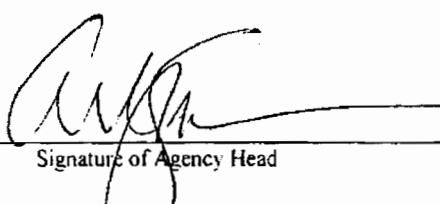


**ATTACHMENT 1  
FLORIDA DEPARTMENT OF EDUCATION  
PROJECT APPLICATION**

TAPS Number  
07C083

<b>Please return to:</b>  Florida Department of Education Office of Grants Management Room 325, Turlington Building 325 West Gaines Street Tallahassee, FL 32399-0400 Telephone: (850) 245-0496 Suncom: 205-0496	<b>A) Program Name:</b>  <p align="center"><b>Florida Learn &amp; Serve 2006-2007 Non-Competitive Projects District Infrastructure-Building</b></p>	<p align="center"><b>DOE USE ONLY</b></p> Date Received  <p align="center"><b>COPY</b></p>						
<b>B) Name and Address of Eligible Applicant:</b> School District of Palm Beach County Department of Safe Schools 3330 Forest Hill Blvd. West Palm Beach, FL 33406		Project Number (DOE Assigned)						
<b>C) Total Funds Requested:</b>  \$ up to \$26,000  <hr/> <p align="center"><b>DOE USE ONLY</b></p> <b>Total Approved Project:</b>  \$	<b>D) Applicant Contact Information</b>  <table border="1"> <tr> <td data-bbox="569 927 1005 1017"> <b>Contact Name:</b>  <b>Beth A. Lefler</b> </td> <td data-bbox="1005 927 1442 1017"> <b>Mailing Address:</b> Dept. of Safe Schools  <b>1790 NW Spanish River Blvd.</b>  <b>Boca Raton, FL</b> </td> </tr> <tr> <td data-bbox="569 1017 1005 1099"> <b>Telephone Number:</b>  <b>561.982.0923</b> </td> <td data-bbox="1005 1017 1442 1099"> <b>SunCom Number:</b>            NA         </td> </tr> <tr> <td data-bbox="569 1099 1005 1181"> <b>Fax Number:</b>  <b>561.982.0943</b> </td> <td data-bbox="1005 1099 1442 1181"> <b>E-mail Address:</b>  <b>Leflerb@palmbeach.k12.fl.us</b> </td> </tr> </table>		<b>Contact Name:</b> <b>Beth A. Lefler</b>	<b>Mailing Address:</b> Dept. of Safe Schools <b>1790 NW Spanish River Blvd.</b> <b>Boca Raton, FL</b>	<b>Telephone Number:</b> <b>561.982.0923</b>	<b>SunCom Number:</b> NA	<b>Fax Number:</b> <b>561.982.0943</b>	<b>E-mail Address:</b> <b>Leflerb@palmbeach.k12.fl.us</b>
<b>Contact Name:</b> <b>Beth A. Lefler</b>	<b>Mailing Address:</b> Dept. of Safe Schools <b>1790 NW Spanish River Blvd.</b> <b>Boca Raton, FL</b>							
<b>Telephone Number:</b> <b>561.982.0923</b>	<b>SunCom Number:</b> NA							
<b>Fax Number:</b> <b>561.982.0943</b>	<b>E-mail Address:</b> <b>Leflerb@palmbeach.k12.fl.us</b>							
<p align="center"><b>CERTIFICATION</b></p> <p>I, <u>Arthur C. Johnson, Ph.D., Superintendent</u>, (Please Type Name) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p> <p>E)           _____          Signature of Agency Head</p>								



## ATTACHMENT 2

A) SCHOOL DISTRICT OF PALM BEACH COUNTY, DEPT. OF SAFE SCHOOLS, BETH LEFLER

TAPS Number 07C083
-----------------------

Name of Eligible Recipient:

B)

Project Number: (DOE USE ONLY)

### FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITIO N	(5) AMOUNT
9110	330	Required Sub-Grantee Meeting		\$750
9100	330	In-County Mileage for Coordinator 240 miles per month x 12 = \$2,880 x \$0.445/mile = \$1,282		\$1,282
		Consultant – Dr. Verna Price, Ph.D. Includes consultant travel, training fees and materials for one full day training for National Board Certified Teachers		\$3,500
9100	510	Materials and Supplies for Coordinator \$800  Materials and Supplies for Projects 24 projects x \$500 each (maximum amount) = \$12,000  Typical Materials and Supplies for Coordinator and Projects: Paper, composition notebooks, poster board, markers, folders, crayons, paint pens, paint, books, story books, learning games, sentence strips, disposable cameras and developing, photo paper, construction paper, glue, scissors, pens, pencils, sticky notes, certificates, card stock, etc.		\$12,800
6402	120	Teacher Training (one day) 7 hrs x \$15/hr x 24 teachers = \$2,520		\$2,520
6402	210	Teacher Retirement 10.5% x \$2,520 = \$265		\$265
6402	220	Social Security – Teachers 1.45% x \$2,520 = \$37 Social Security – Substitutes 1.45% x \$2,400 = \$35		\$72
6402	230	Group Insurance – Teachers 6.2% x \$2,520 = \$157		\$157
	240	Worker's Compensation – Teachers 2% x \$2,520 = \$51 Worker's Compensation – Substitutes 2% x \$2,400 = \$48		\$99
6402	250	Unemployment – Teachers .85% x \$2,520 = \$22 Unemployment – Substitutes .85% x \$2,400 = \$21		\$43
6402	750	Substitutes – one substitute day/project \$100/day x 24 days = \$2,400		\$2,400
		Transportation – one bus trip/project \$30/hr x 4 hrs + (\$1/mile X 40 miles) = \$160 per trip \$160 x 24 trips = \$3,840		\$3,840
9110	790	In-House Printing (additional copies of student products, publications, books, posters, etc.)		\$272
<b>C) TOTAL</b>				<b>\$28,000</b>

**ATTACHMENT 3**  
**Application Data Form (15% of total score)**

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

**Activities/Accomplishment from 2005-06**

# of students who served: 162

# who were served by students: Students 1696 Adults 259

# of student presentations/trainings: 62 # of adult presentations/trainings: 36

# of new projects initiated: 10

Resource materials produced (describe): lesson plans, portfolios (reflecting multiple learning styles), videos, posters, tip sheets, PSAs.

Products made as part of the project: posters, tip sheets, videos, PSAs

Projected academic impact(s) on students serving: Increased Reading FCAT Scores

Actual academic impact(s) on students serving, and how measured: Increased Reading FCAT Scores, District FCAT Scores.

Other projected impact(s) on students serving: Increased levels of social responsibility, cooperation, tolerance, youth leadership, increased conflict resolution, drug prevention awareness, and bullying prevention.

Actual other impact(s) on students serving, and how measured: Increased levels of social responsibility, cooperation, tolerance, youth leadership, increased conflict resolution, drug prevention, and bullying prevention skills. Measured by: parent and teacher observations, tests, quizzes, journals.

Projected impact(s) on those served: See above.

Actual impact(s) on those served, and how measured: See above.

Florida education standards addressed: The student uses the reading process effectively (L.A.A.1). The student constructs meaning from a wide range of texts (L.A.A.2). The student knows how to use effective interpersonal communication skills that enhance health (H.E.B.3).

Course(s) involved in project: Language Arts (Elem., Middle, High), Social Studies (Elem.), ESE VE (High), Peer Counseling (High)

Portion of student's course grade(s) based on their service learning, by course:

Varied by project from 5-100%. Average = +50%.

# of trainings 5, site visits 48, or public presentations 16

## Plans for 2006-07

# of students who will conduct service-learning activities: Minimum of 400, likely to be much higher.

# of adult volunteers: Minimum of 40

# who will be served: Students: Adults: # served will depend on individual projects, but each project will have to serve a minimum number of 20 individuals. Projects may serve students and/or adults.

