

Palm Beach

FLORIDA DEPARTMENT OF EDUCATION Project Application

TAPS Number

07C080

Return to: Florida Department of Education Bureau of Grants Management Room 344 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0498 Suncom: 205-0498	A) Program Name: <p style="text-align: center;">Title III, Supplementary Instructional Support for English Language Learners Project Applications</p>	DOE USE ONLY Date Received						
B) Name and Address of Eligible Applicant: Palm Beach 3340 FOREST HILL BLVD C-316 WEST PALM BEACH, FL 33406		Project Number (DOE Assigned) 500-1027A-7C001						
C) Total Funds Requested: \$ 2,487,543.28 Estimated Roll Forward: \$ 0.00 _____ DOE USE ONLY Total Approved Project: \$	D) Applicant Contact Information <table border="1" style="width: 100%;"> <tr> <td data-bbox="581 810 1049 953"> Contact Name: First Name: Stephen MI: J Last Name: Byrne </td> <td data-bbox="1049 810 1471 953"> Mailing Address: Address 3388 Forest Hill Blvd. A-204 City: West Palm Beach State: FL Zip: 33406 </td> </tr> <tr> <td data-bbox="581 953 1049 1037"> Telephone Number (xxx-xxx-xxxx): 561-434-8620 Ext: </td> <td data-bbox="1049 953 1471 1037"> SunCom Number (xxx-xxxx): 262-8620 </td> </tr> <tr> <td data-bbox="581 1037 1049 1119"> Fax Number (xxx-xxx-xxxx): 561-434-8620 </td> <td data-bbox="1049 1037 1471 1119"> E-mail Address: byrne@palmbeach.k12.fl.us </td> </tr> </table>		Contact Name: First Name: Stephen MI: J Last Name: Byrne	Mailing Address: Address 3388 Forest Hill Blvd. A-204 City: West Palm Beach State: FL Zip: 33406	Telephone Number (xxx-xxx-xxxx): 561-434-8620 Ext:	SunCom Number (xxx-xxxx): 262-8620	Fax Number (xxx-xxx-xxxx): 561-434-8620	E-mail Address: byrne@palmbeach.k12.fl.us
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Fax Number (xxx-xxx-xxxx): 561-434-8620	E-mail Address: byrne@palmbeach.k12.fl.us							
<p style="text-align: center;">CERTIFICATION</p> <p>I Arthur Johnson 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>								

DOE 100A



John L. Winn, Commissioner

General Assurances

- School District will use their subgrants to build their capacity to continue to provide high-quality language instruction educational programs for LEP students once the project funds are no longer available.
- School District will include in its District LEP Plan a certification that all teachers in a Title III language instruction educational program for limited English proficient children are fluent in English and any other language used for instruction.
- School District will be of sufficient size and scope to support high-quality programs.
- School District consulted with teachers, researchers, school administrators, and parents, and if appropriate, with education-related community groups and non-profit organizations, and institutions of higher education in developing this program plan.
- School District will administer an annual reading or language arts assessment in English of all children who have been in the United States for one or more consecutive years.
- School District will assess annually the English proficiency of all LEP children.
- The activities funded with this project will not be in violation of any State law, including State constitutional law, regarding the education of LEP children.
- School District evaluations will be used to determine and improve the effectiveness of subgrantee programs and activities.
- School District evaluations will include a description of the progress made by children in meeting State academic content and student academic achievement standards for each of the two years after these children no longer participate in a Title III language instruction educational program.
- A School District that fails to make progress toward meeting annual measurable achievement objectives for two consecutive years will be required to develop an improvement plan that will ensure the School District meets those objectives.
- School District will provide the following information to parents of LEP children selected for participation in a language instruction educational program: How the educational needs of their children will be met. Available options of various instructional delivery models. The right to comprehensible instruction cannot be waived. If applicable, the failure of the subgrantee to make progress on the annual measurable achievement objectives for their children and what those objectives are

General Education Provisions Act

In accordance with the requirements of Section 427 of the General Education Provisions Act (GEPA) Public Law 103-382, each applicant must ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries with special needs. For details refer to URL:

<http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

FLORIDA DEPARTMENT OF EDUCATION BUDGET DESCRIPTION FORM

A. NAME OF THE NCLB PROGRAM: _____

B. NAME OF ELIGIBLE RECIPIENT: **Palm Beach**

TAPS Number 07C080

C. Project Number (DOE USE ONLY): **500-1027A-7C001**

(1) Function	(2) Object	(3) Description	(4) FTE	(5) Amount
5130	511	Instructional Support Materials and Resources for ELL students will include: native language material, curriculum enhancement, and additional instructional and support staff to aid in ELL remediation for graduation through FCAT assistance, and additional academic initiatives.	0.00	150,000.00
6304	104	Resource Teachers will implement appropriate and supplemental programs for ELL students to ensure comprehensible instruction and academic success as measured by FCAT in the area of second language acquisition.	5.00	235,006.84
6304	118	Instructional Support Technician will provide technical support to multicultural staff and school based personnel to ensure proper use of technology to assist teachers in meeting the academic needs of ELL students.	1.00	25,148.24
6304	126	Program Planner will provide curriculum development, teacher and administrator training and coordinating multicultural curricular initiatives for ELL students. One specialist's upgrade to Program Planner for continued teacher support, oversight, and recruitment. (5,000)	1.00	72,600.00
6304	126	Specialists will develop, review, and implement supplemental researched-based programs and curriculum for ELL students in the areas of second language acquisition, ESOL support, parent involvement, teacher support, Hispanic studies, teacher recruitment, and community programming.	8.00	554,300.24
6304	136	Social Service Facilitators will collaborate with community service agencies to meet ELL students' social needs to ensure their academic success.	3.00	114,201.36
6304	136	Community Resource Persons will assist low performing schools and ELL students to access community resources.	2.00	52,900.64
6304	145	Secretaries will provide interdepartmental support for ELL supplemental programs and recruitment including bilingual/bicultural personnel.	2.00	68,768.48
6304	146	Budget Accounting Grant Technician will assist in timely and efficient processing of data in order that researched-based instructional materials reach ELL students as well as work with school-based bookkeepers to guarantee that funds provided by Title III are used solely for use by ELL/immigrant students.	1.00	30,000.00
6304	153	Manager will supervise district ESOL personnel and guarantee compliance, keep supplemental programs in line with Grant goals, objectives, and strategies, oversee appropriate instructional programming, placement, and retention of ELL students.	1.00	92,915.68
6304	165	Statistical Analyst will assist teachers in registering and choosing appropriate staff development options as well as collect data to ensure evidence of effective teaching practices in the classroom.	1.00	56,836.00
6304	175	Senior Accounting Budget Technician will assist in timely and efficient processing of data in order that researched-based instructional materials reach ELL/immigrant students as well as work with school-based bookkeepers to guarantee that funds provided by Title III are used solely for use by ELL students.	1.00	39,495.04

6304	184	Instructional Support Funds used for tutorial services, Curriculum writing, additional translation services through extra duty days to support remediation toward graduation through tutorials, FCAT assistance, and state Pilot Project and additional academic initiatives.	0.00	98,478.11
6304	210	Benefits: Variable Benefits @ 19% included Retirement, FICA, Medicare, Work comp/Unemp. Fixed Benefits, Health/life (5900.00)per 26 FTE	0.00	408,412.78
6304	336	Out of county travel funds ensure that multicultural personnel, teachers, and administrators will present, gather, and disseminate research-based, best practices at local, state, and national staff developments to improve their instructional design and academic success for ELL students.	0.00	130,229.00
6304	336	In-county travel funds ensure that multicultural staff including language interpreters, and social workers are able to attend staff development workshops and schools in need to enhance skills in an effort to provide high level assistance for ELL students.	0.00	2,000.00
6304	371	Postage and Freight funds will ensure proper delivery of materials and communication.	0.00	1,000.00
6304	511	Materials and supplies for ESOL Contacts/ teachers/ administrators and support personnel for supplemental ELL achievement programs in the areas of second language acquisition, multicultural education, parent involvement, and staff development.	0.00	90,000.00
6304	604	Computer(non-cap)funds ensures computer upgrades, replacements, and supply new hardware for school support, and district personnel who provide technical assistance in promoting and tracking progress in student achievement.	0.00	4,000.00
6304	622	Audio-Visual Materials (non-cap) funds ensure the replacement, upgrade, and provide for new materials for ELL programs for instructional support and student achievement.	0.00	2,000.00
6304	642	Equipment (non-cap) funds ensure that replacement and update of equipment that supports ESOL schools and district ESOL services	0.00	3,000.00
6304	643	Computer Hardware (cap) funds ensures computer upgrades, replacements, and supply new hardware for school support, and district personnel who provide technical assistance in promoting and tracking progress in student achievement.	0.00	25,000.00
6304	644	Computer Hardware (non-cap)funds ensures computer upgrades, replacements, and supply new hardware for school support, and district personnel who provide technical assistance in promoting and tracking progress in student achievement.	0.00	9,000.00
6304	692	Computer Software (non-cap)funds ensure new software programs specifically designed to develop oral language and reading proficiency for ELL students. In addition, this funding will support schools and staff with software upgrades for technical assistance in promoting and tracking progress in student achievement.	0.00	20,000.00
6304	734	Dues and Fees funds ensure for professional development, membership in organizations that provide and promote support for ELL achievement.	0.00	2,500.00
6402	310	Staff Development Consultants/Contracts funds will provide for two additional supplemental programs for the academic achievement of ELL students: Florida Atlantic University will provide graduate level courses for bilingual/bicultural guidance counselors to assist the schools in meeting the specific social, academic, and emotional needs of ELL students to lower the dropout rate and ensure student achievement, and NOVA University will provide a graduate program with a multicultural/ESOL focus for teachers /guidance/ administrators above and beyond the required ESOL endorsement.	0.00	150,000.00
7200	794	Indirect Cost 2% (not to exceed 2%)	0.00	49,750.87
			TOTAL:	2,487,543.28

