

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**FSCS APPLICATION PACKAGE
CFDA # 84.215J
PR/Award # U215J100117**

OMB No. 1894-0006, Expiration Date: 09/30/2011
Closing Date: JUL 23, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission	* 2. Type of Application:* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
7/23/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	N/A

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Evansville Vanderburgh School Corporation

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
351071682	040418626

d. Address:

* Street1:	123 Main Street
Street2:	
* City:	Evansville
County:	Vanderburgh
State:	IN
Province:	
* Country:	USA
* Zip / Postal Code:	47708

e. Organizational Unit:

Department Name:	Division Name:
Center of Family, School, and Community Partnership	

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Dr.	* First Name:	Cathlin
Middle Name:			

* Last Name: Gray

Suffix:

Title: Associate Superintendent

Organizational Affiliation:

* Telephone Number: (812)435-8457 Fax Number: (812)435-8388

* Email: CATHLIN.GRAY@EVSC.K12.IN.US

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Local Education Agency

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215J

CFDA Title:

FSCS Application Package

*** 12. Funding Opportunity Number:**

ED-GRANTS-060810-002

Title:

Full-Service Community Schools Program

13. Competition Identification Number:

N/A

Title:

N/A

14. Areas Affected by Project (Cities, Counties, States, etc.):

*** 15. Descriptive Title of Applicant's Project:**

EVSC Full Service Community Schools

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: IN-008

* b. Program/Project: IN-008

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 5/1/2015

18. Estimated Funding (\$):

a. Federal	\$ 2498283
b. Applicant	(b)(4)
c. State	
d. Local	
e. Other	
f. Program Income	
g. TOTAL	

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

**** I AGREE**

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr. * First Name: Cathlin
Middle Name:
* Last Name: Gray
Suffix:

Title: Associate Superintendent

* Telephone Number: (812)435-8457 Fax Number: (812)435-8388

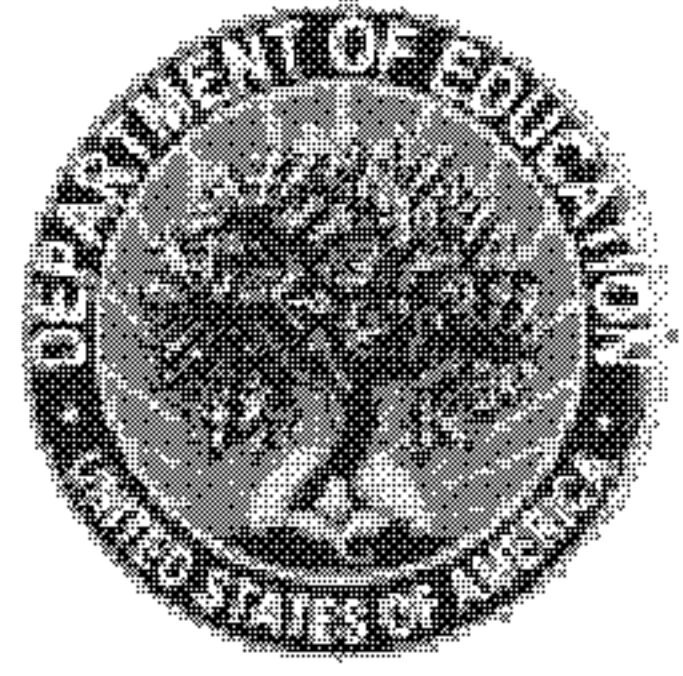
* Email: CATHLIN.GRAY@EVSC.K12.IN.US

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Evansville Vanderburgh School Co...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 183,945	\$ 187,424	\$ 190,972	\$ 194,591	\$ 198,285	\$ 955,217
2. Fringe Benefits	\$ 58,862	\$ 59,976	\$ 61,111	\$ 62,269	\$ 63,451	\$ 305,669
3. Travel	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 125,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 12,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 44,000
6. Contractual	\$ 214,826	\$ 214,246	\$ 209,246	\$ 204,246	\$ 199,246	\$ 1,041,810
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 494,633	\$ 494,646	\$ 494,329	\$ 494,106	\$ 493,982	\$ 2,471,696
10. Indirect Costs*	\$ 5,212	\$ 5,222	\$ 5,302	\$ 5,384	\$ 5,467	\$ 26,587
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 499,845	\$ 499,868	\$ 499,631	\$ 499,490	\$ 499,449	\$ 2,498,283

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

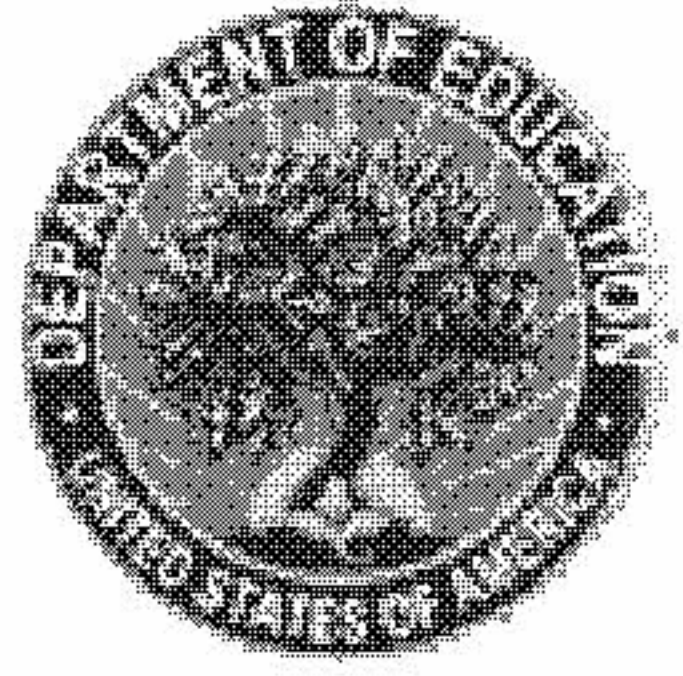
(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Indiana Department of Education The Indirect Cost Rate is 1.71%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Evansville Vanderburgh School Co...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

(b)(4)

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Vince Bertram

Title: Superintendent

Date Submitted: 06/16/2010

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Vince Bertram Title: Superintendent Applicant: Evansville Vanderburgh School Corporation Date: 06/16/2010	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

Evansville Vanderburgh School Corporation

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. First Name: Vince Middle Name:
Last Name: Bertram Suffix:
Title: Superintendent

Signature: _____ Date: 06/16/2010

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : GEPA

File : GEPA 2010.doc

Requirements of GEPA 427

The Evansville Vanderburgh School Corporation will comply with the General Education Provisions Act (GEPA) Section 427 in implementing a grant under the *Full-Service Community Schools Program*. Specifically, the EVSC and its partners will ensure equitable access to, and participation in, the federally assisted program for students, teachers, and other program beneficiaries with special needs.

The EVSC has a longstanding commitment to educational excellence and equity. EVSC programs are open to all students and provide exemplary, integrated educational programs that meet individual student needs, talents, interests, and aspirations. All students and their parents/caregivers have ready access to program materials and applications for the district's magnet, special focus, and alternative programs. All district buildings are accessible to the physically handicapped. Students requiring special education and English as a second language (ESL) services are provided with individual educational plans and integrated into regular classrooms whenever possible.

The six barriers that can impede access or participation are gender, race, national origin, color, disability, or age. The EVSC will work to ensure that all students and adults will have access to the services provided in this grant application. The EVSC Office of Diversity will review the grant award and identify recommendations for best addressing cultural competencies.

As required, a barrier and explanation for overcoming this barrier is provided below.

Barrier- Families have limited English proficiency or use English as a Second Language backgrounds may have limited access to district communication regarding the project.

Solution- The EVSC Office of Diversity and the Office of Communication will collaborate to develop phone messages, letters, brochures, and other media using multiple of languages to accommodate families.

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix: Dr. * First Name: Cathlin Middle Name: * Last Name: Gray Suffix:

Address:

* Street1: 123 Main Street

Street2:

* City: Evansville

County: Vanderburgh

* State: IN* Zip / Postal Code: 47708 * Country: USA

* Phone Number (give area code) (812)435-8457 Fax Number (give area code) (812)435-8288

Email Address:

CATHLIN.GRAY@EVSC.K12.IN.US

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1,2,4

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title : Exempt Research Narrative
File : Exempt Research Narrative.pdf



Exempt Research Narrative

The research to be conducted will be associated with program evaluation of the EVSC: Full-Service Community Schools Project. All information to be collected is consistent with normal educational practices within the Evansville-Vanderburgh School Corporation. Archival data consisting of students' grades, classroom behaviors, and standardized achievement scores will be examined to assess program toward the specific goals and objectives outlined in this proposal. Informed consent will be obtained prior to conducting surveys with students, parents, and teachers.

The Indiana Department of Education and the EVSC assign code numbers to all students affected by the project. These code numbers will be used for tracking purposes, and no identifying information will be used in order to protect student confidentiality.

Project Narrative

Appendix--Other, if applicaable

Attachment 1:

Title: **Appendix D - Other** Pages: **15** Uploaded File: **APPENDIX D_OTHER.pdf**

APPENDIX D (Other)

COMPETITIVE PREFERENCE PRIORITY

Strategies that Support Turning Around Persistently Lowest-Achieving Schools

The Evansville Vanderburgh School Corporation (EVSC) proposes the creation of five full-service community schools to serve at-risk students: *Academy for Innovative Studies (6-12)*, *Cedar Hall Community School (PK-8)*, *Culver Family Learning Center (ages 3-5)*, *Lincoln School (K-8)*, and *McGary Middle School (6-8)*. Three of these schools are persistently low performing schools (Cedar Hall, Lincoln and McGary), while Culver Family Learning Center is a new early childhood development center provided in partnership with Head Start (serves students who would have gone to a persistently low achieving school—Culver Elementary) and the Academy for Innovative Studies is serving students who likely attended prior alternative EVSC schools that have been closed (Henry Reis, Christa McAuliffe, SACD-most low achieving schools). Each of these schools is implementing varying degrees of a school transformation model (partial or full implementation) as described below.

Persistently Lowest-Achieving Schools

The schools targeted (along with discontinued schools feeding them) in this proposal are among persistently low achieving schools in Indiana, as defined by the program notice. Specifically, *Cedar Hall Elementary*, *Lincoln Elementary School*, along with *Harwood Middle* (which will feed into *Cedar Hall Community School* and *Lincoln School*) and *McGary Middle School* are listed as Tier III improvement status (i.e., Title I schools in school improvement, corrective action, or restructuring). The prior *Culver Elementary* was categorized as Tier I (i.e., Title I schools in improvement that are in the lowest 5% of all Title I schools in improvement,

corrective action, or restructuring and demonstrate a lack of progress). Three of the four schools feeding into the *Academy for Innovative Studies (6-12)* are Tier I or Tier II.

A. The school intervention model that is being implemented to improve academic outcomes for students. As mentioned above, the five full-service community schools described in this proposal will employ varying levels of school ***transformation*** as part of the district-wide strategic plan.

These initiatives include the four areas critical to school transformation: (1) new leadership and increased teacher effectiveness; (2) comprehensive instructional reforms; (3) increased learning time and community-oriented schools; and (4) operational flexibility and sustained support.

McGary is implementing all aspects of a transformation model, while other schools are incorporating some elements. School-specific ***transformation*** initiatives are described below.

McGary Middle School: *(1) New leadership and increased teacher effectiveness; (2) comprehensive instructional reforms; (3) increased learning time and community-oriented schools; (4) operational flexibility and sustained support.* As described above, McGary is implementing all levels of the transformation model. Beginning in 2010/2011, McGary will implement the Equity Schools Model of school transformation. The Equity Schools initiative seeks to improve academic outcomes by (1) replacing the principal, (2) developing and increasing teacher and school leader effectiveness through a required professional development academy, (3) instituting comprehensive instructional reforms through new curricular offerings and instructional approaches, (4) increasing learning time and creating community-oriented schools through new schedules with additional instructional days, (5) providing flexibility and sustained support through self-governance, and (6) implementing financial incentives.

Strategy 1: New Leadership Frameworks (replacing the principal). McGary has established new school-level leadership by replacing existing administration with a building-level leadership

team of teachers and administrators. *Strategy 2: Increased Professional Development, Coaching, and Mentoring.* Staff receive intense professional development, coaching, and mentoring through a modified staff selection process that requires that all teachers, administrators, and counselors graduate from an Equity Academy and receive job-embedded mentoring prior to working in an Equity School. Academic content includes data use to build curriculum, engaging classroom activity development, interdisciplinary planning, cultural competency, family engagement, quality curriculum development, and integration of technology. *Strategy 3: Instructional Reform through Collaboration, Data Use and Technology.* The Equity Model draws from the Professional Learning Communities (PLC) movement by increasing teachers' opportunities to develop strategies and to address the barriers surrounding struggling students as a collaborative group. A key objective is to ensure that teachers and administrators have time within daily routines to reflect interactively over data. McGary will add eight collaboration/data days to the existing calendar. Additionally, two planning periods are built into the teacher day: one for PLC and one for individual planning. *Strategy 4: Increased Instructional Time.* At its own discretion, McGary may modify its calendar by setting the start date, end date, and breaks. McGary's schedule will include 10 additional days for students and 8 teacher collaboration/data days. Also, the school day will be restructured to provide additional time for instruction and teacher collaboration, as well as professional development facilitated by a professional development specialist and teacher leaders that focuses on reflective teaching. *Strategy 5: Self-Governance in Operations.* Increased autonomy gives McGary greater control over the strategies that it will employ. Specifically, it receives greater authority over the calendar, curricula, design and governance, and resource allocation. *Strategy 6: Pay-for-Performance.* In 2009/2010, individual staff members received a \$1,000 mastery stipend upon completion of the Equity Academy.

Lincoln School: *(1) Community-oriented schools.* Beginning with the 2010/2011 school year, Lincoln School will assume a K-8 configuration and retain its students who would attend Harwood Middle School, which closed following the 2009/2010 school year. Additionally, Lincoln will maintain its year-round school calendar. The newly renovated building will include additional classrooms to accommodate new students along with dedicated spaces for a school-based health clinic and community partners to deliver programs.

Cedar Hall Community School: *(1) Community-oriented schools.* Like Lincoln, Cedar Hall Community School will assume a PK-8 configuration and retain its students who would have attended Harwood Middle School, which closed following the 2009/2010 school year. Cedar Hall's development is the result of a strong collaboration between the district and members of the Cedar Hall community. The new building will include additional classrooms to accommodate new students along with dedicated spaces for a school-based health clinic and community partners to deliver programs.

Academy for Innovative Studies: *(1) New leadership and increase teacher effectiveness; (2) comprehensive instructional reforms; (3) community-oriented schools.* The Academy for Innovative Studies (AIS) will open in the fall of 2010. AIS will serve students from prior alternative schools, most of which were persistently low performing (Tier I and Tier II improvement status). These schools closed at the end of the 2009/2010 school year. AIS will rely on new leadership, individualized education plans, and an adaptable, standards-based curriculum to satisfy student needs.

Program Description: AIS brings together faculty and staff, community partners, and effective programming to meet student and family needs. By bringing alternative programs together in one location, it will make the most of the EVSC resources. This school is for non-

traditional learners who want or need an alternative learning environment. The school environment will have an understanding and sensitivity to the academic, cultural, social, behavioral and developmental needs of all students, their families, school, staff and community. AIS is a school focused on individual student need, and students entering AIS will not be expected to fit into a "mold," but rather the school will be molded around student need. A Family Engagement Coordinator will encourage family involvement in each student's education. Collaborations with community partners will provide a multitude of opportunities within the school environment to develop social skills and to address both emotional and mental health needs. School staff will utilize Positive Behavior Supports (PBS), a systematic approach that establishes and reinforces clear behavioral expectations. Staff will also receive training in Applied Control Theory (ACT). A therapeutic component will be managed by the assistant director of AIS, provided to the school by Southwestern Healthcare, Inc.

Instructional Methods, Materials, and Programming: AIS will be designed around block scheduling. The primary instructional strategy will focus on Project Based Learning, an evidence-based approach built upon authentic learning activities designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom. AIS will utilize Apex Learning digital curriculum, which delivers digital-learning solutions for differentiated instruction, credit recovery, remediation, and distance learning, which may be necessary for expectant parents who experience complications in the pregnancy. The academic curriculum provides standards-based courses in math, science, social studies, English, world languages, fine arts, and PE/health. The General Studies Courses prepare all high school graduates for college and work, share a common scope and sequence, and cover the same rigorous, standards-based content. Advanced Placement Courses meet higher-education

expectations of college-level courses and prepare students to demonstrate achievement through success on the AP Exams.

The Culver Family Learning Center: *(1) Community-oriented schools.* The Culver Family Learning Center will serve approximately 200 children (ages 3-5) in a variety of programming including six Head Start classrooms, early childhood special education assessment and developmental preschool classes, and an Even Start Family Literacy program. The program is being provided in a high poverty community through a partnership with Head Start.

B. Academic, social, and/or health services that will be provided and why

Brief descriptions of each of the services to be provided and rationale for their implementation are summarized below. For more detailed explanations of these strategies, see *Section A. Quality of Project Design.*

(A) Comprehensive early childhood education/Transition plans: *targets need for better coordination with existing early childhood programs and academic failure.* Under the new strategic plan, the EVSC will partner with Head Start and initiate three new early childhood centers (Culver Family Learning Center is one of the targeted schools) to address the district's most at-risk population.

(B) Comprehensive afterschool academic and enrichment programs *targets academic failure, ATOD, health, nutrition, and environment.* FSCS Coordinators will work with partners to organize and implement programs focused on academic, enrichment, and recreation.

(C) Community/Family Involvement (Site Council) *targets need to connect schools/communities, academic achievement, and family engagement.* The School Community Council (SCC) will provide the framework for full implementation of the full-service community school model.

(D) Center for Family, School, and Community Partnerships: Comprehensive Family

Engagement Policy Implementation *targets need to connect schools/communities, academic achievement, and family engagement.* This Center contains all of the current SCC support staff and coordinates supports for full implementation of the full-service school model (e.g., social service, health, parent education, school-based mentoring, financial literacy, and the Southern Indiana College Access Network).

(E) Strengthening Families (6-9, 10-14) *targets drugs and violence, family environment (abuse/neglect, parenting) and family involvement.* SFP (6-9) provides children and their families with family skills training building on protective factors by improving family relationships, parenting skills, and increasing social and life skills. SFP (10-14) focuses on reducing adolescent substance abuse and other problematic behaviors by improving parenting skills, building life skills, and strengthening family bonds.

(F) 1234 Parents *targets child abuse and neglect, parent education, and coordination of early childhood.* 1234 Parents is an Adlerian education program (ages 0-5) that focuses on conflict resolution, self-esteem, and parenting.

(G) School/Community Based Mentoring: Big Brothers/Big Sisters (BBBS), YWCA,

Welborn Foundation *targets need related to behaviors, achievement, drug and alcohol use, and lifestyles.* School-based mentoring would be expanded to all schools. The function of case management and supervision of the mentors will be housed at each school in an established partnership between BBBS, the YWCA and each participating school.

(H) Service learning projects *targets achievement, nutrition and health, ATOD, student/family engagement, and community involvement.* Schools will include a service learning component designed to foster community connections.

(I) Social and Emotional Learning Supports *targets attendance and discipline needs.* Each school will implement a universal (school-wide), research-based program to address the social and emotional learning of students using the Response to Intervention (RTI) framework.

(J) Granting Alternatives to Expulsion and Suspension (GATES) *targets attendance and discipline.* Schools will collaborate with Juvenile Court to provide an alternative to suspension program. The program is an opportunity for students to continue their education despite any behavioral issues that may have otherwise resulted in a suspension or expulsion.

(K) Reconnecting Youth *targets needs of academic failure, school drop-out, ATOD, and discipline/attendance.* Utilizing school and community activities to promote bonding to the school and healthy lifestyle choices, RY contains five modules: introduction to the program, self-esteem enhancement, decision-making, personal control, and interpersonal communication.

(L) Southern Indiana College Access Network *targets need for high school graduation.* The Southern Indiana College Access Network (SICAN) supports a student's ability to access post-secondary education opportunities. The goal of SICAN is to increase the percentage of students who enroll in post-secondary education and to increase the percentage of students who successfully complete post-secondary education.

(M) Coordinated School Health Model: Wellness Plans *targets need for health and nutrition.*

The eight components include: Health Education, Physical Education, Family/Community Involvement; Health Promotion for staff; Healthy School Environment, Counseling, Psychological, and Social Services; Nutrition Services; Health Services; and Physical Education.

(N) School-based on-site physical and dental clinic *targets need for health and nutrition.* Local healthcare providers will staff school-based health clinics. Cedar Hall and Lincoln were renovated (with input from partners) to include space for a comprehensive Health Clinic.

(O) Financial Literacy program *targets underlying issues of poverty impacting all schools.*

Schools will collaborate with partners to identify research-based financial literacy program for parents and community residents.

(P) School social work *will target high suspension rates, absenteeism, ATOD and violence, abuse and neglect.* Social Workers will provide case management and individual, group and family therapy to students/families. Utilizing systems theory, services in school, home, and community will reduce risks (behavioral, emotional, academic, social) by building protective factors.

(Q) Southwestern Counseling/Case management *will target drugs and violence and mental health issues.* Case managers will act as liaisons between school (social workers, teachers, counselors, etc.) and community mental health providers (psychiatrist, therapist). They will provide case management and coordination of student mental health TX plans using a community “wrap around” model.

(R) Specialized social work outreach and linkages *targets mental health and social service needs of ESL population.* An FSCS Social Worker will provide support for students and families for whom English is not their first language.

(S) Even Start Family Literacy *targets need for early intervention and adult education.*

Instruction is provided with emphasis on child development, health issues, nutrition and early steps to literacy. A developmentally appropriate early childhood curriculum stressing language development and rich learning experiences is another important component. Daily interaction time with parents playing, learning with and reading to their young children helps to nurture the role of parents as teachers.

C. How academic, social, and/or health services provided align with and support the school intervention model

This proposal is part of an overall district plan where full-service community schools are at the core. The proposed services will be fully embedded within each school's improvement plan and aligned with school turnaround and restructuring efforts. For the Culver Family Learning Center, services are being provided in partnership with Head Start and are aligned with overall program goals and objectives. These services outlined above support the EVSC strategic plan and school transformation models by assembling community resources to address student needs that have a direct or indirect effect on students' ability to succeed academically. Transformation model components will alter each school's academic environment to create conditions that are the most conducive to student success, while full-service community school elements address basic student and family needs (physical health, mental health, financial literacy, etc.) that impede the education process, thereby giving each student the opportunity to excel in the classroom. Moreover, each of these strategies is research-based and has been linked to increased student achievement (see section 4i).

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Project Narrative

Appendix--Documentation of match

Attachment 1:

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APPENDIX C
NON-FEDERAL MATCH NARRATIVE

Name of Institution/Organization

Evansville Vanderburgh School Corporation

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$285,000	\$285,000	\$285,000	\$285,000	\$285,000	\$1,425,000
2. Fringe Benefits	\$91,200	\$91,200	\$91,200	\$91,200	\$91,200	\$456,000
3. Travel	\$0	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$150,000
5. Supplies	\$59,000	\$59,000	\$59,000	\$59,000	\$59,000	\$295,000
6. Contractual	\$0	\$0	\$0	\$0	\$0	\$0
7. Construction	\$0	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs	\$0	\$0	\$0	\$0	\$0	\$0
11. Training Stipends	\$0	\$0	\$0	\$0	\$0	\$0
12. Total Costs (Lines 9-11)	\$465,200	\$465,200	\$465,200	\$465,200	\$465,200	\$2,326,000

SECTION C – BUDGET NARRATIVE

The following narrative includes only the budget categories where non-federal in-kind services are being allocated.

	YR1	YR2	YR3	YR4	YR5
PERSONNEL	\$285,000	\$285,000	\$285,000	\$285,000	\$285,000
<p>\$25,000-Welborn Baptist Foundation provides funds for two positions in the Center for Family School and Community Partnerships related to health and wellness promotion. Portions of staff time will be devoted to supporting targeted schools.</p> <p>\$50,000-St. Mary's provides funds for a nutritionist and respiratory therapist to provide health and wellness services (e.g., BMI, Blood Pressure Screenings). Portions of staff time will be devoted to supporting targeted schools. St. Mary's also provides staff for the mobile dental clinic.</p> <p>\$100,000-Youth First, Inc. to provide school-based social workers in two buildings.</p> <p>\$50,000-EVSC to provide staff to support the project (e.g., principals, administrative assistants, administrators).</p> <p>\$25,000-Southwestern Healthcare, Inc. to provide case management, on-site counseling and administrative support.</p> <p>\$5,000-Vanderburgh County Juvenile Court to provide staffing support for GATES program.</p> <p>\$30,000-Various community after school and youth development organizations will provide staff support for programs and services at schools, including Boys and Girls Club, YMCA, YMCA, YWCA, Memorial Baptist Church, Patchwork Central, United Neighborhoods of Evansville, Evansville Museum, Children's Museum of Evansville, Junior Achievement, Keep Evansville Beautiful, Carver Community Organization, Boy Scouts, Girl Scouts, IVY Tech, University of Southern Indiana, Tales and Scales, City of Evansville, Evansville Parks/Recreation, and Vanderburgh 4-H.</p>					
FRINGE (32%)	\$91,200	\$91,200	\$91,200	\$91,200	\$91,200
EQUIPMENT	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
<p>\$30,000-EVSC to provide meeting space and technology</p>					
SUPPLIES	\$59,000	\$59,000	\$59,000	\$59,000	\$59,000
<p>\$5,000-Welborn Baptist Foundation, health and wellness materials</p> <p>\$5,000-St. Mary's physical health and dental</p> <p>\$4,000-United Way of Southwestern Indiana Early Childhood Development Coalition, materials and supplies for Book Project</p> <p>\$20,000-EVSC will provide office materials and supplies at the district and school levels.</p> <p>\$25,000-Old National Bank to provide building for Center for Family School and Community Partnerships, including various materials and supplies.</p>					

Project Narrative

Appendix--MOU

Attachment 1:

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APPENDIX B

MEMORANDUM OF UNDERSTANDING AND TIMELINE

Memorandum of Understanding

Evansville Vanderburgh School Corporation and Community Partners

July 1, 2010

The Evansville Vanderburgh School Corporation (EVSC), through the School Community Council (SCC), and in partnership with local community agencies are committed to enhancing and integrating existing resources to meet the unique needs of children and families in the following school communities: the Academy for Innovative Studies (6-12), Cedar Hall Community School (PK-8), Culver Family Learning Center (ages 3-5), Lincoln School (K-8), and McGary Middle School (6-8). Our partnership is committed to supporting these schools as they work to further develop and bring to scale the Full-Service Community School (FSCS) Model and work to fulfill our shared mission of “establishing schools as places of community to enhance youth and family development.” This memorandum of understanding describes the roles each partner will assume, the services and/or resources each one will provide and the desired results and outcomes.

