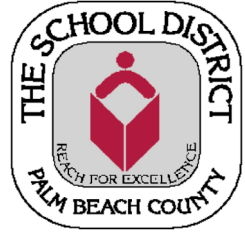




Picower College A Pathway for



Focus on High School Graduation as a Milestone on the Pathway to Success in College, Ongoing Training or Work

Offer AP Courses and Exams (10th – 12th Grades) and Track Students and their Results

Administer 8th or 9th Grade PSAT to Ensure Early Identification of Potential AP Students
(Selected site)

Provide College Ready Mentoring 9th – 12th Grades to Ensure Support for Struggling Students within the Picower College Success Program
Class

Advanced Placement (AP)
Pre AP Strategies and/or Springboard

Use College Ed to “Establish a Road Map in Middle School” that Culminates in Being Prepared and Going to College or Being Prepared and Choosing Work

Pathway for Success

THE PICOWER FOUNDATION

Proposal Guidelines

Please do your best to answer questions fully in form fields provided.

You may attach additional information if necessary.

In addition to sending a hard copy of the proposal to our New York address (9 West 57th Street, Suite 3800, NY, NY 10019), please also e-mail it to bpicower@picower.com and rstanton@picower.com.

Organization/Fiscal Agent Information

1. Organization Name:		The School District of Palm Beach County Department of Safe Schools		2. Date Submitted:		March 2007					
3. Address:		1790 NW Spanish River Blvd									
4. City, State, Zip:		Boca Raton, FL 33431				5. EIN#:		59-6000783			
6. Website:		www.palmbeach.k12.fl.us/safeschools		7. Phone:		561-982-0900		8. Fax:		561-982-0943	
9. Name/Title of CEO:		Arthur C. Johnson, Ph.D., Superintendent									
10. Phone:		561-434-8200		11. Fax:		561-434-8571		12. Email:		beninati@palmbeach.k12fl.us	
13. Name/Title of Grant Contact:		Alison Adler, Ed.D., Chief of Safety and Learning Environment									
14. Phone:		561-982-0917		15. Fax:		561-982-0943		16. Email:		aadler@palmbeach.k12.fl.us	
17. Organization Mission Statement (please use no more than three lines):											
The School Board of Palm Beach County is committed to excellence in education and preparation of all our students with the knowledge, skills and ethics required for responsible citizenship and productive employment.											
18. Need Organization Addresses (describe the need or problem your organization seeks to address in 2-3 sentences): i.e., "In the catchment area, 33% of students are unable to read at grade level."											
The <i>Picower College Success Program</i> (PCSP) addresses: students not meeting proficiency, low minority representation in AP courses, incongruent numbers of AP Exams taken compared to AP enrollment, low graduation rates, and challenges faced by first generation college goers.											
19. Population Served by Organization (describe the geographic location, nature and age of population in 2-3 sentences)											
The School District of Palm Beach County is the 11 th largest school district in the US, the fifth largest school district in the state and serves 170,582 students. There are 166 schools with 104 elementary schools, 32 middle schools, 23 high schools and 7 alternative school sites.											
20. # F/T Staff:		21,616		21. # P/T Staff:		1,157		22. # Volunteers:		30,684	

Section A

23. Salary of CEO:	250,000	24. Salary/position of highest paid employee if other than CEO:	Same		
25. Please list up to five senior staff positions and how long they have been with the organization (names are not necessary):					
<p>Senior staff positions within the Department of Safe Schools 28 years – Chief, Division of Safety and Learning Environment 21 years – Assistant Director, Single School Culture for Academics 21 years – Assistant Director, Single School Culture for Behavior 17 years – Assistant Director, Single School Culture for Climate 26 years – Training Specialist</p>					
26. How many CBO's (Community Based Organizations) does the organization work with?		45	27. Please list no more than five of these CBO's below:		
Children's Services Council, Health Care District, PrimeTime Palm Beach County, Mental Health Association, and Parent Child Center					
28. # Board Members:	7	29. # Board meetings per year:	12	31. % revenue from Board members (Give and Get):	N/A
		30. Average attendance rate:	90%	32. % Board members that contribute financially:	N/A
33. Succinctly summarize the Board's role/contribution to the organization below:					
<p>The School Board of Palm Beach County supports Picower College Success Program by allocating approximately \$367,412 of direct funding for SpringBoard and \$242,000 of in-kind contributions for the entire project through the oversight by the Chief of Safety and Learning Environment, Single School Culture for Climate Assistant Director, support by the Technology Coordinator of the Department of Safe Schools, and use of equipment and facilities. The School Board has also provided support for changes in policy and practices. This initiative supports 3.5 positions and reaches 20 SpringBoard Schools and 10 Pre AP/AP Professional Development schools, which may also have SpringBoard, serving approximately 463 teachers, and reaching approximately 22,713 students.</p>					
34. Projected Revenue for current fiscal year:		\$1.4 billion FY07	35. Projected Budget for current fiscal year:		\$1.4 billion FY07
36. If you have an endowment fund, what is its purpose and how is it used? (below)		37. Value of endowment:		N/A	
N/A					
38. What guidelines inform the use of endowment interest income and/or principal?			N/A		
39. Do you have a quasi-endowment and/or reserve fund? If so, please list the value for each.			\$39.4 million contingency fund		

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

The Department of Safe Schools began in 1993 with 4 employees and a budget of \$500,000 and has grown to 90 full -time, 700 part- time employees with a budget exceeding \$10,000,000. Single School Culture is at the forefront of school reform. The School District has given overwhelming support to expanding this research-based practice to all our schools. A component added to the reform is the Picower College Success Program.

The recent accomplishments associated with this project include:

- Seven teachers achieved nationally certified College Board/SpringBoard Trainer Status, including the Curriculum Specialist.
- The SpringBoard Coordinator achieved national certification with College Board/SpringBoard Leadership Training Status.
- SpringBoard presentation to all SpringBoard Principals at CAO November 2006.
- The Picower initiative was presented to all secondary Principals at CAO December 2006.

