

Attachment 2

A) PINELLAS COUNTY SCHOOLS- SOUTHSIDE FUNDAMENTAL MIDDLE SCHOOL
 Name of Eligible Recipient:

TAPS Number
07C084

B) _____
 Project Number: (DOE USE ONLY)

FLORIDA DEPARTMENT OF EDUCATION Budget Narrative Form

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
6300	0120	Contracted Services: Additional duty for planning and developing curriculum for lead teacher (3 hrs/week for 36 weeks @ \$13/hr)		\$ 1,404
6300	0200	Fringe for Contracted Services (17.50% of \$1,404)		\$ 246
5100	0140	Substitute: To cover lead teacher classes while teacher attends National Service Learning Conference (4 days) and required sub-grantee mtg. (3 days). 7 days @ \$70 per day=\$490		\$ 490
5100	0200	Fringe for Substitute: \$490 x 1.45% = \$ 7		\$ 7
6300	0330	Out of County Travel: National Service-Learning Conference To enable lead teacher to present service-learning project at national conference. (Roundtrip Airfare Tampa-Albuquerque = \$384.00) + Hotel (4 nights @ \$120.00 per night = \$480) + Conference Registration: \$475.00 \$384 + \$480 + \$475= \$1,339		\$ 1,339
6300	0330	Out of County Travel: Required Sub-Grantee Meeting to be held in Tampa, FL (3 days Meal Allowance @ \$31 per day) = \$93; Mileage ((40 miles round trip x 3 = 120 miles x \$.405/mile) = \$49 (\$93 + \$49 = \$142)		\$ 142
5100	0510	Supplies: Student Service-Learning Journals for Reflection (25 notebooks for student journals @ \$2.50 each)		\$ 63
5100	0510	Art Supplies: to create playbills, stage sets, and props		\$ 1,680
5100	0510	Supplies: Sheet music for gospel songs and jazz arrangements (5 songs, 40 copies @ \$2.00 each)		\$ 400
5100	0510	Supplies: CDs of gospel songs (5 @ \$8.00)		\$ 40
5100	0510	Youth Service-Learning Council Mini-Grants: Four \$500 teacher mini-grants to expand service-learning throughout the school. Youth Service-Learning Council comprised of 25 7 th and 8 th grade students in playwriting class.		\$ 2,000
5100	0510	Supplies: Recordable DVDs (50); part of dissemination of project; copies of Youth Arts Corps-generated documentary on “Making Voices Heard” project – to be given to all community members interviewed by students, playwriting and Youth Arts Corps students as part of recognition/celebration , and for presentation at National S-L conference and Florida Service-Learning and the Arts Conference.		\$ 40