I. Roles and Responsibilities of Partners

We agree to support the EVSC Full-Service Initiative in the following ways:

- Continued membership and active participation in the EVSC FSCS Initiative and School Community Council collaborative
- Maintain previous partnerships with the School Community Council
- Work with other SCC partners in the delivery of coordinated services
- Provide technical assistance, as appropriate, in implementing services
- Provide data necessary for evaluation of this proposal to the local evaluator

- Provide data related to the Government Performance and Results Act Performance Indicators established for the Full Service School Grant Initiative
- Actively work with the EVSC and partners to sustain initiatives
- Continue membership and active participation on the Steering Committee or other SCC subcommittees
- Employ staff as appropriate to achieve grant goals and objectives
- Participate in Site Council Meetings at the targeted schools
- In partnership with the EVSC School Community Council, provide or support afterschool and summer programs at the school sites or in the communities where students attending participating schools reside

II. Services/Resources Provided

All partners commit to implementing, managing, and monitoring the strategies and activities to reach the goals and objectives of this initiative as set forth in the proposal. Specific services are outlined in the grant proposal and summarized in the signature page below.

III. Desired Results/Outcomes (*see proposal for detailed measures*)

Goal #1: *Increase the overall school adjustment and physical, mental, and emotional health of students and their families.*

Objective 1.1 To increase students' academic performance and school readiness

Objective 1.2 To decrease student absences and disruptive behaviors

Objective 1.3 To increase high school graduation rates

Objective 1.4 To increase the physical health of students

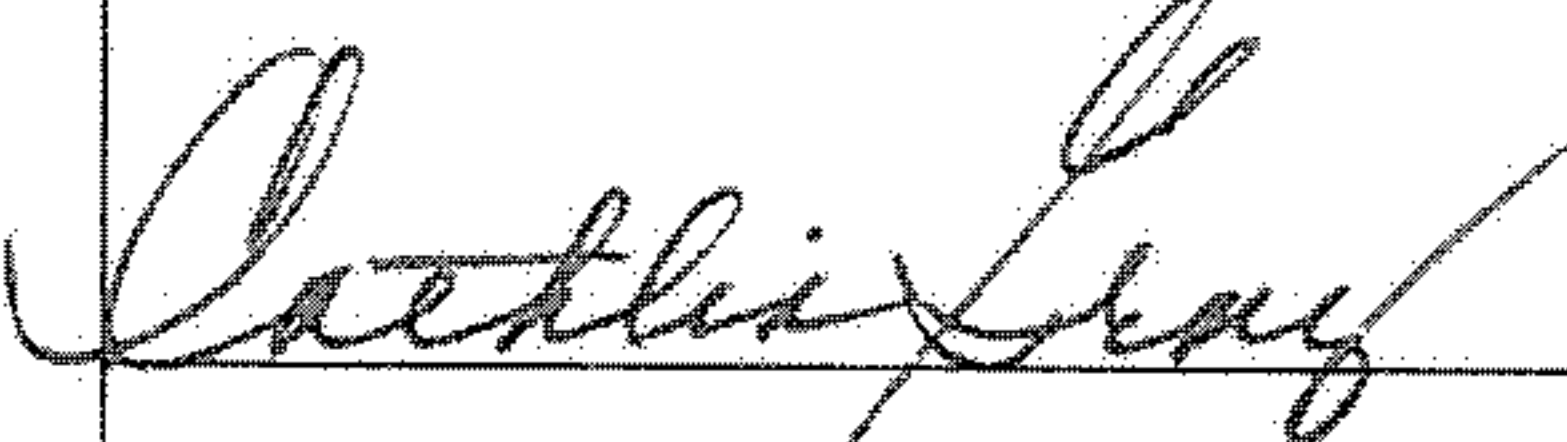
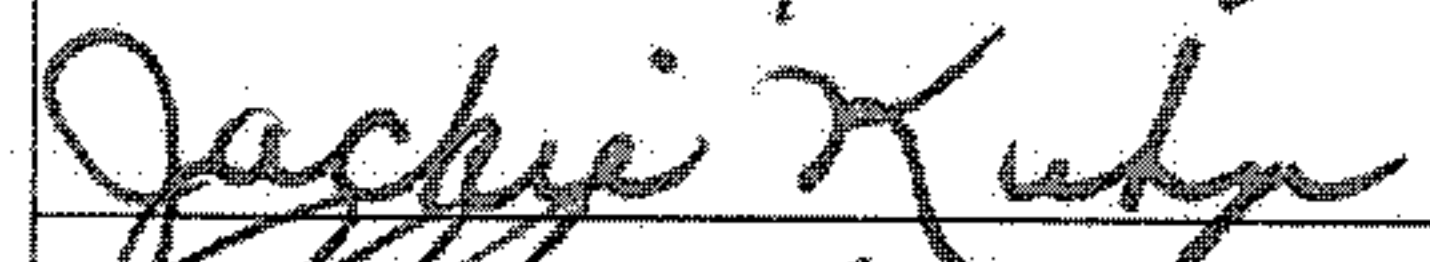
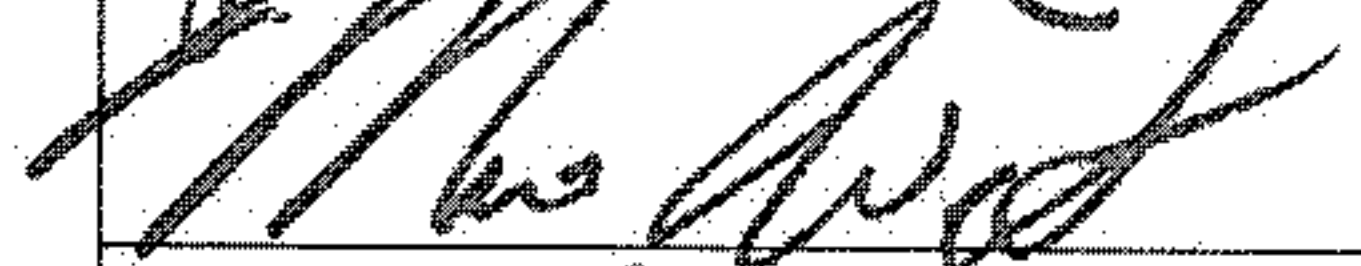


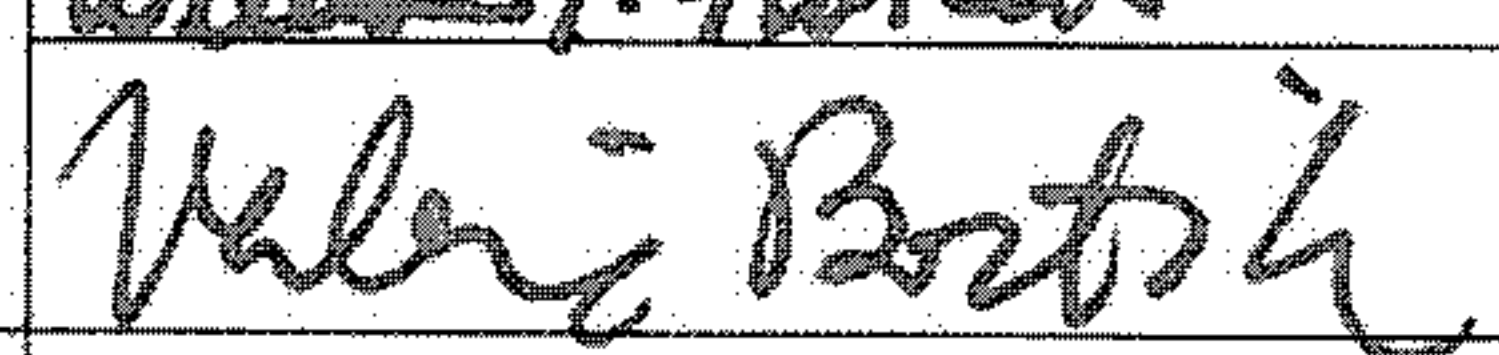

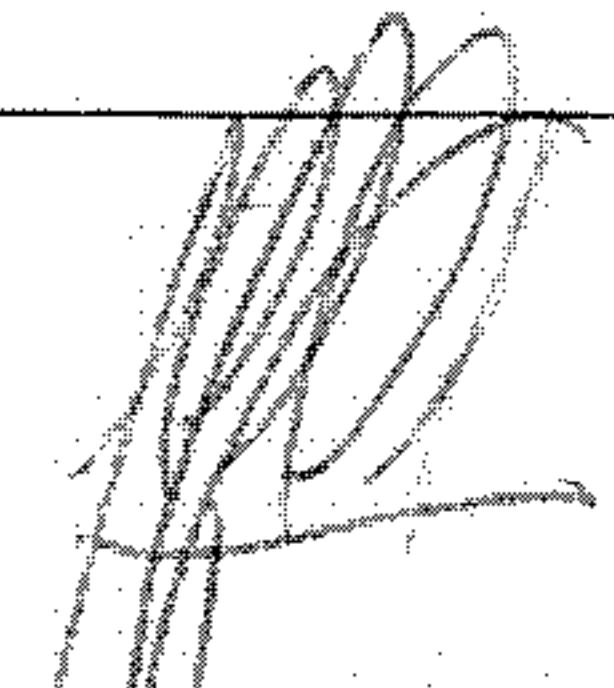
Goal #2: Strengthen bonds between families and children with schools and community by establishing an infrastructure of support that allows and encourages schools and agencies to work together to support children and families.

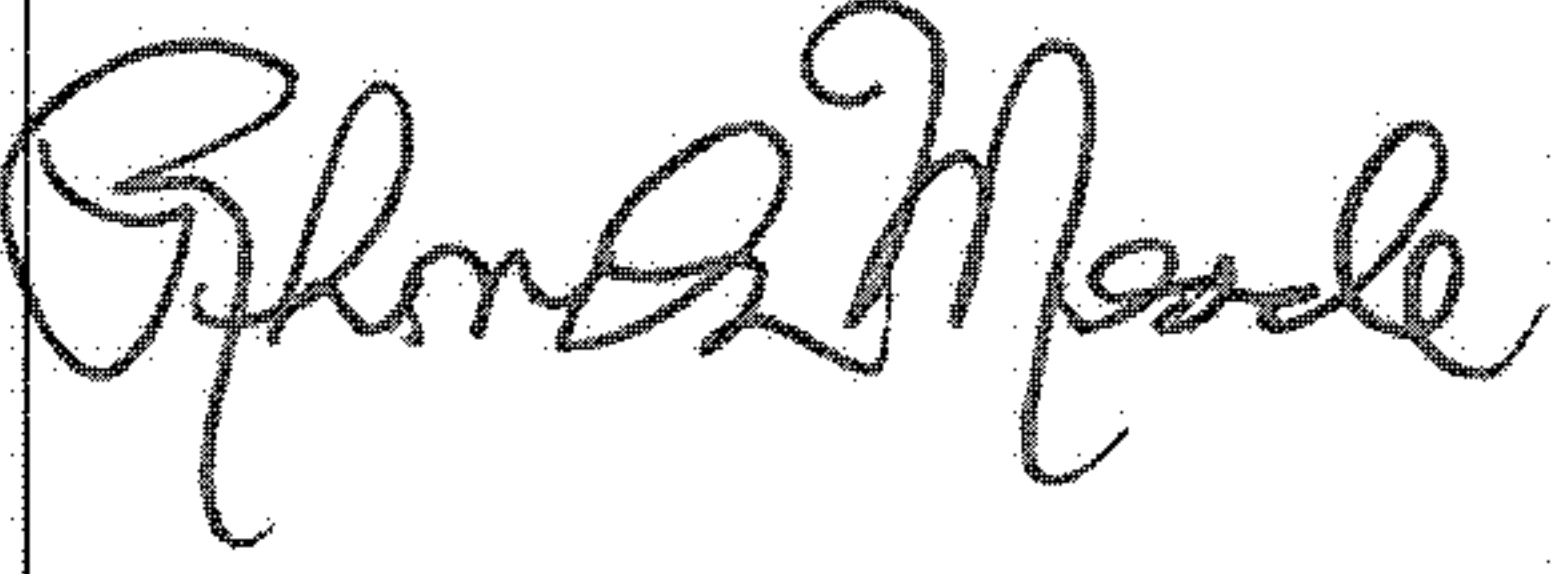
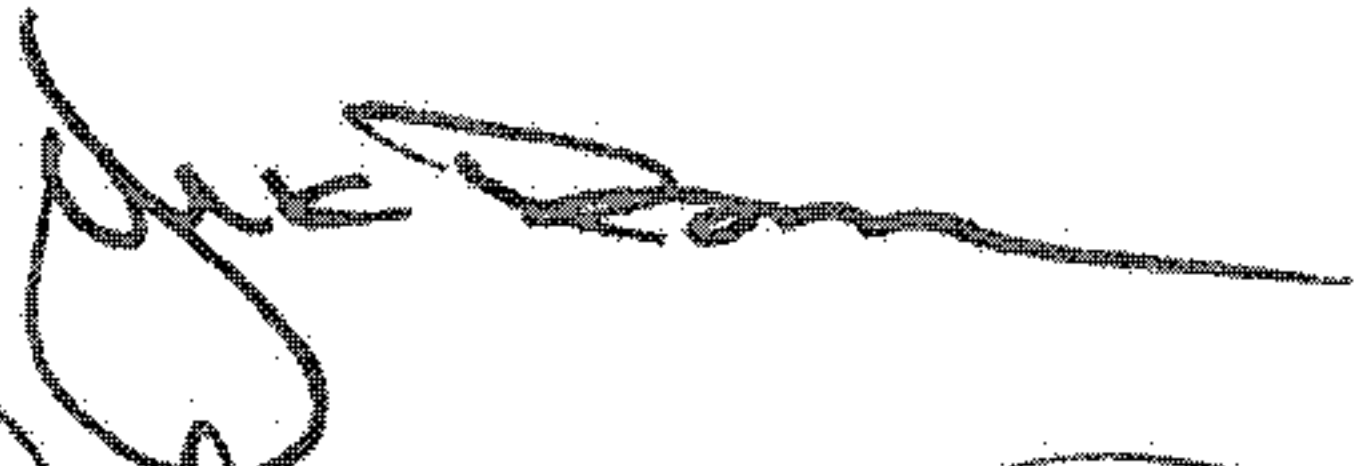
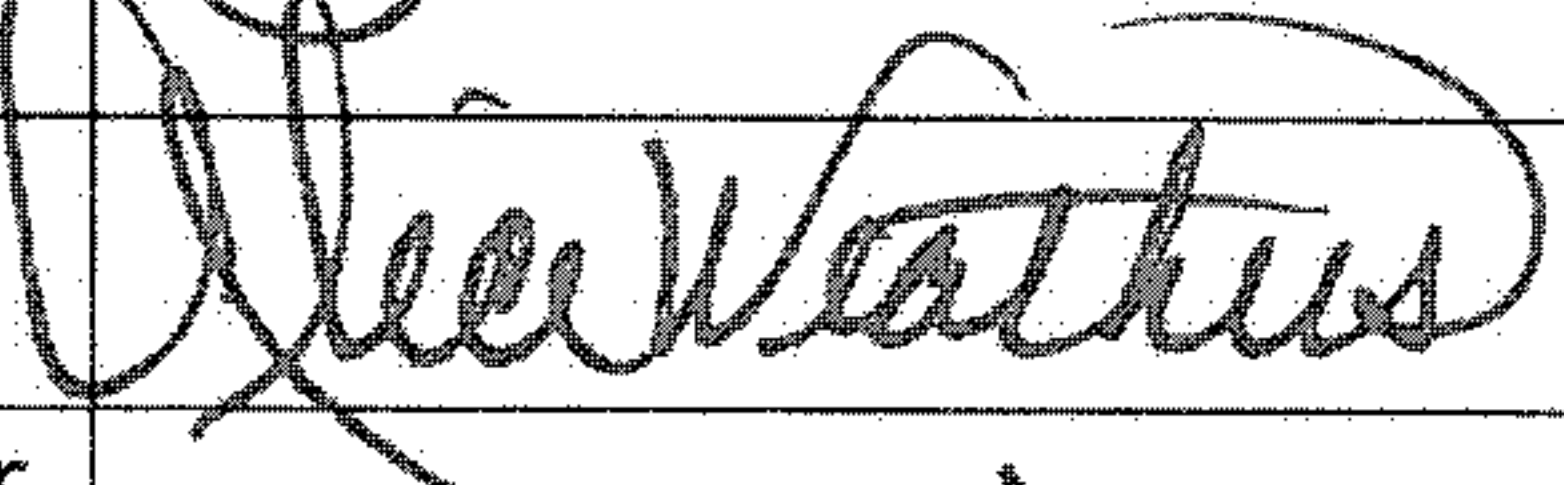
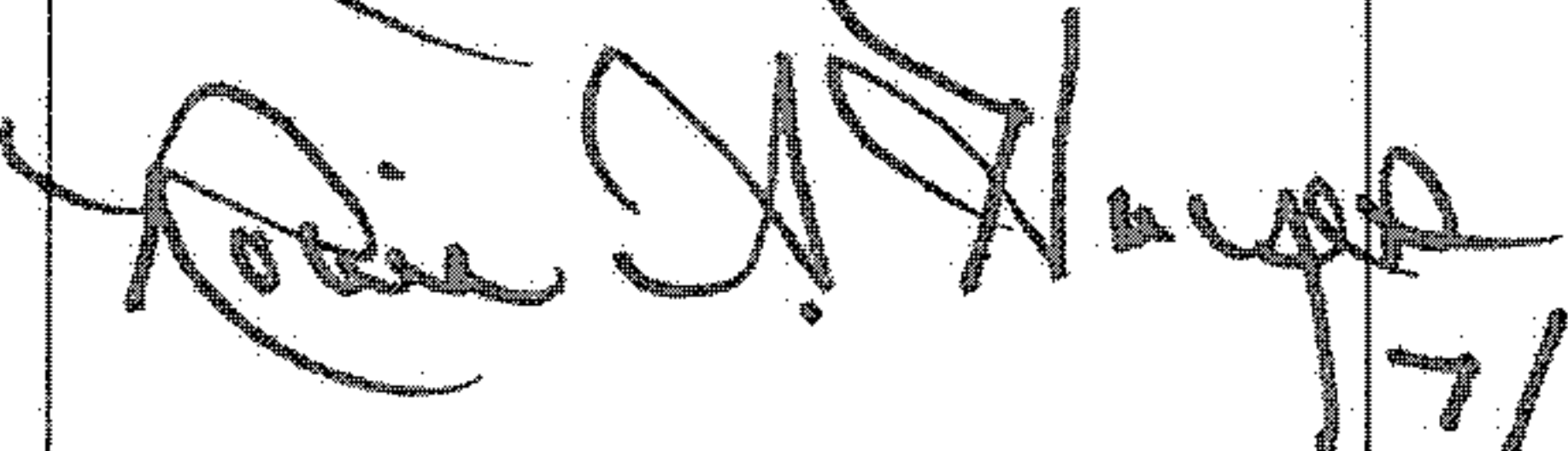
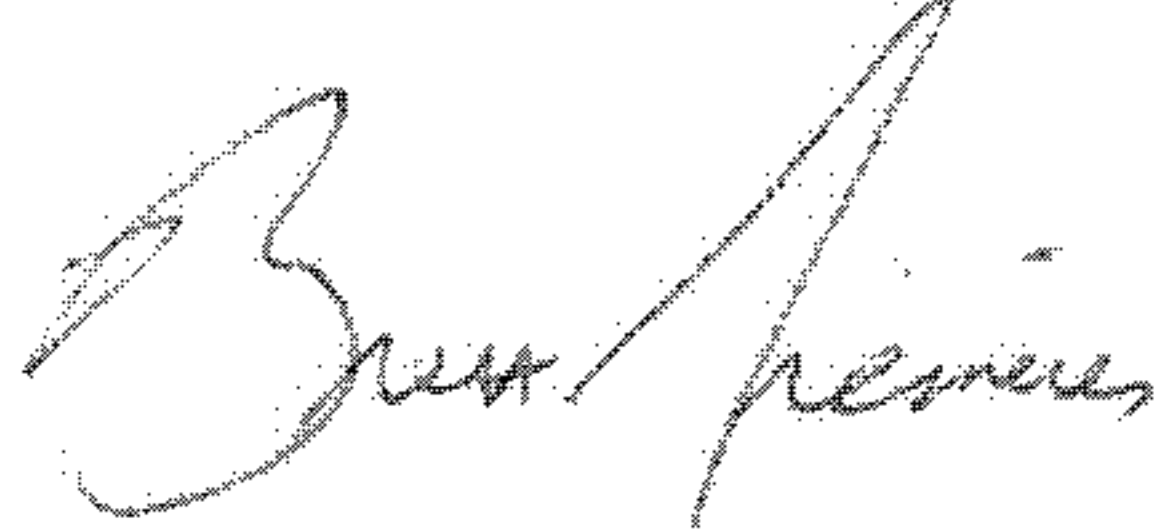
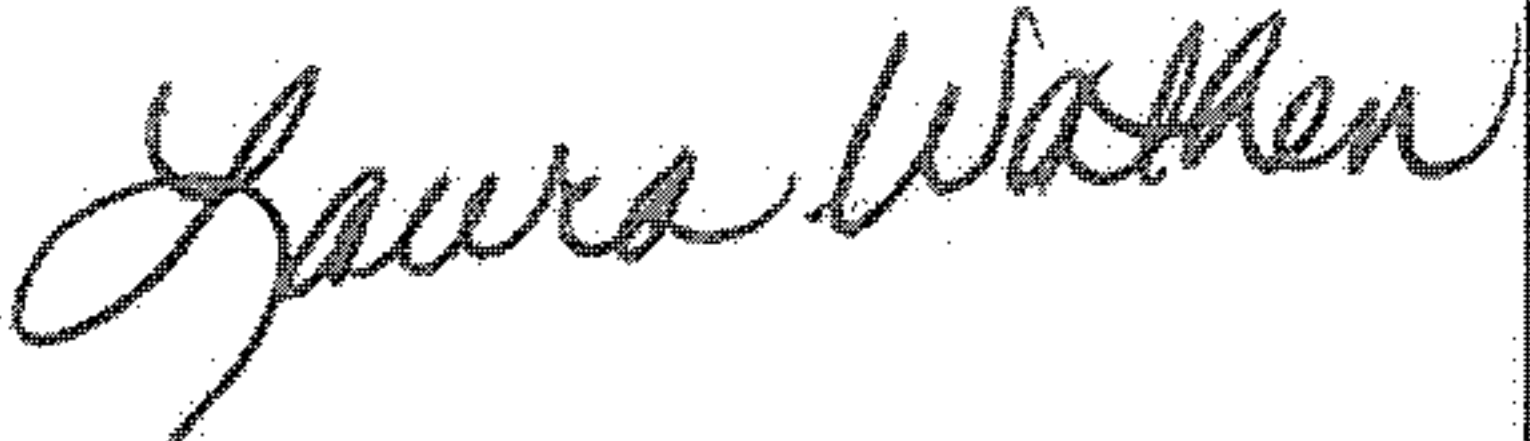
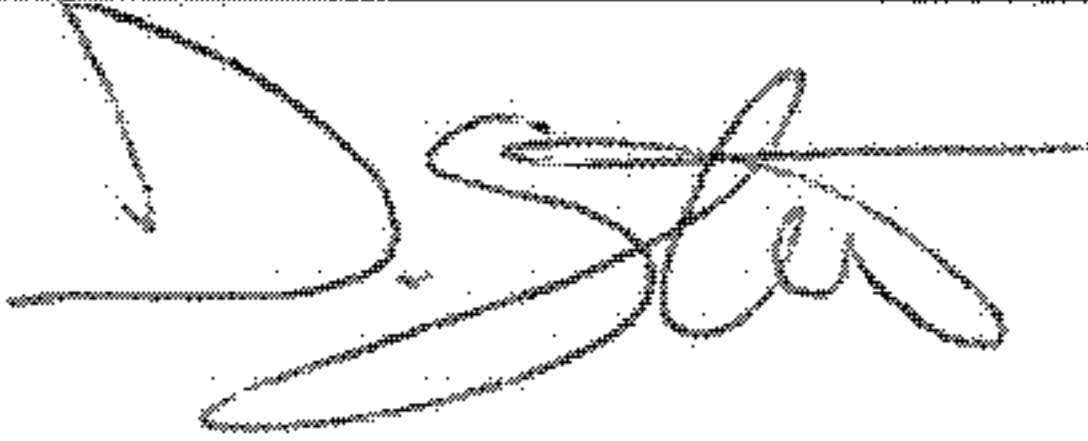

Objective 2.1 (GPRA Indicator) Increase the percentage of individuals targeted for services who receive services


Objective 2.2 To increase student and family engagement

Objective 2.3 To increase student and family protective factors and reduce risk factors associated with school maladjustment

IV. Authorized Signature of Partner

Partner	Services/Resources	Authorized Signature	Date
1. Evansville Vanderburgh School Corporation (EVSC)	Employ full-time FSCS Coordinator; provide school		
2. Cedar Hall Community School	site for programs and		7-19-10
3. Lincoln School	services and work		7-21-10
4. McGary Middle School	collaboratively with		7/19/10
5. Acad. for Innovative Studies	community partners in		7/19/10
6. Culver Family Learning Center	integrating resources.		7/19/10
7. ECHO Community Health Center	School-based health clinics		7/21/2010
8. Hospitality and Outreach for Latin Americans (HOLA)	Education and support for Hispanic families		7/22/10

9. Welborn Baptist Foundation	School based mentoring; HEROES and Coordinated School Health		7/20/10
10. Southwestern Healthcare, Inc.	Case management, mental health services, administrative support		7/16/10
11. CAPE/Head Start	Early childhood education		7/19/10
12. City of Evansville	Parks and recreation summer program, Mayor's Education Roundtable		7/19/10
13. Vanderburgh County Juvenile Court	GATES program		7/22/10
14. Youth First, Inc.	Strengthening Families Program, School social work services, Reconnecting Youth		7-16-10
15. YMCA	Afterschool and summer programs (e.g., YCAP)		7/20/10
16. Carver Community Organization	Experience Corp. (tutoring and mentoring), afterschool programming (tennis, music, etc.)		7-20/10

