

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 21, 2007	
3. Address:		1790 NW Spanish River Boulevard					
4. City, State, Zip:		Boca Raton, Florida 33431				5. EIN#:	59-6000783
6. Website:	www.palmbeach.k12.fl.us		7. Phone:	561-982-0900		8. Fax:	561-982-0943
9. Name/Title of CEO:		Arthur C. Johnson, Ph.D., Superintendent					
10. Phone:	561-434-8000	11. Fax:	561-357-7585		12. Email:	beninati@palmbeach.k12.fl.us	
13. Name/Title of Grant Contact:		Alison Adler, Ed.D., Chief, Safety and Learning Environment					
14. Phone:	561-982-0900	15. Fax:	561-982-0943		16. Email:	Alison@singleschoolculture.com aadler@palmbeach.k12.fl.us	
17. Organization Mission Statement (please use no more than three lines):							
The School District of Palm Beach County is committed to excellence in education and preparation of all students with the knowledge, skills and ethics required for responsible citizenship.							
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."							
In order to ensure fidelity, funding is requested for monitoring the implementation of the Single School Culture for Academics project. Additionally, curriculum and training components need to be developed and delivered. SSC-A products must be created to facilitate replication of the project.							
19. Population Served by Organization (describe the geographic location, nature and age of population in 2-3 sentences)							
Palm Beach County, the eleventh largest school district in the country, serves 170,582 students in grades K-12 and employs 12,025 instructional staff. There are currently 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):					
Chief, Safety and Learning Environment – 28 years Assistant Director – Single School Culture for Academics – 21 years Assistant Director – Single School Culture for Behavior – 21 years Assistant Director – Single School Culture for Climate – 17 years Specialist – Single School Culture for Climate – 26 years					
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 Parent Child Center Mental Health Association					
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:					
The School Board of Palm Beach County overwhelmingly supports the Single School Culture for Academics (SSC-A) initiative. The district allocates over \$3,000,000 for 37 Learning Team Facilitator (LTF) positions, the SSC-A Manager and Assistant Director (including benefits). The district also provided over \$157,000 for computers for the LTFs and several thousand dollars for materials and supplies.					
34. Projected Revenue for current fiscal year:		N/A	35. Projected Budget for current fiscal year:		\$10,647,476.00 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 district 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 and 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 of our schools. The recent department accomplishments include:

Single School Culture for Academics

- Presented Single School Culture for Academics at a national conference in Washington, D.C. in August 2005.
- Presented Single School Culture for Academics at a state conference in Wisconsin on December 8 - 9, 2005.
- Presented Single School Culture for Academics at a national conference in Arizona in January 2006.
- Presented Single School Culture for Academics at the Student Assistance Conference in Anchorage, Alaska in March 2006.
- Presented at the Small Professional Learning Communities Workshop in Palm Beach County in June 2006.
- Presented Single School Culture for Academics at the Governor's Institute in Bloomsburg, Pa., in August 2006.
- Presented Single School Culture for Academics at a district workshop in Winston-Salem, North Carolina in August 2006.
- Presented Single School Culture for Academics at the State of Florida Continuous Improvement Conference in October 2006.
- Developed 8 new High School Late Start packets for teacher training.
- Developed Efficacy in the Classroom workbooks to accompany Dr. Jeff Howard's "Student Tool" books.

Publications:

- A *Palm Beach Post* article featuring the work of Dr. Jeff Howard and the Efficacy Institute was published on February 5, 2007.