5100	0510	Supplies: Jewel cases for DVDs (50)		\$ 15																																																																				
5100	0511	Printing/Copying/Binding of plays (150 books @ \$7.50 each) Part of dissemination of service-learning project; copies will be given to each Midtown community member interviewed, all playwriting and Youth Arts Corps students as part of recognition/celebration ; and 8 th grade reading classes of schools located in the Midtown community.		\$ 1,125																																																																				
		<p>100% Required Match: Budget Detail for American Stage SFMS Collaboration 2006-2007</p> <table border="0"> <thead> <tr> <th style="text-align: left;">Expenses</th> <th style="text-align: center;">In-Kind</th> <th style="text-align: center;">Total</th> <th style="text-align: right;">Cash Match</th> </tr> </thead> <tbody> <tr> <td colspan="4"><u>Personnel – Artistic</u></td> </tr> <tr> <td>100 % salary and benefits for 5 Teaching Artists</td> <td style="text-align: center;">\$ 0</td> <td style="text-align: center;">\$ 6,875</td> <td style="text-align: right;">\$ 6,875</td> </tr> <tr> <td style="padding-left: 40px;">Playwriting Component and Drama Club</td> <td></td> <td></td> <td></td> </tr> <tr> <td>6 Actors for Art Alive plays rehearsals and performance</td> <td style="text-align: center;">\$ 0</td> <td style="text-align: center;">\$ 3,000</td> <td style="text-align: right;">\$ 3,000</td> </tr> <tr> <td>12 volunteer actors for staged readings</td> <td style="text-align: center;">\$ 768</td> <td style="text-align: center;">\$ 768</td> <td style="text-align: right;">\$ 0</td> </tr> <tr> <td style="padding-left: 40px;">Following AEA SPT minimum salary</td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="4"><u>Personnel – Administrative</u></td> </tr> <tr> <td>American Stage Director of Education</td> <td style="text-align: center;">\$ 0</td> <td style="text-align: center;">\$ 4,800</td> <td style="text-align: right;">\$ 4,800</td> </tr> <tr> <td style="padding-left: 40px;">Percentage of salary spent on project</td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="4"><u>Other Costs</u></td> </tr> <tr> <td>Technical Production for all performances</td> <td style="text-align: center;">\$ 0</td> <td style="text-align: center;">\$ 1,350</td> <td style="text-align: right;">\$ 1,350</td> </tr> <tr> <td>Supplies and Materials</td> <td style="text-align: center;">\$ 0</td> <td style="text-align: center;">\$ 600</td> <td style="text-align: right;">\$ 600</td> </tr> <tr> <td>Publications of student works</td> <td style="text-align: center;">\$ 0</td> <td style="text-align: center;">\$ 500</td> <td style="text-align: right;">\$ 500</td> </tr> <tr> <td>T-Shirts for participating students</td> <td style="text-align: center;">\$ 0</td> <td style="text-align: center;">\$ 500</td> <td style="text-align: right;">\$ 500</td> </tr> <tr> <td>Use of American Stage for staged readings</td> <td style="text-align: center;">\$ 1,000</td> <td style="text-align: center;">\$ 1,000</td> <td style="text-align: right;">\$ 0</td> </tr> <tr> <td>Totals</td> <td style="text-align: center;">\$1768</td> <td style="text-align: center;">\$19,393</td> <td style="text-align: right;">\$17,625</td> </tr> </tbody> </table>	Expenses	In-Kind	Total	Cash Match	<u>Personnel – Artistic</u>				100 % salary and benefits for 5 Teaching Artists	\$ 0	\$ 6,875	\$ 6,875	Playwriting Component and Drama Club				6 Actors for Art Alive plays rehearsals and performance	\$ 0	\$ 3,000	\$ 3,000	12 volunteer actors for staged readings	\$ 768	\$ 768	\$ 0	Following AEA SPT minimum salary				<u>Personnel – Administrative</u>				American Stage Director of Education	\$ 0	\$ 4,800	\$ 4,800	Percentage of salary spent on project				<u>Other Costs</u>				Technical Production for all performances	\$ 0	\$ 1,350	\$ 1,350	Supplies and Materials	\$ 0	\$ 600	\$ 600	Publications of student works	\$ 0	\$ 500	\$ 500	T-Shirts for participating students	\$ 0	\$ 500	\$ 500	Use of American Stage for staged readings	\$ 1,000	\$ 1,000	\$ 0	Totals	\$1768	\$19,393	\$17,625		
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FLORIDA LEARN AND SERVE CONTINUATION PROPOSAL NARRATIVE

1. Project Abstract:

Students participating in Southside's "Making Voices Heard" will use reading, writing, visual arts, video, instrumental music, and song to celebrate the voices and perspectives of the primarily African-American residents of Midtown, St. Petersburg. American Stage artists-in-residence will work with teachers as students interview local residents to create radio plays, and participate in productions of these at community venues. The plays will feature student gospel music performances and jazz arrangements, and student made props and sets. As students read, write, and create works for actual audiences and real purposes, mastery of associated skills will grow. Equally important, a heightened sense of community among students and residents will result from this project. Through primary sources (guest speakers, voices of Midtown residents, etc.) students will increase knowledge of local **history**, while learning that one community's history is not isolated to those living within it, but part of the community identity of us all.