Grade level(s) of students serving: Projects open to K-12 students.

# of student presentations/trainings: Minimum of 20 # of adult presentations/trainings: Will depend on individual projects.

# of new projects initiated: Minimum of 20.

Name/Grade level of course(s) into which service will be integrated: Mostly Language Arts (K-12), but Social Studies (K-12), Math (K-12), Science (K-12), Art (K-12), Life Skills (6-12), and Peer Counseling (9-12) are all also possible.

Portion of grade(s) that will be based on student service learning activities: No less than 20% for appropriate marking period.

List of the primary (no more than five) Sunshine State, Goal 3, and/or Applied Technology Standards the project will address: The student uses the reading process effectively (L.A.A.1). The student constructs meaning from a wide range of texts (L.A.A.2).

How will the achievement of standards be measured? FCAT scores.

Which Florida State Board of Education (SBE) strategic imperative(s) will be incorporated into the project and how: Strategic Imperative 3: Improve Student Rates of Learning. All projects will contain an explicit Reading component aimed at increasing Reading skills.

# of service activities to be conducted: to be determined by individual projects.

Frequency of service activities: to be determined by individual projects.

Products to be made as part of the project: books, tip sheets, FAQs, posters, PSA's, "How To" manuals, booklets, brochures, pamphlets, PowerPoint presentations, etc.

Average # service-learning hours students will provide (min. 20 per semester per student): No less than 20 per student per semester.

Projected # of total service hours for the project (hours times number of students): Each project (estimated to be 20 projects) must involve at least 20 student servers who will serve at minimum 20 hours each. Projected minimum hours: 8000. However, actual hours are likely to be much higher as many previous projects have students serving every day of the school week for a semester.

**DELIVERABLES FORM**

Deliverables: Manuals, guides, brochures, portfolios, art work, scripts, books, web sites, reports, videos, CD ROMs, training materials, and any other tangible products to be developed by the project.

<b>(1) Name of Deliverable and Brief Description</b>	<b>(2) Standard(s) for Acceptance</b>	<b>(3) Due Date(s)</b>
Brochures Lesson Plans Newsletters Posters PowerPoint Presentation Public Service Announcements Report (Project Documentation Form) Surveys Websites	Appropriate for Duplication Appropriately Organized Attractive Content Accurate Content Complete Practical Use User-Friendly	Within 1 week of Project Activities Ending
All of these deliverables are possible options, but will not apply to every project.  All of the above standards may be applied to any or all deliverables.		

DOE 900 D

**TRAINING, TECHNICAL ASSISTANCE, AND DISSEMINATION FORM**

Training, Technical Assistance, and Dissemination: All training and technical assistance (TA) activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies.

<b>(1) Name of Activity and Brief Description</b>	<b>(2) Quantity and Quality Standards for Acceptance</b>	<b>(3) Method of Documentation</b>	<b>(4) Critical Timelines</b>
Coaching Distribution of Printed Materials Exhibits In-Service Training One-On-One Training On-Site Technical Assistance Seminars Telephone Technical Assistance Workshops	Appropriately Organized Content Accurate Content Complete Design and Content Appropriate to Intended Audience Participant Feedback Indicative of Usefulness Replicable Use of Consultants User-Friendly	Anecdotal Data Contracts Evaluation Summaries List of Participants Participant Feedback Summaries Purchase Orders Self-Reporting Sign-in Sheets Travel Itineraries	Quarterly

DOE 900 D

**Part 1—2005-06 Activities**

- 1. What needs (academic or other) of students serving and of the community were addressed by the 2005-06 project?**

**Student Need**

The greatest student need addressed by project activities was in the area of reading improvement. A reading component was a required part of the mini-grant program and many mini-grants focused explicitly on reading improvement. Prevention skills and social skill deficits were also addressed, however, the key need area addressed through project activities continues to be reading.