Funding Request Information

1. Purpose of Request/Project Name:		Single School Culture for Academics		2. Amount Requested:		\$675,000.00	
3. Total project budget:		\$4,422,736.00		4. What percentage of the project's budget does this request represent?		15%	
				5. What percentage of the organization's operating budget does this project represent?		6%	
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)							
<p>The School District of Palm Beach County did not make Adequate Yearly Progress (AYP) as identified by the federal government since only 79% of the criteria were met. The African American, Limited English Proficiency, and Students with Disabilities did not meet the AYP proficiency in either reading or math.</p> <p>In order to ensure fidelity of implementation, funding is requested for monitoring the Single School Culture for Academics project. Additionally, curriculum and training components need to be developed and delivered. SSC-A products must be created to facilitate replication of the project.</p>							
7. Please briefly describe the population served by this project.							
Fifty high needs schools will be served through this project. A cadre of teachers in non-AAA schools is also trained to facilitate professional development for the teaching staff in their home schools.							
8. Number served:		80,000 students 5,000 teachers		9. # Contact hours per week per participant:		1-2 hours per teacher	
				10. Cost per beneficiary: (approx.)		\$7.94	
11. How was cost per beneficiary derived?		By dividing the amount of the Picower funding request by the number served.					

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

Single School Culture for Academics (SSC-A) is designed to promote the academic achievement of all students by supporting teacher development utilizing research-based processes in collegial Learning Team Meeting settings.

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

The primary mission of the school district is to educate all students to proficiency in all content areas. The intention of SSC-A is to move all students to proficiency or higher. This project supports the district's mission primarily in the highest needs schools but also in schools where most students reach proficiency but a portion of the school population does not. The district leadership team has articulated that SSC-A is the vehicle to move all students to proficiency.

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

The SSC-A Management Team (4 members) develops the training components of SSC-A and delivers training to Learning Team Facilitators, school staff members, and school and district administrators. The Team is also responsible for monitoring program implementation and the hiring and evaluation of Learning Team Facilitators.

Section B

Learning Team Facilitators meet daily with teachers at each identified school to facilitate meetings with a structured agenda. Each meeting serves as on-site staff development and revolves around the analysis of data, student assignments and/or assessments. Teachers learn to improve the quality of student assignments and assessments. Teachers gain a real understanding of the Sunshine State Standards and alignment of curriculum, instruction and assessment to these standards. Principals who regularly attend Learning Team Meetings also improve their skills as instructional leaders.

Each year of implementation has demonstrated growth in moving students to proficiency in reading, math and writing as demonstrated by FCAT testing.

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

Over the next 4 years, multiple methods for providing training will be employed. Training pieces will be delivered through Breeze technology, Microsoft Producer and The Education Network, our district television station.

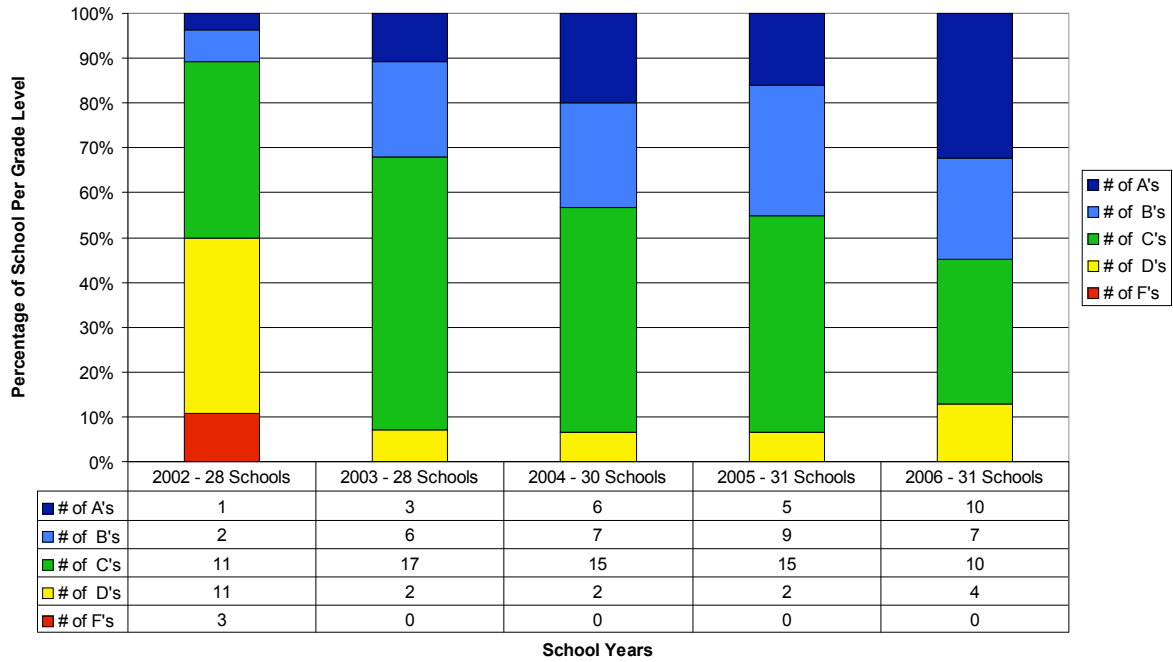
A system will be developed that supports SSC-A as a replicable model. The SSC-A Management Team will also develop a well-defined method for assessing teacher use and understanding of SSC-A processes. Teachers will be able to develop rigorous student assignments, and assessments aligned to standards. They will understand how and when to accelerate and/or remediate. A process for “credentialing” teachers in the processes will be developed.