Funding Request Information

1. Purpose of Request/Project Name:		Picower College Success Program (PCSP) (Includes Pre AP/AP Professional Development and SpringBoard)		2. Amount Requested:		\$551,260	
3. Total project budget:		\$793,260		4. What percentage of the project's budget does this request represent?		69.5%	
				5. What percentage of the organization's operating budget does this project represent?		.06%	
6. What is the need that this project addresses? i.e., "Students in the catchment area have no place to go after school." (if requesting general operating support leave blank)							
Large numbers of students not meeting proficiency; lack of high expectations for some students; and lack of support network for struggling students.							
7. Please briefly describe the population served by this project.							
Picower College Success Program SpringBoard: Students scoring in levels 1 and 2 on the 2006 FCAT Pre AP/AP Professional Development: A total of 10 schools, five high schools and five middle schools will be identified as Picower College Success Program schools. Within these schools, special emphasis will be focused on potential first generation college goers and on increasing the enrollment of students from underserved populations in AP courses and taking AP Exams.							
8. Number served:		SpringBoard- 143 teachers and 3,713 students PCSP – potentially 17,500 secondary students and 320 teachers		9. # Contact hours per week per participant:		SpringBoard– 8 to 9 hours PCSP – 7 hours contact time per training for teachers+ Student contact is scattered throughout the instructional day	
				10. Cost per beneficiary: (approx.)		\$23.79	
11. How was cost per beneficiary derived?		Total Picower Budget of \$551,260, divided by: 463 Total Teachers (320 Pre AP/AP, 122 SpringBoard, 21 SpringBoard at Palm Beach Gardens) plus 22,713 Total Students (Pre AP/AP 5 high schools @ 2,500 each + 5 middle schools @ 1,000 each)+(1313 SpringBoard) +(2400 Palm Beach Gardens SpringBoard)					

Section B

12. In one sentence please state the overall goal of your project.

The overall goal of the Picower College Success Program, including Pre AP/AP Professional Development and SpringBoard, is to build capacity in teachers to move our hardest to move and least served populations.

13. Please explain in one paragraph how the project contributes to your organization's overall mission.

The Picower College Success Program, including Pre AP/AP Professional Development and SpringBoard proposal interfaces directly with three school board goals.

Goal 1 – Increased Literacy – this proposal intends to positively affect the literacy of underserved populations.

Goal 2 – Student performance – Research has indicated that implementation of strategies and training embedded in this proposal creates the opportunity for student movement in relationship to student achievement.

Goal 4 – Challenging Curriculum – College Board/SpringBoard has created aggressive student centered curricula designed to meet students at diverse levels of achievement and learning styles. The goal of this proposal is to move underserved populations into advanced placement level coursework, provide needed support so that students can be successful in college or work.

14. In one page, please provide a description of the project, including what will be accomplished and how.

Pre AP/AP Professional Development

This focus of this project is two fold:

- To provide a model for teacher development that can directly affect student success.
- To focus resources on 10 Picower College Success Program Schools to:
 - Promote a strong college ready climate
 - Create classroom and tutorial support to empower first generation college goers with a strong post graduation goal and the guidance and support to reach that goal.

Predictors of College-Going Behavior

Multiple research studies (Adelman, 1999; Alexander, Pallas & Holupka, 1987; Cabrera & LaNasa, 2000a and 2000b; Horn & Kojaku, 2001; Kane & Spizman, 1994; McDonough, 1997; Stage & Rushin, 1993) have shown the following to be the strongest predictors of college attendance and completion, particularly for minority and low-income students:

- academic preparation,
- social support,
- access to information,
- parental involvement and knowledge about college, and
- financial aid.

The Link between High School Reform and College Access and Success for Low-Income and Minority Youth, 2005, by Monica Martinex and Shayna Klopott, Washington, DC: American Youth Policy Forum and Pathways to College Network. ISBN 1-887031-91-X.

Section B

This proposal includes components to implement activities that address these college going predictors as a way to increase student achievement and promote college readiness.

How will this be accomplished?

- All schools selected must apply using the required Picower College Success Program FY08 Commitment to Participate document and must agree to all conditions of the grant. See attached “Commitment to Participate.”
- Seven one-day and two four-day Pre AP and one AP College Board workshops will be funded and will be held on school days or in the summer, at the conclusion of the school year.
- At each high school, an onsite stipend Picower College Success Program Coordinator will be identified to serve as the coordinator of grant activities.
 - Ensure teachers register for and attend College Board workshops;
 - Utilize December AP Potential fully to identify and enroll eligible students in AP courses the following year
 - Develop a parent contact program to include an AP parent night
 - Ensure that the school is using the district’s SAT Coach program or College Board’s SAT Online program
 - Set up College Success Class and enroll potential first generation college going students
- College Success Program Class content will be college prep with study skills, critical thinking exercises, goal setting, career exploration, and developing work and college ready skills. This will be a freshman level course in FY08 and another level will be added each successive year through FY11.
- Implement a First Generation Mentor Program during the second semester utilizing first generation current college goers as mentors within the Picower College Success Program Class.
 - Mentors will meet with students during the College Success Program Class, which will be an elective class
 - Two to four mentors per high school will be recruited from the local colleges and universities through collaboration with the Admissions or Work-Study offices or service organizations.
 - Mentors will commit to 3 hours per week for 15 weeks or 45 hours of community service
 - Mentors will be paid a stipend of \$750 each.
- Designate an onsite stipend Guidance Counselor to work collaboratively with the College Success Program Coordinator and work directly with students to set a clear path to graduation and develop a post graduation plan. This path will include accessibility to AP level classes.
- Provide for an early administration of PSAT in 9th grade in FY08, and in 8th and 9th grades in FY09 – FY11, in target Picower College Success Program Schools.
- All Program middle schools will receive CollegeEd, to be implemented during a nine-week elective wheel as recommended by College Board, in grades seven and eight.
- The high schools will work toward becoming District AP Certified Schools.
- Expand communication between high schools and feeder middle schools to better prepare middle school students for high school challenges. Participate in established middle school to high school transition meetings with Guidance Counselors, Curriculum Assistant Principals, and Department Chairpersons and the Picower College Success Program Coordinator.

SpringBoard

The overarching goal of SpringBoard is to provide students with the skills and competencies to be prepared for college success and to be better prepared to participate in advanced courses. Because SpringBoard is back-mapped from grades twelve to six to address the skills and competencies students need to become proficient, SpringBoard will be the vehicle to move lower performing students toward proficiency. Students will be able to move through SpringBoard from year-to-year up to three years in middle school and two or more years in high schools, until they reach proficiency. In addition, it is expected that both the behavior and attendance of SpringBoard students will improve for those students where either was a concern.

SpringBoard, developed by the College Board, is a curriculum structure for grades 6 – 12 that incorporates rigorous standards, professional development, instructional resources, and diagnostic assessments. Ongoing professional development and diagnostic assessments of SpringBoard will allow teachers to more accurately assess and address the strengths and weaknesses of their students.