2. Project Need

Located in the heart of an inner-city area of St. Petersburg known as "Midtown," Southside Fundamental Middle School (Southside) helps foster a spirit of community by reinforcing the responsibility for students to get involved outside the school's physical campus. The Midtown community enjoys a rich history and thrives culturally as a primarily African-American community, in spite of historical segregation and discrimination issues. Like that of a magnet school, most of Southside's students reside outside the neighborhood boundary. Southside believes joining with the local community through service projects is vital to teaching life-long civic responsibility.

The Midtown community stands at the crossroad of being rejuvenated and revitalized or being overcome by recent historical events. Two days of deadly civil disturbances within Southside's own immediate neighborhood in 1996 mark a pivotal point in Midtown's history. Since then city leaders, Midtown community leaders, and residents have expressed **a need for the voices of the community to be heard so a spirit of unity will revive an improved quality of life in Midtown.** St. Petersburg's Mayor established a task force to address a vital need to bring **levels of Economic Equity, Community Renewal, Education, and Public Safety to those enjoyed by other parts of the city.**

Southside takes its responsibility seriously to be part of this rejuvenation. This year, the project will focus on students directly interacting with members of the Midtown community through one-on-one interviews. By listening to the true stories of the average members of this community, the students will develop a personal relationship with the community itself, gain a better understanding of the events and issues resulting in its current economic and social situation, and play a key role in contributing to and celebrating the cultural assets of Midtown. **Thus, *Making Voices***

Heard strategically supports both the community's Initiative and Southside's mission to promote academic excellence, outstanding citizenship, individual responsibility, and parent involvement in a safe and nurturing environment.

Students who make up the 2006-2007 playwriting class were selected to be representative of the diversity found in our schools. This diversity encompasses gender, racial, ethnic, socioeconomic, as well as academic achievement differences. This heterogeneous grouping of students, combined with the principles of service-learning will be a powerful influence on the academic achievement of all students in the class. **A primary need addressed in this service-learning project will be to increase the reading and writing achievement levels of all students in the playwriting class, with a particular emphasis on the struggling students.**

3. Project Design and Implementation 1) Mid-October: During this **preparation stage of the service-learning project**, the 25 7th and 8th grade students in the playwriting class will study the genre of radio plays. Instruction by the classroom teacher and the artist-in-residence from American Stage will focus on the unique characteristics of this type of play as well as the challenges and requirements from a writer's point of view in effectively crafting a radio play. Students will be provided with student models of radio plays created by last year's students and will listen to examples of radio plays such as Orson Wells' "War of the Worlds." Students will also receive instruction in how to conduct effective interviews to prepare them for the next phase of the project. To ensure that **reciprocity** is a component of this service-learning project, teachers will stress to students the need to deeply listen to the community member being interviewed so that the true voices/perspectives of the Midtown community members will guide the writing of the radio plays and therefore be heard/known to audiences inside and outside of the community. **Reflection** will take place during this stage as students write in their journal and engage in whole-class discussions clarifying the learning that has just occurred and preparing for the next stage of conducting the actual interviews.

2) Mid-October: With parent volunteers as drivers/chaperones, the 25 7th and 8th grade playwriting students will begin the **action stage of the service-learning project** travel in their collaborative writing groups out into the Midtown community to conduct interviews of ordinary residents of the community. Some of these community members will include the owner of Atwater's – a cafeteria that has long been a gathering place for members of St. Petersburg's African-American community, the owner of the corner gas station, the women who work in the neighborhood beauty parlor, and the owner of a local seafood store. Students with the Youth Arts Corps will begin creating a video-documentary of the "Making Voices Heard" project by filming parts of the interviews. Following the community interviews, students will engage in whole-class and individual **reflection** through discussions and written entries in reflection journals.

3) November and December: Playwriting students will work in their collaborative writing groups to create unique radio plays featuring person-in-the-street interviews. In these radio plays, the voices and experiences of everyday residents of Midtown St.