Preparing for replication will also involve the creation of produced materials, such as DVDs, television shows and online training that facilitate access and expand availability of staff development.

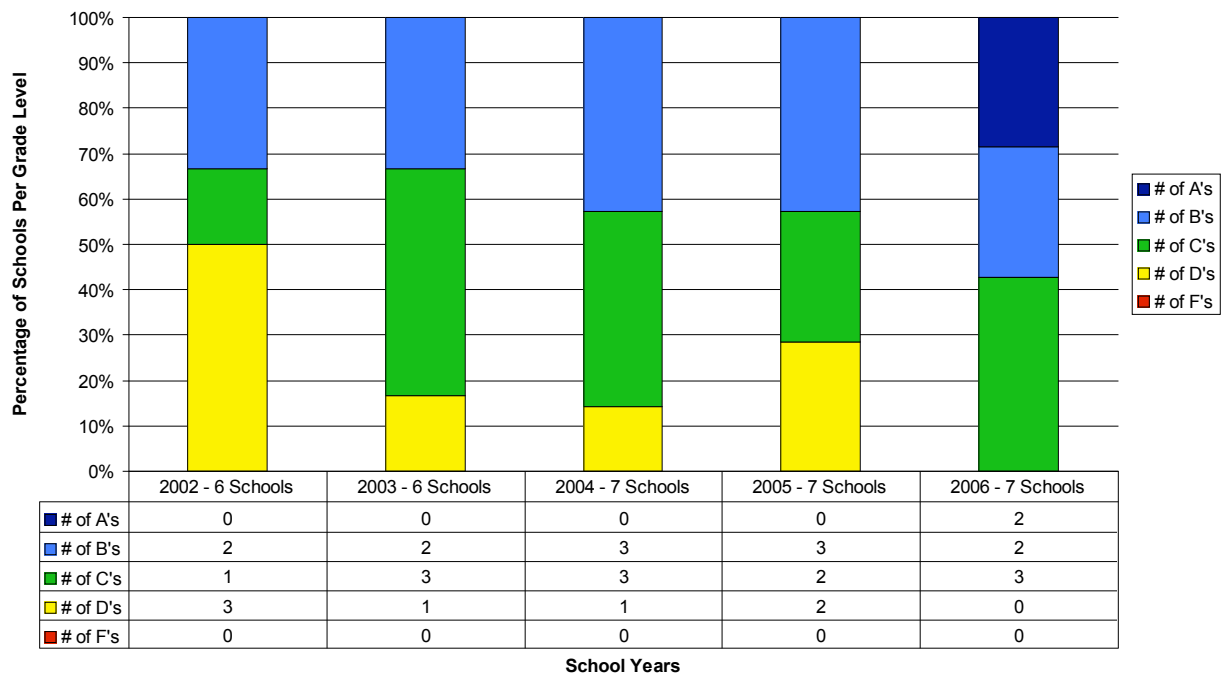
16. If the Picower Foundation has previously funded this project, in one paragraph please describe the successes and challenges experienced during the grant period, and the steps taken to maximize successes and address challenges.