This year's most recent FCAT data shows a definite need for reading improvement. While 3<sup>rd</sup> grade students district-wide showed improvement in reading as 74% scored a Level 3 (proficiency), the scores for 9<sup>th</sup> and 10<sup>th</sup> grade students were not as promising. Only 42% of 9<sup>th</sup> grade students scored a Level 3 and only 33% of 10<sup>th</sup> grade students scored a Level 3 demonstrating a continued need for reading intervention.

**Community Need**

All of this year's projects involved the amelioration of reading skills. Student needs addressed by project activities include: poor reading and writing achievement, poor social skills development, and lack of socialization opportunities for ESE students. The project supported **Just Read, Florida!** by requiring all mini-grant projects to address Reading Sunshine State Standards regardless of course/class.

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

Project activities supported the School Board goals outlined below:

- Increased Literacy*** - Increase literacy in reading, writing, and mathematics for all students, including students in Exceptional Student Education (ESE) and English for Speakers of Other Languages, with an emphasis on grades K-3. These were addressed by: Specific Learning Disability (SLD) students mentoring severely handicapped students that required reading preparation as well as writing and reflecting on their project.
- Student Performance*** - Improve achievement at critically low-performing schools and among students in *Quartile 1* district wide. Most activities were conducted in low performing, high needs schools where lower quartile students were often the purveyors and recipients of service. Project activities were directed in particular to underserved populations, such as low performing students, the Trainable Mentally Handicapped (TMH) and autistic children, and ESE students. The students served in these schools have multiple risk factors: a high percentage are on free or reduced lunch; a large percentage represent minorities; and their reading and math scores are low.
- School Safety and Environment*** - Provide safe and nurturing school environments that are free of drugs, alcohol, firearms, and harassment, and where standards of appropriate and ethical behavior are upheld. Students taught peaceful solutions to violence and bullying, and peer mediation skills. Character Education was promoted at events and through skits.

- d. ***Challenging Curriculum*** - Implement a challenging curriculum, including methods for individualized and group instruction that support the Board's mission and goals. All projects required individual and group discussion, journaling, creative problem solving, and challenges.

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

While there were a wide variety of Service Learning projects occurring in Palm Beach County, they all had one goal in common, reading improvement. Courses included: Language Arts, Early Childhood Teacher Education, Peer Counseling, and Social Studies. Many projects also included Character Education through mentoring activities such as peer mediation, conflict resolution, and bullying prevention. Course assignments were readily met through the Service Learning elements of preparation, demonstration, and reflection. Examples include: skits, poems, raps, journaling, essays, and development of multiple learning style project portfolios. Projects utilized tests, quizzes, writing samples, final products (books, informational posters, pamphlets, etc.), project reports, journals, and observations to assess student learning.

**4. Describe activities that expanded and/or improved service learning through new programs, procuring financial support, staffing, and links with school and district policies.**

Many activities have been implemented and are ongoing in Palm Beach County to expand and improve our Service Learning initiative. These Service Learning activities include: the Youth Council, Advisory Council, multiple mini-grant projects operating at the elementary, middle and high school levels, teacher trainings, school-based Service Learning project trainings, community presentations and trainings. The development of complete Service Learning curriculum packages for the elementary, middle and high school levels is underway.

This year we have also expanded service learning in Palm Beach County to the staff and students at community based middle school after school sites. Dr. Verna Cornelia Price, Ph.D. who provided district teacher training at the beginning of the school year (September 10<sup>th</sup>), returned June 2<sup>nd</sup> and 3<sup>rd</sup> to specifically train community middle school after-school staff and students in service learning. Pilot projects will be developed this summer and continue throughout the school year. We believe this expansion of service learning into our community will not only help bring awareness and increased support for service learning, but also will support a seamless flow from the schools to the communities and back again. Thus, creating a pattern of reciprocal learning that is based on genuine community needs and issues. It is our belief that our students and the entire Palm Beach County community will benefit.

Another way in which service learning is expanding is with our new Teen Newspaper. Middle school age students from throughout the county will work together with the Center for Art and Media Literacy to create a teen focused newspaper complete with feature articles, photographs, and comic strips. Student learning will be widespread as they will be responsible for all aspects of the newspaper's production (other than the actual printing). The newspaper will be published approximately four times per year and disseminated to all middle schools in Palm Beach County.

