

EXECUTIVE SUMMARY

Grant Program	American Institute of Aeronautics and Astronautics Special STEM Grants for K-12 Teachers	
Status	New – Competitive	
Funds	\$500 (requested)	
Financial Impact Statement	The potential positive financial impact is \$500. The source of funds is from the American Institute of Aeronautics and Astronautics. There is no additional financial impact to the District.	
Schools Included	Bennett Elementary School	
Managing Department/School	Bennett Elementary School	
Source of Additional Information	1. Cynthia Muni, Visual Arts Teacher – Bennett Elementary	754-322-5450
	2. Stephanie Pollard, Director – Grants Administration	754-321-2263
Project Description	Grant funds from the American Institute of Aeronautics and Astronautics Special STEM Grants for K-12 Teachers will be used to expand students’ interest in Science Technology Engineering and Math (STEM) fields, the constellations, and space travel. Students will be able to explore, predict, design, engineer, create, work as a team, make models, and use hands-on manipulation of materials. Funds will be spent on a telescope, hand scale, balloons, hand air pump, safety goggles, and other related supplies.	
Evaluation Plan	400 students will be able to use the telescope and 48 students from 5th grade classes will participate in the lesson activities. Bennett Elementary students will be able to identify and understand constellations, make a model constellation, and write an expository essay explaining how the constellation obtained its name, how stars are born, what makes stars shine, and the difference between luminosity and brightness. Students will also take part in an extended study of how energy can propel a rocket and will design, engineer, build, and test their rockets in flight.	
Research Methodology	Bennett Elementary is a Title I school comprised of students from low-income families that lack time and resources to expose students to STEM fields.	
Alignment to Strategic Goals	This grant is aligned to the District’s Strategic Plan under Goal 1: High-Quality Instruction by enhancing STEM curriculum and tools.	

EXECUTIVE SUMMARY

Grant Program	City of Miramar Classroom Mini-Grants
Status	New – Competitive
Funds	\$250 (requested)
Financial Impact Statement	The potential positive financial impact is \$250. The source of funds is from the City of Miramar. There is no additional financial impact to the District.
Schools Included	New Renaissance Middle School
Managing Department/School	New Renaissance Middle School
Source of Additional Information	1. Jennifer Roveto, 6 th Grade Math Teacher – New Renaissance Middle 754-323-3500 2. Stephanie Pollard, Director – Grants Administration 754-321-2263
Project Description	Funds from the City of Miramar Classroom Mini-Grants will be used to create “Einstein’s Loft,” a room filled with various hands-on centers for sixth grade math students and their math teachers. These centers will aid students in the following academic areas: create a positive atmosphere while solving math problems, differentiate instruction for different levels, help measure understanding of topics being taught, and motivate students to learn math.
Evaluation Plan	Einstein’s Loft will be shared with all sixth grade math teachers and will benefit the entire sixth grade student body - 360 students. The objective of this project is to have every student show a learning gain after completing the centers. Materials will be laminated in order to preserve for years to come.
Research Methodology	New Renaissance is a Title I School and the student body is very diverse with 77% African Americans, 14% Hispanic, and 3.7% White.
Alignment to Strategic Goals	This grant is aligned to the District’s Strategic Plan under Goal 1: High-Quality Instruction by reinforcing and enhancing the Math curriculum and standards.