Successes: Since the implementation of SSC-A, state assigned school grades, based on academic performance on FCAT, have improved in project schools. Results are reported in graphs below. We maximized project success by ensuring high quality training and monitoring.

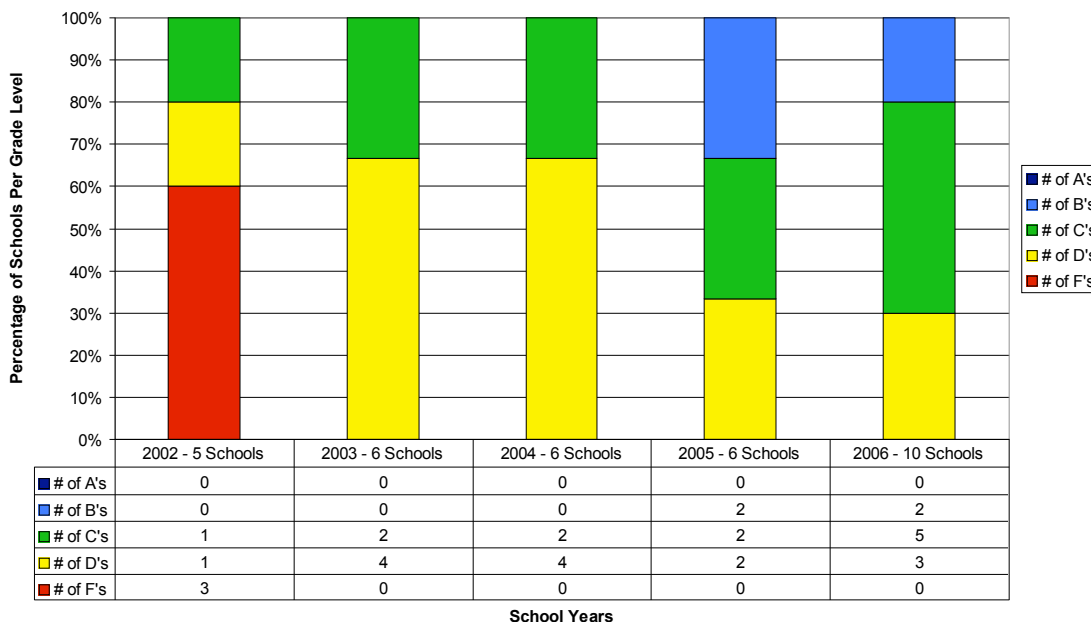
AAA Elementary School Grades 2002-2006



AAA Middle School Grades 2002-2006



AAA High School Grades 2002-2006



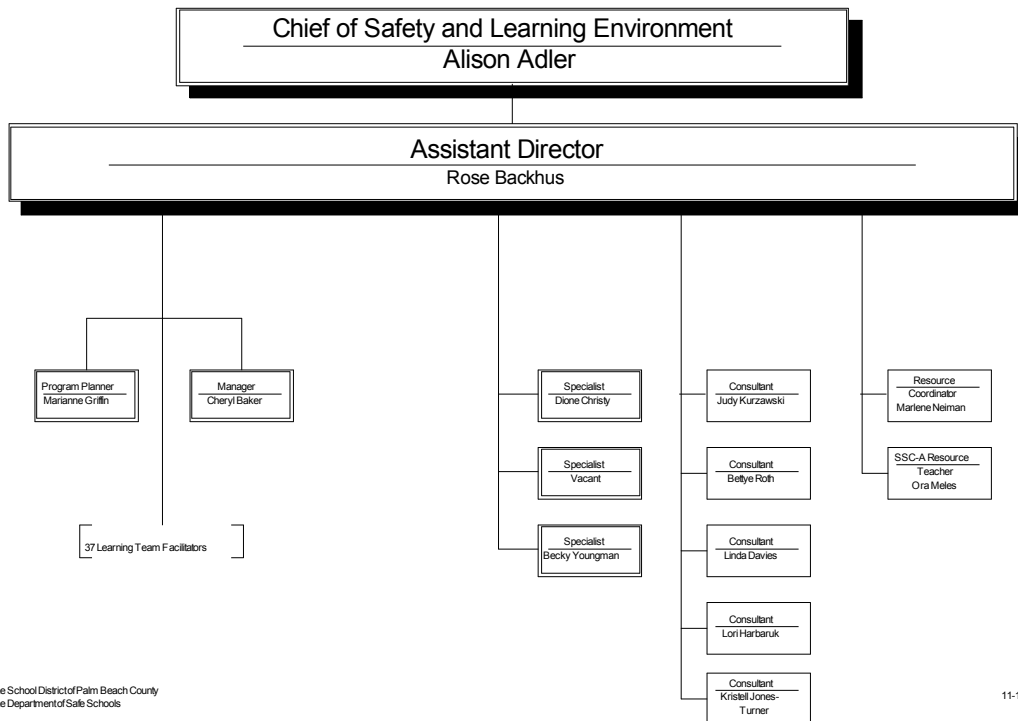
Challenges: Much to the credit of the project, Learning Team Facilitators (LTFs) are continuously being promoted to administrative positions. The district is currently reviewing a plan to promote LTFs to Specialists based on their level of mastery. This may prevent the promotion of experienced facilitators to other district departments.

Sixty-eight percent of the current LTFs are either new this school year or have only one year of experience. Many of the new LTFs were hired during the course of the school year and missed the intensive training that is provided at the beginning of the school year. The SSC-A Management Team developed a model of training that works well in this situation. The consultants who are funded through this project work one-on-one with the new LTFs at their designated school sites. These consultants model high quality facilitation of the meetings and provide hands-on experience for the LTF during actual Learning Team Meeting situations. The LTFs are very well prepared and lack the anxiety that often accompanies starting a new job position. When possible, we hire former principals as consultants. Hiring former principals is very cost-effective, especially with the high level of credibility and expertise they bring to the position.

During the school year, it is sometimes difficult to find high quality teachers to fill the LTF positions. The SSC-A Management Team has been providing training to non-AAA school teachers and has established a pool of candidates who now have some training and can be recruited as LTF positions become available.

