

# THE PICOWER FOUNDATION

## Proposal Guidelines

Please do your best to answer questions fully in the space provided.  
You may attach additional information if necessary.

### A. Organization Information

|   |                         |  |                |                   |        |                      |            |
|---|-------------------------|--|----------------|-------------------|--------|----------------------|------------|
| 1. Organization Name:   |                         | The School District of Palm Beach County, Florida – Department of Safe Schools |                |                   |        |                      |            |
| 2. Address:   |                         | 1790 Northwest Spanish River Blvd.   |                |                   |        |                      |            |
| 3. City, State, Zip:  |                         | Boca Raton, Florida 33431  |                |                   |        | 4. EIN#:             | 59-6000783 |
| 5. Website:   | www.palmbeach.k12.fl.us |  |                |                   |        |                      |            |
| 6. Name/Title of CEO:   |                         | Arthur C. Johnson, PhD., Superintendent  |                |                   |        |                      |            |
| 7. Phone:   | 561-434-8200            | 8. Fax:  | 561 – 357-7585 | 9. Email:         |        |                      |            |
| 10. Name/Title of Grant Contact   |                         | Chief, Safety and Learning Environment   |                |                   |        |                      |            |
| 11. Phone:  | 561-982-0900            | 12. Fax:   | 561-982-0943   | 13. Email:        |        |                      |            |
| 14. Organization Mission Statement (please use no more than three lines):   |                         |  |                |                   |        |                      |            |
| The School District of Palm Beach County is committed to excellence in education and preparation of all students with the knowledge, skills and ethics required for responsible citizenship   |                         |  |                |                   |        |                      |            |
| 15. Need Organization Addresses (describe the need or problem your organization seeks to address in 2-3 sentences):<br>i.e., <i>"In the catchment area, 33% of students are unable to read at grade level."</i>   |                         |  |                |                   |        |                      |            |
| The School District of Palm Beach County did not make Adequate Yearly Progress as identified by the federal government since only 80% of the criteria was met. The percentage of students reading at proficiency or above ranges from 36% at grade 9 to 71% at grade 4. The percentage of students performing at proficiency in math ranges from 49% in grade 6 to 71% in grade 10. These skills were measured by performance on the FCAT (Florida Comprehensive Assessment Test). Teacher delivery of content needs further development and there is a need to have teachers continuously use data to drive instruction. |                         |  |                |                   |        |                      |            |
| 16. Population Served by Organization (describe the geographic location, nature and age of population in 2-3 sentences)   |                         |  |                |                   |        |                      |            |
| Palm Beach County, the eleventh largest school district in the country, serves 172,532 students in grades K-12 and employs 10,532 instructional staff. There are currently 102 elementary schools, 31 middle schools, 22 high schools and 7 other (alternative school sites).   |                         |  |                |                   |        |                      |            |
| 17. # F/T Staff:  | 33,214                  | 18. # P/T Staff:   | 700            | 19. # Volunteers: | 27,000 | 20. # Board Members: | 7          |

|   |    |   |      |
|---|----|---|------|
| 21. Salary of CEO:  |    | 22. Salary/position of highest paid employee if other than CEO: | same |
| 23. Please list up to five senior staff positions and how long they have been with the organization (names are not necessary):  |    |   |      |
| 27 years – Chief, Safety and Learning Environment<br>20 years – Assistant Director/Single School Culture for Academics<br>20 years – Assistant Director/ Single School Culture for Behavior<br>25 years – Specialist<br>17 years – Assistant Director/Single School Culture for Climate   |    |   |      |
| 24. Briefly describe how the organization develops and retains staff. Please use no more than 5 lines.  |    |   |      |
| The organization uses an efficacy based model whereby staff is given opportunities to practice leadership skills and is given continuous feedback on their performance. Staff is then encouraged to assume leadership of an initiative of their own. Retention is not an issue – staffs given “meaningful participation” with a “sense of community” remain in the department. Support for one another is expected.   |    |   |      |
| 25. How many CBO's does the organization work with?   | 45 | 26. Please list no more than five of these CBO's below:         |      |
| Children's Service Council<br>Health Care District<br>Prime Time Palm Beach County<br>Parent Child Center<br>Mental Health Association  |    |   |      |
| 27. Succinctly summarize the Board's role/contribution to the organization: (below)   |    | 28. Average meeting attendance rate:                            | 90%  |
| The School Board of Palm Beach County has given overwhelming support to the proposed initiative, Single School Culture for Academics. Area Superintendents have also given continuous support to the project as well as the Superintendent Dr. Johnson. The School Board has committed over \$500,000 in funding of the SpringBoard and Professional Development project. In addition to financial support, the School Board has also provided support for changes in policy and practices. This initiative supports 3.5 positions and reaches 32 schools (approximately 3700 teachers) via the Professional Development workshops; and SpringBoard directly supports the academic needs for 1357 students. |    |   |      |
| 29. Projected Revenue for current fiscal year*:   |    | 30. Projected Budget for current fiscal year*:                  |      |
| 31. If you have an endowment fund, what is its purpose and how is it used? (below)  |    | 32. Amount of endowment:  | none |

\* If these numbers are not available please use last year's, indicating the fiscal year.

33. Please give a brief history of the organization and a brief description of current programs and accomplishments (emphasize recent achievements.)

The Department of Safe Schools began in 1993 with 4 employees and a budget of \$500,000 and has grown to 90 full - time, 700 part - time employees. Single School Culture is at the forefront of school reform. The School District has given overwhelming support to expanding this research-based practice to all our schools. The recent department accomplishments include:

- Wrote for and received the only federal alcohol prevention grant awarded to Florida - \$300,000+
- Was feature story for our work on Single School Culture, October 31, 2001 in Education Week
- Our 30 Middle School After School Programs are recognized as among the best in the State of Florida
- Featured in Harvard Graduate School Journal of Education, Spring 2004 for our work with Single School Culture

- Single School Culture for Climate featured on US Secretary of Education's News. Television program aired on February 15, 2005 for parents
- Rated among the top 3 school district departments among 40 departments by school principals in 2004
- Presented at the Florida Department of Education, K-12 Continuous Improvement Conference in 2005
- Single School Culture was featured in 3 national conferences in Orlando, San Diego, and Washington, D.C. in 2005-2006
- Palm Beach County received an "A" rating from the State of Florida – the only "A" rated district among the state identified "urban 7" school districts
- Produced and distributed 2 multi-media interactive training CD's including a training manual for the Facilitator and a teacher practice guide booklet for teachers for the following Single School Culture for Academics processes:
  - 1. Data Feedback Strategy Method of diagnostic tests, and
  - 2. Unpacking a Standard
- Developed and implemented 2 training modules for Learning Team Facilitators based on Dr. Rick Stiggins; Assessment Literacy "Keys to Quality Assessment"
- Developed 11 staff development packets for use with all high school teachers during the late start High School Learning Team Meetings
- Presented a Board Workshop on Single School Culture for Academics on January 11, 2006
- Are active participants in Program Review for SpringBoard 2005-2006; first year of implementation
- Picower/College Board presented at Chief Academic Officer (CAO) meeting March 14, 2006
- College Board full workshop Chief Academic Officer (CAO) on April 11, 2006
- College Board active participant for both SpringBoard and Pre AP/AP at Single School Culture Conference, May 11-12, 2006