17. 4-H/Purdue Extension	Professor Popcorn and youth development programs		7-19-10
18. Boys and Girls Club	Smart Moves afterschool program, extended afterschool hours		7/19/10
19. Big Brothers/Big Sisters	School-based mentoring		7/19/10
20. United Way of Southwestern Indiana	Early Childhood Development Coalition		7/19/10
21. Boy Scouts of America	Afterschool Scouting		7-16-10
22. Girl Scouts of Raintree Council	Afterschool Scouting	 CEO	7-21-10
23. Ivy Tech Community College	Summer Bike Program/Summer Safety Academy, careers and community service, etc.		7.19.10
24. Lampion Center	School social work services		7/16/10
25. St. Mary's Outreach	Asthma camp, Nutrition programs, Dental outreach and education, afterschool programs, health and first aid, etc.		7/22/10

26. Evansville Vanderburgh Public Library	Summer reading program, afterschool programming, Parent education	<i>Melissa Davis</i> EVPL	7/21/10
27. University of Southern Indiana	Student tutoring and afterschool programs, College Mentors for Kids		7/21/10
28. University of Evansville	Student tutoring and afterschool programs, Reading Aces		
29. Tales and Scales	Afterschool music story telling programs, summer camps, art, theatre, music, etc.		7/19/10
30. Patchwork Central	Afterschool and summer programming, crafts, tutoring, art, etc.		7/21/10
31. Memorial Baptist Church	Afterschool and summer gardening program	Carolyn Carter on behalf of Rev. Adrian Brooks	7/21/10
32. United Neighborhoods of Evansville	Afterschool and summer programming, community service, environment, etc.	 President	7/22/10

33. YWCA	Afterschool programs, mentoring, tutoring, Live Y'ers	<i>Courtney Edwards</i>	7/16/10
34. Evansville Museum of Arts, History and Science	Afterschool program for 3 rd grade, art and science	<i>Stephanie Schubert</i>	7/24/10
35. Evansville Children's Museum	Afterschool and summer programs, science, engineering, etc.	<i>Paul W. Turner</i>	7/19/10
36. Old National Bank	Facilities: family engagement and college access center	<i>Condolee Richard on behalf of Bob Jones</i>	7-16-10
37. Junior Achievement	Afterschool and summer programs, business, entrepreneurship, etc.	<i>Cathy Brandman</i>	7-22-10
38. Keep Evansville Beautiful	Afterschool and summer programs, environmental, anti-litter, community service.	<i>Anna M. Egan</i>	7-20-10
39. Evansville Police Department	Officer Friendly Program; Police Liaison Officers	<i>Tom Kemp</i>	7/22/10
40. Division of Family Resources	Coordination of public assistance and family assistance programs	<i>Susan B. Coles</i>	7/22/10

APPENDIX B

MEMORANDUM OF UNDERSTANDING AND TIMELINE

Timeline/Milestones for the EVSC Full-Service School Initiative	
YEAR ONE: PLANNING/IMPLEMENTATION	
<i>September, 2010</i>	<ul style="list-style-type: none"> ▪ Notification of grant award; advertise positions; begin interviews ▪ Site Councils begin monthly meetings; review grant goals and objectives and plan implementation at school sites ▪ Training and grant orientation provided to school staff via faculty meeting ▪ SCC Steering and Evaluation Committees meet; Evaluation Committee to meet monthly to review data as available.
<i>October/November, 2010</i>	<ul style="list-style-type: none"> ▪ FSCS Project Director, Coordinators, Admin. Assistant, and Special Services SW hired; ▪ Contracts finalized/signed with evaluation consultants, family engagement technical assistance providers, full-service community school technical assistance providers, and Youth First, Inc.. Contracts with afterschool providers begin to be finalized, but ongoing throughout the year. ▪ After Herrera et al. (2008). school programs begin at Academy, Lincoln, Cedar Hall, and McGary. Sites will provide programs based on student needs and state standards. Other enrichment programs will also be provided in partnership with community organizations.
<i>December, 2010</i>	<ul style="list-style-type: none"> ▪ Training begins for all FSCS positions ▪ Family engagement parent/school workgroup begins ▪ Sam Redding provides technical assistance for plan ▪ Planning meetings begin for Financial Literacy Programs ▪ Planning meetings held for School-based Health Clinics mental health services ▪ Training held for Reconnecting Youth and Strengthening Families ▪ Evaluators finalize logic model and evaluation plan for all activities (as of this date) ▪ Evaluation Plan presented to the University of Evansville's Institutional Review Board ▪ School social workers, specialized social worker, mental health case managers trained in data collection procedures. Services begin as positions are hired and trained.
<i>January, 2011</i>	<ul style="list-style-type: none"> ▪ Reconnecting Youth offered at the Academy for Innovative Studies ▪ FSCS Training and Technical Assistance provided; outreach to other communities and training conducted ▪ Planning begins for summer programs
<i>February, 2011</i>	<ul style="list-style-type: none"> ▪ Strengthening Families Programs provided at schools ▪ Response to Intervention mapping of all programs and services completed ▪ Training in Perceptual Control Theory provided

<i>March, 2011</i>	<ul style="list-style-type: none"> ▪ FSCS Training and Technical Assistance
<i>April, 2011</i>	<ul style="list-style-type: none"> ▪ Family engagement plan developed and submitted to EVSC Board ▪ Contracts signed for summer programs ▪ Formalize policy and procedures for school-based health clinics ▪ Financial Literacy program/strategy identified and plan for implementation developed
<i>May, 2011</i>	<ul style="list-style-type: none"> ▪ Evaluators revise logic model and evaluation plan to include new strategies/activities (note: evaluation plan will be updated as planning unfolds; evaluators will participate in planning meetings to ensure alignment with grant goals and objectives) ▪ Evaluation Plan presented to the University of Evansville's Institutional Review Board
<i>June/July 2011</i>	<ul style="list-style-type: none"> ▪ Summer programs begin ▪ Finalize Evaluation Report (including GPRA reporting as required)
YEAR TWO-FIVE: IMPLEMENTATION	
<i>August to July</i>	<ul style="list-style-type: none"> ▪ All programs implemented as proposed in Section A: Program Design ▪ Site Councils meet monthly ▪ Family engagement activities begin ▪ Evaluation Committee and Steering Committee meet to monitor progress toward grant goals

Project Narrative

Appendix--Resumes of Key Personnel

Attachment 1:

Title: **Appendix A --Resumes of Key Personnel** Pages: **47** Uploaded File: **APPENDIX A_resumes of key personnel_updated July 23, 2010.pdf**

**APPENDIX A
RESUMES OF KEY PERSONNEL**

Selected Resumes of Key Personnel	
Personnel	Position/Organization
Dr. Vince Bertram	Superintendent, Evansville Vanderburgh School Corporation
Dr. Cathy Gray	Associate Superintendent of Family, School and Community Partnership, Evansville Vanderburgh School Corporation
David Dimmett	Chief Academic Officer, Office of Academic Affairs, Evansville Vanderburgh School Corporation
Valerie Bostick	Director of Early Childhood Education, Evansville Vanderburgh School Corporation
Chanelle Ragland	Director, Southern Indiana College Access Network
Emily McCormick	Director Professional Development, Evansville Vanderburgh School Corporation
Dr. Susan McDowell-Riley	Associate Superintendent, Office of Performance, Research, and Assessment, Evansville Vanderburgh School Corporation
Dr. Dan Diehl	President, Evaluation Consultant, Diehl Evaluation and Consulting Services, Inc.
Dr. Charles Watson	Evaluation Consultant, Chair Dept. of Education, University of Evansville

*As discussed in the grant application, a significant number of other personnel (e.g., principals, school staff) and community partners (outlined in the MOU) will be actively involved in this initiative. Given that this proposal is linked to the overall EVSC strategic plan, selected resumes include key personnel who will support implementation of the project. Full-service community school positions proposed in this grant include new positions based on the qualifications identified in the grant.

VINCE M. BERTRAM

(b)(6)

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Office: (812) 435-8399

SUMMARY OF QUALIFICATIONS

- Currently the chief executive officer for Indiana's third-largest school corporation with nearly 23,000 students in 39 schools, 3,300 employees, and an annual budget exceeding \$240 million
- Professional work experience: 19 years
- Managerial and executive experience: 14 years

EDUCATION

- **Doctor of Education** ▪ Ball State University ▪ Educational Administration Supervision
- **Specialist in Education** ▪ Ball State University ▪ School Superintendent
- **Master of Education** ▪ Harvard University ▪ Education Policy and Management
- **Master of Arts in Education** ▪ Ball State University ▪ Educational Administration
- **Bachelor of Science** ▪ Ball State University ▪ Secondary Education
- **Chicago Management Institute** ▪ University of Chicago ▪ Booth School of Business
- **Executive Certificate in Strategy and Innovation** ▪ MIT ▪ Sloan School of Management (Complete - June, 2010)

CREDENTIALS

- **Superintendent's License** ▪ State of Indiana (No. 953600)
- **Professionalized Teacher's License** ▪ State of Indiana (No. 658504)

PROFESSIONAL EXPERIENCE

Evansville Vanderburgh School Corporation ▪ Evansville, IN
Superintendent/Chief Executive Officer

2007 – Present

Selected Organizational Accomplishments

- Developed and implemented comprehensive strategic plan encompassing five core focus areas: early childhood education; state-of-the art technology; professional development; innovative school models; and family, school, and community partnerships
- Collaborated with the Evansville Teachers Association to design and implement Equity Schools model to improve chronically underperforming schools. Equity Schools includes a longer school year, longer school day, intensive professional development, removal of ineffective teachers and principals, and enhanced compensation
- Developed and implemented several innovative school models to expand school choice
 - EVSC Virtual Academy
 - New Tech Academy for Innovation and Entrepreneurship
 - Randall T. Shepard Academy for Law and Social Justice
 - Helfrich Park STEM Academy
 - Early College High School
 - Academy for Innovative Studies
- Implemented one-to-one high school student laptop computer program (7,200 units)

- Developed leadership development program with Brown University
- Introduced three early childhood education centers
- Introduced the Southwest Indiana College Access Network (SICAN)
- Successfully negotiated collective bargaining agreements with all labor groups
- Conducted over 400 community forums
- Created the EVSC Center for Family, School, and Community Partnerships
- Introduced four school-based health clinics in neighborhood K-8 schools
- Created the Office of Performance, Assessment, and Research
- Implemented Performance Management Program
- Implemented the Superintendent's Business Council which includes 32 C/P/EVP level executives
- Implemented the Superintendent's Labor Council with representatives from all regional labor groups
- Implemented a Cooperative Purchasing Organization with city-county government, Catholic schools, charter schools, independent schools, and 70 other agencies
- Created the EVSC Technology and Innovation Center
- Implemented district's first MBE/WBE policy
- Implemented Lean process to eliminate waste and improve efficiencies
- Reduced operating costs by nearly \$13 million while averting teacher layoffs and loss of student programs
- Improved general fund cash balance position by 35%
- Increased Rainy Day Fund from \$66.87 to over \$6.5 million
- Increased percentage of general fund resources to the classroom from 58% to 73%
- Led a successful (70.1% to 29.9%) \$149 million referendum campaign for school construction and renovations
- Created the EVSC Foundation (Revenue: \$1,060,000)
- Increased United Way Pacesetter corporate giving by 50.8%

Lafayette School Corporation ▪ Lafayette, Indiana

2001 – 2007

Assistant Superintendent (2006 – 07)

- Student Enrollment: 7,450; Employees: 1,100
- Supervised secondary education program
- Developed public relations and marketing plan
- Implemented on-line employee application system
- Served as district media spokesperson
- Negotiated certified staff collective bargaining agreements
- Directed teacher internship program
- Supervised health services, school counselors, and media specialists

Director of Personnel and Marketing (2003 – 06)

- Directed all personnel functions of the corporation
- Developed and implemented district marketing plan
- Represented school board in collective bargaining
- Served as the district's media spokesperson
- Helped lead the passage of a community referendum (73% to 27%)

Principal ▪ Lafayette Jefferson High School (2001 – 06)

- Student Enrollment: 2,350; Employees: 268
- Developed and implemented Build the Future strategic plan
- Raised over \$13 million in private contributions
- Developed and implemented academic academies
- Expanded alternative education program
- Implemented Indiana's first Early College program with Ivy Tech Community College of Indiana
- Implemented wireless and handheld technology plan
- Initiated a comprehensive ELL program
- Developed over 180 business and university partnerships
- Implemented Project Lead the Way
- Implemented a student-run credit union, retail spirit shop, and catering company
- Increased parental involvement
- Featured as a model school at the 2005 Indiana High School Summit
- Received the Outstanding Successful High School award

Hamilton Heights School Corporation ▪ Arcadia, Indiana **1996 – 2001**
Principal ▪ Hamilton Heights High School (1998 – 2001)

- Engaged parents through Parent Connect program
- Selected as a "Breaking Ranks" model school
- Successfully implemented trimester scheduling
- Developed a special education FOCUS program
- Recognized by the State of Indiana for school improvement

Assistant Principal/Athletic Director (1996 – 1998)

- Developed State recognized gender equity program
- Eliminated a \$38k athletic department structural budget deficit

Metropolitan School District of Steuben County ▪ Angola, Indiana **1992 – 1996**
Teacher and Head Basketball Coach ▪ Angola High School

- Honored in *Who's Who Among America's Teachers*
- Taught health and physical education
- Served as a consultant for school districts on teaching within the block schedule
- Served on the block scheduling steering committee
- Northeast Corner Conference champions for the first time in school history (11-0)
- NECC tournament champions
- Two consecutive years with winning seasons at every level of the program
- Back-to-back winning seasons for first time in 14 years

Caston School Corporation ▪ Fulton, Indiana **1991 – 1992**
Teacher and Head Basketball Coach ▪ Caston High School

- Honored in *Who's Who Among America's Teachers*
- Taught health and substance abuse
- Logansport sectional and Culver Holiday Tournament Champions
- Recorded fifth best record in school history
- Named area *Coach of the Year*

Ball State University ▪ Muncie, Indiana **1989 – 1991**
Assistant Men's Basketball Coach

- Mid-American Conference Champions
- *USA Today* Top 25 Ranking
- Advanced to the NCAA Tournament Sweet 16 (1990)
- Participated in the post-season NIT (1991)
- Two-year record: 47-17

Indiana Wesleyan University ▪ Marion, Indiana **2003 – 2006**
Adjunct Professor of Education

- Educational Psychology; Assessment and Learning
- The Development of K-12 Education in the United States
- Integrating Diversity Perspectives in Education

NATIONAL, STATE, AND LOCAL LEADERSHIP

Board of Directors, Advisory Councils, and Committees

- Advance Illinois National Advisory Council
- Ball State University Teachers College Alumni Board of Directors
- Buffalo Trace Council of Boy Scouts of America Board of Directors
- Children's Museum of Evansville Wisdom Council
- Evansville's Diversity Lecture Series Board of Governors

- Evansville’s Education Roundtable (Co-Chair with Mayor)
- EVSC Foundation Board of Directors
- Harvard Graduate School of Education Admissions Ambassador
- Indiana Department of Education Transition Team Executive Committee (2008)
- Indiana Dual Credit Advisory Council
- Indiana Education Roundtable
- Indiana Mentoring Partnership (Co-Chair)
- Indiana State Parent Teachers Association Board of Managers (2008 – 09)
- Indiana State School Music Association Board of Directors
- Indiana Superintendent of Public Instruction’s Study Council
- Institute for Global Enterprise in Indiana Advisory Board
- Junior Achievement of Southwest Indiana Board of Directors
- Leadership Evansville Board of Directors
- NAACP Indiana Education Summit (Co-Host, 2009)
- National Council for National Honor Society (2005–2007; Chairman, 2006 – 07)
- Purdue University’s Dean of the School of Education National Search Committee (2003)
- Search Committee for Provost and Vice-President of Academic Affairs – University of Southern Indiana (2009)
- Signature Charter School Foundation Board of Directors
- Southwest Indiana Chamber of Commerce Board of Directors
- Southwest Indiana Regional Economic Summit Advisory Board (2008)
- WFYI Television External Editorial Board
- Youth Resources, Inc. Board of Directors

MEMBERSHIPS

- American Association of School Administrators
- Association for Supervision and Curriculum Development
- Evansville Rotary Club
- Indiana Association of Public School Superintendents
- National Association for the Advancement of Colored People

SELECTED PROFESSIONAL DEVELOPMENT ACTIVITIES

- Understanding and Solving Complex Business Problems, MIT (2010)
- Developing and Managing a Successful Technology Strategy, MIT (2010)
- Building, Leading, and Sustaining the Innovative Organization, MIT (2009)
- Learning Leadership Cadre Institute, Brown University (2009)
- Leadership Evansville’s Community Leadership Program (2008)
- Closing the Achievement Gap Institute, Harvard University (2007)
- National Institute for Urban School Leaders, Harvard University (2006)
- Accelerated Learning: Shaping Public Policy to Serve Underrepresented Youth (2006)
- Redesigning American High Schools Institute, Harvard University (2005)
- *There’s No Such Thing As Business Ethics* Workshop with Dr. John Maxwell (2004)
- National Business and Education Conference (2002, 2003)
- Charleston School of Protocol and Etiquette (2002)

SELECTED PRESENTATIONS AND SPEECHES

- Bertram, V.M. (2010, April). *Innovative leadership*. Keynote address to Old National Bancorp's executive leadership retreat, Evansville, IN
- Bertram, V.M. (2010, April). *District leadership and collaboration at scale*. Plenary session at the National Coalition for Community Schools National Conference, Philadelphia, PA
- Bertram, V.M. (2010, March). *Innovative leadership*. Presentation to the doctoral program at Indiana State University, Terre Haute, IN
- Bertram, V.M. (2010, March). Keynote address for Leadership Evansville's Celebration of Leadership program, Evansville, IN
- Bertram, V.M., Hartz, D. (2010, March). *Collaborative district and union leadership*. Presentation at the Priority Schools Conference, National Education Association, New York, NY
- Bertram, V.M. (2010, January). *Leaders developing leaders*. Keynote address to the East Central Indiana superintendent's study council, Muncie, IN
- Bertram, V.M., Becker, S., Chaudion, D., Weinzapfel, J. (2009, November). *Transforming the educational landscape through community, business, and school partnerships*. Center for Excellence in Leadership and Learning state conference – Indiana's Future: Bold Choices. Better Schools, Indianapolis, IN
- Bertram, V.M. (2009, October). Keynote address for the Evansville Estate and Financial Planning Council, Evansville, IN
- Bertram, V.M. (2009, August). Keynote address for the Institute for Global Enterprise Executive Speakers Series, University of Evansville
- Bertram, V.M. (2009, July). Keynote address for the University of Southern Indiana's Distinguished Speakers Series, Evansville, IN
- Bertram, V.M. (2009, May). Luncheon speaker for the Evansville-Area Human Resources Association, Evansville, IN
- Bertram, V.M. (2009, April). Keynote address at scholarship awards banquet for Whirlpool Corporation, Evansville, IN
- Bertram, V.M. (2009, April). *Collaborating to build communities*. Commencement address to the Southwest Indiana Labor Council, Evansville, IN
- Bertram, V.M. (2009, January). *Martin Luther King Jr. as an Educator*. Address to the New Hope Baptist Church Martin Luther King, Jr. Celebration, Evansville, IN
- Bertram, V.M. (2008, November). *Collaborating to build communities*. Commencement address to the Southwest Indiana Law Enforcement Academy, Evansville, IN
- Bertram, V.M. (2008, September). *Education and economic development*. Presentation to the Evansville Rotary Club, Evansville, IN
- Bertram, V.M. (2008, September). *Building an education community*. Keynote address at the 10th anniversary of Evansville's Joshua Academy charter school, Evansville, IN
- Bertram, V.M. (2008, August). *Collaboration counts*. Keynote address at the ECHO Pediatrics Center dedication, ECHO Community Healthcare Center, Evansville, IN
- Bertram, V.M. (2008, July). Commencement address for the Electrical Workers Union Apprenticeship program, Evansville, IN
- Bertram, V.M. (2008, June). *Collaborating to build communities*. Keynote address to the Evansville Ministerial Association annual meeting, Evansville, IN
- Bertram, V.M. (2008, May). Plenary Superintendent's Panel: National Conference for the Coalition of Community Schools, Portland, OR
- Bertram, V.M. (2008, May). *Developing organizational capacity*. Presentation at the National Conference for the Coalition of Community Schools, Portland, OR
- Bertram, V.M. (2008, April). Keynote address to the Evansville Youth Coalition Hall of Fame Banquet, Evansville, IN

- Bertram, V.M. (2008, April). *The significance of teaching*. Keynote address at the University of Evansville School of Education annual awards banquet, Evansville, IN
- Bertram, V.M. (2008, January). *The power of teaching*. Keynote address at the University of Southern Indiana School of Education, Evansville, IN
- Bertram, V.M. (2007, September). *Education and economic development*. Presentation to the Evansville Rotary Club, Evansville, IN
- Bertram, V.M. (2007, August). *Building bridges*. Keynote address to the faculty of Ivy Tech Community College of Indiana, Evansville, IN
- Bertram, V.M. (2006, December). *The perverseness of poverty: A descriptive analysis of student performance by income strata*. Paper presented at the Harvard Graduate School of Education Policy Research Conference, Cambridge, MA
- Bertram, V.M. (2006, June). *High school redesign*. Video presentation for the Indiana Principal's Leadership Academy, Indianapolis, IN
- Bertram, V.M. (2004, February). *Realizing a vision through alumni and community resources*. Presentation at the National Association of Secondary School Principal's Conference, Orlando, FL
- Bertram, V.M. (2003, November). *Ethics in the principalship*. Presentation at the Indiana Association of School Principals State Conference, Indianapolis, IN

PUBLICATIONS AND DOCTORAL DISSERTATION

- Bertram, V.M. Jackson, M. (2008, December). Community collaboration. *Indiana School Boards Association Journal*.
- Bertram, V.M. (2006, May). *Dual credit in Indiana high schools: A comprehensive study of opportunities and barriers*. Ball State University, Muncie, IN ©2006
- Bertram, V.M. (2006, March). Lafayette Jefferson and Ivy Tech team up to offer students early college. *Indianagram*, 8, 4 12.
- Bertram, V.M. (2005, March). Jefferson's PEFCU@School. *Indianagram*, 7, 1-2.
- Bertram, V.M. (2004). Reinventing a school. *Principal Leadership*. February, 38-42.
- Bertram, V.M. (2003, May). Providing effective leadership is more challenging than ever. *Indianagram*, 5, 1-2.

CONSULTING AND EXTERNAL ACCREDITATION

- Efficient and effective facility design for Indiana schools – Consultant (2009). Ball State University
- North Central Accreditation Team Chair: Hamilton Southeastern High School; Fishers High School; West Central High School; Western High School

HONORS AND AWARDS

- *Community Collaboration Award* (2009): Leadership Evansville's Celebration of Leadership, Evansville, IN
- *Lifetime Membership Award* (2009): Indiana Congress for Parents and Teachers, Inc, Indianapolis, IN
- *Community Leadership Award* (2008): City-County Human Relations Commission, Evansville, IN
- *Intellectual Contribution – Faculty Tribute Award* (2007): Harvard Graduate School of Education
- *Indiana Principal of the Year for District IV* (2003): Presented by the Indiana Association of School Principals
- *Honorary Diploma* (2002): Presented by Lafayette Jefferson High School
- *Vision Award* (2000): Presented by the Indiana Citizen's for Sports Equity
- *Who's Who Among America's Teachers* (1993, 1995)
- *Who's Who Among America's Professionals* (2000, 2003, 2005)
- *Men's Basketball Coach of the Year* (1992): Presented by the Logansport *Pharos-Tribune*
- *Outstanding Community Service Award* (1986): Presented by the Blue River Valley Optimist Club

Cathlin S. Gray, Ph.D.

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Education

Doctor of Philosophy Degree, Indiana State University, 2006
Educational Specialist Degree, Indiana State University, 2000
Masters of Education Degree, Indiana State University, 1990
Bachelors of Education Degree, University of Southern Indiana, 1985

Licensure

Superintendent and School Administrator's License
Teaching License - Kindergarten through sixth grade

Professional Experience

Associate Superintendent, Family, School, and Community Partnerships

Responsibilities include:

- Administration of over 20 million dollars in federal and state grant programs, including but not limited to, the 21st Century Community Learning Center's Grant, Safe Schools Healthy Students Grant, Grant to Reduce Alcohol Abuse, Welborn Baptist Foundation Grant, Title V, Carol White Physical Education Grant, INSIG, American Lung, and Safe Haven.
- Serving as the Co-Project Director for the EVSC School Community Council – a collaboration of over 70 community organizations
- EVSC United Way Campaign
- Supervision and support to principals, Special Education, Psychological Services, Health Services and Student Services
- Coordinating the following areas of the school district's Strategic Agenda: Early Childhood Education, Family Support Services, Student Support Services, Coordinated School Health Services, After School and Summer Enrichment Programs, Southern Indiana College Access Network and Community Outreach Services

Adjunct Faculty Professor, University of Southern Indiana, Department of Education, from August 2000 to present

Responsibilities include:

- Teaching classes in community relations, elementary curriculum, multi-cultural education and early childhood development

Assistant Superintendent, Federal Projects, Evansville Vanderburgh School Corporation, from June 2003 to 2006

Responsibilities included:

- Administration of grant programs, including but not limited to, the 21st Century Community Learning Center's Grant, Safe Schools Healthy Students Grant, Grant to Reduce Alcohol Abuse, Welborn Baptist Foundation Grant and Title I, Title V, and Safe Haven
- Serving as the Co-Project Director for the School Community Council
- Working with the minority community, teachers and administrators to develop strategies to "Close the Achievement Gap."
- Supervision and support to principals, Special Education, Psychological Services, Health Services and Student Services

Supervisor of Staff Development, Evansville Vanderburgh School Corporation, from August 2000 to May 2003

Responsibilities included:

- Supervising staff development for all schools in the corporation, managing grant programs and overseeing the federal Title I program

Principal, Cedar Hall Elementary School, Evansville Vanderburgh School Corporation, from June 1994 to July 2000

Responsibilities included:

- Providing instructional leadership to a K-5 Title I elementary school which developed the first full-service school program in the district

Kindergarten Teacher, Evansville Vanderburgh School Corporation, from August 1988 to June 1994

Responsibilities included:

- Providing classroom instruction to students in a full-day kindergarten classroom

Invited Presentations

April, 2010 – Presentation on Financing Community Schools at the National Coalition for Community Schools Conference in Philadelphia

May, 2009 – Presentation on Family, School, and Community Partnerships at Indiana's Response to Intervention Conference in Indianapolis, Indiana

April, 2009 – Presentation at the Coalition for Community Schools Learning Lab in Lincoln, Nebraska

May, 2008 – Invited panelist at a regional forum on community collaboration in Montreal, Canada

April, 2008 – Presentations on community collaboration at the Coalition for Community Schools National Forum in Portland, Oregon - Presentations included: “Building Smart Education Systems”, “Financing”, and “Examples of Community Collaboration.”

