

**Comprehensive Family Literacy Services  
Fiscal Year 2006-2007**

**APPLICATION REVIEW CRITERIA AND CHECKLIST FORM**

- Include this form in the application package.
- Place all items requested in the order indicated below.
- Include only the items requested.
- Place page numbers on every page consecutively, at the bottom, beginning with the Checklist as page 1. Page numbers written by hand are permissible if electronic numbering is a problem.
- Staple upper left corner of the complete application package (no spiral bindings, notebooks or cover pages, please).

Place in the following order	Item	Applicant Indicate Page Numbers Below	DOE Staff ✓ Check appropriate box below	
			Complete	Incomplete
	<b>FORMS</b>			
<b>1</b>	Application Review Criteria and Checklist Form	<b>1</b>		
<b>2</b>	DOE 100A, Project Application – with original signature	<b>2</b>		
<b>3</b>	DOE 101, Budget Narrative Form	<b>3</b>		
<b>4</b>	Self-Evaluation Assessment Form	<b>4-5</b>		
<b>5</b>	Student Performance Form	<b>6</b>		
<b>6</b>	Performance-Based Project Deliverables Form	<b>7-8</b>		
<b>7</b>	Regional Workforce Board Coordination Assurance Form	<b>9</b>		
<b>8</b>	Invoice Schedule Form – <b>if applicable</b>	<b>N/A</b>		
	<b>NARRATIVE</b>			
<b>9</b>	Strategic Imperatives <b>AND</b> Just Read, FL!	<b>10-11</b>		
<b>10</b>	Dissemination/Marketing	<b>11-12</b>		
<b>11</b>	GEPA	<b>12</b>		
<b>12</b>	Equitable Services for Private Schools	<b>12</b>		
<b>13</b>	<b>Community-Based and Faith-Based Organizations</b> – must include the following:			
	• List of current Board of Directors and Articles of Incorporation			
	• Copy of current operating budget			
	• Copy of current audit report – if available			
	• Copy of Chart of Accounts			
	• General Terms, Assurances and Conditions for Participation in Federal and State Programs			
	• Proof of eligibility to operate a business in Florida (signed document from Florida Secretary of State)			

# FLORIDA DEPARTMENT OF EDUCATION

## Project Application Form

<b>Please return to:</b> Florida Department of Education Bureau of Grants Management Room 325B Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0498 Suncom: 205-0498	<b>Program Name:</b> <b>Adult Education and Family Literacy          Comprehensive Family Literacy Services          Discretionary/Continuation          Fiscal Year 2006-2007</b>	<u><b>DOE USE ONLY</b></u> Date Received						
<b>B) Name and Address of Eligible Applicant:</b> School District of Palm Beach County Department of Secondary, Adult and Community Education 3300 Forest Hill Blvd. Suite C-206 West Palm Beach, FL 33406		<b>Project Number (DOE Assigned)</b>						
<b>C) Total Funds Requested:</b>  \$75,000.00 <hr style="width: 25%; margin-left: 0;"/> <div style="background-color: #e0e0e0; padding: 5px; text-align: center;"> <b>DOE USE ONLY</b> </div> <b>Total Approved Project:</b>	<b>D) Applicant Contact Information</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Contact Name: Trish Rowland</td> <td style="width: 50%;">Mailing Address: 3300 Forest Hill Blvd. C-206 West Palm Beach, FL 33406</td> </tr> <tr> <td>Telephone Number: 561-963-3836</td> <td>SunCom Number: 262-7307</td> </tr> <tr> <td>Fax Number: 561-434-8908</td> <td>E-mail Address: rowlandt@palmbeach.k12.fl.us</td> </tr> </table>		Contact Name: Trish Rowland	Mailing Address: 3300 Forest Hill Blvd. C-206 West Palm Beach, FL 33406	Telephone Number: 561-963-3836	SunCom Number: 262-7307	Fax Number: 561-434-8908	E-mail Address: rowlandt@palmbeach.k12.fl.us
Contact Name: Trish Rowland	Mailing Address: 3300 Forest Hill Blvd. C-206 West Palm Beach, FL 33406							
Telephone Number: 561-963-3836	SunCom Number: 262-7307							
Fax Number: 561-434-8908	E-mail Address: rowlandt@palmbeach.k12.fl.us							
<b>CERTIFICATION</b>								
<p>I, Arthur C. Johnson, Ph.D., (<i>Please Type Name</i>) 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>								
<b>E)</b> _____ <div style="text-align: center;">Signature of Agency Head</div>								