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.

Below is the current staffing pattern for the SSC-A project, followed by a list of the qualifications and experience of team members.



The School District of Palm Beach County
The Department of Safe Schools

11-1-05

Rose Backhus – Assistant-Director, Certified Efficacy trainer, experienced with school wide and district wide project management and coordination, budgets and personnel. Designed and implemented school and district staff development.

Cheryl Baker – Manager, experienced with school wide and district wide project management and coordination, budgets and personnel. Designed and implemented school and district staff development.

Marianne Griffin – Program Planner, Efficacy trainer, experienced with school wide and district wide project management and coordination. Designed and implemented school and district staff development.

Becky Youngman – Specialist, National Board Certified Teacher, International Baccalaureate Trainer, Senior Moderator and Examiner, designed and implemented school, district, state, and international staff development. Experienced with curriculum writing.

Dione Christy – Specialist, Assistant Principal, Parent Efficacy Trainer and Co-Coordinator of Palm Beach County Campaign for Proficiency (Efficacy Campaign).

Ora Meles – SSC-A Resource Teacher, Elementary and Middle School Teacher, Coordinator and Manager of the Middle School After School Program.

Marlene Neiman – SSC-A Resource Coordinator, developed SSC-A products, monitors and maintains SSC-A documentation.

35 Learning Team Facilitators – Certified Teachers with three or more years of successful teaching experiences. Demonstrated ability to facilitate meetings and motivate peers.