DOE 101



John L. Winn, Commissioner

Needs Assessment

Briefly provide evidence of need for each of the services that will be funded through this project application. In the description, include reference to the method used to conduct the needs assessment and the data and information analyzed to determine the need for supplementary services. Summarize results and prioritize.

Response: Needs Assessment

Palm Beach County Schools currently implements programs for English Language Learners in accordance with the State approved LEP plan (2004/2005-2007/2008).

Nationwide, the ELL demographic group is projected to be 40 percent of the school-age U.S. population by the 2030s. Palm Beach County School District currently educates almost 15% of its students in various ELL programs (25,017 students), but the need for additional, supplemental programming for these students' continual improvement and achievement is crucial.

The School District of Palm Beach County (2006) has found that a need exists for supplemental programming through FCAT disaggregated scores. It was found that ELL students do make significant testing gains as aggregated across grades 3 through 10. However, when disaggregated, there is a significant gap between the LEP subgroup and 4 other subgroups in test scores across the same grades (White, Black, Hispanic (non-ELL), and Free/reduced Lunch). These huge gaps are presented in reading, writing, math, algebra, reading at grade level, and participation in higher math courses, as illustrated in the Academic Business Plan, 2006.

Furthermore, the AYP report card shows a significant gap between the high school graduation rate between non-ELL and ELL students. The LEP subgroup did not make AYP (1%) gain in graduation rates from 03/04.

From this research and additional reviews of successful parent involvement and staff development opportunities, it is suggested that schools should implement additional researched-based achievement strategies, programs, and instructional design in order to effectively provide for a decrease in the gap between non ELL students and ELL students. These additional programs will aid in the increase of the English language proficiency of ELL students as well. These programs will also increase the participation rate of parent involvement and teacher workshops. This grant will outline these additional programs, prioritized in the areas of reading achievement, math achievement, staff development, and parent involvement with distinct goals, objectives, and strategies designed to aid the ELL student.

Collaboration and Coordination

Describe how the services provided under Title III, Part A, as funded in this application are integrated with each other and coordinated with other programs funded under NCLB (i.e.: Title I, Part A, Title I, Part C, Title I, Part D, Title I, Part F, Title II, Part A, Title II, Part D, Title III, Part A, Title IV, Part A, Title V, Part A, and/or Title VI, Part B, Subpart 2).

Response: The following services provided under Title III, Part A, integrate with and coordinate with other programs funded under NCLB such as:

Title I, Part A: Annual Parent Conference: Planting Seeds for Success Conference and the Annual Teacher's Desk Calendar

Title I, Part C: Migrant Social Services and Language Acquisition Workshops for Migrant teachers and students

Title II, Part A: Staff development designed for ELL teachers inclusive with elementary and secondary education departments. Coordination with the personnel department to ensure bilingual support for recruitment of bilingual administration/teachers.

Title: X: Programs and Social Services Facilitators are designed to work with the education for homeless children and youth.