**B. Funding Request Information**

|                                    |  |                      |   |
|------------------------------------|--|----------------------|---|
| 1. Purpose of Request/Project Name | A. SpringBoard<br>B. Pre-AP and AP Professional Development through the practices of Single School Culture | 2. Amount Requested: | A. \$110,158 (25% of total expense)<br>B. \$471,384<br><br>TOTAL: \$581,542 |
|------------------------------------|--|----------------------|---|

3. What is the need that this project addresses? i.e., *“Students in the catchment area have no place to go after school.”*  
(if requesting general operating support leave blank)

As the project expands, schools continue to request training and implementation assistance at the school site for SpringBoard and the Professional Development with Single School Culture for Academics. The Department of Safe Schools requests that the Picower Foundation continue to support existing grant funded positions and workshops so that training and implementation can be met. The four positions are needed to continue to develop the initiative and maintain a high level of quality assurance. There are no other initiatives within the Southern Region of Schools (Florida, Alabama, Georgia, South Carolina, Texas, Louisiana, Arkansas) that have anything similar to this successful initiative. On the Professional Development side, the planning, facilitation, implementation and follow up will continue. With the addition of the Curriculum Specialist links are being made to the Learning Team Facilitators to impact teacher Professional Development and the application of strategies and interventions for specific academic needs. She works collaboratively with the secondary Program Planners to facilitate curriculum alignment between College Board initiatives and Secondary curriculum needs. There are two initiatives proposed—to continue the implementation of the College Board’s SpringBoard Program and Pre-AP and AP professional development workshops for teachers in middle and high schools managed through the Department of Safe Schools under the direction of the Chief of Safety and Learning Environment.

Collaboration has developed among The College Board, SpringBoard, and the Single School Culture for Academics staff to support the mission of high academic achievement for all students. The common goal of incorporating both College Board strategies and SpringBoard strategies into Learning Team Meetings is shared by the SpringBoard Coordinator (SC), Organizational Specialist (OS), Curriculum Specialist (CS), Assistant Director of Single School Culture for Academics and the Single School Culture for Academics staff. The Learning Team Meetings serve as the ideal vehicle for College Board and SpringBoard teachers to link these research-based strategies with identified student needs. The expertise of the OS and CS as former Learning Team Facilitators assists in the daily accomplishment of the project goals.

**SpringBoard**

The SpringBoard Program works to increase academic rigor and address the needs of lower performing students at 19 Secondary Schools in Palm Beach County.

- The program increases the thinking and processing skills of the learner therefore increasing the possibility of future involvement in Advanced Placement Classes and on to College, while assisting the learner to meet proficiency or higher targets.
- SpringBoard fosters collaboration and team work, enhancing the “work ready” skills of students.
- SpringBoard offers staff development opportunities online and in workshop format to develop teachers in order to provide more engaging delivery of content and more rigorous expectations for the students.
- SpringBoard provides a support network, on site staff development, and accountability through SpringBoard Lead Teacher meetings at each school.

**Professional Development, Single School Culture**

The Single School Culture Program addresses teacher professional development on a district-wide level, and aims to create academic cohesion within each school. Palm Beach County schools must adopt the district’s reading across the curriculum agenda. With parallel curricula and an understanding of cross-curricular needs, more students will be better directed toward college preparation and post-secondary success.

This initiative will:

- Offer instructional leadership and content area teacher professional development workshops to support this emphasis on rigor;
- Develop district professional development leaders to promote the Single School Culture goal of all teachers working to enhance students’ higher order thinking skills and meeting proficiency or higher target.
- Introduce district and school administrators to the power of rigorous curriculum that focuses on critical thinking.

|  |   |   |  |
|--|---|---|--|
| 4. Number served:  | <b>SpringBoard :</b><br>Approximately 1300 students<br><br><b>Pre-AP and AP Workshops / Single School Culture:</b> 3,720 teachers in 32 schools (12 high schools and 20 middle schools) | 5. Cost per beneficiary: (approx.)                                      | <b>A.</b><br>\$81.17/student<br><br><b>B.</b><br>\$127/ teacher                  |
| 6. How was cost per beneficiary derived?   | Funds requested from Picower / number directly served   |   |  |
| 7. What percentage of the organization's operating budget does this project represent? | Less than 1%  | 8. What percentage of the project's budget does this request represent? | 25% of total Springboard program<br><br>100% of Pre-AP and AP workshop offerings |

9. Please describe the population served by this project.

**SpringBoard**

Secondary schools that do not meet Adequate Yearly Progress for two years in a row must offer academics programs that will meet the needs of their students. Nineteen schools in Palm Beach County fall into this category. Springboard will be implemented in these 19 school programs and will serve 20-24 students per grade level in each school, grades 6-12. The participating schools will be:

**High Schools:** Forest Hill, Glades Central, Pahokee, Palm Beach Lakes

**Middle Schools:** Bear Lakes, Carver, Congress, Conniston, H.L. Watkins, John F. Kennedy, Lake Shore, Lake Worth, Lantana, Odyssey, Okeeheelee, Pahokee, Palm Springs, Roosevelt, Village Academy

(Pahokee is a middle and high school, and Village Academy has 6<sup>th</sup> and 7<sup>th</sup> grade only)

**Pre-AP and AP Workshops / Single School Culture**

Teachers from 12 high schools and 20 middle schools—the highest priority schools, with the largest population of minority students, low FCAT scores and low graduation/passing rates—will be served in the Professional Development Single School Culture for Academics. The participating schools will be:

- **Current High Schools FY06:** Atlantic, Boynton Beach, Forest Hill, Glades Central, John I. Leonard, Lake Worth, Olympic Heights, Pahokee, Palm Beach Gardens, Palm Beach Lakes, Santaluces, William Dwyer
- **Current Middle Schools FY06:** Bear Lakes, Carver, Christa McAuliffe, Congress, Conniston, Crestwood, Don Estridge High Tech, H.L. Watkins, Jeaga, John F. Kennedy, Jupiter, Lakeshore, Lake Worth, Lantana, Pahokee, Palm Springs, Roosevelt, Western Pines, Watson B. Duncan, Woodlands

Since we added 8 new schools last year, this year we plan to focus on recruitment and building capacity at those schools, while focusing on new workshop offerings.

10. If this is a new grant, please provide a description the project including what will be accomplished and how. If this project has been funded by the Picower Foundation in the past, please only describe changes made to the program.