October, 2007 – Panelist during plenary session discussing systemic approaches to sustainability, Presented at the “Every School a Community School – Driving Systemic Change” conference in New York City, New York

March, 2007 – Co-presented on the Early Childhood Coalition and the process for building the Coalition at the 16th Annual National Conference on Family Literacy – Orlando, Florida

November, 2006 – Presentation - The Blending of Resources to Support School-Community Collaboration, Communities Aligned Toward Children’s Health Conference, Indianapolis, Indiana

June, 2006 – Presentation on School Community Collaboration at the National Communities in Schools Conference, Washington, DC

December, 2005 – Co-presented at the National Community Education Conference – *Community Education: Gateway to Strong Diverse Communities*, St. Louis, Missouri

December, 2005 – Presented on a panel to non-public school educators on effective collaboration in Evansville between non-public school educators and public schools, Indianapolis, IN

August, 2005 – Presentation on School Community Collaboration to Four Communities Collaboration in Anderson, IN

June, 2005 – United Way Regional Conference, *Strategic Community Partnerships: New Paths, New Opportunities*, in Indianapolis, IN

May, 2005 – Co-facilitated Indiana Mental Health Summit in Indianapolis, IN

April, 2005 – Co-facilitated presentation at a regional meeting of the Community Education Foundation on School Community Collaboration in Chicago, Illinois

April, 2005 – St. Mary’s Hospital Board of Directors – Presentation on the Evansville Vanderburgh School Corporation School Community Council

March, 2005 – Co-facilitated presentation at the National Coalition for Community Schools Conference on School Community Collaboration in Chicago, Illinois

June, 2004 – Indiana Urban School Superintendent’s Conference– *Win-Win: School Community Collaborations*, in Indianapolis, Indiana

June, 2004 – All American City Awards in Washington D.C. – Part of delegation that presented information on community collaboration

November, 2004 – Annual Public Education Network Conference on Schools and Community –
Taking Community Schools to Scale: Vision, Courage and Capacity

Publications

Blank, M., Berg, A., & Melaville, A., (2006), *Growing Community School: The Role of Cross-Boundary Leadership*, Coalition for Community Schools
(Work of the School Community Council included in this publication)

Dryfoos, J., & Quinn, J., (2005). *New Directions for Youth Development*, Jossey Bass. Chapter 7, pg. 65

Community Involvement

- Habitat for Humanity Community Project
- United Way of Southwestern Indiana Board of Directors
- United Way of Southwestern Indiana Executive Committee
- Early Childhood Development Coalition Board – (Vice Chair)
- YMCA Board of Directors
- St. Mary’s Hospital Foundation Board of Directors
- Mayor’s Education Roundtable
- Mayor’s Commission on Homelessness -Chairperson of Discharge Planning
- Bill Goodling National Foundation Advisory Board for Even Start
- National Coalition for Community Schools – Steering Committee

Awards and Recognitions

2008 - Heart of St. Vincent “Caring for Kids” Honoree

2008 – Athena Award Winner

2008 – Leadership Evansville – Individual Award in Education

2005 – Finalist for the Athena Award

2003 – Leadership Evansville Business and Education Award

2002 – Finalist for the Athena Award

2000 – Westside Improvement Association Community Service Award

1999 - University of Southern Indiana Distinguished Alumni Award

1997 – Courier and Press Outstanding Principal of the Year

1998 – National Milken Educator Award

1996 – Youth as Resources Hall of Fame Award

Professional Work Experiences

- Serve as the Evansville team leader on a Communities of Practice study group conducted by the Nemour Foundation - 2010
- Served on a district Quality Assurance Team for AdvanceEd in October of 2009

- Served on the Indiana Department of Education Monitoring Team for the monitoring of state No Child Left Behind implementation
- Participated in Cognitive Coaching Training
- Worked with the Schlechty Center and served as the EVSC district facilitator
- Invited to attend and participate in a summit in Sacramento, California, networking meeting on school community collaboration – sponsored by the Coalition for Community Schools and the Stuart Foundation

Professional Meetings attended in 2006 - 2008

- October 20, 2008 attended *One Plan, RTI Conference*, Chicago, IL
- June 18-19, 2008 attended *Urban Victories: Making a Difference for Students*, Indianapolis, IN
- November 1-3, 2007 – attended *Closing the Achievement Gap – Linking Families, Schools, and Communities through Complementary Learning*, Harvard Graduate School of Education, Boston, Massachusetts
- October 16-18, 2007 – attended “*Every School a Community School – Driving Systemic Change.*” New York City, New York
- June 7, 2007, attended *The Indiana Summit on Equity and Educational Partnerships*, Indianapolis, Indiana
- June 12-13, 2007, participated with “*The Urban Initiatives Affinity Group*” networking meeting in Washington D.C.
- June 26, 2007, attended “*21st Century Community Learning Centers Meeting*” in Indianapolis, Indiana
- July 9-10, 2007, participated in the “*Ready Schools Summer Conference*” in Indianapolis, Indiana
- January 30th – February 1st, 2007 – Attended Coordinated School Health Leadership Institute in Kalamazoo, Michigan with Leadership team
- January 31st – February 2nd, 2006 – Attended Coordinated School Health Leadership Institute in Kalamazoo, Michigan with EVSC Leadership Team

Professional Organizations

- *ASCD*
- Leadership Evansville
- Phi Delta Kappa
- Evansville Area Reading Council
- ANEW
- Indiana Staff Development Council
- Coalition for Community School Urban Infinity Network

David L. Dimmett

(b)(6)

david.dimmett@evsc.k12.in.us

PROFESSIONAL EXPERIENCE

- 2009 – Present Evansville-Vanderburgh School Corporation, Evansville, Indiana
Chief Academic Officer
- Facilitate all curricular and instructional work in the district
 - Coordinate the development and implementation of the Office of Academic Affairs Strategic Plan
 - Identify, develop, and support instructional leaders
 - All areas outlined below under Deputy Chief Academic Officer
- 2008 – 2009 Evansville-Vanderburgh School Corporation, Evansville, Indiana
Deputy Chief Academic Officer
- Coordinate efforts related to K-12 curriculum and instruction
 - Design, deliver, and support professional development of K-12 building principals
 - Coordinate PL221 efforts in all district schools
 - Assist in compiling data and submitting state and federal reports
 - Lead design and delivery of major district initiatives in such areas as Curriculum Mapping, Instructional Coaching, Alternative Education, and Innovative School Models
 - Serve as a liaison on academic and instructional issues between the school corporation and teacher's union
- 2003 – 2008 Evansville-Vanderburgh School Corporation, Evansville, Indiana
Assistant Principal, Harrison High School
- Responsible for all aspects of curriculum, enrollment, standardized testing including ISTEP and Core 40, and compliance with federal and state reports
 - Instrumental in professional development and teacher evaluation, providing ongoing staff training in brain-based teaching and learning, the Socratic Method, differentiation, and inclusion
 - Developed podcasting projects designed to increase communication between all aspects of the Harrison High School community: Student Podlights, Studycasts, and Administrative podcasts
- 2004 – 2008 Oakland City University, Oakland City, Indiana
Adjunct Instructor, MAT Program
- Taught classes for experienced teachers and adults wishing to change careers
 - Taught Building Administration, The Principal and Curriculum Leadership, Psychology of Teaching, Foundational Basis of American Education
- 1995 – 2003 Evansville-Vanderburgh School Corporation, Evansville, Indiana
English Teacher, Reitz High School
- Classes taught: Freshmen Tech Prep and College Prep English, Junior Tech Prep and College Prep English, Senior College Prep English, Advanced Placement English Literature and Composition, Etymology, Mass Media: Film Literature
 - Assistant Activities Director: Open, close, and help maintain facilities for extracurricular events; Help organize supervision and security for events; Distribute and collect funds for games/tournaments; Communicate regularly with coaches, officials, and school administration.
 - Extracurricular Activities: Assistant Speech and Debate Coach, Academic Team Coach, Scholarship Committee, School Improvement Committee, Technology Committee, and Block Scheduling Committee
 - Additional activities: Textbook adoption committee, Developed and operated peer tutoring program

- 1998 – 2000 Indiana University, Bloomington, Indiana
Associate Instructor, Overseas Teaching Projects
- Taught multicultural education classes preparing college juniors and seniors for student teaching experiences in Indiana and several other countries (England, Scotland, Wales, Ireland, Australia, New Zealand, Taiwan, and India)
 - Directly supervised student teachers in numerous elementary, middle, and secondary schools in Indiana, England, and Ireland
 - Served as Administrative Associate Instructor, supervising other Associate Instructors and coordinating, with the director, both the Overseas and American Indian Reservation Projects

ADDITIONAL PROFESSIONAL EXPERIENCE

- 2010 Coalition for Community Schools Presenter, National Forum, Philadelphia, PA
- 2008 – Present C.A.S.T.L.E. (Center for the Advanced Study of Technology Leadership in Education)
- Serving on the advisory board for the nation's only center dedicated to the technology needs of school administrators; based at Iowa State University
- 2008 Indiana Computer Educators – Annual Conference
- Helped present podcasting workshop
- 2006 – 2007 Phi Delta Kappa Chapter 1030 president
- Organized events including school board candidates forum, literacy day participation, Career and Tech Center dinner and tour, Dr. Lowell Rose visit
- 2005 High Schools That Work Summer Conference Presenter, Nashville, Tennessee
- Presented workshop on freshman transition program
- 2000 – Present Conduct Socratic Seminar Training for schools and corporations including EVSC, Warrick County, South Spencer, North Davies, Richland-Bean Blossom
- 2000 Article, "US Student Teachers on Overseas Youth Culture," published in International Education
- 2000 Overseas Practicum for Experience Teachers
- Taught and studied at several Bavarian schools
- 2000 Association of Teacher Educator's Conference Presenter, Orlando, Florida
- Presented paper on overseas youth culture

EDUCATION

- 2007 – Present Indiana University, Bloomington, Indiana, *Ed.D. Educational Leadership and Policy Studies*
- Ed.S. and Superintendent's license anticipated in June 2010
- 2001-2002 Oakland City University, Oakland City, Indiana, *MAT Building Administration*
- 1998-2000 Indiana University, Bloomington, Indiana, *MS Education, Secondary Curriculum and Instruction*
- Emphasis in curriculum writing and assessment as well as popular youth culture
- 1988-1993 Indiana University, Bloomington, Indiana, *BA English, Secondary Education Endorsement*

Valerie A. Bostick

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valerie.bostick@evsc.k12.in.us

Education **National-Louis University, Evanston, IL**
Masters of Arts in Teaching
June 1993

Indiana University, Bloomington, IN
Bachelor of Arts in English and History
May 1985

Certification

Indiana Elementary (Prof.) Grades K-9, Language Arts and Social Studies, 1-9
Illinois Elementary (Life) Grades K-9, Language Arts and Social Studies, 1-9
Applied Control Theory (Level IV; Practicum Facilitator in Training)
Reconnecting Youth Facilitator
Why Try Facilitator

Experience

Director, Early Childhood Education
Evansville Vanderburgh School Corporation, Evansville, IN
July 2009 to present

- Coordinate and monitor all program goals, manage \$1,000,000+ budget, service delivery and evaluation data collection
- Serve as liaison between EVSC departments and community partners
- Supervise start-up of programming
- Supervise Early Childhood Center faculty and staff
- Create and implement full service community school model focusing on early childhood education
- Attain accreditation and/or regulatory compliance with state and national performance standards
- Parent time instructor—Even Start

Project Director

Safe Schools/Healthy Students (SS/HS)
Evansville Vanderburgh School Corporation, Evansville, IN
August 2007 to December 2009

- Coordinate and monitor all program goals, \$8 million budget, service delivery and evaluation data collection related to grant
- Serve as a liaison between EVSC and SS/HS service providers/community partners
- Submit reports to the US Department of Education SS/HS Project Officer

- Identify additional funding and collaborators as a means of sustaining grant activities
- Chair, Program Committee, Early Childhood Development Coalition
- Co-chair, SS/HS Sustainability Subcommittee (facilitated retreat, April 2008)
- Chair, School Community Council Communication Team
- Introduced and coordinated training and 3 practica for Applied Control Theory for Cedar Hall ES, Lincoln ES, Harwood MS, Plaza Park MS, and administrative personnel

Project Coordinator

Grant to Reduce Alcohol Abuse

Evansville Vanderburgh School Corporation, Evansville, IN

June 2006 to October 2007

- Coordinated, reported and monitored all program goals, \$1 million budget, service delivery and evaluation data collection related to grant
- Served as a liaison between EVSC and service providers/community partners

Administrative Primary School Division Head

Evansville Day School, Evansville, IN

July 2002 to June 2006

- Managed daily operations of grades junior-prekindergarten through fourth (20 faculty)
- Supervised four USI School Social Work Interns (2000-2004)
- Facilitated monthly brown bag parenting lunches using *Love and Logic* parenting program
- Instructed primary school hands-on science curriculum, grades 1-5 (1999-2006)

Director

Children's Learning Center of Posey County, Mount Vernon, IN

August 1995 to June 1999

- Implemented start-up and maintained all operational aspects of non-profit child care program at new site (154 capacity, state-licensed)
- Administered \$500,000 Community Block Development Grant
- Authored proposals and procured grant monies of over \$415,000 for learning materials, scholarships, professional development, building expansion and transportation
- Served as Step-Ahead Council Member, Kiwanis Youth Program Chair (2 year perfect attendance award) and 4C's of Evansville Board Member

Director

Central Evanston Child Care, Evanston, IL

September 1993 to July 1995

- Managed daily operations of a large urban child care program (210 capacity, state-licensed)
- Secured funds for at-risk families through 4C's of Evanston

- Implemented Family Partnership Project, a grant-funded program utilizing teachers as mentors to make home visits, model educational learning materials, participate in family social events and provide parenting skill support for at-risk families
- Lead Teacher (infant/toddler, preschool) 1989 to 1993

Volunteer

US Peace Corps, Thailand

July 1985 to October 1987

- Taught MS English as a Second Language and Agriculture (2 years)
- Secured grants to fund school-based fowl-raising project and need-based scholarships
- Fluent in Thai language

Publications

Co-authored nationally distributed NEA/School Social Work Association of America brochure for parents on the role of school social workers (spring 2005)

Co-author, "Tier Two Case Example: Reconnecting Youth." Response to Intervention: A Guide for School Social Workers, Clark, James P. and Alvarez, Michelle E., editors; Oxford University Press 2010

References available upon request

Chanelle Ragland

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QUALIFICATIONS

Accomplished fundraiser and program developer eager to continue education and career growth by securing a position that will utilize my fundraising, program development, and project management capabilities. Exceptional interpersonal communication skills, highly self-motivated, extremely versatile and strong ability to multi-task. Technically proficient in MS Word, PowerPoint, and Excel.

PROFESSIONAL EXPERIENCE

Southwest Indiana College Access Network/SICAN – Evansville, IN

Executive Director

May 2008 -present

- Serve as liaison between the school, the student, the family and community resources
- Provide supportive school success strategies and post-secondary consultation services to at-risk students and families as needed
- Organize and conduct meetings with various community members and key partners regarding the promotion of supportive and successful post-secondary education access for at-risk students and families as needed
- Attend school and community meetings including the Mayor's Education Roundtable meetings related to the promotion of college access for at-risk students and families
- Collect and communicate data and outcomes effectively as part of community outreach, education, and sustainability efforts
- Perform other duties as assigned by Assistant Superintendent of Family, School and Community Partnerships
- Oversee budget and fundraising efforts

Accomplishments

- Developed and established SICAN programs and services
- Created universal tools for all students with SICAN website and SICAN facebook "fan" page
- Increased graduates being served from 42 in cohort 1 to 75 in cohort 2

YMCA of Southwestern Indiana, Inc - Evansville, IN

Community Outreach Director

May 2007 – May 2008

Indiana Tobacco Prevention and Cessation Voice Hub Coordinator

September 2007– May 2008

- Manage annual budget of over \$120,000
- Seek and secure funding to expand and support programs
- Supervise, recruit, select, train, and evaluate volunteers and staff of 7
- Plan, coordinate, supervise, facilitate and implement community outreach programs
- Document and maintain accurate records of all program activities including program cost analysis, program statistics, and schedules of activities.
- Prepare monthly and bi-weekly reports of program activities to respective boards and committees
- Coordinate monthly Outreach Committee meetings
- Provide technical assistance, materials, media, website, and miscellaneous needs and serve as liaison for Southwest Indiana partners for youth counter-marketing program
- Coordinated trainings, workshops and conferences for ITPC Southwest Indiana partners
- Collaborate and establish strong working relationships with schools and community agencies

Accomplishments

- Secured \$120,000 grant from Indiana Tobacco Prevention and Cessation Agency
- Increased from 3 to 6 schools served within 6 months
- Expanded outreach programming into Warrick County within 6 months

Evansville Convention and Visitors Bureau – Evansville, IN

September 2006 – April 2007

Sales Executive – Multicultural Affairs

- Promoted and increased awareness of diversity and cultural heritage of Evansville region
- Increased regional share of multicultural events via generation of new convention leads
- Assisted hotels and convention center in reserving future room nights by generating leads and making sales calls
- Created partnerships with ethnic organizations to promote important dates, cultural festivals and events
- Acted as a liaison for the Bureau in local civic and multicultural relations
- Assisted community/marketing in the development and implementation of minority marketing strategies
- Met with qualified meeting planners and to showcase Evansville

Accomplishments

- Developed 2007-2008 Multicultural Guide
- Created tour route and script for downtown Evansville

YMCA of Southern Indiana - Jeffersonville, IN

Community Outreach Director

2003 – August 2006

Indiana Tobacco Prevention and Cessation Voice Hub Coordinator

September 2004 – August 2006

- Researched and secured funding through grants and foundations
- Managed budget and grant awards in addition to program evaluation and reporting requirements
- Provided technical assistance as liaison to state for Southeast Indiana partners for youth counter-marketing program materials, media, website, and miscellaneous needs
- Worked with executive staff to develop new programs and long range plans
- Supervised, recruited, selected, trained, and evaluated volunteers and staff
- Coordinated trainings, workshops and conferences
- Established relationships and collaborated with schools, public housing and community agencies

Accomplishments

- Converted position in 2002 to full-time position by 2004
- Secured \$400,000 in grant funds
- Created and successfully implemented youth outreach programs
- Created the YMCA of Southern Indiana Community Outreach department
- Established the Community Outreach Advisory Committee

Community Action of Southern Indiana - Jeffersonville, IN

2002 - 2004

Program Coordinator

- Managed budget, accounting records and program evaluation according to grant guidelines
- Created mini-grant application and work with team to select qualified applicants
- Supervised grant recipient programs
- Facilitated and provided support services for the Minority Tobacco Prevention and Cessation Coalition
- Developed and sustained collaborative relationships within the community
- Taught tobacco education and cessation programs in the community
- Advocated for Smoke Free Ordinance through legislature and local government

Accomplishments

- Secured \$50,000 in funding for 2004-2005
- Created grant application

Indiana University Southeast - New Albany, IN

2004

Research Assistant

- Researched, evaluated, and monitored strategies to promote change and develop communities
- Conducted needs assessment study for community organizations, schools and low income housing

New Albany Housing Authority - New Albany, IN 2004 - 2005
Youth Outreach Coordinator

- Provided individual guidance and community resources to at-risk youth
- Monitored participants' progress working with law enforcement, schools and social service agencies

Regional Youth Services - Jeffersonville, IN 2001-2002
Case Coordinator

- Worked with juvenile delinquents referred through probation for reunification and improved behavior
- Worked with schools, judges, probation officers and community organizations to provide services to meet the needs of the youth and their families
- Assisted with treatment planning using Multi-systemic Therapy goal setting for intervention, prevention, behavior modification, and life-skills
- Monitored youth and family interaction and activities

Childplace - Jeffersonville, IN 2000 - 2001
Resident Counselor

- Empowered young women to be self-sufficient
- Assisted girls with prenatal care, crisis intervention and taught conflict resolution
- Monitored and documented residents' daily activities and medication
- Created newsletter and initiated community resource booklet

McCormack Baron Management Services, Inc. - Louisville, KY 1998 - 2000
Property Manager

- Audited and verified Section 42 Tax Credit apartment files to assure compliance
- Maintained payroll, accounts receivable, and accounts payable for property
- Completed documentation for Section 8 program
- Supervised staff and maintenance of property on daily basis
- Negotiated contracts, constructed variance reports, and occupancy reports
- Computed annual household incomes including asset verification for residents of 150 units

Accomplishments

- Successfully managed annual budget of \$150,000
- Maintained 98% occupancy by working with and assisting residents

EDUCATION

Indiana University Southeast - New Albany, IN 2001
Bachelor of Arts, Sociology

University of Southern Indiana - Evansville, IN 2010
Master of Social Work

INTERNSHIPS

Doe-Anderson Advertising Agency - Louisville, KY 2001

- Exposed to Account Management, Media, Public Relations, Intermedia
- Analyzed Website
- Researched new business prospects

CERTIFICATIONS

- Indiana University School of Philanthropy Fundraising For Small Nonprofits
- YMCA: Community Development – Principles and Processes
- YMCA: Supervision
- YMCA: Principles of Youth Work – Working With Teens

ACTIVITIES

- Board of Public Works, City of Evansville
 - United Way
 - Holly's House, Executive Committee, 2nd Vice Chair
 - Dollars for Scholars
 - College Success Coalition, Chairman, Southwest Indiana
 - Give Back Tri-State Board of Directors
 - Leadership Evansville
 - Warrick County Substance Abuse Council
 - Reviewed Request For Proposals for Indiana Tobacco Prevention and Cessation Agency
 - Former Chair – Floyd County Alcohol, Tobacco and Other Drugs Task Force
 - Former Secretary – Clark County Youth Coalition
 - Attended grant writing, drug prevention, and youth worker workshops and trainings regularly
 - Participated in community grant review committees
 - Summer Youth Program teacher and camp counselor
 - Greater Clark County Schools Equity and Diversity Committee
-

PRESENTATIONS AND CONFERENCES

- Old National Bank Summer Academy – July 2008, July 2010
- Communities in Schools Conference – April 2010
- Indiana Dropout Prevention Conference – September 2009
- 2009 Multicultural Student Summit – August 2009
- Leadership Learning Cadre, EVSC and Brown University – July 2009 to present
- UE Women's Professional Development Luncheon Series – February 2009

Emily Smith-McCormick

(b)(6)

Email: emily.smith-mccormick@evsc.k12.in.us

Education

1993-1997 BS of Education, Special Education/ Elementary Education, University of Evansville
2001-2004 MS of Education, School Counseling, Western Kentucky University
2007-2008 School Administration Licensure Program, Oakland City University

Employment

2009-Present Director of Professional Development, Evansville Vanderburgh School Corporation
Collaborates as part of district leadership team to forecast trends and determine long-term planning for EVSC; Responsible for Title II budget development, alignment, and monitoring for the district; Consults with school and district personnel to improve, advance, and increase the breath, depth, scope, and variety of professional development opportunities; Uses specialized data analysis techniques for developing strategies to maintain project and program relevance within highly complex situations including co-development and facilitation of the EQUITY Professional Development Academy; Supervises cohort of achievement, data, and professional development coaches and coordinates EVSC coaching model; Serves as liaison between district and colleges, universities, grant providers, non-public schools, and local, regional, and state public education agencies to coordinate efforts to improve teacher quality ranging from pre-service teachers to veteran classroom practitioners.

2008-2009 Supervisor of Title I, Evansville Vanderburgh School Corporation
Responsible for implementing and monitoring No Child Left Behind (NCLB) guidelines and regulations as they relate to Title I compliance; Developed and monitored procedures for each Title I school to maintain compliance with NCLB requirements for review each year by the Indiana Department of Education; Provided Title I budget development, alignment, and monitoring to assist 14 Title I schools with purchasing and implementing research-based instructional materials; hiring additional staff, and supporting parent involvement activities; Provided Professional development to support the approved instructional programs funded by Title I; Planned and implemented non-public Title I tutoring programs for qualifying students at participating non-public schools

2004-2008 Curriculum Facilitator, Fairlawn Elementary
Planned and facilitated professional development opportunities for teachers based on comprehensive needs assessment; Utilized reflective coaching to model instruction and mentor staff in use of research-based practices; Led collaborative decision making and vertical and horizontal instructional planning during weekly team meetings

2002-2004 Teacher Trainer, SINE Summer Four Block Academy I and II
Developed unit of study utilizing Balanced Literacy framework and Indiana Academic Standards Modeled instruction with students; Presented research and strategies through discussion and coaching for 75 participants from 9 county area

1997-2004 Teacher, West Terrace Elementary

Susan McDowell Riley, Ph.D.

(b)(6)

Work: 812-435-8300
susan.mcdowell@evsc.k12.in.us

PROFESSIONAL CAREER PROFILE

Results-focused, quality-driven professional with numerous experiences in working with youth, families, and school staff, demonstrating consistent achievement of program objectives, strong leadership skills, and dedication to organizational goals.

CURRENT POSITION:

Assistant Superintendent for Performance, Assessment & Research 2007-present
Evansville Vanderburgh School Corporation

RELEVANT EXPERIENCE:

Director of Psychological Services & Testing, Evansville Vanderburgh School Corporation 1990 – 2008

Directly supervised all standardized assessment programs as well as school psychologists, secretaries, consultants and interns in the Office of Psychological Services & Testing. Responsibilities included interviewing, hiring, and training employees; planning, assigning, and directing work; evaluating performance; holding staff meetings; addressing complaints and resolving problems.