This proposal includes a request to continue the initiative for a third year of level funding at \$114,435. The SpringBoard schools will remain the same as in FY07, for a total of 19 schools. The district SpringBoard Coordinator will continue to lead the coordination and monitoring of the program. The District will continue to fund the program through Title I funding.

SpringBoard teachers will participate in training as follows: Year 1 teachers – 7 days; Year 2 teachers – 2 days; and Year 3 teachers – 3 days for two teachers per school who in turn will train all SpringBoard teachers at their school. Teachers will also be required to meet for joint planning. New teachers will be hand-selected by the principal and committed to the program for a minimum of three years in order to most effectively implement the SpringBoard program. A Lead Teacher will be designated at each school to facilitate joint planning of SpringBoard teachers; attend the Lead Teacher meetings; and share information from the meeting with all SpringBoard teachers.

Due to the state mandated class size reduction, the maximum number of SpringBoard students in middle school classes will be capped at 21. The cap of 23 students will remain in high school classes. The project will serve 63 students in each of the 14 middle schools, 92 students in each of the three high schools, and 92 students at Pahokee Middle/Senior High (21 students per grade level in grades seven and eight, 23 students per grade level in grades nine and 10). Students will be selected for the classes based on the following criteria: Students who scored Level 1 or Level 2 on the FY07 FCAT, with priority going to former SpringBoard students; and principal placement, if space is available.

SpringBoard Middle Schools	
Bear Lakes	Carver
Congress	Conniston
H.L. Watkins	Palm Springs
John F. Kennedy	Lake Shore
Lake Worth	Lantana
Odyssey	Okeeheelee
Pahokee Middle/Sr High	Roosevelt
Village Academy	

SpringBoard High Schools	
Forest Hill	Glades Central
Pahokee M/Senior High	Palm Beach Lakes
Palm Beach Gardens	

Section B

15. If this project has been funded by the Picower Foundation in the past, please highlight in one paragraph changes made to your project.

Pre AP and AP Professional Development

- Changes
 - Number of schools is reduced from 32 to 10
 - Number of workshops is reduced from 13 to 10
 - Workshops will be held on school days, instead of Saturdays
- Additions
 - PCSP FY08 Commitment to Participate process for inclusion in the project
 - First Generation College Goers Mentoring Program
 - CollegeEd at all middle schools
 - Designated Picower College Success Program School-based Coordinator in high schools
 - Designated Picower College Success Program School-based Counselor in high schools
 - AP parent contact program, including an AP parent night
 - School District High School AP certification process
 - Track AP students through their first year of college. (Tracking available for Florida college participants only.)
 - Ninth grade PSAT at one school
 - Training and support for AP Potential and master scheduling

SpringBoard

- Changes
 - Student enrollment per middle school class is now capped at 21, due to class size reduction.
 - The evaluation will focus on identified heavy implementers vs. non-SpringBoard like group.
- Additions
 - Correlate SpringBoard Model Instructional Units (MIUs) to the district's scope and sequence and pacing charts.

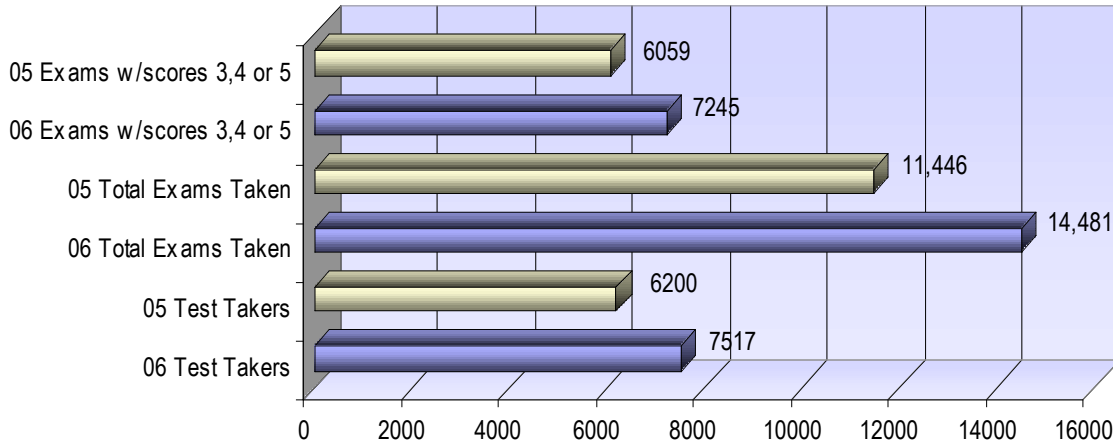
16. If the Picower Foundation has previously funded this project, in one paragraph please describe the successes and challenges experienced during the grant period, and the steps taken to maximize successes and address challenges.

- As a result of College Board/SpringBoard partnership, a wealth of student-centered critical thinking strategies has been infused into classrooms across the district as evidenced by classroom observations.
- Many of the classes of SpringBoard trained teachers create an increased student-centered climate as observed during classroom site visits
- There has been strong support from the Superintendent and Chief Academic Officer to provide for the success of College Board/SpringBoard implementation.
- As a result of an increased emphasis on FCAT success, SpringBoard curriculum is often suspended and more student centered strategies are put on hold until the FCAT administration is completed.
- The number of teachers trained in College Board Strategies has increased from less than 80 in 2003 to over 360 in 2007.
- The number of AP Courses offered increased 25% from 2005 to 2006.
- The number of AP Total Test Takers in 2005 increased from 6,200 to 7,517 in 2006, an increase of 21.24%.