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



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

Service Learning was featured on a DVD sent to all district principals regarding initiatives sponsored by the Department of Safe Schools. The segment explained service learning and its impact on students; shared project success stories; and included contact information for the district coordinator.

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

The Department of Safe Schools was able to bring nationally known service learning expert and practitioner, Verna Cornelia Price, Ph.D. from the National Youth Leadership Council (NYLC) to the School District of Palm Beach County for an entire day of training for teachers new to service learning. Participant surveys were excellent and the material was well received. We would like to be able to bring Dr. Price back to specifically train National Board Certified Teachers in the fall.

An online district Service Learning course for teachers is in development. We believe this avenue to be an excellent way to reach new practitioners. The District Service Learning Coordinator and members of Staff Development are collaborating to include a brief introduction to Service Learning during New Teacher Orientation (NTO) is underway.

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

Project partners and the Advisory Committee have let their desire for positive student and project recognition be known. Toward this end, the *Palm Beach Post*, *Sun-Sentinel*, and Channel 25 have all profiled students active in quality service and will continue to do so next year. The Advisory Committee has joined forces with the Character Education initiative, through the Prevention Center in the Department of Safe Schools, in an effort to grow and sustain Service Learning – “Service Learning is Character Education in Action!”

**Part 2—Application Data**

**8. Please see Attachment 3**

**Part 3—2006-07 Plans**

**9. How will 2006-07 activities continue or expand on 2005-06 activities?**

The second semester of this school year has been devoted to setting up service learning expansion partnerships and opportunities in Palm Beach County. Next year will find partnerships with Toward a More Perfect Union, The Center for Art and Media Literacy, Prime Time Palm Beach County, and the Middle School After-School program in the Department of Safe Schools.

**Toward a More Perfect Union (TMPU)** is involved in helping our students and communities better understand and appreciate the racial and ethnic mix of our county through various events and the use of Study Circles. Through the Study Circle model TMPU brings diverse students together for dialog and action and is a natural partner to support service learning. TMPU has also provided real opportunities for district students to be youth grantors and to be involved in service learning not only as serving students but also in an advisory and oversight capacity.

**The Center for Art and Media Literacy** has been responsible for some truly outstanding projects with school district students culminating in public service announcements on the student selected needs of their community such as violence and HIV. The students wrote, acted, filmed and edited the public service announcements as part of the project. Another project produced a poster that has been circulated throughout the county on the importance of appropriate dress for middle school students. District students decided on what appropriate dress looks like for the middle school set; modeled appropriate clothing for the poster; wrote all of the text; and served as graphic designers. These project activities took place in a clothing construction class. The partnership with the Center for Art and Media Literacy will bring high interest media possibilities to the service learning projects within Palm Beach County.

**Prime Time Palm Beach County** is dedicated to ensuring quality after-school programming and is committed to providing service learning as it believes in the opportunities it presents to students (see Attachment).

**Boca Raton's Promise** continues to be a stalwart supporter of service learning in Palm Beach County. This year saw a **Learn, Lead, and Serve** (September 10<sup>th</sup>) rally that included over 200 parents, community members, and students. Another **Learn, Lead, and Serve** event will be held July 17<sup>th</sup> to encourage greater service learning opportunities for students in the city of Boca Raton (see Attachment).

**Florida Atlantic University** is interested in expanding their service learning offerings by partnering with the School District of Palm Beach County. Service learning opportunities are becoming increasingly popular with not only district students, but college students as well.

**Palm Beach Community College** is also interested in initiating a partnership with the district so that they can provide service learning offerings for their education students to work with our students. Recent talks have centered around streamlining the process of fingerprinting and background checks so that the community college students can get involved in a timely manner. As it often takes several weeks for security checks to be completed, the students don't have enough time for their service opportunities before their class has ended.

**Middle School After-School Program, Department of Safe Schools**

As a show of support for the expansion of service learning into community based middle school after-school sites next year the Middle School After-School Program has agreed to provide \$10,000 toward the existing Service Learning Coordinator position (see Attachments).