Equitable Services for Private School Participation

In accordance with P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers with the local education agency(ies) service area. For details, refer to URL: <http://www.ed.gov/policy/elsec/leg/esea02/pg111.html>.

Include a description and complete plan of action on how the consultation with private schools has been and will continue to be implemented to address equitable services to eligible students in private schools.

Response: Equitable Services for Private School Participation

The School District of Palm Beach County, in accordance with P.L. 107-110, Title IX Part E, Uniform Provisions, Subpart I, Section 9501 in providing information about equitable services for private school participation, has developed the following plan for consultation for Title III funding for private schools and outline the services available to eligible private school ELL students:

In conjunction with Title I, II, IV, and V, a letter will be drafted and mailed to all private school principals/directors operating in Palm Beach County to include acknowledgment of the opportunity for access to NCLB funding based upon identification of students and services. The letter will invite all schools to an informational meeting designed to outline the requirements and responsibilities for acceptance of NCLB funding. An advertisement to the information meeting in the local newspapers will also be submitted.

Additionally, a letter and survey specifically designed to explore private school eligibility for Title III funding will be sent to each private schools. Schools will fax back the needs assessment survey to check their eligibility of ELL and immigrant students. From the schools eligible and interested, follow up phone calls and consultation meetings outlining a plan of action will be scheduled, including participation at the May 18 meeting.

The District meeting for NCLB Private School Funding will be planned for May 18, 2006, outlining the requirements for accessing NCLB funds. In particular, a portion of the meeting will be expressly dedicated to information about the Title III and Immigrant funding. An informational letter and survey will again be distributed outlining: rights to funding, identification of ELL and immigrant students, research-based programming, obligations/accountability issues with funding acceptance, and a contact name for further discussions and questions.

Brochures will be made available to the public that outline the same rights, identification, programming, and obligations for NCLB funding.

The Multicultural Department Website will include information about the Title III grant, and highlight the May 18, 2006, meeting for each private school in Palm Beach County.

A list of contact names and phone numbers will be kept for follow up phone calls for those who may not respond to the letter, brochure, meeting, or website advertisement.

Supplementary Instructional Services to Increase English Proficiency of ELLs/LEP Students

Identify the district goals, objectives, and strategies for increasing the English proficiency of LEP students for the 2006-07 school year at the elementary, middle, and high school levels. Goals/objectives must include baseline data from the 2005-06 school year. Note: Description of how this project will incorporate reading initiatives must be included in this section. (Limit responses to 2,000 characters or about 325 words.)

Guidance Note: Districts with limited funds allocated under Title III, Part A, may choose to focus their supplementary instructional services to increase English proficiency for English language learners at a specific grade cluster. However, each text box must be completed. Therefore, if a district chooses, for instance to focus services at the high school level, the following statement must be inserted in the text boxes for elementary and middle: Due to limited resources provide by this project, will focus supplementary instructional services at the high school level. The same process would be used if the district were to choose to focus services at the elementary; then the above statement would be copied and inserted in the text boxes for middle and high school.

ELEMENTARY SCHOOL LEVEL

Goals:

Response: Goal: By June 30, 2007, the district will increase the percentage of elementary ELL students scoring Level 3 or higher on FCAT Reading by 2%.

Objectives:

Response: Objective: By June 30, 2007, the percentage of elementary ELL students scoring Level 3 or higher on FCAT Reading will increase from XXX to XXX as a result of implementing content area instructional strategies and utilizing specific instructional materials designed for ELL students.

Strategies:

Response: Strategy: Elementary ELL students and ESOL teachers will participate and utilize supplemental research-based reading materials which are designed to develop oral language and reading proficiency in each content area. Disaggregated data will be used to determine the instructional materials and strategies needed for student achievement.

MIDDLE SCHOOL LEVEL

Goals:

Response: Goal: By June 30, 2007, the district will increase the percentage of middle school ELL students scoring Level 3 or higher on FCAT Reading by 1%.

Objectives:

Response: Objective: By June 30, 2007, the percentage of middle school ELL students scoring Level 3 or higher on FCAT Reading will increase from XXX to XXX as a result of implementing content area instructional strategies and utilizing specific instructional materials designed for ELL students

Strategies:

Response: Strategy: Middle School ELL students and ESOL teachers will participate and utilize supplemental research-based reading materials which are designed to develop oral language and reading proficiency in each content area. Disaggregated data will be used to determine the instructional materials and strategies needed for student achievement.