DOE 100A  
 Revised 08/04



A) SCHOOL DISTRICT OF PALM BEACH COUNTY

Name of Eligible Recipient:

**TAPS Number**

**07B002**

B) \_\_\_\_\_

Project Number: (DOE USE ONLY)

## FLORIDA DEPARTMENT OF EDUCATION Budget Narrative Form

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
540	184	Rolling Green Elementary and Forest Hill Community High School: Part-time OPS Out-of-System Personnel 3 Adult education teachers @20.44 x 20 hrs. x 39 wks= 1 AA degree Pre-K teacher @ 14.21 x 20 hrs. x 39 wks= 1 Parent/Link Facilitator @ 9.53 x 10 hrs. x 39 wks= 1 Adult ed teacher as parent/link mentor@ 20.44 x 7hrs. x 39 wks=	3.0	\$47,829 \$11,084 \$ 3,717 \$ 5,580
540	210	Benefits @ 4.3% for Out of System Personnel		\$2,997
720	794	Indirect Cost @3.16%		\$2,298
540	511	Materials and Supplies: Adult Ed Component: Journals, dictionaries, consumable text books pens, disks, etc Parenting Component: Parent Involvement calendars subscription, scrapbook materials Child component: Art supplies, puzzles, manipulative materials and story books		\$450 \$450 \$595
<b>C) TOTAL</b>				<b>\$75,000</b>



**Self-Evaluation Assessment Form  
for continuation of  
Adult Education and Family Literacy Projects for FY 06-07**

**Projects recommended for continuation funding must show successful performance accomplishments during the 2005-06 project year. Any shortfall or negative answer must be explained.**

Agency name: **School District of Palm Beach County** County: **Palm Beach**  
 Project number for FY 05-06 funding year: **500-1916A-6CF01** Date form prepared by applicant: **May 15, 2006**  
 Prepared by (name and title): **Trish Rowland, ABE Coordinator** E-mail: **rowlandt@palmbeach.k12.fl.us**  
 Agency project coordinator (name and title): E-mail: **rowlandt@palmbeach.k12.fl.us**

Agency staff designated to submit the Mid-year and Final Performance Reports through the Workforce Education online database:  
 (name and title): **Trish Rowland, ABE Coordinator** E-mail: **rowlandt@palmbeach.k12.fl.us**

Agency staff designated to submit the NRS Reports through the online database:  
 (name and title): **Christine Simonetti, FTE Specialist** E-mail: **simonettic@palmbeach.k12.fl.us**

	✓ YES	✓ NO	<b>Negative responses must be adequately explained.</b> Box will expand when text is typed. Use 12-point font and single spacing.
The agency project coordinator <u>understands requirements</u> of the National Reporting System (NRS) on-line reporting via the Internet.	✓		
The agency project coordinator <u>has attended or identified a date to attend training</u> for National Reporting System (NRS) provided by the FL Dept. of Education, Adult Education Office.	✓		
The agency project coordinator understands that on-line NRS reporting is required <u>AND separate from</u> the on-line Mid-year and Final Performance Reports to the Workforce Education Grants Administration Office.	✓		
Are the services to be provided to the target population for FY 06-07 consistent with the approved FY 05-06 project plan?	✓		

	✓ YES	✓ NO	Negative responses must be adequately explained. Box will expand when text is typed. Use 12-point font and single spacing.
Are all applicable collaboration arrangements still in place (financial and non-financial)?	✓		
Are grant expenditures directly related to and proportionate with performance outcomes achieved in FY 05-06?	✓		
Have all projected performances and grant deliverables been satisfied to date as stated in the FY 05-06 approved plan?	✓		
Are the following <b>12 Statutory Considerations for Compliance</b> (see the <b>Program Information</b> section in the <b>Attachments</b> of this RFA) still in place according to the original competitive application and any approved amendments?			
1. Measurable Goals	✓		
2. Past Effectiveness	✓		
3. Serving Those Most in Need	✓		
4. Intensity of Services	✓		
5. Effective Practices	✓		
6. Use of Technology	✓		
7. Real-Life Context	✓		
8. Staffing	✓		
9. Coordination	✓		
10. Flexible Schedules	✓		
11. Management Information	✓		
12. English Literacy	✓		

Any performance shortfalls must be explained by including corrective measures put into place to prevent future shortfalls.

**Please respond here: The decline in program participants due to Hurricane Wilma and the relocation of Rolling Green Elementary led to performance shortfalls this past fiscal year. Rolling Green will continue to be at the new temporary school location during FY 06/07. To increase the number of participants, Parent Power will recruit new students in the temporary school's boundaries which include another neighboring elementary school. The population in this area reflects the same needs as did Rolling Green's original population.**

Do you need technical assistance? Yes \_\_\_\_\_ No   X  

If yes, to facilitate service, please state your need(s) and your program manager will contact you.