Section B

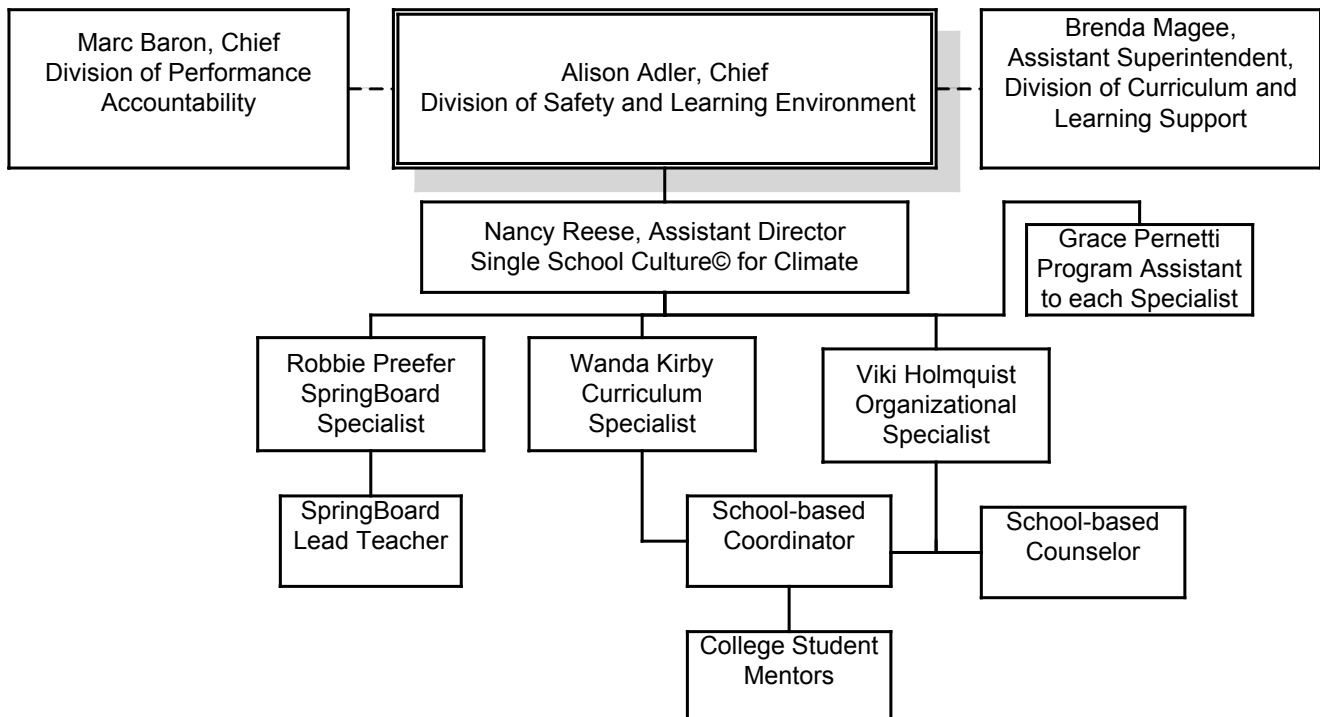
- The number of AP Exams with a score of 3, 4, or 5 increased 10.6% from 2005 – 2006.

**College Board AP Statistics 2005 vs 2006 for
the School District of Palm Beach County**



17. Please describe the staffing pattern for the project, including the titles of the individuals and how their qualifications and experiences prepare them to assume project responsibilities.

Picower College Success Program



SpringBoard Coordinator (SC) – Robbie Preefer, Department of Safe Schools

Robbie has worked in education for 34 years. She has worked as a teacher, school counselor, assistant principal and various district administrative positions and is trained in SpringBoard Leadership. FY08 will be her third year as SpringBoard Coordinator.

The position of **SpringBoard Coordinator** will focus in the following areas:

- Administrative Tasks
 - Serve as a liaison between the district office and the College Board Representative for SpringBoard
 - Provide leadership to the school level SpringBoard Lead Teachers
 - Establish structure for SpringBoard teachers to meet regularly through out the year either school or district-wide
 - Provide incentives for teachers to participate in school and /or district SpringBoard meetings and discussion groups
 - Provide leadership to District staff to better understand the progress of the Implementation of SpringBoard in the schools
 - Identify funding and budget for SpringBoard Implementation
 - Complete classroom observations utilizing the Implementation Management Tool and gives feedback to teachers and administrators
 - Meet regularly with school-level SpringBoard Lead Teachers to identify best practices and address concerns

- Curriculum, Technology and Professional Development Tasks
 - Assist College Board in the evaluation of the SpringBoard activities
 - Communicate regularly with the Implementation Manager at College Board to share items that have been identified by teachers as concerns with the curriculum
 - Provide alignment between the SpringBoard and the District in regard to state standards and district curriculum
 - Work with the Lead Teachers to order ancillary materials needed to teach the MIUs
 - Support the teachers' utilization of the District and/or SpringBoard assessments reports in their discussions with building level administrators and non SpringBoard teachers
 - Coordinate and make available the appropriate technology for training
 - Encourage teachers to register students online and to use their mentors
 - Oversee the SpringBoard workbook orders
 - Work with School administrators to ensure teachers attend all days of their required training
 - Provide an online registration form for teachers to easily access in order to register for these trainings,
 - Provide teacher surveys necessary to facilitate ongoing assessment of SpringBoard services
 - Collaborate with the Curriculum Specialist, Organizational Specialist and other members of the Picower College Success Program Team for seamless transition between the Picower College Success Program and the SpringBoard Program

Picower College Success Program Organizational Specialist (OS), Viki Holmquist

The position of **Picower College Success Program Organizational Specialist** will focus on the following areas:

Viki has worked in education for the past 31 years. She has worked as a teacher, Guidance counselor and Guidance Coordinator, Learning Team Facilitator, Exceptional Student Education Coordinator, Assistant Principal, and has held various district administrative positions. FY08 will be her fourth year as the Organizational Specialist.

Section B

- Prepare and complete the Picower Proposal with input from the Curriculum Specialist and SpringBoard Coordinator
 - Determine with Dr. Adler, the school selection criteria
 - Prepare and finalize the school Commitment to Participate in the Picower College Success Program
 - Collect school Commitment to Participate document, determine inclusion according to criteria and send award notices to schools that have applied for inclusion in the Picower Success Program,
 - Work with Principals, Assistant Principals, Picower College Success Program Guidance Counselors, and the School-based Picower College Success Program Coordinator to initiate and facilitate PCSP
 - Monitor progress and send reminders to dates due, and workshop registrations
- Provide support to sustain the Picower College Success Program
 - Provide assistance to schools to sustain the level of implementation designed in PCSP, including AP Potential and Master Schedule
 - Assist with and attend the AP Parent Night programs at the high schools
 - Work with the Curriculum Specialist to provide college mentors to the high schools
 - Work with Curriculum Specialist and Picower College Success Program School Coordinator to provide for and sustain the training and encouragement of the First Generation of College Goers Mentors
 - Order CollegeEd materials for all middle schools
 - Facilitate the use of CollegeEd materials by middle school teachers by providing training and support in the use of CollegeEd materials,
 - Facilitate the use of SAT Online or SAT Coach by high school teachers by providing training and support in the use of the software
 - Orient the PCSP Guidance Counselor and provide support and training
- Select, schedule and facilitate the AP and Pre AP College Board workshops
 - Collaborate with the Picower Team, Academic Program Planners, and College Board to select, schedule, and advertise workshops
 - Coordinate online workshops registrations
 - Maintain attendance records
 - Coordinate training stipend payments
 - Observe teachers in their classrooms as outlined in the District's Professional Development Component
 - Work with College Board Contact, Alex Chavarry, to offer, coordinate, and monitor Pre AP and AP workshops, PSAT, CollegeEd, and the AP Potential Report
- Complete and submit the second Professional Development Component for the School District to enable teachers to continue to earn in-service points for teacher certification renewal
- Provide support to the SpringBoard Coordinator by
 - Assisting with the monthly Lead Teacher Meetings
 - Assisting with site visits and observations
- Initiate and produce a quarterly newsletter to establish another form of communication for program efficiency and best practices highlighting school staff using College Board strategies
- Complete required grant reporting, such as the monthly summaries and quarterly progress reports

Section B

Picower College Success Program Curriculum Specialist (CS), Wanda Kirby

Wanda has worked in education for the past 21 years. She has worked as a teacher, Learning Team Facilitator and is a nationally certified SpringBoard trainer. FY08 will be her second year as the Curriculum Specialist.

