grant participants used the STAR test to assess their students at the beginning, middle, and end of the year.

Use of STEM related tools to improve student achievement (Finale Software; ProTools9) and Voca Vista).

Grades Address: K-12
Low-Performing Students: 300
Total Students Impacted: 750
Private-Sector Investment: $8,569.56
State Matching Amount: $8,000.00
Total Project Investment: $16,569.56
**Project Title:** Biology Coming to Life  
**Foundation:** Lafayette Penny Foundation

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### Project Abstract:

The two parts that are measurable are 8th grade FCAT science and Biology EOC. Our 8th grade science was 14% above the state average and our Biology scores were 9% above the state average.

### Project Summary:

All students grade 6-10th were exposed to hands on activities such as dissecting pigs and creating objects with the 3D printer.

### Outcomes:

**STEM Education**

13% of project participants showed increased interest in STEM education

3% of project participants showed increased interest in pursuing STEM career

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### How Outcomes were Measured:

Outcomes were measured through state assessments.

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Project Title: School Grants

Foundation: Educational Foundation of Lake County

Project Abstract:

The Educational Foundation of Lake County awarded 17 projects via the Be Innovative Grant (B.I.G) and Grants for Great Ideas. Each award recipient completed mid year and an end of year evaluation and the outcomes have been better than expected. The most significant outcomes were an increase in graduation rates among students in jeopardy of not graduating and the increased interest in STEM related academics. For example, South Lake High School’s project was called “Personalized Learning Solutions”; this is a web application development project. The application is powerful. A particular success of the application is how it improved literacy and graduation rates by enabling one student who was behind his cohort by one full grade level to graduate on time with his cohort group. Because of the success of the project the application will be launched school wide at the beginning of the 2016-17 school year.

Other funded projects were heavily influenced by STEM, with an emphasis on Biology and Robotics. Cypress Ridge Elementary is creating, with private donations and grants, a Discovery Science Center. The exhibits and interactive centers are based on many themes, including: Biology, Botany, Chemistry, Earth and Science, Ecology, Engineering, Math, Microbiology, Paleontology, Physics, and Technology.

Project Summary:

The Educational Foundation of Lake awarded Big Ideas Grant (B.I.G) to five schools in the district. Proposals were accepted and the Foundation’s Visioning Committee carefully reviewed each one. Each project was scored to ensure the project could be implemented, was financially sound, would be sustainable, and would be duplicable. Funding recommendations were made to the Foundation Board and the following five schools were selected for funding:

(1) South Lake High: the purpose of the grant was to further develop a personalized and competency based learning tool for grades K-12. The priority areas of focus in the first cohort of users included: Career/Technical education; Increasing Graduation Rates; Literacy; Low Performing Students; and Teaching Quality. The Tool would enable teacher to develop a lesson plan that would also be the student's workflow and digital portfolio. This eliminated the need for inefficient methods, such as 3 ring binders, Word Docs, Excel, and One Note. The web app is one tool that has attributes of the most commonly used classroom activities and the software connects to the State Standard’s, to assignments, and classroom activities. Modifications to learning plans are extremely easy for teachers to use as the tool is designed to be very simple to use with a low learning curve for teachers/students.

(2) Leesburg High: Biology Challenge stations were setup outdoors on campus. Each station has a reading component, a hands-on STEM activity, followed by a short post test. Each student group receive a score based on their post test results. The top 3 teams compete for the Ultimate Biology Challenge. All students are recognized and participation grades are awarded.

(3) Treadway Elementary: The school created an engaging STEMLab with computers, manipulative's, and engineering kits. The STEMLab utilizes personalized learning as teams choose projects based on their interest and they have multiple ways in which to demonstrate mastery of skills. Treadway raised $53,829 to build this lab and the CEF Grant contribution was $10,000. The STEMLab reaches all of our students, which especially benefits our lower socio-economic students that may never have the ability to travel to science centers. Treadway has community volunteers that will participate in the learning experiences by assisting, demonstrating, and mentoring projects, where appropriate. Treadway will become a model for creating a robust pipeline of students that are knowledgeable, skilled, and prepared to innovate and contribute to our society in meaningful ways. The STEMLab will be a catalyst for personalized learning and STEM initiatives throughout Lake County Schools.

(4) Cypress Ridge Elementary: The Discovery Science Center (DSC) at Cypress Ridge focuses on ages 4 - 12. The DSC formed a board of directors that meet twice per month to plan, coordinate, and promote the program. DSC has partnered with the University of Central Florida’s, College of Engineering clubs and IDEAS project to secure additional exhibits. DSC will develop exhibits and interactive centers based on Biology, Botany, Chemistry, Earth and Space, Ecology, Engineering, Math,
Microbiology, Paleontology, Physics, and Technology. The exhibits will be organized into themed Discovery Zones with a minimum of 10 exhibits per zone.

(S) Umatilla Elementary created STEAM Wednesday. The project provided iPads to all Kindergarten students to use in every subject, every day...focusing on Technology as a mode of learning. Wednesdays are also BIG Ideas Day, where hands-on and invigorating science activities are practiced at each grade level. Kindergarten provided Widgets for building shapes and models; 1st grade provided Attribute Blocks to engage students in designing shapes and patterns; 2nd grade provided materials to build catapults. 2nd grade students created objects and tested their design; 3rd grade set up K-Nex for students to build simple machines. There were guided directions and students could free build objects and then test and modify their own designs; 4th grade learned about electrical conductivity using "Squishy Circuits"; 5th grade students designed and build individual aluminum can crushers. All students demonstrated their projects to the entire school. Additionally, 16 projects were awarded with private matching dollars and these projects, too, were heavy in STEM.

Outcomes:

Career/Technical Education
100% of project participants showed increased interest in career/technical education
28% of project participants completed and passed career/technical education certification
13% of project participants made progress toward completing career/technical education certification

Increasing Graduation Rates
100% of high school senior project participants graduated from high school
100% of project participants made progress toward graduating high school
100% of project participants showed increased interest in graduating high school

Literacy
100% of project participants showed increased interest in writing

Low-Performing Students
51% of project participants improved their grade in specific subject area
38% of project participants showed increased interest in performing well in school
30% of project participants improved their overall grade(s) in school

STEM Education
81% of project participants showed increased interest in STEM education
33% of project participants showed increased interest in pursuing STEM career
33% of project participants improved their grade in STEM subject area

Teaching Quality
100% of project participants showed increased knowledge about teaching in general
100% of project participants showed increased knowledge about teaching in specific subject area
100% of project participants showed improved attitude toward teaching

How Outcomes were Measured:

South Lake High: Graduation rates, teacher interviews, and student interviews.

South Lake High: Graduation rates were used as proof of success and to measure graduation rates. One student who began the year one year behind his cohort was able, with the help of the organization of the application and it's personalized learning focus, complete 11th grade and actually graduate on time with his cohort group.

Two schools, South Lake High (409 students) and Leesburg High (375 students) measured outcomes by conducting Teacher and student interviews

The numbers above from Project Participants down reflect South Lake High School only. South Lake was very excited to see the rate of engagement improve for low performing students. Leesburg High exceeded their outcomes with Biology interest and scores.
Four schools emphasized STEM measurables: Leesburg High's Biology Challenge used The Central Dogma STEM challenge activity pre/post assessment and student reflection of the activities; Umatilla Elementary’s I’m on the Right Track program measured student engagement and teacher interviews. Umatilla Elementary teachers reported less discipline issues and an overall favorability of the program; Treadway Elementary’s Super-STEM SmartLab used Student Reflections, Self-Assessments, Informal Assessments, and (next year) will use State Assessments; and Cypress Ridge Elementary’s Junior Science Center measured outcomes by developing surveys of interest and participation committment. Meetings were held throughout the project to sustain and recruit new volunteers. University of Central Florida engineering students helped students with science projects, with 6 projects selected to go to the district science fair.

South Lake High is the only school receiving a grant that included Teaching Quality in their measurables. The program coordinator interviewed teachers and administrators that used the teaching tool to understand the outcomes.

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Project Title: Classroom & School Grants

Foundation: The Foundation for Lee County Public Schools, Inc.

Project Abstract:

Classroom and School Grants is a program that supports teachers and administrators by funding projects not normally included in classroom budgets, but necessary to create unique, hands-on educational experiences. Classroom & School Grants provides educators with the opportunity to purchase resource materials and to fund projects that enhance learning to target the following categories: STEM-related projects; Increasing Literacy; Career & Technical Education; Initiatives focusing on Low Performing Students; Teacher Quality; and Increasing Graduation Rates.

Through pre and post testing, student reviews, and parent surveys, educators were able to assess the success of their funded projects. This year, The Foundation for Lee County Public School's School & Classroom grants awarded 45 projects totaling over $86,000. Almost 12,000 students were impacted by these projects including more than 4,500 Low-Performing Students.

Project Summary:

The School & Classroom Grants program, administered by the Foundation for Lee County Public Schools, encourages teachers and administrators to "think outside the box" by providing project funding for nontraditional tools and materials for unique learning experiences with enhanced hands-on activities for both high and low academic achievers. The School Grants and Classroom Grants funding is a vital resource for educators to provide these experiences for their students that would not be possible without this funding.

Lee County is the 9th largest school district in Florida and the 37th largest in the US. We have over 86,000 students in Lee County public schools and approximately 70% qualify for the free or reduced lunch program. Lee County has over 1,300 homeless students enrolled and about 1,000 migrant students. Our students represent 159 countries and speak approximately 98 different languages - over 8,600 students have been identified as Limited English Proficient. This diversity in student population, family structure and need presents many challenges to our educators. Our School Grants and Classroom Grants program target academic and social issues that provide funding for materials to reach these students and keep them engaged by providing opportunities not available otherwise.

With over $86,000 awarded for 45 projects, 11,988 total students were impacted by the funded projects, including over 4,500 Low Performing Students. Close to 8,000 students (including low performers) were impacted by STEM related projects and almost 4,000 students (including low performers) were impacted by projects to increase Literacy.

Outcomes:

Literacy
70% of project participants showed increased interest in reading

Low-Performing Students
72% of project participants showed increased interest in performing well in school

STEM Education
78% of project participants improved their grade in STEM subject area

How Outcomes were Measured:

Outcomes were measured with pre and post testing, standardized reading tests and through online data reporting as reported through the teachers' final project evaluations.

Through submitted final reports, approximately 72% of Low Performing Students improved their knowledge, grades, and interest as it related to the specific subject addressed by their awarded grant. These results were measured by observation, pre- and post-testing, and through online data collection.
Outcomes were measured through pre- and post- testing. These results were reported via the teachers’ final evaluations. Nearly 76% of students showed an increase in grades and interest in pursuing STEM Education.

<table>
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Project Title: College & Career Center

Foundation: The Foundation for Lee County Public Schools, Inc.

Project Abstract:

Lee County High School counselors typically have a 400 to 1 student ratio, making it difficult to provide the necessary guidance and coaching students need in order to be adequately prepared for life after high school. In an effort to support school counselors and meet student needs, The Foundation has created the Success after High School certificate program that will be offered to high school students. The program will be delivered in four modules covering the following topics: 1) Options after High School 2) Financial Literacy I 3) Financial Literacy II 4) Starting a Career with Minimal Debt

Additional workshops hosted in our College and Career Center will offer guidance in several topics including: career and military exploration, financial aid, scholarship applications, resume writing, interviewing skills, dressing for success, and post-secondary preparation.

Project Summary:

The Success after High School certificate program will be offered to high school junior and senior students currently enrolled in AVID, an elective college-readiness program. Members of the business community and Junior Achievement volunteers will partner with the Foundation staff to facilitate modules covering the following topics: 1) Options After High School - technical or trade school, 2- 4-year college, military, or directly into the workforce 2) Financial Literacy I - understanding and developing a budget, learning to save 3) Financial Literacy II - understanding and using credit responsibly, making your first major purchase 4) Starting a Career - tips for starting a career with little to no debt

Upon successful participation in this program, students will be invited on a field trip to the Foundation’s College and Career Center (C3) where students will take part in an all-day workshop designed to further prepare them for success after high school. These workshops will also be conducted in partnership with members of the business community and students will receive a Certificate of Completion at the conclusion of the program.

Additionally, the College and Career Center will offer numerous after-school and evening workshops open to all high school students. Workshop topics will include career and military exploration, financial aid, scholarship applications, resume writing, interviewing skills, dressing for success, and post-secondary preparation. The College and Career Center will provide programs and resources to support students in their pursuit of academic success and help them gain valuable information for short- and long- term goals. Students will also create imperative connections with members of the local business community who have a vested interest in the students as their future employees.

Outcomes:

Career/Technical Education

100% of project participants showed increased interest in career/technical education
100% of project participants increased knowledge of financial literacy

How Outcomes were Measured:

Written pre- and post-surveys were given to the participants, and questions to test understanding were asked verbally throughout the courses.
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<th>Private-Sector Investment:</th>
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Project Title: Collegium for the Advancement of Education
Foundation: The Foundation for Lee County Public Schools, Inc.

Project Abstract:
Collegium for the Advancement of Education is a one-week training workshop that assists in developing and implementing quality teacher training. Teachers and administrators improve communication, productivity, and effectiveness in their classroom and are better prepared to make positive contributions to student education. This program integrates Dr. William Glasser’s Choice Theory method which suggests that teachers and principals working from a systems perspective will help students achieve higher academic levels. The program also integrates the philosophy of Florida’s Sterling Model which emphasizes the use of quality tools, data collection, and data analysis by utilizing the questioning process to help students self-evaluate and achieve their goals.

Project Summary:
Collegium for the Advancement of Education is a program that shares Best Practices for excellence in teaching based on the integration of the Sterling and Glasser models of Quality Training. Teachers trained in this philosophy develop ways to examine data, set and monitor goals, and utilize quality tools in the classroom. The program provides strategies for increasing students achievement by helping students to evaluate and make responsible choices. Statistics have shown that teachers who invest in the training and adopt these methods in their classroom are able to provide higher quality education to their students. The goals of the program are improved communication, productivity, and effectiveness in teaching.

The program serves to provide teachers and administrators with the psychological background on how and why children behave the way they do. This course combines psychology, effective teaching, leadership skills, and intervention strategies to provide a long-term successful approach for classroom management and student achievement. More than thirty hours of intense training takes place from Monday through Saturday as two certified Sterling/Glasser consultants engage the participating educators using PowerPoint slides, consensograms, data walls, data graphs, questioning process, and affinity diagrams. Teachers who have participated in the program return to their schools equipped to train other teachers in these methods.

Outcomes:
Teaching Quality
100% of project participants showed increased knowledge about teaching in general
100% of project participants showed changes in behavior in their teaching method
93% of project participants showed improved attitude toward teaching

How Outcomes were Measured:
Pre- and post- surveys were distributed to participating educators at Collegium training. 28 our of 30 participants gave all areas (content, materials, presenters, overall quality) the highest possible rating (5 out of 5). All participants exhibited increased knowledge, as shown by information shared in the final presentations and the post-test.

<table>
<thead>
<tr>
<th>Grades Address:</th>
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<td>Total Students Impacted:</td>
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Project Title: Dancing Classrooms

Foundation: The Foundation for Lee County Public Schools, Inc.

Project Abstract:

Dancing Classrooms is a 10-week, 20-lesson social and emotional development program for fifth grade students that utilizes ballroom dance as a vehicle to change the lives of, not only children who participate in the program, but also the lives of the teachers and parents who support them. Dancing Classrooms' mission is to build social awareness, confidence, and self-esteem in children through the practice of social dance. During the program, students learn such structured dances as the Merengue, Fox Trot, Rumba, Tango, and Swing. The program culminates with a showcase in which every student has the opportunity to perform for a captive audience of community members. Dancing Classrooms creates an atmosphere which allows students who are typically introverted and reserved, to step out and shine. It focuses physical energies and increases health through the joy of movement. It builds self-esteem and interactive social skills as it improves confidence and children's ability to relate to others. As a result of participation in the program, behavioral incidents decrease, academic performance improves, and school absences/tardiness decreases.

Project Summary:

This program brings ballroom dancing to approximately 800 fifth grade students in eight schools in our district. These are Title I schools with more than 80% of their students receiving free or reduced lunch. This program has been highly successful in New York City, Omaha, Fort Worth/Dallas, Newark, Toronto, Philadelphia, Virgin Islands, Fort Myers, and elsewhere around the world. Dancing Classrooms was started by Pierre Dulaine, who believed that dancing changed his whole life. He saw dance as an outlet for expression, musically and emotionally, and it connected positive feelings for others. This program's outcomes have shown improvement in behavior, academics, self-esteem, and teamwork for those participants. We are in the eighth year of this program. Teachers and principals are highly enthusiastic about the results they are seeing in their students. The program emphasizes teamwork, discipline, fun, and exercise. These fifth-grade students attend a 10-week, 20-lesson program that utilizes ballroom dancing to nurture qualities that foster respect, teamwork, confidence, and a sense of joy and accomplishment. This program is not just a ballroom dancing program. It connects to the rest of the school curriculum in Reading/Writing via poetry, essays, short stories from other countries; Social Studies via customs and costumes of other countries; Visual Arts via dance, art, bookmaking; Math via shapes and patterns, problem-solving, and rhythm; and Physical Education via movement, body awareness, nutrition, and sportsmanship. These students bring what they have learned home, and parents have expressed their delight at the interest and positive behavior changes in their children. This program is taught as disciplined "fun," stressing conduct, working with a partner, and knowledge of specific steps that go along with each type of music. The classes are structured so that discipline is not conceptualized or perceived as separate from the activity itself. All students participate all the time, either as dancers or active watchers, creating assignments for specific problem solving and using the concept of "Phantom/Ghost Partners" when necessary. The class is approached in an upbeat and humorous fashion so that students and the teaching artist collaborate together. This class helps students regardless of their natural ability and includes students with special needs, encouraging them to succeed specifically and at their own level. This program culminates at the end of 10 weeks in a dance performance for invited parents and members of the community. The final activity is called "Colors of the Rainbow Team Match" where six boys and six girls represent each school and compete in dance against other schools in a team match.

Outcomes:

Low-Performing Students
62% of student participants demonstrated increased improvement towards social interaction with peers in class
42% of project participants showed increased interest in performing well in school
38% of project participants improved their overall grade(s) in school

How Outcomes were Measured:

The Foundation administers a survey for teachers to evaluate the progress of the students and the program. By utilizing the Dancing Classrooms Criteria forms we hope to continue positively impacting behavior management, academic performance and attendance, and social and emotional intelligence.
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<thead>
<tr>
<th>Description</th>
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Project Title: FutureMakers

Foundation: The Foundation for Lee County Public Schools, Inc.

Project Abstract:
FutureMakers is an educational program that aims to inspire more high school juniors and seniors to take the next steps after graduation. Whether that is college, vocational training, or a specialized certification program, this initiative encouraged high school students to seek out funding via financial aid and scholarship opportunities that will enable them to enroll in higher education. The students were also encouraged to fill out college applications with assistance. The students worked with mentors and Foundation staff to establish a plan of action to seek out scholarships and fill out financial aid requirements that will enable them to attend college or technical school. The Foundation sponsored workshops in our College & Career Center to prepare students to seek higher education opportunities and develop better skills toward their goals.

Project Summary:
FutureMakers is an educational program that aims to inspire more high school juniors and seniors to take the next step after graduation, whether it is college, vocational training, or a specialized certification program. According to recent statistics from the U.S. Department of Education, less than one-third of high school seniors in Southwest Florida’s five county area complete the Free Application for Federal Student Aid (FAFSA). By increasing the number of students who fill out the FAFSA, we can increase the number of students taking the next step after graduation. In year three, the program expanded to include eight high schools: Cape Coral High, Cypress Lake High, East Lee County High, Fort Myers High, Island Coast High, Lehigh Senior High, Mariner High, and South Fort Myers High. It offered informational resources and workshops on various topics including career exploration, financial aid, college applications, scholarship opportunities, and vocational and certificate possibilities. The project coordinator established satellite offices in the eight designated high schools to implement the program for easy access to students and mentors, recruited student mentors and business mentors for this initiative, established a schedule of workshops for both students and mentors in our College & Career Center, and various businesses and Chambers that accomplished the following:

- College application preparation for submission
- FAFSA, Pell Grant, and other scholarship applications preparation for college submission
- Interviewing skills: How to present oneself for college and employment opportunities
- Motivational speakers to teach students about raising their self esteem and encouraging them to reach their goals
- Worked with parent groups and schools to establish relationships that provide assistance and support to families
- Engaged the business community as advisors for students, mentors, and parents
- Trained business partners and volunteers in FAFSA completion to assist students and parents during workshops and events
- Organized a Youth Summit involving student representatives from all area high schools

Outcomes:

Career/Technical Education
63% of project participants showed increased interest in career/technical education
63% of project participants made progress toward completing career/technical education certification

Increasing Graduation Rates
99% of high school senior project participants graduated from high school
93% of project participants showed increased interest in graduating high school

How Outcomes were Measured:
Outcomes were measured through:
- the number of participants who showed increased interest in career/technical education was based on pre- and post- surveys generated through Google drive, as well as data collected by the high schools.
- Report on the number of students who filled out the F
• Report on the percentage of project participants who graduated from high school—this information is gathered from our partnering high schools’ data.

• Graduation rates were measured by the schools based on their student data. While our program impacted the entire senior class, we focused our efforts on those students who were on track to complete a Standard Diploma, Certificate of Completion, or Certificate of Completion—College Placement Test Eligible.

• Report on the number of students who filled out the FAFSA—this information is gathered from the FCAN (Florida College Access Network) website and the studentaid.ed.gov website, managed by the U.S. Department of Education. The percentages from this year were calculated based on enrollment numbers from the participating schools, and then those numbers were compared to the data saved from the previous year.

• We also used pre- and post- surveys of participants generated through Google drive, as well as data collected by the high schools, to compile information about students who have chosen their next step after graduation.

<table>
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Project Title: STAMP
Foundation: The Foundation for Lee County Public Schools, Inc.

Project Abstract:
The Foundation’s Student Advocacy and Mentoring Partnership program is a multi-year commitment to invest in a student’s future and reduce the number of high school dropouts. The STAMP program supports students with resources and mentors who will help motivate them to graduate from high school, consider further vocational/technical training or college, and seek out scholarship opportunities. STAMP students are committed to the program through their senior year of high school and must meet specific criteria which includes: family income at or below state guidelines for free and reduced lunch, a commitment to remain crime- and drug-free, a 2.5 GPA or higher, and regular meetings with their assigned mentor. The program is based on the principle that given support, motivation, and accountability, students will work hard to ensure they graduate from high school and consider higher education or technical training.

Project Summary:
STAMP was established to support low-income, at-risk students and help them escape the cycle of poverty through education. This program offers resources and volunteer mentors who give students extensive assistance, motivation, and accountability to graduate from high school and continue their education either through vocational/technical training or a college degree. STAMP was established due to the success of the Take Stock in Children program and implements many of the same requirements and criteria. We can support the STAMP students with resources and mentors to motivate them to graduate from high school and consider further education or training. It is The Foundation’s objective to ensure STAMP scholars will be eligible for scholarships and grant opportunities to assist with the costs of attending college or other post-secondary training.
The criteria for STAMP is as follows:
• Family income must be at or below State guidelines for free and reduced lunch.
• Each student who enters our program must sign a contract promising to remain crime and drug-free
• Maintain a 2.5 and above GPA (No Ds or Fs on quarter report cards)
• Exhibit positive behavior
• Have no more than 3 unexcused absences
• Attend various college and career readiness workshops hosted by The Foundation
• Participate in various mentoring opportunities such as career mentoring, one-on-one mentoring, E-mentoring, or group mentoring
• Participate in STEM @ Work field trips

Mentoring is a constantly evolving process that changes with each person. Mentors are encouraged to build a social relationship with their student based on an academic partnership. They are meant to act as a role model, providing non-judgmental leadership and guidance, and helping their student to understand his or her full potential. Students with mentors are 49% less likely than their peers to start using illegal drugs and 27% less likely to start drinking (taken from Public/Private Ventures study of Big Brothers, Big Sisters).

Outcomes:

Increasing Graduation Rates
100% of high school senior project participants graduated from high school
100% of project participants made progress toward graduating high school
100% of project participants showed increased interest in graduating high school
60% of project participants increased their GPA

Low-Performing Students
95% of project participants met requirement of meeting with mentors
How Outcomes were Measured:

We receive all students’ GPAs when they enter the program as freshmen. We receive quarterly report cards to track grades and GPAs. At the end of each school year, we receive their 4th quarter report card which helps us to determine the percentage of students who have increased/decreased/maintained their GPA.

Mentors and students are required to meet regularly to maintain good standing within the STAMP program. Out of our 45 students, 95% of them met with their mentors a minimum of 12 times, face-to-face, which is what STAMP requires over the course of the school year. Mentor sessions are tracked through the use of a sign-in sheet at each of the participating high schools, emails and an online database which allows mentors to log the dates, times and length of sessions every time they meet with a student. We keep track of the information through data entry in our database.

<table>
<thead>
<tr>
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</tr>
<tr>
<td>Total Students Impacted:</td>
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<td>$40,000.00</td>
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</table>
Project Title: Classroom Grants for Innovative and Inspiring Instruction

Foundation: Foundation for Leon County Schools

Project Abstract:
For the first time in our history, the Foundation increased its grant allocations to $10,000 and enabled lead teachers at various schools to conduct innovative and inspirational classroom grants that resulted in significant STEAM learning gains, STEAM career interest, and community partnerships. We are proud of our most innovative teachers for creating curriculum that impacted more than 11,806 students, 267 teachers, and 4331 at-risk students. Incorporating DOE approved evaluation tools and surveys, our grants helped to launch first time robotics competitions, career Olympiads, industry certifications, and district wide elementary music curriculum and performance. Moreover, teachers reported increasing STEAM performance and participation in the classroom as high as 90%. Also significant is that schools reporting doubling their community partnerships and volunteers to help sustain their grant projects.

Project Summary:
In August 2015, the Foundation awarded 18 school grants through a competitive grant process. It’s important to note that we had more than 60 grant applications totaling more than $475,000 in requests - alas, we had only $114,000 in our budget for classroom grants. Because of this staggering deficit, the Foundation has launched an annual donor campaign to help us raise more dollars to fund more classroom grants this year.

Our most innovative and inspirational teachers worked collaboratively to create significant results. In fact, one school created a "virtual field trip," which enabled students in other states (and 3 other countries) to be a part of a weather balloon launch and data collection project that resulted in students solving problems and sharing solutions via the Internet. Here's glimpse of our grants:

* Teachers obtained training & tools necessary to teach students to self-regulate through “calming corners,” and MindUP curriculum, fostered staff and student competence, well-being, resilience, and academic growth.
* AVID product implementation incorporated technology and achievement monitoring to close the achievement gap, preparing all students higher learning.
* Students explored and created chemical, mechanical, solar, and wind energy projects with industry professionals and researchers.
* Measurement in Motion products created hands-on-real world setting for students to explore the realm of customary measurements.
* Students participated in Labquests, Arduinos, robotics, 3Dprinting, and cutting-edge electronics, giving them high level exposure, skills and mentors for STEM related careers.
* Beyond the boundaries of conventional classrooms, students studied animal habitats, environments and interacted with scientists to complete complex research projects, and labs.
* Activ Expression allowed students to use technology to self monitor and increase participation and learning gains; and allow teachers to conduct continuous assessments and lesson modification.
* Through the use of weather balloons, drones, and thermal imaging cameras, students integrated math, science, writing, and literacy concepts.
* Producing an annual literary production, combining digital media, photography, and literary devices, students earned Information Technology and In-Design certifications.
* Using Tablets with Element4D by DAQURI, students will used real-life chemistry and math projects to increase learning and retention.
* Weekly Readers and Science Spin curriculum improved student science literacy through collaborative learning labs.
* Through technology, engineering, and mathematics projects, including robotics competitions, students increased STEAM skills and earned industry certifications.
* Through Information Technology career study and skills acquisition, students received training necessary to pass the Internet Business Associate certification exam.
* Through collaborative learning and project based learning, an entire school participated in a STEAM Expo, hosted by parents, teachers and community partners.
* Schools collaborated to create guest artist seminars, in real and virtual time, that resulted in student publications, presentations, tech. certifications.
Three schools collaborated to build skills and projects to compete in FIRST Competition and receive industry certifications. Students explored four community science environments allowing them hands-on science career experiences and problem solving. Uniform music curriculum and purchase of instruments allowed students to master music & math benchmarks and perform with the Tallahassee Symphony.

We are stunned at the reported learning gains, as illustrated later in the report and thankful that the Florida Legislature values the significant work CFEF does to enhance education in our public schools.

**Outcomes:**

**Career/Technical Education**
46% of project participants showed increased interest in career/technical education
7% of project participants completed and passed career/technical education certification

**Low-Performing Students**
86% of project participants improved their grade in specific subject area
80% of project participants showed increased interest in performing well in school
29% of project participants improved their overall grade(s) in school

**STEM Education**
75% of project participants showed increased interest in STEM education
1% of project participants showed increased interest in pursuing STEM career

**How Outcomes were Measured:**
Outcomes were measured through technology students assessments, TSA Vex Robotics, Microsoft Adobe, Aeronautics, Autodesk and CAD, pre and post career surveys, In Design, end of year Go Math tests; science and social studies end of year exams; STAR assessments, Science FCAT tests, AR tests via AVID products, robotics competitions; STEM career surveys, Tallahassee Making Awesome project space tests, Active Expression and Go Math tests, website monitoring and social media surveys, Fla. Standards tests, pre-post teacher surveys; Mind Up pre and post tests, AIM tests, Robotics and Electrical circuit tests.

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**Project Title:** The Success of the Future

**Foundation:** Levy County Schools Foundation

### Project Abstract:

The most exciting objective of the 2015-2016 Match grant was the mentor objective. The foundation wanted to help the district retain quality teachers, especially since so many teachers leave education in the first five years. This grant made it possible for hire two mentors that were able to provide multiple days of full time support to teachers selected by their school principal to receive a mentor. The mentors were able to help with lesson planning, co-teaching, room set-up, copying, counseling, everything. Teachers and principals were excited to have the support and the district is hoping that we can continue the project next year.

### Project Summary:

The Levy County Schools Foundation Match Grant projects were a success and provided renewed excitement among our board members and sponsors. One of the most exciting goals was to provide new teachers with a mentor. The foundation was able to contract with two newly retired educators who were able to spend quality time with new teachers providing support and guidance. The mentors were not in an evaluation position and the new teaches were able to work openly with their mentor. The goal was to retain 80% of new teachers and although we were unable to provide a mentor for all 37 new teachers, we were able to work with seven. Of the seven teachers who were mentored through the foundation, five were retained. One teacher decided to leave education and one was non-renewed. This project was so successful the school district is hoping the foundation will be able to continue the project next year.

Technology is every changing and it is difficult for our school system to keep up with all the changes and demands. The foundation wanted to provide STEM support to the school district by focusing on providing more Chromebooks and Chromebook storage carts to elementary schools. The district indicated that the elementary schools had the greatest need and there was concern that with all of the computer based state testing that elementary students would have a disadvantage in taking computer assessments. The goal was to see an improvement in state testing scores for English Language Arts and Math and to provide computer technology that classroom teachers could use, not just for computer skill practice, but for teaching content and student research. For grades 3-5 English Language Arts and Math state test scores increase.

Career and Technical Education is important for ensuring students are prepared for life beyond high school. Approximately 85% of all high schools students that complete a high school CTE program graduate with an industry certification. The school district provides the funds to pay for regular high school students taking industry certification exams. The Match grant made it possible for the foundation to support 8 high school students enrolled in a Post Secondary Adult Vocational Welding program at the College of Central Florida with the cost of industry certification.

### Outcomes:

**Career/Technical Education**

- 100% of project participants showed increased interest in career/technical education
- 100% of project participants completed and passed career/technical education certification
- 100% of project participants made progress toward completing career/technical education certification

**STEM Education**

- 68% of project participants improved their grade in STEM subject area

**Teaching Quality**

- 100% of project participants showed increased knowledge about teaching in general
- 86% of project participants showed increased knowledge about teaching in specific subject area
- 86% of project participants showed improved attitude toward teaching
How Outcomes were Measured:

Outcomes were measured by the total number of participating students earning their Welding Certification(s), the total number of students scoring proficient on the state ELA and Math computer based assessment, and the number of mentored teachers retained.

<table>
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Project Title: Literacy Enhancement

Foundation: Madison County Foundation for Excellence in Education

Project Abstract:

Madison County Foundation for Excellence in Education offered classroom mini grants to teachers in grades K-12 which were aligned to and supported Florida’s State Standards and were designed to help improve academic performance in all subject areas for low-performing students. Grants were awarded to individual and teams of teachers across the district in reading, writing, science, math, technology, STEM and the arts. There were a total of 25 grants awarded at our elementary, middle and alternative schools. One of the awarded projects was to purchase children’s story books for the school libraries to support the integration of literature into the science content. Many of the projects included some type of technology that was to be used to explore best practices in reading, math, science and writing.

Project Summary:

Many of the teachers who received grants during the 2015-2016 school year had received grants in past years and were able to use the new materials and supplies to continue to enhance their instructional delivery techniques and best practices and to purchase additional program supplies and/or technology. The teachers used new technology and strategies to achieve academic improvement and to increase students’ interest in the learning environment. This year, as in previous years, were wonderful about sharing materials when appropriate so that more students were able to benefit. The ability to purchase new technology has helped to create an environment where teachers feel comfortable enough to try new creative and innovative strategies in the classroom.

Outcomes:

**Literacy**
100% of project participants showed increased interest in reading

**Low-Performing Students**
100% of project participants showed increased interest in performing well in school

**STEM Education**
100% of project participants showed increased interest in STEM education

How Outcomes were Measured:

Outcomes were measured through teacher created pre and post tests on science and 3 dimensional shapes.

All students who were in classrooms where individual teachers were awarded mini grants showed increased interest in reading based upon their participation in activities conducted within the classroom. Students in these classrooms appeared to be more engaged in the learning process. Teacher evaluation of reading improvement was determined by in classroom assessments such as comprehension and fluency checks.

**Grades Address:** K-5;6-8  
**Private-Sector Investment:** $13,541.41

**Low-Performing Students:** 804  
**State Matching Amount:** $13,541.41

**Total Students Impacted:** 1,859  
**Total Project Investment:** $27,082.82
Project Title: 2016 Teacher Matching Grants

Foundation: Manatee Education Foundation

Project Abstract:
The most significant measurable outcome from the Ready or School Rally in 2015 was that 400 teachers each received a grant for their classroom and now that all the evaluations are in, we see significant results in the area of Literacy. Innovative and creative program across the board were presented. It was amazing to see the work by the students in many of the projects, projects these schools could not do without the Matching grant fund and our partners in education program. Grade level books were in big demand this year. We see collaborative teams requesting non-fiction text in the media center. This need for non-fiction book given the new standards. The teacher grant program helps fill the gap in supplies needed at the schools and the demands place on them to stay current and relevant in their materials.

Project Summary:
The teachers grant program is evolving and changing over the years. Again we see more requests for non-fiction books in our schools. The district was not able to receive several grants in areas of literacy and STEM, so there is a bigger need for supplies in both areas of study. The teacher grants program has provided millions of dollars into the classrooms for materials and supplies that enhance our media centers and help our STEM labs with equipment.

Outcomes:

Literacy
34% of project participants improved in a standardized writing skills test(s)

STEM Education
83% of project participants showed increased interest in STEM education

How Outcomes were Measured:
Outcomes were measured through grade level testing and anecdotal information from the students by way of documentation of the teacher. STEM success was evaluated by I-Ready testing data and state-wide testing.

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</table>
Project Title: Adopt-a-School

Foundation: Manatee Education Foundation

Project Abstract:

Funds for the Adopt-a-school were matched by the Pittsburgh Pirates and Mosaic Company. The program was developed years ago by the pirates and the funds went directly to the schools. The Pirates were pleased to find out about the State Matching Funds program so we could include more schools in the program this year. There were five elementary schools that participated this year: Wakeland, Myakka, Ballard, Roger Garden and Rowlett. Principals from each of these schools identified important needs in their schools and submitted a list to MEF (Manatee Education Foundation). Once approved the allowable items were purchased by the schools. Each school had a major assembly with ball players, "Marty the Maruader" the mascot and dignitaries from the community. Items purchased this year included software, classroom supplies and much needed technical equipment. Due to the school district funding freeze each year, these funds come at a crucial time for these schools. It helps them get to the end and finish the year strong.

Project Summary:

The Adopt-a-school program and the MEF/Pirates partnership were recognized by the state at the annual conference in Orlando in June 2016. The Partnership with MEF, Pirates and Mosaic was a very beneficial alliance for some of our more financially challenged schools. Schools in need of supplies and not capable of raising the necessary funds in their community were selected. Each Principal sent a list to the Foundation of the needs each school requested and we then worked with each Principal to coordinate the materials, supplies and equipment for each school. One of the schools needed help with their Positive Behavior Support (PBS) model. The mission of the PBS is to develop a strong social culture for the students, teachers, staff and families. Also, gift cards were purchased for the students to buy books at the annual book fair. Both of these programs help fill a void for the students and their families that cannot afford to donate to the school and are in need of books. The funds were used at all the schools to enrich the needs of each school as they determine the use of the funds.

Outcomes:

Low-Performing Students
33% of project participants improved their overall grade(s) in school

How Outcomes were Measured:

We chose to use the I-ready testing to measure the results from students participating at these schools. Since reading materials were purchased it was good to see the increase in scores this year at these specific schools. Also at one of the schools that we did the Positive Behavior support model we saw an increase in parental involvement at the school that created a new program.

Grades Address: K-5
Low-Performing Students: 1,200
Total Students Impacted: 1,556
Private-Sector Investment: $20,000.00
State Matching Amount: $10,000.00
Total Project Investment: $30,000.00
Project Title: Book Buddies 2016
Foundation: Manatee Education Foundation

Project Abstract:
MEF business partner Suncoast Credit Union Foundation and the State Matching grant funds will sponsor for the second year a very successful program called Book Buddies. It is now at seven elementary schools and there are plans to expand this program due to the success of the students to more of the MCSD in the future. This mentoring and remedial reading program is for K-5 students at these select schools. Schools were selected based on reading scores and low performing students ratio. The Book Buddies program is a way to empower our intermediate students and develop the literacy learning community in the classroom. The program is designed to engage and motivate 3rd, 4th and 5th graders to continue to excel in reading and provide them with a forum to demonstrate their leadership skills with the younger students. The program works to support the kindergarten, 1st and 2nd grade students as they develop and refine their active literacy skills. We have seen some major increases in the reading scores and hope to build this program in many more of the schools next school year.

