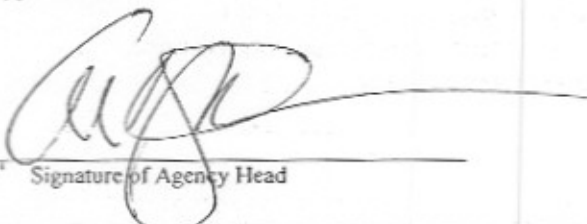


**ATTACHMENT 1
FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION**

TAPS Number
06C083

Please return to: Florida Department of Education Bureau of Grants Management Room 325 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) Suncom: 205-0715	A) Program Name: <p align="center">Florida Learn & Serve 2005-2006 Non-Competitive Projects District Infrastructure-Building</p>	DOE-USE ONLY Date Received						
B) Name and Address of Eligible Applicant: School District of Palm Beach County, Florida Department of Safe Schools 3330 Forest Hill Blvd. West Palm Beach, FL 33406		Project Number (DOE Assigned)						
C) Total Funds Requested: \$ up to \$50,000 <hr/> DOE USE ONLY Total Approved Project: \$	D) Applicant Contact Information <table border="1"> <tr> <td data-bbox="614 832 1068 914"> Contact Name: Beth A. Lefler </td> <td data-bbox="1073 832 1532 914"> Mailing Address: Dept. of Safe Schools 1790 NW Spanish River Blvd. Boca Raton, FL 33431 </td> </tr> <tr> <td data-bbox="614 920 1068 1002"> Telephone Number: 561.982.0923 </td> <td data-bbox="1073 920 1532 1002"> SunCom Number: NA </td> </tr> <tr> <td data-bbox="614 1009 1068 1086"> Fax Number: 561.982.0943 </td> <td data-bbox="1073 1009 1532 1086"> E-mail Address: LeflerB@palmbeach.k12.fl.us </td> </tr> </table>		Contact Name: Beth A. Lefler	Mailing Address: Dept. of Safe Schools 1790 NW Spanish River Blvd. Boca Raton, FL 33431	Telephone Number: 561.982.0923	SunCom Number: NA	Fax Number: 561.982.0943	E-mail Address: LeflerB@palmbeach.k12.fl.us
Contact Name: Beth A. Lefler	Mailing Address: Dept. of Safe Schools 1790 NW Spanish River Blvd. Boca Raton, FL 33431							
Telephone Number: 561.982.0923	SunCom Number: NA							
Fax Number: 561.982.0943	E-mail Address: LeflerB@palmbeach.k12.fl.us							
<p align="center">CERTIFICATION</p> <p>I, <u>Arthur C. Johnson, Ph.D., Superintendent</u>, (Please Type Name) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p> <p>E)  _____ Signature of Agency Head</p>								



ATTACHMENT 2

A) SCHOOL DISTRICT OF PALM BEACH COUNTY DIBP YEAR 3
 Name of Eligible Recipient: _____
 B) _____
 Project Number: (DOE USE ONLY)

TAPS Number
06C083

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
	160	Salary Children's Services Facilitator II (\$43,200 X .75) Service Learning Coordinator Employee will serve as the project coordinator of the district level grant and provide support and technical assistance to the school based grants/projects.	.75	\$32,400
	210	Retirement (\$32,400 X .09)		\$2,916
	220	FICA (\$32,400 X .062)		\$2,009
	220	Medicare (\$32,400 X .0145)		\$470
	230	Health Insurance (district requires whole amount of \$5,775)	1.0	\$5,775
	240	Worker's Compensation/Unemployment (\$32,400 X .0235)		\$761
	330	Out-of-County Travel (required sub-grantee meeting)		\$750
	330	In-County Travel (3000 X .405/mile)		\$1,215
	510	Materials and Supplies (Necessary supplies and materials for support of project office and schools) General office supplies (pens, folders, legal pads), mini-grant supplies (poster board, markers, gel pens, construction paper, disposable cameras, film developing, art supplies), and materials (books – big books, chapter books, readers, resource books, etc.) service learning reflection journals, etc.		\$3,704
(C) TOTAL				\$50,000



ATTACHMENT 3

Application Data Form (15% of total score)

Respond to applicable items/sections; this form is a required part of the application.