**10. How will the 2006-07 project secure new programs, financial support, staff, partnerships, and links with school and district policies needed to improve, expand, and sustain service learning?**

The position of Service Learning Coordinator will now be fully funded within the School District of Palm Beach County through several funding streams. PrimeTime Palm Beach County has contributed \$20,000 toward this position for the 2006-2007 school year. The Middle School After-School Program will contribute another \$10,000 toward the coordinator position as service learning is being expanded into middle school after-school programming (see Attachment). For additional information regarding partnerships see question number nine above and Attachments.

The School District of Palm Beach County enjoys having the largest number of National Board Certified Teachers in the state. The Department of Safe Schools will be actively recruiting this new group to complete high quality service learning projects in the 2006-2007 school year. Dr. Verna Cornelia Price, Ph.D. will be contracted to train this specific group in September 2007. The attending National Board Certified Teachers will also be paid for this training and receive workshop materials and a copy of Cathy Berger-Kaye's book, The Complete Guide to Service Learning. They will then have the opportunity to apply for up to \$750 in mini-grant funds to be decided upon and administered by the Youth Council, to produce and complete a quality service learning project with their students. Another goal of involving this group is for them to apply for a School-Based Service Learning grant for the 2007-2008 school year.

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

Project successes will be disseminated and marketed to schools and the community via the school TV, announcements, newsletters, newspapers, and websites. Community newspapers, teacher trainings, community trainings, advisory committee meetings, Character Education Committee meetings, the district website and a biannual service learning newsletter will also be used as avenues of dissemination for project successes and general service learning news and opportunities.

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

The Service Learning Coordinator will continue to work full-time on service learning efforts within our district. The School District of Palm Beach County, Department of Safe Schools will contribute \$25,770 toward the coordinator's salary and benefits (see Attachments).

**13. (Optional—Districts only.) If seeking bonus funds for evaluation or teacher education/training initiatives, describe proposed activities on an additional page.**

See Attachments

**14. What match is proposed, and does that match support project goals and objectives?**

<i>Match Source/Description</i>	<i>How Total is Calculated</i>	<i>Cash Match</i>	<i>In-Kind Match</i>	<i>Total Match</i>
School District of PBC	In-Direct Fee \$28,000 X		\$815	\$815

School District of Palm Beach County, District Infrastructure-Building Year 4

	2.91%			
School District of PBC Department of Safe Schools	See Attachment	\$25,770		\$25,770
Department of Safe Schools Middle School After-School Program	See Attachment	\$10,000		\$10,000
PrimeTime Palm Beach County	See Attachment	\$20,000		\$20,000
<b>TOTAL</b>		<b>\$55,770</b>	<b>\$815</b>	<b>\$56,585</b>

**15. Proposal Budget (see Attachment 2—Budget Narrative Form/DOE 101). Complete the DOE 101. Provide a clear and detailed budget with calculations and narrative justification/explanation of expenses needed to conduct the project (the boxes expand).**

See Attachment 2: DOE 101

**Support for Reading/Strategic Imperatives**

**Describe how the proposed project will incorporate reading initiatives and one or more of the Florida State Board of Education (SBE) strategic imperatives.**

All projects will contain an explicit Reading component aimed at increasing Reading skills and thereby support Strategic Imperative 3: Improve Student Rates of Learning.

**Dissemination/Marketing**

**Describe methods/strategies you will use to disseminate and market information about the project to appropriate populations.**

Project information and success stories will be disseminated to district schools and the larger community through the school TV, announcements, newsletters, newspapers, teacher trainings, and websites. This information will also be disseminated through various meetings such as the Character Education Committee, Prime Time Palm Beach County, Knight Provider meetings [community middle school after school funder], and Service Learning Advisory Committee. Community newspapers, trainings, a biannual Service Learning Newsletter, and the district website are other means of dissemination. Not only will we market project successes, but the efficacy of Service Learning in supporting academic achievement.