Petersburg will be celebrated by the student playwrights. When the plays are completed, time will be provided for whole-class and individual **reflection** as well as a day of **celebration and recognition** for the completion of the plays as they are sent off to the drama club for performance in the **demonstration stage of the service-learning project**.

4) December and January: Carpenters and set designers from American Stage Theater Company will come to Southside's **art club** to share their craft with the students. Flats, props, and other aspects of the production will begin to be created by the theater professionals and the students. Students with St. Petersburg's **Youth Arts Corp** will film segments of this work.

5) December and January: Lawyer, songwriter, poet, novelist, and journalist James Weldon Johnson is a prominent figure in Florida history. Just outside the doors of Southside is the James Weldon Johnson Library, yet few students know anything about this man. Students in the **Show Choir** will begin learning about this man and his work – especially what is often known as the black national anthem: “Lift Every Voice and Sing.” Members of the Show Choir will begin learning this song as well as gospel selections in preparation for the radio play performance. Students with the **Youth Arts Corp** will film segments of these rehearsals.

6) December and January: Midtown St. Petersburg has a rich history of famous musicians who have played at the Manhattan Casino -- artists such as Duke Ellington, for example. Students in the **Jazz Band** will begin learning about the history of the Manhattan Casino and recent efforts to restore this historical landmark through guest speakers. Students will then begin learning and rehearsing jazz selections for the radio play performance. Students with the **Youth Arts Corp** will film segments of these rehearsals.

7) February: “**Making Voices Heard Radio Plays**” will be performed in three community venues: A Midtown St. Petersburg church auditorium, the Palladium Theater, and Southside's auditorium. Many of the residents who live in Midtown today can trace their family back to the Florida boom and bust cycles. This generational connection is an asset that provides continuity and a strong sense of belonging. The artist-in-residence from **American Stage Theater Company** will continue to come to the school twice a week to co-teach the playwriting class with the classroom teacher. Two more artists-in-residence from American Stage will come once a week to work with students in the Drama Club. Art Club students will benefit from the knowledge shared by professionals who work to create the sets and props for American Stage. Students with the community-based Youth Arts Corps will provide a valuable service by creating a documentary about this service-learning project.

The initial goal of the “Making Voices Heard” service-learning project was to connect Southside students to a community which few of the students considered their community. Each year we have engaged in this project, we have asked

ourselves how our student writers could meet the needs of the Midtown community. This year, we will focus on how writers can make the average, everyday stories of community residents be heard – true stories that are “extraordinarily ordinary,” stories that not only help bind a community together, but also provide students with personal, human connections to individuals different, but not so different from those in their home community. This year, students in the jazz band, show choir, and art classes will join the playwriting students in celebrating the voices of the Midtown community.

The Southside Youth Advisory Council began to spread the word about the power of service-learning to other teachers and classes in the 2005-2006 school year, and with four students returning to the playwriting class in the 2006-2007 school year the work of the Youth Advisory Council will continue to grow. The playwriting students will be trained through teacher instruction and supplemental videos obtained from the National Service-Learning Clearinghouse to become proficient in the essential elements of service-learning and then share this expertise with teachers and students at the school through the management of the **five teacher mini-grants**. From the design, development, and implementation of the application process to the evaluation of the service-learning projects funded by the mini-grants, students on the Youth Advisory Council will take primary responsibility and embody the service-learning principle of **youth empowerment**.

American Stage continues to be one of Southside’s most important community partnerships. The one artist-in residence who comes to co-teach the playwriting class will be joined by a second artist, making the teacher-pupil ratio in the class 1 to 8 – thus providing students with much more direct guidance in reading and writing skills. The drama club will also be expanded from one to two artists-in-residence who will work with our ever-expanding drama program to bring the words of the student playwrights, and therefore those of the Midtown residents, to life in our school and community performances. These four artists-in-residence come to the school at the expense of **American Stage Theater Company** and enable our writers and actors to play a valuable role as agents of social change in the Midtown community. Through increasing the number of artists-in-residence, American Stage is committed to providing the **100% match** required of third-year Learn and Serve applicants. Through the relationship with American Stage, the St. Petersburg Youth Arts Corps will join us this year as a new partner.