Activities/Accomplishment from 2004-05

of students who served: 750

who were served by students: Students 4506 Adults 700

of student presentations/trainings: 60 # of adult presentations/trainings: 12

of new projects initiated: 15

Resource materials produced (describe): Pre-K lesson plans, fact sheets, and project portfolios.

Products made as part of the project: Skits, poems, raps, plays, fact sheets, project portfolios, taped stories, school newspaper articles, pictorial displays.

Projected academic impact(s) on students serving: Increased reading and writing opportunities as measured by completed assignments, journal entries, presentations, etc. Pre-K lesson plan development and facilitation.

Actual academic impact(s) on students serving, and how measured: Increased reading and writing practice as measured by completed assignments, journal entries, presentations, Reading Running Record Levels, and grades, etc. Lesson plan development and implementation for Pre-K students. Students were considered very well prepared for further Early Childhood Teacher Education courses.

Other projected impact(s) on students serving: Leadership development, social skills gains, increased empathy, and mentoring capability.

Actual other impact(s) on students serving, and how measured: Increased empathy and social skills as measured by journal entries, small and large group discussion, and teacher observation. Improved self-regulating behavior as measured by decreased disruptive behavior incidents.

Projected impact(s) on those served: Novel reading and writing opportunities; increased similar age peer socialization experiences; appreciation of various art forms, increased empathy; understanding and utilization of conflict resolution skills.

Actual impact(s) on those served, and how measured: Novel reading and writing opportunities; increased similar age peer socialization experiences; appreciation of various art forms, increased empathy; understanding and utilization of conflict resolution skills. Pre-K students received innovative lesson plans.

Florida education standards addressed:

Reading K-2, 3-5, 6-8, 9-12

Standard 1: The student uses the reading process effectively. Standard 2: The student constructs meaning from a wide range of texts.

Writing K-2, 3-5, 6-8, 9-12

Standard 1: The student uses writing processes effectively. Standard 2: The student writes to communicate ideas and information effectively.

Listening, Viewing, and Speaking K-2, 3-5, 6-8, 9-12

Standard 1: The student uses listening strategies effectively. Standard 2: The student uses viewing strategies effectively. Standard 3: The student uses speaking strategies effectively.

Language K-2, 3-5, 6-8, 9-12

Standard 1. The student understands the nature of language. Standard 2: The student understands the power of language.

Literature K-2, 3-5, 6-8, 9-12

Standard 1: The student understands the common features of a variety of literary forms.

Standard 2: The student responds critically to fiction, nonfiction, poetry and drama.

Science K-2, 3-5

Processes of Life

Standard 1: The student describes patterns of structure and function in living things.

Standard 2: The student understands the process and importance of genetic diversity.

How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment.

The Arts 6-8

Skills and Techniques

Standard 1: The student understands and applies media, techniques, and processes.

Aesthetic and Critical Analysis

Standard 1: The student assesses, evaluates, and responds to the characteristics of works of art.

Applications to Life

Standard 1: The student makes connections between the visual arts, other disciplines, and the real world.

Course(s) involved in project:

Language Arts (elementary, middle, and high school); Science (middle school); Art (middle school) Peer Counseling, Leadership, and Elective credit (high school).

Portion of student's course grade(s) based on their service learning: Portion of course grade based on service learning activities varied by project from high to low depending on project and teacher.

of trainings 17, site visits 38, or public presentations 2

Plans for 2005-06

of students who will conduct service-learning activities: ~ 13,000+

of adult volunteers: ~ 600

who will be served: Unable to estimate number at this time, documentation will be collected for future final report. See Project Documentation Form in Attachments.

Grade level(s) of students serving: 3-12 (highest number of student servers will come from the 7th grade, due to mandatory service learning activities in 7th grade Civics)

of student presentations/trainings: 250 # of adult presentations/trainings: 100

of new projects initiated: 520

Name/Grade level of course(s) into which service will be integrated

Civics, 7th grade: Language Arts, 6-12; Art, 6-8; Peer Counseling, Leadership 11-12, and General Education Courses at the Elementary Level.

Portion of grade(s) that will be based on student service learning activities: Portion of student grade to be assigned to their service learning project will vary by teacher and project. This question will be asked of all participating teachers and documented for future final reports.