Project Summary:
The Book Buddies program started three years ago at Abel Elementary, a Title 1 school with a dynamic reading coach. After reading about the huge success this program experience at Abel, Suncoast Credit Union came to MEF to discuss teaming up and offering the program to more elementary schools. In order to reach 6 more schools we needed to seek other funders and the State Matching Grants program was the perfect partner. Without these funds we would not be able to have all these schools participate. Here is how it works: A group of mentors from the 3rd, 4th and 5th grade are selected at each school (they become the Book Buddy Mentors). An intermediate student is paired with a primary aged student for the school year. The Book Buddy mentor is a role model, coach, always on time and tries their best to encourage their student. The Primary student (K-2) are engaged in weekly reading sessions with a mentor. During these sessions the students follow a sequence that includes a book discussion or a written response. The Mentor Buddy facilitates the session and completes the reading log with their Book Buddy. Great success has been documented with this remedial reading program in each of the schools.

Outcomes:

Literacy
43% of project participants improved in a standardized writing skills test(s)

How Outcomes were Measured:
Initial benchmarks were established for each school. So the baseline scores offer a comparison from year to year. I Ready data was compiled from each school and the scores were outstanding. End of year growth targets were documented. This program has now been evaluated at the district level and is going to be expanded in the 2016-17 school year.

<table>
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<th>Grades Address:</th>
<th>K-5</th>
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<td>Total Students Impacted:</td>
<td>4,800</td>
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<td>$30,000.00</td>
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</tbody>
</table>
**Project Title:** STEM Field Trips 2015/16

**Foundation:** Manatee Education Foundation

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**Project Abstract:**

This year the Manatee Education Foundation awarded 400 teacher grants in the area of STEM and Literacy. Many of our Title 1 schools applied and were in major need of non-fiction text and projects to help increase the students' writing skills. Writing scores improved in all the schools we help fund from approximately 3.8 to 7.9 based on a 10-point rubric. To see this kind of improvement in the reading and writing assessments is remarkable. One school used the "Books a Plenty project and was effective for 100% of their students. It is helpful to reading level books in the classroom for students to take home and read in the classroom.

**Project Summary:**

Many of the grants were used for non-fiction text for the media center at over 20 schools in the district. There has been an increased need for the non-fiction books at the media centers. Funds for educational materials are lacking and teachers have to be resourceful to find funds to help and provide good learning experiences for our students. Many of the newer teachers do not have the resources necessary in the classroom and are learning that the teacher grants are a good way to help build up the library and help their students increase their reading levels. The program is evolving and growing over the years. We see collaborative/team teachers pull together and request materials for their grade for non-fiction text books. To provide funding to over 400 teachers at 52 schools was very significant this year. We see the needs increase each year and we know first-hand that these teachers are so appreciative for the $300 to $400 they receive at the rally, helps tremendously in their classroom.

**Outcomes:**

**Literacy**
- 79% of project participants showed increased interest in writing
- 63% of project participants improved in a standardized reading skills test(s)
- 42% of project participants showed increased interest in reading
- 32% of project participants improved in a standardized writing skills test(s)

**How Outcomes were Measured:**

Teachers implemented pre, mid and post tests to show improvement or decline. i-Ready data, DRA scores and standard rubrics were used to measure the reading and writing scores of the students.

**Grades Address:** K-12  
**Private-Sector Investment:** $40,000.00

**Low-Performing Students:** NA  
**State Matching Amount:** $28,643.44

**Total Students Impacted:** 28,000  
**Total Project Investment:** $68,643.44
Project Title: Grants for Great Ideas

Foundation: Public Education Foundation of Marion County

Project Abstract:
Grants for Great Ideas is a competitive grant program open to all Marion County Public Schools teachers and principals. The grants provide financial resources to implement creative and innovative curriculum and programs that otherwise would not be funded. The grant applications are scored by a group of community volunteers and Foundation board members. Grants were scored on the following criteria: 1. Addresses a need or creates an opportunity. 2. Will positively impact student learning. 3. Measurable outcomes are realistic. 4. Follow-up evaluation. 5. Number of low performing and overall students impacted.

Project Summary:
Grants for Great Ideas funded grants in grades PreK-12 and address all academic subject areas. Grants were judged on the impact the proposed project will have on student achievement and the need the project addressed. All first time grant recipients were required to attend a grant training workshop and all grant recipients required to submit a mid-year and final year evaluation. All recipients were required to complete an end of year survey. The evaluations and survey provided the Public Education Foundation with measurable and reportable results.

Find it, Fund it, Florida grant portal was used to fund projects ranging from $1.00-$1,500. Grants for Great Ideas funded projects ranging from $2,000-$5,000. It is anticipated that fewer grants will be funded, but the grants that are selected will have greater impact on our teachers and students. To borrow a phrase from Alachua County, our grant selection committee will now be looking for grants that “change the way teachers teach or change the way students learn.”

Outcomes:

Career/Technical Education
75% of project participants showed increased interest in career/technical education

Literacy
64% of project participants improved in a standardized reading skills test(s)

STEM Education
74% of project participants showed increased interest in STEM education
37% of project participants showed increased interest in pursuing STEM career

How Outcomes were Measured:
Outcomes were measured through teacher and student surveys. Some questions were not answered by certain elementary or special education students.

Grades Address: K-12
Low-Performing Students: NA
Total Students Impacted: 11,429
Private-Sector Investment: $127,512.87
State Matching Amount: $40,681.92
Total Project Investment: $168,194.79
Project Title: Kinder Tool Kits
Foundation: Public Education Foundation of Marion County

Project Abstract:

Each year there are many Marion County kindergarten students who come to school lacking readiness skills and are starting school already behind their peers. For example, at seven our local elementary schools, the majority of the kindergarten students scored non-proficient on the statewide September AIMS Web Testing assessment. The goal of this grant was to help teachers more effectively partner with kindergarten parents to erase this deficit.

Each of the seven targeted elementary schools held a kindergarten parent night to teach the parents how to effectively engage with their children and help promote kindergarten skills at home. Each parent who attended received a Kinder Tool Kit filled with supplies to help promote learning at home. Parents who did not attend the training could meet with their child’s kindergarten teacher one-on-one for training and to receive the Tool Kit.

Project Summary:

Many kindergarten students do not start school with the necessary readiness skills because their parents are unaware of the expectations when they enter school. Consequently, these students are playing “catch-up” from the very start. They are unfamiliar with print concepts because they have not had the exposure to books. They lack letter knowledge that builds their phonics skills, sometimes are unable to hold a pencil which hinders their pre-writing skills, and don’t have the oral language skills necessary that build vocabulary, comprehension skills and math concepts.

We would like to provide parents with the tools and training they need to work with their children at home to help build their readiness skills through parent training and resources. We believe this crucial component will have an impact on the student’s learning in the classroom which will not only benefit the student in kindergarten, but with their long term education. This grant will allow us to give families a "Kinder Tool Kit" of resources along with training that they can use to help their child not only succeed in kindergarten but to be successful lifelong learners.

A team of kindergarten teachers worked to select the items to be placed inside of a draw string bag to create the Kinder Tool Kit. The Kit contained:

- Magnetic Letters and cookie sheet: Students will work on letter knowledge, fluency, and phonics skills.
- High Frequency Word Cards: Parents will be provided with a list of Kindergarten high frequency words that students are expected to know by the end of the year. Index cards will be included for parents to write them out to be used as flash cards.
- Story Book and Comprehension Question Sheet: Parents will read the book to their child using teacher directed instructions on print concepts and asking the comprehension questions that are provided.
- Composition Notebook Pencil and Crayons: Students can write in their notebooks daily or weekly. They begin by drawing pictures and having the parent write what they dictate. As they grow in their writing they will begin to write on their own.
- Ten Frames for Math: We will provide Ten Frames that have been copied on card stock for parents to cut apart and play math games. Ten Frames are a visual tool to help students count and work with numbers. Directions will be provided both verbally at the training and in writing. Ziploc bags will be provided for storage of the ten frames.
- Magnetic Numbers: Parents will help students sequence numbers on the cookie sheet to practice the number line; play guessing games using math vocabulary, reinforce greater than/less than. These are critical skills that can be difficult for students to master. The sooner they grasp these concepts the less likely they will fall behind in their learning.
- Scissors: Students will use the scissors to practice their fine motor skills

Outcomes:

**Low-Performing Students**

93% of project participants showed increased interest in performing well in school
**How Outcomes were Measured:**

Outcomes were measured through IRLA- Independent Reading Level Assessment Framework.

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Project Title: Pathways 2 Prosperity

Foundation: Public Education Foundation of Marion County

Project Abstract:

Pathways 2 Prosperity targets career and technical education students in the 11th grade. The program exposes students to the opportunities of education beyond high school, which is not always a four-year university education, but still very important! Students receive information on industry certifications, college certificate programs, and Associate of Science degrees that are quite critical in our society. Many times in today’s world, educators and administrators don’t see the value in career/technical occupations or the value of hands-on, “out-of-the-classroom” education and experiences. Pathways 2 Prosperity will impart to students that if you have the necessary skills, drive, and sound business knowledge, you can follow your passion and the sky is the limit!

Thirty-five juniors were chosen from each of the five designated high schools. Students were nominated and recommended by teachers, guidance counselors and principals based on good behavior, need for motivation, and potential for leadership. The project consists of six excused out-of-the-classroom days throughout the school year. Students were provided with free t-shirts (part of the dress code) and lunches each activity day. Our goal was to better prepare students for their senior year, as well as giving them a springboard to excel in their future careers.

Project Summary:

“Pathways 2 Prosperity,” or P2 for short, has been designed to target 175 high school juniors currently enrolled in career and technical classes at a Marion County high school. The students have been nominated by teachers based on good behavior and potential for growth. Our hope is to focus on the students who do not think college is possible and to inspire them to think otherwise. The project consists of six excused out-of-classroom days throughout the school year. They will have a dress code and be provided free lunch. The first day is a scheduled on–campus celebration where the expectations for the year are explained and celebrate acceptance into the program.

Additional activities include (specific dates vary depending on the high school):
- Friday, October 2: Manufacturing Day in Marion County (Not just widget assembly lines!)
- Tuesday, November 3: Agriculture and Culinary Day (Our food: from farm to kitchen to dining room)
- Tuesday, January 12: Medical Industry Tours (There’s much more to it than just doctors and nurses!)
- Tuesday, February 9: “Life After High School” Day
- (Touring the College of Central Florida and CTAE - hoping to take away the intimidation factor)
- Tuesday, March 8: On-campus day – Business attire, cover letter and resume required by each student on final day
- Student mock interviews (with real Marion County business representatives)
- Financial Literacy Workshop
- Awards ceremony and slideshow presentation

Each bus ride and meal time is used as an opportunity for discussion, team-building, and role-play practices. Students are given a three-ring binder to build a portfolio, consisting of business cards and employment applications gathered from each site visited. Special gift certificates acquired would be used to encourage involvement and awarded at the end of each day to the student(s) who showed the most participation.

We believe this project for five Marion County high schools aligns with every core value of the Public Education Foundation of Marion County. We will be taking proactive steps to extend to 175 students that our schools “connect children, classrooms and community.” We will be encouraging the values of integrity, service, responsibility, and dignity with every activity. We will be promoting the economic, social, and cultural development of our community because we will be exposing students to opportunities they previously didn’t know existed. In addition, we hope to inspire students to complete their current career and technical education program in high school, which will then earn them college credits through the Career Pathways articulation agreements with the College of Central Florida, Santa Fe College, Indian River State College, Valencia College, Hillsborough State College and/or CTAE. Earning these credits, free-of-charge, in high school is a large stepping stone to achieving higher levels of education for our future Marion County residents and workforce. We believe this project helps with graduation rates because it provides students with motivation to do better in school. We’ve seen it happen in past years! It also shows them examples of “why do I need to learn this stuff” with real-world
examples in the workplace. We believe that student literacy is increased in the same way. Studies have shown that students gain a larger vocabulary better from real-life personal experiences than they do from reading a book or sitting in a classroom. This project gives multiple opportunities for students to be exposed to all three levels of new vocabulary.

**Outcomes:**

**Career/Technical Education**

75% of project participants made progress toward completing career/technical education certification

70% of project participants showed increased interest in career/technical education

**Increasing Graduation Rates**

100% of high school junior project participants successfully completed the 11th grade

**How Outcomes were Measured:**

Outcomes were measured through student surveys, student scheduled, grade reports, and Custom Reports on SMS at the district level.

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<td>175</td>
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Project Title: Tools 4 Teaching

Foundation: Public Education Foundation of Marion County

Project Abstract:

Tools 4 Teaching is designed to allow teachers to obtain free teaching materials and other free supplies for their classrooms and students in need. The goal is to allow both teachers and student to have the tools necessary for success. All Marion County Public School teachers may shop once a month for free supplies. Teachers who have the materials and supplies necessary to teach are more motivated to teach and the quality of their teaching is improved. Teacher quality and motivation will be measured through an end of year survey. Teachers will also be surveyed on student performance and engagement.

Project Summary:

Tools 4 Teaching, a free store for teachers, allows teachers to shop one a month for free supplies for their classrooms and students in need. The goal of Tools 4 Teaching is 2 fold, to provide teachers the supplies necessary to teach effectively and to provide school supplies for teachers to give to students in need. Everyone needs the right tools for the job they do, and teachers and no exception.

Marion County has six schools that are more than 20 miles away from Tools 4 Teaching. Teachers at those schools will have the opportunity to order on-line 4 times during the school year. The store is staffed by Foundation staff members and dedicated volunteers. Teachers also volunteer and may earn an additional shopping trip each time they volunteer twice (for a total of 4 hours).

The project will be evaluated by responses provided to survey questions. The survey will be sent to all teachers in the school district. During the 2015-2016 school year we had 5,427 in store shopping visits, provided on-line shopping to six schools and gave away $687,621 in free school supplies.

Outcomes:

Low-Performing Students
70% of project participants had better classroom behavior
37% of project participants had better attendance

Teaching Quality
92% of project participants used Tools 4 Teaching supplies to help them teach and implement the Florida Standards

How Outcomes were Measured:

All of the above outcomes were measured by an end of the year teacher survey.

Grades Address: K-12 Private-Sector Investment: $16,019.89
Low-Performing Students: 11,000 State Matching Amount: $13,189.46
Total Students Impacted: 23,000 Total Project Investment: $29,209.44
Project Title: Book Bowl

Foundation: Education Foundation of Martin County

Project Abstract:
The Education Foundation of Martin County's Elementary Book Bowl is designed to promote our students' love of reading by encouraging them to read the current list of Sunshine State Young Readers Award (SSYRA) book titles. Library bound sets of all 15 SSYRA titles are purchased for all schools serving students in grades 3-5. Students are encouraged to read all of these titles over the summer and throughout the school year. A school team of up to 15 students, who have read all 15 books, is selected to represent each of the participating schools. These teams go on to compete in a game-show style Book Bowl where they are quizzed on the SSYRA books. Students are awarded participation ribbons and the winning teams are awarded trophies. School media specialists and classroom teachers promote the love of reading, engage students in book clubs and reading circles, and create traveling displays to generate excitement and encourage student participation in the program. Since the start of this program, we have seen an increase in the number of students actively reading current children's literature titles, participating in reading clubs and book bowl teams, and an increase in reading scores.

Project Summary:
Move over Spelling Bee...Here comes the Book Bowl...The Education Foundation of Martin County's Elementary Book Bowl is designed to promote our students' love of reading by encouraging them to read the current list of Sunshine State Young Readers Award (SSYRA) book titles. Library bound sets of all 15 SSYRA titles are purchased for all participating elementary schools. Students are encouraged to read all of these titles throughout the school year. A school team of up to 15 students, who have read all 15 books, is selected to represent each of the participating schools. These teams go on to compete in a game-show style Book Bowl where they are quizzed on the SSYRA books. Teams practice (re-reading, discussing, strategizing, creating their own questions/answers, testing each other, etc.) throughout the spring in preparation for the big event. Community volunteers, celebrity moderators, guest judges, parents, student teams, school administrators, media specialists, and teachers come together for a full day Elementary Book Bowl celebrating the love of reading. Students are awarded participation ribbons and the winning teams are awarded trophies. School media specialists and classroom teachers promote the love of reading, engage students in book clubs and reading circles, and create traveling displays to generate excitement and encourage student participation in the program. Since the start of this program, we have seen an increase in the number of students actively reading current children's literature titles, participating in reading clubs and book bowl teams, and an increase in reading scores.

The program has grown from 5 participating elementary schools in our first year (4 years ago), to 10 schools in our second year, 11 schools last year, and this year, all school who serve students in grades 3, 4, or 5 participated. The program has been so successful that we are now being asked to expand the program to include a middle school bowl.

Outcomes:

Literacy
97% of project participants showed increased interest in reading
93% of project participants improved in a standardized reading skills test(s)

How Outcomes were Measured:
Outcomes were measured through student participation as well as reports from teachers and students.

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<td>Total Students Impacted</td>
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Project Title: Innovative Project Grants

Foundation: Education Foundation of Martin County

Project Abstract:

The Education Foundation of Martin County awarded almost $60,000 in Innovative Project Grants. This program was created to fund enrichment activities that directly enhance classroom learning opportunities for students in Martin County’s public schools. Teachers are awarded funds for innovative projects that have a practical, real world application and build 21st century skills like critical thinking, problem solving, team work, and communication. Projects allow students to address community issues, explore careers, interact with adult mentors, use technology, and present their work to audiences beyond the classroom. These projects are STEAM (Science, Technology, Engineering, Arts, and Math) or Literacy focused and enhance the core curriculum by increasing student engagement and achievement. Projects may, but are not required to, address the needs of struggling students.

We received 71 Innovative Project Grant applications. They were reviewed by an independent group of community volunteers and scored using a rubric. Sixteen of the applications rose to the top and were awarded based on scores and group consensus.

Project Summary:

This year, the Education Foundation of Martin County awarded almost $60,000 in Innovative Project Grants supporting 3475 students and their teachers. These projects are all STEAM (Science, Technology, Engineering, Arts, & Math) and Literacy based with the majority of materials being non-consumable so their reach will continue to grow throughout the years.

Project sample:

MakerSpace: Flying Lanterns, Coding and Circuitry at Murray Middle School
Makerspaces are areas located in the media center/library that provide and area for students to engage, explore and create. Makerspaces can function as a support (remediation, rewards, review) and enrichment opportunity for students within the school day this school year and years to come. A Makerspace offers an alternative learning environment where new teaching strategies can be applied to some or all of your students. Projects within the Makerspace are aligned with curriculum standards and provide a student-lead high-interest level learning environment. Makerspaces can also be dedicated to exploring the idea of “passion projects” where students use the space to explore areas of interest and, working with teachers, can align their ideas with standards.

Know the News- Increase Your Reading Comprehension at South Fork High School
The literacy coach will prepare a presentation with 5 popular novels for 9th grade intensive reading students to choose from. Student will choose their own novel using a Google Chrome Survey. During Celebrate Literacy Week, a breakfast will be given honoring these intensive reading students to celebrate their hard work throughout the school year. Each student will be given the novel that they chose for their own reading enjoyment. This is critical because some of these students have never owned their own novel. We also know if students read independently on a regular basis their reading scores on standards based assessments will increase.

Fusion of Science and Sculpture at Martin County High School
Digital and Traditional Sculpting, Carving and Visualization through X,Y,Z axis CNC (Computer Numerical Control) Project 1: Health Conscious City Planning Project 2: Important DNA Project 3: Sculpture Inspired by Marine Biology Project 4: Physics Theory in Action The project will combine concepts from both traditional and digital organic/geometric sculpting with higher level mathematical and engineering concepts. Technology will be used to output these designs on a CNC (Computer Numeric Control) machine. The machine will interpret the two-dimensional designs and transform them into actual three-dimensional works through a process by which they are carved in panels or slabs up to 4’ x 8’ and 8” thick. The thickness of material can be doubled or tripled.

Crime STEAM Investigators at Dr. David L. Anderson Middle School
Students will investigate crime scenes, using authentic technology in order to expand critical thinking skills across all academic areas. This year-long project will require students to utilize scientific processes, advanced math skills,
understanding of civic responsibilities, creative thinking as well as reading, writing, listening and speaking skills. This STEAM project will emphasis the enrichment needs of our low-achieving population, ultimately students will acquire the skills to create their own crime scenes scenarios with appropriate evidence, investigate crime scenes using forensic technology, solve crimes using critical thinking and deduction, and take their case to a mock trial with a jury of their peers. This innovative opportunity will provide our students with experiences that will lead to expanding their background knowledge and deeply develop their critical thinking skills as the project integrates inquiry based learning that will provide cross curricular opportunities within Science, Technology, Engineering, Arts and Math for this year and years to come.

**Outcomes:**

**Literacy**
58% of project participants improved in a standardized reading skills test(s)
16% of project participants showed increased interest in reading
7% of project participants improved in a standardized writing skills test(s)
2% of project participants showed increased interest in writing

**STEM Education**
71% of project participants showed increased interest in STEM education
35% of project participants improved their grade in STEM subject area
7% of project participants showed increased interest in pursuing STEM career

**How Outcomes were Measured:**
Outcomes were measured through Fountas and Pinel, iReady, My Access, pre and post tests, grades, and surveys. A variety of tools and measurements were taken during the implementation of the grants. Not all were directed at the same targets above which makes the data look skewed.

**Grades Address:** K-12  
**Private-Sector Investment:** $43,879.01

**Low-Performing Students:** NA  
**State Matching Amount:** $14,957.49

**Total Students Impacted:** 3,745  
**Total Project Investment:** $58,836.50
Project Title: Re-Engineering Algebra
Foundation: Education Foundation of Martin County

Project Abstract:
The Education Foundation of Martin County is Re-Engineering Algebra by bringing engineers into middle and high school algebra classes to demonstrate the everyday value of algebra, encourage the pursuit of advanced math and science classes, and introduce the engineering profession. Within twenty minutes students are having fun while working in pairs and utilizing their critical thinking skills to design traffic patterns and water retention ponds, and learning about nutrient loading and flight mission fuel burn calculations.

The objective is to show the everyday value of algebra and to encourage the pursuit of advanced math. Students are introduced to the engineering profession while learning the application of algebraic concepts. Applied math content includes fractions, ratios and percentages, estimation by proportional reasoning to verify computed results; using variables to develop equations that work as conditions vary; applying standard problem-solving techniques including understanding the problem, analyzing and interpreting data, and presenting different strategies and solutions to compare and critique. We continue to see an increase in the number of students considering a career in engineering or other related STEAM field. Approximately 17% of students have considered engineering prior to our lessons with 52% considering this career option after participation.

Project Summary:
The Education Foundation of Martin County is proud to be Re-Engineering Algebra for seventh, eighth, and ninth grade students at schools throughout the Martin County School District. This program brings an engineer into the classroom to answer the age old questions, “Why do we need to learn algebra?” and “When are we ever going to use this, anyway?” Students are completely engaged in this hands-on experience and within 20 minutes they are having fun while designing traffic patterns using their critical thinking skills (and a little algebra...who knew?).

The objective is to show the everyday value of algebra and to encourage the pursuit of advanced math. Students will be introduced to the engineering profession while learning the application of algebraic concepts. Applied math content includes fractions, ratios and percentages, estimation by proportional reasoning to verify computed results; using variables to develop equations that work as conditions vary; applying standard problem-solving techniques including understanding the problem, analyzing and interpreting data, and presenting different strategies and solutions to compare and critique. New lessons are also in development and will have a range of target objectives based on the concepts that tend to prove the most difficult for students to master.

Outcomes:
STEM Education
94% of project participants showed increased interest in STEM education
72% of project participants showed increased interest in pursuing STEM career
43% of project participants improved their grade in STEM subject area

How Outcomes were Measured:

Outcomes were measured through surveys of students, teachers, and volunteers.

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Project Title: Robotics  
Foundation: Education Foundation of Martin County

Project Abstract:
To support the need for a more qualified STE(A)M (Science, Technology, Engineering, Arts, and Math) workforce, the Education Foundation of Martin County (EFMC) created a robotics program to increase student awareness, interest, and achievement in these subject areas. Two years ago, the EFMC started an elementary robotics program. Last year, we built upon this initial success and filled the gap at the middle school level. This district-wide Elementary and Middle School Robotics program includes classroom instruction and an after school team at each of our 11 elementary schools and five middle schools. Teachers were trained to use robotics kits in and out of the classroom setting. Students had the opportunity to build their STEAM skills, build and program robots, identify a problem, conduct research, create solutions, build and test prototypes, strengthen their team building skills, learn the Core Values of the FIRST LEGO League (FLL) and participate in competition style play. All 16 teams participated in a qualifying tournament with three teams earning bids to participate in a regional state tournament. Our RoboStallions team was named Runner-Up at the FLL Global Innovation Awards. This is an amazing accomplishment as 29,000 teams from 80 countries originally started the Trash Trek challenge.

Project Summary:
This year, the Education Foundation of Martin County’s Robotics Program included 11 elementary teams and 5 middle school teams. Our teams participated in the First Lego League (FLL) Trash Trek Challenge. Our coaches were trained July through September. The program was promoted at the schools, students were encouraged to apply, and teams were selected. Teams met twice per week for a minimum of two hours in total to begin team building, researching the program topic, developing projects, and building, programming and testing their robots.

All sixteen teams participated against teams from around Florida in an FLL qualifying tournament on December 12. Many of our teams took home trophies and three teams earned a bid to the regional state tournament in Ft. Lauderdale. All three teams won awards.

Our RoboStallions team, from Dr. David L. Anderson Middle School, was asked to apply for the FLL Global Innovation Award Semi-Finals and was named a semi-finalist. The team, along with the remaining top twenty teams, traveled to Alexandria, VA, in June to compete at the Global Innovation Awards. The RoboStallions were named the Runner-Up! What an accomplishment to be number two out of 29,000 teams from over 80 countries around the world! The RoboStallions are in the process of filing a patent and trademark for their "Chipsulation" invention. This innovative solution is keeping chip bags out of landfills and taking advantage of their excellent thermal properties by re-purposing the bags as insulation to be used in buildings, houses, and shelters.

Our SPAM high school robotics team also earned a bid, won their regional tournament and earned a bid to the World Championships! In addition, SPAM Team 180 took home the Chairman’s Award! What a year! Our participating students showed an increase in their STEAM skills and due to the programs success, we are now building robotics labs at schools around the district. These labs will be used to include robotics instruction within the required standards.

Outcomes:

STEM Education
93% of project participants showed increased interest in STEM education
76% of project participants showed increased interest in pursuing STEM career
63% of project participants improved their grade in STEM subject area

How Outcomes were Measured:
Different stakeholder groups were surveyed. These groups included teachers, parents, coaches, students, volunteers, mentors, etc.
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Project Title: Edible Garden Network – A Collaborative Nutrition Initiative (CNI)

Foundation: The Education Fund

Project Abstract:

The Education Fund’s Edible Garden Network -- A Collaborative Nutrition Initiative (CNI) uses edible school gardens as outdoor laboratories integrated across the curriculum to increase student achievement and improve students’ eating attitudes and behaviors. Under the guidance of CNI teachers, students engaged in a hands-on, multi-subject program involving planting, maintaining, and harvesting all year long. Beginning this year, students in Garden and Harvest Clubs participated in a demonstration project involving the harvesting and transporting of produce for cafeteria and home-bound use. Students benefit from all garden-based nutrition lessons, especially STEM subjects. For many, not only is it the first time they’ve gripped a shovel, plucked a tomato, and tasted fresh vegetables, it’s their first time reading recipes or conducting experiments. CNI’s interdisciplinary methodology ensures student learning across all subjects, but especially science. More than 68% of CNI students during 2015-16 showed an increase in science achievement, and 100% showed increased interest in science. We will continue to use student scores and end-of-year teacher surveys developed and administered by an independent evaluator to assess the influence of CNI on students’ academic achievement and behavioral attitude toward science, as well as on teachers’ preparedness to continue the program.

Project Summary:

The Education Fund’s Edible Garden Network -- A Collaborative Nutrition Initiative (CNI) teaches students the plant-life cycle through a "hands-on outdoor lab" that increases students’ academic achievement, especially in science, while encouraging students to pursue healthy lifestyles. This ground-breaking, student-centered, seed-to-table curriculum program, which started with just five elementary schools, is now in 51, and the program continues to evolve. During the 2015 calendar year, in partnership with our district’s Food & Nutrition Department, we designed and launched an initiative to integrate cafeteria managers into CNI in order to use garden produce in cafeteria meals. We have connected CNI teachers at 25 schools with their cafeteria manager to introduce a model of systematically using garden produce in cafeteria meals multiple times a month. We found the children were not only more apt to try the dish when they had a hand in growing it, but were enthusiastic about getting fellow students to try a dish currently being served, which, in turn, produced a whole new group of vegetable eaters. In just 1 year, teachers, students, and cafeteria workers were able to organize and introduce produce into the cafeteria menus 717 times.

We are finished transforming 11 of our 51 school gardens into “Food Forests” that provide additional student learning through in-school Harvest and Garden Clubs – and much more. Additionally, 5 more schools are transitioning into our Food Forest model for a total of 16 Food Forests in growth mode. Forest gardening methods involve the planting of perennial trees, bushes, vines, and other vegetables, fruit, and herb plants that are native to and/or suitable for our climate. These perennials are planted in a way that mimics nature and, therefore, requires less maintenance. Additionally, the harvest abilities of these landscapes provide enough produce for regular cafeteria use as well as for sending home with students. Many of these plants, while native to our region, are not available in markets. As a result, students become the teachers for their families, explaining the various greens, fruits, and proteins.

In all 51 schools, CNI engaged students in a learning experience based on the hands-on planting and harvesting of edible gardens and extending to cross-curricula lessons in the classroom. Under the tutelage of trained teachers and school administrators, students planted, maintained, and harvested vegetable/herb gardens over the course of the entire 2015-16 school year. CNI improved overall academic performance through an interdisciplinary curriculum that not only meets state standards, but integrated the garden, nutrition, and environment into a curriculum that improves achievement in STEM subjects. CNI curricula included observational writing, science experiments, related reading, and even mathematics lessons. Students, excited to get out of the classroom and get their hands dirty, scarcely realized they were learning. Teachers then related the lessons learned in the garden to classroom exercises that included food-related science experiments, observational scientific writing, and mathematical concepts such as fractions and percentages. For example, students measured the diameter of the garden, plotted the growth of plants both in inches and centimeters, measured rainfall, and guessed the weight of a green pepper. Student food detectives were excited to learn percentages and other related math concepts to demonstrate their understanding of daily servings on food packaging to friends and family. Following recipes and creating their own allows children to learn concepts of measurement such as cups, teaspoons, and ounces, and it reinforces procedural concepts such as following steps in a sequential order. Of course, the garden itself is used weekly
throughout the year to teach the plant life cycle, the scientific method, and other science concepts. The gardens are planted in areas open to the entire student body, thus impacting all students.

For many students, it was the first time they have used gardening tools, much less grown, picked, and eaten vegetables not from a supermarket. It was also their first time cooking or reading recipes. Parents were encouraged to actively take part in the program by helping with the gardens and/or attending workshops on gardening and preparing healthy meals. Most schools report at least 50% of the parents are involved in CNI at some point. A network of volunteers, including master gardeners, owners of organic vegetable farms, nutritionists, chefs, and more all contributed to the program's success. Equally important to a quality implementation, CNI provided teachers with training and onsite support. Teachers attend in-school training sessions facilitated by teachers trained in CNI methods that ensure consistent CNI implementation. Training and support provide teachers with the knowledge required to put CNI into practice in their schools and classrooms. Annual evaluations confirm our methods work. During the program’s eight year history, students’ eating habits, attitudes, and nutritional literacy improved by close to or above 50% every year. Science scores improve at an even higher rate due to students’ exposure to the CNI methodology. Due to these repeated positive results, CNI won the Blue Foundation’s prestigious Sapphire Award for “demonstrating excellence in addressing health disparities within the community.” Additionally, USF’s College of Public Health named CNI the No. 1 “Exemplary Practice in Childhood Obesity Prevention.”

Outcomes:

STEM Education
100% of project participants showed increased interest in STEM education

How Outcomes were Measured:

CNI aims to improve academic achievement in science for participating students. This is measured annually as CNI teachers document their students’ knowledge of science before implementing the activities and at the end of the school year. The instrument used to assess science knowledge for 2015-16 is the Next Generation Sunshine State Standards’ Science Test. Specifically, we looked at students’ improvement of their science scores. Matched student pre and post science scores were analyzed by an independent evaluator to determine the program’s effectiveness. In addition, teachers were surveyed at the end of the year as to whether or not student behaviors and attitudes toward science have been positively influenced by the CNI program.

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Project Title: IMPACT II
Foundation: The Education Fund

Project Abstract:
The Education Fund’s IMPACT II program is the only district-wide network for teachers to share proven strategies for increasing student achievement. Through IMPACT II, highly qualified teachers innovate and then disseminate best practices via an annual catalog, detailed curriculum guides, an all-day training expo, a leadership workshop, and mentorship of teachers who adapted their ideas. IMPACT II allowed these expert teachers to share their knowledge with all 20,000+ district teachers and, in turn, their 340,000+ students. Expert teachers were recognized for their innovation and their willingness to disseminate their proven strategies. New teachers benefited from the hundreds of practical, standards-based projects and from the expertise of the disseminator teachers who originated these ideas. They also had the opportunity to adapt proven strategies for raising student achievement to their own classroom situations. Because IMPACT II reaches and influences teachers on a variety of levels, it improved teacher knowledge, behavior, and attitudes towards teaching. Thus we are pleased to report that 100% of the teachers who formally participated in IMPACT II (attending conferences, applying for grants, etc.) reported an increased knowledge about teaching.

Project Summary:
IMPACT II, one of The Education Fund’s most successful programs, is a dynamic, district-wide network that helps teachers inspire student learning. Through IMPACT II, master teachers share, with thousands of other teachers, their own innovative teacher-developed and teacher-tested ideas, projects, and strategies. Through teacher-to-teacher communication and instruction as well as classroom support, tens of thousands of students benefitted from lessons that are hands-on, relevant, thought-provoking, and that are designed to foster academic success. IMPACT II is not only uniquely teacher-driven, but it is the only system operating throughout M-DCPS that allows the spread of proven ideas across all grades and all subjects. This distinction and its success as a professional development model in constant demand by teachers have made The Education Fund’s IMPACT II a model for other districts throughout the U.S. In summary, IMPACT II solves some of the most intense challenges our teachers face today, as it:
- Offered teachers, especially those who work “solo” at their schools, a network of additional support;
- Provided master teachers with a communication vehicle for their successful classroom-tested teaching strategies, thereby imprinting the value these teachers bring to the district while providing a benefit to other teachers seeking new strategies;
- Enabled master teachers to transfer and share good teaching practices with all other teachers, and;
- Helped students learn by providing their teachers with classroom-tested methods that are proven to raise student achievement and with proper support to implement these methods.

Every IMPACT II project incorporates Florida Standards into its lesson plans. Each of the four program components outlined below work together seamlessly:
- Ideas with IMPACT catalog: The Ideas with IMPACT catalog is IMPACT II’s most prominent component and the first step in building the network. We solicit, select, and feature in the catalog the best and brightest of teacher-created hands-on curriculum projects that are proven to raise student achievement. All 20,000+ teachers and administrators received the catalog at the beginning of the school year, effectively reaching EVERY teacher. It is the glue that binds the entire program.
- Idea Packets: The IMPACT II Idea Packets are the second tool used to spread the word about the master teachers’ ideas. Each Idea Packet or “classware” contains lesson plans, worksheets, bibliographies, pre- and post-tests and everything else needed to implement one of the ideas in the catalog. All M-DCPS teachers can easily download these “how-to” manuals from our website, get them at workshops, or they may request one directly from the “master teacher” whose contact information is on the project page in the catalog, along with state standards addressed, resources needed, etc.
- Technology Workshop: A three-hour workshop for any teacher presenting at the Idea EXPO on how to incorporate a range of different technologies into their presentations.
- Idea EXPO – The Teacher Conference: The Idea EXPO – The Teacher Conference is an all-day teacher training program that offers workshops and displays featuring the strategies highlighted in the Ideas with IMPACT catalogs. Teachers choose from more than 80 different workshops, enjoy breakfast and a sit-down lunch, hear from speakers, and have the opportunity to visit an array of teacher-created educational booths where they gather information on many more best-practices. This year more than 400 teachers attended on their own time and paid the registration cost out of their
own pocket because of the value gained from the EXPO. Not only are they treated like professionals, they have the rare opportunity to network and make lasting connections.

- Leadership Workshop: Teachers have the opportunity to learn how to develop a better grant proposal and increase their chances for selection as a Disseminator. Disseminators share their best teaching practices with other teachers and are featured in the Ideas with IMPACT catalog.

- Disseminator, Adapter, and Innovator Grants: Teachers who have developed a successful teaching idea or project that they wish to share through the IMPACT II network apply for a cash grant that supports their time and efforts in writing a “how-to” guide for their strategy, creating a training display and workshop, and mentoring other teachers. These are the teachers whose projects are featured as best practices within IMPACT II in the catalog, at the EXPO, and in the Idea Packets. Any teacher whose school cannot provide the materials needed to implement a featured IMPACT II project can apply for an Adapter Grant, which provides funds to purchase materials. Teachers may also apply for an Innovator Grant to test an idea they have developed for the classroom. Since 1990, more than 2,100 teachers have received The Education Fund’s IMPACT II grants.

IMPACT II assists teachers in improving teaching quality by showcasing, modeling, and encouraging the adaptation of proven strategies. Teachers return to their classroom with an arsenal of their colleagues’ ideas that work to improve the learning environment. Students in M-DCPS are the ultimate beneficiaries.

**Outcomes:**

**Teaching Quality**
100% of project participants showed increased knowledge about teaching in general

**How Outcomes were Measured:**

We measured increases in teachers’ general knowledge through the teacher survey we administered at workshops, including Idea EXPO – The Teacher Conference, the special technology workshop, and the Leadership Workshop. Teachers were surveyed as to their increased knowledge about teaching. Teachers who were awarded Adapter or Innovator Grants were asked to indicate their increased teaching knowledge as part of their end-of-the-year report.