**ATTACHMENT**

**\$10,000 Bonus Funds Rationale**

**Proposed Activities:**

**Involvement of Additional National Board Certified Teachers in Service Learning**

The School District of Palm Beach County enjoys having the largest number of National Board Certified Teachers in the state, and is second only to North Carolina in the country. The Department of Safe Schools will be actively recruiting this new group to complete high quality service learning projects in the 2006-2007 school year. Studies have shown that an effective indicator of teacher quality is National Board Certification and this is one reason why we have decided to focus on this group. The positive response to the School-Based Service Learning grant training further supports the notion of continued work with the group. Dr. Verna Cornelia Price, Ph.D., will be contracted (\$3500) to provide training to them in September 2007.

The attending National Board Certified Teachers will be paid for their training time, receive workshop materials, and a copy of Cathy Berger-Kaye's book, The Complete Guide to Service Learning. Only teachers who attend the training will then have the opportunity to apply for up to \$760 in mini-grant funds which would include up to \$500 in supplies and materials, a substitute (\$100) and bus transportation (\$160). These funds will be decided upon and administered by the Youth Council. Teachers will produce and complete a high quality service learning project with a minimum of 22 students for at least 12 weeks of the school year. These teachers will also be supported in applying for a School-Based Service Learning grant for school year 2007-2008.

National Board Certified Teachers can provide leadership within their school setting and serve as service learning mentors to other teachers. We will be encouraging these teachers to assume this role to further service learning at their school site. This will support the service learning infrastructure within their school and eventually the district.



THE SCHOOL DISTRICT  
OF PALM BEACH COUNTY, FLORIDA

DEPARTMENT OF SAFE SCHOOLS  
3330 FOREST HILL BOULEVARD, B-147  
WEST PALM BEACH, FL 33406-5969

(561) 981-9600 FAX (561) 981-9620

ARTHUR JOHNSON, Ph.D.  
SUPERINTENDENT

## ATTACHMENT

May 31, 2006

Mr. Joe Follman, Director  
Florida Learn & Serve  
325 John Knox Road, Building F, Suite 210  
Tallahassee, FL 32303

Dear Joe,

As you know Service Learning has a long history within the School District of Palm Beach County. To show my continued support for Service Learning, the Department of Safe Schools is pleased to support this important initiative in the form of a cash match of \$25,770 to continue to fund the position of the Service Learning Coordinator.

We are excited about the possibilities Service Learning will provide to our students next year. Not only do we plan to aggressively recruit National Board Certified Teachers to implement quality Service Learning Projects, but we will be extending Service Learning in our district by including it in our Middle School After-School programming and supporting its implementation in community middle school after-school sites. These community providers have received excellent training from Verna Cornelia Price, Ph.D., and will receive assistance and support with their pilot projects.

If you require further information or documentation, please do not hesitate to call me. I may be reached at 561.982.0900.

Sincerely,

Alison Adler, Ed.D., Chief  
Safety and Learning Environment  
Department of Safe Schools



THE SCHOOL DISTRICT  
OF PALM BEACH COUNTY, FLORIDA

DEPARTMENT OF SAFE SCHOOLS  
3330 FOREST HILL BOULEVARD, B-147  
WEST PALM BEACH, FL 33406-5869

(561) 981-9600 FAX (561) 981-9620

ARTHUR JOHNSON, Ph.D.  
SUPERINTENDENT

## ATTACHMENT

May 29, 2006

To Whom It May Concern:

Please allow this letter to serve as evidence of our belief in Service Learning and our desire to see service learning expanded in Palm Beach County to include working with community middle school after school sites throughout our district. I believe the addition of Service Learning will help to build capacity for quality after-school programming, and I am pleased to financially support the existing Service Learning Coordinator position (\$10,000).

If you require additional information, please feel free to call me at 561.982.0925.

