

APPLICATION CHECKLIST FORM
English Literacy/Civics Education, Competitive
Fiscal Year 2007-2008

TAPS Number 08B006

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

Place in the following order	Item	Applicant Indicate Page Numbers Below	DOE Staff ✓ Check appropriate box below	
			Complete	Incomplete
	FORMS			
1	Application Review Criteria and Checklist Form	1		
2	DOE 100A, Project Application – with original signature	2		
3	DOE 101, Budget Narrative Form	3-4		
4	Performance-Based Project Deliverables Form	5		
5	Project Performance Accountability - Student Performance Form	6		
6	Regional Workforce Board Coordination Assurance Form	7		
7	Invoice Schedule Form – if applicable	N/A		
	NARRATIVE			
8	Project Abstract	8		
9	Project Need	8-9		
10	Project Design and Implementation	9-14		
11	Evaluation	14-15		
12	Strategic Imperatives AND Just Read, FL!	15-16		
13	Dissemination/Marketing/Budget	16-17		
14	GEPA	17		
15	Community-Based and Faith-Based Organizations – must include the following:			
	• List of current Board of Directors and Articles of Incorporation			
	• Copy of current operating budget			
	• Copy of current audit report – if available			
	• Copy of Chart of Accounts			
	• General Terms, Assurances and Conditions for Participation in Federal and State Programs			
	• Proof of eligibility to operate a business in Florida (signed document from Florida Secretary of State)			

FLORIDA DEPARTMENT OF EDUCATION

Project Application Form

Please return to: Florida Department of Education Bureau of Grants Management Room 325B Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0498 Suncom: 205-0498	Program Name: Adult Education and Family Literacy English Literacy/Civics Education Competitive Fiscal Year 2007-2008	DOE USE ONLY Date Received
B) Name and Address of Eligible Applicant: School District of Palm Beach County K12 Curriculum, Adult and Community Education Department 2112 S. Congress Avenue Suite 200 Palm Springs, FL 33406		Project Number (DOE Assigned)
C) Total Funds Requested: \$344,712 <hr style="width: 25%; margin-left: 0;"/> <i>DOE USE ONLY</i>	D) Applicant Contact Information	
	Contact Name: Claire Valier	Mailing Address: 2112 S. Congress Avenue Suite 200 Palm Springs, FL 33406
	Telephone Number: 561 434-8718	SunCom Number: N/A
	Fax Number: 561 434-8908	E-mail Address: valierc@palmbeach.k12.fl.us
CERTIFICATION I, <u>Arthur C. Johnson, Ph.D.</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. 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.		
E) _____ Signature of Agency Head		

A) School District of Palm Beach County
 Name of Eligible Recipient:

B) _____
 Project Number: (DOE USE ONLY)

TAPS Number 08B006

FLORIDA DEPARTMENT OF EDUCATION

Budget Narrative Form

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
541	184	Part-Time In-System Salaries for Adult ESOL Instructors or Curriculum Writers, Teacher Trainer, Technical Support – 500 hours @ \$20.44, \$17 or \$14/hour for training	.25	\$10,220
541	210	Benefits for Part-Time In-System Instructors @ 21%		2,146
541	750	Part-Time OPS Out-of-System Instructors 8,000 hours @ \$20.44, \$17 or \$14/hour for training	4.0	163,520
541	210	Benefits for Part-Time OPS Out-of-System Instructors @ 4.3%		7,032
541	510	Instructional Materials and Supplies – To include but not be limited to textbooks, paper, pens, pencils, binders, TOPSpro answer sheets for CASAS, CASAS testing materials, flash drives, CDs to be used by 1,500 students who participate in the program		68,107
640	336	In-County Travel – For School District personnel who support this project to visit schools and attend meetings		500
640	336	Out-of-County Travel Conferences: ACE of Florida, Regional Trainings, Adult Education Symposium, International TESOL, Sanibel Symposium, CASAS Summer Institute for teachers & school district staff who support program		6,000
640	734	Conference Registrations for ACE of Florida, Regional Trainings, Adult Education Symposium, International TESOL, Sanibel Symposium, CASAS Summer Institute for teachers & school district staff who support this program		2,500
541	371	Postage to mail advertisements, training schedules, registrations, and other postage to support program		300
541	393	External Printing for curriculum to support program		750
541	792	In-House Printing for curriculum to support program		3,000
720	792	Indirect Costs @ 3.16%		8,617
			C) SUBTOTAL	\$272,692
			C) TOTAL	\$