The School District of Palm Beach County has partnered with The College Board for the last two years, and has a well-established relationship with The Picower Foundation. Part of this grant request is focused on continuing the Pre-AP and AP workshops offered by the College Board to teachers in Palm Beach County, which is unlike any other initiative in the southern region of states. The other portion of the request is focused on continuing to support the second year of The College Board's SpringBoard program in math and English language arts—in a select sub-set of schools in Palm Beach. The new additions to SpringBoard include the use of exemplars to provide "mental models" for sites where implementation is not progressing as quickly as needed, and the use of the CS to help teachers blend SpringBoard with their regular content requirements.

The main change to Pre AP and AP is the new requirement instituted in February 2006. College Board has agreed to overbooking the workshops and schools have agreed to hold the teachers and themselves accountable for ensuring that teachers attend the scheduled training; participants meet with Picower funded staff (SC, OS, CS) as a follow up to observe strategies implemented in the classroom. The last change to the Pre AP and AP project will be to institute the above interventions for raising the percent of students who passed the AP exam.

The following is an overview of the two initiatives.

### **SpringBoard**

The District is continuing to pilot the Springboard Program for two reasons:

1. To use effective research based strategies and materials to increase the achievement of our lowest performing students. In the SpringBoard program, students are part of a "special cadre" where teachers develop close and supportive relationships with each student. In addition, the ongoing professional development and diagnostic assessments of SpringBoard will allow teachers to more accurately assess and address the strengths and weaknesses of their students.
2. Schools where insufficient academic achievement is made must offer tutoring, changing schools or other educational options to parents. We believe students need to remain in environments where they have friends and are involved in sports and other activities within their community. SpringBoard is designed to help the lower performing student become involved in their own education in as much as challenging them to take Advance Placement classes and go on to college. Math and English teachers will implement SpringBoard in their classrooms. They will also meet for Learning Team Meetings and perform joint planning. SpringBoard teachers will have the same group of students at each grade level so that they can intensely assist their learners in the academic process. Each teacher will be limited to 20-24 students. The students will move from class to class, as in a regular secondary setting. The teachers will be hand-selected by the principal and committed to a minimum of three years in order to most effectively implement the SpringBoard Program. The Departments of Safe Schools and Secondary and Career Education will provide assistance in various forms, such as through: the Learning Team Facilitators, a SpringBoard Coordinator, other Safe School's staff and Secondary Education Program Planners.

### **Pre-AP and AP Workshops / Single School Culture**

There is a strong relationship between the work of the College Board in terms of its Pre-AP and AP Workshops and that of the Single School Culture for Academics. Single School Culture provides the teachers

and schools with a *process* and the College Board provides them with the *content*. The strategies of the Picower/College Board Professional Development Workshops are discussed at each school's Learning Team Meetings and reinforced throughout the school/departments.

Our team has worked to incorporate College Board workshop opportunities for teachers at Picower-designated schools. Originally, there has been an Organizational Specialist (OS) who has served as the liaison to the current 12 Picower high schools and 20 Picower middle schools. This liaison has registered and facilitated College Board workshops, visited school sites, and followed up on training. She also initiated and is overseeing the In-service Professional Points earned by instructional participants at the Picower/College Board Workshops. These valuable In-service points assist teachers in renewing their teaching certificates. With the addition of the Curriculum Specialist (CS) the College Board content and customized workshop strategies will be incorporated into the Learning Team Meetings. These school-based Learning Teams meet to plan and work through content for immediate use in their classrooms. Vertical Teaming workshops have been implemented district-wide at the administrative level so that school administrators can also begin to see the overall big picture of Single School Culture. This will directly affect the school by building capacity in their departments. This year, the team took it one step further and offered the content Vertical Teaming (Language Arts, Math, Science and Social Studies) to select Picower/College Board Schools. The selected schools will send teams of teachers to be trained, and they in turn will take it back to their schools to drill down and implement into true systemic change. This helps teachers and administrators understand how what they do at different grade levels affects the entire school progression or lack thereof. The Academic Program Planners have been directly involved in the selection of upcoming Professional Development workshops, as well as they have been encouraging Department Heads at their monthly content area meeting to register participants at the Picower/College Board schools. Principals and the Superintendent have recommitted themselves in this engagement.

We plan to continue this work with the OS, as well as the CS to service all 32 schools and work between various departments at the District level. In doing so, **we are reaching well over half of the current secondary schools in the School District of Palm Beach County**. The Academic Program Planners are pleased with the level of involvement and communication on behalf of the OS and CS. This year, we plan to:

- Provide more College Board workshops in order to better serve the increasing demand.
- Include content workshops Pre-AP and AP.
- Continue to include Vertical Teaming workshops for Math, English, Science, and Social Studies.
- Expand to include 3 additional Science workshops.
- Expand to include new Social Studies workshops.
- Expand to include The Teaching and Learning Conference with Picower as co-host with College Board.
- Continue to offer the Math and English workshops and several new ones.
- Continue the number of site visits per school.
- Continue to work with the Division of Curriculum and Learning Support, specifically with Academic Program Planners, to forge a comprehensive relationship between Single School Culture for Academics and SDPBC initiatives.
- Increase minority representation in AP courses by expanding Pre-AP strategies courses and teachers trained for those classes.
- Work to increase the percentage of students who pass the AP exam.

The Organizational Specialist, College Board Liaison, Curriculum Specialist, SpringBoard Specialist, and the academic program planners proposed the workshops listed below; teachers and administrators provided input from the current schools served. Knowing that each of the Spring workshops will be overbooked and will fully

meet our attendance requirements. This was done through informal discussion, questions asked at College Board trainings, site visit requests and email.

Research has proven that students who receive high quality, rigorous instruction are more successful than students who do not receive the highest level of instruction. This builds on prior knowledge. Scaffolding is critical in positive academic movement. In training the teachers with College Board strategies, all students in each teacher's classes benefit from the strategies regardless of the course they are in. The teachers usually have two or more courses that they teach and are not necessarily "AP teachers". The workshops have been open to all teachers at the served schools. The workshops are cornerstones to start next year.

Please note the increase of workshops offerings and we have very good reasons for this request;

1. *We have attached the most recent key indicators that are tied to the Academic Business Plan for the District. We believe and will promote the belief that the Picower projects have directly influenced the trends and can reverse the negative trends.*
2. *We know the new partnership between Picower/College Board initiative; Secondary Education Science and Scripps will be awesome. We will provide Secondary Education with Picower logo for their Scripps related courses and this relationship will get bigger and have a bigger impact on key results and Scripps work.*
3. *Your faith in us has been challenge and we have responded. The incorporation of the Curriculum Specialist as a content expert was much needed. The Organizational Specialist's agreement with College Board to allow overbooking and provide materials was essential. The SpringBoard Specialist's attendance at all College Board workshops has added to her repertoire to provide support. Lastly, Dr. Johnson has recommitted to us his support and that of the District. We appreciate the opportunity to make the Picower Foundation the driving force in higher level course work in this District.*

Some of the College Board Workshops that we plan to include are (but are not limited to):