- Supervised, coordinated and monitored EVSC standardized testing programs including: SAT, ACT, ISTEP+, Core 40 End-of-Course Assessment, DIBELS, Acuity, and High Ability
- Analyzed standardized test results and prepared reports regarding test results.
- Gathered and interpreted system-wide statistics related to standardized testing, including AYP & PL 221 information.
- Supervised school psychology program, ensuring compliance with state and federal laws.
- Conducted comprehensive psychological evaluations of students with suspected learning, emotional, or behavioral difficulties.
- Screened all psychological information of students moving into Vanderburgh County for compliance with federal regulations.
- Supervised 504 process.
- Coordinated Crisis Teams and provided crisis intervention.
- Coordinated and trained EVSC School Education Intervention Teams.
- Evaluated, supervised, and provided professional development for school psychologists.
- Developed and conducted professional development programs for EVSC staff.
- Served as liaison between the EVSC and community agencies.

Supervisor of Psychological Services, Evansville Vanderburgh School Corporation 7/83 – 6/90

School Psychologist, Evansville Vanderburgh School Corporation 9/82 – 6/83

School Psychologist Intern, Evansville Vanderburgh School Corporation 9/81 – 6/82

Teacher of Mild Mentally Handicapped, Evansville Vanderburgh School Corporation 9/74 – 6/80

CERTIFICATIONS/LICENSURE:

- Elementary Principal, Indiana Department of Education
- Director of Special Education, Indiana Department of Education
- Director of Pupil Personnel Services, Indiana Department of Education
- Certified School Psychologist, Indiana Department of Education
- Indiana Elementary Education Teaching License
- Indiana Special Education (Mental Handicapped, Learning Disabled) Teaching License
- Licensed Psychologist, Indiana, License #20040186
- Health Service Provider in Indiana, License #20040186
- Council for the National Register of Health Service Providers, Certificate #40763

PROFESSIONAL INVOLVEMENT:

- Indiana Department of Education Testing Advisory Council (Appointment is made by the Indiana Superintendent of Public Instruction)
- Indiana Association of School Psychologists
- National Association of School Psychologists
- Southwestern Indiana Psychological Association
- Board of Directors, Southwestern Indiana Mental Health Center

EDUCATION:**BALL STATE UNIVERSITY**

Doctor of Philosophy, 1985
School Psychology
Cognates: Research Methodology and Special Education

INDIANA STATE UNIVERSITY

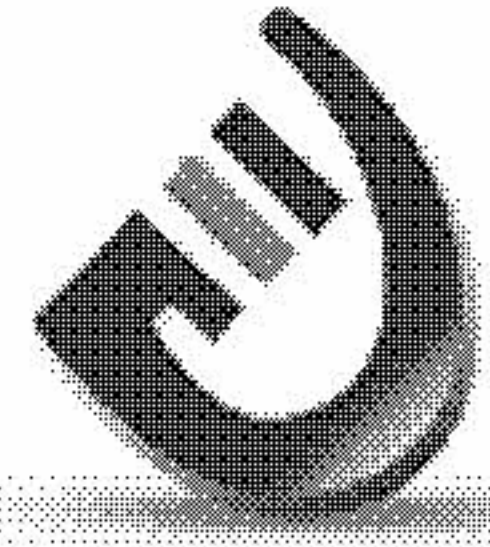
Completed Course Work for Director of Special Education License, 1978

UNIVERSITY OF EVANSVILLE

Master of Arts, 1977
Major: Special Education, Minor: Elementary Education

INDIANA UNIVERSITY

Bachelor of Science, 1974
Major: Elementary Education, Minor: Special Education



Diehl Evaluation and Consulting Services

Dan Diehl, Ph.D., LCSW

123 N.W. Fourth Street, Suite 3, Evansville, IN 47708

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Office: (812) 434-6745

www.diehlconsulting.org

Education

Ph.D. degree received in May of 2003, in Social Work from the University of Louisville and University of Kentucky Ph.D. Program in Social Work.

M.S.W. degree received in August 1998, in Social Work from University of Southern Indiana, Evansville, IN.

M.A. degree received in August 1996, in Applied Experimental Psychology from Western Kentucky University, Bowling Green, KY.

B.A. degree received in May 1994, in Psychology from Western Kentucky University, Bowling Green, KY.

Licensure

Licensed Clinical Social Worker (LCSW), #34004082A, Indiana, September 1999 to present.

Licensed School Social Worker, Indiana, May 2004 to present.

Professional Experience

President, Diehl Evaluation and Consulting Services, Inc, from May of 1995 to present (incorporated May, 2004).

- Diehl Consulting provides a variety of evaluation and consulting services for schools, businesses, and community organizations. Services include: (a) assessment of organizational needs, development of action plans, development of goals and objectives, along with creation of an evaluation design/protocol; (b) ongoing technical assistance to monitor progress toward goals and objectives and use of quantitative and qualitative data to drive decision-making; (c) grant writing (federal, state, and local funding sources); (d) consultation in community education and development of youth programs (after-school, summer, specialized services, etc.); (e) training in a variety of areas. Topics may include, but are not limited to: evaluation design, data analysis,

school-community partnerships, community organization, community education, facilitative leadership, motivating change, behavior management with children and adolescents, youth development, and staff team building/communication; and (f) statistical analyses of existing data, and preparation of evaluation reports, along with development of data tracking systems and database management.

Director/Evaluator: 21st Century Community Learning Centers, Evansville-Vanderburgh School Corporation, from August 2000 to November, 2005.

- Responsibilities included administration of extended day and summer programs, including program development, implementation, evaluation, grant writing, along with the supervision of school social workers.

Adjunct Faculty member, University of Southern Indiana, Department of Social Work, from January 2001 to 2004.

- Responsibilities include part-time teaching opportunities in graduate research, social work practice evaluation, and child and adolescent social work practice courses.

Outpatient Child/Adolescent Therapist, Mulberry Psychological and Counseling Associates, St. Mary's Medical Center: Welborn Campus, from July 1999 to January 2002.

- Responsibilities included outpatient individual, group, and family therapy with children and adolescents ranging in age from 2 to 18. Therapy and education focused on a variety of issues including, but not limited to: depression, anxiety disorders, crisis intervention, anger management, conflict resolution, communication skills, trauma, grief, and problem-solving. Further responsibilities include program development and evaluation, school and community consultations, as well as facilitating challenge therapy initiatives. Developed and facilitated PRIDE, an intensive outpatient therapy program for children ages 5 to 12 years old.

Therapist II, Child and Adolescent Services, St. Mary's Medical Center: Welborn Campus, Mulberry Center's Child and Adolescent unit, from November of 1997 to June, 1999.

- Responsibilities included individual, group, and family therapy with children and adolescents ranging in age from 3 to 18. Therapy and education focused on a variety of issues including, but not limited to: play therapy, crisis intervention, anger management, conflict resolution, communication skills, trauma, grief, and problem-solving. Also, case management and discharge planning with caseworkers, parents, and schools were among these responsibilities. Further responsibilities included supervision of interns, program development, evaluation, staff education through in-services, conducting MIT's (Multi Impact Therapy) with families, as well as facilitating challenge therapy initiatives.

Selected Research Experience/Contractual Work

Evaluation Specialist, National Center for Mental Health Promotion and Youth Violence Prevention: Safe Schools/healthy Students Initiative, October, 2008 to 2010.

Principal Investigator, Safe Schools/Healthy Students Grant (federal grant), Perry Central Community School Corporation, 2009 to present.

Principal Investigator, Safe Schools/Healthy Students Grant (federal grant), Metropolitan School District of Mount Vernon, 2008 to present.

Principal Investigator, 21st Century Community Learning Centers Programs (local 21st CCLC grants in Indiana), 2002 to present.

Technical Assistance Provider, Indiana Department of Education 21st CCLC. Partnership with McREL to provide statewide technical assistance to 21st CCLC grantees, 2007 to present.

State Evaluators, Mathematics and Science Partnership Grant (state/federal grant), Indiana Department of Education, 2006 to 2009.

Principal Investigator, Health Marriage Demonstration Grant (federal grant), Community Marriage Builders, 2006 to present.

Principal Investigator, Early Childhood Development Coalition, United Way of Southwestern Indiana, 2007 to present.

Principal Investigator, 21st Century Community Learning Centers Programs (2 federal and 3 state grants), Murdock Elementary and Austin Learning Center, 2007 to present.

Principal Investigator, 21st Century Community Learning Centers Programs (2 federal and 3 state grants), Evansville-Vanderburgh School Corporation, 2000 to present.

Principal Investigator, Safe Schools/Healthy Students Grant (federal grant), Evansville-Vanderburgh School Corporation, 2005 to present (Note: grant ends September 2009).

Principal Investigator, Grant to Reduce Alcohol Abuse (federal grant), Youth First, Inc. and Evansville-Vanderburgh School Corporation, 2005 to present (Note: Grant ends December 2009).

Program Evaluations: Life Skills Program, Strengthening Families, Reconnecting Youth, TEENPOWER, School Social Work, Project Success, Adventure Based Challenge, Social Norming Campaign, Youth First, 2000 to present.

Evaluation of the School Community Council. Report submitted to the Evansville-Vanderburgh School Corporation, June 2003.

Evaluation of a Community School Model of Social Work, In partial fulfillment of a Ph.D. The purpose of the dissertation was to evaluate an innovative model of social work services in the schools, 2003.

Factors Influencing the Effectiveness of a Full-Service School, In fulfillment of a Research Practicum under the direction of Dr. Andy Frey, Spring 2002 to Fall 2002.

Effects of After-School Programming on School Adjustment, In fulfillment of an Independent Study under the direction of Dr. Ruth Huber, Fall 2002.

Statewide study designed to develop a model of Comprehensive School Reform, from August 1999 to 2003.

Independent research project regarding children's occupational aspirations under the direction of Dr. Elizabeth Lemerise from September of 1993 to 1995.

Research Assistant, Child Development Laboratory, Western Kentucky University, under supervision of Dr. Elizabeth Lemerise from January of 1993 to May of 1994. Responsibilities included participation in the development of videotaped stimuli depicting provocation situations, conducting individual and group peer assessment interviews, and administration of an information processing interview.

Teaching Experience

Paradigms in Clinical Social Work Practice (MSW program), University of Southern Indiana, Fall 2003.

Child & Adolescent Social Work Practice (MSW program), University of Southern Indiana, Spring 2001.

Social Work Practice Evaluation (MSW program), University of Southern Indiana, Fall 2001.

Peer Reviewed Publications

Diehl, D., & Frey, A. (2008). Evaluation of a community school social work model. *School Social Work Journal*, 32(2), 1-20.

Diehl, D., McCandless, B. and Watson, C. (in press). A district approach to developing full-service schools. *Community Education Journal*.

Diehl, D., Gray, C., & O'Connor, G. (2005; fall). The school community council: Creating an environment for student success, *New Directions for Youth Development*, 107, 65-72.

Diehl, D. (2003). A look at social capital within a developing model of school community collaboration. *Community Education Journal*, 29(3/4), 17-18.

Herda-Hipps, P. A., Westhuis, D. J., & Diehl, D. (2001). Student responses to human diversity. *New Global Development: Journal of International and Comparative Social Welfare*, 1, 25-36.

Diehl, D., Lemerise, E., Caverly, S., Ramsey, S., & Roberts, J. (1998). Peer relations and school adjustment in ungraded primary children. *Journal of Educational Psychology*, 90(3), 506-515.

Other Writing

Diehl, D. (Spring, 2003). *Evaluation of a Model of School Community Social Work Services*. Dissertation presented to the University of Louisville and University of Kentucky, Louisville, KY.

Diehl, D. (Fall, 1998). Behavior management: An effective treatment modality for children and adolescents. *Welborn's Mulberry Center Journal: Innerview*, 22-23.

Diehl, D. S. (August, 1998). *Evaluation of a Behavior Management Program being Implemented on an Inpatient Child and Adolescent Psychiatric Unit*. Master's thesis in the Library of University of Southern Indiana, Evansville, IN.

Diehl, D. S. (August, 1996). *The Contribution of Children's Peer Relations to Adjustment in an Ungraded Primary Program*. Master's thesis in the Library of Western Kentucky University, Bowling Green, KY.

Selected Peer Reviewed Presentations

Diehl, D., & McDowell-Riley, S. (2010). *Evaluation for Success*. Presentation at the Coalition for Communities and Schools National Conference, Philadelphia, PN.

Diehl, D., & Dorfman, D. (2008). *Evaluating community schools: Examples from the field*. Presentation at the Coalition for Communities and Schools National Conference, Portland, OR.

Alvarez, M. & Diehl, D. (2007). *Best practices in evaluation and grant management*. Invited presentation at the US Department of Education New Grantee meeting for Safe Schools Healthy Students, Washington, DC.

- Diehl, D. (2006). *Logic model development: Key issues to consider*. Panel Presentation at the US Department of Education New Grantee meeting for Safe Schools Healthy Students, Washington, DC.
- Diehl, D. & Gray, C. (2005). *A successful model of school community collaboration*. Presentation at the National Community Education Association, St. Louis, MO.
- O'Connor, G. & Diehl, D. (2005). *Grant writing*. Presentation at the Indiana School Nurse Association, Indianapolis, IN.
- Chapman, D., & Diehl, D. (2005). *Packing your backpack for afterschool*. Presentation at the 21st Century Community Learning Center Summer Institute, Chicago, IL.
- Braden-Clarke, C., Diehl, D., Gray, C., & O'Connor (2005). *A collaboration between schools and communities to improve success for students and families*. Presentation at the Coalition for Communities in Schools, Chicago, IL.
- Braden-Clarke, C., Diehl, D., Gray, C., McCandless, B., & O'Connor, G. (2004). *The School Community Council: Developing Model of School Community Partnerships*. Presentation at the Indiana Urban Schools Conference, Indianapolis, IN.
- Diehl, D., Higgins, H., Kizor, B., Neat, T., Remmo, C., Schroeder, V., & Usher, P. (2002). *Indiana 21st Century Community Learning Centers*. Presentation at the Indiana Urban Schools Conference, Indianapolis, IN.
- Westhuis, D., Diehl, D., & Hipps, P. (1999, January). *Diversity Issues for Prospective Therapists*. Poster session presented at the Society for Social Work Research, Austin, TX.
- Diehl, D. (1998, August). *Evaluation of a Behavior Management Program being Implemented on an Inpatient Child and Adolescent Psychiatric Unit*. In-service presented to Mulberry Center's Child/Adolescent Services, Welborn's Mulberry Center, Evansville, IN.
- Lemerise, E., Caverly, S., Harper, B., Diehl, D., Ramsey, S., & Roberts, J. (1997, April). *Patterns of Peer Acceptance, Friendship, and School Adjustment in Mixed-Age Primary Classes*. Poster session presented at the Biennial Meeting of the Society for Research in Child Development, Washington, DC.
- Diehl, D., Lemerise, E., Ramsey, S. & Roberts, J. (1996, March). *Predictors of School Adjustment in Mixed-Age Classrooms: The Roles of Peer Acceptance, Social Behavior, and Age Relative to Classmates*. Poster session presented at the Fourteenth Biennial Conference on Human Development, University of Alabama at Birmingham, Birmingham, AL.

Lemerise, E., Harper, B., McGlothlin, H., Caverly, S., & Diehl, D. (1996, March). *Longitudinal Predictors of Peer Acceptance and Social Behavior in Ungraded Primary Classrooms*. Poster session presented at the Fourteenth Biennial Conference on Human Development, University of Alabama at Birmingham, Birmingham, AL.

Selected Invited Presentations

Diehl, D. and Bostick, V. (2010). *Role of Project Director and Evaluator*. Invited presentation for the Safe Schools Healthy Students Conference, Washington, DC

Diehl, D. (2006). *Relationship to Engagement: Soaring to Success!* Invited presentation for the PEAK Afterschool Conference, Denver, CO.

Diehl, D. & Norford, J. (2006). *Using a Strategic Development Plan to realize Your Vision: Preparing for Funding*. Invited presentation for the PEAK Afterschool Conference, Denver, CO.

Norford, J. & Diehl, D. (2006). *Using a Strategic Development Plan to realize Your Vision: Writing the Grant*. Invited presentation for the PEAK Afterschool Conference, Denver, CO.

Diehl, D. (2005). *Relationships are key to afterschool success!* Invited presentation for the PEAK Afterschool Conference, Denver, CO.

Diehl, D. & Gray, C. (2005). *The School Community Council: Developing Model of School Community Partnerships*. Presentation at the Illinois Community Education Association, Chicago, IL.

Diehl, D. (2005). *Like Group Discussion: Keeping the Light on After-School for Kids!* Invited presentation for the Coalition for Communities in Schools, Chicago, IL.

Diehl, D. (August, 2004). *Data Driven Decision-Making: A Focus on Student Engagement*. Invited presentation by USDOE for the 21st Century Community Learning Center's Summer Institute, Los Angeles, CA

Diehl, D. (July, 2004). *Data Driven Decision-Making: A Focus on Student Engagement*. Invited presentation by USDOE for the 21st Century Community Learning Center's Summer Institute, Washington, D.C.

Diehl, D. & Parsley, D. (May, 2004). *Data driven decision-making*. Invited presentation at the Reality of After-School Conference, Kansas City, MO.

- Diehl, D. (2004). *A Model of After-School Programs*. Invited presentation for the Indiana Cities and Towns Conference, Evansville, IN.
- Diehl, D. (2004). *Ideas that work!* Invited presentation by the Indiana Department of Education at the Indiana Statewide Training Seminar, Indianapolis, IN.
- Diehl, D. (2002). *Practical and Innovative Ideas for your After-School Tool Box*. Conference facilitator, Evansville, IN.
- Diehl, D. (2002). *Marketing Strategies for your 21st Century Community Learning Center Program*. Training workshop presented at the Regional 21st CCLC Training Conference, Chicago, IL.
- Diehl, D., & Gray, C. (2001). *Evansville-Vanderburgh School Corporation: 21st Century Community Learning Centers: Program Development and Implementation*. Invited presentation at the 21st Century Community Learning Center's Bidder's Conference, Indianapolis, IN.
- Diehl, D., Gray, C., & Fritz, S. (2001). *Policies and procedures associated with school social work services*. Invited presentation at the University of Southern Indiana's School Social Work Summer Institute, Brown County, Indiana.
- Diehl, D. (2001). *Practical Tips for Completing the Annual Performance Report*. Invited presentation at the 21st Century Community Learning Center's Summer Institute, Washington, D.C.
- Diehl, D. & Rhinehart, J. (2001, November). *Evaluating your 21st Century Community Learning Center Program*. Invited presentation at the Transitioning 21st CCLC from Federal to State Conference sponsored by Chief State School Officers, Tampa, FL.
- Couture, E. J., Diehl, D., Gray, C., Finch, J. Fritz, S., & Stubbs, V. (2000, January). *Full Service Model of School Reform*. Paper presented at the 2000 National Title I Conference: A Voice for Children in the New Millennium, San Antonio, TX.
- Daniel, D. (1999, February). *Borderline Personality Disorder in Adolescents*. In-service presented to Mulberry Center's Child/Adolescent Services, Welborn's Mulberry Center, Evansville, IN.

Activities/Honors

- Guy Stephens Award Nominee (outstanding University graduate student), University of Louisville, Spring 2003.
- Outstanding Graduate, Kent School of Social Work, University of Louisville, Spring 2003.

- Graduate Dean's Citation, University of Louisville, Spring 2003.
- Individual Award in Education, Leadership Evansville, 2003
- Award of Merit for Research in Play Therapy, June 2006
- 21st CCLC National Evaluation Task Force, 2002 to present
- Koch Family Children's Museum of Evansville (cMOE) Board, present
- Newspaper in Education Board, present
- YMCA Outreach Board of Managers, present
- School Community Council: After-school Committee, present
- 21st CCLC Indiana Advisory Board Member, past
- Board Chair, Indiana 21st CCLC State Network, present
- School Community Council: Steering Committee member, present
- Chair of School Community Council evaluation committee, present
- National Center for Community Education Advisory Council member, past
- Youth First: Research and Prevention Committee Member, present
- Speaker's Bureau: Mulberry Center Institute, January 1997 to 2002.

Active Professional Organizations

Member of American Evaluation Association, 2005 to present

Member of the National Community Education Association, 2005 to present

Member of Indiana Association of Play Therapy, 2006 to present

Member of Association of Play Therapy, 2006 to present

Member of National Association of Social Work, 2006 to present

Vita
Charles R. Watson
University of Evansville,
Evansville, Indiana 47722

PROFESSIONAL PREPARATION

Ed. D., Educational Leadership, East Carolina University, 1992
MA, Guidance and Counseling, University of Colorado, 1975
BS, Business Administration, University of Evansville, 1968

PROFESSIONAL EXPERIENCE

Professor, Department Chair, School of Education, University of Evansville, 2003 - present

Director, School of Education, James Madison University, 2000-2003

Professor, College of Education, James Madison University, 2003

Associate Professor, School of Education, James Madison University, 1998-2003 , Coordinator, Undergraduate Middle Education Program; Graduate Faculty

Assistant Professor, Middle Education, James Madison University, 1992-1998, Faculty, Middle Education Program; Graduate Faculty, 1993 - 2003

Executive Director, Virginia Middle School Association, 1993 – 2003

Staff Development Coordinator, Middle Grades Professional Development Network, East Carolina University, 1991-1992

Sixth and Seventh Grade Classroom Teacher, Carteret County Schools, North Carolina, 1985-1991

Staff Manager, Account Executive, AT&T Information Systems, Morristown, New Jersey; Denver, Colorado, 1981-1985

Director, National College Extension, Colorado Springs, Colorado, 1979-1981

Fifth and Sixth Grade Classroom Teacher, Harrison School District, Colorado Springs, Colorado, 1972-1979

Manager, Safeway Stores, Colorado Springs, Colorado, 1968-1972

PUBLICATIONS

BOOKS

Rettig, M., McCullough, L., Santos, K., & Watson, C.R., (2004) Transforming rigorous standards into student achievement: A practical process. Larchmont, NY: Eye on Education.

Watson, C. R., (1999). Best practices from America's middle schools. Larchmont, NY: Eye On Education.

BOOKS, Continued

Watson, C. R. (1997). Middle school case studies: Challenges, perceptions, and practices. Columbus OH: Merrill Prentice Hall.

BOOK CHAPTERS

Watson, C. R. (2008). Strategies for increasing achievement in science, In Cole, R. W. (Ed.) Second Edition, Educating everyone's children: Diverse teaching strategies for diverse learners, revised and expanded 2nd edition. Alexandria, VA: Association for Supervision and Curriculum Development.

Watson, C. R. (2004). *Transitions to and from middle school.* In community mentoring for adolescent development trainer's manual. Alexandria., VA: MENTOR/National Mentoring Partnership.

Watson, C. R., Beliveau, J., Nelsen, M. (2004). *Integration and diverse students.* In Henson, K. T. Constructivist methods for teaching in diverse middle level classrooms. Boston: Allyn & Bacon.

Watson, C., & Savage-Davis, E. M. (2002). *Preparing educators for work in urban schools: Overview and framework.* In Dangel, J. R., & Guyton, E. M. (Eds.) Research on preparing teachers who can meet the needs of all students. Dubuque, IA: Kendall/Hunt.

Watson, C. R., Pettus, A., & Fairchild, S. (2001). *Strategies for increasing achievement in science.* In Hodges, H. (Ed.) Educating everyone's children: Diverse teaching strategies for diverse learners. Alexandria, VA: Association for Supervision and Curriculum Development.

Watson, C. R. (1994). *Third period we have life-long learning: A case in conversation.* In Foucar-Szocki, D. (Ed.), Case studies for teacher training and educational leadership. Richmond, VA: Virginia Department of Education.

Watson, C. R., Foucar-Szocki, D., & White, P. (1994). *Our year.* In Becoming assessors: Authentic assessment for authentic instruction. Richmond, VA: Virginia Department of Education.

JOURNAL PUBLICATIONS, Refereed

Diehl, D., McCandless, B., & Watson, C. R. (Accepted for publication in 2008). Educating the whole child through full-service community schools: Best practices in leadership. Journal of Community Education.

Rettig, M. D., McCullough, L. L., Santos, K., & Watson, C. R. (2003). A blueprint for increasing student achievement. Educational Leadership, 61(3), 71-76.

Watson, C. R. (2003). In the middle with transitions: Some ideas for actions. Michigan Middle School Journal, 27(2), 5-8.

Watson, C. R., (1998). Instructional ideas for teaching in block schedules. Kappa Delta Pi Record, 34(3), 94-98.

Watson, C. R. & Green, G. W. (1997). Developing reflective, professional middle grades teachers through action research and inquiry. Current Issues in Middle Level Education, 6(1), 79-87.

Watson, C. R. (1995). Teacher, start my orange? Teaching Education, 7(2), 95.

Martin, D., Fuqua, D., Watson, C. R., Santos, K. E., & Rettig, M. (1994). A support group for qualitative researchers: One university's story. Qualitative Research Conference Proceedings, University of Georgia.

Pressley, J. S., & Watson, C. R. (1993). Commence your risk study with an audit. The School Administrator, 50(1), 40-42.

Watson, C. R. (1992). Common sense tips for cooperative learning. The League Journal, 13(1), 24-25.

Watson, C. R. (1990). Courts rethink legality of corporal punishment. NCASA Bulletin, 15(3), 3.

Watson, C. R., & Spence, D. (1990). Let's practice what we preach: Lessons for schools of education from middle schools. The League Journal, 12(1), 14-15.

Watson, C. R. (1990). Pelican pursuits – A beginning. The League Journal, 12(1), 17-19.

PUBLICATIONS, Invited and Other

Diehl, D., Watson, C., Gieselmann, S. and School Community Council: Evaluation Committee. (2006) Year one evaluation report for the Evansville-Vanderburgh School Corporation: Safe School/Healthy Students initiative. Evansville, Indiana.

Watson, C. (2002). Stay on theme. Virginia Journal of Education, 96(3), 11-14.

Watson, C. (2001). How 'bout those apples? Montpelier, 24(1), 14-20.

Watson, C. R., (1998). [Review of the book Teaching the commons: Place, pride, and the renewal of community]. Journal of Curriculum Studies, 30(5), 603-605.

Watson, C. R. (1989). Kevin had charisma. Learning 89, 17(6), 54-56.

SELECTED PROFESSIONAL PRESENTATIONS, National

2008: *Full-Service Schools, Community Agencies, and Schools of Education in a Complementary Fit of Research and Practice*. Paper presented at the American Educational Research Association Annual Conference, New York.