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Project Title: Ocean Bank Center for Educational Materials

Foundation: The Education Fund

Project Abstract:

The Ocean Bank Center for Educational Materials provides a much-needed supply resource for teachers to use in classrooms with their students. The Center is housed in a centrally located, 11,000 square foot warehouse where teachers "shop for free" for classroom materials that are donated by area businesses. 98% of teachers who shopped at the center acquired essential supplies such as books, paper, notebooks, pens, pencils, and markers, as well as incentive items, all of which teachers use to improve students’ literacy and improve teaching quality. The Center especially provides support to teachers who are working with low performing students from low-income neighborhoods, where the need is the greatest. We annually assess the Center’s effectiveness in providing classroom materials to improve student achievement and positively affect teaching quality and student literacy. We exceeded our objectives for the 2015-16 school year by hosting 2,284 teacher visits, thereby impacting literacy for a minimum of 159,880 students, with 97% of teachers reporting the program positively impacted student literacy. (Our goal was a minimum of 1,500 teacher visits, impacting literacy for a minimum of 105,000 students and at least 50% of teachers reported the program positively impacted student literacy.)

Project Summary:

The Ocean Bank Center is a valuable resource program that benefits students throughout the district. Open year-round to 20,000+ teachers in 390+ public schools, it contains the most basic classroom supplies - such as books, pens, paper and notebooks – all of which promote student literacy. While the Center serves the entire district, its inventory of classroom supplies is especially critical to teachers who work in schools located in low-income neighborhoods with below-average literacy rates. Many of the “regulars” who shop at the Center teach in elementary schools where students come to class without supplies. Having the supplies provided by the Center enables teachers and students to focus on class work and learning, which leads to higher student performance. A compilation of surveys taken during the 2015-16 school year showed that 97% of the teachers who shopped at the Center received materials that were used to improve students’ literacy.

From its inception in January of 1993, the Center has functioned as a valued and trusted resource serving teachers and students throughout Miami-Dade County Public Schools (M-DCPS) in times of tremendous need. Florida’s first “reuse and recycle center” dedicated to public school students was born out of the devastation wrought by Hurricane Andrew. Schools and school materials were damaged or entirely decimated, while donations of supplies earmarked for schools were languishing at the port for lack of a distribution process. The Education Fund stepped-in, setting up a warehouse and distribution system where supplies could be housed and teachers could “shop for free” to fill their classrooms. Now more than two decades later, we have learned the need for classroom supplies is ongoing. Economic disasters, like the recent recession, pose even more of a threat to education than Andrew ultimately did. The funding crisis that gripped our school district for a half decade still impacts the educational experience currently afforded to our children. Parents have also been affected by the economic downturn, and as a result more and more children come to school without supplies, and schools in low income neighborhoods have even less support from PTAs. Teachers, who often use their own funds to buy classroom supplies, are also struggling to stay afloat with an increasingly large number of teachers requiring second jobs.

That is why teachers tell us again and again, “The Ocean Bank Center is our salvation,” after they’ve browsed the aisles and filled a supermarket-sized shopping cart to the brim. As a result, teachers have come to depend on the Center and its resources to provide them with the materials they need in order to promote literacy and student achievement. Stephanie Gonzalez, who teaches Kindergarten at Charles D. Wyche Elementary, said it best, “Thank you for the items that will help motivate my students to achieve more and attend to their lessons. OBCEM is definitely a wonderful resource for a teacher. There is a large underprivileged population of students and this is a way I can provide them with the materials they need to complete their assignments. All the materials available are great and it really supports me as a teacher. In prior years I have spent so much money in my classroom, that I was so relieved when I found out about this program. When I went I was in heaven. I was planning on buying a ball for my classroom and I didn't have to buy it because I found it in Ocean Bank Center. Thank you for this opportunity.”

To meet the needs of classrooms throughout Miami-Dade, The Education Fund has leveraged more than $8 million in donated materials via the Center. A model for other school reuse centers throughout the country, the Center’s success is a
result of the user-friendly processes we employ, especially in terms of allowing South Florida’s businesses to contribute to classrooms in need. Businesses identify and then call for pick-up or to deliver their surplus inventory, remnants, and slightly outdated goods, which potentially earn them valuable tax deductions. Teachers call, fax, or email to get a date to visit. They even donate their time to help at the Center, knowing they will obtain additional resources for their needy students and get materials to make hands-on classroom lessons possible. As a testament to its effectiveness, the Center was selected by the Greater Miami Chamber of Commerce as the recipient of its prestigious 2009 NOVO Award, which honors excellence in non-profit business innovation.

Teachers come on their own time, either after school or on Saturdays, to shop for supplies as basic as pens and paper and as unusual as telephone wire, cardboard tubes, or curtain rods that might be used for art, science, or social studies projects. While the Center serves the entire district, its inventory of classroom supplies is especially critical to teachers who work in schools located in low-income neighborhoods. Many of the “regulars” who shop at the Center teach in elementary schools where students’ families can’t afford school supplies. These students are still able to do their class work in many cases with materials provided by teachers who have been to the Center.

The Center operates like a popular “warehouse” store such as Costco, except there is no membership fee and all the items are for classroom use. And, of course, the supplies are free. Miami-Dade public school teachers, assistant principals, principals and even the schools’ designated PTO representatives can help their school by picking up supplies for individual classroom or school-wide use. In fact, no one else is allowed to “shop” at the Center. Teachers can shop twice a year by requesting passes either online or via fax, email, or voice mail. Teachers also can receive an extra visit for every four hours they serve as Center volunteers. The Center is currently stocked with inventory from more than 850 businesses, many of which have donated repeatedly.

**Outcomes:**

**Literacy**
96% of project participants showed increased interest in reading

**Teaching Quality**
98% of project participants showed improved quality of classroom lessons/teaching

**How Outcomes were Measured:**

The Education Fund’s evaluation of the Ocean Bank Center for Educational Materials is two-fold. We conduct an evaluation of teachers who “shop” by using an on-line survey method, then compile and analyze the results. We will also measure the use of the Center by the number of teacher visits during the 2015-16 fiscal year.

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**Project Abstract:**

This school year, 1,409 individual students participated in SmartPath College Clubs learning valuable tools such as time management skills, college research, college applications, and financial aid. A total of 1,375 students joined college field trips, both in-state and out-of-state, many experiencing a college campus for the first time. Lastly, due to our FAFSA (Free Application for Federal Student Aid) workshops, 1,013 applications have been submitted to date giving students access to funds for their postsecondary dreams. In addition, all eight SmartPath schools successfully completed research based asset map workshops to evaluate their school’s programming as it relates to college and career readiness. In each workshop, schools took inventory of school assets, assess school performance, and determined gaps that impede overall student improvement and success. School teams worked diligently to prioritize and execute critical strategies to improve student success. For example, one school created a school-wide writing initiative utilizing best instructional practices and curricula that emphasize deep understanding, and require students to reflect, analyze, synthesize, evaluate, solve problems, and use conventional forms of reason. In post-surveys, 2,695 students reported they learned something new about careers, or setting goals, or college; and 2,409 reported having an interest in graduating from high school.

**Project Summary:**

The Education Fund’s SmartPath to College program aims to change the environment, curriculum, and culture of eight high-need public high schools to feature a consistent emphasis on postsecondary opportunities as a way to ensure students enroll in college and have the requisite skills to persist and eventually earn a post-secondary degree.

SmartPath has successfully created a model focusing on high expectations, academic rigor, and partnership building within schools. SmartPath serves eight senior high schools, Booker T. Washington, Hialeah-Miami Lakes, Homestead, MAST Homestead, Miami Beach, Miami Jackson, Miami Southridge, and Westland Hialeah, totaling 12,756 students. School teams are trained to effect change through teacher training, team building, gap analysis, and asset building; students through direct college awareness and access activities; parents through outreach focusing on financial aid options.

To inform and guide the program, SmartPath has used a gap analysis strategy. Teacher teams from each school convened at the start of the school year for an intensive workshop to assess existing assets and gaps in services. Teams learn the 50+ strategies that research shows are necessary in order to have a college-going culture in a school. Participants were required to determine the extent to which the research-based items are present at their schools, providing evidence and other related information. One example of a “must have” strategy is explicitly teaching all students comprehensive writing skills that are integrated throughout all disciplines. Such skills are critical for academic success, both in high school and a postsecondary institution. Next, the teams prioritized goals to introduce or strengthen during the school year, based on resources, needs, and other criteria. Once goals were prioritized, teams identified strategies for implementation. A few examples that schools chose to focus on this year included awareness and participation in programs such as dual enrollment, adding after school or Saturday programming, and planning/executing targeted professional development opportunities (related to college-going strategies) for faculty. The asset mapping process both enlightens teachers and helps them build the structures students require to pursue their goal of higher education. The analysis and implementation of research-based strategies through asset mapping is ongoing and is complementary to the individual school improvement plan (SIP).

SmartPath services included College Clubs for 9-12 grade students. The clubs provided targeted instruction, with an emphasis on developing academic and college readiness skills. College club lessons covered a wide range of topics including essay writing, test taking, college research, and improving study skills. Tools such as career evaluations were also used to help students realize the importance of graduation in order to achieve a college education. Our SmartPath Guide to College Clubs was distributed and provided a collection of lessons, tools, and resources for all faculty members to utilize throughout the school year to inform and prepare students for success in college and career. The guide has assisted schools in establishing and strengthening college clubs for students in grades 9-12. The students who are part of the college clubs are deeply committed and have lead efforts to promote the club and information to the entire student body.

College visits, via field trips, allowed for students to visit colleges and universities in Miami-Dade County as well as throughout the state of Florida. Many of our low-income students had never traveled outside their own neighborhoods,
making these visits vital. The trips allowed students to gain first-hand knowledge of college as opposed to having only a vague notion of what college life is like. These experiences allowed for students to gain the proper knowledge and skillset to be successful in a postsecondary environment.

SmartPath has also worked to engage and educate parents. Getting to parents early in a student’s high school career is crucial as many parents do not realize that college is a viable financial option for their children. Armed with correct information, parents can encourage students to stay in school and graduate rather than drop out to take low-paying jobs. Through an unprecedented collaborative effort with Miami Dade College, The Education Fund executed more than 20 “FAFSA Marathons” between January and April 2016. College financial aid staff worked one-on-one, in schools’ computer labs, helping hundreds of parents of seniors complete the Free Application for Federal Student Aid (FAFSA) form, which allows students to access college aid and scholarships. This is significant as research shows that FAFSA completion by first generation and/or economically disadvantaged students greatly increases their chances of going to college.

All of the aforementioned activities undertaken this year have been proven to be effective in ensuring that students receive the support and encouragement they need to graduate and succeed in a postsecondary institution.

Outcomes:

Increasing Graduation Rates
100% of project participants reported learning something new about careers, or setting goals, or college
89% of project participants showed increased interest in graduating high school

How Outcomes were Measured:

An online student survey (self-reported) was administered to all students, grades 9-12; a sampling of reflective learning papers from 9th-12th graders were collected and reviewed throughout the school year to measure students’ perceptions of their learning and educational environment. In addition, school-level coordinators in our eight SmartPath schools submit monthly reports, including sign-in sheets and photographs, documenting student activities such as college club meetings, field trips, and workshops as well as activity outcomes.

Grades Address: 9-12  Private-Sector Investment: $72,000.00
Low-Performing Students: NA  State Matching Amount: $71,534.00
Total Students Impacted: 12,756  Total Project Investment: $143,534.00
Project Title: Teacher Recruitment and Retention Program

Foundation: The Education Fund

Project Abstract:
The Education Fund’s Teacher Recruitment and Retention Initiative “Teach-A-Thon” was designed to help community stakeholders understand the impact of teaching quality on student achievement. The Initiative was designed to bring specific attention to the importance of 1) Recruiting the most qualified teachers and providing them with support programs and mentoring; 2) Retaining teachers by implementing effective and innovative professional development and sharing of best practices; and, 3) Rewarding and Recognizing teachers for the important role they play. The program paired 190 business professionals (nearly double our goal) with educators who coached them in creating and delivering a lesson in the classroom—the experience was not a career day but a “walk a mile” for the business professional in the life of the educator. And while it’s not career day, students (4,750 of them!) can’t help but be inspired about their own futures.

Project Summary:
The Education Fund launched the “Teach-A-Thon,” a Teacher Recruitment and Retention Initiative, in 2005 with a focus on “the three R’s: Recruit, Retain, and Reward.” This campaign brings attention to the importance of not only recruiting the most qualified teachers, but retaining them through mentoring and implementing effective and innovative professional development programs that share best practices. Lastly, it’s important to recognize and reward teachers for the important role they play. As awareness grows, it also creates support, respect, and connections for hundreds of teachers, thereby contributing to current retention efforts. The Initiative spans an entire year. Teacher retention is improved as we: 1) build teacher morale through recognition of their valuable skills in the business community; 2) reduce the isolation teachers experience by engaging them as mentors with business persons, known as Teacher Champions; and 3) provide much-needed funding for their classrooms. While teacher retention is important throughout the country, it is especially important in school districts such as Miami-Dade County Public Schools, where the majority of the district’s 390+ schools are in high poverty areas. High turnover is disruptive to program continuity and staff cohesion, and adds to the principal’s workload. High poverty schools are generally unable to ensure that ALL of their students learn enough to be productive members of society due to these types of challenges. Teacher quality and retention is something that needs to be addressed by everyone in the community, including business leaders and professionals.

For the 2015 program, we used this premise to engage 190 business professionals in our community via our Teacher Recruitment and Retention program (the Teach-A-Thon). Through the Teach-A-Thon, we bring attention to the importance of the following issues surrounding teaching quality and student achievement: recruiting the most qualified teachers and providing them with support programs and mentoring; retaining teachers by implementing effective and innovative professional development and sharing of best practices; and recognizing and rewarding teachers for the important role they play. The interaction between the teacher and business professional is critical to the success of the Teach-A-Thon because a key aspect of the program is the fundraising that Teacher Champions do for the teachers and students whose classes they visit. It’s a “walkathon” strategy with a twist. Business professionals solicit donations from colleagues and friends on how many class periods the business professional can last in the classroom.

We laid the foundation for building solid relationships between the teachers and business professionals in advance of the “teaching day” with a Kickoff Party in October 2015, where we connected each teacher with the business person (or team) who became their Teacher Champion (TC). The teachers became mentors to the TCs, using their expertise to train the TC’s in lesson planning and classroom management so that these business professionals could “survive” their day as classroom teachers. These interactions and activities helped build bridges between the teachers and business professionals and reduced the isolation that so often is cited as the reason why teachers leave the teaching profession. The teacher and TC then selected a teaching day during the period between October 15th and November 15th whereby the Teacher Champion would deliver their lesson to a class(es) of students. Fundraising for the program continued through the end of 2015, and in early February 2016, teachers and TCs reported on their experiences during a Victory Party Celebration for the program. During that Victory Party, it was announced that participating teachers would each receive classroom grants of $200 for participating in the Teach-A-Thon.
Outcomes:

Teaching Quality
190% of teacher recruitment goal realized
102% of community participants who pledged and acted goal realized

How Outcomes were Measured:

The 190 participants (teachers upon whom the community participant data is based) comes from pairing a teaching with each Teacher Champion in the classroom. There is always a teacher who coaches, mentors, and supervises a community professional (Teacher Champion) in the classroom. The number of community participants were measured based on the 190 Teacher Champions plus the number of actual donations received (829), for a total of 1,019. These individuals pledged to act AND acted.

<table>
<thead>
<tr>
<th>Grades Address:</th>
<th>K-12</th>
<th>Private-Sector Investment:</th>
<th>$65,000.00</th>
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<tr>
<td>Total Students Impacted:</td>
<td>4,750</td>
<td>Total Project Investment:</td>
<td>$129,275.00</td>
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Project Title: Take Stock in Children - Monroe  
Foundation: Monroe County Education Foundation

**Project Abstract:**

During the school year, we were able to implement several workshops and provide resources to our Take Stock in Children students in an effort to improve college readiness and, ultimately, high school graduation rates and college enrollment. Resources which added to our workshops on time management and study skills, transitioning to high school, ACT and SAT test preparation, and college applications and financial aid further solidified the goal of our students to compete high school and enroll in the college of her choice. This year, 100% of our students graduated high school and 100% enrolled in college or university, with 71% of the class of 2016 accepted to a 4-year university. Additional, several students improved their SAT and ACT scores thanks to the prep classes we were able to offer, and we expect positive AP results given the additional prep book resource provided.

**Project Summary:**

We continue to believe that the economically and academically eligible students who enroll in our Take Stock in Children program are more likely to graduate high school than their at-risk, economically challenged peers. The college readiness project for Take Stock in Children students in grades 7 - 12 will improve the college readiness skills of our students whose standardized test scores fall below college ready levels, as well as continue to reinforce and improve the college ready scores already attained by our scholars. Of our 266 students in the Take Stock in Children program, our middle school students participated in a week-long camp experience focused on transition to high school and also included campus tours of Santa Fe College and University of Florida. Our freshmen participated in time management and test taking skills workshops as well as visited Miami Dade College and FIU. Our sophomores also participated in college readiness workshops and visited MDC as well as FIU and FAU. And, our juniors and seniors were involved in test prep workshops, as well as workshops focused on the college application and essay writing process, FASFA and financial aid, and they visited several colleges and universities. Our students were also provided test prep books for the ACT, the SAT, and for their subject AP exams. Our college success coaches meet with our students throughout the year, a minimum of 2 times during the year with our students in grades 7-10, and a minimum of 4 times during the year with our juniors and seniors. These one-on-one meetings focus on college readiness. In addition to our on-site test prep workshops, we were able to offer our juniors a live-online ACT prep course from Kaplan. This course worked well given our geography of having three high school spread out over 120 miles. With this course, our juniors at the three high schools were able to participate and benefit from this single online ACT prep course taught by a live instructor. Communication was accomplished via the computer, and the students completed exercise in their course book and provided feedback through surveys and online questions. This course preceded the October ACT. For some, this was their first ACT and for others it was their second or third. Among those students who repeated the exam, most demonstrated an improvement in their scores.

**Outcomes:**

**Increasing Graduation Rates**
- 100% of high school senior project participants graduated from high school
- 100% of project participants made progress toward graduating high school
- 100% of project participants showed increased interest in graduating high school

**How Outcomes were Measured:**

Beginning in 9th grade, we follow our students’ progress on the PSAT as well as their End of Course exams. The PSAT scores serve as a baseline from which the student should improve each year through 11th grade. We then work with the student to determine the best time to take the ACT and SAT exams based on their math class and previous test scores. Our students must take the ACT and SAT once, but a majority take it twice during their junior year. Naturally, there is an improvement in test scores as the student progresses through the high school curriculum. However, the access we provide to the live-online ACT or SAT prep course coupled with the test prep books both provide additional support in how to prepare for the test, how to take the test, and how to maximize one’s score. Students who are focused on performing well on standardized and college entrance exams are often more focused in their classes and strive to earn excellent grades. Our Take Stock students made a promise and a commitment to do their best in school with a goal to graduate and pursue a post-secondary degree
or certificate. This grant project supports our students' goal to graduate and enter college or a vocational school to pursue a career of their choice.

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<td>Total Students Impacted:</td>
<td>266</td>
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Project Title: Fostering Interest and Achievement in STEM Education

Foundation: Nassau Education Foundation

Project Abstract:
The Nassau Education Foundation used CFEF SDEF Matching Grant funds in the amount of $9,098.25 to purchase a district-wide license for BrainPOP software. In so doing, we provided all 15 Nassau County schools and 1,268 students with access to software that allowed them to build on and increase their Science, Math, Engineering, and Technology knowledge and skills, as well as in the subjects of Health, English, Social Studies, the Arts and Music. BrainPop provides lessons in English, Spanish and French enabling students to view the same topics in other languages, particularly helpful to those to whom English is a second language. It is also available to all grade levels. In addition, because the software is individualized and tracks student progress, some teachers used the software to determine if all students had mastery of a topic. Others viewed the lessons as part of a class presentation and used the quizzes as group review.

Project Summary:
Brain Pop was used to build or activate prior knowledge, reinforce concepts, and increase student engagement in all subject areas, particularly health and STEM activities. BrainPOP creates animated, curricular content that engages students, supports educators, and bolsters achievement. Their online educational resources include BrainPOP Jr. (K-3), BrainPOP, BrainPOP Espanol, and, for English language learners, BrainPOP ESL. BrainPOP is also home to GameUp, an educational games portal for the classroom.

In traditional, blended, and “flipped” learning settings, BrainPOP supports individual, team, and whole-class learning. At school and in informal learning environments, the characters help introduce new topics and illustrate complex concepts. Through "My BrainPOP," teachers and students can keep a record of learning accomplishments through quizzes, game play, and activities. The My BrainPOP suite of features includes access to the Mixer, which lets users tailor assessments to meet all students’ needs, and Make-a-Map, a concept mapping tool. BrainPOP content is carefully aligned to academic standards, and searchable with the online Standards Tool.

Since all eight of the district’s elementary schools are classified as Title I schools due to students’ demographics, it is perhaps not surprising that many students do not have access to educational software at home. By purchasing a district-wide license, we enabled students to use BrainPop anywhere they have access to a computer, including in the classroom, library, and at home. Also, because of the demographic of our community, many of our students only consider what traditionally are considered “blue collar” post-secondary careers. By increasing their skills in, as well as enthusiasm for STEM subjects, we also hoped to advance their interest in pursuing STEM college majors and careers after graduating. Using the tools within BrainPop's software, we tracked the total number of students who accessed the software, as well as the total number of hours the software was used, and saw an increase in usage with each month and used this to determine that students enjoyed using the software. In addition, we were able to determine the use of the software helped expand the students' STEM knowledge and skills, as student quiz scores improved after viewing the lessons.

Outcomes:

**STEM Education**
18% of project participants improved their grade in STEM subject area

How Outcomes were Measured:
After watching a lesson from the software and completing a quiz on the content, those students who did not receive a perfect score were asked to replay the lesson, ask questions if needed, and retake the quiz. Using the tracking tools within the software, we were able to determine that twenty five students were able to improve their scores on multiple topics, including cell structures and specialization, wind, weather and atmospheric conditions, compounds and mixtures, chemical changes and states of matter.
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<thead>
<tr>
<th>Grades Address:</th>
<th>K-12</th>
<th>Private-Sector Investment:</th>
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<td>Low-Performing Students:</td>
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<td>Total Students Impacted:</td>
<td>1,268</td>
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Project Title: Preparing Students For The Workforce

Foundation: Nassau Education Foundation

Project Abstract:
Nassau Education Foundation used $7,610.95 in CEF F SDEF Matching Grants funds to support career and technical training that was open to all students in grades 9-12 in all four Nassau County high schools. We expanded the technical equipment available to aid 267 students in working towards a CNA (Certified Nursing Aide) certification or a career in a medical office, and exposed 234 Juniors and Seniors to not only medicine, but also the other technical programs available through our local community college. Our goal in offering these activities was to improve student learning in the career and technical field of medicine and educate a talented workforce. Being able to confidently use the monitors and other equipment, gave students the technological edge on their first day of clinical. For students who had not had prior exposure to college, seeing first-hand the programs offered at Florida State College Jacksonville caused them to say they were more inclined to attend college.

Project Summary:
Each Nassau County High School has a CNA or medically-related program that trains students to enter the workforce in a medical field. The project added some of the newer medical devices to the classrooms enabling students to train and be prepared for a doctor’s office or hospital setting. The equipment included hospital-style furniture and equipment as well as medical mannequins and enabled students to gain valuable training. Training on the actual equipment helped the students gain knowledge but also made the classes more interesting and appealing. Being able to confidently use the monitors and other equipment, gave students the technological edge on their first day of clinical.

11th and 12th grade students in regular English 3 and 4 classes were surveyed by the school guidance departments about their interests among FSCJ’s programs. This group of students was targeted because we felt they were less likely to attend a four year college after graduation and were more likely to find employment in a field requiring the skills presented by these programs. The results of the survey were used to match students with the programs housed at individual FSCJ campuses. Students were then transported to Jacksonville in order to see the campuses in person. Each student was given the opportunity to visit two of the six Jacksonville campuses. One high school focused on the Seniors and invited representatives of FSCJ as well as the military and community business leaders to the school. They were able to discuss career and college opportunities, get help in completing their FASFA forms and college applications, and even help applying for scholarships.

Outcomes:

Career/Technical Education
86% of project participants showed increased interest in career/technical education

How Outcomes were Measured:
After choosing their college trips and attending, 90 students from all four high schools responded to a survey. Seventy-nine of the students responded that as a result of the field trip, or bootcamp, they were more inclined to attend college.

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<tr>
<th>Grades Address:</th>
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Project Title: Robotics!  
Foundation: Nassau Education Foundation

Project Abstract:
Nassau Education Foundation used $8,786.53 in CFEF SDEF Matching Grants funds to support an after-school robotics program that was open to all students in grades 6-12 and involved designing and building robots as part of the FIRST Lego League and FIRST Tech Challenge, as well as entering the robots in regional competitions. Our goal to improve student learning in the STEM-related field of robotics was met.

Project Summary:
The FIRST Lego League introduced students in Grades 6-8 to the fun and excitement of science and technology. Teams were composed of up to ten children with at least two Lead Coaches. The students programmed an autonomous robot (using the LEGO® MINDSTORMS® robot set) to score points on a thematic playing surface and creating innovative solutions to a problem. Three teams attended an official FLL tournament, which was hosted by the FIRST LEGO League at the Thrasher-Horne Center at St. John's River City college. FIRST LEGO League Partners ran the FLL program and are associated with other FIRST organizations.

The FIRST Tech Challenge was designed for students in grades 9-12 to compete head to head, using a sports model. Teams were responsible for designing, building, and programming their robots to compete in an alliance format against other teams. The robot kits are reusable from year-to-year and are programmed using JAVA language. Teams, including coaches, mentors and volunteers, were required to develop strategy and build robots based on sound engineering principles. Awards were given for the competition as well as for community outreach, design, and other real-world accomplishments. In both leagues, students not only designed, built, and programed robots, but they also had the opportunity to apply real-world math and science concepts and develop problem-solving, organizational, and team-building skills.

Outcomes:
STEM Education
100% of project participants showed increased interest in STEM education

How Outcomes were Measured:
The project participants showed an increased interest in STEM education from the beginning of school to the end of the school year. Prior to the grant implementation, Nassau County did not have any robotics programs or teams during the school year. When the after-school Robotics STEM Club announcement for participation led to an overwhelming response form students, we initiated an application process. The application contained a questionnaire on the reasons for their interest and what they felt their knowledge level was relating to scientific processes and problem-solving. The students were chosen for the team based on their responses. A post-season survey was created and distributed to the team coaches. Based on responses, the coaches anticipate that all teams will participate next year.

<table>
<thead>
<tr>
<th>Grades Address:</th>
<th>6-12</th>
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<tbody>
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<td>Total Students Impacted:</td>
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<td>Total Project Investment:</td>
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Project Title: Elementary STEM: Simple Machines and Robots
Foundation: Okaloosa Public Schools Foundation, Inc

Project Abstract:
The project provided LEGO instructional materials and equipment to expand and enhance the established STEM programs for elementary students across the Okaloosa County School District. Purchased materials were placed in school libraries to provide optimal resources for students and staff.

Project Summary:
The LEGO equipment and instructional programs extended and expanded STEM instruction in five schools: Plew Elementary, Edge Elementary, Bob Sikes Elementary, Walker Elementary and Baker School. The project was designed to provide hands-on experiences with simple machines and robots for individual students and for those working in pairs and in teams. Components included making predictions, testing behavioral models and recording and presenting findings.

Outcomes:
STEM Education
70% of project participants showed increased interest in STEM education

How Outcomes were Measured:
Teachers surveyed students formally and informally to determine increased interest in STEM education.

Grades Address: K-5  Private-Sector Investment: $7,000.00
Low-Performing Students: NA  State Matching Amount: $7,000.00
Total Students Impacted: 200  Total Project Investment: $14,000.00
Project Title: Increasing Our Investment in Take Stock in Children
Foundation: Okaloosa Public Schools Foundation, Inc

Project Abstract:
Increasing Our Investment in Take Stock in Children was designed to expand the activities available to and extend the resources provided for Take Stock Scholars. Project activities focused on increasing graduation rates and providing College Readiness and Career Success resources for student/mentor projects. The STEM initiatives as well as Career and Technical Education were incorporated in project implementation.

Project Summary:
Take Stock in Children Scholars in Okaloosa County. The focus was on elevating the academic achievement of low-performing students—with an emphasis on reading and the STEM initiatives—thus improving graduation rates. The project provided our Take Stock students with support services and activities that motivated them and were designed to enhance their ability to attain success in their academic programs and the prospect of college success. Students, along with their parents and/or mentors participated in college readiness workshops, e.g. college and career fair, “Preparing for College” and FAFSA. Junior and senior students took at least one of the college entrance examinations, either ACT or SAT. Resources provided through the project included: tutoring, as needed; study skills workshops; ACT/SAT preparation workshops; counseling, as needed; Financial Aid workshops; and, college readiness workshops. In meeting the academic and college/career needs of all Okaloosa County Take Stock in Children students, the Okaloosa Public Schools Foundation (OPSF) also identified and provided access to complementary programs and activities that support the goals and objectives of the proposed program.

Outcomes:
Increasing Graduation Rates
100% of high school senior project participants graduated from high school
100% of project participants showed increased interest in graduating high school
83% of project participants made progress toward graduating high school

Low-Performing Students
100% of project participants improved their grade in specific subject area
100% of project participants improved their overall grade(s) in school
100% of project participants showed increased interest in performing well in school

How Outcomes were Measured:
Graduation achievement and progress were documented by program staff through documentation of grades, attendance and discipline. The mentor/student ratio was maintained at one-to-one.

Five (5) of our Take Stock students faced academic challenges that prompted the need for tutoring services funded through this project. Those students were able to increase their academic performance.

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**Project Title:** Lego League: Mary Esther Elementary  
**Foundation:** Okaloosa Public Schools Foundation, Inc

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**Project Abstract:**

The proposed project funded the participation of fifth grade students from Mary Esther Elementary School in the 2015 Lego League Challenge—TRASH TREK. Students were involved in collecting and sorting trash and then implementing smart production and reuse of that trash. Team members built and programmed an autonomous MINDSTORMS robot and then addressed the Challenge components. The team then registered for and participated in a tournament and were judged on Project Presentation, Core Values and Robot Design as well as three rounds of the Robot Game.

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**Project Summary:**

Participation in the Lego League Challenge provides an opportunity for students to be introduced to engineering and the occupations of the future. Through building a robot and then programming it to achieve the tasks required by the Challenge, students were engaged in “real life” applications of the STEM initiatives. The students’ involvement included attaining understanding of the use of different sensors for the operation of an autonomous robot as well as acquiring the skills and knowledge to use looped and linear programming. The team was coached by a staff member and mentored by community members, by students on a local high school robotics team and by other Mary Esther students who have participated in the Lego League Challenge in the past.

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**Outcomes:**

**STEM Education**  
100% of project participants showed increased interest in STEM education  
100% of project participants showed increased interest in pursuing STEM career

**How Outcomes were Measured:**

Outcomes listed above were measured through project participation.

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<th>Total Students Impacted:</th>
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<tbody>
<tr>
<td>10</td>
<td>$4,000.00</td>
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Project Title: Robots from STEM to Stern

Foundation: Okaloosa Public Schools Foundation, Inc

Project Abstract:
The project provided equipment, software and professional development for middle school and high school students and teachers to support the STEM initiatives through robotics. The middle school component was focused on "traditional" robots and robotics curricula. The high school component was focused on applied robotics through UAV flight simulation in partnership with the Boeing Company, Embry-Riddle WorldWide and Eglin Air Force Base.

Project Summary:
The project expanded and enhanced the STEM concepts through instructional programs involving both "traditional" robotics and UAV flight simulation. At the middle school level, robotic equipment and curricula were provided for classroom use. At the high school level, funding was utilized to assist in the establishment of a flight simulation lab to further reinforce aviation concepts.

Outcomes:

STEM Education
88% of project participants showed increased interest in STEM education

How Outcomes were Measured:
Increased interest in STEM was measured through pre-test and post-test data collected by participating staff.

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<td>200</td>
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Project Title: Teacher Mini-Grant Program

Foundation: Okaloosa Public Schools Foundation, Inc

Project Abstract:
This project provided instructional classroom grants for STEM-related projects and professional development grants for instructional staff in any subject area. Applications were open to all qualifying Okaloosa County School District personnel and were evaluated by a Selection Committee of the Okaloosa Public Schools Foundation.

Project Summary:
The project supplemented and complemented instructional programs in STEM and provided professional development opportunities in any subject area. Funds were awarded to those applications that received the highest evaluation ratings from the Selection Committee. The application process "mirrored" that required from CFEF and required endorsement from both the building principal and the chair of the building SAC.

Outcomes:

STEM Education
35% of project participants showed increased interest in STEM education
6% of project participants showed increased interest in pursuing STEM career
3% of project participants improved their grade in STEM subject area

Teaching Quality
100% of project participants showed increased knowledge about teaching in general
100% of project participants showed increased knowledge about teaching in specific subject area
100% of project participants showed improved attitude toward teaching

How Outcomes were Measured:
Staff members documented the above outcomes through portfolios, student participation, pre-test and post-test data and other measures as documented in the classroom/professional development applications submitted and approved.

Staff who were awarded professional development grants provided assessment of their conference/workshop experiences.

Grades Address: K-12                Private-Sector Investment: $3,824.03
Low-Performing Students: NA          State Matching Amount: $3,824.03
Total Students Impacted: 803          Total Project Investment: $7,648.06
Project Title: You Can't Do Music if You Can't Do Math
Foundation: Okaloosa Public Schools Foundation, Inc

Project Abstract:
"You Can't Do Music If You Can't Do Math" was a year-long project for fourth grade students through the Link-Up program of Carnegie Hall's Music Institute. While learning basic music concepts linked to the STEM initiatives in mathematics, students applied concepts such as rhythmic and melodic patterns, patterns in form and symbols. The culminating activity was a concert at Northwest Florida State College on May 9 and 10, 2016, performed by the Northwest Florida Symphony Orchestra with students participating in the performance.

Project Summary:
This project implemented the Orchestra Sings curriculum for fourth grade students and teachers from 15 elementary schools across the Okaloosa County School District. The year-long program culminated in a concert performance by the Northwest Florida Symphony Orchestra in which students participated as performers and as audience. Classroom activities in music supported both the Learning Standards for Music Education and Common Core Standards in Mathematics. Participating students applied STEM concepts such as rhythmic and melodic patterns and patterns in form. In addition, they studied the use of symbols for notation in music and in mathematics. Common Core Standards implemented included: identifying, decoding and interpreting patterns (geometry; operations and algebraic thinking); and, identifying rhythms (numbers and operations/fractions).

Outcomes:
STEM Education
70% of project participants met performance goals they established for themselves

How Outcomes were Measured:
Student performance goals were determined through student self-assessment completed within the project components.

Grades Address: 4
Low-Performing Students: NA
Total Students Impacted: 1,710

Private-Sector Investment: $1,802.50
State Matching Amount: $1,802.50
Total Project Investment: $3,605.00
Project Title: 2015-2016 Implementing Florida Standards Through Literacy
Foundation: Okeechobee Educational Foundation

Project Abstract:
The Florida Standards are driving the curriculum in elementary classrooms as students will be assessed on the Florida Standards. Regardless of grade level or content area being addressed, students will be required to demonstrate competency in deep understanding of literacy texts. With that end in mind, the Okeechobee Educational Foundation offered the teachers the opportunity to improve the skills of the students in the area of literacy. Teachers of students in kindergarten through high school were eligible to apply for a mini-grant, valued at $250-$500 each, to purchase resources and production materials to facilitate their students further developing skills in literacy.

One project was about connecting fourth-grade students with a field-based hands on aquatic ecology field day. These students were given a reading pre and post test, learned about the subject matter in the classroom and then applied this knowledge first-hand on a field trip. These students exhibited a 30% increase in knowledge about the subject area. Another grant purchased a variety of high-interest, non-fiction and informational text. This purchase provided a true balance of information and literacy text in teacher libraries. One hundred percent of the participants showed increased interest in reading and improvement in a standardized reading test.

Project Summary:
It was the intent of this project that students in K-12 be given the opportunity to interact with text in a meaningful way, so that they are in a position to demonstrate mastery of the Florida Standards and, ultimately, have a successful college and career experience. Students had the opportunity to work at the appropriate skill level and to deeply explore topics of interest to them. Allowing the students to become engaged in these assignments and activities motivated students to demonstrate competency in literacy across numerous content areas.

One project allowed students to engage in high-interest reader’s theater scripts in poetry. Students had an opportunity to participate in cooperative groups to increase their fluency by working together to complete an accurate reading. One hundred percent of the participants made gains. These students not only improved fluency levels but showed an increased interest in reading.

Another project gave students the opportunity to read the text "Kidnapped in Key West”. The students read the text in mixed-ability groups and completed activities in each chapter. Students then had the opportunity to take a field trip to the Flagler Museum. This allowed students to make connections between their learning in the text and the hands-on experience of the museum. This grant project showed an increased interest in reading and writing from one hundred percent of the participants.

A first grade classroom offered children a wide variety of informational text including science magazines to read and manipulate. The students soared in this arena and loved practicing their comprehension skills with each new text. The students completed this grant with a life cycle play. iReady progress monitoring data was used. One hundred percent of the participants made gains.

Outcomes:

Literacy
75% of project participants improved in a standardized reading skills test(s)

How Outcomes were Measured:
The above outcomes were measured using a variety of sources including iReady, PebbleGo.com, Accelerated Reader, pre and post tests and essays.
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Project Title: City Year

Foundation: Foundation for Orange County Public Schools

Project Abstract:

City Year, in collaboration with education leaders, developed the Whole School Whole Child service model founded on leading research-based education practices and City Year’s 25 years of experience with youth. Whole School Whole Child leverages the talent, energy, and idealism of AmeriCorps members, ages 17-24, to help students get back on track – and stay on track – for graduation and life success. AmeriCorps members serve in schools as literacy and math tutors, role models, and leaders. As near-peers, they help improve student attendance, behavior, and coursework in reading and math, which research confirms are indicators of a student’s likelihood of graduating from high school.