List of the primary (no more than five) Sunshine State, Goal 3, and/or Applied Technology Standards the project will address:

Reading K-2, 3-5, 6-8, 9-12

Standard 1: The Student uses the reading process effectively.

Standard 2: The student constructs meaning from a wide range of texts.

Writing K-2, 3-5, 6-8, 9-12

Standard 1: The student uses writing processes effectively.

Social Studies 6-8

Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government.

Standard 2: The student understands the role of the citizen in American democracy.

How will the achievement of standards be measured?

Grading of written assignments, quality of overall project and project participation, observations, etc.

Key need area(s) to be addressed in the project (reading, civics/history, drug/violence prevention, intergenerational, or environment—can be more than one):

Reading, Civics, Drug/Violence Prevention

Which Florida State Board of Education (SBE) strategic imperative(s) will be incorporated into the project and how:

Strategic Imperative 3: Improve Student Rates of Learning: Strategic Imperative 3 will be incorporated into the project by providing additional reading and writing practice

throughout all service learning projects. Additionally a service learning online in-service component for teachers is being developed. This online option is highly desirable as more teachers will be able to receive training due to this flexible delivery method. The teachers will learn to incorporate a variety of learning modalities within their projects, thus increasing student performance and retention of information. Ultimately, an increased number of service learning trained teachers will positively impact student learning gains.
of service activities to be conducted: 520

Frequency of service activities: Unable to estimate frequency at this time, documentation will be collected for future final report.

Products to be made as part of the project: Unable to answer at this time, documentation will be collected for future final report.

Average # service-learning hours students will provide (min. 20 per semester per student):
20.

Projected # of total service hours for the project (hours times number of students): ~ 13,000
X 20 (minimum) = 260,000.

See Project Documentation Form in Attachments.

**School District of Palm Beach County
District Infrastructure-Building Project, Year 3**

Part 1 – 2004-2005 Activities (40% of total score)

- 1. What needs of students serving (academic or other) and of the community were addressed by the project, and which key need areas (reading, civics/history, drug/violence prevention, intergenerational, or environment)?**

The needs of the students serving that were addressed through project activities were poor reading and writing achievement, social skill deficits, and inadequate character development. The key need areas that were addressed were: reading, civics/history, violence prevention and conflict resolution. Community needs that were addressed were also poor reading and writing achievement; poor social skills development; lack of socialization opportunities for ESE students; and inadequate school readiness of low income, English Speakers of Other Languages (ESOL) preschoolers.

The project supported **Just Read, Florida!** by using multiple reading intervention strategies for students who read below grade level. Examples include: older students who scored below grade level in reading partnered with low SES (socioeconomic status) students; students reading and presenting lessons to Pre-K age students, helping them to make up stories and then pictorially "write" them; and students taped stories for the younger students to hear. These examples are innovative and creative strategies, which are required in the Executive Order. The participating student servers were also exposed to informational texts specific to their projects.

- 2. What school or district education needs/policy goals were addressed by the project, and how?**

Project activities supported the School Board goals outlined below: **1. Increased Literacy** - Increase literacy in reading, writing, and mathematics for all students, including students in Exceptional Student Education (ESE) and English for Speakers of Other Languages, with an emphasis on grades K-3. These were addressed by: Specific Learning Disability (SLD) students mentoring severely handicapped students which required reading preparation as well as writing and reflecting on their project; SLD students mentoring Pre-K students in supplemental academic instruction (SAI) class; second graders tutoring and mentoring kindergarten students in reading and conflict resolution. All students who served had to reflect on their experiences through a variety of means; **2. Student Performance** - Improve achievement at critically low-performing schools and among students in Quartile 1 district wide. Most activities were conducted in low performing, high needs schools where lower quartile students were often the purveyors and recipients of service. Project activities were directed in particular to underserved populations, such as low performing students, the Trainable Mentally Handicapped (TMH) and autistic children, and low socioeconomic status (SES) Pre-K students.

The students served in these schools have multiple risk factors: a high percentage are on free or reduced lunch, a large percentage represent minorities, and their reading and math scores are low.