Consultants –

Judy Kurzawski – Retired Assistant Area Superintendent, Principal

Betty Roth – Retired Principal

Linda Davies – Retired Area Support Staff, Resource Teacher, Teacher

Lori Harburak – International Baccalaureate Magnet Coordinator, Teacher

Kristell Turner – Former SSC-A Specialist, Learning Team Facilitator, Teacher

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 pages 13-15.

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

- Pew Education Fund has provided long-term funding for this project since FY2000. Pew will continue to provide funding.
- Efficacy Institute/Dr. Jeff Howard has become increasingly open to allowing our project to develop extensions from his copyrighted materials with credit to funders included.
- Assessment Training Institute/Dr. Rick Stiggins allows us to adapt his materials to develop training components.
- Community Foundation has provided funding to support the Palm Beach County “Campaign for Proficiency (Efficacy).”
- Various community agencies are participating in the Training of Trainers in order to roll out the “Campaign for Proficiency” initiative. These organizations include: Children’s Services Council, Dominion Ministries, City of Riviera Beach, Toward a More Perfect Union, PrimeTime, Urban League, Compass, Inc., Child Services Center, United Way of Palm Beach County, and Palm Beach Community College.

Evaluation

1. Please restate the overall goal of your project.

Single School Culture for Academics (SSC-A) is designed to promote the academic achievement of all students by supporting teacher development utilizing research-based processes in collegial Learning Team Meeting settings.

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)*

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.*

Section C

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.*

Outcome: Increased proficiency of lowest performing students in highest needs schools and in selected high implementation Single School Culture for Academics project schools.

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>Extensive Targeted Teacher Development:</p> <ul style="list-style-type: none"> • Analyze and use data • Strategies for re-instruction and acceleration • Rigorous assignments and assessments <p>Product Development:</p> <ul style="list-style-type: none"> • Breeze trainings • The Education Network (TEN) -- Provide training via school district television network 	<ul style="list-style-type: none"> • Increased student achievement • Identification of students in various subgroups • Interactive online training • Scheduled programmed training 	<ul style="list-style-type: none"> • 3% increase in student academic proficiency in reading and math • Develop two Breeze trainings • Develop two TEN network trainings 	<ul style="list-style-type: none"> • 7% - 10% increase in student academic proficiency in reading, math and science • Development of additional multi-media products • State and National Conference presentations for marketing SSC-A
<p>Sources of Data</p> <ul style="list-style-type: none"> • LTM logs and agendas • Multi-media products and teacher packets 	<ul style="list-style-type: none"> • FCAT data • AYP data • Online registration • Pre/post assessments 	<ul style="list-style-type: none"> • FCAT data • AYP data • Breeze participation presentation count • Television programming schedule 	<ul style="list-style-type: none"> • FCAT data • AYP data • Multi-media products • Conference presentation documentation

Outcome: Heighten awareness among parents of language and practices that promote effective development of their children.

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)

Section C

		an organization; a field of practice; a policy)	organization; a field of practice; a policy)
<ul style="list-style-type: none"> • Perform a needs assessment <ul style="list-style-type: none"> ○ In schools ○ In community • Develop and Implement program format for <ul style="list-style-type: none"> ○ Parent training ○ Community training • Create an internal and external communication plan 	<ul style="list-style-type: none"> • Strategic plan to address needs • Parent training modules and schedules • Community leaders training modules • Completed parent training DVDs • Strategic communication plan 	<ul style="list-style-type: none"> • Use data and feedback to design/modify program format and implementation • Efficacy Specialist: Provide 15-20 Efficacy parent trainings at varied school and community sites • Community Leaders: Provide Efficacy training/activities among their constituency 	<ul style="list-style-type: none"> • Consistent belief in and use of Efficacy language and practices among adults and children • Regularly scheduled planning and development meetings for program continuation
<p>Sources of Data</p> <ul style="list-style-type: none"> • EDW reports 	<ul style="list-style-type: none"> • Attendance logs • Pre-post training assessments 	<ul style="list-style-type: none"> • Parent surveys 	<ul style="list-style-type: none"> • Meeting agendas • Parent surveys

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 data will be submitted annually as it becomes available. Copies of multi-media productions will be provided if format allows.