HIGH SCHOOL LEVEL

Goals:

Response: Goal: By June 30, 2007, the district will increase the percentage of high school ELL

students scoring Level 3 or higher on FCAT Reading by 1%.

Objectives:

Response: Objective: By June 30, 2007, the percentage of high school ELL students scoring Level 3 or higher on FCAT Reading will increase from XXX to XXX as a result of implementing content area instructional strategies and utilizing specific instructional materials designed for ELL students.

Strategies:

Response: Strategy: High School ELL students and ESOL teachers will participate and utilize supplemental research-based reading materials which are designed to develop oral language and reading proficiency in each content area. Disaggregated data will be used to determine the instructional materials and strategies needed for student achievement.

Instructional Services to Increase the Academic Achievement of Current and Former ELLs/LEP Students

Instructional Services to Increase the Academic Achievement of Current and Former ELLs/LEP Students

Identify the overall district goals, objectives, and strategies for increasing current and former LEP student achievement in reading and mathematics for the 2006-07 school year at the elementary, middle, and high school levels. **At a minimum, goals should address student proficiency in reading and mathematics (at the subgroup level) and the provision of highly qualified staff and include baseline data from the 2005-06 school year.** This section must address required activities and must clearly document that the proposed activities are supplementary and do not supplant existing State and locally funded activities and required services. Note: Description of how this project will incorporate reading initiatives must be included in this section.

Performance Goal 1: By 2013-2014, all ELL students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 1.1 Performance indicator: The percentage of ELL students, in the aggregate, who are at or above the proficient level in reading/language arts on the State's assessment.
- 1.2 Performance indicator: The percentage of ELL students, in the aggregate, who are at or above the proficient level in mathematics on the state's assessment.
- 1.3 District-derived Performance indicator: **Response: Goal 1:**

By June 30, 2007, there will be an increase of 2% in learning gains for those ELL students in the lowest 25th percentile in reading and math. (Strategic Imperatives 1, 2, 3, & 5)

Objective 1:

By June 30, 2007, the number of ELL students making learning gains in reading, as measured by FCAT Reading, will increase from XX% to XX% by participating in programs with a focus on reading/language arts for ELL students.

Strategy 1:

Provide supplemental instructional support and personnel needed for instructional/supplemental ELL services such as: dual language support, FCAT tutorial, additional heritage/world languages instructional support, intervention strategies, instructional design, multicultural curriculum development, and coordinating district-wide efforts to provide comprehensible instruction in the content areas to ELL students.

Strategy 2:

Purchase supplemental classroom/media center instructional materials in English and the heritage languages of students and parents, including supplemental heritage language dictionaries, heritage language instructional materials, hands-on materials to increase comprehension, and research based ancillary and multicultural materials.

Strategy 3:

Increase the number of highly qualified bilingual/bicultural teachers by providing personnel who will help recruit local, national, and international teachers. District personnel will also as foster partnerships with other countries and create programs and resources to retain highly qualified bilingual and bicultural personnel.

Strategy 4:

School Accountability

Please describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives outlined in this proposal in terms of increasing the English proficiency and academic achievement of LEP students.

Response: District elementary and secondary schools will be held accountable for meeting the goals and objectives outlined in this proposal by conducting frequent self checks, utilizing district resource support staff for district compliance issues, completing ESOL profiles, completing program evaluations, disseminating District information about staff developments and parent involvement activities, and utilizing the parent check list, all of which supports increasing the English proficiency of ELL students.

Dissemination/Marketing

Describe how information about this application will be disseminated and advocated to appropriate populations