The Youth Arts Corps provides opportunities for disadvantaged youth to engage in purposeful arts-related activities within the community. By creating a documentary of our “Making Voices Heard” service-learning project, teens in the Youth Arts Corps will form a valuable relationship with the middle school students as the two groups work together to highlight the unique voices/perspectives of the Midtown community.

Attending the **National Service Learning Conference** will add to the lead teacher’s knowledge base of effective methods of service-learning leading to a further

promotion of this practice and continued commitment to work with other teachers as a mentor to help make service-learning come alive in their own classrooms, both at the school and district-wide levels as well as at the National Service Learning Conference and the two Florida service-learning conferences.

4. Evaluation Academic Achievement – Reading: Low-performing 7th and 8th grade students in the playwriting class at Southside Fundamental Middle School will increase by 5-10% in developmental scale scores as measured on FCAT. **Academic Achievement – Writing:** 8th grade students in the playwriting class at Southside will score a 4.5 or above on FCAT Writes

5. Support for Strategic Imperatives The project will incorporate **Strategic Imperative 3: Improve Student Rates of Learning.** By offering students the opportunity to engage in writing for authentic audiences and powerful purposes, this project will serve to be an innovative, creative, and effective tool to help students master their reading and writing skills. **GEPA Provision:** Southside's Learn and Serve Project will assure that students with learning disabilities are able to fully participate in this project through providing peer tutors and additional time to complete assignments.

6. Dissemination Plan The Radio Plays will be performed in three venues: The Palladium Theater, Southside's auditorium, and a Midtown St. Petersburg church auditorium. The video-documentary produced by the Youth Arts Corps will be shown to parents and staff at the February PTA meeting, given to Midtown participants in the project, and presented at three service-learning conferences. Information re: Southside's Service Learning project will be disseminated to local non-public schools. Project products and consultation will be offered to any of these schools requesting the same.

ATTACHMENT 4 Applicant Checklist

PLEASE COMPLETE AND RETURN WITH PROPOSAL

- DOE 100A – Project Application Form
- DOE 101 – Budget Narrative Form
- Proposal Data Form
- Project Performance Accountability Form
- Proposal Narrative (up to 6 single-spaced, numbered pages)
- Attachments (up to 8 pages)
- Applicant Checklist (this page)

A. School Contact Information

1. Name of School: Southside Fundamental Middle School
2. District: Pinellas 3. Amt. Requested; \$ 8,991
4. Project Title: “Making Voices Heard”
5. Project Coordinator at the School: Holly Atkins
6. E-mail Address: holly_atkins@places.pcsb.org
7. Phone: 727-893-2742 8. Fax: 727-893-2129
9. Address: 1701 – 10th Street South
Saint Petersburg, FL 33705

B. District Contact Information

1. District Contact: Charlie Eubanks
2. E-mail Address: eubanksc@pcs.org
3. Phone: 727-588-6299 4. Fax: 727-588-6331
5. Address: 301 – 4th Street S.W.
Largo, FL 33770

C. Other Information

1. How did you learn about Florida Learn & Serve? Information sent to school
2. For what year(s) have you received a previous Florida Learn & Serve grant?
 - 2005-2006
 - 2004-2005
 - 2003-2004
 - 2002-2003
 - Other year(s): _____