Ten highly trained City Year Orlando AmeriCorps members served Walker Middle School during the 2015-2016 school year. At the end of the school year, 100% of students on City Year Orlando ELA focus lists at Walker Middle School, for whom there is available data, improved their reading Lexile score an average of 188 points. Thirty-three percent of the students on the math focus list improved on their math benchmark assessment from the 1st to the 4th grading period for the 2015-2016 school year.

Project Summary:

City Year Orlando’s Whole School Whole Child model is based on the human development research that shows the important role that consistent, productive, and caring adult relationships play in a young person’s life and school success, regardless of income. The near-peer and diversity of the AmeriCorps members enable them to connect with and relate to the students they serve. AmeriCorps members’ daily connections with students are inherently positive and productive in a way that is essential in the chaotic learning environments of large urban schools. As near-peers, AmeriCorps members are old enough to provide the wise guidance students need, yet young enough to relate to a student’s view of a situation, and are thus able to communicate new ideas for students to consider and act upon in a way an older staff member often cannot.

To reinforce the natural affinity that the students and AmeriCorps members have for each other, the model ensures AmeriCorps members are with students as much as possible throughout their school life, from before the first bell through the after school program. City Year Orlando has designed research-based activities to help students in simple yet important ways.

Academic Advancement: AmeriCorps members support students in gaining new skills in math and English, and provide whole class supports and skill-based interventions for selected students, linking the relationship between effort and success. In many cases, the student’s don’t know how to apply effort because they lack the skills related to goal setting, organization, impulse control, and perseverance. City Year Orlando uses specific techniques to help students self-manage, work hard, and increase their English and math skills. Whole School Whole Child academic advancement activities include:

- Math – targeted intervention and whole class support
- English Language Arts – targeted intervention and whole class support
- Formative literacy assessment data
- Attendance data
- Baseline data

Student/School Engagement: AmeriCorps members support students whose behaviors reflect a growing disengagement from school, their teachers, and their schoolmates. AmeriCorps members lead structured group activities that are designed to increase the number of positive interactions students have at the whole school, whole class, and small group levels. In addition to group activities, AmeriCorps members provide explicit behavior supports to individuals identified as at-risk by school leaders. Whole School Whole Child student/school engagement activities include:

- Attendance support and intervention
- Family communication
- Enrichment initiatives (whole school and after school)
- Community service opportunities/social justice events (e.g., assemblies, service, community engagement)
• Morning greetings
• Expanding school capacity to lead family and community-based events, parent and family engagement activities, and enrichment programs
• Initiate additional engagement opportunities for parents and families with specific attention to the families of focus list students.

Research has shown that effective teaching is the most critical element for student success. Even the most skilled teacher would find it difficult to meet each student’s unique needs in an environment where more than half of the students struggle to overcome the challenges associated with intergenerational poverty. City Year Orlando teams immediately change the adult to student ratio within the school, serving throughout the day to provide the individualized academic and socio-economical supports to students who have been identified as “off-track.” Having additional highly trained City Year Orlando AmeriCorps members in the classroom enables teachers to continue the classroom lesson and better differentiate instruction.

Outcomes:

Low-Performing Students
100% of project participants showed increased interest in performing well in school

How Outcomes were Measured:

Outcomes were measured using SRI test for ELA interventions.

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Project Title: Elevating and Celebrating Effective Teaching and Teachers

Foundation: Foundation for Orange County Public Schools

Project Abstract:

Elevating and Celebrating Effective Teaching and Teachers – ECET2 – is a regional educational convening with the goal of providing a collaborative opportunity for teachers to grow in their profession, increasing teacher effectiveness in instructional leadership and instructional technology. Impacting teacher effectiveness directly impacts student performance and increases student success throughout the district.

The ECET2 convening for Orange County Public School teachers took place on January 15, 2016 at the Rosen Center in Orlando Florida with 170 attendees. The majority of participants were classroom teachers. School and district leaders also participated, which helps ensure this movement will be embraced and cultivated after the convening.

Project Summary:

ECET2 is a regional educational convening with the goal of supporting teachers by encouraging them to step into leadership positions, take an active role in their professional development and engage in educational policy. Founded as a project of the New Venture Fund, ECET2 was “built on the belief that teachers hold the keys to ensuring that policy is well informed, instructional shifts are made with fidelity, and educators are equipped with the right professional development supports to be effective in the classroom.”

Fostering true collaboration between teachers, ECET2 invites them to serve as ambassadors for one another, creating a well-connected teacher-leader community designed to deepen learning and enhance student success. This regional convening gave OCPS teachers the opportunity to share their expertise during table talks and to nurture their passion and needs in breakout session - all the while finding inspiration in each other’s challenges and successes.

Outcomes:

Teaching Quality
63% of project participants showed improved attitude toward teaching
60% of project participants showed greater confidence in ability to make a difference in student’s lives

How Outcomes were Measured:

An online survey provided by the New Venture Fund (with a few questions provided by the project team) was completed by project participants after the conference.

Grades Address: K-12
Low-Performing Students: NA
Total Students Impacted: 10,000
Private-Sector Investment: $30,000.00
State Matching Amount: $24,115.55
Total Project Investment: $54,115.55
Project Title: Read2Succeed

Foundation: Foundation for Orange County Public Schools

Project Abstract:

The Foundation for Orange County Public Schools (FOCPS) works to improve student literacy by providing reading assistance at critical points along the educational pathway. Read2Succeed trains volunteers and reading assistants to deliver weekly reading instruction to low performing first and second grade students in Orange County public elementary schools. First graders expand and build their vocabulary and second graders receive research-based instruction to build reading fluency. The ultimate goal is to help students develop the reading skills required for long-term academic success and high level functioning in our modern world.

Read2Succeed served 415 first graders and 643 second graders during the 2015-2016 school year. Comparative assessment results are available for 773 students. Of these students, more than 56% improved their words read per minute by over 50%. The average percentage growth for students in Grades 1 and 2 is 74%.

Project Summary:

Read2Succeed is part of FOCPS overall strategy to improve literacy through supplemental reading programs targeting some of the district’s lowest performers. This program focuses on building vocabulary with at-risk first graders and reading fluency skills with low-performing second graders county-wide. Read2Succeed volunteers and reading assistants provide weekly reading assistance and tutoring to low to mid-low level readers. Each school year, Read2Succeed tutors provide nearly 12,000 hours of service.

The Read2Succeed First Grade Vocabulary Program utilizes a simple step by step process designed to improve targeted students’ vocabulary and background knowledge over a 30-week period. Students are identified by their teacher or reading coach as needing extra assistance in the area of vocabulary. The students are struggling with early vocabulary acquisition and need additional background knowledge. This program is administered by volunteers and reading assistants who are non-educators; therefore, the students need to have a basic understanding of story elements and be willing to learn in a one-on-one environment. Students are not required to read aloud during this program. They are asked to discuss story structure/elements, words, and their meanings after listening to a story. After completing each book, the student will take it home to build his/her home library. On average, students complete one book every two weeks. Upon completion of the program, participating students will have a home library of 15 books.

The Read2Succeed Second Grade Fluency Program uses a research-based program called the Six-Minute Solution that builds reading fluency – the ability to read accurately, quickly and with expression – through interactive peer-to-peer repeated readings of high-interest, targeted passages. Read2Succeed volunteers and reading assistants (non-educators) meet with a pair of students once a week for 45 minutes using the Six-Minute Solution curriculum. Tutors pre-select appropriate passages, scoring and timing students as they read the passage out loud. After completing their “Six-Minute Solution” passages, volunteers and reading assistants have approximately 20 minutes to read books and practice literacy skills by using manipulates such as flash cards with high-frequency words, puzzles and word games. At the end of each session, students will take home the passages for practice at home.

Outcomes:

Literacy
65% of participating second graders increased vocabulary acquisition by more than 50%
56% of project participants showed increased interest in writing
43% of participating first graders increased reading fluency by more than 50%
How Outcomes were Measured:

The Foundation utilized a pre-test/post-test model through an assessment of reading fluency. With these assessments, it is possible to measure an increase in the number of words read per minute after the program has been completed.

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**Project Title:** Teacher Grants  

**Foundation:** Foundation for Orange County Public Schools

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**Project Abstract:**

The Teacher Grants program provides funding for projects that enhance classroom learning in math, science, energy education and literacy. Grants for math, science, energy education, and STEM partnerships offered a maximum of $5,000 in funding to kindergarten – 12th grade teachers for equipment and/or materials. Literacy grants offered up to $750 to kindergarten – 12th grade teachers to purchase non-fiction literature for their classroom libraries.

Throughout the school year, teacher grants impacted almost 28,000 students. Fifty-three percent of students who engaged in STEM projects increased their interest in STEM and 63% improved their science grades. Sixty-seven percent of students using nonfiction books as part of a new or updated classroom library showed an increased interest in reading. Kristen Shattler at Rock Springs Elementary reported “The biggest improvement I saw was my students taking initiative in their learning. They were eager to independently read the new nonfiction books daily. If they didn't recognize a word, they would seek out its meaning through a peer, an adult, or a dictionary. There were even a few students who held their own competition to see who could read the most books each week.”

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**Project Summary:**

Teacher Grants for math, science, energy education, and STEM partnerships offer a maximum of $5,000 in funding to kindergarten – 12th grade teachers for equipment and/or materials that directly impact classroom learning, increasing students’ interest and understanding of science, mathematics, and energy education.

Florida State Standards mandate that students develop “inquiry-based” skills in math and science. Classroom activities require that students design their own scientific and mathematical investigations, manipulate variables, and analyze data using high-order thinking to reach logical conclusions. Budget cuts make it hard for classroom teachers to meet these standards. The limited funds classroom teachers receive are used to purchase consumable materials and are often not sufficient to cover the costs of replacing old, outdated equipment or purchasing additional equipment. Students cannot adequately learn scientific or mathematical principles without the proper tools to truly grasp the concepts or the equipment for hands on, experiential learning.

Teachers can apply for funding in one of four areas: math, science, energy education, or STEM partnerships. Grant proposals in the STEM Partnership category must outline a project where students solve a problem in conjunction with an external business partner who provides a minimum of 20 on-site contact hours working with students and/or teachers. Funding is available at the following levels:

- **Science supplies, equipment, and books:** up to $500; West Orange Middle Schools (non-competitive);
- **Math, Science, or Energy Education Projects:** up to $2,000 for kindergarten – 5th grades and up to $3,000 for 6th – 12th grade;
- **STEM Partnership Projects:** up to $5,000 for kindergarten – 12th grade;
- **Baptiste Science Projects:** donor advised non-competitive grants for select schools; and
- **Teacher Grants for classroom libraries offers up to $750 to kindergarten – 12th grade teachers to purchase non-fiction literature for their classroom libraries.**

Reading is the cornerstone of learning. Academic success hinges on a student’s comfort, enjoyment, and proficiency as a reader. The more a student reads, the better a reader he becomes, the more she enjoys reading. When students enjoy reading and are interested in what they are reading, there is a marked increase in comprehension and retention. Reading on a daily basis builds vocabulary and increases reading fluency for all students, with the greatest improvements seen with low performing students.

Grants are awarded through a competitive process with preference given to innovative projects that include objectives and measurable outcomes. Community volunteers and education specialists judge the grants using a formal rubric based on objective criteria. The expected impact of this program is increased reading, vocabulary and fluency skills, as measured by students’ comprehension of non-fiction texts across all subject, including science and history, and by teachers’ observations
of students’ interaction and understanding of the texts. Each application for a grant from this program requires measurable goals and objectives. Examples of some expected outcomes are:

- Students will show an increased interest in reading and researching various topics.
- Students will be exposed to the structure and organization of non-fiction writing.
- Students will increase vocabulary recognition, fluency, and comprehension.
- Students will increase reading levels.

**Outcomes:**

**Literacy**
67% of project participants showed increased interest in reading

**STEM Education**
53% of project participants showed increased interest in STEM education

**How Outcomes were Measured:**

Teachers primarily used benchmark assessments, pre/posttests and “i Ready” to measure the impact of reading nonfiction books on the students’ reading skills. Teachers primarily used surveys to determine how many of their students developed an increased interest in STEM education.

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**Project Title:**  STEM and Literacy Working Together  
**Foundation:**  Education Foundation for Osceola County

**Project Abstract:**

"STEM and Literacy Working Together" strives to impact two important needs in Osceola County. The program supports District-wide STEM education including exposure to STEM careers and in addition it supports the Bookmark Buddies literacy initiative to ensure that our students are reading well enough to engage effectively in the rigorous STEM coursework. The program assist schools in building their STEM curriculum offerings for students kindergarten through fifth grade through the help of a STEM Resource Specialist and our new Mobile STEM Lab. Over 1,548 students were impacted through these two opportunities. 755 elementary students and 195 high school students attended medical careers field trips. 53 teachers were trained regarding the high wage construction industry. And 25 engineering students visited the Florida Advanced Manufacturing Research Center which is currently under construction.

The most significant measurable outcome observed in this year's project was the impact that Bookmark Buddies had on literacy. Students who participate in Bookmark Buddies have tested extremely low in reading and are projected to be held back at the end of 3rd grade. 84% of the 426 third graders participating in the program scored a level 2 on the FSA and were successfully promoted to the fourth grade.

**Project Summary:**

The Osceola School District and the Education Foundation have emphasized career focused learning through STEM in order to engage students, teachers, school based leaders, families and community members in connected, innovative and problem based approaches to teaching and learning this year through our Matching Funds Grant. This project also focused on literacy for third graders in order to ensure that they were prepared to be successful in engaging in rigorous STEM coursework and careers in the future.

The STEM Resource Specialist provided support and training to help schools throughout our District to expand use of our Chestnut Elementary School inspired STEM model. This model incorporates 21st Century skills in all STEM schools and labs and especially within our Mobile STEM Lab.

The Mobile STEM Lab visits elementary schools throughout Osceola County and allows for a state-of-the-art experience. The Mobile STEM Lab has a variety of innovative, problem based activities that encourage hands-on work by our students. One of the experiences available through the STEM Lab is a simulated hurricane. Students participate as community leaders who must address all of the STEM ramifications of a hurricane hitting their community. The lab provides simulated television coverage of the weather and news as if the hurricane is really happening. Then students participate in activities dealing with the hurricane’s impact on buildings (engineering), wildlife (biology), and weather.

The STEM Resource Specialist also provided curriculum writing sessions with teachers and teacher trainings. Our elementary curriculum modeled after Chestnut Elementary School includes lessons like the following:

- Kindergarten – Culinary Science (Science), Graphic Arts (Technology), Construction Zone (Engineering and Math)
- 1st Grade – Zoology (Science), Digital Storytelling (Technology), Super Structures (Engineering and Math)
- 2nd Grade – Body Docs (Science), Podcasting (Technology), Machine Shop (Engineering and Math)
- 3rd Grade – Ancient Artifacts (Science), Scratch-Beginning Programming (Technology), Create & Complete (Engineering and Math)
- 4th Grade – Aviators (Science), Animation Factory (Technology), Models and Designs Green City (Engineering and Math)
- 5th Grade – Grossology (Science), Gaming (Technology), Car Design and EV 3 Robotics (Engineering and Math)

This project also focused on two STEM Career exposure programs: the Medical Pipeline and the Construction Pipeline. The Medical Pipeline created HOSA Chapters in six high schools with over 200 students participating. These health occupation organizations engage students in activities leading to careers in health. The Medical Pipeline also provided a field trip to Florida Hospital Celebration for 755 elementary students. These students get a real hands-on experience rather than the old fashioned tour of the hospital. The children receive scrubs like real doctors/nurses when they arrive. They get to pretend to fill a prescription, read x-rays, suture an orange, make and operate a hospital bed, play the operation game, care for a toy new born baby, and visit the emergency helicopter. Students take pre and post-tests to gage their interest in this STEM field and determine some of their basic knowledge of healthcare.
The Medical Pipeline also served 195 high school students with hospital tours and a two-week Health Leaders Summer Academy. The Summer Academy is put on in partnership with four hospitals and the UCF College of Medicine and is designed for students who are serious about careers in healthcare.

The Construction Pipeline provided classroom speakers from the industry to teach students about the positive aspects of the construction field including the presence of high wage jobs. Speakers also put on a teacher training that educated our educators on the strengths of pursuing a career in construction, again sharing the facts regarding high wage, in demand jobs. This was done because many teachers have a poor concept of opportunities in the construction trades.

Literacy was also a key component of this year’s Osceola County Matching Grant. The Bookmark Buddies program focused on ensuring that our 3rd graders have the reading skills needed to participate successfully in rigorous STEM curriculum. The Bookmark Buddies serves third grade students who have scored poorly on reading assessments and are expected to NOT pass the FSA in reading and therefore be held back in the third grade. Students who are held back in the third grade tend to lose interest in school, become behavior problems and fall behind further in future school years. We also know that many adults involved in our criminal justice system cannot read well, have been held back at least one grade in school and may have dropped out entirely.

This year Bookmark Buddies served 426 third graders who were NOT expected to pass third grade due to their reading scores. These children were mentored by 303 community volunteers each week using reading materials designed for the child's individual reading level. (Some mentors met with several children weekly although each child received his own individual weekly session.) Of the children participating in the program 84% of them were promoted to the third grade because they scored at least a 2 on the reading portion of the FSA. It is highly unlikely that these children would have been promoted without the weekly sessions with their mentor throughout their third grade year.

Program Quotes:
Medical Pipeline, High School Student: "The medical academy was an incredible experience. These two weeks have been the best two weeks of my high school career. I'm extremely grateful for the opportunity."
Medical Pipeline, Elementary Student: "I saw how much these doctors and nurses loved their jobs and it motivated me to plan to join healthcare."
Medical Pipeline, Business Partner Dave Berelsman: "I am impressed with all you have done with the program... and excited about all that we can accomplish in the future."
Bookmark Buddies, Mentors: "I started the year with a student who had very little confidence, as the weeks progressed I saw his reading and confidence level improve."
"My most positive experience as a mentor is seeing the smiles, progress and self-confidence on my buddy's face when he masters a new skill in our reading sessions." "I absolutely love seeing the progress being made with my little buddies- I look forward to seeing them every week!"

Outcomes:

Literacy
92% of project participants showed increased interest in reading
84% of project participants improved in a standardized reading skills test(s)

STEM Education
91% of project participants showed increased interest in STEM education
86% of project participants showed increased interest in pursuing STEM career

How Outcomes were Measured:

Outcomes were measured through FSA scores and post reading assessments, and pre and post surveys used to determine interest.

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Project Title: AVID National Demonstration Site with STEM Infusion
Foundation: Education Foundation of Palm Beach County

Project Abstract:

The Education Foundation of Palm Beach County (EFPBC) invested in the AVID System (Advancement via Individual Determination) district-wide again this year based on its superior student outcomes. AVID has shown impressive results with underserved populations in our 27 elementary, middle and high schools at different levels of implementation. Additionally, Conniston Middle School began its first year in its goal to become an AVID National Demonstration School (NDS) with STEM infusion. Demonstration Schools are exemplary models of the AVID College Readiness System and undergo a rigorous, multi-year validation process. Schools must be revalidated regularly to ensure high levels of fidelity in the implementation of AVID strategies school-wide. Conniston will be the first National Demonstration School in the Dade, Broward, Palm Beach, Martin, and St. Lucie school systems and surrounding areas. During SY 2015-16 seven sections of the AVID Elective course were offered to 150 students. This year gained its strongest implementation of the elective course with a new teacher focusing on academic achievement and college readiness. All students in the elective course had core subject area teachers who have been trained through the AVID Summer Institute and therefore are able to support the goals of the AVID system.

Project Summary:

Students in the Conniston Middle School AVID elective completed all courses without any need for remediation and no retentions. Additionally, students had, on average, a GPA that is 20% higher than that of non-AVID elective students.

Throughout the school year, Conniston began the process of becoming a showcase (national demonstration site) school. On three occasions the school hosted visitors from other local and out-of-district schools who wish to see AVID in action. These site visits included a panel presentation by students and faculty, classroom visits to observe best practices and a debriefing session where educators reflect on their visit. Conniston has also been instrumental in organizing informal visits for local principals and teacher leaders who are considering bringing the AVID system to their schools.

A school-wide culture continues to be developed in partnership with all stakeholders. Evidence of rigorous, standards-based instruction, taught through research-based AVID and complementing strategies is becoming evident on a daily basis. The campus began its physical transformation this year to immediately speak to the presence of AVID and IB. This includes professionally printed banners that reinforce IB/AVID concepts, classroom anchor charts, mounted hardware to display college and university artifacts including banners and other regalia -- all that stimulate awareness and promote dialogue about institutions in and out of the state.

Outcomes:

Increasing Graduation Rates
97% of high school senior project participants graduated from high school

Low-Performing Students
61% of project participants improved their overall grade(s) in school

Teaching Quality
30% of project participants showed improved attitude toward teaching

How Outcomes were Measured:

These measures are for the district’s AVID system-wide measurements for graduation rates. Outcomes are measured from the AVID Center Data Reporting Site, where district information is loaded and summarized for reporting. These measures are for the Conniston Middle School project - not the system-wide measurements. The number of participants included for Year One are those in the AVID elective at Conniston Middle School. As the program grows in Year Two the numbers will increase with a target of school-wide implementation that would reach approximately 1200 students by year three.
The number of participants improving grades was determined by a review of report cards and interim reports. The participants showing an increase in interest was measured by student surveys provided throughout the year.

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Project Title: Boynton Beach HS Medical Academy
Foundation: Education Foundation of Palm Beach County

Project Abstract:
Boynton Beach High School, a Title 1 school, created its medical academy based on the science of health care delivery. Building on the enormously successful model of existing medical academies across Palm Beach County, Boynton Beach High School's Medical Sciences Academy is preparing students to pursue post-secondary science education after high school graduation or gain immediate employment in the healthcare workforce by attaining industry certifications in one or more health care professions. This project is addressing the concern with the lack of minority students in medical careers as well as the projected shortage of medical professionals to serve our county in the next ten years. Additionally, the program includes a goal to prioritize student wellness campus-wide to its 1,820 enrolled students.

Project Summary:
The Boynton Beach Medical Academy started in August of 2015 with 55 students. The most significant measurable outcome was our pass rate of 100% on the Emergency Medical Responder Industry Certification Exam. All 33 sophomores who were in the class passed the First Aid and CPR Certification Industry Certification. Students are on track to complete more certifications in 2016-2017. Students were excited and enthusiastic about their first year in the medical program. They visited Palm Beach State College to participate in "The Day in the Life of a Nurse, toured Keiser University's Medical Program, and visited the Inlet Grove Medical Program. Student proudly wear their scrubs and all have bought shirts with our Medical Program printed on them. They also participated in the Students Against Melanoma Program and participated in blood drives.

Outcomes:
Career/Technical Education
100% of project participants showed increased interest in career/technical education
60% of project participants completed and passed career/technical education certification
33% of project participants made progress toward completing career/technical education certification

How Outcomes were Measured:
Visits to community partners, such as Palm Beach State College, Keiser University and guest presenters measured interest; Florida assessments and certification testing measured progress in all areas.

Grades Address: 9--11
Low-Performing Students: NA
Total Students Impacted: 55
Private-Sector Investment: $69,216.00
State Matching Amount: $47,000.00
Total Project Investment: $116,216.00
Project Title: Collective Impact for Education Initiative
Foundation: Education Foundation of Palm Beach County

Project Abstract:
The Education Foundation of Palm Beach County joined community partners from various sectors (e.g., K-12 education, post-secondary education, government, philanthropy, business, nonprofit, faith-based institutions, etc.) who have come together to create the Collective Impact Initiative for Education in Palm Beach County. This group is establishing an initiative to provide support across the educational continuum, from pre-kindergarten through post-secondary education, which focuses on the academic (e.g., tutoring, mentoring, transition, academic/career counseling, out-of-school programming, etc.) as well as the other social supports (e.g., food security, homelessness, physical/mental health, etc.) needed to help students overcome the many possible barriers to academic success and post-secondary education and career readiness.

The Initiative is currently completing its planning phase. During this phase, the Initiative focused on creating an actionable strategic plan designed to serve as the blueprint for the Initiative’s work during its implementation phase. The Initiative partners sought and hired a professionally-qualified consultant to create a three- to five-year strategic plan through a comprehensive, data-driven, and participatory planning process.

Project Summary:
Since hiring Martha Greenway and the Greenway Strategy Management (GSM) team, the Initiative’s Steering Committee has been meeting regularly to support and provide guidance to the team. During the October strategic planning session with the Leadership Council, we drafted a shared vision and launched the strategic planning process. Over the winter months, the GSM team conducted extensive data mining activities (e.g., focus groups, interviews, primary and secondary data analysis, and provider surveys) and researched national model programs. During the March strategic planning session with the Leadership Council, we 1) reconfirmed our vision, 2) reviewed the data and research findings presented by the GSM team, and 3) based on the data and research findings, determined and prioritized areas of focus for our work together in the future. These areas include a) Post-secondary advising for high school students, b) Parent engagement and support, c) FAFSA completion, and d) Scholarships, non-financial resources and support services for college students, with communications to be managed by a team supporting all aspects of the Initiative. In April, the GSM team worked with the Steering Committee to confirm our strategic focus areas, to propose how that work may be phased in by the Initiative, and to outline details regarding implementation of the Initiative’s work. In June, the GSM team will work with the Steering Committee to finalize the actual strategic plan including information gleaned throughout the strategic planning phase and details for implementing the plan (e.g., governance structure, budget, backbone support, timeline for implementation and launch).

Outcomes:

Career/Technical Education
100 community participants pledged to act to advance student achievement as it relates to career/technical education

How Outcomes were Measured:
There are more than 100 individuals associated with the success of the Collective Impact Initiative so far. They are representative of many organizations concerned with education and student/family support.

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<thead>
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<th>Private-Sector Investment:</th>
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<td>Total Students Impacted:</td>
<td>1</td>
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Project Title: Financial Literacy

Foundation: Education Foundation of Palm Beach County

Project Abstract:

A large shift in the Financial Literacy program this year created focus toward elementary schools. Approximately 45% of all elementary schools have now had at least one teacher trained on a financial literacy program. We partnered with the University of Wisconsin and Vanguard to implement a large scale study of the My Classroom Economy program. Parents and students in the treatment group were much more likely to report that their schools were teaching students about money management than those in the comparison group. Students in the treatment group exhibited greater increases in their tested financial knowledge and reported talking to their families about financial issues and how to spend money more often than students in the comparison group. 95% of teachers who participated used the program regularly, and 93% reported that they would use it again next year.

Project Summary:

Across the state of Florida, a number of quality curricular resources had previously been developed for instructional use in financial literacy. However, the amount of time dedicated to financial literacy instruction varies widely. In Florida, the Next Generation Sunshine State Standards provide some financial literacy connections in career and technical education, mathematics, and social studies. The feasibility of a separate financial literacy course was explored during the 2013 legislative session, resulting in a mandate that financial literacy be included in the existing high school economics course [Florida Statute §1003.428]. The intent of the law is to ensure students receive proper instruction in financial literacy skills. One of the goals of the School District of Palm Beach County is to have all students financially literate upon graduation by seeking to improve the quality and quantity of direct instruction in financial literacy. There are ample instructional resources available from a variety of sources; but seldom is there an objective evaluation of the quality and reliability of those resources, and little in the way of an organized, vertically articulated curriculum. The appointment of an instructional specialist to evaluate resources, to streamline the curriculum requirements by grade level and content discipline, and to serve as a liaison for stakeholders would result in clear expectations district-wide and a more systematic approach to financial literacy instruction.

The overarching goals of this project continue to be to increase opportunities for students to learn about financial literacy, to increase the number of teachers qualified to teach financial literacy, and to provide a forum for collaboration with District partners. This project differs from others because it (1) targets students in all schools at all grade levels, (2) collaborates with funders and other stakeholders to create a job description dedicated solely to financial literacy support, unifying and expanding financial literacy instruction and (3) seeks to include parents and families in financial literacy education.

Outcomes:

Teaching Quality
95% of project participants showed changes in behavior in their teaching method

How Outcomes were Measured:

Teacher measurements are completed with the instruction of the project’s consultant throughout the summer. These measurements will be shared with the Education Foundation once all reports are complete in August.

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Project Title: Grow Up Great STEAM
Foundation: Education Foundation of Palm Beach County

Project Abstract:
The PNC Foundation is providing $420,000 in grants to Palm Beach State College Foundation, the School Districts of Palm Beach County and Broward County along with the South Florida Science Center and Aquarium and the Young at Art Children’s Museum. Through the PNC Grow Up Great initiative, these grants are for Science, Technology, Engineering, Arts and Math (STEAM) initiatives to enhance preschool education. The organizations are working together to improve access to arts and science resources for hundreds of pre-K students, their families and early childhood educators in communities throughout Broward and Palm Beach counties. In the School District of Palm Beach County, 185 Head Start children and 28 staff have participated in a variety of experiences that have enhanced their knowledge and understanding of science, mathematics, and the arts.

Project Summary:
Since January 2016, the funding from the PNC grant enabled the coordinating partners to plan several educational events for the Head Start children, families, and staff at Village Academy:
• Our World One Sky Mobile Planetarium Show, January 26, 2016: This planetarium show was an introduction to astronomy for the children that included a journey through space to learn about the sun, stars, planets and constellations. The planetarium was set up in the school’s gymnasium to facilitate a kinesthetic experience for the children.
• STEAM Fair @ Village Academy, March 7, 8, 14, 2016: In-house field trip for each classroom with stations to investigate dry ice, create science infused art, experiment with and design catapults, and engage in other STEAM learning opportunities facilitated by the partnering agencies. Teachers will practice skills developed in the training to help facilitate children’s learning.
• STEAM Staff Training Dates, Saturday, February 27, 2016 and Saturday, April 2, 2016: 28 teaching staff participated in 12 hours of professional development that included an introduction to the investigation method, cultivating thinking, stimulating and capitalizing on curiosity, celebrating creativity, curiosity and innovation, and effective facilitation of children’s meaningful learning. Each classroom was provided with developmentally appropriate materials to support STEAM learning and investigations in the classrooms.
• STEAM Project Field Trip to the South Florida Science Center and Aquarium, April 19-21, 2016: A free field trip to this exciting museum was offered to each classroom. Transportation was provided. Children deepened interest in and understanding of STEAM concepts from exploring the museum with their teacher and class.

Outcomes:

STEM Education
100% of project participants showed increased interest in STEM education

Teaching Quality
100% of project participants showed increased knowledge about teaching in general
100% of project participants showed increased knowledge about teaching in specific subject area

How Outcomes were Measured:
Children’s skills are assessed throughout the year using the TS Gold assessment. A gains survey was conducted by Palm Beach State College, which was a teacher self-assessment prior to attending the training and post training to document increased knowledge.

Grades Address: K  Private-Sector Investment: $18,148.96
Low-Performing Students: NA  State Matching Amount: $5,239.00
Total Students Impacted: 185  Total Project Investment: $23,387.96
Project Title: Medical Academies

Foundation: Education Foundation of Palm Beach County

Project Abstract:

The School District of Palm Beach County administers 16 Medical Sciences Academies at the high school level, serving approximately 6,000 students annually. The academies offer an innovative, integrated learning environment designed to provide students with an academic foundation in basic medical sciences and an introduction to rewarding careers. The high school program prepares students to transition into the healthcare workforce and obtain industry certifications and licensures.

Career academies provide students with a focus on college and career, raise students' aspirations and commitment and increase student achievement. Academy students have a better attendance record, earn more credits, obtain higher grades and are more likely to graduate than comparative groups. The Medical Sciences Academies provide students with the opportunity to pursue a career in various healthcare professions specifically in high demand, critical shortage areas such as nursing, home health, respiratory, dentistry, emergency medicine and primary care.

Project Summary:

Over the past 10 years, the School District has had great success with the Medical Sciences Academies and the program is now offered in 16 high schools with approximately 6,000 students (9th - 12th grades) enrolled annually. All students are offered a motivating, skills-based curriculum that teaches job specific medical skills, facilitates an array of medical and allied health professions and prepares students for industry training and certification. Students are trained on current high-tech medical equipment used in clinical settings. Students acquire the skills and confidence to properly use equipment while maintaining patient safety and access to interpret results for clinical diagnosis. The School District's Medical Sciences Academies curriculum is the same offered at any post-secondary institution (mandates and requirements are the same). Students in Medical Academies must take at least one industry certification exam which allows them to obtain a job in healthcare. All junior and senior students take the Certified Medical Administrative Assistant (CMAA) exam and if passed are then eligible to work as a Medical Assistant in medical offices and clinics. Students also take additional certification exams to qualify as healthcare providers. The certifications include Certified Administrative Medical Assistant, EKG Technician, Emergency Medical Responder, Phlebotomy Technician, Certified Nursing Assistant, Patient Care Technician, Licensed Practical Nurse, Certified Electronic Health Records Specialist and Certified Personal Trainer.

An essential component of the program is to establish on-going relationships with local businesses including hospitals, clinics, private medical practices, public and private post-secondary schools, research facilities, and screening laboratories and institutions of higher learning. Students are required to complete a minimum of 75 hours in a clinical setting in order to complete the program. Funds are used to purchase medical equipment such as simulators, hospital beds, phlebotomy kits, stretchers and disposable supplies. Students also attend a four day HOSA (Health Occupation Student Association) Conference held in Florida each April. This experience provides students with trainings, hands-on learning activities and competitive experiences with other students throughout the state. Through Medical Science Academies students have the opportunity to acquire industry certifications that allow them to enter the healthcare profession upon high school graduation and/or work in the healthcare field while pursuing a professional degree.

Outcomes:

Career/Technical Education

100% of project participants showed increased interest in career/technical education
99% of project participants completed and passed career/technical education certification
**How Outcomes were Measured:**

Outcomes were measured through Industry Certification Exams. Students became certified as: Certified Administrative Medical

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Project Title: Mission Graduation 2015-16
Foundation: Education Foundation of Palm Beach County

Project Abstract:
AmeriCorps members served as high school graduation coaches at five high schools in the Palm Beach County School District. The schools identified a minimum of 80 at-risk students who were deficient in credits, below a 2.00 GPA, in need of passing the Reading FSA and/or Algebra 1 EOC, and deficient in community service hours as required for a standard high school diploma. Many identified students were deficient in multiple areas and some in all areas. The coaches worked with these at-risk students to remove barriers to high school graduation through mentoring, tutoring, remediation, credit recovery, and opportunities to participate in alternative assessments such as ACT. Some of the barriers these students faced include having to work a full-time job while attending school to help support the family, being a caregiver to a sick parent, babysitting younger siblings, and not having the tools/supplies to be a successful student.

One coach recently spoke to a group of funders and referred to these students, who she loved dearly, as the students society often throws away. With a little more attention, support, and care, these same students are capable of achieving. The Graduation Coaches are able to provide this extra assistance to the students.

Project Summary:
The Literacy Coalition of Palm Beach County in partnership with the School District of Palm Beach County and the Education Foundation provided five AmeriCorps volunteers to serve as high school graduation coaches. These graduation coaches work with at-risk students to remove barriers to high school graduation and provide guidance in career exploration and post-secondary enrollment.

An average of 75% of the sophomore students attending these five high schools are not reading on grade level and an average of 54% did not pass the Algebra 1 EOC. Without immediate and intensive intervention there is little hope of passing these requirements for graduation. A cohort group of 80-120 at-risk students from each school was identified. Through the assistance and service provided by the coaches, barriers to graduation were identified and resolved through mentoring, tutoring, tracking, guidance, and support. Outcomes were measured through quantitative data to include the number of seniors graduating and receiving a standard diploma, increases in GPAs, and successful course completion. The primary goal is that every senior will graduate with a standard high school diploma. Some of the students served were so far from reaching high school graduation that it was mathematically impossible to reach this goal in one year to graduate on time. However, for those who did not reach the goal, the graduation coaches continue to help them throughout the summer and devise a plan for continued education.

Under the guidance of the AmeriCorp Graduation Coaches, students identified long-term and short-term goals, completed self-assessments and career exploration, and applied to post-secondary institutions, as documented on their Individual Assistance Plans.

The essential functions of the Literacy AmeriCorps Graduation Coaches are: 1. to meet regularly with students and monitor attendance, credits, and other indicators leading to graduation, 2. To assist in developing an Individual Assistance Plan with each student to establish specific academic goals, 3. To consult with the school staff to identify and assist with removing barriers to graduation, 4. To regularly review absentee/tardy data, discipline referrals and educations records, 5. Working with the school staff and assist with planning activities of benefit to students, 6. To participate in School Based Team meetings, and 7. To establish frequent personal contact and develop supportive, trusting one to one relationships with their assigned students.

Outcomes:
Increasing Graduation Rates
86% of project participants showed increased interest in graduating high school
71% of high school senior project participants graduated from high school
59% of project participants made progress toward graduating high school
**How Outcomes were Measured:**

Graduation requirements are tracked by the graduation coaches using the district’s student information system and Excel.

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Project Title: STEM2 Mentoring

Foundation: Education Foundation of Palm Beach County

Project Abstract:
The STEM2 program introduced middle school students to mentors working in the STEM field. Students and mentors work together after school to complete lessons that will help prepare them for competing in the Future Cities Competition. The program allows students to work closely with mentors that are professionals within the STEM career field. Eventually, we will build in a program that will also include high school mentors working towards entering a STEM career path. At present 26 students from six different schools have been enrolled and are working with 19 mentors coming from nine different businesses.

Project Summary:
STEM2 is facilitated by Pine Jog Environmental Education Center of Florida Atlantic University in conjunction with the Palm Beach STEM Council. The program worked with 26 Palm Beach County middle school students and 19 area professionals within the STEM field. The students participated in 5 separate lessons delivered at 6 host sites and were given the option to attend 3 local field trips to FAU Boca Raton, Grassy Waters and Pine Jog Environmental Education Center, and the FPL Solar Facility near Indiantown. An ancillary goal was accomplished in that students were diverse in that many students were from populations that are underrepresented in the STEM career field. A future goal would be to have a program participate then become a High School mentor and eventually a career professional mentor. The STEM2 program has plenty of room to grow but has established a solid foundation for what will be a great program to introduce students to STEM career opportunities.