TAPS Number
08B006

B) _____
Project Number: (DOE USE ONLY)

FLORIDA DEPARTMENT OF EDUCATION

Budget Narrative Form

(1) FUCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(4) AMOUNT
		Operating Capital Outlay:		
541	643	1 Laptop computer at \$1,500 each for use with CASAS TOPSpro at 1 Adult Education site		\$1,500
		1 LCD Projector for training purposes of data processors, coordinators and instructors at each Adult Education site		1,200
541	643	5 servers to support instructional software for students at \$7,000 each		35,000
541	644	1 Printer with Cables@ \$250 each for 1 Adult Education site		250
541	692	Instructional Software – Reading Horizons, EASY, ELLIS and Tell Me More as determined by program need		30,000
		1 Microsoft Office Software Package for the 3 Laptops		70
541	622	Online instruction seats for ESOL technology training: 50 seats @ \$50 each		2,500
541	640	Furniture – to include but not be limited to desks, tables and chairs to hold computer equipment for student use		1,500
		Subtotal		72,020
C) TOTAL				\$344,712

PERFORMANCE-BASED PROJECT DELIVERABLES FORM

Page 1 of 5

A. Project Information

Agency: School District of Palm Beach County	Telephone: 561 434-7307
County: Palm Beach	E-Mail: valierc@palmbeach.k12.fl.us
Contact Person: Claire Valier	Fax: 561 434-8908
Title: ESOL Coordinator, Adult and Community Education	Grant Amount: \$344,712

B. Performance Goals (See definitions for core outcome measures on following page.)

(1)	(2)	(3)		(4)
Primary Core Outcome Measures (Measurable Goals)	Number of Measurable Goals per Core Outcome	Grant Budget per Goal		Cost per Goal
Projected enrollment for 2007-2008 <u>1,500</u>				
1. <u>Must</u> be addressed <u>by all applicants</u>.				
1. Educational Gains	1,200	\$300,000	87%	\$250
2. Address <u>if</u> this service is provided.				
2. Entered Employment, Retained Employment, Placement in Postsecondary Education or Training	50	\$20,000	6%	\$400
Secondary Core Outcome Measures (Measurable Goals)				
1. - 4. Address <u>if</u> any of these services are provided.				
1. Community Activities	123	\$12,300	4%	\$100
2. Achieving U.S. Naturalized Citizenship	2	\$1,000	.2%	\$500
3. Voter Registration	2	\$1,000	.2%	\$500
4. Involvement in Children's Education	123	\$10,412	2.6%	\$85
Totals	1,500	\$344,712	100%	\$344,712

STUDENT PERFORMANCE FORM (Include in Application Package – Do not change or modify this form)

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

(1) Name of Performance and Brief Description	(2) Method of Evaluating Performance	(3) Method of DOE Verification	(4) Timelines for Data Collection
<p>Student Performances:</p> <p>Primary Core Measures</p> <ol style="list-style-type: none"> <u>Educational Gains</u> – Improvements in skill levels in any of the following: reading, writing, and speaking in the English language, numeracy, problem-solving, English language acquisition, and other literacy skills. (As validated through the use of an NRS approved assessment instrument.) <u>Placement, Entered, Retained</u> – Placement in postsecondary education or training; entered unsubsidized employment or retained in employment in the third quarter after program exit. <p>Secondary Core Measures</p> <ol style="list-style-type: none"> <u>Community Activities</u> – Adult learners participate in community-based activities. <u>Achieving U.S. Naturalized Citizenship</u> - Adult learners obtain US Naturalized Citizenship documentation. <u>Voter Registration</u> – Adult learners obtain voter registration. <u>Involvement in Children’s Education</u> – Adult learners increase involvement in the education of dependent children 	<p>Standardized Tests</p> <p>Placement Data</p> <p>Participation Records</p> <p>Documentation Provided</p> <p>Documentation Provided</p> <p>Participation Records</p>	<p>Standardized Test Results</p> <p>Student Database</p> <p>Lists/Rosters and Descriptions of Activities rendered - with results</p> <p>Documentation</p> <p>Documentation</p> <p>Lists/Rosters and Descriptions of Activities rendered - with results</p>	<p>Mid-Year and Final Report (1/08&7/08) NRS (Fall 08)</p> <p>Mid-Year and Final Report (1/08&7/08) NRS (Fall 08)</p> <p>Mid-Year and Final Report (1/08&7/08) NRS (Fall 08)</p> <p>Mid-Year and Final Report (1/08&7/08) NRS (Fall 08)</p> <p>Mid-Year and Final Report (1/08&7/08) NRS (Fall 08)</p> <p>Mid-Year and Final Report (1/08&7/08) NRS (Fall 08)</p>