The position of **Picower College Success Program Curriculum Specialist** focuses in four main areas:

- Picower College Success Program
 - Work with the Picower/College Board Organizational Specialist to provide for a smooth transition of agreed upon services (Pre-AP workshops, SAT Online, PSAT, CollegeEd, and AP Potential) to the Picower College Success Program Schools
 - Facilitate the development of and oversight of the College Success Program Class curriculum class with mentoring support
 - Collaborate with Guidance at the Picower College Success Program Schools and local universities to secure the mentoring services of first generation college goers
 - Work with Organizational Specialist and Picower College Success Program School Coordinator to provide for and sustain the training and encouragement of the First Generation Mentors
 - Facilitate the retrieval of and delivery of data to report patterns of student achievement
- Single School Culture for Academics
 - Provide learning strategy support to the Learning Team Facilitators
 - Work collaboratively to build a student centered learning climate within their respective schools
- SpringBoard
 - Provide direct support to SpringBoard teachers to refine skills and the delivery of student centered strategies integral to SpringBoard implementation
 - Provide ongoing professional development to the Lead SpringBoard Teachers
 - Work between the SpringBoard alignment team and the District Planners for Math and Language Arts to provide a seamless alignment on content delivery
 - Facilitate the retrieval of and delivery of data to report patterns of student achievement
- District Program Planner
 - Continue to foster open dialog with the content program planners to ensure continuity with the student centered learning climate and integrity with content alignment
 - Continue to provide strategy support to the content areas through the development and dissemination of student centered strategy resources for teachers

The position of **Picower College Success Program School-based Coordinator** focuses on monitoring and development in the following areas:

- Expand and monitor the development of AP classes
 - Increased number of AP sections available
 - Increased representation of underserved populations
 - Maximum use of AP Potential to provide a pool of potential AP students
 - Increased number of students taking AP Exams
 - Increased passing rates on the AP Exams
- Picower College Success Program Class with Mentoring – This course will provide increased academic preparation, social support and access to information, three predictors of college-going behavior.
 - Coordinate course title and description into Master Schedule
 - Coordinate with the Picower Guidance Counselor to identify eligible students

Section B

- Provide schedule for mentors
- Oversee the mentors and provide feedback as needed
- Maintain all time sheets and submit payroll biweekly; and
- Maintain all student goal sheets and submit annually
- Work with Curriculum Specialist and Organizational Specialist to provide for and sustain the training and encouragement of the First Generation College Going Mentors
- Monitor programs that increase potential for student success on SAT
 - Monitor SAT Online and/or SAT Coach
- Meet monthly with Organizational Specialist to review all processes and ensure adherence to the program guidelines.
- Provide individual school data as requested for all Picower/SDPBC reports.
- Develop and oversee an AP Parent, Financial Aid night and other parent opportunities.
- Foster professional development for teachers by ensuring that teachers register for and attend College Board workshops.

The position of **Picower College Success School-based Guidance Counselor** focuses on student identification and monitoring for the PCSP class and support in the following areas:

- Support the Onsite PCSP Coordinator to expand and monitor the development of AP classes
- Identify students based on AP Potential Report for entrance into PCSP class and mentoring support
- Meet individually with students who are currently in PCSP to review academic progress to date
- Meet in groups with PCSP students to discuss post high school plans and map out strategies to accomplish their goals
- Counsel PCSP students and parents about timelines for college applications, scholarships and financial aid opportunities
- Maintain records of attendance, grades, high school goals, post high school goals for all PCSP students
- Assist Onsite PCSP with articulation from the feeder middle school;
- Assist Onsite PCSP with administration and follow up of PSAT to 9th and 10th grade students
- Schedule and assist Onsite PCSP and Organizational Specialist with AP night
- Assist Onsite PCSP and Organizational Specialist in meeting criteria for becoming an AP Certified High School

The position of **First Generation Mentors** will focus on the following areas:

- Collaborate with Picower College Success Program School Coordinator for scheduling, tutoring materials, activities, feedback tools and administrative needs
- Attend all trainings and meet regularly with the Picower College Success Program School
- Work at the assigned school, following a specific agreed upon schedule
 - for a set number of visits
 - to encourage and foster a positive climate for developing their students toward
 - academic excellence
 - goal setting
 - casting a vision for post high school options
 - sharing of positive proactive college experiences to engage first generation students in the possibilities of achieving their dreams
- Maintain timesheets and submit them to the onsite coordinator biweekly
- Maintain contracts signed by individual students regarding goal setting and submit them to the Picower College Success Program School Coordinator

Program Assistant (PA) Grace Perneti, Department of Safe Schools

maintains accurate records on PCSP schools, catalogs and organizes all materials, evaluations, schedules, site visits, and notes, received from Program staff, tracks workshop participants, generates confirmations of attendance, and performs other routine office tasks.

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

- **Alison Adler** – Chief, Safety and Learning Environment – Provides oversight of the program, meets twice a month with Picower Team, advocates for team, reduces barriers to implementation and works with other District departments to ensure successful implementation.
- **Nancy Reese** – Assistant Director, Single School Culture© for Climate provides oversight of the project budget and other reporting.

18. Please provide a timeline for the project, including specific activities to be accomplished. Please use the format for the timeline in Section F. If monthly increments do not apply to the project, choose increments relevant to the proposed activities.

See attached Section F

19. Please describe how other organizations are cooperating with you in implementing this project and name these organizations.

The College Board is a contracted partner in the Picower College Success Program. They will provide the workshops, SpringBoard curriculum and collaboration of the Senior Educational Manager, K-12 Services.