- **FCAT/Pacesetter Sunshine State Standards Workshops for both Mathematics and English:** These customized, four-day workshops link Florida Sunshine State Standards with Pacesetter strategies in classes from grades 9-12. These workshops have embedded Sunshine State Standards and FCAT preparation into the daily delivery of lesson plans. The FCAT/Sunshine State Standards workshops offered to all high school teachers this year exposed over 3,800 teachers to College Board strategies, rigor and content. There is a feeling among rank and file teachers that College Board instruction is not for everyone and this provided them with the opportunity to experience it in a supportive environment. We know now that they will choose to attend College Board workshops in the future, and will actively participate in next year's Learning Team Meetings.
- **Pre AP – Vertical Teaming – English:** The purpose of this one-day workshop is: To give middle and high school teachers greater English skills, strategies and the ability to communicate grade level expectations to one another. As an AP Vertical Team, a group of teachers work cooperatively to develop and implement a vertically aligned program in English within their school.
- **Pre AP – SOAPStone English:** The purpose of this one-day workshop is to help middle and high school English and Reading teachers address problems students encounter with their writing. The focus is on classroom tactics that include: analyzing good writing, applying the knowledge. Participants will reflect upon conceptual strands of the writing process, narrative, writing a persuasive essay, analyzing and assessing student writing.
- **Pre AP – New SAT Writing Workshop:** This one-day workshop provides secondary school English teachers with models and lesson plans focused on strengthening students' argumentative writing skills. The ability to write an effective argument is an essential skill for college success.
- **Pre AP – Reading to Write:** The purpose of this three-day workshop is to support and encourage teachers as they foster and create a learning environment. The goals of the workshop are to identify, practice and reflect on key writing strategies that can be immediately incorporated into the classroom,



as well as recognize attributes of a “learner centered” environment. This is a three-day workshop and one-day online.

- **Pre AP – 5-S Strategy for Passage Analysis:** This one-day workshop introduces strategies that will enable teachers and students to become more systematic in the literary analysis that precedes the writing of analytical compositions.
- **Pre AP – Vertical Teaming – Math:** The purpose of this one-day workshop is to give middle and high school teachers greater Math skills, strategies and the ability to communicate grade level expectations to one another. As an AP Vertical Team, a group of teachers work cooperatively to develop and implement a vertically aligned program in Math within their school.
- **Pre AP – Strategies in Math – Functions:** The purpose of this one-day workshop develops deep content and discusses grade level appropriate content including but not limited to technology to promote understanding. Teachers will acquire skills methodical thinking and clear communication of the thought process. Teams work on problems and instructional strategies in small groups.
- **Pre AP – Strategies in Math – Helping Students Learn Math Problem Solving:** The purpose of this two-day workshop is to provide teachers with specific strategies that will engage their students in active questioning, analysis, construction and communication, designing and using meaningful investigations, writing problems, etc.
- **Pre AP – Vertical Teaming – Science:** The purpose of this one-day workshop is to give middle and high school teachers greater Science skills, strategies and the ability to communicate grade level expectations to one another. As an AP Vertical Team, a group of teachers work cooperatively to develop and implement a vertically aligned program in Science within their school.
- **Pre AP – Strategies in Science – Creating a Learner Centered Classroom:** The purpose of this two-day workshop is to assist science teachers in creating a facilitative classroom that focuses on inquiry, encourages higher level thinking and orchestrates discourse through speaking, writing and graphic representation.
- **Pre AP – Energy Systems:** This one-day workshop is for teachers to integrate theme-based instruction to prepare students for rigorous science courses. Participants will be able to identify energy concepts in biology, earth science, chemistry and physics. Decisions to increase student achievement and access to AP Science courses.
- **Pre AP – Strategies in Science – Inquiry Based Laboratories for Middle School Students:** This one-day workshop introduces middle school science teachers to inquiry based instruction. The activities and discussion assist teacher with science processing, critical thinking and problem solving skills to teach to students and an understanding of the rigor of the course work in high school and beyond. Topics addressed included lab traditional vs. inquiry based lab activities.
- **Pre AP – Vertical Teaming – Social Studies:** The purpose of this one-day workshop is to give middle and high school teachers greater Social Studies skills, strategies and the ability to communicate grade level expectations to one another. As an AP Vertical Team, a group of teachers work cooperatively to develop and implement a vertically aligned program in Social Studies within their school.
- **Pre AP – SOAPSTone Social Studies:** The purpose of this one-day workshop is to help middle and high school Social Studies teachers address problems students encounter with their writing. The focus is on classroom tactics that include: analyzing good writing, applying the knowledge. Participants will reflect upon conceptual strands of the writing process, narrative, writing a persuasive essay, analyzing and assessing student writing.
- **Pre AP – Interdisciplinary Strategies for English and Social Studies:** The purpose of this two-day workshop is to help English and Social Studies teachers and students engage in active questioning both construction and communication arguments – skills that are fundamental to address both content areas. Questioning, inferences, SOAPSTone techniques, dialectical notebooks synthesizing perspectives from different points of view, and construction of good written and verbal arguments are included.
- **AP Workshops – Teaching and Learning Conference:** This one-day workshop will provide the information, tools, and strategies teachers need to build successful Advanced Placement Programs,

these workshops strengthen professional skills and introduce teaching techniques to help students prepare for and connect with college. Workshops will be offered through the Florida Partnership and the Teaching and Learning Conference in the following subjects:

**The Florida Partnership (Summer Workshops):**

- AP Science – Chemistry
- AP Science – Biology
- AP Social Studies – Psychology
- AP Art – Studio Art

**The AP Teaching and Learning Conference:**

- AP Math – Calculus
- AP Math – Statistics
- AP Language Arts – English Language
- AP Language Arts/Reading – English Literature
- AP Social Studies – American History
- AP Social Studies – World History

Based on school visits and observations, the impact of this work is translating to the classroom. As the Organizational Specialist (OS) has provided technical support on demand, met with AP and Pre- AP teachers, School Administrators, observed teachers in the classroom, and has initiated and coordinated district-wide College Board workshops. From August 2005 – March 2006, the OS visited 32 Picower schools a total of 80 plus times, and has made over 70 formal teacher observations using the revised rubric. Several non-Picower schools have requested assistance in developing their AP and Pre AP programs and the OS has assisted them as well. In FY 2006, twelve Picower/College Board workshops are in place, with the two in January completed and 10 to facilitate in April and June 2006. The number of participants continues to grow. As more teachers come to the workshops, word begins to spread and we have fewer repeaters and more first time participants. In this manner, we are beginning to build capacity at the schools and need to continue this effort. In FY04 there were 310 registered participants, but actual attendance was less than 250. In 2004, 359 registered and all workshops were filled, with large standby lists. As a result of the Vertical Teaming Workshop in March 2005, we had requests from principals asking for Vertical Team content teacher workshops. We took that information and are offering the Vertical Teaming content workshops this year to a select group of Picower/College Board Principals who requested to be included. The demand for quality rigorous workshops is catching on, and the individual school administrators are now pressuring us to do more. In both 2004 and 2005, The College Board has presented a free PSAT workshop for all Counselors of High Schools within our District. We would like this to continue in FY07.