3. School Safety and Environment - Provide safe and nurturing school environments that are free of drugs, alcohol, firearms, and harassment, and where standards of appropriate and ethical behavior are upheld. Fifth grade students taught first graders peaceful solutions to violence and bullying. Character Education was promoted at events and through skits. **4. Challenging Curriculum** - Implement a challenging curriculum, including methods for individualized and group instruction that support the Board's mission and goals. All projects required individual and group discussion; journaling, creative problem solving and challenges.

The School District of Palm Beach County is now the ninth largest school district in the United States with a population of more than 176,000+ students who are served in over 162 schools.

The demographic, Limited English Proficiency (LEP) and Exceptional Student Education (ESE) percentages of the district's students are presented below.

	White	Black	Hispanic	LEP*	ESE	Free/Reduced Lunch
Elementary	41%	28%	23%	17%	15%	48%
Middle	44%	29%	21%	7%	16%	41%
High	47%	29%	19%	7%	13%	27%

*23,000+ students have been identified as needing English for Speakers of Other Languages (ESOL) services; 135 languages and dialects are spoken.

The District did not make Adequate Yearly Progress in FY 04. Only 50% of students are reading at grade level and 55% scored at or above grade level in math. Black, Hispanic, poor, LEP (Limited English Proficiency) and students with disabilities score far lower than these figures. Service Learning project serve these low achieving students.

The District has experienced these growth and demographic changes while at the same time experiencing shrinking financial resources from the state and increasing mandates for curriculum and academic achievement. FY05 Grade 3 SSS Reading Test results showed the following:

- 1) The number of proficient students increased 2.8 percentage points over last year, to 66.7% of students.
- 2) At the same time, test results show that the lowest performing students decreased 3.8 percentage points to 20.3% this year.

However, even with these promising gains the District realizes that a number of our third grade students will be retained this year because of low FCAT scores, unless they are able to demonstrate proficiency through portfolios or other assessments.

Service Learning has demonstrated that it is effective in promoting student affiliation, academic achievement and efficacy. The Department of Safe Schools has

joined forces with the Florida Department of Education's Office of Safe and Healthy Schools to support "Single School Culture." The Single School Culture (SSC) process will help ensure Service Learning's important role. The most effective way to change policy is to implement a significant effective practice. SSC consists of an integrated set of practices that address:

1. Academics – improving student achievement and school performance on high stakes measures such as state competency tests and Adequate Yearly Progress.
2. Behavior – defining, norming, and linking behaviors and consequences within the classroom and throughout the school to create and maintain a safe and orderly school environment.
3. Climate – creating an inclusive atmosphere based on fairness, openness, and the ethos of caring that generates a sense of connectedness to the school for students, teachers, and administrators.

A policy change this year is in the Department of Secondary and Career Education, which has established civic education requirements for seventh grade students that include Service Learning. Service Learning activities will be promoted through genuine civic engagement with rigorous academic content.

3. **What service-learning activities were conducted to address identified needs, and how were they linked with course assignments, curricula, and assessments?**

While there were a wide variety of Service Learning projects occurring in Palm Beach County, they all had two goals in common, improvement in Reading and Writing. Courses involved included: Language Arts, Early Childhood Teacher Education, Peer Counseling, Leadership, and Art. Many projects included Character Education through mentoring activities such as peer mediation, conflict resolution, and learning the language and use of "I-Care-Rules." Course assignments were readily met through the Service Learning elements of preparation, demonstration, and reflection. Examples include: presentations at PTAs, skits, poems, raps, plays; journaling; essays; reading for comprehension; and development of project portfolios. Projects utilized surveys, checklists, Reading Running Records, observations and report card grades as means of assessment. One project tracked disruptive behavior, discipline incidents, and referrals; another tracked attendance and the ability to self-regulate behavior.

4. **What activities were conducted to expand and improve service learning through new programs, procuring financial support, creating service-learning staff, and linking with school and district policies?**

Service Learning collaborated with a new project, with additional funding, using Service Learning as an alternative to suspension. Students' projects included extensive work at a local botanical garden, an Alzheimer's facility, and a local historical landmark and memorial. Staff at the botanical garden, parents, and staff hired in the project have been thrilled with this project. Additionally, National Drug Prevention/ School Safety

Coordinators and Social Service Facilitators placed in the schools became dedicated Service Learning advocates as they helped conduct the projects in select schools.