STEM2 lessons for the pilot included:
1. What Do You Know?
   • Students take an initial survey about STEM and environmental awareness as an initial assessment. Students answer questions about what things or jobs are important to have in a city. Students draw their own city.
2. Getting To Know You
   • Explain the Future Cities Program to students and mentors. Show short video clip about Future City presentation. Talk about SCAMPER questions with mentor and student and use SCAMPER questions to rethink/repurpose 3 household/everyday objects.
3. Future Cities Pt. 1
   • Explain to students what an engineer is and what it is they do...if engineers are present have them explain. Introduce short video about engineering design process and have students work through this process by designing a tower made of spaghetti noodles, tape, string, and a marshmallow.
4. Future Cities Pt. 2
   • Students learn what a city planner does and learn how a city is actually planned and that many diverse people work together to build and design a city. Students work with mentors to design and build a ‘mock’ city complete with zones for residential, commercial, and industrial regions.
5. Sim City
   • Students work with mentors to apply all they have learned in previous lessons to design and build a city in the Sim City game. Students begin with a tutorial walk-through and then once they understand the game, they can build their own city.

Outcomes:

STEM Education
100% of project participants showed increased interest in STEM education
How Outcomes were Measured:

A STEM Interest Survey was designed and distributed to the youth participants. The survey will be re-administered at the completion of next school year. It was determined that the grant period for this grant would be too short to yield valid results.

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**Project Title:** Teacher Resource Store  

**Foundation:** Education Foundation of Palm Beach County

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**Project Abstract:**

The Education Foundation of Palm Beach County is excited to report that year one of establishing a free school supply and resource store to serve Palm Beach County public schools met and exceeded our start-up goals. Red Apple Supplies launched in fall 2015 as a mobile pop-up store in our far western communities of the Glades, and in spring of 2016 opened its new facility to 8 highest-needs schools in our district, putting school supplies into the hands of 1,380 young students from low-income and poverty neighborhoods. 60% of our 185 public schools are deemed Title 1 (based on the school's percent of Free/Reduced Price Lunch eligible students), with parents of students often faced with the choice of buying food or school supplies. Red Apple Supplies is filling a long overdue need for both students and teachers in providing kids the tools they need to succeed in the classroom. Red Apple Supplies now provides teachers free school supplies throughout the school year, ensuring students can confidently tackle their assignments, and teachers can focus on instruction rather than resources.

**Project Summary:**

The mission of the school resource store is to serve the educational and creative needs of children in Palm Beach County public schools by providing a means to transfer donated school supplies from businesses, organizations and individuals free to Title 1 teachers for use in their classrooms and schools.

Red Apple Supplies began by serving four schools whose students reach 95% and above participation in the free and reduced lunch program. By the end of school year 2016, our pilot year ultimately served 8 schools of 69 classrooms and 1,380 total students. $25,000 worth of free school supplies were distributed to students. Teachers took away enough supplies on each visit to total an average of $362. As our focus is on elementary schools in need, of the 108 in our district, 73 schools (or 68%) are Title 1 schools. We served 11% of these schools in 2015-16, and will be serving 20% or more in 2016-17.

We consider our recent pilot program a great learning experience, as we worked closely with the faculty and administration of eight highest-needs elementary schools which agreed to participate in the early planning and evaluation phase of our growth. These schools are located in concentrated areas of poverty and neighborhoods challenged by a lack of resources. They are almost entirely populated by children of low-income and minority families. As participating pilot schools, teachers provided pre-shop surveys on the specific needs in their classrooms based on grade level or specialty, then provided post-shop surveys regarding their store experience, their plans for using the supplies, and shared the expected impact on their students. Red Apple Supplies is developing a story file of student impact to speak to the power of how these simple but critical tools help students achieve their highest potential.

Based on feedback and lessons learned during our pilot phase, we are prepared to serve an additional six schools in the fall of 2016. We hope to see our growth continue at a steady rate as the program builds capacity and stock. Our next deadline is to apply for junior affiliation with the Kids in Need Foundation, a clearing house for national supply and office product vendors. Once an affiliate, the rigor required by KINF of our store and warehouse management and operations will ensure our growth and service is properly supported and monitored. We are fortunate this project continues to attract interested partners and donors. The Foundation was elated to have set a goal for ten community supply drives this summer, and have scheduled drives with over 20 corporations and civic groups desiring to help this mission.

**Outcomes:**

**Teaching Quality**  
100% of project participants showed improved attitude toward teaching
How Outcomes were Measured:

Of 75 teachers registered to shop this spring, 57 teachers scheduled a visit. Three of these teachers are "one-rep" shoppers, who shop for five times the regular amount, or for five classrooms at their school. At the time of this report we are still receiving final post-surveys, and are challenged to get information with only ten received so far. We will adjust this in the fall to have the survey taken before exiting the actual facility when they shop for more abundant and timely feedback. Fortunately, the feedback received is overwhelmingly positive regarding impact on the benefits to students, teachers, and the classroom as a whole.

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<td>$120,983.00</td>
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</table>
**Project Title:** Advancing Student Achievement - College, Career and Life Ready.

**Foundation:** Pasco Education Foundation

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**Project Abstract:**

The project focused on providing the resources to align curriculum with the new state standards. The projects allowed students and teachers to utilize more technology based instruction for achieving educational goals. Increase in rigor and accountability with higher expectations of students, supporting applied knowledge through interactive and engaged learning was implemented with all funded projects. We targeted projects that improve literacy and decrease the achievement gap amongst our low-income students. We provided funding to principals at their schools to enhance literacy, improve student test scores and outcomes, STEM initiatives and professional development to improve teaching quality and ultimately improve student learning outcomes. In addition funding was available for teachers to support creative, innovative, rigorous, and relevant teaching/learning opportunities in their classrooms to inspire learning and prepare every student to be college, career and life ready.

**Project Summary:**

The project provided teachers with professional development and training in order for them to seek advanced degrees, develop their expertise, improve effectiveness and increase knowledge in a particular subject area or field of study. It provided them with relevant and valuable educational resources to best meet the needs of all students to succeed academically. They were able to pursue the applicable and essential teaching methods and curriculum to meet necessary standards and provide low-performing students with resources to improve their performance through quality education. The funding also provided teachers with additional resources to implement creative educational programs. It allowed them access to other resources to engage students in rigorous, hands-on and relevant learning to instill motivation and create an effective learning environment. The project supported teachers in providing the tools needed to be successful in their instruction and efforts leading them to be most effective. Results show that gathering, applying and engaged learning is essential to greater, in-depth learning. Additional literacy programs strengthened student’s proficiency, comprehension, interpretation and critical thinking in reading. Students showed an increase in their desire to gather information and engage in independent reading, both through digital and print material.

STEM initiatives helped schools to prepare students to succeed in entry level college credit bearing courses and for entry level jobs with career opportunities necessary to compete in today’s global market. Providing additional funding to improve curriculum and instruction, and thus student achievement, across all grade levels, but especially in literacy and STEM will help foster well prepared students entering post-secondary education, careers and technical fields. Graduation rate continues to improve with a clear connection to providing career academies at each high school, giving students’ opportunity for academic training, skill set and confidence. Overall instruction is centered at providing a connection between what is taught and how it connects to the real world.

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**Outcomes:**

**Low-Performing Students**
53% of project participants improved their overall grade(s) in school

**STEM Education**
85% of project participants showed increased interest in STEM education

**Teaching Quality**
80% of project participants showed improved attitude toward teaching

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**How Outcomes were Measured:**

According to DOE statewide testing results, in Pasco, 71% percent of students scored at or above Achievement Level 3 on the Next Generation Sunshine State Standards Statewide Social Studies Assessment. 55% of students scored at or above Achievement Level 3 on the science EOC in grades 5-12. 54% of students grades 3-8 scored level 3 or above on the math
EOC and 53% of students scored a level 3 or above on the English/language arts Florida State Standards Assessment. Overall, three of the four subject areas dropped by 1-2 percent compared to 2015 testing results. The district provided direct student supports for preparation in End-of-Course (EOCs) exams for each area. The EOC Success for Me website provided resources on each tested benchmark, and weekly questions posed to students assisted in promoting student mastery of key concepts. Students were also provided with online preparation module courses through Compass Learning to support their at home preparation. Although more than half of all students were proficient in all subject areas it is clear additional resources are needed to assist students improve learning gains to help all students reach their highest potential.

TIMS Matrix was used to assess instructional implementation. Currently our data shows that teachers are beginning to make a mind-shift to move away from stand and deliver instruction, and further PD and supports will be necessary to increase critical thinking, collaboration, communication, and creativity in the classroom tied to standards based instruction.

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<td>$122,581.40</td>
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**Project Title:** It’s Elementary! Early STEM Lab Education

**Foundation:** Pasco Education Foundation

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**Project Abstract:**

The STEM labs focused on design and problem solving in the classroom which allowed students to use interdisciplinary tools for discovery and practiced developing solutions to open-ended problems. The STEM classroom gave students an understanding of those relationships as they are used in the real world, beyond classroom walls. Instead of separating science, technology, engineering, and math into individual curriculum “silos,” the labs provided our students with the integrative tools of investigation, analysis, and hands on and student-centered learning.

The STEM classrooms shifted students away from learning isolated facts, to experience-based inquiry with major opportunities for group and independent learning. Using a designed framework for instruction proved positive to advance academic abilities, creativity, exploration and learning. Students were given parameters to apply there design process to solving problems, leading them to an understanding and correlation of science and math and how it relates to experiences in their lives. Students attitude about learning changed as they applied the concepts to real world experiences and the experiences provided a better understanding and enthusiasm of science, technology, engineering and math at all grade levels.

**Project Summary:**

The grant money has afforded our schools a very unique opportunity to provide students with access to technology and lessons that will prepare them for the 21st century. One of the largest components of the STEM program is was to enable students to dig deep in their thinking and understanding. With the purchase of Lego Sets, laptops, tablets, and other materials, students have the canvas to explore and test themselves in a world full of challenges. The grant has provided our schools an opportunity to show our students and their families that engineering can be taught to students of all ages.

Through non traditional learning students gained tremendous ability to engage in critical thinking, problem solving and design. Moving forward, through this process, students have expressed a greater interest in STEM and the program will be enhanced to support further learning initiatives, through additional programming drones, robotics and automation in all grade levels to continue to inspire learning.

**Outcomes:**

**STEM Education**
- 94% of project participants showed increased interest in pursuing STEM career
- 94% of project participants improved their grade in STEM subject area
- 80% of project participants showed increased interest in STEM education

**How Outcomes were Measured:**

Outcomes were measured through Quarterly Assessments and STEM Lab Quiz Grades. All grade levels increased to an 80% or higher on quarterly quizzes and assessments. We improved the school data on the quarterly assessments among grade level in specific areas such as gravity. Topics/Units included: 6 Simple Machines (k-5) Forces and Motion / Pushes & Pulls (k-5), All students K-5 used the Engineering Design Process to solve real world problems/challenges. There was a 100% increase in knowledge and understanding of how to use the Engineering Design Process to solve problems. Students keep an engineering Interactive Notebook to reflect student learning, to collect data, and ask, imagine, plan/design ideas, create, and improve all possible solutions. Collaboration: There was an 80% increase in students understanding of how to collaborate to solve problems.

**Grades Address:** K-5  
**Private-Sector Investment:** $55,500.00

**Low-Performing Students:** NA  
**State Matching Amount:** $50,000.00

**Total Students Impacted:** 1,386  
**Total Project Investment:** $105,500.00
**Project Title:** Energizing Our Classrooms  
**Foundation:** Pinellas Education Foundation  

**Project Abstract:**
This grant provided a variety of educational opportunities to students and teachers in our county. Students succeeded in earning certifications, increased interest in STEM, raised grades, lowered absentees and behavior issues, increased attendance and provided relevant instruction that kept students on track to graduate. Teachers were empowered with materials to teach creative meaningful lessons and received strategies which energized their passion for teaching. The business community and local volunteers acted as mentors to teachers and students, allowing for a fresh look and attitude towards professions and local industry. This grant contributed to a feeling of pride within our district.

**Project Summary:**
There is an acknowledged need in our local community for increasing graduation rates, improving and fostering leadership in STEM, literacy, career and technical education initiatives for our students. Labor market information for Pinellas County has shown a forecast shortage for STEM literate workforce. Teachers in Pinellas County continue to face budget cuts and often do not have the means to support hands on innovative strategies in their classrooms. Teachers also are in great need of professional development; techniques and skills that bring a breath of fresh air into their classrooms. Our local business community is engaged at our schools, in many cases acting as professional mentors to principals and teachers, and introducing our students into the “real world”, allowing students first hand to understand what is involved in various careers. Through this project we have been able to energize our students, teachers and community by providing a wide genera of opportunity.

Through classroom grants teachers have been able to let their imaginations soar and introduce new exciting hands on projects that have proven to be effective. In many cases students’ attendance, behavior, class participation, test scores and subject knowledge have greatly improved. Students were exposed to working with business leaders in mentor roles and participated in workshops at local businesses; giving students an opportunity to learn and understand life outside of school. Through this project, teachers have provided relevant activities and experiences that helped youth develop not only academically but in many cases socially, ethically and emotionally. Whether students participated in classroom experiments, where introduced to new technology, developed a new coding language, grew a garden and discovered where carrots really come from, watched the development of an egg to a hatching chicken, prepared for and tested a certification, or attended a field trip, teachers reported seeing growth within their students! Students also begin to “think outside the box” and experience a new attitude toward life after high school. Opportunities in their classroom made some students realize their love for a subject or career they never realized existed. This project also supported teacher training. By using a variety of speakers and offering a day or several day workshops, teachers were infused with a new found excitement for teaching in the classroom. Many teachers who participated developed new friendships across the schools and grade levels. Teachers were able to share strategies among each other.

This project also allowed us to connect business leaders with our principals, teachers and students. Our district’s five year plan for career education (now in year four) saw many improvements and advances. Today there are more than 30 Academy of Pinellas programs. Every high school has at least one academy, while most have multiple academies and some are wall-to-wall academies. Forty-three percent of Pinellas students are engaged in either academies or magnet programs. Career academy programs increase the success of all students. The district is on track to record more than 10,000 industry certifications achieved by students in 2015-16. The Career Education Board led two site visits (fall 2015 and spring 2016) to 17 high schools and six middle schools. Each visit was structured around a rubric, which is a checklist of measurements that principals self report prior to each visit. The rubric measures each program’s progress in key areas of career education, including number of industry certifications achieved by students, enrollment of students in career academies, composition and frequency of advisory committee meetings, amount and breadth of post-secondary partnerships, frequency of student work-based learning opportunities, including internships, field trips and job shadowing experiences, cohort scheduling, and level of business and community partnerships, among other criteria. During the visit, stakeholders met with each principal and district administrators, including Area Superintendents and discussed at length the progress made and challenges faced, and strategies for continued improvement. District graduation data has revealed the efficacy of career education programs. This focus has benefited students and resulted in higher graduation rates for students enrolled in career academies compared to the district average (96.4% v. 86.5%). The district has also seen a dramatic increase in the number of industry certifications achieved by students (2,222 in 2011-12 v. 6,617 achieved in 2014-15). Improved graduation rates
and certification achievement also result in higher school grades and increased funding from the Florida Department of Education. These incentives have encouraged struggling schools to take note and strive to implement more career education opportunities for students.

CFEF funding also supports the Next Generation Entrepreneurs (NGE) and Next Generation Tech (NGT) programs, which are the first programs of their kind specifically to identify, teach, mentor and inspire high school students who possess the talent and drive to start their own businesses or create innovative technology solutions. Both programs emphasize developing technical innovation and creativity in young people, empowering them to build tomorrow’s scalable, world-class businesses that create value in the lives of their customers.

**Outcomes:**

**Career/Technical Education**
75% of project participants completed and passed career/technical education certification
20% of project participants showed increased interest in career/technical education
12% of project participants made progress toward completing career/technical education certification

**Increasing Graduation Rates**
99.8% of high school senior project participants graduated from high school
98% of project participants made progress toward graduating high school
11% of project participants showed increased interest in graduating high school

**Literacy**
41% of project participants showed increased interest in reading
24% of project participants showed increased interest in writing
5% of project participants improved in a standardized writing skills test(s)
3% of project participants improved in a standardized reading skills test(s)

**Low-Performing Students**
53% of project participants showed increased interest in performing well in school
47% of project participants improved their grade in specific subject area
20% of project participants improved their overall grade(s) in school

**STEM Education**
70% of project participants showed increased interest in STEM education
23% of project participants showed increased interest in pursuing STEM career
20% of project participants improved their grade in STEM subject area

**Teaching Quality**
36% of project participants showed increased knowledge about teaching in general
17% of project participants showed increased knowledge about teaching in specific subject area
11% of project participants showed improved attitude toward teaching

**How Outcomes were Measured:**

Variety of CTE outcomes were measured to include: actual industry earned (passed test) certifications, test scores, teacher observations, student surveys, student portfolios, student verbal presentations, discussions with mentors and volunteers, pre and post

Graduation rate outcomes were measured by district tracking of grades, looking at transcripts, counting diplomas that were issued, talking with parents about child’s evolving attitude and improving behavior towards school at home, teacher observation of behavior, attendance and classroom participation, mentor feedback and surveys.

A variety of methods were used to measure literacy outcomes, including: test scores, EAL module assessment, district benchmarks with assessments, ability to problem solve after reading, checklist of accomplishments, student survey, SRI scores, oral testing, state written assessments, writing samples and district Module B&D post scores.
A variety of methods were used to measure outcomes for low-performing students, including: gold assessments, test scores, standard test scores, pre and post test, pre and post surveys, teacher observation, teachers interviewing students, ELA assessments, behavior data and mentor discussions with teachers.

A variety of tools were used to measure STEM outcomes, including: surveys, teacher observation, Gold assessments, test scores, student observations and presentations to classroom on materials, worksheets, quizzes, final grades, Florida standard grades, understanding material to perform and evaluate scientific experiments, student verbalization to class on results from their research and mentor comments.

Outcome measures in teaching include: teacher and principal feedback, principal observation, surveys, assessments and mentor input to principal.

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Project Title: Polk Reads

Foundation: Polk Education Foundation

Project Abstract:
The Polk Reads program places tutors at low performing elementary schools in Polk County (schools with grade of C, D or F). The tutors provide one-on-one tutoring to K-3 students the school identifies as struggling readers. Our tutors in collaboration with the teachers provide one-on-one tutoring to students for 30 minutes, three times a week. This year our tutors worked with 468 students and helped 325 (69%) reach program goals. We saw are biggest gains this year with our second grade students (81%) and third grade students (93%) meeting program goals.

Project Summary:
Polk Reads program was established to help the large number of students in our community who are reading below grade level. Prior to the school year starting we recruited and interviewed applicants for our program. Once tutors were selected, cleared background checks and hired they attended a two week orientation/training to prepare them for the program and for what they would be doing to improve students reading level. During this time we received applications from elementary schools that were low performing (school grade of C, D or F) who were interested in bringing our AmeriCorps Polk Reads program to their school. We made sure that they were able to provide our tutors with a dedicated space and meet all of our program site requirements prior to determining which schools our tutors would serve at. Once selected and once tutors completed their training, we placed them in teams of 2-4 at each of the selected schools. The schools then identified students who were reading at least one grade level below their current grade. Our tutors who were serving full-time received 16-20 students and those who were half-time received 8-10 students. Full-time tutors served at their site Monday – Friday 7:30 to 4pm and half-time tutors served at their sites three days a week for the same time frame. These students were then pre-tested in our program to determine what reading level to start them at. Tutors worked with them one-on-one throughout the year, tutoring them for 30 minutes 3 times a week during the students reading block. This one-on-one instruction helps to develop the students reading and comprehension skills in lessons focused on skills their classroom teacher helps prescribe. With our efforts and in collaboration with the classroom teacher, we work to increase their literacy skills, and establish a more successful path for the student to succeed and less of a chance for them to stay behind their peers and drop out of school. Every fifth week the tutors would assess the students and we would chart their progress. We utilize the Rigby PM Benchmark Assessments which allows the tutors to move the students through the reading levels as they make progress. Our program is free to the schools and free to the selected students and their families. Being at the schools during the school day also eliminates the transportation barrier that some families may have. Polk County is geographically very large and many students rely on bus transportation and could not be there before or after school for similar services.

Outcomes:

Literacy
69% of project participants improved in a standardized reading skills test(s)

Low-Performing Students
69% of project participants improved their grade in specific subject area

How Outcomes were Measured:
At the beginning of the school year, teachers at the schools where our tutors serve, choose students for our program based on testing and recommendation and once in our program our tutors pre-test them. The outcomes we are striving for are as follows: Kindergarten students must master 4 out of 5 skills of the Reading Comprehension tests. First grade students will master 80% of the First Grade Dolch list and reach primer level (11) on the Rigby PM Benchmark Assessment. Second and third grade students will show progress by increasing their reading level by one level for each month they are in the program (per Rigby PM Benchmark Assessment). Our tutors tutor the students for 30 minutes 3 times a week for four weeks and then we do an assessment with the students. This process continues throughout the school year or until the student reaches goal, and is then exited from the program and replaced with another student.
We also sent out surveys to the principals at the conclusion of the school year to get feedback as to what they thought the impact of the program was and to see if there were ways that we could improve our program.

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**Project Title:** School Matching Grant  
**Foundation:** Polk Education Foundation  

**Project Abstract:**

In order to promote business partnerships and increase student achievement in schools across Polk County, the Polk Education Foundation has developed the School Matching Grant program. Schools are encouraged to leverage funding from their business partners with the promise of a dollar for dollar match. Combined funds will be used to meet the educational goals and initiatives defined in each school’s submitted program. This year project focus areas included low performing students, STEM education and/or teaching quality. Qualitative and quantitative data was collected to demonstrate the success of each program. By incorporating the community in funding these projects, long-standing relationships with the business community and local schools will continue after this program is over. Last year in Polk County, School Matching grants impacted over 361 participants (students and teachers) of which 181 were identified as low performing. Providing materials, supplies, technology and other services to students allowed teachers a greater opportunity to engage students and provide opportunities for students to maximize their learning opportunity and show academic growth.

**Project Summary:**

Schools were evenly divided among the focus areas of increasing teacher quality, STEM education, and supporting low-performers. Babson Park Elementary and George Jenkins High school both set out to increase teacher quality. Babson Park took 12 teachers to Ron Clark’s School for professional development. The administration commented on one reason why this grant funding was so important for their school was something Mr. Clark said, “It’s easier to raise strong children that repair broken adults.” Participating teachers attended workshops and observed master teachers in action at the school. One of the things that was unanimously taken from the training was the importance of having a fun and engaging classroom. Teachers at Babson Park have a new desire to challenge students to think and reflect, providing students many opportunities to step out of their comfort zones and grow as individuals. George Jenkins High School teachers were given the opportunity to visit model teachers’ Classrooms. The goal was to facilitate communication and collaboration between teachers in order to promote better instruction in the classrooms and increased classroom management capabilities. One teacher (being observed) stated “The conversations that took place between peer observing and myself as the instructor profited both of us. As the teachers observed, conversation resulted between us as to multiple instructional practices. Each peer observer jumped in as they saw me working with one particular group and other groups needed assistance, thus allowing me to see “myself” in action from an external perception. Being able to observe the observer allowed for adjustments/perfecting steps. Therefore, my perspective of the peer observation program is valuable in proficient development to both instructors involved.” A first year teacher commented, “I though the peer observations were amazing!” They really helped my progress as a new teacher.”

Bok Academy and Sandhill Elementary focused on STEM Education. Bok is a 6-8 school who used funds to upgrade the school garden. The garden serves as the central part of the lessons that focus on all aspects of agriculture. Most garden structures were in need of repair and replacing. Students helped design, plan and build a storage space to hold garden equipment, chemicals and feed for our small animal operation. In addition, space was needed to store our cooking equipment when not in use. Finally, the outdoor cooking area needed work. This grant provided the funds to accomplish these goals in support of student’s achievement. Sandhill used funds to put iPads in the Kindergarten STEM classrooms in an effort to allow Kindergartners to become more proficient with the use of technology. iPads were used in small group instruction and during center time. Students used technology as a tool to increase their skills in STEM subjects. An added bonus was the increased interest in STEM classes with iPad use.

Berkley Academy addressed the needs of their low-performing students by providing after school tutoring in reading and math. Tutoring took place four days a week for participating students. Berkley provided snacks and free transportation to encourage participation. Each tutoring group has a certified, highly effective teachers with a student ratio of 1:10 or less. Having small groups with highly effective certified teachers allowed for teacher instruction to be highly intensive and student engagement to be high. Teachers are expecting at least a year’s growth on the Florida Standards Assessment. Matching grant funding allowed teachers a greater opportunity to engage students and provide opportunities for students to maximize their learning opportunity and show academic growth. Thank you for this opportunity!
Outcomes:

Low-Performing Students
87% of project participants made learning gains from pre- to post-assessment

STEM Education
90% of project participants showed increased interest in STEM education
55% of project participants showed increased interest in pursuing STEM career

Teaching Quality
70% of project participants showed increased knowledge about teaching in general
35% of project participants showed increased knowledge about teaching in specific subject area

How Outcomes were Measured:

Teachers used a teacher created pre/post assessment to assess learning gains. Teachers compared grades from the 1st nine weeks to the 3rd nine weeks to determine students who improved their science grade.

Teachers were given a administration created pre/post survey about their knowledge and comfort level in teaching their subject area.

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Project Title: STEaMing Up Polk Schools
Foundation: Polk Education Foundation

Project Abstract:

Many schools are motivated to increase their STEM instruction, but need the funds to do so, as evidenced by the number of funding requests we received. The STEM projects submitted were diverse and exciting. Some schools took the opportunity to expand existing STEM programs while other schools took their first step in starting a STEM program. It was amazing to look at the data and see the remarkable interest in STEM as well as the increased student achievement across the grade levels. We saw an increase in programs integrating STEM and the arts. Of the students surveyed, 1575 indicating a greater interest in a STEM career. While over 1700 students made learning gains on their STEM content area pre/posttest. Providing STEM funding to purchase materials, supplies, technology and other services to students through STEM Matching grant funding allowed teachers a greater opportunity to engage students and provide opportunities for students to maximize their learning opportunity and show academic growth. Thank you for this opportunity!

Project Summary:

Schools took a variety of paths to reach students in effort to increase student achievement in the STEM content areas. Providing materials, supplies, technology and other services to students with School Match grant funding allowed teachers a greater opportunity to engage students and provide opportunities for students to maximize their learning opportunity and show academic growth. Each program looked a little different based on the school’s needs. This year we saw a lot of schools purchase technology related items such as robotics related items, tablets and 3D printers to enhance their STEM programs.

Bartow Elementary Academy third grade students researched the lives of the Leatherback Sea Turtles, and the reasons for their endangerment. From our studies, students developed potential shelters to expand the lifespan of the sea turtles from everyday threats. They were also able to make graphs showing the potential future success of the Sea Turtle population and the effect it would have on the ocean habitat. Students used the iPad app 'SeeSaw' to design a shelter to protect the Leatherback Sea Turtle from danger. The students used iPads to research, plan, design, improve, and write a friendly letter to explain their findings. Students concluded the unit with a trip to Sea World, where students will engage in the Turtle Trek and continue their studies of these miraculous animals. "The STEaMing Up Polk grant has helped to provide quality STEM learning opportunities to create proficient third grade STEM students at BEA with hopes of inspiring them to strive for expertise in STEM related fields as adults." Dr. Tracy Nelson - Principal, BEA

Berkley Elementary used funds for two different programs. Through the use of robotic cubelets, fifth grade students were challenged to problem solve and think creatively to solve tasks. Groups of students were given tasks the cubelets must perform. Although the cubelets were used to target a few specific science standards, students were working through the Engineering Process on a regular basis. Students had to brainstorm what how to create a robot to complete a specific task and then had to redesign their cubelets based on their observation and knowledge of each cubelet function. Students also had to transcribe their results so they could be replicated by another group which also proved to be a challenge for students. Not only did cubelets provides hands-on practice to support standards in science and math, but it also challenged students to become better problem solvers. Using ukuleles, second grade students investigated the science of sound and how the length of a vibrating object affects its frequency (pitch). They came to understand fractions conceptually, use operations with fractions and learned how to convert fractions. During this project, students measured the length of the strings on a soprano (small), tenor (medium), and baritone ukulele, and calculate the mean, median and mode for string length. As part of our project, students participated in an interactive Engineering through Music workshop. This was a fantastic integration of Arts and STEM.

Chain of Lakes Collegiate High School students built the first type of the open remotely operated vehicle (OpenROV), underwater exploration robot. Through the use of the underwater exploration robot, students had once in a lifetime opportunities to conduct research, be part of underwater explorations, and produce a student documentary. STEaM scholars also designed parts for the underwater exploration robot using a 3D printer. STEaM scholars designed the 3D structures and operated the 3D printer. Additionally, the student documentary will be entered in the International 2016 Blue Ocean Film Festival & Conservation Summit. In the future, STEaM scholars will also have the opportunity to compete in the Marine Advanced Technology Education (MATE) International Underwater Robotic Competition. Overall, the STEaM
Enhancement Program has implemented the national STEaM initiatives through bio-engineering and robotic while challenging students to solve real-world problems in a rigorous learning environment.

A similar project based learning project was initiated by Kathleen High School. Investigation into the measurement of currents involves Science content, Applied Technology, Engineering and Design of the Drifters, and Mathematical calculations when necessary. Oil spills are a common occurrence in the Marine Environment and the need to better understand local currents is paramount to predicting pollution and planning cleanup. “Student built Drifters” gave students a chance to interact with Marine Science and Oceanography professionals at the University of South Florida’s College of Marine Science. Students constructed their first “Instrumented Drifter” that conforms to oceanographic research standards. The Drifters follow surface currents and communicate its position every eight hours via a satellite transmitter. “Without question, the more meaningful STEM activities we can challenge students minds with, the better will be their critical thinking skills and concept awareness of what to consider next in their problem solving modes.” Mr. Bartuska, classroom teacher.

McKeel Academy used funds to study Unmanned Arial Vehicles (UAV’s) or drones and how they are impacting our lives. Students were able to test the effectiveness of UAVs on surveying large areas of simulated crops to see if there were portions with growth concerns. UAVs were used to locate a victim in a simulated flooding environment and ascertain whether he/she could be reached safely by a rescue crew. They tested the difference in arrival times between a human and a UAV from one point to another across campus. They utilized the UAVs to collect different video shots and compared them to how cinematographers had to film them prior to drone availability. In the end, robotics students were able to act as the engineers by coming up with solutions and using the UAVs to enhance perspectives and accessibility that only these pieces of technology were able to provide. These students, like real-world engineers, had to make models, design solutions, and test those solutions with these UAVs in the aforementioned simulations. The problem, planning, implementation, and revising required when working to solve these simulations replicated the roles of engineers in the real world. These are just a few of the projects made possible with School Matching Grant funds. Thank you for making this possible.

Outcomes:

STEM Education
70% of project participants made learning gains pre/post assessment
62% of project participants showed increased interest in STEM education
38% of project participants showed increased interest in pursuing STEM career
36% of project participants improved their grade in STEM subject area

How Outcomes were Measured:

Teachers used teacher made surveys to determine increased interest in STEM career or STEM education. Subject area grades (math/science) were used to determine if a student improved their grade. Other teacher used teacher created pre/post assessments to determine learning gains. One teacher used a performance assessment to determine understanding.

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Project Title: Teacher to Teacher Connection

Foundation: Polk Education Foundation

Project Abstract:

So many great PreK-8 programs were funded through the Teacher to Teacher program. We were able to provide a total of 66 mini grants during the 2015-16 grant cycle. Literacy and STEM were the primary focus areas for many of the grant programs with fewer focused solely on supporting low-performers. Many schools addressed the needs of the 21st century learner by including current in their lessons. With Literacy as a crucial element across all content areas, this was the largest group of students impacted. 151 students improved on a standardized reading test while 289 students showed an increased interest in reading. While schools assessed kids through a variety of methods, all targeted groups showed learning gains. Some of the largest gains came from the STEM focused schools: Almost 50% of the participating students showed an increased interest in STEM education. Using a pre/post assessment 367/436 made learning gains. Matching grant funding for the Teacher to Teacher program allowed teachers a greater opportunity to engage students and provide opportunities for students to maximize learning opportunities and show academic growth.

Project Summary:

Schools took a variety of paths to reach students in effort to increase student achievement in Literacy, Low-performers or STEM content areas. Providing materials, supplies, technology and other services to students through School Match grant funding allowed teachers a greater opportunity to engage students and provide opportunities for students to maximize their learning opportunity and show academic growth.

Schools focused on Literacy used funding to purchase technology such as tablets with some schools purchasing a variety of e-books to provide tools for the Twenty First Century Learners in their classroom. The majority of Literacy projects were implemented in PreK - 5 classrooms. Tablets were used in a number of classrooms to provide additional practice for foundational skills as well as comprehension skills as evidenced by Pre/post test or improved grades. One school who purchased e-books reported their circulation increased from 420 to 3719 from the same time frame form one year to the next. Another school focused on Literacy by developing organizational and executive skills for targeted students. Students met before school several days a week to learn how to keep up with the logistics of their learning. Another teacher purchased an additional iPad for her classroom. This first grade teacher created QR codes for learning centers. Students could scan a QR code to learn more about a topic to engage in a specific app to strengthen their skills on a specific topic. Students really enjoyed these self-directed activities. Another teacher used tablets to stimulate students to dig deeper. Using Achieve 3000 for additional reading practice alongside using the tablets for research has enabled a student to see himself different. The beginning of the year this students was giving up and did not see himself as being “smart”. After using the tablets as a learning tool, his perception has changed. Using Achieve 3000, he has been the top student of the day, and the top student of the week for the State of Florida. In an interesting twist, another teacher utilized technology and stability balls to improve learning. This teacher noticed students were fidgety and inattentive during centers. She used technology in an AR centers where she also incorporated the stability balls. After the initial introduction time period, students were able to better focus on their reading, resulting in consistent higher AR scores.

Turning to schools who used funds to focus on STEM education, one of the most fascinating projects was a middle school teachers who introduces a unit on the skeletal system. Students were engaged when the teachers read an article from a Japanese newspaper about using small rodents to sniff out Cambodia's vast mine fields. They learned about the dangers of the land mines, all the limbs lost, and how beneficial and cost efficient the African giant pouched rats are. They can clear an area 2,150 square feet in 20 minutes which takes a human 1 to 4 days. Students took this knowledge and began filling out their "Prosthetic Party' biomedical engineering planning sheet. When their team plan was approved they began construction of their prosthetic. The prosthetics are very unique and quite functional. They demonstrated their prosthetics for peer review and evaluated their function through the use of the materials chosen. A few school used funds to purchase TVITZ games. These games were instrumental in getting kids engaged in learning and strengthening their math facts. Games were individualized to meet the students’ needs. They learned new skills and strategies, practices math standards related to math content and helped others improve. TVITZ became a fun, friendly competition while focusing on being precise, thinking ahead about numbers and how they related, and a challenge for those who wanted to push themselves. Another school wanted students to become more engaged in the learning process and know about the food they eat. Students learned about the importance of fresh fruits and vegetables. Starting with seeds, students took an active role in planning what to grow and how to set up their garden. By introducing earth worms, students were able to see how the
works cultivated the soil and kept it irrigated. They also learned that the worms produced a fertilizer to help maintain healthy soil for optimum plant growth. In an additional twist, another teacher used digital storytelling to reinforce science and math concepts taught in the classroom.

Focused on supporting low-performers, many of the teachers purchased technology to use in prescribed settings. One teacher had students use technology to record conversations with one another for additional practice learning a new language. Students were more willing to practice with a partner as opposed to in front of the whole class. Students engaged in real-world conversations with scripts they wrote themselves. This improved their conversational Spanish skills and now they can use them in speaking with other Spanish speakers they encounter. Other teachers purchased games and materials to use in teacher directed centers in an effort to make learning fun and differentiated. Students made progress with their letter recognition and sounds.

All participating schools chose a focus, implemented ideas, and showed learning gains demonstrating success.

Outcomes:

Literacy
785% increase in circulation of e-books at one school
42% of project participants showed increased interest in reading
27% of project participants showed increased interest in writing
21% of project participants improved in a standardized reading skills test(s)
2% of project participants improved in a standardized writing skills test(s)

Low-Performing Students
80% of project participants met individual goals for Executive Functioning Skills
28% of project participants improved their grade in specific subject area
8% of project participants improved their overall grade(s) in school

STEM Education
84% of project participants made learning gains pre/post assessment
49% of project participants showed increased interest in STEM education

How Outcomes were Measured:

Teachers used a variety of methods to assess students. Some teachers used a variety of reading or writing ongoing progress monitoring assessments such as Reading Wonders, or IBPT. Some teachers used pre/post surveys to determine the number of students showing an increased interest in Reading or Writing, while others used a pre/post test assessment to assess learning gains. A few of the K-2 teachers used fluency or vocabulary ongoing progress monitoring to assess students. Another teacher used an observation goal checklist was used to determine if students met their executive functioning goals.

Grades Address: K-7  Private-Sector Investment: $39,486.64
Low-Performing Students: 339  State Matching Amount: $25,000.00
Total Students Impacted: 2,461  Total Project Investment: $64,486.64
Project Title: Tools for Teaching

Foundation: Putnam County Education Foundation

Project Abstract:
Our project was able to enhance many initiatives that we have in our local schools. The matching funds made it possible to begin a community garden, to have a science night for students and families, to participate in a STEM field trip, to engage students in STEM education in a science lab, and allow students to be exposed to art and music education. The project had a positive impart on teacher quality in the classroom and student growth.

Project Summary:
The ability to offer classroom resource at our local schools was a great achievement in many areas. The science lab was able to initiate a community garden and also have a science night for students and families. The community involvement was a focus that was able to be engaged with the matching funds. Our schools also were able to participate in a STEM field trip, increase technology in the classroom, introduce students to art and music education, and supplement common core benchmarks in the classroom.

Outcomes:
Low-Performing Students
100% of project participants showed increased interest in performing well in school
80% of project participants improved their grade in specific subject area
80% of project participants improved their overall grade(s) in school

Teaching Quality
100% of project participants showed increased knowledge about teaching in general
100% of project participants showed increased knowledge about teaching in specific subject area
100% of project participants showed improved attitude toward teaching
3% of project participants showed changes in behavior in their teaching method

How Outcomes were Measured:
The students were measured on the number that were level 1s or 2s on the FSA. Since our district is one of the lowest in the state that basically includes all of our student population.