**REGIONAL WORKFORCE BOARD
COORDINATION ASSURANCE FORM**

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

-----Section A

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

Signature of Superintendent/Agency Head

Date Submitted to Regional
Workforce Board

Regional Workforce Boards are invited to submit comments regarding the application to the Division of Community Colleges and Workforce Education, Grants Administration office by **May 11, 2007.**

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

-----Section B

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

Signature of Superintendent/Agency Head

Date

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

1. Project Abstract

Based on data from the U.S. Census 2000, Palm Beach County has experienced incredible growth over the past decade, especially the immigrant population, which impacts the educational services needed to prepare adult students for life and work in this county. As the technological demands of the workplace increase, this disenfranchised population, made up largely of non-native speakers of English, continues to fall behind. Providing English literacy and technology education to the adult ESOL population will allow them to successfully compete in the job market. Through this project, the School District of Palm Beach County's delivery system will provide English literacy and technology education to under-educated ESOL adults and prepare students with the knowledge and skills necessary for successful employment and economic self-sufficiency leading to effective citizenship.

This project will provide integrated services that incorporate English literacy programs linked to civics education. To effectively participate in the education, work and civic opportunities of this country, immigrants and other limited English proficient persons must not only master English, but be able to understand and navigate governmental, educational and workplace systems and key institutions such as banking and healthcare. The primary goal of this project will be to assist adults to improve literacy skills in reading, writing and speaking the English language, numeracy, problem solving and English language acquisition to attain educational gains as well as employment and educational placements. Secondary goals will focus on community activities, achieving U.S. citizenship, voter registration and involvement in children's education. This will be accomplished by providing six levels of ESOL classes that focus on both the primary and secondary goals indicated.

2. Project Need

There is a need for English literacy and civics education services in Palm Beach County as evidenced by a dramatic increase in the immigrant population over the past 20 years.

According to the U.S. Census 2000 information, Palm Beach County has a total population of 1,131,184. This represents a 17% increase in total population since 1996 with a 31% increase since 1990. Since this census, the immigrant population has continued to grow. There are more than 25,000 Haitian residents and 140,000 residents of Hispanic origin. In addition, more than 11% of residents have incomes below the poverty level and nearly 25% of the residents of Palm Beach County lack high school diplomas.

The most common risk factor that contributes to the problem of functional illiteracy skills within Palm Beach County is the continued influx of immigrants from countries such as Mexico, Guatemala and Haiti where the incidence of illiteracy is extremely high. Many of these adult students lack native-language literacy skills. In addition, there continues to be a large number of students who drop out of school before completing the 9th grade. These young adults eventually return to adult education programs to improve language skills and obtain GEDs.

The dramatic increase in this population has resulted in ESOL programs that are overflowing. The need for English literacy services in Adult Education has been identified by the private sector, with local businesses dependent on this population as a growing workforce. Approximately 20,000 or 60% of adults served in Adult Education programs each year are ESOL students. The majority lack basic and/or functional literacy skills. This project will focus on improving the English literacy and technology skills of this hardest to serve population.