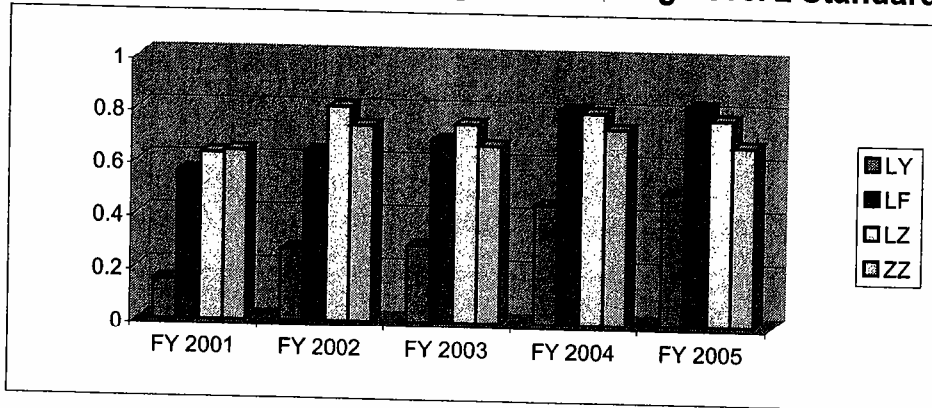
Response: We will utilize the ethnic mass media for print and broadcast messages and implement targeted interpersonal marketing and communication through language minority organizations, agencies faith-based institutions, businesses, etc. to achieve goals of increasing parent involvement and enhancing student academic achievement. We will develop a variety of collateral resources in multiple languages.

Reporting Outcomes

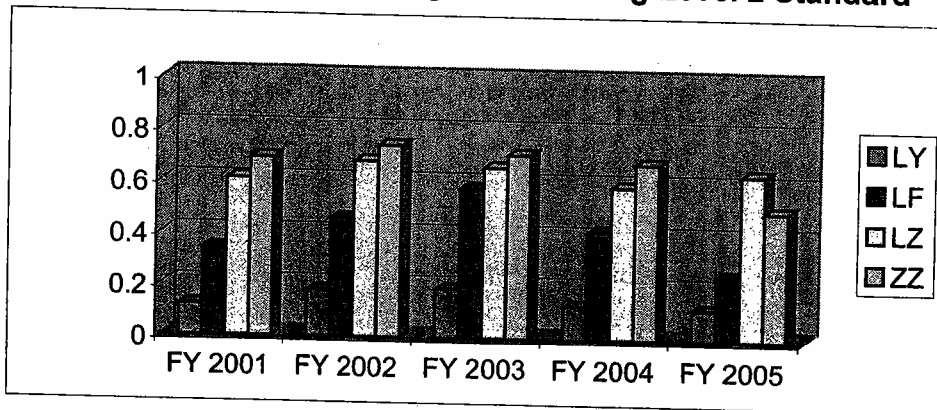
Each applicant is required to describe the methods that will be used to report student and program outcomes to parents and other district and school stakeholders

Response: Methods that will be used to report student and program outcomes to parents include state reported FCAT scores, available in four languages; schools' report cards, AYP reports, and state reported disaggregated graduation rates. District student report cards are sent in four languages as well any materials sent home with students for school-parent communication. The District website will provide information about Title III program outcomes on its homepage www.palmbeach.k12.fl.us/Multicultural.

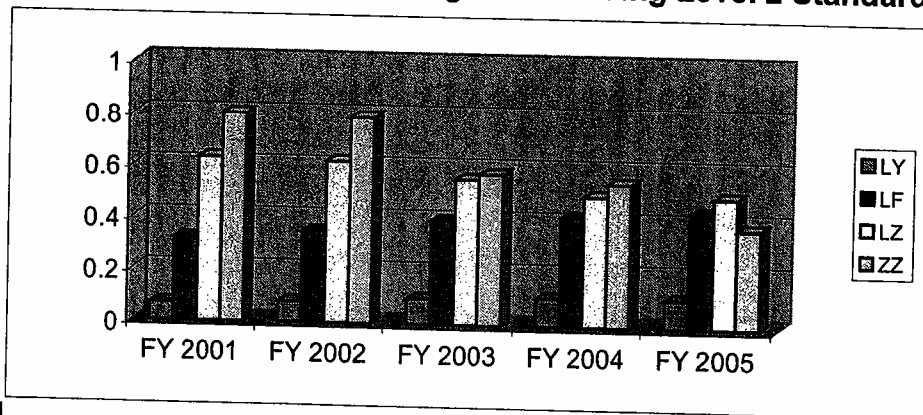
4th Grade FCAT Reading Percent of Students Meeting or Exceeding Level 2 Standard







8th Grade FCAT Reading Percent of Students Meeting or Exceeding Level 2 Standard



10th Grade FCAT Reading Percent of Students Meeting or Exceeding Level 2 Standard



-  Active Limited English Proficient Students
-  Former Limited English Proficient Students in two year post reclassification monitoring
-  Former Limited English Proficient Students
-  Non-Limited English Proficient Students