Grades Address: K-12
Private-Sector Investment: $24,812.44

Low-Performing Students: 1,500
State Matching Amount: $24,812.44

Total Students Impacted: 1,500
Total Project Investment: $49,624.88
Project Title: Enhancing Educational Opportunities
Foundation: Santa Rosa Education Foundation

Project Abstract:
This grant funded classroom initiatives that engaged students in meaningful hands-on projects that would otherwise have not been available to students. These projects captured students' attention and increased student achievement in students at all learning levels. Materials purchased with this grant will continue to enrich classroom learning for years to come. Educators and students involved in projects and programs related to this grant overwhelmingly agree that this grant makes a difference in their educational experiences. 100% of the teachers who received classroom grants this year documented overall growth in student knowledge and attitudes regarding their subject area.

Project Summary:
This grant funded classroom initiatives that were aligned with district, state, and national standards. The individual grants engaged students in meaningful, hands-on activities which captured students' attention, increased student achievement, and fostered positive attitudes toward subject areas and future career choices. Grant categories included Literacy, Artistic Literacy, Career/Technical Education, and STEM Education. Grants provided support for low performing students and sought to increase daily function for special needs students.

Matching grant funds were also used to support teacher recognition and recruitment activities and training to build knowledge of matching grant opportunities to strengthen future development of private matching funds.

Outcomes:

Career/Technical Education
10% of project participants made progress toward completing career/technical education certification

Literacy
66% of project participants showed increased interest in reading
11% of project participants improved in a standardized writing skills test(s)
11% of project participants showed increased interest in writing
5% of project participants improved in a standardized reading skills test(s)

Low-Performing Students
100% of project participants showed increased interest in performing well in school

STEM Education
82% of project participants showed increased interest in STEM education
25% of project participants improved their grade in STEM subject area

Teaching Quality
63% of project participants showed improved attitude toward teaching
55% of project participants showed increased knowledge about teaching in general

How Outcomes were Measured:
Outcomes were measured through pre and post tests, Artistic Performance Production, Portfolios of Work, Increased Lexile Levels, Attitude Surveys, and participations in project activities.

Grades Address: K-12  Private-Sector Investment: $66,341.27
Low-Performing Students: 2,094  State Matching Amount: $46,262.13
Total Students Impacted: 14,951  Total Project Investment: $112,603.40
Project Title: Building Collaboration Into the High School Literacy Framework

Foundation: Education Foundation of Sarasota County

**Project Abstract:**

The High School Literacy Reform Initiative strives to increase student literacy abilities through high quality professional development provided by respected educational experts.

**Project Summary:**

The High School Literacy Reform Initiative has been evolving since 2009 and has proven to be a successful initiative in Sarasota county high schools. Each year the funds received have been used to provide ongoing professional development for members of Literacy Leadership Teams (LLT) and for Grade 9 and grade 10 English Language Arts and Intensive Language Arts teachers. The focus has been on improving literacy skills across all content areas.

The LLTs are comprised of 7-15 instructional leaders at each high school. During the first years of the initiative, the goal was for members to absorb information and become knowledgeable about best practice in literacy instruction in order to become experts within their content areas. As the years progressed, the goals have evolved from the team members acquiring expertise to the team members providing the professional learning for their colleagues. The growth in site-based instructional leaders as well as access to high quality, site-based professional development has increased since the inception of this initiative. This year, the teams focused on: unpacking the Speaking and Listening Standards while encouraging rigorous tasks and critical thinking through the use of Accountable Talk, Academic Vocabulary, and incorporating ongoing writing in all content areas. There is and has been an ongoing emphasis on teaching literacy skills to students in order to master grade level standards the Florida Standards ELA Assessment. The teams were expected to deliver professional learning opportunities to the faculty at their school and many are integral members within their content area departments known for their expertise in literacy needs for students. Funds were used to provide planning time and professional learning for these teams as they worked to provide information at their school sites. Funds were also used to provide professional learning experiences for Intensive Language Arts teachers as they worked to remediate students.

**Outcomes:**

**Literacy**

64% of project participants performing at level 3 or above on FSA standardized tests

**How Outcomes were Measured:**

The outcomes we used for this project are the same that we used in past years with this grant, but results were reported in a slightly different format this year. Student performance by teacher was not available at the time the report was due- so student performance as a whole was used.

FSA Reading Grade 9 = 64% at or above level 3 District improved from #4 to #2 in state!
FSA Reading Grade 10 = 62% at or above level 3 District improved from #4 in state to #3!
US History EOC = 75% at or above level 3 District improved from #7 in state to #6.

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<thead>
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<th>Grades Address:</th>
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<td>7,450</td>
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Project Title: Competitive Classroom Grants

Foundation: Education Foundation of Sarasota County

Project Abstract:
The Education Foundation of Sarasota County makes innovative curriculum-based projects possible through its signature Classroom Grant Program (formerly known as "Edge of Excellence"). Since 1990, these grants have given our most creative and enterprising teachers the tools they need to engage students at every level.

Teachers who win these grants lead their students on learning adventures they never forget – from building models of bridges to learn about engineering, purchasing much needed book sets for personalized in-class libraries, to the purchasing of tickets for the local playhouse allowing some students to experience the arts live for the first time in their lives. Our most significant outcome this year is the improvement in standardized reading skills for 91% of the students that participated in literacy-focused projects, and had their teachers/instructors track their standardized testing scores.

Project Summary:
For twenty-five years, the Classroom Grant Program has blazed a trail for meaningful community engagement in our public schools. The Education Foundation raises the funds, holds grant-writing workshops for teachers, organizes grant-reading sessions where over 150 dedicated volunteers evaluate teachers’ proposals, and produces an awards celebration for grant winners.

Applicants submit their creative ideas for classroom projects that need funding—projects that are not otherwise funded by standard school budgets. Using a standardized rubric, engaged community volunteers will read and score each application a minimum of 3 times. Once all applications have been read, the Education Foundation sums up the scores, creates an average score for each project, and funds all the applications from the highest scoring down, until the funding is completely met.

Outcomes:

Literacy
27% of project participants improved in a standardized reading skills test(s)
7% of project participants improved in a standardized writing skills test(s)

Low-Performing Students
47% of project participants improved their grade in specific subject area
34% of project participants improved their overall grade(s) in school

STEM Education
75% of project participants showed increased interest in STEM education
33% of project participants improved their grade in STEM subject area

How Outcomes were Measured:
Teachers and instructors used the following assessment tools to produce the measured outcomes noted above: benchmark tests, observation, lexiles, chapter tests, pre and post testing, work samples, progress notes, tracking of student interest, class participation, student surveys, and journals/notebooks/porfolios.

Grades Address: K-12
Private-Sector Investment: $68,401.04

Low-Performing Students: 7,374
State Matching Amount: $54,324.34

Total Students Impacted: 26,403
Total Project Investment: $122,725.38
Project Title: Automotive Service Technology Program

Foundation: Foundation for Seminole County Public Schools

Project Abstract:

The project provided students opportunities to earn industry certifications in the district’s most in-demand ePathways/Career and Technical Education program—the automotive maintenance and light repair program at two high schools. These industry certifications can lead to a variety of jobs with the automotive service industry. It was anticipated that 325 students would enroll in these programs, and 434 were served, 26% more than expected. Students are also encouraged to take a Career Pathways exam at the end of the program that, if successfully completed, gives students three college credits toward the postsecondary automotive service program at Seminole State College. Exams were taken in the second semester. To ensure students have the most up-to-date equipment to prepare them to pass the exams, funds from the grant were used to purchase equipment.

Equipment was used to prepare students for industry certification exams and Career Pathways test. The automotive programs piloted the new Automotive Standards of Excellence [ASE (G1)] certification test with their students in addition to the Florida Automobile Dealers Association (FLADA) and Seminole State College Career Pathways exam. With the addition of the new ASE (G1) certification opportunity, the number of automotive students taking an industry certification exam increased by 126%.

Project Summary:

As stated in the U.S. Department of Education’s (USDE) Blueprint for Transforming Career and Technical Education, “...American employers need a workforce that is skilled, adaptable, creative, and equipped for success in the global marketplace.” This project responds to this need through the district’s commitment to provide high quality educational opportunities to ensure all students are career and college ready upon graduation. To achieve this outcome, the following goals were established:

1. To increase the number of students taking an industry certification exam in Automotive Service Technology or Automotive Maintenance & Light Repair (2015 baseline of 38)
2. To maintain the percent of students passing an industry certification exam in Automotive Service Technology or Automotive Maintenance & Light Repair (2015 baseline of 95%)
3. To increase the number of students taking the Career Pathways exam in Automotive Service Technology or Automotive Maintenance & Light Repair (2015 baseline of 60)
4. To increase the percent of students passing Career Pathways exam in Automotive Service Technology or Automotive Maintenance & Light Repair (2015 baseline of 57.5%)

The program’s results were as follows:
1. During 2015-2016 school year, the number of students taking an industry certification exam (Florida Automobile Dealers Association (FADA) & Automotive Standards of Excellence [ASE (G1)]) in Automotive Service Technology or Automotive Maintenance & Light Repair increased by 126% (from 38 to 86).
2. 60% of students taking an industry certification exam in Automotive Service Technology or Automotive Maintenance & Light Repair passed.
3. The number of students taking the Career Pathways exam in Automotive Service Technology or Automotive Maintenance & Light Repair increased by 6.66% (from 60 to 64).
4. 59% of the students who took a Career Pathways exam in Automotive Service Technology or Automotive Maintenance & Light Repair passed.

These goals were realized through activities designed to provide students with hands-on learning experiences using state-of-the-art equipment and supplies as well as career exploration opportunities. The methods used to accomplish the intent of the proposed project were designed to create an experiential approach to learning that generates critical thinking, problem-solving and decision-making skills.

Three teachers and 434 students benefited from this project in 2015-2016; however, because the expected life of the equipment is approximately four to five years, and if enrollment continues at this level or higher, the project could impact five times as many students as in the one year, approximately 2,170.
Outcomes:

Career/Technical Education
100% of project participants made progress toward completing career/technical education certification

How Outcomes were Measured:
Automotive students took the Career Pathways test, the Florida Automobile Dealers Association (FLADA) certification exam, and a new Automotive Standards of Excellence [ASE (G1)] certification test in spring 2016.

<table>
<thead>
<tr>
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<td>Total Students Impacted:</td>
<td>434</td>
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Project Title: Energized-Changing the Way We Power the World!

Foundation: Foundation for Seminole County Public Schools

Project Abstract:

184 students created 3D virtual exhibits using modeling and simulation software (Maya, 3ds Max, Inventor) and gaming engines (Unity and Unreal Engine 4) to showcase their greatest global energy concerns. Through self-evaluation using a scale of 1(beginner) - 5 (advanced), 184 students showed growth of 70% in technical ability mastering 3D modeling, simulation and gaming technology after creating their “Global Energy Concern” Virtual Exhibits. 100% of 184 students successfully built series and parallel circuits, gaining a 39% increase in understanding on the post-test used to measure student knowledge related to energy and circuits, including Kirchhoff’s Laws of voltage and current. 170 students networked class designed and 3D printed models with LED lights (new experience for 75% of students). ESE students (20% of 184) were able to complete the class Network Challenge, 5% of the 20% needed additional support. 11 students built 2 H2 fuel cell race cars (1st place winners at Horizon Fuel Cell Challenge 2016), 2 students built a smart hydroponic garden powered by solar using an Arduino board and Raspberry Pi, 2 students designed a self-sustaining micro home using Auto Desk Inventor. Students showcased at 7 community events.

Project Summary:

The Energized project gave 184 9th - 12th grade students with diverse learning needs a direct STEAM learning opportunity focused on energy, modeling and simulation technologies. I facilitated many projects designed to help students build future ready skills; including the technology and leadership skills practice needed to successfully fill the global job market and make a positive impact on the future of our global society. Students were provided a constructive student centered learning lab equipped with collaborative space, individual space, computers with 3D modeling and simulation software, a problem to solve and time to solve it, including time to rebound from failure. Students worked individually and collaboratively with large class groups, smaller peer groups and one on one with me to brainstorm, design and build projects powered by sustainable energy sources like hydrogen, solar and wind.

The overall project was distributed in smaller pieces as students practice each step of the engineering design process and built skills in current modeling and simulation technologies (Maya, 3ds max, Inventor, Unity, and Unreal Engine 4). After completing the design phase, students worked individually or in small teams to realize student project designs that reflect a societal need that can be improved through the use of alternative energy.

Students brainstormed in August then decided on the following project topics; transportation (converting a 1/10 scale electric RCA a car to a hydrogen fuel cell car that compete in the Hydrogen fuel cell race at the Florida Solar Energy Center), food production (A programmable hydroponics system using smart sensors for monitoring variables and solar panels for power), housing (building a self-sustainable mini home utilizing solar and wind power). Students used the following technology to complete project ideas; RCA car bodies, hydrogen fuel cells, solar panels, smart sensors, LEDs, and Arduino boards and a Raspberry Pi.

Students scored a 36% average on pre-test and a 75% average on the post-test used to measure knowledge directly related to energy and circuits, including Kirchhoff’s Laws of voltage and current. Students completed self-evaluations based on knowledge and skills they have with constructive collaboration, leadership, software and hardware available multiple times during the project to check for understanding. Overall students felt like they improved in all areas but large class networking was the most challenging collaboration exercise to successfully complete.

Students communicated what they learned in various community outreach events; including, competition at the Florida Solar Energy Center Energy (FSEC) Energy Whiz Olympics with the Horizon Fuel Cell Race (winning first place in race, design, driving and presentation, STEAM nights at feeder middle schools, The Florida Engineering and Education Conference, Maker Fair, Curriculum Night at HHS, The First Lego League Championship at HHS and The STEM Expo in Seminole County at the Oviedo Mall. By providing students a constructive student centered learning lab equip with collaborative space, individual space, computers with 3D modeling and simulation software, access to emerging technologies, an energy problem to solve and time to solve it, student were motivated to learn and pursue higher education toward STEAM careers. After participating in workshops on micro-circuits and smart matter offered through the University of Central Florida (UCF) STEM Day, 42 of the 45 students participating all stated they had an increased interest in pursuing electrical engineering as a college major or career choice. Overall the project was successful as all 184 students improved in (1) problem solving (2)
knowledge related to the many variables impacting global energy needs (3) small and large group collaboration and application skills (4) technical skills using advanced modeling and simulation technologies (5) knowledge and technical skills in building circuits and programing sensors (6) writing code and (7) practicing global citizenship through participation in small and large community and educational outreach events.

Outcomes:

**STEM Education**
100% of project participants showed increased interest in STEM education
100% of project participants showed increased interest in pursuing STEM career

How Outcomes were Measured:

The number of students who show an increase in STEM education was measured through self-evaluations. All students showed an increase in interest after learning the diversity of education opportunities in STEM fields.

<table>
<thead>
<tr>
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<th>9-12</th>
<th>Private-Sector Investment:</th>
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<tr>
<td>Total Students Impacted:</td>
<td>184</td>
<td>Total Project Investment:</td>
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**Project Title:** Environmental Studies and Professional Development Center  
**Foundation:** Foundation for Seminole County Public Schools

**Project Abstract:**

This project enabled us to increase student science proficiency through experiential, inquiry-based activities designed to enhance student understanding of critical environmental issues. Third and fifth grade students took part in structured field studies in the Natural History Museum and natural preserve area surrounding the Environmental Studies and Professional Development Center. Student experiences aligned with Next Generation Science Standards as well as Florida Standards and connected field trip experiences with classroom activities during the school year. Student knowledge of environmental science was increased and as a result of this project, based on teacher observation rubrics and pre and post assessments. Funds from the project were used to hire a full-time instructional assistant which decreased the staff to student ratio, leading to more hands on learning for our students.

**Project Summary:**

The project provides SCPS students opportunities to engage in applied science activities that encourage critical thinking and problem solving in and outside the classroom. These activities, specifically aimed at third and fifth grade students, take place at the SCPS Environmental Studies and Professional Development Center where science concepts are taught using real-world applications and tasks that enable teachers to demonstrate the practical nature of the Science, Technology, Engineering, and Mathematics (STEM) disciplines. The project increased student achievement in science through the study of environmental conservation concepts using different and innovative techniques made possible because of the uniqueness of the center as an educational facility. This school year, 7,540 students across both grade levels were able to benefit from the project.

Structured as school-day field trips for third and fifth grade students, programs at the Center serve as models in K-12 education which aim to increase habitat knowledge, create an awareness of the fragility of the environment, increase understanding of the community’s need for healthy lands, and engender feelings of protectiveness and stewardship across the community. While addressing environmental education, these programs reinforce scientific learning through hands-on, inquiry-based exploration. Located in the heart of urbanized Seminole County, the Center is situated within Soldier’s Creek Park where educational opportunities have been provided to thousands of students since the Center’s inception in 1977. During a single trip, students can simultaneously see the interconnectedness of habitats and the uniqueness of each. The outdoor component is preceded by an introductory session in the Center’s Natural History Museum where students delight in holding a snake, petting an alligator, and meeting Otus the Eastern Screech Owl. Third grade students participate in a one-day program of awareness and introductory investigations while fifth graders participate in a two-day dry and wet habitat exploration. The wet day involves trekking through muddy wetlands and specimen collections in a creek resulting in this excursion’s locally well-known moniker—The Mud Walk. For decades the Mud Walk has been and still is a highly anticipated field trip among students, parents, chaperones, and volunteers.

The educational program continues its mission of providing students with the knowledge and skills to make informed decisions concerning critical environmental issues related to stewardship of natural resources, to effect a change in behavior by understanding the impact each student can have on the environment, and improve science proficiency. To achieve this outcome, the following goals have been established:

1. To provide a basic foundation of ecological principles through hands-on experiences in a living laboratory of varied Florida habitats;  
2. To foster a change in behavior and attitude by examining the effects of personal choices on the environment;

The program’s goals will be assessed through the following measurable objectives:

1. 90% of 3rd graders who participate in the Environmental Studies Center activities will be able to identify native plants and animals, as evidenced by a pre- and post-assessment and/or teacher observation rubric.  
2. 90% of 5th graders who attend the Mud Walk experience will demonstrate increased knowledge of wetlands, and the relation to conservation, as demonstrated on a pre- and post-assessment and/or teacher observation rubric.  
3. 90% of 5th graders who attend the dry day field trip will demonstrate increased knowledge of animal adaptations as demonstrated on a pre- and post-assessment and/or teacher observation rubric.  
4. 90% of participating students will demonstrate positive environmental choices following the experience at the Center, as measured by a conservation behavior survey and teacher observation rubric.
These goals are realized through activities specific to the third grade and fifth grade programs at the Center. The methods used to accomplish the intent of the project are designed to create an experiential approach to learning that generates critical thinking, problem-solving and decision-making skills.

This project took place between September 2015 and May 2016. The budget called for additional support from instructional paraprofessionals (1.16 FTE total). The professional development design and the influx of more students attending field trips has resulted in a need for additional instructional paraprofessionals to assist those currently at the Center. The Consortium funds were matched with unrestricted SCPS Foundation funds which support instruction at the Center.

Staff worked with the district’s elementary science curriculum specialist and data analysts from the district’s Assessment & Accountability Department to evaluate the progress and effectiveness of the project. Evaluation reports were prepared by staff and presented to the Director of Teaching and Learning and the Deputy Superintendent for Instructional Excellence and Equity at the mid-point and end of the project period, and were also shared with the Foundation for SCPS.

**Outcomes:**

**STEM Education**
100% of fifth grade project participant teachers felt students demonstrated increased knowledge of wetlands and the relation to conservation
97% of third grade project participant teachers believed student knowledge of native and invasive plants had increased
93% of third and fifth grade project participants demonstrated positive environmental choices
86% of fifth grade project participants were able to demonstrate increased knowledge of animal adaptations

**How Outcomes were Measured:**

Staff at the Center worked with the district’s curriculum specialist for elementary science and data analysts from the district’s Assessment & Accountability Department to evaluate the progress and effectiveness of the project. A formative (midyear) and summative (end-of-year) evaluation process was used. The Center’s TOA, the district curriculum specialist, and data analysts from the district Assessment & Accountability Department met two times during the school year to review and evaluate each component. The evaluation plan was designed to assist the district in identifying program strengths and weaknesses and determining revisions to the program that will better meet the needs of the students and teachers. Evaluation reports were prepared by staff and presented to the Director of Teaching and Learning and the Deputy Superintendent for Instructional Excellence and Equity at the mid-point and end of the project period, and were also shared with the Foundation for SCPS.

Using the Survey Monkey software, teachers were given a post-trip survey that provided Environmental Studies Center staff immediate feedback. Through that survey, Center staff received direct teacher observations to help measure student understanding when students returned to their individual classrooms. Teachers were asked to measure students’ knowledge of animal adaptations, environmental awareness, native and invasive plant identification, and knowledge of wetland conservation.

Through this survey, teachers were also able to rate their experiences and give narrative feedback on their experiences at the Environmental Center, allowing Center staff to improve upon the program on a regular basis.

To support the evaluation, the following evaluation tools (by assessment measure) were utilized:
1.1: Pre- and post-assessments of students participating in the hands-on experiences at the Center and a teacher observation rubric.
1. 2: Pre- and post-assessments of students participating in the hands-on experiences at the Center and a teacher observation rubric.
1. 3: Pre- and post-assessments of students participating in the hands-on experiences at the Center and a teacher observation rubric.
2. 4: Student conservation behavioral survey and teacher observation rubric

Teachers were given a post-trip survey to complete which included their observations about their students’ increase in knowledge. As of 5/9/16, 97% of third grade teachers believed that their students’ knowledge of native and invasive plants had increased after visiting the Environmental Studies Center. According to the survey given to fifth grade teachers, 100%
of teachers surveyed felt that students who attended the Mud Walk experience have demonstrated increased knowledge of wetlands and the relation to conservation. All fifth grade students participated in a hands-on adaptations lesson in our Natural History Museum. According to our teacher observation survey, 86% of fifth graders who attended the dry day field trip were able to demonstrate increased knowledge of animal adaptations. All teachers (third and fifth grade) were asked to observe or assess students’ environmental awareness and choices after their trip. According to our survey, 93% of participating students demonstrated positive environmental choices following the experience at the Center.

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<td>Total Students Impacted:</td>
<td>7,540</td>
<td>Total Project Investment:</td>
<td>$30,000.00</td>
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Project Title: Girls Discovering STEM Connections

Foundation: Foundation for Seminole County Public Schools

Project Abstract:

Seminole County Public Schools, in collaboration with local STEM industries, implemented Girls Discovering STEM Connections, a series of career exploration camps, during the first semester of the 2015-2016 school year. The program responded to a need by school districts across the nation to engage female students in the career fields of Science, Technology, Engineering and Mathematics (STEM). Eighth grade female students from multiple middle schools were recruited to attend one of eight single day exploration camps that were conducted on Saturdays during the fall semester (August – December) to ensure students were provided an opportunity to engage in hands-on learning experiences and advance their knowledge of these career fields prior to course registration in January, 2016 for the following school year. The major outcome of the camps was to increase the number of females in career and technical education programs which are identified by the Florida Department of Education as nontraditional for their gender. 83% of participants showed an increased interest in career/technical education.

Project Summary:

Seminole County Public Schools is dedicated to high standards and academic performance, with a mission to “provide a high quality education that results in every child being well educated and prepared for success as a productive citizen and member of a world class workforce.” This vision for high quality education is inseparable from the needs of the Seminole County community, in particular specialized workforce demands. District administrators recognize the growing demand for career-ready graduates from the public schools. To prepare students for these opportunities, the district has initiated specialized programs and established partnerships to ensure all students are prepared for Career, College and Citizenship upon graduation.

Locally, Seminole County and the surrounding Central Florida region is becoming the hub for jobs, careers, and educational opportunities as the community transitions to a knowledge-based economy. During this economic shift, the district has positioned itself as a principal driver in stimulating the local economy—an economy increasingly reliant on a workforce prepared for jobs and careers in technology-laden industries. These efforts, including specialized programs as well as partnerships with business, industry, higher education, and the community, radiate from the district’s philosophy to create an ePathways educational system to provide graduates with a career path, whether that is entry into the workforce, military, college, or vocational education. Students now have more choices than ever before to guide their own learning. The district’s ePathways initiative directly responds to President Obama’s 2009 call for citizens to engage in higher learning through preparation in technical education. In Symonds’ et al. Pathways to Prosperity report, the authors advocate for the field of education to assume a more expansive concept of post-secondary pathways, declaring that, “Our current system places far too much emphasis on a single pathway to success: attending and graduating from a four-year college after completing an academic program of study in high school.” As noted in the report, this pathway refers to the reality of merely 40% of young adults who successfully complete college. Further, the report concludes that widening the range of options available to students may prove to be the “most promising strategy” for preparing students to “embark on a meaningful career” following some level of postsecondary education – whether that is a degree or a vocational credential.

As part of ePathways, SCPs has expanded Career and Technical Education (CTE) offerings through extended learning hours. Students who are interested in a CTE program not offered at their own high school can take the afternoon or evening classes in the program offered at another high school. These expanded CTE programs provide students a wide range of options to learn a technical trade and to earn industry certification and/or college credit in the targeted vocational area. The district recognizes that without these opportunities many students might not view school as a necessary pathway nor have the motivation to graduate from high school.

As with school districts nationwide, Seminole County Public Schools acknowledges that recruitment of female students into career fields, especially those of Science, Technology, Engineering, and Mathematics (STEM), which are nontraditional for their gender, is an important step to ensuring students have opportunities to learn about the variety of pathways that are open to them. As such, the school district, in collaboration with local STEM industries, implemented Girls Discovering STEM Connections, a series of career exploration camps, during the first semester of the 2015-2016 school year. The program responded to educational trend data which notes a significant gap in the number of female students versus male students who pursue STEM fields of studies at the secondary level. Locally, career and technical education (CTE) programs noted by
the Florida Department of Education as fields “nontraditional” for female students have enrollments of less than 28% female students. To increase the enrollment of female students in STEM fields of study, recruitment must begin before students enter high school. Under the program, eighth grade female students from multiple middle schools across the district were recruited to attend at least one of eight single-day STEM exploration camps which were conducted on Saturdays during the 2015 fall semester (August – December) to ensure students had ample opportunities to further their knowledge of a variety of STEM career fields prior to course registration in January for the 2016/2017 school year.

Program activities followed six major strategies noted by the Association for Career and Technical Education (ACTE) for increasing participation of females in STEM fields. These strategies include “strong career guidance and counseling and career exploration activities for all students; role models and mentors to connect students to STEM careers; ongoing gender equity and nondiscrimination training for staff; hands-on activities to engage students and connect programs to the real world; business and community involvement; cohort-based activities that create a more positive school climate” (ACTE, 2009).

Exploration camps provided female students opportunities to examine STEM-based career and technical vocational pathways. Eight single-day mini-camps were conducted on Saturdays, each with a specific STEM career focus. The camps were hosted at high schools that housed featured career and technical education programs. These locations gave students exposure to programs and resources available within those high schools to increase engagement and recruitment. The camp series recruited 372 female students (duplicated) in eighth grade from multiple middle schools across the district. Focus STEM occupations included the following: advanced manufacturing, automotive maintenance and light repair, business technology, culinary sciences, engineering, modeling and simulation, bioscience, and television production. Approximately 40-50 girls attended each camp and students were allowed to attend multiple camps. This allowed students to explore a variety of topics and interests in the STEM occupations identified.

The major outcome of the camps was an increased number of females who show interest in STEM-related CTE programs noted by the Florida Department of Education as nontraditional for their gender. It is intended that these camps will have long-term effects on enrollment in coursework and interest in careers in these fields.

Outcomes:

Career/Technical Education

83% of project participants showed increased interest in career/technical education

How Outcomes were Measured:

Student survey data were used to determine interest. Student enrollment in STEM-related CTE coursework will be monitored in the following years to determine if the increased interest created by participation in the camps resulted in increased enrollment

| Grades Address: | 8 | Private-Sector Investment: | $10,000.00 |
| Low-Performing Students: | NA | State Matching Amount: | $10,000.00 |
| Total Students Impacted: | 161 | Total Project Investment: | $20,000.00 |
Project Title: Grants for Great Ideas - Literacy and STEM
Foundation: Foundation for Seminole County Public Schools

Project Abstract:
The Foundation’s Grants for Great Ideas program provides support in the form of classroom, grade-level and school-wide grant awards to all teachers in the district for a variety of reading and language arts projects for grades K-12, as well as STEM subject areas in grades K-5. As a result of this program, teachers are able to implement projects which incorporate a team approach, as well as leadership, creativity and critical thinking skills required for successful completion. During this school year, 57 projects in the areas of literacy and language arts and STEM education were awarded for a total of $50,833.36. More than 10,000 students in grades K-8 were impacted by these grant projects and were exposed to some of the latest in STEM technology - such as 3D printing and coding for kindergarten students. Teachers reported that 795 students improved their literacy grades, while 1,718 improved their STEM grades.

Project Summary:
The Foundation’s Grants committee was pleased to award 57 projects in the areas of literacy and language arts, and STEM education to provide enriching and creative projects for students in Seminole County Public Schools. The projects were varied and engaged students with new concepts and materials. Bentley Kindergarten students were introduced to coding with small robots, while Sanford Middle’s language arts students read a novel about Florida’s environment that led them to study their impact on water usage. Many projects used the engineering design process: Milwee Middle students worked in teams to build solar ovens and solar cars, while Bear Lake Elementary students built 3D bridges from 2D diagrams.

The following goals were established:
1. Students affected by the implementation of grant-funded projects will gain skills and knowledge in reading and language arts, based upon the specific grant awarded;
2. Students affected by the implementation of grant-funded projects will gain skills and knowledge in STEM (science, technology, engineering, mathematics) subject areas, based upon the specific grant awarded; and
3. Teachers will enhance and supplement student learning opportunities as a result of the grant awards.

The program’s goals were assessed through the following measurable objectives:
1. 100% of students will be exposed to reading and language arts materials and activities to enhance student learning, based upon the specific grant awarded.
2. 100% of students will be exposed to STEM (science, technology, engineering, mathematics) materials and activities to enhance student learning, based upon the specific grant awarded.
3. Thirty percent of students will show increased subject-matter knowledge on pre- and post-tests or surveys (i.e., standardized reading tests and assessments).

Outcomes:

Literacy
42% of project participants showed increased interest in reading
17% of project participants improved in a standardized reading skills test(s)

STEM Education
33% of project participants improved their grade in STEM subject area
30% of project participants showed increased interest in STEM education
10% of project participants showed increased interest in pursuing STEM career

How Outcomes were Measured:
Various forms of testing were used across the projects, including Discovery Education, iReady, Scholastic Reading Inventory, Reading Street, PARI, Common Trimester assessment, Accelerated Reader, to measure learning gains. Interest in reading is based on teacher surveys and student participation.
Teachers used a variety of standardized testing methods to measure learning gains, including iReady Math, iReady Science, Go Math, Florida Science Fusion assessment, KidBiz assessments, Common Trimester assessment, and Science Unit Benchmark Assessments. Interest in STEM careers and STEM education was based on teacher surveys and student participation.

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Project Title: Grants for Great Ideas - STEM for Middle and High Schools

Foundation: Foundation for Seminole County Public Schools

Project Abstract:
Through the Foundation for Seminole County Public Schools’ STEM for Middle and High Schools project, teachers were able to submit grant applications for innovative and creative projects which support STEM subject-area projects. It was anticipated that students would increase their knowledge of science, technology, engineering and mathematics through these projects, and realize learning gains through various testing and survey methods (unique to each project). As a result of this program, teachers were able to implement projects that were challenging and high interest to engage students in advanced STEM discovery. Many projects incorporated a team approach, leadership, creativity and critical thinking skills that were required for successful completion. Many students participated in local, regional and state STEM competitions which gave them practical experience and access to STEM professionals who shared their expertise. During this school year, 16 projects in the area of STEM education impacting 1,100 students were awarded for a total of $51,762.43. Teachers reported that 568 students (51%) improved their STEM grade, 517 (47%) showed increased interest in STEM education, and 246 (22%) showed interest in pursuing a STEM career.

Project Summary:
The Foundation’s Grants committee awarded 16 STEM projects for a total of $51,762.43. For the purpose of the grant application, STEM subjects with a focus on engineering, energy education and robotics in grades 6-12 were funded, but other STEM areas were funded as well. Projects offered through these grants gave students experiential opportunities for learning that can impact their future inside and outside of the classroom.

Beyond the science and engineering principles presented, many of the projects encouraged and required teamwork, leadership and problem solving among groups. Students at Winter Springs High School built a solar mobile charging cart that can be used on campus to charge cell phones and laptops. Milwee Middle students built hydrogen cell powered cars and solar ovens; while Crooms Academy students built and programmed robots for participation in regional and state competitions. Lyman High Engineering students developed group projects to engineer a solution to a real-world problem. Through the projects many students were exposed to the engineering design process. Students were also exposed to careers in STEM fields, and many projects included mentors that are employed by local engineering and technology companies, such as Lockheed Martin, Symantec, and Duke Energy.

The following goals were established:
1. Students affected by the implementation of grant-funded projects will gain skills and knowledge in various STEM subject areas, based upon the specific grant awarded;
2. Students will increase student science proficiency through experiential, inquiry-based activities designed to enhance student understanding; and
3. Students will be exposed to careers in STEM fields.

The program’s goals were assessed through the following measurable objectives:
1. 100% of students will participate in experiential, inquiry-based activities designed to enhance student understanding.
2. Thirty percent of students will show increased subject matter knowledge on pre- and post-tests or surveys.

Outcomes:

STEM Education
52% of project participants improved their grade in STEM subject area
47% of project participants showed increased interest in STEM education
22% of project participants showed increased interest in pursuing STEM career
How Outcomes were Measured:

Teachers used a variety of measurement tools specific to their projects. These included subject area quizzes and exams, Discovery Education for Biology, Kahoots pretest, as well as pre- and post-project surveys.

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<td>Total Students Impacted:</td>
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<td>Total Project Investment:</td>
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Project Title:  On Our Way to an A  
Foundation:  Foundation for Seminole County Public Schools  

Project Abstract:

The 'On Our Way To An “A” initiative addresses the needs of eight focus schools in Seminole County and their at-risk students. This literacy program included an intensive reading program at each school utilizing the Sunshine State Young Reader’s Award Program. This reading motivation program is designed to entice students to read high interest, contemporary literature for personal enjoyment. In addition, classroom libraries were provided for low-performing grades K-5 at all eight schools. Teachers incorporated the books into discussion groups and book clubs, both in the classroom and during intervention groups.

The goal was to improve overall reading scores on the year end assessments for those students and grade levels. Based on an average gain in targeted scale scores for one year in the participating grade levels, the average of the students' iReady reading diagnostic test scores showed an increase of 117% from the beginning of the year.

Project Summary:

This literacy program targeted K-5 students at eight of our lower performing schools, in 14 grade levels. Five of the schools have extraordinarily high numbers of economically disadvantaged students as well. The program included an intensive reading program at each school utilizing the Sunshine State Young Reader’s Award (SSYRA) Program. This reading motivation program is designed to entice students to read high interest, contemporary literature for personal enjoyment. Teachers also incorporated the books into discussion groups and book clubs, both in the classroom and during intervention groups.

At Forest City Elementary, exposure to the Sunshine State books supplemented to this year’s initiative of creating a literacy culture at the school. Books were used in small group instruction as well as given the opportunity to link it to writing and Language Arts Florida Standards based instruction. Students were given the opportunity to select their favorite subject matter to perform theme based writing. In addition to small groups, literacy circles were employed. Literature based instruction supported stronger comprehension and fluency across all grade levels. The exposure to literature, which most of our students lack at home, improved confidence and motivation to select books on their own. Each grade level in grades 3-5 used the same book in different ways, going in depth and expanding on the variety of instruction format.

At Hamilton Elementary, the books were made available for Media checkout during designated classroom times. They kicked off their SSYRA reading campaign by promoting an incentive program to read as many of the 15 SSYRA books as possible by May. Based on the number of books read, students could participate in quizzes, and were eligible to participate in a party and receive a book gift card for the Book Fair. The grant helped to provide intermediate students with more SSYRA books to choose from and, in turn, more reading opportunities than in years past. They observed more students reading independently this year as they were seen often holding one of the grant purchased books within their classrooms, the lunchroom and during their arrival and dismissal times.

At Altamonte Elementary, teachers used multiple copies of books for small guided reading groups. These groups focused on reinforcing reading standards that were being taught during whole group instruction. Students used the other books to practice reading independently. After doing so, they completed online Accelerated Reader tests which classroom teachers monitored. The successes that they saw included the Accelerated Reader tests that were passed by students and an increase in the number of students attending the monthly book talks based on a chosen Sunshine State book.

Idyllwild Elementary challenged all their fourth and fifth graders to read at least 3 of the Sunshine State books to participate in the SSYRA voting and book celebration. Approximately 30 students read the 3 or more required books and participated in the SSYRA voting and book celebration. The rest of the books from this grant were divided among the 4th grade teachers to enrich their classroom libraries. Following these new additions to each classroom, they saw an increase in Accelerated Reader points at this grade level.

The following goals were established for this project:  
1. Students affected by the implementation of the program will gain skills and knowledge in reading and language arts;  
2. Teachers will enhance and supplement student learning opportunities as a result of the program.
Both of these goals were reached. Based on an average gain in targeted scale scores for one year in the participating grade levels, the average of the students’ iReady reading diagnostic test scores showed an increase of 117% from the beginning of the year. Teacher feedback showed the impact of the materials which enhanced and supplemented student learning opportunities.

**Outcomes:**

**Literacy**
117% average gain score on iReady reading diagnostic % of project participants improved in a standardized writing skills test(s)

**How Outcomes were Measured:**

Based on an average gain in targeted scale scores for the participating grade levels, the average of the students’ iReady test scale scores showed an increase of 117% from the beginning of the year. The goal for all participating grades was to reach one year of growth, and an overall score of 424. The end of year assessment scores total was 496 - a 17% increase from the target.

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<tbody>
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<th>Total Students Impacted:</th>
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<td>1,592</td>
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Project Title: STEM Discovery Areas for Pre-K
Foundation: Foundation for Seminole County Public Schools

Project Abstract:

The goal of this project was to incorporate and assess the use of STEM activities in each VPK classroom. Priority areas:
A. 4 STEM teaching practices: 1) Intentional Teaching 2) Teaching for Understanding 3) Encouraging Inquiry 4) Providing real-world context
B. Improving collaboration and communication skills among students for the purpose of problem-solving
C. Providing STEM materials that encourage exploration and to develop an understanding of the scientific inquiry process.