EXECUTIVE SUMMARY

Grant Program	Individuals with Disabilities Act (IDEA) Part B and IDEA Preschool Grant for Children with Disabilities Ages 3-5								
Status	Continuation – Formula								
Funds	IDEA Part B: \$51,320,659 + \$3,900,000 (Estimated Roll Forward) = \$55,220,659 (Requested) IDEA Preschool: \$1,189,451 + \$10,000 (Estimated Roll Forward) = \$1,199,451 (Requested)								
Financial Impact Statement	The potential positive financial impact is \$56,420,110. The source of funds is the U.S. Department of Education through the Florida Department of Education. There is no additional financial impact to the District.								
Schools Included	IDEA Part B: District-wide IDEA Preschool: Currently, there are 83 elementary schools and eight community agencies providing instructional programs for preschoolers with disabilities. The schools are identified based on school capacity with input from Directors and Principals. The community selections are based on those agencies documenting interest, experience, and expertise.								
Managing Department/School	IDEA Part B: Managed by Special Education Instruction IDEA Preschool: Managed by ESE Preschool								
Source of Additional Information	<table border="0"> <tr> <td>1. IDEA Part B: Kathrine Francis, Executive Director</td> <td>754-321-3436</td> </tr> <tr> <td>2. Sonja Clay, Director</td> <td>754-321-3431</td> </tr> <tr> <td>3. IDEA Preschool: Donna McCann, Supervisor</td> <td>754-321-7213</td> </tr> <tr> <td>4. Stephanie Pollard, Director – Grants Administration</td> <td>754-321-2263</td> </tr> </table>	1. IDEA Part B: Kathrine Francis, Executive Director	754-321-3436	2. Sonja Clay, Director	754-321-3431	3. IDEA Preschool: Donna McCann, Supervisor	754-321-7213	4. Stephanie Pollard, Director – Grants Administration	754-321-2263
1. IDEA Part B: Kathrine Francis, Executive Director	754-321-3436								
2. Sonja Clay, Director	754-321-3431								
3. IDEA Preschool: Donna McCann, Supervisor	754-321-7213								
4. Stephanie Pollard, Director – Grants Administration	754-321-2263								
Project Description	The IDEA grant program provides funds to help ensure children with disabilities have access to a free, appropriate public education to meet each child's unique needs. IDEA Part B: The IDEA grant provides funds to support students with complex and unique needs that cannot be met within the resources of their individual schools. Funds are provided for special assistance, including paraprofessionals and nurses; professionals to work with students with emotional/behavioral disorders; assistive technology; interpretation services for students who are deaf/hard of hearing; and program enhancements for students with autism. Funds are also distributed directly to schools through the Matrix Support Allocation. The grant includes funding for capacity building through staff development and parent education services. IDEA Preschool: The District is required to educate all identified preschool children with disabilities. The Office of Special Education Programs requires the District to transition children from Early Steps/Part C (birth-two program) to IDEA Part B programs by their third birthday. To meet these requirements, the District must evaluate students and conduct Individual Education Plan (IEP) meetings in a timely fashion. Staff members conduct student assessments and utilize specific testing instruments to evaluate students for program eligibility. Proportionate Share: IDEA 2004 requires a proportionate share of both IDEA Part B and IDEA Preschool funding be allocated for services to eligible children who have been unilaterally placed by their parents in a private school.								
Evaluation Plan	IDEA Part B: IEP goals and objectives are met in a variety of educational settings due to the individual support services, technology, and other resources provided by this grant. The Florida State Performance Plan Indicators are also used as a measurement for meeting federal and state requirements. Preschool Disabilities: Evaluation measures will include Teaching Strategies Gold data points, performance outcome measures, and State Performance Plan Indicators.								
Research Methodology	The rationale and supportive research for inclusion services and early intervention for students with disabilities strongly supports the District's current delivery systems. All trainings and products are based on research-based strategies for educating students with disabilities.								
Alignment to Strategic Goals	The IDEA grant supports the three pillars of the District's strategic plan. Goal 1: High-Quality Instruction - Special Areas of Focus: Support & Leadership of Exceptional Student Education & Support Services. Goal 2: Continuous Improvement - optimizing internal and external relationships/partnerships. Goal 3: Effective Communication - utilization of marketing tools and strategies to provide information to all stakeholders.								