**Please respond here:**

**STUDENT PERFORMANCE FORM**

**(Include in Application Package – Do not change or modify this form)**

**Student Performance:** Any measure that is specific to student performance; e.g., test scores, attendance, behavior, award of diplomas, certificates, etc. Students may include pre-k, K-12, and adult learners

<b>(1) Name of Performance and Brief Description</b>	<b>(2) Method of Evaluating Performance</b>	<b>(3) Method of DOE Verification</b>	<b>(4) Timelines for Data Collection</b>
<p><b>Student Performances:</b></p> <p><b>Primary Core Measures</b></p> <ol style="list-style-type: none"> <li><u>Educational Gains</u> – Improvements in skill levels in any of the following: reading, writing, and speaking in the English language, numeracy, problem-solving, English language acquisition, and other literacy skills. (As validated through the use of an NRS approved assessment instrument.)</li> <li><u>Placement, Entered, Retained</u> – Placement in postsecondary education or training; entered unsubsidized employment or retained in employment in the third quarter after program exit.</li> <li>Students' receipt of a <u>secondary school diploma</u> or its recognized equivalent.</li> </ol> <p><b>Secondary Core Measures</b></p> <ol style="list-style-type: none"> <li><u>Increased Parental Involvement</u> – Adult learners increase involvement in the education of dependent children</li> <li><u>Increased Parental Involvement</u> - Adult learners increase involvement in literacy related activities of dependent children</li> </ol>	<p>Standardized Tests</p> <p>Placement Data</p> <p>GED Data</p> <p>Participation Records</p> <p>Participation Records</p>	<p>Standardized Test Results</p> <p>Student Database</p> <p>GED Test Results</p> <p>Lists/Rosters and Descriptions of Activities rendered - with results</p> <p>Lists/Rosters and Descriptions of Activities rendered - with results</p>	<p>Mid-Year and Final Report (1/07&amp;7/07)</p> <p>Mid-Year and Final Report (1/07&amp;7/07)</p> <p>Mid-Year and Final Report (1/07&amp;7/07)</p> <p>Mid-Year and Final Report (1/07&amp;7/07)</p> <p>Mid-Year and Final Report (1/07&amp;7/07)</p>

# PERFORMANCE-BASED PROJECT DELIVERABLES FORM

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## A. Project Information

Agency: School District of Palm Beach County	Telephone: (561) 963-3836
County: Palm Beach	E-Mail: roalndt@palmbeach.k12.fl.us
Contact Person: Trish Rowland	Fax: (561) 434-8908
Title: ABE Coordinator	Grant Amount: \$75,000

## B. Performance Outcomes (See definitions for core measures on following page.)

(1)	(2)		(3)	(4)
Primary Core Measure Outcomes	Grant Budget per Core Measure		Total Number of Units per Core Measure	Unit Cost per Core Measure
Projected enrollment for 2006-2007 <b>58</b>				
1. Educational Gains (Must be addressed by all applicants.)	<b>\$27,500</b>	<b>36%</b>	<b>58</b>	<b>\$474</b>
2. Placement, Entered, Retained (If this service is provided – must address.)	<b>\$5,500</b>	<b>7%</b>	<b>10</b>	<b>\$550</b>
3. Receipt of secondary school diploma or its recognized equivalent -- (GED) (If this service is provided – must address.)	<b>\$4,000</b>	<b>5%</b>	<b>5</b>	<b>\$800</b>
<b>Secondary Core Measure Outcomes</b> (Family Literacy applicants must address both.)				
1. Increased involvement in education of children	<b>\$19,125</b>	<b>26%</b>	<b>464</b> <b>8 individual activities</b>	<b>\$41.21</b>
2. Increased involvement in literacy-related activities of children	<b>\$18,875</b>	<b>26%</b>	<b>464</b> <b>8 individual activities</b>	<b>\$40.67</b>
<b>Totals</b>	<b>\$75,000</b>	<b>100%</b>		

### Instructions for completing Section B:

- In column 2, for each core measure applicable to applicant's program, indicate **both** the percentage of total grant budget and the actual dollar amount to be earned by each core measure. The total of all percentages in column 2 should be 100%, and the total of all core measure budgets should equal the total grant amount.
- In column 3 calculate the total number of units per core measure to be achieved for the entire grant period.
- In column 4 calculate the unit cost for each core measure by dividing the total budget amount in column 2 by the unit amount in column 3. For example, if the total budget amount in column 2 is \$25,000 and the unit amount in column 3 is 50, then the unit cost in column 4 is \$500 (\$25,000 divided by 50 = \$500).