Many activities have been implemented and are ongoing in Palm Beach County to further our Service Learning initiative. These Service Learning activities include: the Youth Council; Advisory Council; multiple mini-grant projects operating at the elementary, middle and high school levels; teacher trainings; school-based Service Learning project trainings; community presentations; and the beginning of the development of complete Service Learning curriculum packages for the elementary, middle and high school levels. This curriculum will be finished in time to be utilized during the 2005-2006 school year and will be closely aligned to the Sunshine State Standards.

5. What activities were conducted to disseminate and market project successes?

Project successes were disseminated at schools via the school TV, announcements, newsletters, newspapers, and websites. Community newspapers, teacher trainings, advisory committee meetings, a community Character Education luncheon, and the district website were also used as ways to market the success and efficacy of Service Learning in supporting academic achievement.

6. What activities occurred at the district level (if applicable) to coordinate service-learning activities, including multi-school or district-wide service-learning projects and training?

Dialogue between the Departments of Safe Schools and Secondary and Career Education to prepare for next year's mandatory Service Learning activities/experience in seventh grade Civics classes is ongoing, and will impact over 13,000 students. Investigation into how to implement an online Service Learning course for teachers as part of their continuing education is ongoing. Collaboration between the District Service Learning Coordinator and members of Staff Development to include a brief introduction to Service Learning during New Teacher Orientation (NTO) is underway.

7. How did project partners help with project design and implementation, and what roles did the project advisory committee play?

Project partners and the Advisory Committee have let their desire for positive student and project recognition be known. Toward this end, the *Palm Beach Post*, *Sun-Sentinel*, and Channel 25 have all profiled students active in character-filled, quality service and are eager to feature more. The Advisory Committee has joined forces with Character Education initiative (through the Prevention Center in the Department of Safe Schools) in an effort to grow and sustain Service Learning – "Service Learning is Character Education in Action!"

Part 2 – Application Data (15% of total score)

8. **What are the key data elements for the project, including numbers and grade levels of participants, hours of service, and impacts on those serving and served (complete Attachment 3)?**

SEE ATTACHMENT 3

Part 3 – 2005-06 Plans (45% of Total Score)

9. **How will 2005-06 activities continue or expand on 2004-05 activities?**

The 2005-2006 school year will continue to be a year of expansion of the Service Learning initiative. Approximately 31 schools and 13,000 students will participate in Service Learning via their seventh grade Civics class. This is a fabulous opportunity for our students to experience true civic engagement.

Service Learning curriculum is currently being written for the elementary, middle and high school grade levels (English, Social Studies) in an effort to make the implementation of Service Learning by teachers efficient and thorough. Everything will be provided so that teachers and students can easily conduct quality projects.

September 10, 2005 will mark the date of the Service Learning kick off for the 2005-2006 school year in Palm Beach County. A one-day mini conference will be held for teachers, students, and community partners. Verna Cornelia Price, Ph.D. of the National Youth Leadership Council (NYLC) will present the key-note address as well as provide an introductory Service Learning training. Seventh grade Civics teachers will be invited and receive a stipend for their attendance as well as a copy of the *Complete Guide to Service Learning* by Katherine Berger-Kaye.

An introduction to Service Learning is being planned for our local education television station, Channel 19 to bring further awareness of the many benefits of Service Learning to an even wider audience. Service Learning activities and opportunities will also be featured in the district's Character Education newsletter – "Service Learning is Character Education in Action!"

10. **How will the 2005-06 projects secure the new programs, financial support, service-learning staff, partnerships, and links with school and district policies needed to improve, expand, and sustain service learning?**

The 2005-2006 school year will see the first year of required Service Learning activities within seventh grade Civics classes (over 13,000 students). This integration paves the way toward sustaining Service Learning within the School District of Palm Beach County. The District Service Learning Coordinator will be working with members of Staff Development to not only include an introduction to Service Learning within New Teacher Orientation (NTO), but to plan and carry out several Service Learning projects with select new teachers. The partnership between Service Learning and the Character Education initiative will also bolster Service Learning through the slogan "Service Learning is Character Education in Action!" Service Learning is also gaining popularity within the community. Training for after-school professionals is being planned, as well as presentations to numerous service organizations (Kiwanis, Rotary, etc.) in an effort to increase financial support and sustain Service Learning.