2007: *The Professional Development School Model as Full-Service School: Spanning a Chasm*. Association for Colleges of Teacher Education Annual Conference, New York (with S. Gieselmann, V. Duncan, A. McBride Martin, P. Taylor Denham, K. Santos.)

2006: *Expanding Horizons: Supporting the Idea of Full Service Schools*. Professional Development Schools National Conference, Orlando (with A. McBride Martin.)

2006: *Expanding the Commitment: Reaching Beyond Typical Partnerships into the Larger School Community*. Association for Colleges of Teacher Education Annual Conference, San Diego (with S. Gieselmann, V. Duncan, P. Taylor Denham, A. McBride Martin, L. Penland.)

2005: *Changing the Leopard's Spots: Helping New Teachers Value Culture and Maintain the Dream*. National Association for Multicultural Education Annual Conference, Atlanta (with D. Bellamy, D. Triplett).

2005: *Developing Dispositions of Commitment Toward Culturally Diverse Students*. American Association for Colleges of Teacher Education Annual Conference, Washington, DC (with L. Penland, K. Santos, D. Triplett, D. Bellamy).

2005: *Integrating Universal Design for Learning Principles, Instructional Differentiation, and Special Education into a Long-Term Field Experiences for All Teacher Education Candidates*. American Association for Colleges of Teacher Education Annual Conference, Washington, DC (with N. Gaskey)

2004: *Transitions to and from the Middle: Programs that Work for All Students*. National Middle School Association Annual Conference, Minneapolis.

2004: *Curriculum Access: A Must for All Learners and a Challenge for Candidates, Teachers, and Teacher Educators*. American Association for Colleges of Teacher Education Annual Conference, Chicago (with K. Santos, G. Green, L. Penland).

2004: *Collaborating with Teachers and Schools to Conduct Research for School Improvement*. American Association for Colleges of Teacher Education Annual Conference, Chicago (with K. Santos, G. Green, C. Kite, S. Lovell).

2004: *Meeting the Needs of Special Populations: Critical for All Teacher Education Candidates*. American Association for Colleges of Teacher Education Annual Conference, Chicago (with K. Santos, G. Green, L. Penland).

2003: *Transitions to and from the Middle: Programs and Practices*. National Middle School Association Annual Conference, Atlanta (with K. Santos).

2003: *Organizing and Sustaining a Regional Field-Experience Consortium: A Nuts and Bolts Approach*. American Association of Colleges for Teacher Education Annual Conference, New Orleans (with D. Steiner, D. Coffman, P. Westhaver).

2003: *Helping teachers and Schools Conduct Research for School Improvement*. American Association of Colleges for Teacher Education Annual Conference, New Orleans (with G. Green, K. Santos, S. Lovell).

2003: *Meeting the Needs of Diverse Learners in P-12 Schools: How Teacher preparation Programs Can Meet the Challenge*. American Association of Colleges for Teacher Education Annual Conference, New Orleans (with G. Green, K. Santos, M. Goor).

2003 *Improving Science Understanding and Preparation of K-8 Teachers: A Uniquely Collaborative, Long-Term, Cross-Campus Endeavor*. American Association of Colleges for Teacher Education Annual Conference, New Orleans (with C. Klevickis, B. Kolvoord, J. Benson, S. Lovell).

2002: *Effective Transitions to the Middle: Guidelines, Tips, and Lessons from the Field*. National Middle School Association Annual Conference, Portland (with K. Santos).

2002: *Thematic, Integrated Instruction: In the Way of Meeting Standards? Not Necessarily So!* National Middle School Association Annual Conference, Portland.

2002: *Clinical Training for Administrators: A Bridge Between Accountability and Professional Growth*. American Association of Colleges for Teacher Education Annual Conference (with L. Bradley, S. Brownscombe, D. Coffman, C. Grove).

2002: *Diverse Social, Cultural, and Linguistic Classroom and School Settings: Nightmares or Dreams for Beginning Teachers?* American Association of Colleges for Teacher Education Annual Conference (with K. Santos, G. Green, J. Beliveau, M. Nelsen).

2001: *Faculty Liaisons Working With a Teacher-In-Residence: Multiple Ways to Promote Effective School-University Partnerships*, American Association of Colleges for Teacher Education Annual Conference (with K. Santos, G. Green, L. Blanton).

2001: *School Partners and Special Education in a Middle Level Teacher Preparation Program: Sharing the Commitment*. American Association of Colleges for Teacher Education Annual Conference (with Karen Santos, Gerald Green, Emma Savage-Davis).

2001: *Roles in School-University Partnerships: The Powerful Combination of Faculty Liaison and Teacher-In-Residence*, Association of Teacher Educators Annual Meeting (with K. Santos, D. Lane, J. Smith, E. Savage-Davis).

2001: *Special and Middle Level Teacher Education in Partnership Schools: Shared Responsibility for All Students' Learning*, Association of Teacher Educators Annual Meeting (with K. Santos, G. Green, E. Savage-Davis).

2001: *Middle Grades Education at James Madison University*, Association of Teacher Educators Annual Meeting, New Orleans.

2000: *Special and Middle Education Partners: Preparing New Teachers for the Diversity of Today's Classrooms*, National Middle School Association Annual Conference, St. Louis, MO (with Gerald Green, Karen Santos, Kathryn Bremner, Lisa Norris).

2000: *Transforming Teacher Education Programs Based on State and National Standards: Promises and Perils*, American Association of Colleges for Teacher Education Annual Conference, Chicago (With Alvin Pettus, Violet Allain, Gerald Green, and Linda Blanton).

2000: *Special Education in a Middle-Level Teacher Preparation Program: A Model for Meeting Standards*, American Association of Colleges for Teacher Education Annual Conference, Chicago (With Karen Santos, Gerald Green).

2000: *Meeting the Teacher Education Moral Imperatives for Teacher Educators vs. University Expectations, Tenure, and Merit Pay – Possible?* American Association of Colleges for Teacher Education Annual Conference, Chicago.

2000: *Special and Middle Level Teacher Education: A Competency-Based Model*, Association of Teacher Educators Annual Meeting, Orlando, Florida (With Gerald Green, Karen Santos, and Emma Savage-Davis).

1999: *Collaboration in Field-Based Settings: Preservice Teachers, Special Educators, Classroom Teachers, and Professors Working Together*, National Middle School Association Annual Conference, Orlando, Florida (With Kathryn Bremner, Lisa Norris, Gerald Green, Karen Santos).

1999: *Partnerships and Shared Responsibility for Teacher Education and Professional Development*, Recruiting and Preparing New Teachers, Partnerships That Work Education Symposium, Fairfax, Virginia (With L. Blanton, K. Santos, G. Green, J. James).

1999: *Using Cases for Diversity Instruction in Teacher Education*, American Association of Colleges for Teacher Education Annual Conference, Washington, DC (With A. Pettus, K. Santos, V. Allain, S. Lopes-Murphy).

1999: *Being All Things To All People: The Vicissitudes of Meeting a Teacher Educator Moral Imperative AND Getting Tenure, Promotion, and Merit Pay*, American Association of Colleges for Teacher Education Annual Conference, Washington, DC.

1999: *Accountability, Assessment, Accreditation: A Model for Responding Responsibly to Multiple Audiences*, American Association of Colleges for Teacher Education Annual Conference, Washington, DC (With J. Benson, M. Ross, L. Blanton, L. Bradley).

1999: *Clinical Faculty: The Effect of Focused Training in Performance Assessment on the Quality of Coaching and Feedback Provided for Student Teachers in a Regional Teacher Education Consortium*, American Association of Colleges for Teacher Education Annual Conference, Washington, DC (With L. Bradley, J. James, D. Steiner).

1999: *Shared Responsibility: Collaboration Within and Between a University and Partner Schools*, Association of Teacher Educators Annual Conference, Chicago (With G. Green, K. Santos, J. James).

1999: *A Seamless Web: Evaluating Student Teachers, Cooperating Teachers, and University Supervisors Using Integrated Frameworks*, Association of Teacher Educators Annual Conference, Chicago (With L. Bradley).

1999: *Clinical Faculty: The Effect of Focused Training in Performance Assessment on the Quality and Feedback Provided for Student Teachers in a Regional Teacher Education Consortium*, Association of Teacher Educators Annual Conference, Chicago (With L. Bradley, D. Steiner).

1998: *Clinical Faculty: A Collaborative Partnership for the Performance Assessment of Student Teachers*, Association of Teacher Educators Annual Conference, Dallas (With L. Bradley, D. Steiner).

1998: *Commitment and Relationships: Using Partner Schools and Teachers, Teachers-In-Residence, and Collaboration Toward Educating New Teachers*, National Professional Development School Conference, Baltimore (With L. Blanton, K. Santos, G. Green, J. James).

1998: *Collaboration Everywhere! Middle School Teachers, Special Education Teachers, and University Professors Working toward Preparing Tomorrow's Middle School Teachers*, National Middle School Association Annual Conference, Denver (With G. Green, K. Santos, L. Norris, K. Bremner).

1998: *Shared Responsibility: Collaboration Within and Between a University and Partner Schools*, American Association of Colleges for Teacher Education Annual Conference, New Orleans (With G. Green, K. Santos, J. James).

1997: *Rigor, Relevance, and Reality: Curriculum Integration for Student Achievement*, National Middle School Association Annual Conference, Indianapolis.

1997: *Special Education, Core Academic Teachers, and Middle School Interdisciplinary Teams: At the University*, National Middle School Association Annual Conference, Indianapolis (With G. Green, K. Santos, L. Norris, K. Bremner).

1997: *Voices From the Countryside: Educational Change in Rural Schools*, American Educational Research Association Annual Meeting, Chicago (With T. Harris).

1997: *Educational Change in Rural Appalachian Schools*, Association for Supervision and Curriculum Development Annual Conference, Baltimore, MD (With T. Harris).

1997: *A Unique Regular Education-Special Education Collaboration Within and Between A University and A Public School System*, Association of Teacher Educators Annual Conference, Washington, DC. (With G. Green, K. Santos, L. Norris).

1996: *Getting the Glitz Out of Interdisciplinary Units*, National Middle School Association Annual Conference, Baltimore, MD.

1996: *Moving Towards Democracy: Cases from Rural School Districts*, Association of Teacher Educators Summer Workshop, Tarpon Springs, FL (With T. Harris).

1996: *Breaking the Mold in Teacher Education: Redefining How We Do Business*, Association of Teacher Educators Annual Meeting, St. Louis (With A. M. Leonard).

1996: *The Question of Content in Teacher Education: How Do You Make Do With Less and End With More?* Association of Teacher Educators Annual Meeting, St. Louis (With A. M. Leonard).

1995: *Multifaceted Views of School Change and Quality of Life*, 5th Annual Quality of Life Marketing Conference, Williamsburg, Virginia.

1995: *The Mirrors of Bias: Teacher Values in a Multicultural World*, National Middle School Association Annual Conference, New Orleans.

1994: *The Religious Right and Middle Level Education - On a Collision Course?* National Middle School Association Annual Conference, Cincinnati.

1994: *Middle Grades Teacher Education Students and Interdisciplinary University Teaching - Mutually Exclusive Terms?* National Middle School Association Annual Conference, Cincinnati.

1994: *Natural Sciences for N, K-8 Preservice Teachers: A Model Partnership*, National Science Teachers Association Annual Conference, Anaheim, California (With S. Fairchild, T. Willis, J. Dendinger.)

1994: *The Mirrors of Bias: Teacher Values in a Multicultural World*, Association for Childhood Education International Annual Conference, New Orleans (With D. Fuqua.)

1994: *A Support Group for Qualitative Researchers: One University's Story*, Qualitative Research in Education Conference, University of Georgia, Athens, Georgia (With D. Martin, D. Fuqua, M. Rettig, K. Santos.)

1993: *Practicing What We Preach: Interdisciplinary Teaching in an Undergraduate Preservice Middle Grades Program*, National Middle School Association Annual Conference, Portland, Oregon.

1992: *A Middle Grades Model for System-Wide Peer Helping*, National Middle School Association Annual Conference, San Antonio, Texas (With Elizabeth Sabrinsky Foster.)

1992: *A Renaissance of Leadership in Pedagogy*, Cameron University National Renaissance Conference, Lawton, Oklahoma.

1992: *Beyond Plaques and Gift Certificates: Recognizing Renaissance Teachers*, Kappa Delta Pi National Convocation, Memphis, Tennessee (April, 1992).

1991: *The Nuts and Bolts of Peer Helping*, National Middle School Association Annual Conference, Louisville, Kentucky (With E. Foster).

SELECTED PROFESSIONAL PRESENTATIONS, Regional

- 2005: *To and From the Middle: Helping Students Make the Transition*. Indiana Middle Level Education Association Annual Conference, Indianapolis, Indiana.
- 2004: *Asking the Right Questions about Technology and Learning* (invited,) University of Evansville Andiron Lectures in Liberal Arts and Sciences, Evansville, Indiana.
- 2003: *Everything I Learned About Parent Involvement I Learned in Kindergarten: Getting Parents on Board in the Middle*. Virginia Middle School Association Annual Conference, Norfolk, Virginia.
- 2002: *Articulation Among Community Colleges and IHE Teacher Education Programs: Swimming Upstream*. VCCS Central Region Teacher Recruitment and Articulation Conference, Richmond Virginia.
- 2002: *Everything I Learned about Parent Involvement I Learned in Kindergarten: Getting Parents on Board in the Middle*. Virginia Middle School Association Annual Conference, Norfolk, Virginia.
- 2001: *Rubric, Rubric, Who Is the fairest One of All?* Virginia Middle School Association Annual Conference, Norfolk, Virginia.
- 2001: *Virginia's SOL: Perceptions and Possibilities*, American Society for Quality, Staunton, Virginia.
- 2000: *Keeping Track of Pacing Guides – What Do We Do Now?* Virginia Middle School Association Annual Conference, Norfolk, Virginia.
- 2000: *Mapping, Aligning, Pacing – Keys to Standards-Based Achievement*, Pre-Conference Invited Session, Virginia Middle School Association Annual Conference, Norfolk, Virginia.
- 1999: *Tuning Up Your Scope and Sequence for Higher Sol Achievement*, Virginia Middle School Association Annual Conference, Norfolk, Virginia.
- 1998: *Mapping A Path Toward Achievement: How Healthy Is Your Scope and Sequence?* Virginia ASCD Annual Conference, Williamsburg, Virginia.
- 1998: *Science Education: Levels of Inquiry*, Georgia Association of Young Children Annual Conference, Atlanta.
- 1998: *Meeting the SOL Challenge and Maintaining the Middle School Concept*, VMSA Region Five Conference Keynote, Harrisonburg, Virginia
- 1998: *Curriculum Integration, Rigor, and Relevance: Musts for Meeting High Standards*, Virginia Middle School Association Annual Conference, Norfolk, Virginia.
- 1996: *Developing Educationally Sound Interdisciplinary Units - Practical and Workable Tips*, Virginia Middle School Association Annual Conference, Norfolk, Virginia
- 1995: *Beware of the Glitz in Interdisciplinary Units*, Virginia Middle School Association Annual Conference, Norfolk, Virginia.
- 1994: *Beware of the Glitz: Thinking for Interdisciplinary Curricula*, Virginia Middle School Association Annual Conference, Richmond, Virginia.
- 1994: *Common Sense Tips for Cooperative Learning*, Virginia Middle School Association Annual Conference, Richmond, Virginia.

1993: *Leadership in a Scary World*, James Madison University Leadership Center, Harrisonburg, Virginia.

1993: *Common Sense Tips for Cooperative Learning*, Virginia Middle School Association Annual Conference, Richmond, Virginia.

1992: *Building a Middle School Learning Community: A Three Day Experience for Advanced Middle School Leaders*, East Carolina University Annual Middle Grades Conference, Greenville, North Carolina.

1992: *Common Sense Tips for Cooperative Learning*, East Carolina University Annual Middle Grades Conference, East Carolina University.

1992: *A Network of Professional Development Schools*, North Carolina League of Middle Level Schools Annual Conference, Winston Salem, North Carolina.

1992: *Common Sense Tips for Cooperative Learning*, North Carolina League of Middle Level Schools Annual Conference, Winston Salem, North Carolina.

1992: *Cooperative Learning Strategies for the Classroom: Focus on The Language Arts*, Mary Lois Staton Reading/Language Arts Conference, East Carolina University.

1991: *Cooperative Teaching - A Network of Professional Development Middle Schools*, North Carolina League Of Middle Level Schools Annual Conference.

1991: *Strategies to Support Cooperative Learning*, North Carolina Council of Teacher of Mathematics Annual Conference.

1991: *Cooperative Learning*, Mary Lois Staton Reading/Language Arts Annual Conference, East Carolina University.

1991: *Tested Classroom Strategies for Student Motivation*, Project EAST Student Motivation Conference, Panel Moderator, East Carolina University.

1991: *Interdisciplinary Team Organization*, East Carolina University Annual Middle Grades Conference.

1990: *Pelican Pursuits - A Beginning*, North Carolina League of Middle Level Schools Annual Conference, Charlotte.

GRANTS AWARDED

Addressing Diversity; A Growing and Ongoing Need in Teacher Education, University of Evansville, \$3,500

Closing the Gap – Meeting the Needs of Rockingham County Minority Students and Students from Diverse Backgrounds, North Carolina Department of Public Instruction, \$100,000, 1999-2000.

Skills-Based Intervention Planning, for the Columbus County Schools, North Carolina Department of Public Instruction, \$85,000, 1999-2000.

Broad-Based Interventions – Improving Catawba County’s Student Performance, North Carolina Department of Public Instruction, \$100,000, 1999-2000.

Building Learning Communities, Improving Teacher Effectiveness, Improving Student Learning, and Preventing Retention, for the Wilkes County Schools, North Carolina Department of Public Instruction, \$100,000, 1999-2000.

Family-Friendly Interventions – Preventing Failure in the Cherokee, Clay, and Swain Schools, North Carolina Department of Public Instruction, \$90,000, 1999-2000.

JMU Teaching Mini-Grant, Participation in American Association of Colleges for Teacher Education Conference, 2000.

JMU Teaching Mini-grant, Participation in Association of Teacher Educators, 1998.

JMU Teaching Mini-grant, Participation in *Emotional Intelligence Conference*, 1997.

Cases for Change and Improvement: A Proposal For School Leaders, Funded by the Appalachian Regional Commission, \$72, 000 (With T. Harris) 1994-1996

Third Period We Have Life-Long Learning, Case Study in Policy, Funded by the Commonwealth Center for the Education of Teachers, \$3,000, 1993.

Collaborative Preservice and Inservice Staff Development Initiative, Funded by the North Carolina Department of Public Instruction, \$ 18,100 (with D. Spence) 1991.

Managing School Change, Funded by The BellSouth Foundation, \$35,000, 1991.

Team Building for School Improvement, Funded by The North Carolina Department of Public Instruction (With A. Glatthorn) \$17,850.

PROGRAM EVALUATION PROFESSIONAL ACTIVITIES

Evaluation Committee, Early Childhood Development Coalition, United Way of Southwestern Indiana, 2007- present

Evaluation Team Member and co-author, Safe Schools/Healthy Students Evaluation Reports, 2006-2008 (with D. Diehl, Principal Investigator, and S. Gieselmann, Co-Investigator)

External Evaluator, Competency-Based Student Teacher Evaluation Process, Mid-Valley Consortium for Teacher Education, 1998 – 1999

External Evaluator, Middle School Practices and Policies, Augusta County Schools, 1998

External Evaluator, An Inventory of Middle Level Best Practices, Fairbanks Northstar Public Schools, Alaska, 1997

External Evaluator, Becoming Assessors Project, Authentic Assessment for Authentic Instruction, Commonwealth of Virginia, 1994

UNIVERSITY COURSES

2003 – Present: University of Evansville

- EDUC 100 *Introduction to Schools, Teachers, and Learners*
- EDUC 320 *Teaching Strategies in K-12 Schools*
- EDUC 323 *Teaching Science, Conservation, and Ecology*

1992 – 2003: James Madison University

Undergraduate Courses Taught

- EDUC 430 *General Education Curriculum*
- MSED 401 *The Middle School*
- MSED 412 *Middle School Curriculum*
- MSED 420 *Instructional Strategies in the Middle Grades*
- ELED 401 M *Middle School Characteristics*
- ELED 401 F *Planning for Learning*
- ELED 401 P *Science Methods and Curriculum*
- ELED 401 I *Social Studies Methods and Curriculum*
- ELED 401 N *Integrating Interdisciplinary Curriculum*
- ELED 401 B *Cognition, Learning, and Intelligence in Preadolescence*
- ELED 113 *Seminar in Geology for Teachers*

Graduate Courses Taught

- MIED 610 *Collaborative Leadership in Schools*
- MIED 656 *Seminar in Middle Education* (Capstone Course)
- MIED 512 *Middle School Curriculum and Instruction* (Initial Certification)
- MIED 620 *Applied Research in Middle Education*
- MIED 501 *Middle Schools: Structures, Strategies, and Results* (Off-campus)
- EDUC 640 *Teaching, Learning, and Curriculum*

PROFESSIONAL HONORS AND ACTIVITIES

2003 -	Evansville Vanderburgh School Corporation School/Community Council Assessment Team
2002 - 2003	Virginia Education Coalition
2002 - 2003	ESEA Virginia Committee of Practitioners
2001 - 2003	Member, Commonwealth Educational Policy Institute Consortium
2001 - 2003	Reviewer/Editorial Board, <i>Teacher Educators Journal</i> (ATE Virginia)
1999 - Present	NCATE Folio Reviewer for National Middle School Association
1999	Reviewer, Praxis II Middle Level Science Test, Educational Testing Service
1996 - 2003	Reviewer, <i>Research in Middle level Education</i>
1993 - 2003	Chapter Counselor, Alpha Chi Chapter, <i>Kappa Delta Pi</i>
1997 - 2001	Member, State Superintendent's Advisory Panel on Education
1994 - 1995	Co-Leader and Facilitator, <i>Science, Technology, and Mathematics Integration in Middle Schools</i> , James Madison University College of Integrated Science and Technology
1993	Co-Leader and Member, <i>Common Core of Learning Standards Task Force</i> , Virginia Department of Education

1992 - 1993 James Madison University *Leadership Center Task Force*
 1991 - 1992 Member, North Carolina New Schools Design Team,
Education for the Middle Years, East Carolina
 University
 1992 Middle School Service Award, East Carolina University
 1991 - 1992 President, Eta Chi Chapter, *Kappa Delta Pi*,
 East Carolina University
 1991 *The Morgan Award*, East Carolina University School of
 Education
 1989 - 1990 Carteret County *Teacher of the Year*
 1990 - 1991 Member, Southeast Region Middle Grades Planning
 Committee
 1989 - 1991 Member, State Superintendent's Middle Grades Task Force
 1988 - 1992 Member, East Carolina University *Middle Grades*
Leadership Academy
 1988 Participant, *North Carolina Center for the Advancement of*
Teaching

PROFESSIONAL ASSOCIATIONS

National Middle School Association (NMSA)
 National Association of Secondary School Principals (NASSP)
 Indiana Association of School Principals (IASP)
 American Educational Research Association (AERA)
 Research In Middle Level Education AERA (SIG)
 Professors of Middle Level Education (POMLE)
 National Science Teachers Association (NSTA)
 Hoosier Association of Science Teachers (HASTI)
 Indiana Middle Level Education Association (IMLEA)
 Association for Supervision and Curriculum Development (ASCD)
 Indiana Association for Supervision and Curriculum Development (IASCD)
 Association of Teacher Educators (ATE)
 Association of Teacher Educators Indiana (ATE-I)
 Phi Delta Kappa
 Kappa Delta Pi

SELECTED CLINICAL AND ON-SITE STAFF DEVELOPMENT ACTIVITIES AND CONSULTANCIES

2004: *Building Small Learning Communities*. Rockingham County Schools, Virginia
 2003: *District-Wide Curriculum Mapping and Alignment*. Culpeper Public Schools, Virginia
 2002: *It's All About Planning and Keeping Track: Curriculum Alignment and Mapping*: Rappahannock
 County Virginia School Division
 2001: *Creating and Sustaining the Exemplary Middle-Level Teacher Preparation Program: Crucial
 Collaborations*, Southern Illinois University Carbondale
 2000: *Curriculum Alignment, Pacing Guides, and Instruction*, Orange County Virginia Schools
 2000: *Connections and Achievement: Articulation Across and Between Schools*, Wayne County Public
 Schools, Goldsboro, North Carolina

1999-2000: *Curriculum Alignment with the Virginia SOL*, Orange County Elementary School

1999: Curriculum Alignment with the North Carolina ABCs, Robeson County Schools, North Carolina

1999: *Curriculum Mapping and Alignment toward Meeting High Standards*, Frederick County Schools, Virginia

1999: *Developing Interdisciplinary Approaches for Meeting State Standards*, Bridgeview Middle School, Sidney, Ohio

1998: *Madison County Curriculum Project* (Curriculum alignment), Madison County, Virginia

1997: *Interdisciplinary Curriculum across Grade Levels*, Wyoming Middle School, Wyoming, Ohio

1996: *An Inventory of Middle Level Practices*, Fairbanks Northstar Schools, Fairbanks, Alaska.

1996: *Meeting State Standards in Elementary Science Education*, Waynesboro Public Schools, Virginia.

1996: *Developing and Maintaining Strong Interdisciplinary Teams*, Danville Public Schools, Virginia.

1996: *Building Instructional Strategies for Understanding*, Calhoun County Schools, West Virginia.

1996: *Multiple Intelligences, Instructional Strategies, and Assessment*, Anniston City Schools, Alabama.

1996: *Interdisciplinary Teaming: Commons Sense Ideas*, Rockingham County Schools, Virginia.

1995: *Interdisciplinary Thematic Units and Curriculum*, Frederick County Schools, Virginia.

1994: *Developing Interdisciplinary, Thematic Middle School Units*, Prince George County Schools, Virginia.

1994: *Developmentally Appropriate Practices and Assessment*, Winchester City Schools, Virginia.

1993: *Hands-on Science Parent Volunteer Training*, Frederick County Schools, Virginia.

1993: *Advanced Middle School Curriculum and Program Development*, Madison County Schools, Virginia.

1993: *Leadership in Middle Schools*, Winchester City Schools, Virginia.

1993: *Cooperative Learning Strategies for Success*, Rockingham County Schools, Virginia.

1992: *Interdisciplinary Teaming and Curriculum Integration*, Craven County Schools, North Carolina.