**Note:** Awarded projects are based on performance with clearly defined outcomes and documented deliverables met. Projected outcomes **must be increased from the previous year** for continued funding.

# PERFORMANCE-BASED PROJECT DELIVERABLES FORM

Page 2 of 3

## C. Explanation for determining Unit Cost per Core Measure.

The rationale and methodology used to determine the Unit Amount per Core Measure and the Grant Budget per Core Measure is based on the needs of the selected participants at both sites. The need for English language acquisition and literacy skills has been identified as the primary need at the elementary site. The evening program at Forest Hill Community High School has identified, as needed, both English literacy and ABE/GED. A total of fifty-eight families will be served by both sites. All families will participate in the two secondary core measures. Each secondary core measure has 8 different activities in which families are expected to participate. The total number of units per core measure is calculated by a head count of participants per activity. Expenditures for salaries, materials and supplies are divided equivalently among the components of adult education, parent education, PACT Time and age-appropriate childhood enhancement academy at Forest Hill Community High School and the pre-school component at Rolling Green Elementary.

Box will expand when text is typed.

## D. Explanation of methodology used to collect NRS data.

Briefly explain, in the space below, methods used to document the following NRS requirements:

1. Minimum 12 hours of instructional activity required to earn an LCP
2. NRS training dates of the project coordinator
3. Pre- and post-test assessment types used  
TABE 9/10 and CASA will be used for pre and post-test assessments.
4. Methods used to collect, document and report educational gains

The School District of Palm Beach County maintains data electronically through the TERMS system and WDIS program. The District has the ability to develop reports regarding student demographics and achievement. In addition, the Department of Secondary, Adult and Community Education will maintain a database to track participant outcomes and monitor student performance. Each year the District submits information via the National Reporting System (NRS) as well as three times annually through the WIDS Surveys.

Box will expand when text is typed.

## E. Explanation of circumstances justifying possible performance outcome reduction.

Briefly explain, in the space below, if your area has experienced significant difficulties due to circumstances beyond your control, i. e., natural disaster, and project your performances accordingly. This could include a reduction in outcomes, if warranted and approved by DOE staff.

Palm Beach County experienced significant difficulties in obtaining last year's outcomes due to Hurricane Wilma. A significant drop in the number of participants occurred just after this natural disaster. Many of our families lost their homes and had to relocate. Others left the county to find work when the crops were destroyed. Another factor in the drop of predicted outcomes was the fact that Rolling Green Elementary was relocated to the old Atlantic Community High School site while the original school is being torn down and rebuilt. This process took place just after spring break, leaving little time left in the school year to recruit new students. The new location is 12 miles south of the original location, Rolling Green. Many of our families walked to the original school site and had no other means of transportation. City bus passes were purchased for those students, but the bus schedule was not conducive to their family schedule. For example, they were not able to be in their homes when their children's school bus arrived. These factors caused a decline in the number of participants and the opportunity for post-testing was not fulfilled.

Box will expand when text is typed.



**REGIONAL WORKFORCE BOARD  
COORDINATION ASSURANCE FORM**

**Complete Section A or B as appropriate and include in application package.**

**-----Section A**

**The Superintendent or Agency Head certifies** that this application has been submitted to the Regional Workforce Board and that the activities outlined in the application are consistent with current Regional Workforce Board plans.

\_\_\_\_\_  
Signature of Superintendent/Agency Head

\_\_\_\_\_  
Date Submitted to Regional  
Workforce Board

*Regional Workforce Boards are invited to submit comments regarding the application to the Division of Community Colleges and Workforce Education, Grants Administration office by **May 18 2006***

**Note:** Section 121, Title I, Workforce Investment Act (WIA), sets expectations for recipients of Perkins postsecondary funds, or funds under Title II, WIA, Adult Education and Family Literacy, to enter into a Memorandum of Understanding with the Regional Workforce Board for participation in the One-Stop system.

**-----Section B**

**The Superintendent or Agency Head certifies** that this **application covers more than one Workforce Development Region**. The activities outlined in this application are related to Workforce Development and are consistent with the current Regional Workforce Board plans for all regions included in this application. *Application submission to the Regional Workforce Board is not required.*

\_\_\_\_\_  
Signature of Superintendent/Agency Head

\_\_\_\_\_  
Date

**Note:** Section 121, Title I, Workforce Investment Act (WIA), sets expectations for recipients of Perkins postsecondary funds, or funds under Title II, WIA, Adult Education and Family Literacy, to enter into a Memorandum of Understanding with the Regional Workforce Board for participation in the One-Stop system.