11. How will the project disseminate and market successes through assistance, information, training, resource materials, site visits, or other activities?

As noted above, a Service Learning introduction is being planned which will be aired on our district's local educational television show Channel 19. All projects will complete a Project Documentation form and be invited to an end-of-year Service Learning showcase to be held at the district office. Training opportunities will be advertised via email, the Service Learning Advisory Council meetings, school department meetings, the district internal mail, and websites. The Palm Beach Post, Sun Sentinel, and Channel 12 via *Taking the Lead* will help to market project successes by featuring student's involved in exemplary Service Learning activities throughout the year.

12. How will the project be coordinated at the school or district level, and what/how much support will be provided by the district?

The District Service Learning Coordinator will offer technical assistance and training to all teachers involved in Service Learning activities. In addition, an array of support is being planned for the seventh grade Civics teachers. This support will include training by Verna Cornelia Price, a national Service Learning speaker; custom curriculum; a copy of *The Complete Guide to Service Learning*, by Katherine Berger-Kaye; and sets of the *Service-Learning - Student's Guide & Journal* by Robert Schoenfeld for their students.

All projects will require thorough documentation. This documentation will include a description of the project, the standards addressed, how attainment of standards will be assessed, description of the elements of Service Learning as they apply to the project, and what portion of student course grades were attributed to their Service Learning activities. Because the Department of Safe Schools recognizes the efficacy of Service Learning, support of this initiative is high and considerable resources have been gathered to continue its implementation. The proposed Safe and Drug-Free Schools funding is only one example. The School Board favors Service Learning and an effort is afoot to change the high school graduation requirement of community service to the completion of a high-quality Service Learning project.

13. What match (cash or in-kind) is proposed for the project, and does that match focus on project goals and objectives? (See p.5 for match requirements.)

All cash and in-kind matches support project goals and objectives by providing much needed services, cash, expertise, and willing individuals to help with project expansion. A cash match of \$33,471 and \$17,207 in-kind match has been secured totaling \$50,678. Please see Attachment 8 for detailed match information.

14. Proposal Budget (see Attachment 2—Budget Narrative Form/DOE 101). Complete the DOE 101. Is there are clear and detailed budget with calculations and narrative justification/ explanation of expenses needed to conduct the project (the boxes expand)?

Please see Attachment 2 – Budget



THE SCHOOL DISTRICT OF
PALM BEACH COUNTY, FLORIDA

PREVENTION CENTER / DEPARTMENT OF SAFE SCHOOLS
3330 FOREST HILL BOULEVARD, B-147
WEST PALM BEACH, FLORIDA 33406

(561) 434-8862 FAX: (561) 434-8095

ATTACHMENT 5
ARTHUR C. JOHNSON, Ph.D.
SUPERINTENDENT

April 15, 2005

Alison Adler, Ed.D., Chief
Safety and Learning Environment
Department of Safe Schools
School District of Palm Beach County
1790 NW Spanish River Blvd.
Boca Raton, FL 33431

Dear Alison:

Our office is delighted to once again partner with you to offer our support for service learning in Palm Beach County.


The Prevention Center will assist the Service Learning Coordinator by providing not only funds, but also training and materials to faculty and students at project site schools in the area of drug/violence prevention and character education. In addition, we will be happy to continue as a member of the Service Learning Advisory Council and to utilize our Character Education meetings to further the service learning message.

The Prevention Center will match approximately \$21,000 (cash and in-kind) to be used for Service-Learning materials, curriculum writing, transportation costs, project supplies and materials. The expertise and guidance of the character education coordinator will be available to build and sustain successful Service Learning projects in Palm Beach County with an emphasis on drug/violence prevention and character education.


We look forward to continuing our successful partnership with the Department of Safe Schools.

Sincerely,

Kim Cotton Williams, Assistant Director
Prevention Center



PRIME TIME
Palm Beach County, Inc.