The Florida Partnership will implement College Ed and SAT Online at the designated Florida Partnership schools. Currently there are five FLP schools, some of which overlap with the Picower College Success Program Schools.

Evaluation

1. Please restate the overall goal of your project.

The overall goal of the Picower College Success Program, including SpringBoard, is to build capacity with teachers in an effort to build student achievement in underserved populations.

2. Please identify up to three desired outcomes of your project, using the templates below to guide your responses for each outcome. These responses will be used to facilitate the development of your progress report form. *Some definitions and examples of outcomes are listed below. A sample of a completed template can be found in Section I.*

Activity: what you will be doing and with whom and how during the grant period in order to achieve your intended results (e.g. providing tutoring to third grade students three times a week using a curriculum developed by the organization; implementing a zone management system for an urban park; evaluating the implementation of an after-school program through surveys of 150 participants and 15 staff members). *Use action words (e.g. Create curriculum, Design new camps)*

Section C

Outputs: what you expect to be the immediate results of your activities (e.g. number of participants in school-based enhanced literacy program, number of supervisors and staff trained to use database system, number of policy briefs published). *Whenever appropriate, please provide quantifiable measures.*

Short-term outcomes: what you expect to be the outcomes of your activities within the grant period of one year (e.g. 80% of students in program increase reading and comprehension skills, 100% of supervisors and staff use new database system, policy brief is cited in five major dailies). *Whenever appropriate, please provide quantifiable measures.*

Long-term outcomes: what you expect to achieve based on previous changes within multiple grant years (e.g. improved school performance in reading; increase in data-driven services for clients; policy change). *Long-term outcomes should reflect a 3-5 year period. It is possible to have the same long-term outcomes for several components of a project.*

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Outcome: Picower College Success Program – Provide a structure to increase the overall college ready status of select secondary schools with attention to student achievement and student placement in advanced placement level coursework.

Activity: What the program does to achieve the desired outcomes	Output: Direct product of program activities	Short-term outcome: <i>Within the grant period of one year, the expected changes (for participants; an organization; a field of practice; a policy)</i>	Long-term outcome: <i>Within 3-5 years, the expected changes (for participants; an organization; a field of practice; a policy)</i>
College Board Workshops <ul style="list-style-type: none"> ▪ Provide College Board Pre AP and AP professional development 	<ul style="list-style-type: none"> ▪ List of AP Courses offered at each Picower school ▪ Agendas and sign-in sheets of AP test taking sessions 	<ul style="list-style-type: none"> ▪ One additional AP section offered at each high school ▪ 5% increase minority student enrollment in AP courses 	<ul style="list-style-type: none"> ▪ AP student enrollment at 80% or higher in each AP section offered ▪ 10% increase of minority student enrollment AP courses
Culture of Success <ul style="list-style-type: none"> ▪ Principal leadership development to create a culture of college success 	<ul style="list-style-type: none"> ▪ Interactive online Leadership training ▪ Memorandum from Chief Academic Officer to Picower Principals directing them to complete the online course 	<ul style="list-style-type: none"> ▪ Documentation of principal completion of Leadership workshop ▪ Pre-AP/AP workshop attendance at 90% - 100% 	<ul style="list-style-type: none"> ▪ AP offerings increased by two additional courses at each program high school in FY09 – FY11 ▪ 10% increase in the number of AP students taking AP exams ▪ 3% increase in AP passing rate
First Generation Mentor Program <ul style="list-style-type: none"> ▪ Recruit first generation college students to mentor high school students who will also be first generation college goers within their families. 	<ul style="list-style-type: none"> ▪ 10 – 20 first generation college goers recruited and trained 	<ul style="list-style-type: none"> ▪ A cadre of first generation of college goers are working with identified high school AP students as mentors 	<ul style="list-style-type: none"> ▪ More first generation college goers ▪ Mentors hired ▪ 80% of first generation college goers, mentored by this program successfully complete first year of college ▪ First generation college goers return to mentor new students
Picower College Success Program School-based Coordinator <ul style="list-style-type: none"> ▪ Designate one coordinator at each high school 	<ul style="list-style-type: none"> ▪ Coordinators selected, trained and functioning 	<ul style="list-style-type: none"> ▪ Coordinators have established plans, have met with Organizational Specialist and have established mentoring schedules 	<ul style="list-style-type: none"> ▪ Systemic supports in place for first generation college group ▪ Coordinators have direct pipeline of mentors established with local colleges and universities ▪ A college success culture established on their campuses

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<p>Picower College Success Program School Counselor</p> <ul style="list-style-type: none"> Designate one counselor at each school. 	<ul style="list-style-type: none"> Counselor selected, trained, functioning 	<ul style="list-style-type: none"> Counselor has as one of his/her evaluation objectives promoting college success 	<ul style="list-style-type: none"> Counselors will have been able to assist first generation college goers with financial aid
<p>AP Potential</p> <ul style="list-style-type: none"> PSAT Administered to all 8th or 9th Grade Students – one school 	<ul style="list-style-type: none"> Information shared and used to recruit students 	<ul style="list-style-type: none"> Administered in 8th or 9th grade. Parent meetings held to encourage more participation 	<ul style="list-style-type: none"> 10% increase of students identified on AP Potential Report enrolled in AP courses
<p>Sources of Data</p>	<ul style="list-style-type: none"> Logs, schedules, training packets, sign-in sheets, students hired 	<ul style="list-style-type: none"> Registrations, attendance, observation checklists, payroll records, objectives, PSAT results 	<ul style="list-style-type: none"> AP numbers and AP scores, mentor records, Florida college results

Outcome: SpringBoard – Students in the SpringBoard program will: increase their reading and mathematics proficiency; have a positive experience at school; have fewer absences and fewer suspension days than a matched comparison group; and once exiting SpringBoard will continue to be proficient or higher.