## **PALM BEACH COUNTY SCHOOL DISTRICT**

### **Comprehensive Family Literacy Services (Continuation) Narrative for FY 07**

*Parent Power*, the Comprehensive Family Literacy Services (Continuation) Program provides the opportunities for Palm Beach County's most in-need families with high levels of poverty, illiteracy, unemployment and limited English proficiency and with Pre-K–12 children to participate in educational opportunities at the public schools their children attend. Family literacy services are located at Rolling Green Elementary School and Forest Hill Community High School (FHCHS) adult education program. Statistics from past program performance indicate that the majority of families served by these schools are limited English proficient, possess an educational background below the 8<sup>th</sup> grade level, earn annual incomes below poverty level, and have three or more children in their families. This program is targeted for central Palm Beach County, which reports demographic studies at 32% of the adult population functioning at the lowest level of literacy.

#### **Support for Strategic Imperatives**

*Parent Power* supports the “Just Read, Florida” reading initiatives by developing and creating in parents the understanding that the foundation for learning to read is in the home and that parents are the ones that will help their children become and remain good readers by establishing a home environment that encourages reading and learning.

This family literacy project strongly supports Strategic Imperative (SI) numbers **2, 3, 5, and 7** by assisting under-educated adult students who are the parents/caretakers of children attending elementary and middle feeder schools to FHCHS and the parents/caretakers of Rolling Green Elementary to increase their literacy skills and parent involvement within the schools' settings. In support of the above reading initiative and strategic imperatives, the ultimate goal of *Parent Power* is to empower these adult participants to:

- Acquire English proficiency skills, basic skills and functional-literacy skills necessary to function independently in society through English Literacy and Civic curriculum and ABE Performance-Based Project curriculum
- Have a positive effect on the literacy of their children through home literacy activities
- Increase their involvement and partnership in their children's education
- Increase and encourage paternal interactive literacy related-activities
- Become employable and, ultimately, economically self sufficient
- Gain a basic understanding of the use of internet technology as a valuable tool for learning opportunities and home-based literacy activities for both parents and children
- Gain a better understanding of health issues that affect the well being of the family
- Gain a better understanding of financial literacy that affects the economic well being of the family
- Gain a better understanding of PACT time being an educational opportunity for both parents and children while promoting the love of reading.

To provide quality efficient services that are of sufficient intensity and duration, ***Parent Power*** will offer 20 hours per week of day instruction at Rolling Green Elementary including a Pre-K component for 3 and 4 year olds while the FHCHS night program will offer 12 hours per week of instruction to the adults and their families. Both programs will include activities that support the four components of family literacy services: adult education, parenting education, PACT time and age appropriate childhood education. Program strategies include, but are not limited to: program orientation, family intake and goal setting, interactive literacy activities between parents and children, learning contracts, academics in real life context, career planning and employability skills, technology literacy, financial literacy, parenting instruction, and Parent and Child Together (PACT) time. ***Parent Power*** provides school-based, work-based, and coordinating activities to adults within the family context. Instructional practices include, but are not limited to: intensive English

language instruction, learning plans and performance-based projects based on student's entry level, computerized instruction, small group instruction, individual tutoring with volunteers, health education, time management and employability training, and goal setting.

**Dissemination/Marketing:**

Information and dissemination about the methodology and potential replication of best practices will be shared with the District's other family literacy programs through staff development and workshops, the District's Family Action Network (FAN) and other Adult Community High Schools. This information will be shared and dispersed through the Practitioner's State Task Force Committees on Family Literacy and ABE. *Parent Power* programs will be presented at Regional Literacy workshops and state symposiums and conferences.

Services provided will be accommodated through efforts of outreach within the school community, i.e.: Human Hispanic Resources, health clinics, Workforce Alliance, the Palm Beach County Literacy Coalition, public housing, social and cultural agencies, local surrounding churches, support organizations, and the Palm Beach County Library System.

**GEPA:**

In accordance to the General Education Provisions Act (GEPA), making sure that there are no barriers to impede equitable access to Family Literacy Programs, *Parent Power* will provide a flexible program to accommodate the adult learner's schedule. When needed, alternative methods for attaining program requirements will be offered through virtual education and the District's instructional television station, The Education Network (TEN). This will assist the parent in learning how to balance work, school and family.

**Equitable Services for Private School Participation**

Not applicable at this time.