Through the use of Maker’s Boxes and Power Clix sets in the classroom, 100% of teachers improved their lessons to support science and math learning experiences; 100% of teachers guided students to solve problems through their own thinking rather than instructor-supplied answers; and 100% used classroom materials to incorporate STEM activities to include real-world connections.

Project Summary:

Young children are naturally curious. They wonder what things are called, how they work, and why things happen. The foundations of scientific learning lie in inquiry and exploration; the tools of active learning. Fostering young children’s sense of curiosity about the natural world around them can promote a lifelong interest in it. Scientific learning should not be limited to a particular “science time,” but throughout the day as they become immersed in scientific inquiry and develop the desire to experiment and learn more.

One strategy for asking great questions is focusing on “what” instead of “why.” When asking “why” questions, it implies there is a correct answer and the child is being tested. “What” questions start a conversation and encourage exploration and problem-solving. “What” questions focus on what is happening, and what the children are noticing. By focusing questions on ‘what’ children will observe and notice, and valuable communication and observation skills are being developed along with STEM skills.

For these reasons, a ‘maker’s box’ was purchased for each of 43 classrooms. The ‘maker’s box’ is part of the concept that believes ‘makers’ can do the following:
1. Makers believe that if you can imagine it, you can make it.
2. Makers seek out opportunities to learn to do new things, especially through hands-on activities and collaborative interactions.
3. Makers comprise a community of creative and technical people that help one another do better.

Students are open, inclusive, encouraging and excited about the task at hand. At the start of each thematic unit, preschool teachers shared the ‘maker’s boxes’, which contained a variety of hands-on materials that the children would be working with throughout the new unit. The children had the task of working together with the materials, and determining what the new thematic unit would entail. In the process, teachers became more proficient with their questioning, asking more open-ended, ‘what’ questions, and scaffolding the children’s work and play. The result was more engagement and excitement by the young learners as they learned to become part of the new theme, and preschool teachers with a better understanding of why inquiry is such a guiding force to learning.

In addition to the 'maker's boxes', additional 'power clix' were purchased to enhance the building and engineering materials of the classroom. The 'power clix' have given each classroom a variety of opportunities for using engineering vocabulary words such as foundation, excavator, exterior, interior, horizontal, vertical, diagonal, just to name a few.

The Resource teachers used the Inquiry-Based Standards Checklist to assess the STEM activities in each classroom. This included the increase in open-ended questioning, and collaboration between students with teacher facilitation. Much improvement has been made in these areas within the preschool classroom. Results were reviewed with classroom staff.
Outcomes:

Teaching Quality
48% increase in project participants using classroom materials to incorporate STEM activities to include real-world connections
35% increase in project participants guiding students to solve problems through own thinking rather than instructor-supplied answers
18% increase in project participants changing lesson plans to support science and math learning experiences

How Outcomes were Measured:

Assessments were made in January and April, 2016. 43 VPK Teachers were observed on the following:
1. Lessons are designed to support science and math learning experiences.
   January = 82%; April = 100%
2. VPK Instructors guide students to solve problems through their own thinking rather than instructor-supplied answers.
   January = 65%; April = 100%
3. Instructors use classroom materials to incorporate STEM activities to include real-world connections.
   January = 52%; April = 100%

Grades Address: K
Low-Performing Students: NA
Total Students Impacted: 840
Private-Sector Investment: $5,000.00
State Matching Amount: $5,000.00
Total Project Investment: $10,000.00
Project Title: BrightStart! Program
Foundation: Investing In Kids (St. Johns)

Project Abstract:
The BrightStart! Program continues to increase student learning in VPK and Kindergarten. Students who enter VPK and Kindergarten are assessed using standardize test to determine qualifications. Once a student is identified as needing services, they are placed in small groups for instruction using Nemours BrightStart! Curricula. Students in the program make significant gains and are monitored based on test scores.

Project Summary:
Five Learning Years (FLY) worked in five (5) voluntary pre-kindergarten programs and one kindergarten program during the 2015/16 academic year. The program began with 152 children and ended with 136, due to natural attrition of the students. The children in the program consisted of a combination of traditional, ESE and special needs students. Of the 136 students who completed the program, 130 showed improvement, (96%) with 81% showing improvement of 15% or more. In addition, FLY offered several school readiness assessments at the local library as well as several public events, in order to locate children not in any school programs. FLY also expanded its outreach in the community by forming several partnerships and offering free tutoring in low income neighborhoods.

Outcomes:
Literacy
100% of project participants improved in a standardized reading skills test(s)

How Outcomes were Measured:
Outcomes were measured using Get Ready to Read assessment, phonemic awareness assessment, observation. All students showed improvement. Students were assessed based on test scores as well as compared to students not in the BrightStart! Program.

Grades Address: K  Private-Sector Investment: $25,061.68
Low-Performing Students: NA  State Matching Amount: $24,952.92
Total Students Impacted: 136  Total Project Investment: $50,014.60
Project Title: Camp Champion at Webster Elementary School

Foundation: Investing In Kids (St. Johns)

Project Abstract:

Students were provided with tutoring and enrichment activities in the areas of Language Arts and Math. The emphasis was placed on Reading comprehension and Math computation.

Project Summary:

The Webster School is located in a high needs area of the county where approximately 80% of the children come from low income homes. As part of the School Improvement Plan, in cooperation with local businesses and the education foundation, Camp Champion was formed in 2013, in order to improve services at the school and increase student achievement. Many of the children do not have a safe productive after school environment. Also, the children lack the resources for enrichment activities. These experiences help build critical background knowledge. The camp was open to all students in grades 3-5, two days per week. They were grouped for tutoring according to ability level. The size of the tutoring group also varied according to need. High performing teachers were chosen for the camp and paid an hourly stipend. Teachers could choose to work all or part of the two hour period. The project has been a great success. It has grown in number and students express great interest and enthusiasm about participating. The attendance was regular. The response from parents was also very positive. In the 2013-14 school year, the school showed significant gains in its achievement data.

Outcomes:

Literacy
45% of project participants improved in a standardized reading skills test(s)

Low-Performing Students
45% of project participants improved their grade in specific subject area

How Outcomes were Measured:

Outcomes were measured through Discovery Education data improvement from Test B to Test C, classroom observation and teacher testimonials.

Grades Address: 3-5  Private-Sector Investment: $12,000.00
Low-Performing Students: 170  State Matching Amount: $12,000.00
Total Students Impacted: 170  Total Project Investment: $24,000.00
**Project Title:** Carlisle IT and St. Johns Technical High School Manufacturing Internship and Career and Tech Programs

**Foundation:** Investing In Kids (St. Johns)

**Project Abstract:**

St. Johns Technical High School (SJTHS) continues to build business partnerships throughout the community to provide underserved and at risk high school students with industry relevant job skills for future employment. The Carlisle Interconnect Technologies (IT) Manufacturing Internship Program as well as SJTHS's Career and Technical Ed programs, such as the Academy of Coastal and Water Resources are giving students the valuable skills needed to pursue higher wage jobs thereby, helping these students break out of their lower socioeconomic status.

The Carlisle IT Internship is a platform to introduce high school students to the various aspects of manufacturing technologies and gives them hands-on, industry relevant experience. SJTHS students are also learning essential jobs skills in the water treatment and environmental sciences to pursue STEM careers through the Academy of Coastal and Water Resources. These comprehensive curriculums give students life skills and confidence to succeed in the workplace. The most significant outcome for our students is their employability and success in their prospective industry after graduation.

**Project Summary:**

SJTHS’s Carlisle IT Manufacturing Internship and the Academy of Coastal and Water Resources students benefited from the community partnerships and resources in the following ways. First, the Carlisle IT Manufacturing Internship Program gives students the opportunity to experience real world manufacturing first hand and gives Carlisle IT a vehicle to preview potential employees. For SJTHS, our interns are not only learning the various aspects of manufacturing technologies through hands-on, industry relevant training but, they are also gaining valuable workplace skills that will serve them for life. The ultimate goal is to provide our students with opportunities to break the cycle of poverty by being prepared for higher wage and higher skilled jobs. Many of our students do not have the means nor the support at home to help them establish a career after graduation. As educators, it is not enough for us to get them through high school, we need to help build a bridge for these students’ futures.

Due to SJTHS’s smaller 11th and 12th grade classes this year, we had fewer qualified students able to participate in the internship program. We began the internship program with 8 students and concluded the program with 4 students. The students must maintain good academic standings and be of good character to participate in the internship. The students traveled to Carlisle IT each Wednesday afternoon from 1:00-3:30 p.m. Once the students completed Tier 1 and 2, they were background checked and submitted a drug screening test. Since the students become employees of Carlisle in Tier 3, they must follow Carlisle’s new hiring procedures.

Tier 1 and 2 were the pre-employment sessions which were conducted in a classroom setting and Tier 3 is the hands-on training on the manufacturing floor. The following was the curriculum covered each week:

**Tier 1 - Introduction to Manufacturing**
Week 1: Program Ground Rules; Carlisle IT’s Organization Overview; Carlisle IT’s Core Values; St. Johns County School District’s ‘Pillars of Character’, Facility Tour
Week 2: Manufacturing Basics: Sales; Purchasing; Production Control and Inventory; Engineering and Manufacturing
Week 3: Manufacturing Job Descriptions and Employee Expectations: Keys to Success in Working in Manufacturing
Week 4: Safety: OSHA Required New Employee Safety Training

**Tier 2 – Preliminary Skill Training on Basic Factory Skills**
Week 5: Lean Manufacturing
Parent Orientation and Facility Tour
Week 6 and 7: Initial Technical Skills Training
Week 8: Critical Thinking: Understanding the Big Picture

**Tier 3 – Internship Rotations**
Week 9 thru Week 23:
four week rotations on the manufacturing floor with Carlisle IT mentors in the following areas: Assembly; Braid; Engineering Tech; Incoming Inspection; Maintenance; Primary Wrap, Quality Tech; Shipping; Training and Warehousing
(2) Manufacturing Math Sessions
(2) Critical Thinking and Problem Solving Sessions
Week 24: Program Conclusion and Graduation

In addition, the Academy of Coastal and Water Resources prepares students for STEM careers in the Water and Wastewater Treatment Industry. During the 2015-16 school year, 22 students from 9th through 12th grade participated in the program.
On May 16th, 2016, 4 of the graduating seniors were eligible to take the FL DEP Water and Wastewater Treatment Plant Operators Level C Licensing Exam. The Academy students were provided industry relevant job skills through the partnerships of organizations such as: St. Johns County Utilities, the Guana Tolomato Matanzas National Estuarine Research Reserve (GTM NERR) and the Anastasia Mosquito Control District (AMCD).

This year, SJTHS’s Academy of Coastal and Water Resources students have been given hands-on job skills and training through internships, job shadowing and an apprenticeship in the following areas:

(2) Summer Internships with St. Johns County Utilities in Wastewater Treatment 
(1) Paid Summer Internship in Shoreline Restoration and Biodiversity Studies with the GTM NERR 
(4) Students participated in Job Shadowing at four St. Johns County Utilities locations in: Water, Wastewater, the Laboratory and Business Office
(1) Paid Apprenticeship with the AMCD as a Mosquito Control Technician

Outcomes:

Career/Technical Education
100% of project participants showed increased interest in career/technical education
15% of project participants made progress toward completing career/technical education certification

Increasing Graduation Rates
100% of high school senior project participants graduated from high school
100% of project participants made progress toward graduating high school
100% of project participants showed increased interest in graduating high school

Low-Performing Students
38% of project participants improved their overall grade(s) in school

How Outcomes were Measured:

Outcome Measure for Carlisle Internship: Students receive one-on-one process training on the manufacturing floor by Carlisle IT employee mentors. Their progress is evaluated weekly by the mentors during the paid portion (Tier 3) of the internship.

Outcome Measures for the Carlisle Internship and the Academy of Coastal and Water Resources: This year, 100% of the senior Carlisle interns and Academy students will be graduating from high school. Of the nine seniors in these Career and Tech programs, two of the seniors were at risk to not graduate. Without a high school diploma, the students would not be eligible to apply for employment at Carlisle nor with a water utility/agency organization. The potential to work after graduation in a STEM career at Carlisle or a water utility/agency was enough to motivate these students to complete their graduation requirements on time.

Outcome Measures for the Carlisle Internship and the Academy of Coastal and Water Resources: 100% of the Juniors are in good academic standing and are projected to graduate on time next year.

Outcome Measure for the Carlisle Internship: 100% of the student interns had an increase in their GPA from last year to this school year.
Outcome Measures for the Academy of Coastal and Water Resources: 79% of the Academy students maintained or increased their GPAs from last year to this year.

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Project Title: Professional Development in St. Johns County
Foundation: Investing In Kids (St. Johns)

Project Abstract:
Teachers had professional development opportunities from District-wide. Conference were held throughout the school year that focused on STEM education and being an effective teacher.

Project Summary:
Investing in Kids (INK) was grateful for the opportunity to be able to offer teachers professional development opportunities District-wide. To have more impact, INK worked with the District’s Educational Support Services staff to develop a grant proposal request, timeline, and rubric. Out of the twelve submissions, four were funded including a math mini-conference, ECET2, Teaching Effectively with Technology in the Classroom, and Using Technology to Differentiate Mathematics and Language Arts Instruction. All conference attendees gained knowledge related to their profession. Idea sharing and collaboration were important components of each grant. Teachers gained knowledge in their subject matter as well as an opportunity to share new ideas and updates with their peers all aimed at enhancing student learning in the classroom.

Outcomes:
Teaching Quality
100% of project participants showed improved attitude toward teaching

How Outcomes were Measured:
Attendance at the conferences was the primary gauge to the success of this opportunity. Teachers were surveyed at the end of ECET2 and all felt participation was critical to reengage with peers and learn best practices. Attendance was so high at another conference, INK was asked if there were additional funds for expansion.

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**Project Title:** Renaissance Learning Accelerated Reader Incentive Program at Hartley  
**Foundation:** Investing In Kids (St. Johns)  

**Project Abstract:**

The Accelerated Reader Program and STAR diagnostic tool, which determines reading levels of students, enabled students at Hartley to read and check out books of their choice on their individual levels and take comprehension quizzes over each book to accumulate points and earn rewards. Teachers were able to view a variety of reports related to their students’ reading in order to inform and differentiate their instruction and create individual and class rewards for points earned. Monthly and annual celebrations were held to acknowledge those who obtain a minimum required number of AR points and end of year awards recognize high achievers. An average of 87% students in grades 1-5 showed average or above average growth in reading from test A to test C in Discovery Education Reading Assessments.  

**Project Summary:**

With the implementation of the Accelerated Reader Program, teachers were provided with critical information about each student’s reading ability in order for them to more effectively group students for instructional differentiation. Students were inspired to read books on and above their levels according to their interests and were motivated to read more in order to hone comprehension skills and accumulate points on quizzes and ultimately earn class and school-level rewards. Research indicates that increased time involved in student sustained silent reading has a direct correlation to improved student assessment data, so this incentive program directly supported our school literacy improvement goal. The school’s PTO Silent Auction raised funds to provide monthly “AR Cafes” which featured lunch in a private setting, games, crafts, activities and treats (or outdoor game time for older students) who accumulated a minimum number of AR points. Every grade level also produced an end of year AR event to celebrate those students who meet the criteria. A majority of students at Hartley in grades 1-5, as indicated by Test C of Discovery Education Assessment, demonstrated a minimum of a year’s growth in reading.  

**Outcomes:**

**Literacy**  
85% of project participants showed increased interest in reading  

**How Outcomes were Measured:**

FSA and Discovery Education Thinklink Assessments will measure student improvement in reading. Percentages of students proficient and those achieving annual gains on State assessments will serve as the measure of success. Accelerated Reader Reports will determine increased interest in reading as indicated by the number of books read by students this school year. K-3 Discovery Education test scores indicate that 85% these students made gains. The 4th and 5th grade test scores will not be ready until after this report is due.

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Project Title: 1st Generation & Intervention Projects
Foundation: St. Lucie County Education Foundation

Project Abstract:
The First Generation program is designed to provide a means of support for students who are first in their family to attend a college or university. These students have little or no family collegiate history, and may enter college with limited knowledge of expectations, traditions and appropriate patterns of behavior. Parents who have not had the opportunities to attend college themselves have neither the experience with the process of college preparation nor the knowledge where to access information needed to assist their children through the process. It also supports at risk students and their families through group counseling and assistance with the college selection and application process, obtaining financial aid, as well as encourage students to focus on what lies ahead: challenging academics, living away from home, maintaining finances, time management skills and taking responsibility for their own lives. Parents will be supported with workshops provided to help them better understand the relationship between college access and financial aid. Students will have the opportunity to visit various college campuses/programs as part of the overall experience.

The Music in Our Schools Concert documentation is attached to this report.

Project Summary:
The First Generation program is directly aligned with Fort Pierce Central’s School Improvement Plan for 2015-2016 in the area of post secondary transition and increasing graduation rate. Student activities based on First Generation Sunshine State Standards and Common Core Curriculum will implement strategies for improving student readiness for the public post-secondary level based on the annual analysis of the Florida Department of Education High School Feedback Report. Participants in the First Generation Program will be the first in their family to achieve post secondary status, have been identified as economically disadvantaged (80%) based on free and reduced lunch data, and low performing (45%) as outlined in FCAT/FSA achievement data from 2013-2015. Students will continue to participate in bi-monthly workshops designed to assist with college applications, essays, resume writing as well as completion of scholarship applications. Bi-monthly student meetings and parent workshops will provide support to at risk students and their families through group counseling and assistance with the college admission and financial aid application process. Members will be able to better understand their aptitude and interests, and determine potential areas of study for college majors by completing Aptitude and Interest surveys (RAISEC) http://fs.huntingdon.edu/jlewis/syl/fyex/CareersRIASEC-Majors.htm. Results of the inventories will be directly aligned with a major interest area at the post-secondary level. Students will be able to determine a potential area of study and research colleges to compare in areas such as programs, cost, admissions, enrollment, etc.

Financial Aid advisors from local colleges will meet with parents and assist them with financial aid applications. Students and their parents will participate in college visits meeting with freshman admission counselors, faculty members and students who are currently enrolled. These visits will allow students to experience the college campus first hand, and gain information about mentoring programs to assist them in navigating the college terrain; providing them the tools and support that they need to become involved on campus feeling more integrated into the college community as an incoming freshman.

Outcomes:

Career/Technical Education
47% of project participants showed increased interest in career/technical education

Increasing Graduation Rates
100% of high school senior project participants graduated from high school

Literacy
100% of project participants improved in a standardized reading skills test(s)
100% of project participants improved in a standardized writing skills test(s)
Low-Performing Students
100% of project participants showed increased interest in performing well in school

STEM Education
100% of project participants improved their grade in STEM subject area

How Outcomes were Measured:

Outcomes were directed by targeting high school band directors who reported the number of seniors participating in the Honors Ensembles.

Student perceptions were measured through qualitative processes with their individual teachers. In addition, the clinicians conducted conversations about the process, rehearsals, and selections to gain information of student interest and to assist with student performance outcomes.

Attendance and participation in USF visit and STEM Engineering Expo were also measures of outcomes.

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Project Title: Age 3 to Grade 3
Foundation: St. Lucie County Education Foundation

Project Abstract:
Kaleidoscope of Movement consisted of engaging, evidence-based Professional Development opportunities for General Education Kindergarten and Pre-kindergarten teachers and paraprofessionals. It was a full day Professional Development Conference with a keynote session lead by world renown children's artist, Jack Hartman as well as multiple breakout sessions in which teachers and paraprofessionals engaged in professional learning.

Involvement is the Key - Programs consisted of evidence-based Professional Development opportunities for Pre-kindergarten teachers and paraprofessionals. These PD opportunities are a conference and monthly meetings for teachers and paraprofessionals geared towards instructional techniques for improving oral language and vocabulary through the use of hands-on, exploration in content areas.

The Big Brothers and Big Sisters Project hired one paraprofessional to support a jump start literacy program designed to coach and nurture students

Project Summary:
Kaleidoscope of Movement and Re-Tell Me a Story both concentrate on student Literacy engaging them at a very young age. The programmatic focus of Early Childhood professional development is increased achievement in oral language and vocabulary and student approaches to learning. This project assists student acquisition/mastery of the skills found in the FL Early Learning & Developmental Standards for Four-Year Olds, particularly in Oral Language & Vocabulary and in the Approaches to Learning Domain. Prekindergarten teachers and paraprofessionals will learn instructional strategies and be provided with engaging Science and Math materials to improve academic achievement in oral language and in student approaches to learning. Professional Development (PD) will be provided in group settings and also in follow-up job-embedded sessions. The PD will take place at the SLPS Childhood Discoveries Conference.

Pursing topics of interest, being persistent, and problem-solving and exploring strategies will be demonstrated and practiced during the PD sessions in order to show teachers how math and science content can be used to improve oral language and vocabulary benchmarks as well as approaches to learning benchmarks. Teachers/Paraprofessionals will be given the information and materials needed to immediately begin implementing these strategies in their classrooms. On-site support will be provided in classrooms to reinforce correct use of the strategies and materials and to provide clarification as needed. Session evaluations will be conducted immediately following the initial Professional Development. Teacher observational assessments will be conducted/collected following the use of the strategies and materials.

Outcomes:

Literacy
73% of project participants improved in a standardized reading skills test(s)
68% of project participants showed increased interest in reading

How Outcomes were Measured:
Students were measured through testing in the beginning of the year and the end of the school year. VPK students were given the Florida VPK assessment 3 times during the 15-16 school year. At the beginning of this project 342 students were enrolled to be tested on the Florida VPK assessment. 78/342 (23%) of the students enrolled in St. Lucie Public Schools VPK classrooms were meeting or exceeding expectations in the area of Phonological Awareness. 150/342 (44%) of the student enrolled were meeting or exceeding in oral language/vocabulary. By the end of the year 94% of the students were meeting or exceeding expectations in the area of Print knowledge, 92% in the area of Phonological Awareness and 93% of students in the area of Oral Language/Vocabulary. All testing was done through VPK assessment testing
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Project Title: Classroom Grants
Foundation: St. Lucie County Education Foundation

Project Abstract:
Research will show when children learn reading, writing, math, art and science at early ages, they become better students. Our classroom grants provide for a variety of learning processes that help students achieve basic learning experiences. With greater access to more information, students gain the necessary background and knowledge to participate more actively in future lessons.

Empty Bowls was a student Community Service based. Funding was needed to continue this for the 2015-2016 year. Monies raised goes to the Treasure Coast Food Bank.

As part of the SLW Operation Graduation project, every faculty member committed to working with our struggling students in one capacity or another. In addition, we have increased collaboration with our families through the four informational nights held throughout the year.

Project Summary:
The classroom proposals are designed to increase academic achievement in literacy, as well as provide background knowledge of other studies. Teachers look to provide the students with reading, math and social studies learning experiences. Providing examples of how individuals can achieve success through various avenues of multiple intelligence, we can provide students with a different perspective of success. Many students who have consistently scored in the lowest percentile academically, have given up hope at achieving academic success. Their self-esteem and motivation are low and their attitude towards school and learning is one of suffrages. Academic objectives for the projects are to achieve learning gains for all students. Reading, math, writing, and social studies learning will increase self-esteem, motivation and engagement at all levels for all students. The project goals is to increase communication and teamwork, particularly the academically lower 25% through projects involving learning skills.

ASIST - Using this activity had a major impact on some students. It was an “age simulator” and since we visited an adult day care center every Thursday in February and March, it really helped the students understand the changes we all face as we get older. This project received many comments such as, “Wow I never thought about how it really is not to be able to see right”; or “Losing feeling in your hands makes a huge impact on your life”. It was really great to see the students more empathetic towards the elderly as some of them begin their health careers. I would have to say my most memorable outcome would be the number of students who want to volunteer at the adult day care with the elderly. Aging Simulation Sensitivity Training will provide students in the Allied Health program the “full experience” to the affects and challenges of aging.

Reading Counts- This project provided more books for students to read to participate in our Reading Counts program. This project allowed me to purchase books from Scholastic in Lexile ranges that will match the levels of my students. These books were kept in the classroom, so students would have a variety of books available to them immediately. All books that were purchased are part of the Reading Counts program, so tests were available in the program to take on the computer.

Crime Scene Investigation- allowed students to advance their knowledge at the Florida Public Service Association’s state conference. This grant allowed students the opportunity to do three main parts for career ad technical education under Criminal Justice - unit of study. Part I - is the portion of the project where students will learn about the process for investigating the crime scene. Part II - will be the participation in the Florida Public Service Assoc State Conference. Part III will be the class attending a session in Orlando, FL at the Crime Scene Investigation Effect.

Empty Bowls was a student Community Service based. Funding was needed to continue this for the 2015-2016 year. Monies raised goes to the Treasure Coast Food Bank. This year $8,000 dollars was raised and the money helps support several child nutritional programs such as the Backpack Program, School Pantry/Club Program and the Summer Food Service Program. Teacher use this project as a teachable moment that gives their students the opportunity to make a real difference in their community.
Wrap it up - This project was aimed at improving the multiplication facts speed and accuracy of our most struggling 5th graders before math FSA testing to make the biggest impact in their learning. Students from diverse backgrounds. Our school used the $500.00 grant to purchase “Wrap-Up Multiplication keys and workbooks. Enough were ordered so that each student would have their own set. The wrap-up key is a hands on kinesthetic learning tool for improving speed and accuracy of basic multiplication facts.

Touching Spirit Bear is an award winning novel about a boy whose like changes after spending a year on an isolated southwestern Alaska island. We read the book over a 2-3 week period. Students completed comprehensive questions and a variety of assignments during the reading. All students had their own study guide. Students became experts on one facet of life near the Arctic Circle. They used reciprocal teaching to teach the other students about their topic. They completed power points on animals and plants from Alaska. Students conducted a mock 'circle of justice' meeting with one of their students on trial for a mock offense.

TCHS: Fostering Success through Functional Skills for Students with Autism provided opportunities for students to improve communication skills, learn new pre-vocational/vocational skills, & life skills required for a successful transition into community based settings. A multi-disciplinary team implemented the plan, facilitated functional tasks, and gathered data. The team included teacher, O/T, SLP, paraprofessionals, and behavior technician. The team developed activities related to both academic standards and life skills using standards on access points.

SLW - In order to increase graduation rates, students that are identified at risk receive additional support in the areas of attendance, grades, and engagement in the classroom. Research confirms that at risk students benefit from the presence of a caring adult outside of the family and school connectedness. Through SLW Centennial’s Operation Graduation, at risk students in grades nine through twelve receive a mentor teacher to support the student in areas of need. This project is directed at low performing students. These students have low attendance which affect their overall grades and across all subject areas. The low attendance affects their reading grades and scores because they are not often in class to learn the necessary reading skills to improve their reading grades. The same is true for their math classes. Their frequent absences affects their learning in math class. Rather than increase their math skills, low attendance contributes to a decrease in their math readiness. The necessary skills needed to improve in these subject areas decreases with each day of non-attendance.

Outcomes:

**Career/Technical Education**

70% of project participants showed increased interest in career/technical education
57% of project participants made progress toward completing career/technical education certification
12% of project participants completed and passed career/technical education certification

**Increasing Graduation Rates**

93% of high school senior project participants graduated from high school
11% of project participants showed increased interest in graduating high school

**Literacy**

22% of project participants showed increased interest in reading

**Low-Performing Students**

68% of project participants showed increased interest in performing well in school
25% of project participants improved their grade in specific subject area
20% of project participants improved their overall grade(s) in school

**STEM Education**

100% of project participants showed increased interest in STEM education

**Teaching Quality**

65% of project participants showed increased knowledge about teaching in specific subject area
65% of project participants showed improved attitude toward teaching
65% of project participants showed changes in behavior in their teaching method
14% of project participants showed increased knowledge about teaching in general
### How Outcomes were Measured:

Outcomes were measured through: certification testing such as ECG (EKG); rubrics and criteria set by teacher; student involvement; monitoring the progress on tests; Functional Skills for Students with Autism.

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**Project Title:** District-Wide Impact Grants  
**Foundation:** St. Lucie County Education Foundation

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**Project Abstract:**

District-wide grants were established to better support the entire School District with projects that include more than one classroom or school. These projects have a greater impact on student success. Projects support student achievement at grade level study to improve levels of student involvement, and professional development. The purpose is to improve graduation rates, improve performance in Science, Technology, Engineering, Arts and Math (STEAM) as well as Career and Technical Education programs. This year we focused on the following:

- 2016 Florida State History Fair - grades 6, 8, 10, 11  
- Culinary Showcase - grades 7 - 12  
- Music in our Schools Concert - grades 7 - 12

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**Project Summary:**

The following projects we completed this year:

STEM (Science, Technology, Engineering & Math) - provides funding for students to develop projects to be introduced at the district level as well as at regional, state and international science fairs. Historically these grants have contributed to the school district receiving top awards and this program will continue progress towards improving student achievement at or better than the grade level.

Music in Our Schools - involves elementary, middle, and high school students. Allows our students to rehearse and perform with outside clinicians and to perform for the public. These programs support student achievement, encourage higher levels of student involvement in activities and encourages student community outreach as they perform to wider audiences.

Culinary Showcase - involves middle and high school students. Students learn meal preparation, food and safety regulations, and use mathematics and reading skills to duplicate recipes. These programs improve student success as they learn technical skills that can be used after graduation.

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**Outcomes:**

**Career/Technical Education**

64% of project participants showed increased interest in career/technical education  
9% of project participants completed and passed career/technical education certification  
5% of project participants made progress toward completing career/technical education certification

**Increasing Graduation Rates**

82% of project participants showed increased interest in graduating high school  
18% of high school senior project participants graduated from high school

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**How Outcomes were Measured:**

National Restaurant Association’s ServSafe Industry Certification was given to Culinary 2 and more advanced students this school year.

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Project Title: School-Wide Impact Grants

Foundation: St. Lucie County Education Foundation

Project Abstract:

Working Together for Success School-Wide Grants is to fund innovative school-wide projects designed to increase graduation rates, improve literacy, career/technical education, S.T.E.M. education, low performing students, and teaching quality. Given the proper tools in science, math, reading, student engagement and success. Some students learn at different levels and through different resource. This grant program supports teacher’s efforts to engage students with classroom tools and technology. Students and teachers will be able to target the skills they need.

Science is Elementary was designed to inspire a passion for science in the citizens of tomorrow by increasing knowledge and interest in the science at the elementary school level.

Project Summary:

The projects range from K through 12th grade students. The projects are designed to engage parents and students in achievement and career success. In order to fully realize the programs value, parents teachers and administration must work together to develop and implement instruction that will support students. The projects take students from Pre-K level reading, from pictures to independent readers at a second grade level to preparing students for ACT/SAT and post-secondary reading and writing needs.

During the first PD on October 16, 2015 during a district scheduled PD day for teachers, teachers were given their copies of the Common Core Companion and trained in its use. Days 2 and 3 of the PD (scheduled after contract hours on Jan. 20 and Jan. 28, 2016); teachers analyzed the FSA provided writing samplers and rubric to determine how students were rated on various types of writing. Teachers were then given an unscored writing sampler to review and score with follow-up discussion on how and why student was given each rating. Teachers were familiarized with how to develop a DQ2 lesson using a FLEE Map and Ch. 2 of Marzano’s The Art and Science of Teaching. The final step of day 3 was to design a lesson together and teach the lesson in their respective classrooms. There were two focuses: Adding a counterclaim to an argumentative essay and citing strong and thorough evidence for an informative essay. Teachers brought back a sampling of the student work to the final day of PD from a heterogeneous classroom (many teachers teach Honors and/or Co-taught classes so the sampling did not come from those classes). Teachers traded papers and graded another student work. The papers were returned after grading and teachers had an in-depth conversation regarding what worked, what didn’t, student improvement, lesson design and next steps. Teachers found that students improved in the gathering and use of supportive information in the informative essays; but students did not show any remarkable improvement in their writing and support of a counterclaim in an argumentative essay.

The gardening project at Frances K Sweet Magnet has changed my students outlook about eating vegetables. The experience of cultivating the ground, planting their plants, watching the vegetables grow, and eating what they have grown has not only taught them how plants respond to their environment but it has also taught them how to eat healthy, and has given them a love for eating more healthy.

White City Elementary is 100% free and reduced lunch population. Test data for low performing students is only available for students’ grades 3-5. Students that typically fall into this subgroup have low schema in scientific tropics and STEM. Using computer technology, students had the opportunity to learn, explore, demonstrate and extend knowledge in many different ways.

The expectation of every student at Forest Grove Middle School was to complete a Science Fair project or STEM project this year. As a means of assisting with this, we designed and implemented four parent nights for our students as well as a STEM event.

Chester A Moore school sits in the middle of public housing. The mission of the school is to provide challenging, engaging and satisfying work in a safe and caring environment, ensuring that all students are equipped with the knowledge and the skills to succeed. School is 94% free and reduced lunch. The school is a "Kids at Hope" school where all students are capable of success, no exceptions! With the Kids at Hope philosophy, all of adults on the campus are Aces. Aces are those
individuals that positively influence the students. Teachers will work collaboratively as they participate in cooperative learning activities to acquire research-based strategies and deepen their understanding of students from poverty.

Outcomes:

Career/Technical Education
100% of project participants showed increased interest in career/technical education
72% of project participants completed and passed career/technical education certification
19% of project participants made progress toward completing career/technical education certification

Literacy
46% of project participants improved in a standardized reading skills test(s)
2% of project participants showed increased interest in reading
1% of project participants showed increased interest in writing

Low-Performing Students
61% of project participants improved their grade in specific subject area
52% of project participants improved their overall grade(s) in school
9% of project participants showed increased interest in performing well in school

STEM Education
34% of project participants showed increased interest in STEM education
16% of project participants improved their grade in STEM subject area

Teaching Quality
100% of project participants showed increased knowledge about teaching in specific subject area
52% of project participants showed changes in behavior in their teaching method
9% of project participants showed increased knowledge about teaching in general
4% of project participants showed improved attitude toward teaching

How Outcomes were Measured:
Outcomes were measured through: industry certification completion rates; the FSA rubric; District Comp scores; I-ready data; teacher data meetings; report cards; teachers surveys; student interviews and surveys; and pre and post FSA practice tests.

Grades Address: K-12
Private-Sector Investment: $5,916.69
Low-Performing Students: 180
State Matching Amount: $5,741.93
Total Students Impacted: 1,200
Total Project Investment: $11,658.62
Project Title: STEM
Foundation: St. Lucie County Education Foundation

Project Abstract:
STEM Fair provides the opportunity to showcase our brilliant young scientists and engineers, while encouraging scientific discovery and innovation in our youth. In St. Lucie County, an area designated as part of the Research Coast, science is an integral part of our local community, culture and way of life. Our STEM is an important public display of the relationship between the school district and the local scientific community, which directly aligns with the community’s mission of encouraging growth in the fields of science, engineering, technology, and mathematics.

360 Middle and High School students participated in the 28th Annual St. Lucie County Regional Science and Engineering Fair STEM Competition held on February 19, 2016 at the Kight Center at the Fort Pierce Campus of Indian River State College. Fourteen students were selected to represent St. Lucie County at the 61st Annual State of Florida Science and Engineering Competition. Thirteen of our students walked across the stage to receive an award.

Three St. Lucie Public School students went on to the International Science Fair held in Phoenix, AZ. One placed 3rd in the Cellular/Molecular Biology and Biochemistry Category.

Project Summary:
As we prepare our St Lucie County students for the challenges and opportunities they will face as they enter their post high school career, STEM (Science) Fair project exposes students to endless resources that contact to future careers. Students K-12 will ALL have the opportunity to benefit from the experience of working on a Science or STEM project. A student will explore and discover the unique natural world in which we all live. Although a STEM project undertaking is challenging, the benefits of successfully completing a project are bountiful; regardless of what academic level a student is functioning.

What better way is there than to infuse Science, Technology, Engineering and Mathematics, then educating a student in the process of learning? They will be able to pose a problem, conduct TRUE research and develop a hypothesis and then complete an experiment, analyze the results, and be able to draw conclusions, to see if the educated guess (aka hypothesis) is accurate or not. A STEM (Science) fair project also integrates ELA (English Language Arts) skills, as well as strengthening reading comprehension and fluency while doing the research, citing the resources, taking detailed notes, including statics and observations, writing the required abstract and final report. STEM Fair affords our future leaders the opportunity to exhibit the skills needed to assure that we protect our limited resources, provide for the rapidly expanding worldwide population, eradicating diseases, and understanding the effects on the environment. These are just a few of the problems our youth of today will face as they grow into mature adults.

Outcomes:

STEM Education
93% of State Competition participants earned awards
4% of project participants chosen to represent St. Lucie County at the 61st Annual State of Florida Science and Engineering Competition

How Outcomes were Measured:
360 Middle and High School students participated in the 28th Annual St. Lucie County Regional Science and Engineering Fair STEM Competition held on February 19, 2016 at the Kight Center at the Fort Pierce Campus of Indian River State College. Fourteen students were selected to represent St. Lucie County at the 61st Annual State of Florida Science and Engineering Competition. Thirteen of our students walked across the stage to receive an award.

Grades Address: 6-12  Private-Sector Investment: $7,388.33
Low-Performing Students: 360  State Matching Amount: $3,712.43
Total Students Impacted: 360  Total Project Investment: $11,100.76
Project Title: Preparing Students for Success
Foundation: Sumter Schools Enhancement Foundation

Project Abstract:
Our objective is to provide college knowledge resources through all avenues, including campus tours. Exposing students to various institutions of higher education broadens their options when it comes to preparing for life after high school. It is a pleasure knowing that our students absorb and apply the information that is provided to them over their four years of high school. Many of them not only apply to multiple colleges, but are accepted to multiple colleges as well. Over eighty percent of our students enroll in college within one year of high school graduation.

Project Summary:
Campus Tours
The primary objective for providing campus tours is to allow students the opportunity to experience a variety of colleges around the State of Florida. Visiting various campuses around the State exposes students to the different options that are available. It also assists students with their decision making efforts regarding the college and type of college they would like to apply to and ultimately, attend.

STEM
The objective of the SeaWorld trip was to educate students about sea life and the habitat they reside in. The trip also allowed students to learn of various STEM jobs in the industry of caring for sea life and marine biology.