Attachment A: Making Voices Heard Project Timeline

	October	November	December	January	February
Playwriting Class	Study Radio Play Genre Learn how to conduct effective interviews Conduct interviews of Midtown residents	Collaborative groups begin writing radio plays based on interviews.	Collaborative groups continue working on radio plays.	Create playbills for community performances. Committees work on Radio Plays Dinner Theater at SFMS	Student committees work at Radio Play performances.
Drama Club				Rehearsals for Radio Plays.	Radio Play performances.
Show Choir			Study gospel music Begin learning pieces for Radio Play performances.	Continue to practice gospel pieces.	Students perform at three Radio Play performances.
Jazz Band			Begin learning jazz pieces for Radio Plays.	Continue to practice jazz pieces.	Students perform at three Radio Play performances.
Art Club			Learn set/prop design from American Stage pros. Work on Radio Plays sets/props.	Work on sets/props for Radio Play performances.	Students set-up/breakdown sets at Radio Play performances.
Youth Arts Corps	Film interviews	Film writing groups	Film art club building sets with Am. Stage pros.	Film rehearsals of show choir (gospel music) and jazz ensemble Create final product	Burn copies video documentary Present at three community performances SFMS PTSA
Youth Advisory Council	August Learn principles of service-learning; create applications for minigrants	September Approve minigrants	Ongoing Students act as supportive resources to minigrant teachers.	May Minigrant teachers submit final reports on service-learning projects	

TO: SCHOOL BOARD MEMBERS

FROM: Clayton M. Wilcox, Ed.D. , Superintendent

Please approve the following for submission for funding at the School Board Meeting of:
June 20, 2006

Title of Project: Florida Learn and Serve-“Making Voices Heard”

NOTE: If this is a contractual agreement requiring bids or formal quotes, or other tests have been met that waive this requirement, the director of purchasing has authorized this agreement according to purchasing requirements.

 Yes. The “**Checklist for Contractual Agreements**” form has been signed by the Project Manager and the Director of Purchasing, and submitted to the Director of Special Projects.

 X N/A

Amount of Project: \$ 8,991

New: Renewal: x Amendment:

If Amendment:

 Additional Funds: Time Extension:

Funds: State: Federal: X Other

Length of Project: 12 Months

Starting Date: September 1, 2006

Ending Date: August 31,2007

Strategic Direction/Goal: Highest Student Achievement

Program Description: Florida Learn and Serve provides funds to individual schools to engage in service learning activities that apply academic curricula and Sunshine State Standards to improve student achievement, provide for civic engagement and career exploration. Projects must focus on one of the following key need areas: Reading, Civics/History, Drug/Violence Prevention, Intergenerational Interaction, or the Environment.

“Making Voices Heard” will use reading, writing, visual and performing arts to celebrate the voices and perspectives of the primarily African-American residents of Midtown, St. Petersburg. In partnership with American Stage, students will interview local residents to create radio plays, and participate in productions of these at community venues. Mastery of associated skills will improve as students create works. Through primary sources, students will increase knowledge of local history.

Page 2:

Usage in other districts: Yes x No

Visits by PCS Staff: Date: November, 20005 Person: Holly Atkins, Project
Coordinator, attended the State Learn and Serve Conference.

Students to be served/Target Audience: 650 students, Grades 6,7, and 8

Performance Data, Research Findings, or Improvement Results: (limited to 6 lines of text)
A 4-year study completed by the Florida Dept. of Education, Florida Learn and Serve Program provided evidence of the positive effects of service-learning on student outcomes in Florida. In 1998, attendance improved in 83% of reporting schools, while 80% had fewer discipline referrals. Studies conducted in other states on the academic impact of service learning revealed positive trends: students participating in service-learning scored higher than non-participating students in several studies, particularly in social studies, writing, and English/language arts.

Contact Person: Michael Miller, Principal, Southside Fundamental Middle School

Proposal Developer(s): Holly Atkins, Project Coordinator/Teacher

NO COST TO SCHOOL BOARD

Target Schools: Southside Fundamental Middle School

Budget

Personnel (Incl. Fringe)	\$ 2, 147
▪ Contracted Services	
▪ Substitute	
Materials & Supplies	\$ 5,363
Travel & Registrations	\$ 1,481
TOTAL	\$ 8,991

SUPERINTENDENT TO SIGN -0- COPIES AS MARKED

BOARD CHAIRMAN TO SIGN -0- COPIES AS MARKED

Revised 06/02/05