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.

We anticipate thorough district program evaluation in 2008-2009.

Section 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.

Budget proposal is attached as an Excel file.

Please note that the salary and benefits line items include adjustments for the promotion of the Specialist to a Manager position and the promotion of the Resource Teacher to a Specialist position.

2. Please explain what costs are included in the fringe rate.

The fringe rate is calculated at 21%. Medical insurance is an additional \$5,750 per salaried employee.

3. Please explain what costs are included in the administration line item.
N/A

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?

District funds have been allocated to support this project. The Pew Public Education Fund has verbally agreed to support this project again. The Pew Fund application is due at the end of March.

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?

Through high quality targeted training, we continue to build capacity among school staff and administrators, which will allow for maintenance and expansion of the project. The school district continues to support this initiative both financially and in practice.

The major changes to the budget include:

- 4% salary increases as designated by the school district
- Funding has been requested for production of materials that will support replication of the project.

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**
 - 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

Single School Culture for Academics Timeline

Month	Activity	Status (e.g. completed, in progress, delayed etc.)
July	<ul style="list-style-type: none"> • Interview LTF candidates for open positions • Plan LTF training • Present at Principal's Leadership Institute • High School Late Start Packet development 	
August	<ul style="list-style-type: none"> • Provide new LTF training • Provide veteran LTF training • Begin implementation of LTMs • Prepare HS Late Start packet • Monitoring and technical support of implementation • Efficacy training to parents and community workers 	
Sept	<ul style="list-style-type: none"> • LTF training • Develop, print, distribute 2 High School Late Start packets • Monitoring and technical support of implementation • Efficacy training to parents and community workers • Plan and develop multi-media presentation I 	
October	<ul style="list-style-type: none"> • LTF training • Non-AAA facilitator training • Develop, print, distribute 2 High School Late Start packets • Monitoring and technical support of implementation • Efficacy training to parents and community workers • Plan and develop multi-media presentation I 	
November	<ul style="list-style-type: none"> • LTF training • Non-AAA facilitator training • Develop, print, distribute 2 High School Late Start packets • Monitoring and technical support of implementation • Efficacy training to parents and community workers • Prepare and submit Picower Interim Progress Report • Produce multi-media presentation I 	
December	<ul style="list-style-type: none"> • LTF training • Non-AAA facilitator training • Develop, print, distribute 1 High School Late Start packet • Monitoring and technical support of implementation • Efficacy training to parents and community workers 	

Section F

	<ul style="list-style-type: none"> • Finalize and distribute multi-media presentation I 	
January	<ul style="list-style-type: none"> • LTF training • Non-AAA facilitator training • Develop, print, distribute 2 High School Late Start packets • Monitoring and technical support of implementation • Efficacy training to parents and community workers • Plan and develop multi-media presentation II 	
February	<ul style="list-style-type: none"> • Non-AAA facilitator training • Develop, print, distribute 2 High School Late Start packets • Monitoring and technical support of implementation • Efficacy training to parents and community workers • Plan and develop multi-media presentation II 	
March	<ul style="list-style-type: none"> • LTF training • Monitoring and technical support of implementation • Efficacy training to parents and community workers • Prepare and submit Picower Interim Progress Report • Prepare and submit Picower proposal • Produce multi-media presentation II 	
April	<ul style="list-style-type: none"> • LTF training • Develop, print, distribute 1 High School Late Start packet • Monitoring and technical support of implementation • Efficacy training to parents and community workers • Produce multi-media presentation II 	
May	<ul style="list-style-type: none"> • LTF training • Monitoring and technical support of implementation • Efficacy training to parents and community workers • Single School Culture Conference • Finalize and distribute multi-media presentation II 	
June	<ul style="list-style-type: none"> • Analyze FCAT data • Present at Principal's Summer Leadership Institute • Develop High School Late Start packets 	

Section F

	<ul style="list-style-type: none">• Prepare Picower Final Report	
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