1991: *Team Organization in Middle Schools*, Tyrrell County Schools, North Carolina.

1991: *Basic Elements of Interdisciplinary Teams*, Dare County Schools, North Carolina.

1991: *Adolescent Development and Interdisciplinary Teams*, Perquimans County Schools, North Carolina.

1991: *Elements of Successful Cooperative Learning*, Whiteville City Schools, North Carolina.

1991: *Interdisciplinary Team Organization*, New Bern-Craven County Schools, North Carolina.

1991: *Cooperative Learning Across the Curriculum*, Northhampton County Schools, North Carolina.

1991: *Grouping Practices and Alternatives*, Lenoir County Schools, North Carolina.

1990: *Heterogeneous Grouping - Instructional Strategies*, Pitt County Schools, North Carolina.

Professional References Available Upon Request

Project Narrative

Budget Narrative

Attachment 1:

Title: **Budget Narrative Pages: 4** Uploaded File: **3_budget narrative_updated July 19 2010.pdf**

**Evansville Vanderburgh School Corporation
Full-Service Community Schools Program
Budget Year One, Two, Three, Four and Five**

	Year One Planning/ Implement	Year Two	Year Three	Year Four	Year Five
PERSONNEL:					
FSCS Project Director (1.0 FTE/12months)	\$50,000.00	\$51,000.00	\$52,020.00	\$53,060.00	\$54,122.00

Responsible for coordinating and monitoring goals, budget, service delivery, and evaluation process; serve as liaison between EVSC district departments, school, service and collaborative partners; report to federal administrators, EVSC and School Community Council Steering Committee; leverage growth and sustainability.

FSCS Project Coordinators (2.5 FTE/12months; 2.5 others funded through EVSC Title I)

Academy for Innovative Studies	\$17,500.00	\$17,850.00	\$18,207.00	\$18,571.00	\$18,943.00
Cedar Hall	\$0	\$0	\$0	\$0	\$0
Culver Family Learning Center	\$0	\$0	\$0	\$0	\$0
Lincoln	\$35,000.00	\$35,700.00	\$36,414.00	\$37,142.00	\$37,885.00
McGary	\$35,000.00	\$35,700.00	\$36,414.00	\$37,142.00	\$37,885.00

One full-time FSCS Coordinator will be in each school (2.5 positions funded through this grant opportunity and 2.5 funded through EVSC Title funding). The Coordinators will work in partnership with the school principal, serve as the day-to-day coordinator of programs and services, and be the primary point of contact for agencies at the building level. The FSCS coordinator will attend neighborhood association meetings, coordinate programs and services, facilitate data collection and evaluations, and participate in quality improvement processes. Specific qualifications include: (a) ability to work collaboratively with students, parents, school staff, and community partners; (b) effective communicator; (c) knowledge of community resources; (d) bachelor's degree and background in education, human or social services field (e.g., health, mental health, community education); and (e) knowledge and understanding of cultural diversity, community resources and organizations.

FSCS Secretary (12 months-25 FTE)	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
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Provides direct administrative support to the project director, coordinators and building principals; assists in processing all payroll and requisitions associated with the grant.

**Evansville Vanderburgh School Corporation
Full-Service Community Schools Program
Budget Year One, Two, Three, Four and Five**

FSCS Social Worker for Special Populations

(1.0 FTE/12 months) \$36,445.00 \$37,174.00 \$37,917.00 \$38,676.00 \$39,450.00

Responsibilities include: targeting the special needs of students and their families where English is not their first language, serve as a liaison to school personnel, assist school counselors and social workers, conduct home visits, assist with community referrals, and assist with adult education (ESL).

PERSONNEL TOTAL \$183,945.00 \$187,424.00 \$190,972.00 \$194,591.00 \$198,285.00

FRINGE BENEFITS (32%): \$58,862.00 \$59,976.00 \$61,111.00 \$62,269.00 \$63,451.00

Fringe benefits include FICA, Retirements, Unemployment Insurance, Worker's Compensation, and Health Insurance at 32% of personnel total.

TRAVEL \$25,000.00 \$25,000.00 \$25,000.00 \$25,000.00 \$25,000.00

Including professional development, required travel associated with grant and mileage for School Social Worker for Special Populations. Travel to the Coalition for Community Schools in Washington, DC., Children's Aid Society Practicum, Farm to Fork Urban Gardening Conference, and other professional development opportunities during planning year for key personnel to receive training in implementation of full-service school models.

EQUIPMENT \$0.00 \$0.00 \$0.00 \$0.00 \$0.00

All equipment will be provided by the EVSC and community partners.

SUPPLIES \$12,000.00 \$8,000.00 \$8,000.00 \$8,000.00 \$8,000.00

During the first year, \$8,000 in supplies dollars is allocated to support family engagement marketing activities. \$3,000 will be allocated to schools to support FSCS program materials, and \$1,000 for Project Director supplies and materials (e.g., office supplies, etc). In subsequent years, each school will be allocated \$1,500 for supplies and \$500 to support the Project Director.

**Evansville Vanderburgh School Corporation
Full-Service Community Schools Program
Budget Year One, Two, Three, Four and Five**

CONTRACTUAL

RY Training	\$1,380.00	\$0.00	\$0.00	\$0.00	\$0.00
SFP Training	\$11,040.00	\$0.00	\$0.00	\$0.00	\$0.00
Applied Control Theory Training	\$25,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00

Funds will provide training for one social worker to receive training in Reconnecting Youth to provide services at the Academy (\$1,380), will support training for 8 individuals to attend Strengthening Families Programs, and support training for 38 school staff to attend Applied Control Theory training (practicums provided in Yrs 2-5).

Youth First, Inc. (SFP and RY) \$23,246.00 \$23,246.00 \$23,246.00 \$23,246.00 \$23,246.00

Funds will support implementation of Strengthening Families Programs (3 x \$7,178) and Reconnecting Youth (1 x \$1,712)

Coalition for Community and Schools	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00
Center for Innovation (Sam Redding)	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00

Funds to support technical assistance provided by Marty Blank with the Coalition for Communities and Schools (\$5,000) and technical assistance by Sam Redding in developing family engagement plans.

Diehl Evaluation/Consulting Services, Inc. \$52,000.00 \$52,000.00 \$52,000.00 \$52,000.00 \$52,000.00

Diehl Evaluation and Consulting Services, Inc. to provide contracted services for evaluation (3 staff members at \$75 per hour for 640 hours = \$48,000), subcontract with University of Evansville (\$2,000), and school social work data system user license (\$400 at 5 social workers = \$2,000).

Site Council Supports \$92,160.00 \$124,000.00 \$119,000.00 \$114,000.00 \$109,000.00

Site Council support funds will be used by school Site Councils to support community partners providing after school and summer programs, financial literacy programs, school-based health, and family engagement activities.

CONTRACTUAL TOTAL \$214,826.00 \$214,246.00 \$209,246.00 \$204,246.00 \$199,246.00

**Evansville Vanderburgh School Corporation
Full-Service Community Schools Program
Budget Year One, Two, Three, Four and Five**

TOTAL DIRECT \$494,633.00 \$494,646.00 \$494,329.00 \$494,106.00 \$493,982.00

TOTAL INDIRECT \$5,212.00 \$5,222.00 \$5,302.00 \$5,384.00 \$5,467.00

Calculated at 1.71% (only first 25,000 of contractual)

TOTAL COST \$499,845.00 \$499,868.00 \$499,631.00 \$499,490.00 \$499,449.00

Project Narrative

Project Narrative

Attachment 1:

Title: **Project Narrative** Pages: **35** Uploaded File: **2_FINAL NARRATIVE_UPDATED JULY 22 2010.doc.pdf**

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(A) QUALITY OF PROJECT DESIGN

(i) Objectives. The Evansville Vanderburgh School Corporation (EVSC) is Indiana’s third largest district. As members of the Coalition for Community Schools Urban Network, we are working to address significant needs through coordinated and collaborative service delivery. Through the School Community Council (SCC), over 70 organizations share a mission of “establishing school sites as places of community to enhance youth and family development.” Full Service Community Schools will be expanded and fully developed in five newly transformed schools serving students from pre- to high school who are among the highest poverty, lowest achieving, and most at-risk in our community: *Academy for Innovative Studies (6-12), Cedar Hall (PK-8), Culver Family Learning Center (ages 3-5), Lincoln (K-8), and McGary (6-8)*. This proposal meets absolute and competitive priorities (App. D, Other) with strategies that support turning around persistently low achieving schools. Community schools are at the center of a comprehensive district-wide plan. While some schools have implemented full-service components, this proposal allows the model to be fully established. Goals and objectives are grounded in research and previous experience with model components (Table 1).

Table 1. EVSC Full Service Community Schools: Project Objectives			
<i>Goal 1: Increase sch. adjustment and physical, mental, and emotional health of students/families.</i>			
<i>Objective 1.1 To increase students’ academic performance and school readiness</i>			
Performance Measures	Strategy	Process Measures	Source/Measure
1.1.1 Percent of students entering kind. meeting early lit. benchmarks will <u>inc. 5% annually (25% cum. inc. May ‘15).</u>	Strategy A. Early Childhood/ Readiness	A1. # of students and parents attending	-mCLASS Read, Fall (annually)
		A2. Type/frequency	-Readiness Chckl.
1.1.2 85% of Culver students will increase protective factors (DECA) from	Checklists	A3. Fidelity (Early Child. Environ. Scale)	-Devereux (DECA)

pre- to post-administrations <u>each year.</u>		A4. Readiness Chcklst	
1.1.3 Percent students passing will <u>inc. by 3% each year (15% cum. inc. May '15) and % with ISTEP growth inc. by 5% yearly (25% cum. May '15).</u>	Strategy B. Comprehens -ive after school programs	B1. Program Quality (YPQA) B2. Frequency and types of activities B3. Percent regular attende (50+days)	-mCLASS/Acuity & IN Growth Score (Spring, annually) -Math/Reading Grades
1.1.4 <u>80%</u> of reg. attending students (50+ days) grades <u>each year.</u>			
Objective 1.2 To decrease student absences and disruptive behaviors			
1.2.1 Number of absences will <u>decrease 5% annually (25% cum. Dec. May '15).</u>	Strategy I. Social/Emotion -al Learn. Sup.	I1. Teachers trained I2. Fidelity of implementation	-Attendance records -Student out-of- school suspensions
1.2.2 The percent of students suspended will <u>decrease by 6% each year (30% cum. decrease by May '15).</u>	Strategy J. GATES	J1. Students served J2. GATES Fidelity	
1.2.3 <u>80%</u> of students receiving SW will <u>decrease teacher/parent behavior concerns from base to 3-mon. each year.</u>	Strategy P. School Social Work Services	P1. Students served P2. Frequency of services provided	-Behavioral Concerns (SSW Data System)
1.2.4 <u>90%</u> of mentored students <u>improve</u> academics, behavior, and attendance during <u>each grant year.</u>	Strategy D. School-Based Mentoring	D1. % completing D2. Quality of relationship	-Outcome Assessment Scale
1.2.5 The percent of <u>students</u> referred & receiving MH services will <u>inc. 10% annually (50% cum. inc. May '15).</u>	St. Q/L Case magt.; ESL Social Worker	Q1. Students served Q2. Barriers addressed	-Southwestern Monthly Report -SW logs
Objective 1.3 Increase the percent of students who graduate from high school			
1.3.1 <u>90%</u> of students (8-12) <u>will pass</u>	Strategy L.	L1. Students served	End of Course

End of Course Assessments annually.	Southern	L2. Type/frequency	Assessment
1.3.2 Percent graduating will increase by <u>10% annually (50% cum. May '15).</u>	Indiana College Access Network	of services L3. Service Fidelity	Graduation rate
Objective 1.4 To increase the physical health of students			
1.4.1 <u>50%</u> of prehypertensive or hypertensive students will decrease Blood Pressure to normal <u>annually.</u>	Strategy M. Coordinated School Health	M1. Wellness Policy M2. Type/frequency of services provided	Blood Pressure for age percentile (CDC)
1.4.2 <u>10%</u> of students identified as at-risk or overweight decrease BMI-for-age scores to normal levels <u>annually.</u>	Strategy N. School health clinic	N1. # receiving school health/dental N2. Types/frequency	BMI for age percentile (CDC)
Goal 2: Strengthen bonds between families and children with schools and community by establishing an infrastructure of support for schools & agencies to support children & families.			
(GPRA) Objective 2.1 Increase the percent of individuals targeted for services who receive services			
Performance Measures	Strategy	Process Measures	Data Source
2.1.1 (GPRA) % targeted for services receiving services each year will <u>inc. by 70% May '15 (30% YR1, 10% annual).</u>	Strategies A through S.	A-S1. Completion rates & strategy process measures	-program/service attend. (aligned with GPRA)
Objective 2.2 To increase student and family engagement			
2.2.1 % of students and parents reporting > avg. levels of <u>engagement and climate</u> will <u>increase by 10% each year (50% cum. increase May '15).</u>	Str. C. Site Council Str. D. Family Policy Str. H. Service Learning	C1. Attendance D1. Fam. Plan Developed D2. Quality/Fidelity H1. Type, duration, scope H2. # com. impacted	-Annual Family/Student Engage. Scale -Annual Climate Survey
Objective 2.3 Increase student/family protective and reduce risk factors of school maladjustment			
2.3.1 <u>75%</u> of SFP youth/parents <u>improve protective/reduce risk factors annually.</u>	Str. E. Strng. Families(SFP)	E1. Comp. rates E2. Fidelity	-SFP Scales: Conflict, Inv., Com.

<p>2.3.2 <u>80%</u> of parents report <u>increased knowledge/skills</u> of parenting/financial literacy <u>from base to compl., annually.</u></p>	<p>Strategy F/O. 1234 Parents; Fin. Literacy</p>	<p>F1/O1. Completion rates F2/O2. Fidelity</p>	<p>-1234 Parent Skills Knowledge Scale -Fin. Lit. Assess.</p>
<p>2.3.3 <u>80%</u> of RY students <u>inc. school adjust./mood management & dec. ATOD use</u> from base to completion, annually.</p>	<p>Strategy K. Reconnecting Youth (RY)</p>	<p>K1. Fidelity K2. Completion rates (>80%)</p>	<p>-Student Outcome Inventory (SOI) -Complete Survey</p>
<p>2.3.4 <u>80%</u> of adults attending ed. classes increase employability and achievement from <u>beginning to completion</u>, annually.</p>	<p>Strategy S. Even Start - Adult Ed.</p>	<p>S1. Retention S2. Recruitment rate</p>	<p>-Employability/ Achievement Assessment</p>

(ii) Demographics/needs... Community/District: Evansville is in Vanderburgh County located in southwestern Indiana (pop. 175,434 [88.2% Caucasian, 8.5% African American, 1.9% other, and 1.4% Hispanic]). Our community exceeds state and national poverty rates, with 17.4% below poverty level in the county and 21.3% in the city (IN: 13.1%; US: 13.2%), and 23,518 (14.4% (10,578) of households) receiving food stamps (IN: 14.0% US: 8.7%). The 9.5% unemployment rate aligns closely with state/national rates (IN: 10.0%; US: 9.5%), while the county (\$41,084) and city (\$33,600) median household income is far lower (IN: \$47,966; US: \$50,303). The crime rate per 100,000 population is higher than the state rate for violent crime/assault, and the state/US for rape, property crime, burglary, and larceny (IN:14.3%; US: 25.7%). The EVSC serves 22,527 students throughout Vanderburgh County in 16 elementary, 8 middle, 5 high, 4 K-8, and one alternative school; 25% are minority (75% white, 14% black, 7% multiracial, 2% Hispanic, 1% Asian, and 1% Native American), and 22.6% receive special education. Over 10 years, the EVSC has seen a 44% increase in poverty (39% in '00 to 56% in '10), and 200% increase in ESL students (32 lang. in '10; 56% Spanish). The district has been in

NCLB improvement status for six years. **Students and Parents:** As part of a district-wide strategic plan to turn around low performing schools, **Cedar Hall (CH)** will be transformed into a PK-8 school and **Lincoln** into a K-8 school beginning fall 2010. Harwood Middle will be closed and these students retained at Lincoln/CH. **McGary** will maintain 6-8 grade levels but has instituted a transformation model called Equity Schools (new school leadership, required staff development, increased instructional time, longer school year, etc.). CH, Lincoln and McGary are school-wide Title I schools (89.6% poverty) and labeled as need of improvement. **Culver Family Learning Center** and the **Academy for Innovative Studies** will both open in the fall of 2010. Culver will serve approximately 200 children (ages 3-5) in a variety of programming in six Head Start classes, early childhood SE and developmental PK, and Even Start Family Literacy. Culver is in a high poverty community (98% poverty). The Academy will serve students (6-12) from prior alternative schools (Christa, Henry Reis, & Sch. of Academic Development; Table 2).

Table 2. Demographic Characteristics of Targeted Schools

Schools	Enr. 09/10	Est. Enr. 10/11	Poverty 9/10	Sp. Ed.	Minority 09/10
1. Cedar Hall	321	541	90%	23%	27%
2. Lincoln	283	392	95%	35%	74%
--Harwood	283	NA	92%	22%	33%
3. Culver FLC	NA	200	NA	NA	NA
--Culver	321	NA	98%	NA	75%
4. Academy	NA	300	NA	NA	NA
--Christa	56	NA	70%	32%	50%
--Henry Reis	88	NA	70%	61%	53%
--SACD	125	NA	51%	1%	28%
5. McGary	393	403	86%	16%	47%

Students, Parents, and Community Needs: Multiple stakeholder groups (students, parents, community residents, businesses, partners and school staff) contributed to the development of a comprehensive district strategic plan focused on five core elements: 1) Family, School and

Community Partnerships, 2) Technology, 3) Professional Development, 4) Innovative School Models, and 5) Early Childhood Development. The FSCS model will provide coordinated academic, social, emotional, and health support to the children and families as part of the transformational models being implemented through integration of new and existing resources in a comprehensive coordinated delivery service system. **A total of 1,836 students and their families will be served.** Data from students, families, staff, neighborhoods, schools, law enforcement, health agencies, and partners were used to gauge need, identify risk factors, and plan programs. Needs of the “whole” child and family are not being met. **Need: Academic Failure.** Schools (or discontinued schools feeding into them) are labeled as schools in need of improvement and are persistently low

performing (Table 3). Two of the schools are already at a level requiring them to restructure as part of NCLB. For 10 years, **Cedar Hall** has been below the state average in the percentage of students passing Eng./LA and math and is currently in Tier III improvement status. For 12 years, **Lincoln** has been below state average and is in Tier III. For 13 years, **McGary** has been

Table 3: ISTEP and Behavior Data				
School	09 % > stand.		09 Att. Rate	09/10 Susp.
	IN	Sch.		
Cedar Hall	62.7%	47.8%	96.0%	23
Lincoln	62.7%	35.8%	96.8%	21
Harwood	62.7%	34.4%	96.5%	108
McGary	62.7%	31.2%	96.8%	175
Academy	NA	NA	NA	NA
Christa	62.7%	8.1%	93.8%	72
Henry Reis	70.8%	62.3%	84.1%	78
SACD	NA	NA	90.4%	10
Culver	62.7%	24.5%	NA	NA

less than state averages on Eng./LA and math. In ‘09, McGary was placed on academic probation under PL 221 and academic watch during the three years prior. The school failed to meet AYP from 2002-2008. Schools forming the **Academy for Innovative Studies** are in Tier II improvement status (19% pass ELA; 15% pass math). While **Culver Family Learning Center** (CFLC) is new, it will serve students who would have attended Culver Elem. (Culver is Tier 1, <

IN avg. 13 yrs). **Need: Poverty & Home/Community Environment.** Students/residents living in the focus neighborhoods are among Evansville's poorest (51% to 98% F/R lunch; 23% of 306 EVSC homeless in target schools). The percent of single parent households is 37.3% in Vanderburgh County/47.9% in Evansville (IN: 31.7%; 31.1%). Mobility rates are high (>60% avg. across schools). The United Way identified child abuse and neglect as a key issue, with 70 cases of sexual abuse, 56 physical abuse, and 502 neglect. These figures exceed state averages for physical abuse/neglect (e.g., Vand. Cty.: 13.57 children per 1000 compared to IN 8.55 for neglect; Vand. Cty.: 1.70 per 1000 compared to IN 1.57 for physical abuse). **Need: Educational Attainment.** 18.6% of Evansville residents have less than a HS diploma (IN: 13.8%; US: 15.1%). Only 17.8% of residents have a bachelor's degree or higher (IN=22.9%; US=27.7%). EVSC continues to lag the state in high school graduates (80.9%; IN: 81.5%). **Need: Family engagement.** In fall 2010, the EVSC contracted with an independent consulting firm to conduct a climate and student/family engagement study (students, parents, and teachers). Across target schools, the most common area of concern involved family and student engagement. Only selected items are presented: (a) 48% to 87% (range across schools) of parents and 19% to 75% of teachers agreed that families have a voice in school decisions, and (b) 33% to 74% of parents and 7% to 82% of teachers agreed that parents feel ownership in the school [Note: Two schools with highest percent have implemented FSCS components the longest]. **Need: Attendance and Disruptive Behavior (Table 3).** In 09-10, 2,648 EVSC students were suspended; 20% (529) attended target schools. An '09 study found SE and African American students were suspended at a disproportionate rate compared to general education students (SE students are 2.13 times more likely compared to GE students; Elem: 43% of the students suspended were African American; Middle: 31%; High: 33%). According to the Vanderburgh Juvenile Court Judge, a

large percent of students in court have either been expelled or suspended. **Need: Healthy Life Styles.** Regular check-ups, screenings, nutrition, and fitness often are low priorities for low-income families, and focus neighborhoods are designated as medically underserved. Obesity is increasing, with 38% of EVSC elementary and 39% of middle school youth identified as obese or at-risk for obesity. The EVSC has seen an increase in the number of children with Type II Diabetes, and asthma is the most prevalent chronic disease in the EVSC. Currently, 350 children are on the waiting list for St. Mary's Dental. Locally, 2 pediatric clinics that serve populations of underinsured and uninsured have closed. **Need: Alcohol and Drug Use.** For EVSC students, binge drinking and 30-day marijuana use are greater than state and national averages. ***Binge Drinking:*** 13.5% 8th grade (IN: 12.5%; US: 8.1%), 21.2% 10th grade (IN: 19.2%; US: 16.0%), and 29% 12th grade (IN: 26.4%; US: 24.6%) students. ***30-day Marijuana Use:*** 9.5% 8th grade (IN: 7.8%; US: 5.8%), 16.4% 10th grade (IN: 14.6%; US: 13.8%), and 22.2% 12th grade (IN: 16.7%; US: 19.4%) students (IPRC, 09).