**Site Visits and Implementation Pre AP and AP**

This year the OS's key tasks have been to set up a cadre at each new school site, continue to conduct and increase school visits, and to provide frequent and ongoing communication in the form of emails and registration newsletters. She plans to continue that next year, cultivating the interest at all 32 sites, network with all sites and keep the efforts moving forward with communication from person-to-person, as well as administration-to-administration. It is expected that the OS will average four site visits a week, as the work there will be day-long. There will be one day scheduled for office work on a weekly basis, as well as meet with the Picower Team. If the OS can remain at the school for a full day, there is time to speak with several staff members at the schools as their schedules allow, and it will be a more productive in terms of reinforcing the project. Initially this year, the OS also managed all the registration and confirmation responsibilities (registration is online this year – new to the initiative), however, now that the Program Assistant is in place, those registration responsibilities will be handled through her.

The Curriculum Specialist (CS) will manage curriculum and meet on a regular basis with the Learning Team Facilitator at the individual schools. This will ensure that the College Board trained teachers are processing and integrating strategies with the assistance of the Learning Team Facilitator, to build capacity with the non – College Board trained teachers to implement rigorous strategies. She will plan and meet with staff at non Learning Team sites and will come up with a plan to meet their needs to make the connections teacher to teacher. She will reinforce and make the connections at the school sites. She will assist the OS with workshops and will serve as the liaison between District Academic Program Planners, Learning Team Facilitators and the schools. She will also work with the SC to reinforce the strategies from the Professional Development workshops and assist SpringBoard teachers with integrating those strategies into their existing SpringBoard curriculum. The CS will work collaboratively with the District planners to provide continuity with the pacing chart and curriculum mapping to ensure that there is a successful merger of the SpringBoard Program and the District academic expectations. It is expected that the CS will average four site visits a week. It is also expected that there will be one day scheduled for office work and meeting with the Picower Team on a weekly basis.

The Program Assistant is in place and working to capture all information, write reports, share information between all stakeholders, maintain records, and create interactive documents for College Board strategies (documents that detail the interaction piece). The Program Assistant also will manage and oversee all registrations for workshops and necessary follow up to each participant.

11. **If The Picower Foundation has previously funded your organization, please delineate the successes and challenges you encountered during the grant period and how you dealt with them.**

The OS has been in place since 2004/05, the first year of this initiative, and the expectation was that there would be a Curriculum Specialist and a Program Assistant on board at the start of the 05/06 school year to ensure complete compliance. There were some delays in securing personnel, however, as of January 2006, all staff is currently in place. The OS and CS, along with the Program Assistant, worked together to facilitate the remaining eight April and two June Picower/College Board workshops for 2005/2006. The SpringBoard Coordinator will assist with the workshops and attend the Professional Development workshops. Currently, there are two full-time specialists (OS and CS) to work with teachers from 32 schools. Administrative and teacher relationships have been established; registration newsletters have been written; school site visits have been conducted; and College Board Workshops have been organized, advertised and filled at or beyond capacity. Challenges had been that there was only one contact person for 32 schools and those schools are geographically spread throughout the county. Now that a cadre has been formed, the teachers and administrators will receive more timely and detailed information, better coordination, more networking, and more assistance in linking the integration of College Board workshop strategies into Learning Team Meetings. It was also determined that January is not a good month for Professional Development workshops, as such all 2006/07 workshops will be held September – December 2006, and April and June 2007.

The SpringBoard Coordinator (SC) came on board in August after the first two initial trainings for teachers. Schools had already established their implementation plans as determined prior to the Department Safe Schools involvement with this project. SC met with Principals and Assistant Principals to discuss schedule changes and ways to meet the requirements of the grant. In some instances this was not possible to change - in others the schedule changes were implemented. The change in the grade level configuration at some schools made it necessary to move materials from one school to another, and to some schools, additional orders were completed to reconcile with implementation plans. The teachers trained in June, July and August were given follow up training in October 2005 to ensure the implementation of the SpringBoard Program. During site visits it was apparent that the teachers were effectively implementing the new content delivery skills provided

through the SpringBoard Program. Students were actively involved with each other processing rigorous content and demonstrating deeper critical thinking skills. The data feedback from the Winter Diagnostics showed marked gains for many Springboard students. The SpringBoard instructional piece was contributing to the development of skills needed to do be successful on the FCAT. Participation by the Lead Teachers in planning meetings allowed good communication between the SC and the schools. There is a complimentary follow up training provided by the College Board, planned for April 25, 2006, to provide technology assistance for the SpringBoard teachers. A two-day Advanced Training is scheduled in June 2006. Next year, we plan to target the SpringBoard teachers for Professional Development workshops to further cement the relationship and build the link from the College Board Professional Development workshops back to the school/classroom.

12. Explain how the project contributes to your organization's overall mission.

The College Board's mission is to connect all students to college success and opportunity. The School District of Palm Beach County's mission is for all children to reach proficiency or higher. High expectations are part of both missions, and both believe in preparing children for rigorous coursework and future post secondary opportunities. The School District, like all 67 districts in Florida, will experience the consequences of AYP by April. The District must meet proficiency requirements by Florida law. The proposed SpringBoard/ Single School Culture Project will expand access to Advanced Placement for all students in the current Picower schools, as well as those we plan to add during FY06. By using College Board programs and services, strategies will be implemented in classrooms to meet the School District of Palm Beach County mission.

**The College Board and the Florida Partnership**

The College Board has an ongoing partnership with the State of Florida provided through the Florida Partnership. The College Board Florida Partnership has provided the SAT Online Course as well as 75 copies of the Official SAT Study Guides and Official SAT Teacher's Guides to eight high schools in Palm Beach County this year. The SAT Online Course will be available to these schools until September 2006 for all of the eight schools. Schools receiving the Online Course and materials are; Boynton Beach High School, John I. Leonard High School, Lake Worth High School, Palm Beach Gardens High School, Palm Beach Lakes High School, South Tech Educational Center, Santaluces High School, and Glades Central High School. We anticipate the partnership continuing for 2006/07, though the schools may vary year to year. We are also providing additional AP Summer Institute/Florida Partnership information on scholarships, but we do not have a list of Palm Beach teachers who have taken advantage of applying for these scholarships as of yet.

Since 2001, through the Florida Partnership, the College Board has held the following workshops throughout the State:

**AP Summer Institutes:** 80 (Note: Not all AP Summer Institute Directors report attendance that we can capture. Therefore, there may be additional teachers who have attended AP Summer Institutes throughout the state).

**Pre-AP Workshops:** 57

**AP Coordinators Workshops:** 11

**AP Student Curriculum Review:** 51 Students

**SAT Workshops:** 47

13. Please describe your relationships, formal & informal, with organizations fulfilling the same or similar need.

N/A

14. Proposed staffing pattern for the project, and the titles, and qualifications of the individuals who will direct the project.