3. Project Design and Implementation

This project is designed to not only expand English literacy services, but to provide an integrated program of services that incorporates English literacy and civics education. To effectively participate in the education, work and civic opportunities of this country, immigrants and other limited English proficient persons must not only master English, but be able to understand and navigate governmental, educational, and workplace systems and key institutions such as banking, health care and the use of technology.

a) Measurable Goals: The primary goal of this project will be to provide educational services to assist adults to improve literacy skills in reading, writing and speaking the English language, numeracy, problem-solving, English language acquisition and the use of technology to attain educational gains (Primary Core Measure 1) as well as employment and postsecondary educational placements (Primary Core Measure 2). Secondary goals will focus on community activities, achieving U.S. citizenship, voter registration and involvement in children's education (Secondary Core Measures 1 - 4). These goals will be accomplished by providing six levels of ESOL classes that focus on both the primary and secondary goals indicated. New resources will be developed and provided to teachers that address the navigation of health care systems, community and consumer education activities and the new requirements for citizenship as outlined by United States Citizenship and Immigration Services (USCIS).

Adult ESOL students will attain a minimum of 1,200 LCPs measured by CASAS after receiving instruction in the core objectives of the ESOL curriculum using innovative classroom methods and computer-assisted-instruction (CAI). An additional 50 students will either enter employment, be retained in employment or enter postsecondary education or training. Secondary goals will focus on community activities (123), achieving U.S. citizenship (2), voter registration (2) and involvement in children's education (123). This will be accomplished by providing six levels of ESOL classes that focus on both the primary and secondary goals indicated. These measurable goals are realistic, achievable and aligned with the project budget and are included on the Performance Based Project Deliverables Form.

b) Past Effectiveness : The School District of Palm Beach County has assisted adults and families to improve English literacy skills for over 25 years. A well-trained and committed staff of over 400 ESOL teachers work year round to deliver quality programs using the State of Florida Curriculum Frameworks for Adult ESOL. Extensive lesson plans have been developed in Palm Beach County to address each competency. In addition, commercially available

materials and software are used to enhance instruction and thus assist ESOL students to improve their English literacy and technology skills in order to compete in the workplace and resulting in Literacy Completion Points.

c) Serving Those Most in Need : The need for English literacy services in Adult Education has been identified by the private sector, with local businesses dependent on this population as a growing workforce. English literacy services include instruction in listening, speaking, reading, writing, functional grammar, pronunciation, technology, cross cultural awareness and life skills as they pertain to effective citizenship and productive employment. The immigrant population continues to increase with many who have had little or no education in their home country. This project will focus services on those most in need of literacy services including individuals with low income who possess minimal literacy skills and/or lack a high school diploma.

d) Intensity of Service: Educational programs are provided at 24 community schools, one adult center, and one full-service center for 8-20 hours of instruction per week to participants. Effective instructional practices such as phonemic awareness, systematic phonics, fluency development, reading comprehension and computer-assisted learning programs are used to deliver instruction to achieve student outcomes.

e) Effective Practices: The effective practices used in the adult education programs are based on sound research in andragogy with emphasis on the attainment of literacy skills as they pertain to effective citizenship and productive employment. To assure effective outcomes, classroom practices include cooperative learning, independent learning, computer-assisted-instruction (CAI) and a variety of teaching strategies that address different leaning styles and modalities and are effective for second language acquisition.

f) Use of Technology: This project will assist students to gain the technology skills necessary to compete in a global environment where technology skills are essential to get a job leading to

economic self-sufficiency and productive citizenship. Adult ESOL computer labs give students the opportunity to use the Internet and to access instructional software which will enhance their skills in reading, writing, listening and speaking, numeracy, problem-solving, and English language acquisition as well as the use of technology.

g) Real-Life Context: The curriculum used in the ESOL program focuses on functional life skills designed to provide the skills necessary to effectively participate in the education, work and civic opportunities in this country. Activities providing learning in a real-life context include: time management skills, communication skills, goal-setting, prioritizing of long term and short term goals, problem-solving, interpreting data and providing opportunities to compete and succeed in the workplace. Students are provided opportunities to succeed with cooperative learning through teamwork. Learning activities are geared toward attainment of skills needed for self-motivation and self-directed learning as they pertain to citizenship and productive employment.

h) Staffing: The staff required to accomplish the goals of this project includes: two part-time coordinators to coordinate the activities of the project sites and provide support for adult education instructors, one curriculum writer to provide curriculum on the integration of technology into Adult ESOL, one teacher-trainer to present the technology integration component, one technical support position to trouble-shoot hardware and software, three part-time instructors, one part-time job developer to assist with job and educational placement and 90-day follow-up. One clerical support position will be provided in-kind to place orders and compile statistics for reporting and accountability, and ten ESOL instructors will be provided in-kind to deliver instruction.