Activity: What the program does to achieve the desired outcomes	Output: Direct product of program activities	Short-term outcome: Within the grant period of one year, the expected changes (for participants; an organization; a field of practice; a policy)	Long-term outcome: Within 3-5 years, the expected changes (for participants; an organization; a field of practice; a policy)
<p>Correlate SpringBoard assessments as predictors of future FCAT results</p> <p>Continue to correlate SpringBoard Model Instruction Units (MIUs) to the district's scope and sequence and pacing charts</p> <p>Provide ongoing mandatory SpringBoard Training</p>	<ul style="list-style-type: none"> SpringBoard will be aligned to the district's scope and sequence and pacing charts in reading and math 100% of SpringBoard teachers will have completed required training Enrollment in SpringBoard classes will be 90% or higher 	<ul style="list-style-type: none"> The mean gain in Developmental Scale Score of students in the SpringBoard Program on FCAT SSS Reading from FY2006 to FY2007 will be significantly greater than that of a matched comparison group in another school district. Percentage of SpringBoard students scoring Level 3 or higher on FCAT SSS Reading will be significantly greater than that of a matched comparison group in another school district in FY2007. The mean gain in Developmental Scale Score of students in the SpringBoard Program on FCAT SSS Mathematics from FY2006 to FY2007 will be significantly greater than that of a matched 	<ul style="list-style-type: none"> SpringBoard will be expanded to other schools and classrooms Percentage of SpringBoard students scoring Level 3 or higher on FCAT SSS Reading will be significantly greater than that of a matched comparison group in another school district each year. Percentage of SpringBoard students scoring Level 3 or higher on FCAT SSS Mathematics will be significantly greater than that of a matched comparison group each year. The attendance for Springboard students will be 30% better

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		<p>comparison group.</p> <ul style="list-style-type: none"> ▪ Percentage of SpringBoard students scoring Level 3 or higher on FCAT SSS Mathematics will be significantly greater than that of a matched comparison group in FY2007. ▪ 80% or more of all students surveyed at Program schools in FY2007 will respond <i>agree</i> or <i>strongly agree</i> on the SpringBoard Student Attitude Survey for all five questions. ▪ The attendance for Springboard students will be 30% better than a matched comparison group. ▪ SpringBoard students will have 20% fewer suspension days than a matched comparison group. ▪ 75% of the students who exit SpringBoard as proficient in Reading and Math will continue to meet or exceed proficiency. 	<p>than a matched comparison group.</p> <ul style="list-style-type: none"> ▪ SpringBoard students will have 20% fewer suspension days than a matched comparison group. ▪ 75% of the students who exit SpringBoard as proficient in Reading and Math will continue to meet or exceed proficiency.
Sources of Data	Training sign-in sheets, scope and sequence and pacing charts;	<ul style="list-style-type: none"> ▪ FCAT scores ▪ Attendance data ▪ Suspension data ▪ SpringBoard Student Attitude Survey 	<ul style="list-style-type: none"> ▪ FCAT scores ▪ Attendance data ▪ Suspension data ▪ List of schools with SpringBoard, including number of sections provided in each grade level

3. If your project plans to track outcomes over time, please inform us when you expect to be able to report on long-term outcomes.

FCAT, attendance, suspensions, and AP enrollment data will be reported annually.

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4. If an external evaluation of your organization or the proposed project has been conducted within the last five years please list the title of the evaluation reports, dates and authors.

Evaluation	Date	Authors
SpringBoard	FY06	School District of Palm Beach County
SpringBoard Initiative Program Evaluation School Year 2006	FY06	Gail Patterson, Ph.D.

D. Proposal Budget (please see attached Sample Budget Format on page 6)

1. Please provide a proposal budget that includes the items in the attached sample budget format. Please structure the budget to run from July 1, 2007 to June 30, 2008. Please include a narrative explanation of line-item expenses that are not self-explanatory.
2. Please explain what costs are included in the fringe rate.
3. Please explain what costs are included in the administration line item.
4. If other sources of funding are necessary for this project, have they been secured? How will the project be affected if it is not fully funded?
5. What is the plan for sustaining this project beyond funding from The Picower Foundation? If this project has been funded by the Foundation in the past, have there been any significant changes in its budget?

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

- Completed timeline for the project to be funded (Section F)
- A budget for the project to be funded (Section G)
- Completed Fiscal Management form (Section H)
- A current operational budget for the organization

The following documents should be attached with the hard copy:

- A list of significant, current funders and amounts contributed
- A copy of the IRS determination letter indicating the organization's specific tax exempt status (i.e. 501(c)(3) letter) **dated within the last five years**
 - o If you do not have a recent copy of your determination letter on file, please contact the IRS at (877) 829-5500 with your organization's EIN number and request an updated copy. This process normally takes 2-3 business days.
- The most recent copy of your audited financial statements
- A copy of your most recent completed IRS Form 990

Picower College Success Program Timeline FY08

Month	Activity	Status (e.g. completed, in progress, delayed etc.)
July	<ul style="list-style-type: none"> • Coordinate with District Planners for Pre-AP Workshops and College Board/SpringBoard Strategy Workshop in pre-school content offerings • Coordinate with high schools for placement of College Success Program Site Coordinator • Order CollegeEd materials for Middle Schools • Develop and finalize curriculum for College Success Program Class • Develop strategy resources for Learning Teams, SpringBoard Schools and College Success Program Schools • Evaluation Plan for the PCSP finalized with Department of Research and Evaluation • Complete all requested reports • Begin development of the College Success Program Class 	
August	<ul style="list-style-type: none"> • Conduct school site visits – Pre-AP, Learning Teams, College Success Program Class, Middle School CollegeEd • First Generation College Goers Mentor recruitment and hiring • College Success Program Site Coordinator Training • Middle School College Success Program Schools Orientation • Pre-AP Memo to College Success Program Schools for workshops • Complete online training registration process • SAT online and SAT Coach training at high schools • Registration of Pre AP workshops • Learning Team Facilitator Strategy Training • Develop strategy resources for Learning Teams, SpringBoard Schools and College Success Program Schools • Teacher Training for College Success Program Class • Collaborate and provided support to SpringBoard Program • Coordination with FLP staff • Complete all requested reports • Ongoing development of College Success Program Class 	
Sept	<ul style="list-style-type: none"> • Conduct school site visits – Pre-AP observations, Learning Teams, College Success Program Class, Middle School CollegeEd Classes • Plan and initiate a Picower Success newsletter • Collaborate and provide support to SpringBoard Program • Develop strategy resources for Learning Teams, SpringBoard Schools and College Success 	