Chief, Safety and Learning Environment  
Assistant Director, Single School Culture Academics  
Assistant Director, Single School Culture for Climate  
Organizational Specialist, Picower/College Board Liaison  
SpringBoard Coordinator  
Curriculum Specialist, Picower/College Board Liaison  
Program Assistant, Professional Development  
Assistant Superintendent, Curriculum and Learning Support  
Director, Secondary and Career Education

#### SpringBoard

The following staff member will run the SpringBoard Project:

- **SpringBoard Coordinator (SC) – Department of Safe Schools** – Administrative tasks include; liaison between the district office and the College Board Representative for SpringBoard, provide leadership to the school level SpringBoard Lead Teachers, explore ways for SpringBoard teachers to meet regularly through out the year either school or district-wide, examine incentives for teachers to participate in school and /or district SpringBoard meetings and discussion groups, provide leadership to District staff to better understand the progress of the Implementation of SpringBoard in the schools, help identify funding and budget for SpringBoard Implementation and participates in the classroom observation and completes the Implementation Management Tool and gives feedback. She also meets regularly with school-level SpringBoard Lead Teachers to identify best practices and issues.  
SC addresses the curriculum, technology and professional development needs by assisting College Board in the evaluation of the SpringBoard activities, she communicates regularly with the Implementation Manager at College Board to share items that have been identified by teachers as concerns with the curriculum.  
The SC works with the teachers to identify the places where SpringBoard supports the state standards and district curriculum and where Model Instructional Units (MIUs) should be inserted. She works with the Lead Teachers to order ancillary materials needs to teach the MIUs. SC supports the teachers' utilization of the District and/or SpringBoard assessments reports in their discussions with building level administrators and non SpringBoard teachers. SC coordinates and makes available the appropriate technology for training. She encourages teachers to register students online and to use their mentors.  
SC orders and ensures the correct numbers of student materials are in the schools and teachers have appropriate manual for the subject area they are teaching.  
SC is responsible for encouraging teachers to attend all days of their required training. She provides an online registration form for teachers to easily access in order to register for these trainings. During the year, she asks teachers to participate in surveys online in order to

coordinate training that meets the current needs of the teachers. The SC will receive support from the CS and the OS as other members of the SSCA team.

### Single School Culture

The following three staff members will run the Professional Development Project:

- **Organizational Specialist (OS) – Department of Safe Schools** – surveys, plans, schedules and arranges College Board workshops for the 32 schools in the grant; organizes information, visits school sites, follows up with school staff, generates and completes reports, synthesizes data, will develop a more intensive in-service and evaluation component, set up the SAT Prep class in Florida Partnership schools and will coordinate her efforts with the Curriculum Specialist and program assistant.
- **Curriculum Specialist (CS) – Department of Safe Schools** – surveys, plans and develops custom College Board workshops for the needs of the 32 schools in this grant. She merges Florida Partnerships supports/enhancements into SDPBC Picower Initiative. CS works with Learning Team Facilitators at the schools to connect Pre-AP strategies to identified student achievement needs and builds capacity with teachers with regard to AP strategies. CS works with District Program Planners to provide for alignment and rigor in regard to College Board initiatives. CS performs site visits with school staff, generates and completes reports, synthesizes data, works with Organizational Specialist and program assistant.
- **Program Assistant (PA) – Department of Safe Schools** -- maintains accurate records on all 32 schools, catalogs, organizes all materials, evaluations, schedules, site visits, notes, etc, received from the Organizational Specialist and Curriculum Specialist, tracks workshop participants, generates confirmations of attendance, works with the Organizational Specialist and Curriculum Specialist as well as the College Board Liaison. This position will be funded part-time by the Department of Safe Schools.

Additionally, the following District Administrative Support Staff (not funded through grant) will contribute time to these projects:

- College Board Contact - will coordinate and support the OS, SC and CS to infuse College Board high quality rigorous strategies into SDPBC curriculum for teachers, thus maximizing the quality of the content in the classroom.
- Chief, Safety and Learning Environment - Oversees entire program – OS, SC, and CS and the Program Assistant report to her in face-to-face bi-weekly meetings, as well as submitting written monthly information.
- College Board Resource
- Director of Secondary and Career Education
- Language Arts Program Planner, Curriculum and Learning Support
- Science Program Planner, Curriculum and Learning Support
- Mathematics Program Planner, Curriculum and Learning Support
- Social Studies Program Planner, Curriculum and Learning Support
- Executive Director, Multicultural Services Department
- Assistant Director – Single School Culture for Climate
- Assistant Director – Single School Culture for Academics

15. Timeline for the project, including monthly milestones.

## SpringBoard

### Timeline July 1, 2006 – June 30, 2007

- July: SpringBoard Summer Institute will be held during the week of June 5-8, 2006. All new Math and English teachers who will be in the SpringBoard model participate in this face-to-face four-day training. In this training, each teacher will be given an access code so that they may log into the SpringBoard online system. Each teacher will be given access to a group of mentors who are classroom practitioners. This group of mentors can assist teachers in implementing the SpringBoard program. The June 5 and 6, 2006 training will be the two-day Advanced Training for the 2<sup>nd</sup> year teachers. This training is designed to take participants to the next level of expertise in their implementation. The focus of year 2 training was customized with district input regarding District perception of program needs. The focus of this training was intensive integration planning of SpringBoard units and assessments to ensure focusing on lessons that will provide students with a continuum of concept and skill formation through the grades that will lead to success in AP and the first years of college. Additionally, there will be a focus on specific SpringBoard content based on district guidelines per teacher needs. The SC, OS and CS assist in the planning and facilitating of these workshops. Monthly progress reports will be written to the Picower Foundation with copies to the College Board Representative. A new, more complete brochure will be distribution to schools and parents. Adjustments will be made to SpringBoard project as determined in Program Review and Outside Evaluator's report.
- August - June: Opening of school. Teachers will begin the process of entering their students into the SpringBoard system as this is required in order to assign, score and evaluate student performance on the diagnostic assessments. All SpringBoard texts will be delivered to school sites. College Board staff will be available to assist in the process of loading students into the system and teachers will begin using the SpringBoard system with their students. Since the SpringBoard Model Instructional Units and diagnostic assessments have been aligned to Florida's Sunshine State Standards, we will be able to gauge progress on these standards. The District leadership will be given access codes that will allow them to view assessment and progress reports for each individual classroom. The College Board representative will work with the District and school contacts by making periodic visits to schools throughout the year and he will also serve as a contact for any troubleshooting that needs to occur. The SpringBoard staff in the College Board will also work with an outside agency in order to evaluate the program's effectiveness. SC and CS will attend Learning Team Meetings throughout the year and will offer assistance in linking the integration of SpringBoard strategies into Learning Team Meetings. The CS will work with Math and Language Arts Secondary Program Planner to provide for a consistent alignment with SpringBoard and existing adopted materials. The SC will plan and implement Lead Teacher meetings at different SpringBoard schools throughout the year. These meetings will be for distributing needed information pertaining to the program and for the sharing of information about the successes at the school sites.
- September The SC begins implementation and site visits. She assists and supports the Professional Development Workshops scheduled during this time. She coordinates materials requested to meet the individual school needs.
- October Assist schools with the administration of the PSAT exams. Implementation Site visits will continue throughout the year.