Sincerely,

Olivia Rogers, Manager  
Out-of-School Programs  
Department of Safe Schools



ATTACHMENT

May 29, 2006

To Whom It May Concern:

Please allow this letter to serve as testimony of PrimeTime's dedication and commitment to expanding Service Learning activities in Palm Beach County. As we believe Service Learning to be a powerful tool in reaching the most needy of Palm Beach County students, we have funded a grant to the Department of Safe Schools to partially fund (\$20,000) the existing Service Learning Coordinator position.

If you require further information, please do not hesitate to call on me. I may be reached at 561.659.4993.

Sincerely,

Jerry Frenz  
Chief Financial and Chief Operations Officer



Toward  
a more  
perfect Union

ATTACHMENT

June 6, 2006

Beth Lefler, Service Learning Coordinator  
School District of Palm Beach County  
1790 North West Spanish River Blvd.  
Boca Raton, FL 33431

Dear Ms. Lefler:

It is my pleasure to offer my support for the Service Learning Project. As the Program Director for Toward a More Perfect Union's Youth Advisory Council, I am thrilled to have the opportunity to write this letter on your behalf.

In my work with our Youth Council, the Service Learning mini grants have provided our youth with various opportunities related to exploring volunteerism, youth leadership, but most importantly giving them the skills to reflect on issues within their community. It has been a very rewarding experience for both the youth and their community.

On behalf of the Youth Advisory Council, I would like to personally thank you again for your commitment in ensuring that Palm Beach County youth have access to experiencing the world by continuing to engage them in Service Learning Projects.

Sincerely,

*Inger Brown Cheves*

Inger Brown Cheves  
Toward a More Perfect Union  
Program Director

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The Center For  
Art & Media Literacy  
4807 Palmbrook Cir  
WPB, FL 33417

## ATTACHMENT

June 7, 2006

To Whom It May Concern,

It is a pleasure to write in support of Beth Lefler and the School District of Palm Beach County's Service Learning District Infrastructure-Building Project.

The Center for Art & Media Literacy collaborates with this service learning project in all efforts made towards providing youth with the necessary tools needed to succeed in life. This collaborative partnership's current strategic program comprises of increasingly gradient learning opportunities, media literacy, video production training, and life skills. The outcomes produced from this creative project consist of public service announcements, informational community based posters, and short documentary films. This media literacy program is a comprehensive program that will directly impact over 120 youth in Palm Beach County schools and after school programming. The inclusion of programs such as this are a testament to its understanding of and sensitivity to the complexity of today's youth's challenges to understanding their direction and purpose in life.

We look forward to a continued relationship with Beth Lefler and the School District of Palm Beach County Service Learning District Infrastructure-Building Project as we both seek to empower and improve the youth and communities of Palm beach County.

Best Regards,

William King  
President / Program Specialist

# BOCA RATON'S PROMISE

THE ALLIANCE FOR YOUTH

ATTACHMENT

Mentor Protect Nurture Teach Serve

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June 7, 2006

To Whom it May Concern:

I have been privileged to work with several departments of the Palm Beach County Schools. After meeting Beth Lefler, Director of Service Learning for the district schools, our organization, which promotes partnerships was able to achieve two important goals: to recognize those doing service, and to promote service.

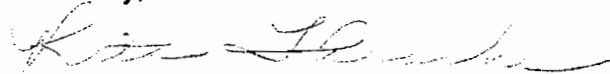
A meeting was arranged at the Safe Schools institute by Ms. Lefler and others to plan with the Community Service Council and local clubs for a first Service Rally.

The Rally was held in September, 2005, to honor persons contributing to service and introduce them to different types of service opportunities, including service learning. This important service rally was co-sponsored by America's Promise and the local Sunrise Kiwanis Club. The event helped to focus schools on the relevant role of service to learning.

To build on this successful partnership Beth and I met in January, 2006, at Florida Atlantic University with the coordinator of service learning and participated in a community non-profit workshop sponsored by FAU's Volunteer Center on February 16. We saw local non-profits impressively engaged!

I am proud to support service-learning efforts nationwide, and especially glad to work with Beth and others in Palm Beach County to build effective partnerships to develop it.

Yours truly,



Rita Thrasher,  
Executive Director