The staff recruited to conduct project activities will be chosen for their expertise in the areas of adult ESOL and technology education. Teachers will maintain teacher certification in appropriate subject areas. Teachers will receive intensive training to enhance their ability to

deliver technology education instruction to under-educated ESOL adults and prepare these students with the knowledge and skills necessary for successful employment and economic self-sufficiency leading to effective citizenship.

One program manager is employed in-kind by the District to carry out the project goals. The program manager has a Bachelor's degree in Education with ESOL endorsement and over 25 years experience in teaching, curriculum writing, grant writing, teacher training and administration of Adult ESOL programs. Part-time teachers will maintain teacher certification in appropriate subject areas. No administrative nor clerical support staff member will be funded with this project. All administrative clerical support staff will be provided in-kind and funded through State of Florida Workforce Development Funds.

i) Coordination: The district has expanded its recruitment strategies and outreach efforts through collaboration with the Palm Beach County Literacy Coalition, the Refugee Task Force and other local providers. An AmeriCorp volunteer program operated by the Literacy Coalition continues to recruit students in hard-to-serve neighborhoods. The Coalition's Public Relations Committee provides tremendous resources to promote programs in the community that serve adults in Palm Beach County.

The School District of Palm Beach County has established a signed collaborative agreement with the Palm Beach County Literacy Coalition to provide ESOL education in the workplace of local businesses who employ immigrant adults who need to improve their English literacy skills to maintain or promote on the job. The role of the Literacy Coalition is stated in the attached agreement and is appropriate to the project. Other key linkages of a non-financial nature include the Palm Beach County Library System, ACE of Florida, TechNet, Florida Atlantic University and Florida International University. In addition, School District personnel are represented on the Practitioners' Task Forces for ESOL, GED, ABE, and Family Literacy as well as the Region V Professional Development Council.

j) Flexible Schedules and Support Services: Flexible scheduling and support services are offered during day and evening hours on a part-time basis, Monday-Friday and on Saturday at selected locations. Family literacy programs and/or childcare services are provided at selected sites. Public transportation is readily available to most adult education sites. These support services allow students, including those with disabilities or special needs, to attend and complete the English literacy and civics education programs.

k) Management Information: The School District of Palm Beach County uses TERMS as its electronic Management Information System (MIS). TERMS provides data which is used each year to develop the District's DOE 499 report. This electronic management system generates accurate information and reports the number of students enrolled in Adult Education programs as well as participant outcomes and monitors program performance including the number of Literacy Completion Points obtained each year. TERMS has the capacity to report outcomes as required by the National Reporting System (NRS) as well as generate the information necessary to compile and complete the On-Line Mid-Year and Final Report for DOE grants and State Reporting Systems.

4. Evaluation

This grant will be monitored internally to ensure compliance with all State and Federal requirements. To effectively evaluate this project, the projected goals will be analyzed and monitored by the project manager monthly so that a minimum of 40% of the goals are achieved and reported in the On-Line Mid-Year Report and a minimum balance of 60% in the On-Line Final Report. This comprehensive method will use evaluation results to allow for adjustments to the project in assure that all project goals are achieved. CASAS testing will serve as a standard measure of educational gains in ESOL. CASAS TOPSpro software will be used to manage the test scores used to measure educational gains. CASAS test score results will be entered into the MIS TERMS for accurate recording and reporting.

Placements in jobs and postsecondary education as well as job retentions will be documented on forms specially designed to record all required fields of information. Secondary Core Measures will be recorded on the Standardized Deliverables Form for Invoicing and will address community activities and involvement in children's education. Copies of U.S. Naturalization and Citizenship certificates and voter registration cards will be used to document these Secondary Core Measures.