|               |   |
|---------------|---|
| Nov. – Dec.   | College Board Representative and CS will make site visits to the schools to lend support to the teachers in the SpringBoard program and address needs to the specific schools. Quarterly Report to the Picower Foundations will be written.   |
| January       | Continue Implementation visits to the schools. SC will assist OS and CS in the facilitating of the College Board workshops.   |
| Feb. - March: | The FCAT will be administered to all students in grades 6-10 (Florida Writes is administered in February), as well as students in grades 11 and 12 who have not met the minimum requirements on the assessment. The FCAT results from 2005 can be used as a baseline for 2006 results. The reason these students are in the classrooms is due to poor performance on the 2005 FCAT. Continue site visits.   |
| April – May:  | Continue Implementation visits to the schools. SC will assist OS and CS in the facilitating of the College Board workshops. Meet with District Program Planners for coordination plan.  |
| June          | FCAT results will be available, including those students who were required to retake the assessment. Results will be compared to 2006 performance. The Spring will also be a time where we plan our “advanced” training that should occur in the summer of 2007. Final progress report to the Picower Foundation will be written. Evaluation of the program will receive from the Department of Research and Evaluation. Plan, schedule and facilitate Advanced training and Initial trainings. Collect data and meet with Outside Evaluator. |

### Pre-AP and AP Workshops / Single School Culture Project

|                      |  |
|----------------------|--|
| July – December 2006 | <ul style="list-style-type: none"> <li>• Plan and implement content training workshops for teachers</li> <li>• Advertise and register for Pre-AP workshops</li> <li>• Conduct school site visits</li> <li>• Conduct follow up school visits</li> <li>• Information/best practices newsletters</li> <li>• Coordinate with Florida Partnership Staff and initiatives</li> <li>• OS to assist with SAT Online</li> <li>• Mid year informal evaluation using program forms by all directly involved to build in continuous improvement</li> <li>• Market Pre - AP strategies courses as the way to increase minority participation in AP courses</li> <li>• SC to plan and schedule Monthly Lead Teacher meetings to share best practices and build capacity at the SpringBoard schools</li> </ul> |
| January – June 2007  | <ul style="list-style-type: none"> <li>• Continue to plan and implement content training workshops for teachers</li> <li>• Visit school sites</li> <li>• Conduct follow up school visits</li> <li>• Continue to coordinate with Florida Partnership staff and initiatives</li> </ul>   |



July 2006 – June 2007

- OS to continue to assist with SAT Online
- Continue with registration newsletters to Picower designated schools
- Assist AP contacts directly with ordering exams, setting up mock exams schedule, assist with the May testing, and additional testing needs at the schools
- Generate reports of staff trained and communicate those reports to the Chief, Division of Safety and Learning Environment, the Director of the Department of Secondary and Career Education, The Picower Foundation, College Board, individual school Principals, and the School District's Public Affairs Office
- SC to plan and schedule Monthly Lead Teacher meetings to share best practices and build capacity at the SpringBoard schools
- Throughout this three-year project, revisions will be made for continual improvement, especially at the one-year and two-year marks, as determined by the annual evaluations and feedback from schools and program staff.
- Monthly reports to the Chief, Safety and Learning Environment. Quarterly reports to The Picower Foundation and College Board.
- Annual evaluations conducted by an outside evaluator to include random samples at school site.
- Registration newsletters, summaries of registration forms for workshops and weekly summaries to the Chief from OS and CS.

### **C. Proposal Budget**

1. Please provide a proposal budget that adheres as closely as possible to the attached format and include a narrative explanation of line-item expenses that are not self-explanatory.

See attached.

2. What does overhead include that is not already calculated in OTPS and staffing? Is overhead calculated as a percentage of the total budget and if so, does that total exclude funds (if any) that are being re-granted by or simply passed through the organization.

N/A

3. If other sources of funding are necessary for this project, have they been secured? How will the project be affected if it is not fully funded?

This program will be funded by: The School District of Palm Beach County (direct and in-kind) and The Picower Foundation (proposed). The College Board will provide a discounted rate for both parts of the initiative and in-kind support.

4. What is the plan for sustaining this project beyond funding from The Picower Foundation? If this project has been funded by the Foundation in the past, have there been any significant changes in its budget?

The School District of Palm Beach County and the College Board have committed to the three-year vision. The District is taking steps for assuming more financial responsibility over a period of time as is demonstrated in the attached budget. Also, stated in the *Sun Sentinel* (dated April 5, 2005), the School District agreed to let high schools keep 100% of the profit received from students passing Advanced Placement exams – previously the district held 20% for fees, etc. The principals are extremely happy with this positive move. Furthermore, Dr. Johnson, Superintendent, anticipates that more high schools will offer more AP courses. It is expected that the School District will pay for all new costs related to the stated SpringBoard expansion and the increased cost of all Advanced Placement exams over the next three years.

In addition, this project will be sustained by providing on-going assistance and monitoring by the School District of Palm Beach County, specifically by the Specialist hired to address and coordinate this needed program. Yearly evaluations will continue and as new ideas/needs arise, and the program will be revised to meet those needs.

**D. Evaluation (see attached sample)**

The district will work with an outside vendor to evaluate the SpringBoard program in the School District. The evaluation will be both quantitative and qualitative. That means there will be qualitative and quantitative data, looking at implementation, training and outcomes. The outside consultant, a non-District person, will supply all data and reports.

The anticipated timeline is as follows:

|                           |   |
|---------------------------|---|
| June/July 2006            | Review, revise and establish any additional goals and objectives  |
| June 2006                 | Training begins for new SpringBoard teachers  |
| August 2006               | Gather data for SpringBoard participation<br>Begin Professional Development workshops and SpringBoard training  |
| September 2006            | Development and administration of assessments available online through The College Board for SpringBoard<br>Continue to advertise and register for Professional Development workshops |
| July 2006 – June 30, 2007 | Ongoing – SpringBoard Coordinator, Organizational Specialist and Curriculum Specialist to work with schools daily   |
| June 30, 2007             | FCAT results reviewed and program revisions visited for July 2007   |

Note: The College Board expects achievements gains that can be attributed to the SpringBoard program to become measurable over three years.

The District has established an ambitious set of goals for this initiative. These goals reflect a desire to create dramatic improvement in the district. The district believes that these programs, combined with other efforts in the District, will achieve these goals.

**Goal # 1:** By June 2007, 50% of the lowest achieving students in the Picower initiative will move up a level as measured on either FCAT Math or FCAT Reading scores.

**Goal # 2:** By June 2007, the number of all students taking AP courses will increase by 20%.

**Goal # 3:** In 2006-2007, attendance at College Board workshops will increase by 40% over the registered participants in 2005-2006.