Dedicated to Quality Out-of-School Programs

April 14, 2005

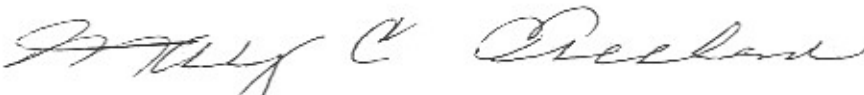
Alison Adler, Ed.D., Chief
Safety and Learning Environment
Department of Safe Schools
School District of Palm Beach County
1790 NW Spanish River Blvd.
Boca Raton, FL 33431

Dear Dr. Adler:

PRIME TIME Palm Beach County is looking forward to partnering with you to "grow" the service learning methodology within the Palm Beach County community. As you know, PRIME TIME is devoted to providing quality training and resources to after-school professionals in order to maximize their impact on our young people. PRIME TIME is committed to the concept of service and we look forward to learning through service learning how we can weave genuine academic content into our existing service activities.

Thank you for this training opportunity, I know it will be the start of a mutually beneficial partnership.

Sincerely,



Mary Freeland, Executive Director
PRIME TIME Palm Beach County

3111 South Dixie Highway, Suite 220 West Palm Beach, FL 33405

Phone: 561-659-4993

www.primetimepbc.org

Fax: 561-659-5192

BOCA RATON'S PROMISE

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Molly Sharp,
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Educator/Certified Sex Therapist

*Patricia Thomas, Trustee, Boca Raton
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Kathryn Van Brocklin,
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Boca Raton Rotary Central Club

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Rita J. Thrasher

Consultants

Larry Decker, Ph.D., FAU

Stuart Small, Esquire

Susan Walker, Esquire

Advisors

Judith Klinek, Palm Beach Co. Schools

Commander Maria Maughan,
Boca Raton Police Services,

Founding Board Members



Pulling our weight for kids

April 25, 2005

Beth Lefler, Service Learning Coordinator
Department of Safe Schools
1790 NW Spanish River Blvd.
Boca Raton, FL 33431

Dear Beth:

It has been a pleasure getting to know you this year through our mutual work with youth and service in Palm Beach County. The service kick-off planned for September 10, 2005, will be an outstanding opportunity for us to further our goals of orienting and recognizing persons already involved in service and providing teachers with training on service learning.

As an additional show of commitment to service learning, Boca Raton's Promise will contribute \$250 and the Kiwanis Sunrise Club of Boca Raton will match this amount. This was due, in part, to the outreach provided when you spoke to the club two months ago. I look forward to working together to bring more and adults to better understand the roles of service in communities and schools.

Sincerely,

Rita Thrasher, Executive Director

7 Royal Palm Way, #608 • Boca Raton, Florida 33432
Tel 561.395.3063 • Fax 561.394.4161 • E-mail brpromis@gate.net
www.bocaratonspromise.org

Cash and In-Kind Match Contributions

<i>Match Source/Description</i>	<i>How Total is Calculated</i>	<i>Cash Match</i>	<i>In-Kind Match</i>	<i>Total Match</i>
School District of PBC	In-direct Fee \$50,000 X 2.91%		\$1,455	\$1,455
Dept. of Safe Schools .25 FTE	\$43,200 x .25 FTE	\$10,800		
Retirement	\$43,200 x .25 FTE X 9%	\$972		
FICA	\$43,200 x .25 FTE X 6.2%	\$670		
Medicare	\$43,200 x .25 FTE X 1.45%	\$157		
Worker's Comp./Unemp.	\$43,200 x .25 FTE X 2.35	\$254		
Clerical Support	\$13.00 hr. x 5 hrs./wk. X 48 wks.		\$3,120	
Project Director	\$50.00 hr. x 2 hrs./wk. X 48 wks.		\$4,800	
Verna Price, SL Trainer (NYLC)	\$2,000 (speaking fee, travel, hotel, etc.)	\$2,000		
Training space at the Safe Schools Institute	\$140 hr. X 8 hrs./day X 3 days (space for up to 250 people, 2400 sq. feet, AV equipped, live video streaming capability, wireless internet, surround sound)		\$3,360	
Use of Office	Office space and machines (computer, copier, telephone, fax, printer)		\$1,400	
				\$27,533
Prevention Center Part-Time In-System (writing curriculum)	\$20.23 hr. X 120 hrs.	\$2,428		
Materials & Supplies	SL Journals \$3.50 X 500	\$1,750		
	Complete Guide to SL \$24 X 75	\$1,800		
	School Project Supplies	\$2,000		
Teacher Stipends	\$17.85 hr. X 8 hrs. X 50 teachers	\$7140		
Transportation	School or Charter Bus Fees for project transportation	\$3,000		
Character Ed. Coordinator	\$32.00 hr. x 2 hr./wk. x 48 wks.		\$3,072	
				\$21,690
Boca Raton's Promise	Service event in September 2005	\$500		
TOTAL		\$33,471	\$17,207	\$50,678