EXECUTIVE SUMMARY

Grant Program	National Education Association Foundation – Student Achievement Grants	
Status	New – Competitive	
Funds	\$5,000 (requested)	
Financial Impact Statement	The potential positive financial impact is \$5,000. The source of funds is from the National Education Association Foundation (NEA). There is no additional financial impact to the District.	
Schools Included	Dillard Innovation Zone	
Managing Department/School	Dillard Innovation Zone	
Source of Additional Information	1. Christopher Gates, Technology Specialist – Broward Virtual School 754-321-6050 754-321-2263 2. Stephanie Pollard, Director – Grants Administration	
Project Description	Funds from the NEA Foundation Student Achievement Grant will be used to engage students in the Dillard Innovation Zone in Science, Technology, Engineering and Math (STEM) Discovery Days project-based learning opportunities. STEM Discovery Days will include the Germination, Hydration and Cultivation (GHC) process, incorporating seed germination, hydroponics, aquaponics, aeroponic technologies, photovoltaic paneling, and rainwater harvesting.	
Evaluation Plan	1,800 students and 30 educators will directly benefit from this grant. The projects effectiveness will begin with a pre-knowledge assessment of the students and will be evaluated at intervals throughout the year. The STEM-GHC Project portfolios will incorporate and carefully manage the use of scientific knowledge by observing and making inferences, record data, raise questions, investigate in teams, and generate appropriate explanations based on those explorations, compare observations made, distinguish between empirical observations, and ideas or inferences. Students will keep records as appropriate, such as pictorial, written, or simple charts, and graphs of investigations conducted. The outcomes are expanded through online learning labs, STEM-GHC Mini Lab Funshops (Kid-Friendly Workshops), and the expansion and groundbreaking of a community garden, fresh produce marketplace, and campus/community beautification from the GHC Lab.	
Research Methodology	The Dillard Innovation Zone consists of the highest underperforming schools in Broward County. Every school within the Zone is a Title I School.	
Alignment to Strategic Goals	This grant is aligned to the District's Strategic Plan under Goal 1: High-Quality Instruction by enhancing STEM curriculum and tools.	

EXECUTIVE SUMMARY

Grant Program	Now is the Time – BROWARD Grant Program
Status	New – Competitive
Funds Awarded	\$100,000 over 2 years (awarded)
Financial Impact Statement	The positive financial impact is \$100,000. The source of funds is the US Department of Health and Human Services Substance Abuse and Mental Health Services Administration (SAMHSA). There is no additional financial impact to the District.
Schools Included	District-wide
Managing Department/School	Diversity, Cultural Outreach & Prevention Department
Source of Additional Information	1. Amalio Nieves, Director - Diversity, Cultural Outreach & Prevention 754-321-1691 2. Stephanie Pollard, Director – Grants Administration 754-321-2263
Project Description	The overall goal of the Now is the Time – BROWARD Grant project is to build the District’s capacity to increase awareness of mental health issues prominent in the District and connect youth and families with needed services. The program objectives include increased awareness of mental health issues among school-aged youth by training 1,080 individuals in Youth Mental Health First Aid (YMHFA) by the end of the project and 3,480 in five years, and 840 individuals in Mental Health First Aid (MHFA) by the end of the grant, as demonstrated through course completion, observation and pre- and post-surveys. In addition, the District will increase the capacity of the community to respond to the behavioral health issues of its students by training at least 250 individuals in the YMHFA/MHFA.
Evaluation Plan	By the end of the grant period, 80% of individuals trained will conduct outreach and engagement strategies with school-aged youth and their families to increase awareness of mental health. Additionally, 95% of individuals trained will demonstrate an increased knowledge of mental health literacy through the YMHFA/MHFA training, as demonstrated by pre- and post-assessments and follow-up activities.
Research Methodology	Research indicates that approximately 18% of children and adolescents have a mental health disorder and that approximately 5% are severely emotionally disturbed. The odds are, therefore, that every classroom in Broward has at least one student with a mental health disorder. In Broward, we see statistics district wide illustrating the need for immediate action. According to the 2011 Youth Risk Behavior Survey, over 25.1% of Broward County Public High School students reported that they felt sad or hopeless every day for at least 2 weeks within the past 12 months, symptoms indicative of a mental health problem. Female high school students reported an even higher feeling of sad or hopelessness than males in the District. Even more alarmingly, 12.7% of students reported that they had considered attempting suicide in the past 12 months and 8.3% of students reported actually attempting suicide in the past 12 months. Again, female students reported higher attempts of suicide with 9.1% of students. Research shows that early intervention can prevent significant mental health problems from developing.
Alignment to Strategic Goals	This project is consistent with District Strategic Plan Goal 1 – High-Quality Instruction and helps to meet objectives for increasing the graduation rate and reducing and eliminating achievement gaps. The primary tactics employed are improving teaching capacity and proactive intervention.