	<ul style="list-style-type: none"> Program Schools • Coordination with FLP staff • Complete all requested reports • Baseline data retrieval for AP Courses and Sections, and student enrollment by school • First Generation College Goers Mentor recruitment and hiring • Ongoing development of College Success Program Class 	
October	<ul style="list-style-type: none"> • Conduct school site visits – Pre-AP observations, Learning Teams, Middle School CollegeEd Classes • Pre AP workshop registrations • Develop strategy resources for Learning Teams, SpringBoard Schools and College Success Program Schools • Prepare Progress Report • Collaborate and provided support to SpringBoard Program • Assist with PSAT administration • Coordination with FLP staff • Complete all requested reports • First Generation College Goers Mentor recruitment and hiring • Ongoing development of College Success Program Class 	
November	<ul style="list-style-type: none"> • Conduct school site visits – Pre-AP observations, Learning Teams, Middle School CollegeEd classes • Develop strategy resources for Learning Teams, SpringBoard Schools and College Success Program Schools • Submit Progress Report when due • Collaborate and provided support to SpringBoard Program • Coordination with FLP staff • Complete all requested reports • First Generation College Goers Mentor recruitment, hiring and training • Ongoing development of College Success Program Class 	
December	<ul style="list-style-type: none"> • Conduct school site visits – Pre-AP observations, Mentors, Learning Teams, Middle School CollegeEd classes • Develop strategy resources for Learning Teams, SpringBoard Schools and College Success Program Schools • Pre AP workshop registrations • Collaborate and provided support to SpringBoard Program • Coordination with FLP staff • Complete all requested reports • Ongoing development of College Success Program Class 	

January	<ul style="list-style-type: none"> • Conduct school site visits – Pre-AP observations, Mentors, Learning Teams, College Success Program Class, Middle School CollegeEd classes • Develop strategy resources for Learning Teams, SpringBoard Schools and College Success Program Schools • Pre-AP workshop registrations • Data collection for Diagnostic feedback • Collaborate and provided support to SpringBoard Program • Coordination with FLP staff • Complete all requested reports • Begin College Success Program Class 	
February	<ul style="list-style-type: none"> • Conduct school site visits – Pre-AP observations, Mentors, Learning Teams, College Success Program Class, Middle School CollegeEd classes • Develop strategy resources for Learning Teams, SpringBoard Schools and College Success Program Schools • Pre-AP workshop registrations • Assist with FCAT administration • Prepare new proposal for FY09 • Coordination with the FLP • Collaborate and provided support to SpringBoard Program • Coordination with FLP staff • Complete all requested reports 	
March	<ul style="list-style-type: none"> • Conduct school site visits – Pre-AP observations, Mentors, Learning Teams, College Success Program Class, Middle School CollegeEd classes • Develop strategy resources for Learning Teams, SpringBoard Schools and College Success Program Schools • Pre-AP workshop registrations • Assist with FCAT administration • Prepare and submit Progress Report • Prepare and submit proposal FY09 • Collaborate and provided support to SpringBoard Program • Coordination with FLP staff • Complete all requested reports 	
April	<ul style="list-style-type: none"> • Conduct school site visits – Pre-AP observations, Mentors, Learning Teams, College Success Program Class, Middle School CollegeEd classes • Develop strategy resources for Learning Teams, SpringBoard Schools and College Success Program Schools • Pre-AP workshop registrations • Collaborate and provided support to SpringBoard Program 	

	<ul style="list-style-type: none"> • Coordination with FLP staff • Complete all requested reports 	
May	<ul style="list-style-type: none"> • Conduct school site visits – Pre-AP observations, Mentors, Learning Teams, College Success Program Class, Middle School CollegeEd classes • Develop strategy resources for Learning Teams, SpringBoard Schools and College Success Program Schools • Pre-AP workshop registrations • Collaborate and provided support to SpringBoard Program • Coordination with FLP staff • Complete all requested reports 	
June	<ul style="list-style-type: none"> • Complete final Pre AP workshops • Complete all final documents for FY08 • Provide End of Year support to all College Success programs • Data retrieval for SpringBoard and PCSP Schools • Coordinate for continued work with FLP in FY09 • Assist SpringBoard Coordinator in closing FY08 and preparing for new initial training 	

SpringBoard Timeline

Month	Activity	Status (e.g. completed, in progress, delayed etc.)
July	<ul style="list-style-type: none"> • Develop new SpringBoard brochure • Baseline data retrieval • Submit schedule for Lead Teacher meetings • Complete and submit all requested reports 	
August	<ul style="list-style-type: none"> • Visit SpringBoard Principals • August 6-10 Summer Institute Initial training for new teachers • Teachers enter students into SpringBoard system • SpringBoard Coordinator (SPRINGBOARDC) monitors the workbook orders to participating schools • Organize pre-school meeting with all SpringBoard teachers through the content area • Collaborate with and provide support to PCSP • Complete and submit all requested reports 	
Sept	<ul style="list-style-type: none"> • September 20 Facilitate the SpringBoard Follow-up Training • Implementation visits to individual schools • Develop online support videos • Begin scheduled area Lead Teacher meetings • Collaborate with and provide support to PCSP • Complete and submit all requested reports 	
October	<ul style="list-style-type: none"> • Assists schools with administration of PSAT exams • Continue implementation visits • Plan and facilitate area Lead Teacher meetings • Collaborate with and provide support to PCSP • Complete and submit all requested reports 	
November	<ul style="list-style-type: none"> • Continue site visits and implementation observation • Plan and facilitate Lead Teacher meetings • Complete and submit all requested reports • Collaborate with and provide support to PCSP 	
December	<ul style="list-style-type: none"> • Continue implementation observations • Plan and facilitate scheduled Lead Teacher meetings • Collaborate with and provide support to PCSP • Complete and submit all requested reports 	

January	<ul style="list-style-type: none"> • Continue site visits and implementation observations • Assist OS and OC with CB workshops • Plan and facilitate scheduled area Lead Teacher meetings • Submit monthly progress report • Collaborate with and provide support to Picower College Success Program • Complete and submit all requested reports 	
February	<ul style="list-style-type: none"> • Assist with test preparation and administering FCAT • Plan and facilitate monthly Lead Teacher area meetings • Submit monthly progress report • Collaborate with and provide support to PCSP • Complete and submit all requested reports 	
March	<ul style="list-style-type: none"> • Assist with test preparation and administering FCAT • Plan and facilitate scheduled area Lead Teacher meetings • Resume site visits and implementation observations • Prepare and submit proposal FY09 to TPF • Collaborate with and provide support to PCSP • Complete and submit all requested report 	
April	<ul style="list-style-type: none"> • Continue site visit and implementation observations • Plan and facilitate scheduled area Lead Teacher meetings • Submit monthly progress report • Collaborate with and provide support to PCSP • Complete and submit all requested reports • Schedule SpringBoard training FY09 	
May	<ul style="list-style-type: none"> • Plan and facilitate scheduled area Lead Teacher meetings • Collaborate with and provide support to PCSP • Complete and submit all requested reports 	
June	<ul style="list-style-type: none"> • Facilitate SpringBoard Training • Collaborate with and provide support to PCSP for FY0 • Complete and submit all requested reports • Data retrieval for SpringBoard schools 	