Project Documentation Form



DATE:

Contact Information

PLEASE PRINT OR TYPE ALL INFORMATION

Teacher(s)		
School Name		
School Address		
Phone		Your District Email: _____@palmbeach.k12.fl.us

Project Information

Project Name		
Grade Level		Course/Subject(s)
Project Dates		

Project Description (briefly describe your project):

Academic Integrity: Identify the knowledge and skills addressed by the project. Identify the Sunshine State Standards addressed by the project. How were students assessed? (Please attach curriculum materials and student assessments developed for the project.)

Please complete reverse side and Pony the completed form to:
 Beth Lefler, Department of Safe Schools, The Safe Schools Institute

Student Ownership: Describe the various roles students were able to experience through the planning and implementation of the project (ex. Decision maker - students decided on project focus and implementation).

Number of student servers:

Number of adult recipients of service:

Number of adults involved:

Number of student recipients of service:

Total number of recipients of service:

Number of adult presentations/trainings:

Number of student led presentations and/or trainings:

Average number of hours of service provided by each student server:

Describe any resource materials produced (if applicable, please attach):

Describe products made as part of the project (if applicable, please attach):

Academic impact(s) on student servers and how measured:

Impact(s) on those served and how measured:

What portion of students' overall course grade was based on their service learning project?

Please attach to this form a list of all student servers.

This information is required for the Service Learning grant evaluation that we must complete in order to keep our funding. Thank you very much for your help!

Please Pony the completed form to: Beth Lefler, Department of Safe Schools, The Safe Schools Institute

**General Education Provisions Act (GEPA)
Section 427**

Statement

The Department of Safe Schools of the School District of Palm Beach County, Florida, proposes to take the following steps to ensure equitable access to, and participation in, its service learning project for students, teachers, and other program beneficiaries with special needs.

1. Provide materials in English, Spanish, Portuguese and Creole as needed for parents or community members to eliminate language barriers.
2. Select materials/trainers/activities that reflect the demographic make-up of our schools, students, staff, and parents, thus reducing barriers between the district and its constituency based on race, national origin, marital status or color.

Equitable access to school and community-based services will be offered to all students with identified needs regardless of gender, race, national origin, color, economic status or handicap.

In addition, the Department of Safe Schools will support School Board Policies 5.001 and 3.05 that deal with equitable education, non-discriminations, and affirmative action.

ATTACHMENT 4
Applicant Checklist

PLEASE COMPLETE AND RETURN WITH PROPOSAL

- DOE 100A – Project Application Form
- DOE 101 – Budget Narrative Form
- Proposal Data Form
- Proposal Narrative (up to 8 single-spaced, numbered pages)
- Attachments (up to 10 pages)
- Applicant Checklist (this page)

A. School Contact Information (if applicable)

1. Name of School: _____
2. District: _____
3. Amt. Requested _____
4. Project Title: _____
5. Project Coordinator at the School: _____
6. E-mail Address: _____
7. Phone: _____
8. Fax: _____
9. Address: _____

B. District Contact Information

1. District Contact: Alison Adler, Ed.D., Chief, Safety and Learning Environment
2. District: School District of Palm Beach County, Florida
3. Amt. Requested: \$50,000
4. Project Title: District Infrastructure-Building Project, Year 3
5. Project Coordinator at the District Level: Beth A. Lefler, MSW.
6. E-mail Address: Leflerb@palmbeach.k12.fl.us
7. Phone: 561.982.0923
8. Fax: 561.982.0945
9. Address: Department of Safe Schools
1790 NW Spanish River Blvd.
Boca Raton, FL 33431