**Goal # 4:** Increase the number of minority students who take AP courses by 15% by June 2007.

**Goal # 5:** Increase the number of students who score a 3, 4 or 5 on AP exams by 10% by June 2007.

The College Board and School district staff will carefully monitor implementation of the programs, collect and analyze data, and work with PBSB officials to use data for program improvement and accountability. Among the primary data to be collected and used for evaluation are: profiles of school and district student achievement trends on the FCAT and College Board indicators for middle/ high schools enrollment and achievement (e.g. SAT participation, AP enrollment and achievement, etc.). All data will be disaggregated by race and socioeconomic status.

**E. Required Attachments – please be sure to include the following attachments:**

- Complete the attached Fiscal Management form
- A budget for the project to be funded
- A list of all current funders and amounts contributed
- A current operational budget for the organization
- A copy of the IRS determination letter indicating the organization's specific tax exempt status (i.e. 501(c)(3) letter)
- The most recent copy of your audited financial statements
- A copy of your most recent completed IRS Form 990

**E1. FISCAL MANAGEMENT**

Please provide the following information on your organization.

Use most recent audited financial statements to calculate all numbers indicate year of audit below, and enclose a copy with the proposal. *Please assure that numbers on form match those in financial statements.*

**Name of Organization: School District of Palm Beach County**  
**All numbers below from Audited Statements for the year ending: 6/30/2005 (Expressed in \$000)**

|  |                     |        |
|--|---------------------|--------|
| Dollar & Percent of revenue from government sources  | \$1,560,864         | 94.20% |
| Dollar & Percent of revenue from private sources   | \$ 28,465           | 1.72%  |
| Dollar & Percent of revenue from other sources,  |                     |        |
| • fee for service  | \$ 45,597           | 2.75%  |
| • investment income (including interest and dividends)   | \$ 22,073           | 1.33%  |
| • other  | \$ 0                | %      |
| <b>TOTAL REVENUE</b>   | <b>\$ 1,656,999</b> |        |
| <b>TOTAL EXPENSES</b>  | <b>\$</b>           |        |
| <i>(If the difference between expenses and revenues is significant, please explain below.)</i>     |                     |        |
| Total Administrative Costs and as Percent of Expenses<br>(Include both management and fundraising) | \$ 92,021           | 5.02 % |
| Range of Private Grants Received   | \$ 5-2,600          |        |
| Median Private Grant   | \$ 36               |        |
| Does your organization have an endowment?<br>If so, provide amount.                                |                     |        |

Explanatory Notes, if necessary:

Name, Title, and Telephone Number of Contact for All Financial Information:

**Director of Accounting 561-434-8096 / 561-434-8569 arroyom@palmbeach.k12.fl.us**  
 (Name) (Title) (Telephone/Fax/Email)

**Sources of Funds for this Initiative**

**Amount Requested from the Picower Foundation:**  
**\$581,542**

The total of \$581,542 is the sum of \$110,158 (25% of the total costs for the SpringBoard portion of this request) and \$471,384 (approximately 85% of the total costs for the Pre-AP and AP workshop portion of this request.)

**School District of Palm Beach County Direct Costs and In-Kind Contributions:**

**\$593,580**

The District has made a significant commitment to this initiative. The District has agreed to cover nearly 75% of the costs for the work with the initiative and will contribute \$103,990 towards the Pre-AP and AP workshop portion of this initiative.

In-Kind contributions include the following.

Personnel:

|  |   |
|--|---|
| Chief, Safety and Learning Environment                     | 10% of salary   |
| Assistant Director, SSC-C                                  | 5% of salary  |
| Program Asst.  | 50% of salary   |
| Safe Schools Institute Facility<br>(for training purposes) | \$51,200 (\$200.00/hour x 32 days x 8 hrs/day)        |
| Office: Space  | \$5840 (\$487 x 12 months)                            |
| Maintenance  | \$960 (\$80 x 12 months)                              |
| Telephone  | \$1,200 (\$100 x 12 months)                           |
| Fax  | \$600 (\$50 x 12 months)                              |
| Copiers  | \$1200 (\$100 x 12 months)                            |
| Cell phones  | \$2100 (\$100 x 3 phones)<br>+ (\$50 x 12 months x 3) |
|  | Computers/Software:                                   |
| Desktop Computer   | \$1000 (1 desktop)                                    |
| Laptop Computer  | \$3200 (2 laptops w/docking stations)                 |
| Printers   | \$680 (3 printers)                                    |
| Wireless/mouse   | \$150 (2 for laptops)                                 |
| External Keyboards   | \$150 (2 for laptops)                                 |
| Cool Pads  | \$20 (2 for laptops)                                  |
| USB Jumpdrives   | \$300 (6)   |
| Software Programs  | \$500 (software as needed)                            |
| LCD Projector  | \$1000  |

## College Board In-Kind Contributions:

\$25,146

The College Board will also make significant contributions to this initiative. In addition to 20% of the College Board Liaison's time (10% Professional Development and 10% SpringBoard) and an additional day of SpringBoard training, the Board will alter its financial model and pricing structure for the SpringBoard program to meet the specific needs of this initiative. The College Board Liaison has provided us with a two year rate for SpringBoard of **\$54,592** for the remaining two years of this initiative. SpringBoard is a program in Math and English/Language Arts that is designed to meet the needs of all students. For this reason, the College Board typically requires a district to implement the program with all students in a school; not simply within a single class. School and/or district pricing is then based on overall student enrollment.

For example, a school such as Bear Lakes Middle School, which has an overall enrollment of 995 students, would normally pay \$11,000 for SpringBoard in two subjects—Math and English. For Carver Middle School, which has an enrollment of 1,369 students, the cost would be \$22,500.

For this project the College Board is providing SpringBoard at a discounted district rate of \$12.50 per student in the cohort population. This implementation and pricing model, which represents a significant discount in overall price, is only being offered to the Picower Foundation and Palm Beach County.

The College Board Liaison will continue as our main College Board contact, but has also provided the technical assistance of College Board's SpringBoard Implementation Manager; College Board Grant Managers; and the Senior Educational Manager, College Board/Florida Partnership Contact.

Pre-AP and AP workshop prices are being offered at the lowest possible rate for members of the College Board at \$4,200 for one-day workshops, \$6,600 for two-day workshops, and \$9,500 for the FCAT Pacesetter four-day workshops.

The College Board, through its Liaison has further agreed to provide the School District of Palm Beach County with the following free of charge (in-kind):

- A local SAT On Line Workshop for all Florida Partnership Palm Beach Schools
- A local PSAT (SOAS, AP Potential, MyRoad) Workshop for all Palm Beach County High Schools coordinated through the Professional Development OS and CS
- A local AP Audit workshop for all Palm Beach County High Schools coordinated through the Professional Development OS and CS
- Teacher, Administrator, Counselor Scholarships for National and Regional Conferences/Events
- Teacher, Administrator, Counselor Scholarships for AP Summer Institutes (other than Picower/College Board workshops locally)