5. Support for Strategic Imperatives

This project will assist the School District to meet the priorities of Florida's reading initiative, ***Just Read, Florida***, by providing professional development activities to train teachers to incorporate research-based reading strategies in ESOL instruction.

Strategic Imperatives 2 and 3 will be addressed in this project.

Strategic Imperative 2 – Set, align and apply academic curricular and testing standards.

CASAS testing correlates with the Florida Adult ESOL Standards and Benchmarks. TOPSpro software provides comprehensive reports on student testing performance and learning gains including a summary of test item responses that students make on specific tests which will allow teachers to accurately target instruction. It also provides reports for program administrators to improve accuracy of LCPs reported to the DOE.

Strategic Imperative 3 – Improve student rates of learning.

In addition to the ESOL curriculum, this project will address the Secondary Core Measures of community activities, citizenship and voter registration in order to assist students to participate in society to become responsible citizens using a variety of teaching methods following the Palm Beach County Lesson Plans for ESOL and Citizenship. Realizing that traditional methods of instruction have not been effective for this target population, the curriculum design used in these Lesson Plans is accessible and interactive to enable improved rates of student learning.

Teachers will learn to incorporate a variety of instructional methods in the classroom in order to meet every student's need and learning style.

6. Dissemination/Marketing Plan

Recruitment of adult students and marketing the District's adult education programs are ongoing processes. Methods of dissemination of Adult Education program information including this project will include the School District's website: www.pbeducator.org, a new ESOL brochure and the *Palm Beach County Community Educator*. The website lists all the programs offered at all 24 community schools and one adult education center. The ESOL brochure will be disseminated at local community functions throughout the year. The *Community Educator* is a newspaper that is disseminated to every household in Palm Beach County three times per year listing site locations, programs and course offerings for all community schools. Articles appear in English, Spanish and Haitian Creole to appeal to the language groups of 95% of the residents. Further marketing is accomplished through our collaborative partnership with the Literacy Coalition, Refugee Task Force, Workforce Alliance, the Palm Beach County Public Library System and Palm Beach Community College.

7. Budget

The budget reflects the fiscal means to accomplish the purpose of the project. It is realistic, accurate and reflects reasonable expenditures to achieve the project goals. Each expenditure is explained in the budget section for personnel, professional and technical services and travel.

All personnel positions will be part-time, related to student instruction and will support the goals of the project. Approximately 8,500 part-time hours will be needed and paid at the district rates of \$20.44 an hour for instruction, job development and technical assistance, \$17 an hour for curriculum writing and \$14 an hour for training. Benefits will be paid in accordance with district standards at 4.3% for part-time out-of-system staff (Medicare 1.45% and workers'

compensation 2.85%) or at 21% for part-time in-system staff (10.5% retirement, 6.20% FICA, 1.45% Medicare and 2.85% workers' compensation/unemployment).

Instructional materials will be purchased for students to include textbooks, paper, pens, pencils, binders, TOPSpro answer sheets for CASAS, CASAS testing materials, flash drives and CDs to support the instruction of approximately 1,500 students to be served.

In-county travel will cover the cost of teachers and staff to travel to training events and site visits to support the project. Out-of-county travel will allow teachers & school district staff who support the program to attend training events and conferences related to the project to include ACE of Florida, Regional Trainings, Adult Education Symposium, International TESOL, Sanibel Symposium, and CASAS Summer Institute.

Postage will be used to mail advertisements, training schedules, registrations and other items to support the project. Printing services will fund curriculum and brochures to support the project. Indirect costs at the state-approved rate of 3.16% will cover district administrative support of the project.

Operating capital outlay will fund a laptop computer and printer to use with CASAS TOPSpro software to report test scores. An LCD projector will support training; five servers will permit the use of various software programs to be networked and used in various computer labs throughout five schools. Instructional software, online instruction and furniture will support the technology content of the project.

8. General Education Provisions Act (GEPA)

The provision of Section 427 of the GEPA highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The District has policies in place regarding equitable access to all adult education programs. This project will assist to provide educational services to adults with special needs including Limited English Proficient adults.