Career Technical Education tours:
University of North Florida, February 25, 2016; 40 participants (STEM)
Florida State College of Jacksonville, February 25, 2016; 40 participants (STEM)
Florida Technical College, February 26, 2016; 40 participants (CTE)
SeaWorld, June 14, 2014; 24 participants (STEM)

Outcomes:
Career/Technical Education
28% of project participants showed increased interest in career/technical education
5% of project participants completed and passed career/technical education certification
8% of project participants made progress toward completing career/technical education certification

STEM Education
28% of project participants showed increased interest in STEM education
15% of project participants showed increased interest in pursuing STEM career

How Outcomes were Measured:
Take Stock staff provided a pre-test before the start of the campus tour and a post-test once the campus tours were competed to measure what the students learned during the trip and their interest in attending the colleges we visited.

Grades Address: 9-12  Private-Sector Investment: $21,172.59
Low-Performing Students: NA  State Matching Amount: $21,172.59
Total Students Impacted: 48  Total Project Investment: $42,345.18
Project Title: Bridges to Career Education Success

Foundation: Suwannee Foundation for Excellence in Education

Project Abstract:

Bridges to Career Education Success was a partnership between Suwannee Foundation for Excellence in Education (SFEE) and RIVEROAK Technical College, with goals of improving student performance and interest in Career and Technical education and encouraging students to set career goals. This project succeeded in reaching 629 total students by using matching grant dollars to fund three stages. (1) $1250.00 were used for student travel expenses and registration fees for regional and state SkillsUSA competitions. 21 total high school students competed in SkillsUSA, therefor increasing their interest and performance in career education classes and possibly encouraging them to set career goals in their particular area. This was measured by competitor's grades in career education classes before and after competing in SkillsUSA. (2) $750.00 were used to purchase industry certification exams for 60 students in areas of Masonry, Administrative Office Assistant, Electrical, and Building Construction. we measured the number of students who passed or made progress towards their industry certifications; and (3) $1,000 were used for Career Days at two high schools and one middle school in Suwannee County. Career Day encouraged students to set career goals and become aware of career education and job opportunities in our area.

Project Summary:

Bridges to Career Education Success (Bridges) was intended to help students realize career interests, set career goals, understand affordable career education and regional job opportunities available to them, master technical abilities, receive industry certifications, and improve grades. The project accomplished each of these goals.

Matching-grant funds were used for the following purposes:

(1) $1,250 were used for travel expenses and registration fees to help high school students attend SkillsUSA, a nation-wide competition in which technical schools compete in the mastery of skills. SkillsUSA occurs at regional, state, and national levels. It is a source of achievement for students who take pride in their technical accomplishments and mastery of skills. SkillsUSA gives students the opportunity to take their skills above and beyond the classroom and gain further knowledge and experience in their fields. The competition motivates students towards extra commitment, effort, and improvement in classwork. Students must maintain a 2.0 GPA in order to compete in SkillsUSA. Matching grant dollars provided 21 students with the financial opportunity to participate in SkillsUSA. SkillsUSA involvement improved student performance in CTE classes, which was measured by student grades before and after competing in SkillsUSA. Eight students who competed in SkillsUSA this year improved their grades in CTE classes, nine students decreased their grades in CTE classes, and 5 students neither increased or decreased their grades in CTE classes.

(2) $750.00 for 60 industry certification exams for high school students, dispersed as follows: 20 exams in the Administrative Office Assistant Program, 18 exams in Masonry, 2 exams in the Electrical Program, and 20 exams in Building Construction Technology. The length of time it takes for students to pass each exam varies because they must pass multiple tests to receive their certification. Some students have passed their certification exams this year, some will pass their exams during next school year, and some may have failed this year, but all students have a second opportunity to pass each exam. Out of this group of 60 students who purchased their exams this year, 17 have already passed and received their industry certifications.

(3) In an attempt to help students understand the variety of achievable career pathways available to them, realize their personal career interests, and set college and career goals, $1,000.00 were used for supplies and outreach materials for four career seminars, which were hosted by RIVEROAK Technical College (RTC) at Suwannee Middle School, Suwannee High School, Branford High School and Branford Middle School. RTC faculty and staff set up booths around the auditorium at each school to inform students of the variety of education and career options available to them in our region and worked with students on discovering interests and setting educational and career goals. There were presentations made to groups of students as well as one-on-one contact between students and instructors at each career booth. Students asked questions and walked away with informative brochures. The career seminars were geared toward low-performing students because presentations specifically targeted seniors who had yet to make a decision about college.
Outcomes:

Career/Technical Education

10% of project participants made progress toward completing career/technical education certification
3% of project participants completed and passed career/technical education certification
100% of project participants showed increased interest in career/technical education

How Outcomes were Measured:

We counted the number of students who participated in SkillsUSA, industry certification exams, and Career Day seminars in order to find the total number of project participants. Then we evaluated how many students passed industry certification exams this year.

Grades Address: 6-12
Low-Performing Students: NA
Total Students Impacted: 629

Private-Sector Investment: $3,000.00
State Matching Amount: $3,000.00
Total Project Investment: $6,000.00
Project Title: Mini Grants for Teachers

Foundation: Suwannee Foundation for Excellence in Education

Project Abstract:
The Suwannee Foundation for Excellence in Education (SFEE) used matching grant funds to improve student literacy, STEM education, and curriculum effectiveness through a Mini-Grants for Teachers Program which is aligned with Suwannee County School District’s (SCSD) primary concerns: Student academic achievement, technology implementation, and teacher retention and recruitment. Mini-Grants gave teachers the opportunity to enrich their curriculum with innovative, hands-on materials and real world applications.

Outcome measurements were measured by individual classroom surveys and evaluations in classrooms where mini-grants were awarded.

Project Summary:
All SCSD reading specialists and teachers had the opportunity to apply for mini-grants to promote student academic achievement, with special focus on assisting students who have difficulties performing at grade level and mastering skills in math and reading. Teachers and specialists were encouraged to implement projects that would meet the greatest needs of their students and improve curriculum. All mini-grants related to the School Improvement Plan and District mission. This year, SFEE funded 31 classroom mini-grants in many areas including art, music, technology, classroom furniture, alternative seating, physical education equipment, math, reading, and science. In addition to the 31 mini-grants which did not exceed $500.00 per teacher, SFEE also purchased 15-Chromebook classroom sets for 3 English Language Arts classrooms at Suwannee Middle School, as well as 3 Chromebooks for students to use in the SMS Media Center.

The SFEE Board reviewed and approved mini-grant applications at monthly Board meetings. No consumable items were funded, and all items were in line with our mission to improve SCSD classroom facilities and curriculum. Additionally, all materials and equipment purchased through mini-grants were donated to SCSD. Durable items such as books, games, software, etc. can be used for several years, therefore increasing student impact.

Outcomes:

**Literacy**
- 100% of project participants showed increased interest in reading
- 17% of project participants showed increased interest in writing
- 5% of project participants improved in a standardized reading skills test(s)
- 5% of project participants improved in a standardized writing skills test(s)

**STEM Education**
- 100% of project participants showed increased interest in STEM education
- 18% of project participants showed increased interest in pursuing STEM career
- 6% of project participants improved their grade in STEM subject area

**Teaching Quality**
- 100% of project participants showed increased knowledge about teaching in general
- 100% of project participants showed increased knowledge about teaching in science
- 100% of project participants showed improved attitude toward teaching
- 100% of project participants showed changes in behavior in their teaching method

**How Outcomes were Measured:**
The total number of student participants was determined by the number of students who participated in classrooms where mini-grants were awarded in the areas of reading and writing.
All teachers who received a mini-grant this year submitted a final report to document any outcomes and improvements in their students’ academic performance. Teachers measured academic improvements in literacy by evaluating student scores in reading and writing assessments, final grades, and general subject interest after grant items were used. Included in the total number of participants are the 300 students in English/Languages Arts classrooms that were awarded a large mini-grant for classroom Chromebooks.

The above outcomes are reported in surveys by teachers who received mini-grants in the area of STEM education. The total number of project participants was determined by the number of students who participated in classrooms where mini-grants were awarded in the areas of science, technology, engineering, and math.

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**Project Title:**  Suwannee Tutoring Zone

**Foundation:**  Suwannee Foundation for Excellence in Education

### Project Abstract:

Prompted by the tragically high number of seniors in our area who were struggling to pass tests necessary for high school graduation, the Suwannee Foundation for Excellence in Education contracted with 7 teachers at two high schools, Suwannee High School (SHS) and Branford High School (BHS) to provide free after school tutoring predominantly for low-performing students. The sole purpose of each tutoring session was to helping students improve their scores on exams necessary for high school graduation and post-secondary education placement including, PERT Math, ACT English, FCAT Reading, Algebra 1 EOC, TABE, HESI, and FSA.

Our most significant measureable outcomes include an increase in the graduation rate at Suwannee High School as well as individual outcomes by participants who passed necessary exams or improved their scores after recieving tutoring.

### Project Summary:

There is a tremendous need in Suwannee County School District (SCSD) to help students pass tests needed for high school graduation and college placement. This year, SFEE attempted to fill this need by using matching grant funds to fund Suwannee Tutoring Zone, a free after school tutoring program for students who are at risk of not graduating due to not passing FCAT Reading, FSA, or Algebra 1 EOC. In addition, many students are struggle to enter post-secondary institutions including dual-enrollment opportunities because of not being able to pass ACT, PERT, or TABE tests. Tutoring Zone prepared students for these college placement exams as well, and oftentimes students were able to use their improved ACT English or PERT math scores to substitute for the FCAT Reading or Algebra1 EOC graduation requirement.

Our results were measured by comparing the graduation rate of Suwannee High School from this year to last year, evaluating student grades, attitude, motivation and performance in school, evaluatin student interest and motivation towards graduating high school, and mostly by counting how many project participants reached their goals by improving their test scores.

Ultimately, we purchased a total of 80 combined hours of tutoring from teachers at SHS and BHS throughout this year, beginning with ACT and PERT tutoring in November, FSA and FCAT Reading in February and March, and Algebra 1 EOC, TABE, HESI, and ACT throughout April and May. These 80 hours do not include the many hours of preparation teachers conducted before each session which were also paid for. These teachers spent approximately 40 combined hours in preparation for tutoring sessions. With 80 hours of tutoring, we impacted 48 students. All 48 students made improvements in test scores and improvement in motivation to graduate high school.

Suwannee Tutoring Zone was, on one hand, a huge success, and on the other, a bit disappointing. The teachers we contracted were the best of the best and extremely effective in improving students scores. Every student who participated in Tutoring Zone improved their scores, and an overwhelming majority of them reached their goals of passing certain exams. The downside to the project is that we encountered a problem for which there seemed to be no solution. The majorit of students who needed tutoring the most, the ones who were at risk of not graduating were, for the most part, either not interested or unable to attend after school tutoring sessions. We found that most students who were not passing these tests were already apathetic about graduating high school, and therefore unmotivated to seek tutoring. Secondly, a majority of low-performing students were bus riders and could not arrange transportation from after school tutoring sessions. In conclusion, our project results were extremely positive, but our student participation was disappointing.

### Outcomes:

**Increasing Graduation Rates**

- 100% of high school senior project participants graduated from high school
- 100% of project participants made progress toward graduating high school
- 100% of project participants showed increased interest in graduating high school
Low-Performing Students
100% of project participants improved their grade in specific subject area
100% of project participants improved their overall grade(s) in school
100% of project participants showed increased interest in performing well in school

How Outcomes were Measured:
The total number of project participants was recorded through sign in sheets at each tutoring session at SHS or BHS.
The total number of seniors was determined by counting the number of those students who were seniors.

All students participating in Tutoring were low-performing students. The entire project was geared towards them. Some were lower than others, but they all needed a lot of improvement on test scores either to graduate high school, or to gain college entrance. We classified all students as low-performing if they had already received unsatisfactory grades on tests. All project participants improved their grade in their specific subject area. Most of them were in the area of reading. They improved their grade because many of them were able to use their passing ACT scores as a high grade in their class. Some of them were even transferred out of their Intensive Reading class because they were able to pass the ACT. If they improved in one subject area in school, then their overall grades improved. Because 48 students showed the initiative to seek tutoring help, we can assume that they all have increased interest in performing well in school.

Grades Address: 9-12
Low-Performing Students: 48
Total Students Impacted: 48
Private-Sector Investment: $2,136.00
State Matching Amount: $2,136.00
Total Project Investment: $4,272.00
Project Title: Aquaponics Outdoor Lab and Classroom

Foundation: Taylor County Education Foundation

Project Abstract:
In the aquaponics lab here at TCHS we are raising tilapia and using the waste water to grow plants hydroponically. The project has really excited my students, especially those that have been disengaged with school. I have found that taking ownership of our fish and their care has become motivation for the unmotivated. It has given them a reason to get up and come to school and it has also been a place in school that they can feel successful. Many have expressed an interest in a career in aquaculture. In addition these students could replicate the system at home and provide food for their families. It has been all that I had hoped for and so much more. I am extremely proud of my students and the responsibility they have assumed in the care of the lab, the fish, and the plants.

Project Summary:
The funds from this grant will be used specifically to educate high school students about living sustainably in their environment. The students that are currently in high school are likely to see the population of our planet reach 10 billion in their life time. The need to use their resources while providing for future generations will be imperative. And as the population grows the demand for new and innovative ways to grow food will grow as well.

The funds from this grant will be used to develop a program in our school in which we will use an aquaculture system to supply the nutrients for hydroponic farming. The students in my AP Environmental Science, biology, and marine science classes will be able to participate in the care of tilapia, garden vegetables, and the system itself. Learning how to develop a sustainable system that will both respect our planet and take into account the realities of soil quality and soil dynamics on our planet.

In my high school we have a significant population of our students that do not graduate from high school. They are not aware of the real world around them. They are consistently making decisions that will affect the rest of their lives, and those decisions are often times not very good. A program such as this will provide the motivation that some of our struggling students need. In particular those that need a reason to be at school and to do the right thing throughout their day.

Currently in my room I have two fish tanks and a traditional set up to grow flowering plants. We use all of these to grow and use what we produce for study. Even on that limited basis I have a group of students who meticulously come in daily and care for their fish and flowers. It gives them a reason to be in school, even though it may seem small to most people, for them it is a big deal. It is the reason I started thinking I needed something for them to do on a larger scale. As a product of this program they will be able to feed people. The grow out rate for Nile tilapia is nine months. Which means that every nine months we can have a fish fry and feed our school community. A head of lettuce growing hydroponically will be ready to eat in four weeks. In other words, the students will raise the food and see it consumed by themselves and others. Giving them a real sense of accomplishment. Maybe these students will not want to be at school doing their math or history, but if keeping their grades up means they can take care of their fish and plants, perhaps that will be the motivation that they need.

Ultimately they will become better citizens and hopefully that will transition into their family and perhaps with their friends as well. And in their family of the future they will learn lessons that can be used to help them provide and raise sustainably minded children. It is not just how to grow food, but learning how to be a responsible, environmentally conscious, and productive person.

Outcomes:

Increasing Graduation Rates
13% of project participants showed increased interest in graduating high school

Low-Performing Students
25% of project participants showed increased interest in performing well in school
STEM Education
9% of project participants improved their grade in STEM subject area
6% of project participants showed increased interest in STEM education
2% of project participants showed increased interest in pursuing STEM career

How Outcomes were Measured:
The community participants were measured by my attendance at both the local Kiwanis Club and Community Improvement Council meetings. They have actively supported me since that time by providing resources and connections to others who could support our efforts. Because I was working predominantly with underclassmen I did not see project participants graduate, but I did however see an improvement in grades, behavior, and attendance for 12 of my students. Based on the goals that they have communicated with me I believe that their motivation to graduate has increased significantly. After the second year of lab operation it will be possible to measure an increase in graduation rates.

Report grades were used to support the improvement of grades in STEM subject areas.

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Project Title: Volusia SDEF Matching Grants Program 15-16
Foundation: Futures Foundation for Volusia County Schools

Project Abstract:
Through the SDEF Matching Grants Program, FUTURES Foundation for Volusia County Schools assisted Volusia County students in receiving tutoring in Reading, Mathematics, Writing, Science and Literacy while allowing students to explore and demonstrate areas of strength not typically recognized in the traditional classroom. The Literacy Projects focused on students struggling with specific skills in Reading and Writing. STEM Projects provided a "hands on" approach in the truest sense to present the materials of the subject areas of science, technology, engineering, and mathematics. These creative and innovative tutoring programs focused on improving the academic achievement of low performing students and those not performing at grade level expectations. Provided by certified teachers, each school selected the most efficient hours for its tutoring program whether it’s during lunch or before or after school hours. Placement in the program was based on pre-test scores, FAIR, Volusia Literacy Tests (VLT), Volusia Science Test (VST), Volusia Mathematical Tests (VMT) and other data assessments and curriculum based classroom assessments. More than 4,591 students were impacted positively due to your legislative funding.

Project Summary:
These creative and innovative tutoring programs focused on improving the academic achievement of low performing students and those not performing at grade level expectations. Project funds were used to provide this intervention to students in grades K-5. Placement in the program was based on standardized achievement data and classroom assessments. Tutoring was offered before and after school hours by certified teachers. Tutors were hired for at least two days per week for 30+ minute sessions, and in most cases groups ranged in size from 1-10 students. Tutors collaborated with classroom teachers to plan and deliver instruction in specific areas. Fifteen different grants were implemented under this program, ensuring a broad spectrum of impact in Volusia County and providing significant opportunities for enrichment beyond the scope of the traditional district budget.

Expenditures for these projects included staff (for tutoring), classroom materials (books, lesson books, curriculum materials, etc.), computer software, computer hardware and other equipment (to support the use of hardware, cables, etc.), program supplies and printing. These items were implemented for each program to support the academic achievement of all students involved.

Outcomes:

Literacy
90% of 3rd grade project participants in Tomoka Elementary’s tutoring program showed improvement in ELA
59% of project participants at Blue Lake Elementary increased reading comprehension on FAIR
28% of K-5 project participants at DeBary Elementary increased proficiency on monthly writing assessments
24% of K-5 project participants at DeBary Elementary increased proficiency on quarterly district assessments from the first to last learning quarter
23% of project participants improved in a standardized reading skills test(s)
22% higher grade 3 reading scores than district for project participants at Cypress Creek Elementary
17% of project participants showed increased interest in reading
11% of project participants improved in a standardized writing skills test(s)
1% of project participants showed increased interest in writing

Low-Performing Students
88% of high need project participants at Cypress Creek Elementary attending after school tutoring scored a Level 2 or higher on FSA Reading assessment
18% of project participants improved their grade in specific subject area
3% of project participants improved their overall grade(s) in school
2% of project participants showed increased interest in performing well in school
**STEM Education**
67% of project participants in George Marks Elementary project scored Level 3 or higher in FSA Mathematics
61% of project participants at George Marks Elementary project scored Level 3 or higher in FSA Science
6% of project participants showed increased interest in STEM education

**Teaching Quality**
94% of teacher participants at Cypress Creek Elementary’s Otters Celebrate Learning indicate interest in continued learning in the area of STEM teacher education

**How Outcomes were Measured:**

Literacy outcomes were measured as follows:
Grant "DaVinci Club” at Blue Lake Elementary: Florida Assessment for Instruction in Reading (FAIR), and Garfield Interest Reading Inventory
Grant "Otters Celebrate Learning!” at Cypress Creek Elementary: FSA Reading scores and Volusia Literacy Tests (VLT)
Grant "Writing Right!” at DeBary Elementary: Grade level common assessments and Volusia Writing Assessment (quarterly)
Grant "PAWS on Books" at George Marks Elementary: FSA results and recorded participation numbers
Grant "Tech for Teachers” at George Marks: FSA results
Grant "May the Force be With You” at Pathways Elementary: Student surveys, debates, and exit cards
Grant "Pioneering to the Digital Age” at Pine Trail Elementary: ISTE standards evaluated during VSET evaluations / walkthroughs and documentation of technology integration
Grant "Listening Live from Pelican Pond: Increasing Literacy and Reading Comprehension through Listening Centers” at Sweetwater Elementary: Reading Counts points, Volusia Literacy Assessments, tracking of book checkouts
Grant "Pelican Progression: High Performing Interactive Learning” at Sweetwater: Student proficiency measured by tracking growth of Volusia Literacy Tests and Student responses
Grant "Teachers as Tutors” at Tomoka Elementary: Student and teacher surveys, FAIR data, and VLT
Grant "Tomoka Reading Intervention” at Tomoka Elementary: VLT 1 compared to VLT 4

Low-performing student outcomes were measured as follows:
Grant "Otters Celebrate Learning!” at Cypress Creek Elementary: Grade 3 FSA reading results
Grant "Academic Intervention Program" at Horizon Elementary: For Reading the FAIR-FS comprehension score on test AP2 and AP3 and Volusia Literacy Tests (VLT) number 1, 2, and 3. For Math the State Mandated Test (SMT) pre and post- test and Volusia Math Tests (VMT) number 1, 2, and 3
Grant "Pioneering the Digital Age” at Pine Trail Elementary: ISTE standards evaluated during VSET evaluations / walkthroughs and documentation of technology integration
Grant "Pelicans Excelling to the Top” at Sweetwater Elementary: District Assessments, High Frequency word checklists, SIPPS sight word checklist, DRA comprehension levels, fluency charts, and Math Fluency
Grant "Teachers as Tutors” at Timborcrest Elementary: Student and teacher surveys, FAIR data, and VLTs
Grant "Tomoka Reading Intervention” at Tomoka Elementary: VLT 1 compared to VLT 4

STEM and teacher outcomes were measured as follows:
Grant "Otters Celebrate Learning” at Cypress Creek Elementary: Impact survey
Grant "Technology for Teaching” at George Marks Elementary: FSA math and FSA science & teacher surveys
Grant "Camp Cardinal & Plug In To Longstreet” at Longstreet Elementary: District science tests (VST) for grades 3-5
Grant "May the Force Be With You” at Pathways Elementary: Rubrics included with LEGO Mindstorm curriculum, student participation, & self-evaluations
Grant "Pioneering to the Digital Age” at Pine Trail Elementary: ISTE standards evaluated during VSET evaluations / walkthroughs and documentation of technology integration
Grant "Pelicans Advancing into the Next Century of Learning” at Sweetwater Elementary: Volusia Math Tests & student participation

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**Project Title:** Wakulla AVID  
**Foundation:** Wakulla Foundation

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**Project Abstract:**

They second most important measurable goal was for one of our middle schools, Riversprings Middle School to accomplish the goal of becoming a National AVID Demonstration School. This was completed through the course of this grant. This grant provided support for our teachers, students and administrators for training, college tutors, and working through the standards required for this recognition.

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**Project Summary:**

This project allowed students to participate in activities both in the classroom and outside the classroom for the goals of graduation. AVID (Advancement via Individual Determination) is a college-preparatory program that targets first time college goers, middle of the road and low achieving students. These funds allowed us to supply not only direct support for students, but also direct support for teachers. Students benefited by having college students spend time tutoring them and college field trips along with team building through pedagogy taught through teacher professional development and classroom materials.

Teachers were able to attend conferences and provide training to their fellow faculty members which in turn allowed the grant to permeate to more students and faculty.

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**Outcomes:**

**Increasing Graduation Rates**  
100% of high school senior project participants graduated from high school  
100% of project participants made progress toward graduating high school  
100% of project participants showed increased interest in graduating high school

**Low-Performing Students**  
100% of project participants showed increased interest in performing well in school  
89% of project participants improved their grade in specific subject area  
89% of project participants improved their overall grade(s) in school

**Teaching Quality**  
100% of project participants showed increased knowledge about teaching in general  
100% of project participants showed increased knowledge about teaching in specific subject area  
100% of project participants showed improved attitude toward teaching  
100% of project participants showed changes in behavior in their teaching method

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**How Outcomes were Measured:**

Seniors enrolled in AVID IV were measured as to college application and graduation.

State wide test scores were analyzed to compare previous years performance to current years performance. As well as test grades and college-readiness tests where applicable.

Teachers who participated were responsible for training their faculty on methodology. Documentation of student work in classroom of both trained teachers and teachers who were trained by participants are available along with professional development sign in sheets and walk-through data.

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**Grades Address:** 5-12  
**Private-Sector Investment:** $16,687.79  
**Low-Performing Students:** 150  
**State Matching Amount:** $16,687.79  
**Total Students Impacted:** 150  
**Total Project Investment:** $33,375.58
**Project Title:** Classroom Mini-Grants  
**Foundation:** Walton Education Foundation

**Project Abstract:**
The Walton Education Foundation provides classroom mini-grants to teachers and schools in the Walton County School District to address the needs of literacy, achievement of low-performing students, career/technical education, increasing graduation rates, teaching quality, and STEM initiatives. Through a competitive grant process, funding will be awarded to teachers providing quality, innovative instruction with a project-based learning delivery model. These projects will be implemented to enhance student learning and achievement. Matching funds from the Consortium of Florida Education Foundations will enable Walton Education Foundation to extend the opportunity to impact the lives of more students in Walton County.

**Project Summary:**
Walton Education Foundation’s Classroom Grant Project focused primarily on providing an opportunity for classroom teachers to make a positive impact on the academic achievement of students in the Walton County School District in the following areas: low performing students, literacy, teaching quality and STEM education. Walton Education Foundation provided teachers in Walton County with support for innovative instructional opportunities that were quantitative and resulted in improved student achievement through a project-based learning delivery model that truly brought learning to life. The classroom grants gave teachers the ability to actively engage students in the learning process and often addressed the need for students to use higher-level thinking skills. The competitive grant review process is a “blind” process with local business leaders and retired teachers selecting the recipients. Individual grants will be awarded at $1,000 and cooperative or partner grants at $1,500. All projects must align with Florida State Standards and the school’s School Improvement Plan. Teachers submit applications in August and September and are awarded in October. Mid-term project reports are submitted in January with a final project review due in May. Teachers are required to submit photos of their projects for publicity and documentation of activities.

**Outcomes:**

**Literacy**
79% of project participants showed increased interest in reading  
52% of project participants improved in a standardized reading skills test(s)  
40% of project participants showed increased interest in writing  
19% of project participants improved in a standardized writing skills test(s)

**Low-Performing Students**
56% of project participants improved their grade in specific subject area  
56% of project participants improved their overall grade(s) in school  
56% of project participants showed increased interest in performing well in school

**STEM Education**
99% of project participants showed increased interest in STEM education  
87% of project participants showed increased interest in pursuing STEM career  
26% of project participants improved their grade in STEM subject area

**Teaching Quality**
100% of project participants showed increased knowledge about teaching in general  
100% of project participants showed increased knowledge about teaching in specific subject area  
100% of project participants showed improved attitude toward teaching  
100% of project participants showed changes in behavior in their teaching method
How Outcomes were Measured:

The above outcomes were measured using STAR Reading Data and Running Records, pre-test practice AP and post-test practice AP exams, Student interest surveys, Walton County School District Writes, Teacher formative and summative assessments and STAR Early Literacy data.

The Low-Performing Student grant outcomes were measured with Mixed Grammar Practice Test taken at the beginning and end of the year, STAR Enterprise Math, STAR Reading, STAR Early Literacy, interest inventory to assess interest in Math, the quantity of discipline office referrals, classroom participation, Class Grades and measuring lost instructional time.

The STEM Education grant outcomes were measured by using subject grades, pre-test and post-test analysis, teacher observation, and teacher created surveys.

Outcomes were measured in the Teaching Quality grants by increased participation by students, STAR Early Learning data, Face to Face meetings to analyze failures and successes, informal feedback, and teacher created surveys for students through Survey Monkey.

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<td>Total Students Impacted:</td>
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**Project Title:** Elevating and Celebrating Effective Teaching and Teachers Conference  
**Foundation:** Walton Education Foundation

**Project Abstract:**
The purpose of Elevating and Celebrating Effective Teaching and Teachers (ECET2) conferences is to celebrate extraordinary teachers, to honor their work as advocates and mentors, acknowledge their efforts, and to provide them the opportunity to collaborate with other educators. Walton County School District administrators are asked to select teachers who are considered teacher leaders, respected by colleagues, experts in their field, collaborative, willing to share effective practices, have passion for their jobs, motivate and inspire students, go the extra mile, and are willing to give and get feedback.

**Project Summary:**
Walton ECET2 Conference Objectives:
- To elevate and celebrate effective teachers and teaching;
- To empower teacher collaboration and conversation; and
- To increase teachers awareness of strategies to maximize success.

Walton ECET2 Session Topics:
- Strand 1 - Perspectives for Student Growth  
  Growth Mindset - Transforming Student Motivation to Learn - Elementary  
  Change Your Words, Change Your Mindset - Secondary
- Strand 2 - Teacher Leadership: How to have an impact on your campus right now  
  Transformational Leadership: Taking Ideas into Action  
  Calling All Teachers - Discover Your Inner Teacher Leader!
- Strand 3 - Flipping the Classroom - Seeing Success  
  Flipping the Classroom through Digital Content Tools  
  Meaningful and Memorable - Engage All Elementary Learners

**Outcomes:**

**Teaching Quality**
100% of project participants showed increased knowledge about teaching in general
100% of project participants showed increased knowledge about teaching in specific subject area
100% of project participants showed improved attitude toward teaching
100% of project participants showed changes in behavior in their teaching method

**How Outcomes were Measured:**
Outcomes were measured through post presentation, in-person interaction.

**Grades Address:** K-12  
**Private-Sector Investment:** $647.69

**Low-Performing Students:** NA  
**State Matching Amount:** $647.69

**Total Students Impacted:** 8,962  
**Total Project Investment:** $1,295.38
Project Title: Certified and Ready for Work

Foundation: Washington-Holmes Technical Center Foundation, Inc. dba Florida Panhandle Technical College Foundation

Project Abstract:

The Florida Panhandle Technical College Foundation project provides financial assistance to high school students who are dually-enrolled in career and technical programs at the Florida Panhandle Technical College. These students are not charged tuition for their CTE Programs, however, there are often other cost associated with their enrollment, such as uniforms and program related equipment and supplies. More importantly, the project will pay for the cost of industry certifications and state licenses that are required by their respective industries to enter high-wage occupations. The project also provides students with opportunities to participate in regional, state and national career and technical competitions and leadership workshops associated with their career interests.

Project Summary:

This project involves high school students who are dually-enrollment at Florida Panhandle Technical College in career and technical education programs. High school students can enrolled in 24 different programs leading to industry certification or state license. Industry certification refers to certification issued by an occupational or industry group to signal the completion of particular training or the mastery of knowledge and skills for a particular job or job category. Most technical jobs require some form of industry certification or state licenses as a prerequisite to hiring. Industry certifications are developed and offered by professional associations, state licensing agencies or industry groups, where industry representatives convene and establish industry-wide standards and measures which are then adopted by their members. In other cases, individual companies (e.g. Microsoft, CompTIA) offer proprietary training and certifications in the use of particular products, such as software or equipment. FPTC develops and maintains programs and courses according to industry needs; identifying the skills needed for today's job market by working closely with local employers and industry professionals. For some students, the CTE programs are an introduction into a career field that may eventually articulate into a higher level collegiate degree. For example, students who complete the Patient Care Technician program may continue on to the Practical Nursing Program or a two or four year degree nursing program. The industry certifications earned by students will articulate into college credits in the specific program area. Student achievement in CTE programs is measured by completion of OCPs, grades, and industry certifications. The project provides financial assistance to pay for specialized books and references, supplies, personal equipment or tools, uniforms, insurance (liability insurance for allied health programs' clinical rotations), and state licensing fees or industry certifications.

Dually-enrolled high school students also have the opportunity to participate in SkillsUSA. SkillsUSA is a national partnership of students, teachers and industry, working together to ensure America has a skilled workforce. SkillsUSA chapters help students who are preparing for careers in technical, skilled and service occupations to excel. SkillsUSA's national organization serves more than 300,000 high school and college students who in CTE programs. SkillsUSA provides quality education experiences for students in leadership, teamwork, citizenship and character development. It builds and reinforces self-confidence, work attitudes and communications skills. It emphasizes total quality at work, high ethical standards, superior work skills, life-long education and pride in the dignity of work. A highlight of the SkillsUSA is the skills competitions. Students are first selected to participate in regional competition, which includes high school students from across the Florida Panhandle. Students who place 1st, 2nd and 3rd are invited to compete at the state level. These leadership and skills competition often require students to travel overnight to attend the events. Finally, if any students place 1st in the state competition, they will move forward to compete at the national level in Louisville, KY. SkillsUSA really gives students an opportunity to step beyond their comfort zone to set and meet individual and career goals.

Outcomes:

Career/Technical Education

90% of project participants showed increased interest in career/technical education
90% of project participants made progress toward completing career/technical education certification
76% of project participants completed and passed career/technical education certification
How Outcomes were Measured:

Thirty-seven (37) of the 41 students originally enrolled have continued their education. One hundred percent (100%) have completed as least one Occupational Completion Point.

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<td>Project Title:</td>
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<tr>
<td>Foundation:</td>
<td>Washington-Holmes Technical Center Foundation, Inc. d/b/a Florida Panhandle Technical College Foundation</td>
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**Project Abstract:**

In the third year of the FPTC STEM Club, we greatly expanded the students served and the exciting STEM opportunities for electronics, robotics, rocketry, energy, and engineering. Originally serving fifth to eighth grade students, about 20-30 high school students were added to the mix this year as we have acquired advanced robots from FSU Panama City’s STEM Institute to allow high school students to compete in the BEST competitions. We also expanded our STEM competitions to include Team America Rocketry Challenge (TARC). Our very dedicated FPTC “instructor volunteers” and community volunteers provided students in grades 5 - 12 with engaging, hands-on experiences to aid them in mastering concepts in learning science and technology through innovative projects and competitions. Students learned to analyze and solve problems utilizing engineering design processes, which helped them develop applied math and design skills. This program also helped students to develop critical life skills such as communications, teamwork, leadership and project management.

**Project Summary:**

The STEM Club is sponsored by the Florida Panhandle Technical College (formerly the Washington-Holmes Technical Center). The club has completed its third very successful year. Originally serving fifth to eighth grade students, about 20-30 high school students have been added to the mix this year as we have acquired advanced robots from FSU Panama City’s STEM Institute. We also expanded our STEM competitions to include Team America Rocketry Challenge (TARC). The STEM Club’s purpose has been adopted from the founder of the First LEGO League, Dean Kamen - “to create a world where science and technology are celebrated and young people dream of becoming science and technology heroes.” These STEM Club programs help our young people discover the fun in science and technology while building self-confidence, knowledge, and valuable career and life skills.

The STEM Club will continue with the LEGO MindStorm robots for 5-8 graders. Students build and program the robots to carry out specific missions based on new science challenges developed by First LEGO League. The robots must be programmed through computer software to move in certain directions for a specific distance and then move and maneuver the robot appendages to complete missions. The teams learned about gear ratios, locomotion and energy as they constructed and programmed their robots. Of course, the ultimate highlight is the team at the local, regional and state competitions.

We were fortunate to be the recipients of 8 VEX Robots from FSU Panama City’s STEM Institute. We are now able to offer our high school students the opportunity to work a more complex robotics platform designed to transform STEM learning. The students will use the VEX IQ curriculum is designed to provide concrete, contextualized lessons that seamlessly integrate grade level mathematics, programming and engineering activities. In the curriculum, students learn about robotics technologies and how they impact modern industries. High school students will also participate in BEST Competitions sponsored by Gulf Power. Another new endeavor this year for the high school students was our participation in TARC. The Team America Rocketry Challenge (TARC) is the world’s largest student rocket contest and a key piece of the aerospace and defense industry’s strategy to build a stronger U.S. workforce in science, technology, engineering and mathematics (STEM). Sponsored by the Aerospace Industries Association (AIA) and the National Association of Rocketry (NAR), TARC was created in the fall of 2002 as a one-time celebration of the Centennial of Flight, but by popular demand became an annual program. Each year, Team America Rocketry Challenge’s rules and scoring parameters challenge the students’ ingenuity and encourage a fresh approach to rocket design. This year’s contest challenges students to design, build, and launch a rocket carrying two raw eggs to 850 feet and return them to Earth unbroken within a flight duration of 44 to 46 seconds. A new requirement this year called for the eggs to be placed perpendicularly to each other, thus complicating how teams protect the eggs in flight. Damaged eggs disqualify the flight. Based on local qualification flights, the top 100 teams are invited to Washington, D.C. in May for the National Finals.

In our second year, we purchased Arduino through the CEF Grant. The Arduinos are opensource physical computing platforms based on a simple microcontroller board and a development environment for writing software for the board. More simply stated, you load on some code and it can read sensors, perform actions based on inputs from buttons, control motors and accept shields to further expand its capabilities. To expand the students’ hands-on
experience with electronics and LEDs, we are including the Learn to Solder version of the Simon Says Kit. The kit includes all of the basic soldering tools you need for anyone just learning to solder. The Learn to Solder Kit came with a Beginning Soldering Handbook which walked teachers and students through the basics of making a solid solder connection. Of course, having the FPTC Welding Instructor as a volunteer was a great benefit. After students have successfully assembled the kit, they had a greater knowledge of through-hole soldering and the tools, techniques, and terminology required to populate a PCB prototype. Students had a development platform with 5 outputs (LEDs and buzzer), 5 inputs (buttons), and serial for debugging.

Finally, students have been inspired by seeing their designs transformed in 3D creations using a 3D printer. Using Autodesk Inventor Professional and Autodesk Solid Works mechanical software, STEM Club members developed drawings and learn to add depth, cuts, and extrusions. These activities fostered a greater understanding of 3-D design, CAD and CAM software platforms. The Florida Panhandle Technical College Drafting instructor and advance Drafting students served as mentors and coaches and help STEM Club members design some of the engineering projects. Our students were able to use the skills they mastered to design and engineer their own parts to make their STEM projects better than ever—for robotics, rocketry and more. 3D printing is all about STEM.

**Outcomes:**

**STEM Education**
100% of project participants showed increased interest in STEM education
63% of project participants showed increased interest in pursuing STEM career
63% of project participants improved their grade in STEM subject area

**How Outcomes were Measured:**

Outcomes were measured through participation records for teams and project assessments.

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On behalf of Florida’s local education foundations, the Consortium of Florida Education Foundations thanks you for your commitment to advancing student achievement in Florida by increasing private-sector investment and involvement in our classrooms with the incentive of this $1 for $1 match for locally developed, innovative initiatives!

Mary Chance, President
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