(iii) Services provided or coordinated... The EVSC and community partners will provide and coordinate ALL qualified FSCS services to ensure that a comprehensive delivery of services is provided to students, families and community. We meet the competitive priority by serving persistently low performing schools (or discontinued schools feeding into them; explained in **Appendix D [other]**). ***(a)*** As discussed below, schools are implementing varying levels (partial or full) of the transformation model (e.g., new K-8 structures, Equity School, Community Oriented Schools); ***(b)*** The academic, social, and health services provided are discussed below and all are based on needs from ***Section Aii***; and ***(c)*** the alignment of services and how the model will be supported is discussed below and in ***Section D***. With community input, the EVSC is already funding significant capital improvements to support the model. To ensure seamless

coordination with community resources, policies and procedures related to establishing school-based health clinics (physical and dental), on-site counseling, mentoring and other associated strategies is currently underway. During the first year, we propose a partial implementation and planning year with full implementation in 11/12. All services are designed to address the needs described previously while building on the assets and current initiatives unique to each school community. ***Cedar Hall (PK-8)*** developed the first full-service school in the district. In '08, the school was marked for closer. During a community forum, local residents and businesses conveyed the importance of the school to the community. This resulted in Cedar Hall staying open and a completely new school constructed to accommodate a PK-8 community structure. Students, parents and community residents contributed to the building design including dedicated space for a school-based health clinic and community partners. The ***Academy for Innovative Studies*** and the ***Culver Family Learning Center*** will both open in the fall of '10. The ***Academy*** will serve 6-12th grade students from prior alternative schools. Individual learning plans will be developed to accommodate learning styles. With partners, comprehensive health, social and emotional services will be wrapped around students. ***Culver*** is partnering with Head Start to provide 6 classrooms, early childhood SE assessment and developmental PK classes, and Even Start. The partnership integrates over 1.5 million dollars of funds from Head Start and EVSC. ***Lincoln*** will be the only K-8 school operating on a year-round calendar. Lincoln was also renovated to include a school-based health clinic and dedicated space for community organizations. ***McGary*** is implementing a school transformational model called Equity Schools. Focused on increasing achievement, this strategy combines research-proven, best-practice approaches. Teachers and staff will receive intense professional development and mentoring through a process that requires all certified staff to graduate from an Equity Academy. Prior

administration was replaced with a new leadership team. The school schedule is expanding by 10 days for students and 8 teacher collaboration/data days, and is restructured with added time for instruction and teacher collaboration. **Services, Needs, & Frequency.** Targeted schools lack capacity to implement a comprehensive delivery system. An FSCS Project Director and full-time coordinator will increase capacity to implement strategies and scale current model components. To support this work, Site Councils comprised of key students, parents and community stakeholders will be fully developed. In partnership with the School Community Council Steering Committee, the councils will advise and guide the strategies. An FSCS Coordinator will provide school support and coordinate all services based on absolute priorities (*frequency and needs described below*): **(1) Early Learning (Strategy A); (2) Rem. education (B); (3) Family engage. (C) (D) (F); (4) Mentoring (G); (5) Service (H); (6) Absent, suspended (I) (J) (K); (7) Career (L); (8) Nutrition (M); (9) Primary health and dental care (N); (10) Financial (O); (11) Mental health (P) (O); and (12) Adult ed., ESL (R) (S).**

(A) Comprehensive early childhood education/Transition plans: targets *better coordination with early childhood programs and academic failure*. In partnership with Head Start, the Culver Center will provide comprehensive early childhood services to high-risk students. This strategy also includes a collaborative partnership with the Early Childhood Development Coalition (ECDC). Established by United Way, the ECDC is partnering with the school district and providing support to families and children in the areas of 1) health/nutrition, 2) literacy, 3) family involvement, and 4) successful school transition. Schools will partner with the coalition to develop transition plans (Kindergarten Readiness Checklist) to connect students from PK to kindergarten. Schools will also participate in the ECDC Literacy initiative that will provide children with a series of books promoting parent child interactions prior to school, as well as

connect parents to literacy events and specialized programs. *Freq.: Culver FLC 5.5 hrs/day (8am-1:30pm) 4 days/week with a 5th day for family engagement and indiv. lesson planning (142 instr. Days); Annual transition plans, book/education program monthly.*

(B) Comp. after school academic and enrichment programs target *academic failure, ATOD, health/nutrition, and environment*. The SCC after school program team is a coalition of after school youth organizations. FSCS Coordinators will work with partners to organize and implement programs focused on academic, enrichment, and recreation. Programs will align with school day standards and include individual and small group tutoring. Enrichment and recreational programs will involve hands-on opportunities engaging students, while fostering youth development. Funds will be integrated to support the program (EVSC/Title/21st CCLC). *Freq.: four 8 wk sessions from M-F (3 hr after); Sum.: 4 wks enrich./8 wks w/ Parks/Rec.*

(C) Com./Family Involvement (Site Council) targets *academic achievement, coordinated services, and family engagement*. The SCC will provide the framework for full implementation of the FSCS model. At each site, a Site Council will be fully established (described above) and have access to FSCS funding for programs. Site Councils will coordinate school services, and the SCC provides overall support. *Freq.: Mthly meeting & ongoing support.*

(D) Center for Family, School, and Community (FSC) Partnerships: Family Engage. Policy Implementation targets *need to connect schools/communities, academic achievement, and family engagement*. In '08, the Center for FSC Partnerships was founded. Old National Bank donated a building which is easily accessible to parents and families. The Center contains all of the current SCC support staff and coordinates community school supports (social service, health, parent education, mentoring). A core strategy in this proposal will be the formal development of a family engagement policy with concrete strategies developed in the planning year tied to each

school (planning in 10/11, impl. in 11/12). We will work with Brown University and Dr. Sam Redding (Center on Innovation/Improvement) to develop this plan. A Parent Advisory Committee has been created and an initial draft of the focus areas include: (a) prioritizing family participation in leadership/decision-making; (b) professional development for schools to create welcoming environments, and (c) holding policy and accountability foremost to demonstrate and maintain the expectation of effective practices for family engagement across the district. ***Freq.: Center provides year-round support; policy/strategies developed in first year.***

(E) Strengthening Families targets *ATOD, discipline, family environment (abuse/neglect, parenting) and family involvement*. SFP (6-9) provides children/families with skills training by building protective factors (relationships, parenting, and social/life skills). SFP (10-14) focuses on reducing adolescent substance abuse and other problematic behaviors by improving parenting skills, building life skills, and strengthening family bonds. SAMHSA identifies SFP as a model program. ***Freq.: 1 program (9 weeks) annually for each school through Youth First.***

(F) 1234 Parents targets *child abuse/neglect, parent ed., and coordination of early childhood*. 1234 Parents is an Adlerian education program (ages 0-5): conflict resolution, self-esteem, and parenting. Social workers, FSCS Project Coordinator and school collaborative teams will connect parents in partnership with ECDC and 4C. ***Freq: Year round programs thru 4C.***

(G) School-Based Mentoring: Big Brothers/Big Sisters (BBBS), YWCA, Welborn targets *discipline, student engage., achievement, ATOD, and lifestyles*. BBBS currently supports school-based mentoring at Lincoln and Cedar Hall and the YWCA for girls at Culver. Mentoring would be expanded to all schools. Case management and supervision of the mentors will be housed at each school in partnership between BBBS, the YWCA and schools. The FSCS Coordinator will provide coordination and oversight at sites. ***Freq.: August to May annually, weekly meetings.***

(H) Service learning projects *targets achievement, nutrition and health, ATOD, student/family engage., and com. involvement.* Schools will include a service learning component designed to foster community connections. Projects will be unique to schools, while working in collaboration. As an example, Culver will partner with the Academy to create an on-site green house (Hoop House) as part of an urban gardening project to engage youth, their parents and community residents in community service, while increasing knowledge of healthy foods and eating habits and hands-on science experiences. *Freq.: Program provided throughout the year.*

(I) Social and Emotional Learning Supports *targets attendance and discipline needs.* Schools will implement a universal, research-based program to address social/emotional learning using a Response to Intervention (RTI) framework. All proposed strategies will be mapped using this framework allowing students' needs to be matched with high-quality education and interventions. Schools are adopting Perceptual Control Theory (PCT) and will implement the Take Charge Curriculum by Perry Good. The curriculum's foundation is based on a scientific theory of behavior and focuses on helping kids help themselves. Schools have also implemented aspects of Positive Behavior Supports and will expand this as part of the social and emotional approach. *Freq.: Planning 10/11 with full implementation daily school-wide in 11/12.*

(J) Granting Alternatives to Expulsion/Suspension (GATES) *targets attendance, discipline, and graduation.* To impact high suspension rates, social, emotional, academic and health needs must be addressed. Schools will partner with Juvenile Court to provide an alternative to suspension. Students will continue their education despite any behavioral issues that may have otherwise resulted in a suspension or expulsion. This is a daytime program where students report to class at the Youth Care Center, a secure environment that will provide academic instruction along with anger management, conflict resolution, character education; indexes measuring anger,

addictions, and depression, and teaching segments on respect, sacrifice, courage, and honesty.

Also included will be a Re-Connection Strategy to identify problems causing the placement and a plan for correction. *Freq: Offered 5 days a week based on student needs and progress.*

(K) Reconnecting Youth *targets academic failure, school drop-out, ATOD, discipline and attendance.* Youth First will provide RY at the Academy. RY is an evidence based model (SAMHSA) providing self-esteem enhancement, decision-making, personal control, and interpersonal communication. *Freq.: Daily for 1 semester sch. day annually at the Academy.*

(L) Southern Indiana College Access Network (SICAN) *targets need for high school graduation and career counseling.* In partnership with the Mayor's Education Roundtable, businesses, and PK-18 education, SICAN's goal is to increase the percent of students who graduate and enroll in post-secondary education. A SICAN Coordinator will be at each school to provide schools with resources, one of which includes early education on how to prepare for post-secondary opportunities. *Frequency: SICAN will be open year-round.*

(M) Coordinated School Health Model: Wellness Plans *targets physical/dental health and nutrition.* Lincoln, Cedar Hall and McGary are incorporating the eight components of the Coordinated School Health Model, including Health Education, Physical Education, Family/Community Involvement, and Health Promotion for staff, Healthy School Environment, Counseling, Psychological, and Social Services, Nutrition Services, Health Services, and Physical Education. *Freq.: Daily throughout the school year.*

(N) School-based on-site physical and dental clinic *targets need for physical/dental health and nutrition.* St. Mary's Hospital provides access to free dental services to the children in EVSC schools through a mobile dental clinic. However, the mobile clinic serves all 35 schools in the district and is limited in the number of visits it can make to each school (350 children on the

waiting list). Extensive dental restoration work that cannot be done on the mobile clinic is completed by several local dentists often at greatly reduced fees or free. There is a need to establish a dental operatory at the schools where the needs are greatest. St. Mary's, Vanderburgh County Health Department, and ECHO Community Health Clinic will staff school-based health clinics. Cedar Hall and Lincoln were renovated (with input from partners) to include space for a comprehensive Health Clinic (dental and physical). ***Frequency: Services available year round.***

(O) Financial Literacy program targets underlying issues of *poverty and homelessness* impacting all schools. During the first year, schools will partner with the Old National Bank, Rotary and the United Way to identify a research-based financial literacy program for parents and community residents. As part of program identification, a comprehensive plan for addressing underlying issues of poverty impacting community residents will be developed. ***Frequency: two programs each year (or more based on planning); plan developed in 10/11, implement 11/12.***

(P) School social work will target *high suspension rates, absenteeism, ATOD and violence, homelessness, abuse and neglect*. Based on a risk and resiliency model, each school will provide a school social worker (through Title I, Youth First and Lampion Center). MSW's will provide case management (home visits, linking to resources) and individual, group and family therapy to students/families. Utilizing systems theory, services in school, home, and community will reduce risks (behavioral, emotional, academic, social) by building protective factors. ***Frequency: Each site will have year-round services from a school social worker.***

(Q) Southwestern Counseling/Case management will target *drugs and violence and mental health issues*. Case managers will act as liaisons between school (social workers, teachers, counselors, etc.) and community mental health providers (psychiatrist, therapist). They will provide case management and coordination of student mental health TX plans using a

community “wrap around” model. ***Mental Health Services:*** There is a commitment from **Southwestern Healthcare** to establish mental health clinics at targeted schools providing on-site counseling. The program will be provided at Lincoln, Cedar Hall and the Academy in year one with potential to expand services to other schools in subsequent years. ***Freq: Case Managers are full-time and work a year-round calendar; Counseling will be provided year-round.***

(R) Specialized social work outreach and linkages *targets mental health and social service needs of ESL population.* A FSCS Social Worker will provide support for ESL students and families. This social worker will be housed in the Center for FSC Partnerships and provide outreach to sites working with the families to help them access supports for their child to be successful in school. ***Frequency: Daily August through May school year***

(S) Even Start Family Literacy *targets need for early intervention, academic failure, and adult education.* The EVSC has a solid Even Start program for children birth to kindergarten, consisting of parent-child time together, adult education, early childhood development, and pre-school. Instruction is provided with emphasis on child development, health issues, nutrition and early steps to literacy. Daily interaction time with parents playing, learning with and reading to their young children helps to nurture the role of parents as teachers. Additionally, an adult education program is offered in basic education skills, GED preparation and/or further education in preparation for employment. School social workers will connect children/families to resources and provide case management for families to ensure successful participation and completion of the program. ***Freq.: M-F throughout August to May; two weeks in summer.***

(B) ADEQUACY OF RESOURCES

(i) Support... Evidence for the adequacy of resources to support this initiative is grounded in the history of full-service community schools and the continued development of the SCC. The full-

service model was first implemented at Cedar Hall in the mid-1990's. In the planning phase, the United Way engaged the services of Jody Kretzman, author of "Building Communities from the Inside Out." Using Kretzman's asset building approach, family, student and community assets and challenges were identified. A number of community-based organizations, businesses, parents, and churches were invited to explore solutions to the identified challenges of children and families living in the Cedar Hall school attendance district. The school principal and staff contacted Joy Dryfoos, who advised them to visit other communities across the nation that were doing "full-service" community school work. The staff, along with community agency representatives, visited communities across the country and brought many ideas back to Evansville. With the knowledge gained from others, elements of the full-service school model began and were gradually expanded to other schools. To support this work and coordinate the blending of school and community services at a much larger scale, the ***School Community Council (SCC)*** was created in 2000. To date, over 70 churches, businesses, community based, governmental, and social service agencies are working to leverage resources to meet the needs of children and families in the Evansville community. In 2001, strategic planning began and our mission was adopted. Recently, an Associate Superintendent of Family, School, and Community Partnerships was appointed (past Principal of Cedar Hall) to oversee this process shifting from a *coordinated effort to authority driven*. From strategic planning, various teams have been established: ***Steering Committee***: Guides the work of all committees. ***Health teams***: have developed asthma care plans for area physicians, provided nutrition and health fairs, instituted fitness extended day programs, and coordinated school health models. ***Social emotional learning team***: is developing a speaker's bureau for training and tracking quality of prevention and intervention programs being provided. ***Communication team***: has developed a social marketing

plan related to community education principles, after school programs, and drug and alcohol free messaging. **Site Council support team:** is working with schools to develop councils comprised of diverse representatives and identify community needs/resources. **After school team:** developed a community resource guide for programs, hosted lights on afterschool events, integrated community resources, and actively recruits volunteers. **Evaluation team:** developed an evaluation tracking process and outcome measures. The EVSC and partners each commit to leveraging resources/funding to support full development of the FSCS model.

The **EVSC** commits both direct financial support and in-kind contributions. This includes: staff – site principals, counselors, secretaries, maintenance, bus drivers, cafeteria personnel, central office administrative support, daycare personnel; facilities – classrooms, gyms, computer labs, libraries, playgrounds, etc.; equipment – office furniture, computers, supplies and materials; transportation – student transportation; activities – for students and families. As reflected in the budget, the full-service school coordinators will be partially funded by the EVSC. Additionally, the proposed EVSC strategic agenda has resulted in major technological advancements (e.g., student Netbooks, promethean boards) and capital improvements in targeted schools to accommodate implementation. Each school commits to integrating the full-service model into their school improvement plan. Community partners commit staff time to participate in steering committee meetings and Site Councils, in-kind resources, and direct funding. **Vanderburgh County Juvenile Court** commits to working collaboratively with the EVSC to implement the GATES program and to explore and implement strategies to improve school attendance and reduce juvenile crime. **Southwestern Healthcare** commits to maintaining caseworkers, who will provide oversight to the delivery of mental health resources. In addition, Southwestern is providing an administrator for the Academy, as well as direct mental health support. **Evansville**

Police Department continues its commitment to providing police liaison officers to EVSC schools, along with the Officer Friendly Program. **Youth First, Inc.** commits to providing research-proven Strengthening Families and Reconnecting Youth programs, and hiring school social workers with the Program Director and principals. **Lampion Center** will provide social work services to families in Even Start. **Hospitality and Outreach for Latin Americans** will work with the FSCS Social Worker to address the unique needs of hispanic families. The **Division of Family Resources** will serve on teams to coordinate and address issues of child protective services and public assistance. **CAPE/Head Start** commits to partnering with the Culver Family Learning Center in implementing comprehensive early childhood programs. **St. Mary's Hospital and ECHO Health Clinic** will continue to provide extensive health education resources and services to impact the health of students, staff, and the community. The **Autism Coalition** will provide education and support for families with developmental disabilities. **Old National Bank** commits to supporting financial literacy programs and providing a building for the organization of all family engagements/supports. **United Way** will provide support to early childhood education through the SCC through the Early Childhood Development Coalition. After school and summer programs will be provided in schools through partnerships with **Boys and Girls Club, YMCA, YWCA, Evansville Public Library, Memorial Baptist Church, Patchwork Central, United Neighborhoods of Evansville, Evansville Museum, Children's Museum of Evansville, Junior Achievement, Keep Evansville Beautiful, Carver Community Organization, Boy Scouts, Girl Scouts, IVY Tech, University of Southern Indiana, Tales and Scales, City of Evansville, Evansville Parks/Recreation, and Vanderburgh 4-H.** Over, 70 SCC agencies will be involved in providing on-going support and long-term sustainability. Partners are committed to addressing issues presented by Site Councils and providing in-kind services.

(ii) Commitment... As outlined in the MOU and above, each partner commits to leveraging diverse resources. All partners agree to participate in meetings/trainings, provide staff, collect and share data related to required GPRA indicators. As shown above, our partnership has a long history of collaboration starting in the early 1990s at EVSC's first full-service school.

(iii) The extent to which costs are reasonable... Collectively, a total of 1,836 students and their families will be served. If the maximum amount of funding were awarded, this would be less than \$272 annually for each student, which doesn't include other community and family members who will be impacted by the initiative (or all in-kind services provided). As reflected in the budget, our partnership is committed to leveraging existing resources to support children and families in our community and sustaining services. Full-service school coordinators will be partially funded by the EVSC, along with technology, supplies and equipment. The FCSC grant offers the district and participating schools an opportunity to support the building of a strong infrastructure of collaboration that will support this work beyond the life of the grant. This will allow for further coordination of resources and provide a solid foundation for long-term sustainability, as evidenced by resources and efforts already being allocated to this work.

(C) QUALITY OF MANAGEMENT PLAN

(i) Comprehensive plan. Planning: During the first year, monthly SCC steering committee strategic planning meetings will focus on developing policies and procedures related to core strategies of the initiative (e.g., school-based health and dental clinics, etc.). As mentioned previously, parents, students, and community members have been involved in the development the initial plan. In addition, parents have also been participating on a family advisory team to construct a district family engagement policy. We will continue to involve students, parents and community residents throughout the planning and implementation stages. Formal contracts will

be developed with community partners, along with hiring all full-time support staff. The evaluators will assist the schools and steering committee in further development of a comprehensive process and outcome evaluation plan including a logic model and protocol for implementation (described in Evaluation section). All evaluation materials will be presented to the University of Evansville IRB for approval. All FSCS personnel will be in place and Site Councils established. Team members will meet weekly and visits will be made by a team (FSCS staff, school staff, key partners) to school-based clinics to learn about the development and implementation of health and dental clinics. The five FSCS Coordinators, one for each building, will receive comprehensive professional development on how to implement an FSCS. Technical support will be provided by the Coalition for Community Schools. Opportunities to network and learn from successful models will be provided (*Timeline provided w/MOU in App. B*).

Coordination, Manage and Oversight: The initiative will be integrated into the existing infrastructure of the SCC to create a comprehensive approach and foundation for sustainability. The EVSC has made a long-term commitment to supporting this work at the school, district and community level. The EVSC's Strategic Agenda includes Family, School and Community Partnerships as a focus area of the district plan. The position of Associate Superintendent of Family, School and Community Partnerships will provide support for the development of this focus. The Associate Superintendent will oversee full implementation of the project and ensure that it is fully integrated into the district's overall plan for family engagement. A full-time **FSCS Project Director** will be hired with a master's degree in education or related field and experience in community development and collaboration. Responsibilities include: (a) Coordinate and monitor goals, budget, service delivery, and evaluation process; (b) serve as liaison between EVSC district departments, schools, service and collaborative partners; (c) report to federal

administrators, EVSC, and SCC Steering Committee; (d) leverage growth and sustainability. A team of five ***Full-time FSCS Coordinators*** will be hired (for each school). We will work to ensure the team is diverse and represent various professional backgrounds and experiences (social work, psychology/counseling, education, health, etc.). The FSCS Coordinator will oversee all programs and services, and be the primary point of contact for agencies at the building level (in partnership with principal/director). ***Part -time FSCS Adm. Assistant:*** The position will provide administrative support to the FSCS Project Director, Coordinators, Social Worker of Special Populations, and principals, and process all payroll and requisitions associated with the program and help prepare federal reports. Additional support provided by the Center for FSC Partnerships. ***Role of school principal/director.*** The role of the building administration is essential to successful FSCS implementation. The building principals in each of the schools provided significant input into planning for this grant and all have made a commitment to support this work and help move it forward (e.g., convening and participating in regular meetings, supporting the FSCS Coordinator, reviewing evaluation data, participating in development of Site Councils). Building principals will ensure that the FSCS Model is viewed as a key strategy and academic, social and/or health services are aligned with and support the school improvement model. Principals will work with teachers, school staff, parents and students to educate them on the value of the model and the FSCS Coordinator to develop and maintain community partnerships key to successful model implementation. ***Role of FSCS Coordinator.*** FSCS Coordinator will provide the much needed coordination of programs and services at schools. Currently, building principals and school staff are overwhelmed and schools lack the capacity to support this work. The role of the FSCS Coordinator is critical as the schools transition into comprehensive full-service community schools. The FSCS coordinator will attend

neighborhood association meetings, coordinate programs and services, facilitate data collection and evaluations, and participate in quality improvement processes. ***Role of partners, parents and community.*** Community partners are committed to providing on-going support and resources to students and families in schools. Since 2000, when the SCC was developed, partners have served on teams and Site Councils. Continued participation provides opportunities for shared decision-making and ownership. Site Councils will include key stakeholders (parents, students, school staff, community residents and partners). Community partners bring expertise and are equipped to address the social, emotional and health needs of students, while the voice of students, parents, and community residents ensures alignment with community strengths and needs.

(ii) Qualifications... The FSCS Coordinator is instrumental to the success of the proposed strategies. We see this position as an opportunity to bring about change at the school level, while also creating a professional development framework where other schools can benefit from their expertise. While assigned to schools, the 5 FSCS Coordinators will meet regularly with the Project Director (qualifications described above) and collaborate in sharing ideas and resources. When hiring these positions, principals will jointly interview and intentionally hire a team of Coordinators that represent different disciplines (e.g., health, social service, mental health, community education). Specific qualifications include: (a) ability to work collaboratively with students, parents, school staff, and community partners; (b) effective communication; (c) knowledge of community resources; (d) bachelor's degree and background in education, human or social services field (e.g., health, mental health, community education); (e) knowledge and understanding of cultural diversity, community resources and organizations. ***Performance on similar efforts:*** As evidenced through the work of the School Community Council (described previously in section B), the EVSC has a sound history of developing innovative and successful

partnerships with the community. Over the last 10 years, we have successfully managed several state and federal grants including Carol White Physical Education Grant, Safe Schools Healthy Students, 21st Century Community Learning Centers, and Grants to Reduce Alcohol Abuse. Our management plan is patterned after these successful projects.

(iii) Extent to which time commitments... Previous experience with federal programs and aspects of full-service schools has underscored the importance of a solid infrastructure to support development and implementation. The FSCS Project Director, five FSCS Project Coordinators and the ESL Social Worker are all full-time positions and will be hired during the planning year. They will receive extensive professional development and support during the planning year, and will be instrumental to schools as they transition into comprehensive full-service schools. The Center for FSCS Partnerships will fully support these schools.

D. QUALITY OF PROJECT SERVICES

(i) Research and practice... All strategies are grounded in research and effective practice and intentionally selected based on identified need. Process measures incorporated (Table 1) will assess continuous quality improvement through monitoring of fidelity of implementation and adherence to evidence-based practice. **Strategy A: Early childhood and transition plans.** High quality early childhood programs contribute significantly to children's school readiness helping children develop literacy, social-emotional, and cognitive development skills that help prepare them for kindergarten (Gormely, 2005; Love, 2005). Children from lower socio-economic levels may especially benefit from early learning opportunities. Of particular importance are relationships children develop with fellow students and adults. The socialization that occurs at this stage fosters the development of critical social-emotional skills easing the transition into kindergarten. Along with short-term impacts, longitudinal studies have shown that participation

leads to higher graduation rates, higher earnings, and greater stability in work and life situations (Barnett & Masse, 2007; Schweinhart et al., 2005). **Strategies (B) After school/summer learning and (H) Service learning.** Research shows that **after school/summer programs** are important and effective in improving students' academic performance and youth development (Borman, 2004, Durlack & Weissberg, 2007; Posner & Vandell, 1994). Harvard and other researchers (e.g., Policy Studies) have identified key quality domains: strong school/after school linkages, management, climate, relationships, and engaging experiences. These practices will be embedded within a comprehensive after school/summer framework. Schools will conduct the Youth Program Quality Assessment throughout the year and administer quality surveys to parents, students and teachers. **Service learning** has been shown to increase students' self-efficacy, motivation to learn, academic performance and student engagement (Billig, 2000; Follman, 1998; Weiler et al., 1998). Activities must be of sufficient duration, engaging, and include meaningful reflection. These practices will be incorporated into project designs.

Strategies (C) Community/Family Involvement and (D) Family Engagement. Research links community and parent involvement to increased academic achievement (Sheldon & Epstein, 2005; Sheldon, 2003) and improved attendance (Epstein & Sheldon, 2002). In successful schools, staff empower families to increase their involvement by providing guidance, support, and linkages (Sanders & Lewis, 2005; Shelton, 2003; Epstein and Sheldon, 2002; Sheldon & Epstein, 2005). The EVSC project strives to engage families as the primary educators by providing support and guidance in each of the six types of involvement, while linking parents and families to community resources (Epstein, 1995). By employing a multi-phase model (Koonce and Harper, 2005), special attention will be devoted to engaging culturally and socioeconomically diverse families. Our work with leading researchers in this field (Brown

University and Sam Redding) will further ensure alignment with current practice. **Strategies (E) SFP and (K) RY.** Effective practice in prevention calls for research-based programs, while focusing on enhancing protective factors and reducing risk factors (Kumpfer et al., 2002). **Strengthening Families (SFP)** and **Reconnecting Youth (RY)** are evidence based programs identified on SAMHSA's National Registry (2010). SFP has been shown to reduce substance use, increase parent competencies, and positively impact student engagement and academic performance (Spoth et al., 2002; Trudeau, Soth et al., 2007). RY is associated with (a) decreased substance use, (b) reductions in behaviors related to risk factors, and (c) improvements in behaviors related to protective factors. **Strategies (F) 1234 Parents and (O) Financial Literacy.** Programs targeting new skills, growth and development, and financial literacy adhere to evidence-based practice in parent education, specifically recitation, sensitization, learning of concepts, and teaching and practice of better skill (Goddard, 1996). Parents in target schools will have access to **1234 Parents**. A recent evaluation (Diehl & Chadwell, 2009) of *1234 Parents* revealed that 71.0% of parents/guardians improved or maintained positive attitudes and beliefs related to parenting. Participants demonstrated a significant positive change in parenting techniques and behaviors scores. Outcomes of financial literacy programs include higher levels of investment knowledge, higher savings rates, higher net worth, better financial decisions, increased confidence when making investment decisions, and better control over credit (Schuchardt et al., 2009; Peng et al., 2007; Bernheim et al., 2001; Garman et al., 1998; Hira & Loibl, 2005). Programs offered through schools and partners serve as effective settings for increasing financial competence because they serve families who have the greatest need for financial education. **Strategy (G) Big Brothers/Big Sisters School Mentoring** is an evidence-based model. A recent national evaluation of the program found that after 18 months of

mentoring, youth were 46% less likely to use illegal drugs, 27% to use alcohol, 52% to skip school, 37% to skip a class, and 33% to hit someone. Mentees were also more confident in their schoolwork (Herrera et al., 2008). Quality of training, weekly and consistent meetings with mentors and mentees, and continuing summer matches were identified as key practices, which will be part of our program. **Strategies (I) Social and emotional supports and (J) GATES.** By adopting an RTI framework, schools will accurately classify practices as primary, secondary, or tertiary. These distinctions will assist building-level administrators and teachers in determining how to deploy staff in a sensible and efficient manner (Johnson et al., 2006). Administrators will ensure fidelity of implementation by emphasizing accountability, specificity, consistency, and authority (Johnson et al., 2006; Dane & Schneider, 1998). In an effort to establish alternatives to suspension and expulsion, **GATES** will allow students to receive academic opportunities in spite of disciplinary issues. This will be a structured, holistic approach centered on positive support systems to better meet the intense and diverse needs of these students as well as other students vulnerable to a variety of factors that might preclude success in their home school (McCreight, 1999; Moore & King, 2005; Coleman, 2002). **Strategy (L) Southern Indiana College Access.** In January 2009, SICAN started a pilot program to provide one-on-one advising to seniors. Approximately 69% (29/42) of students who received services enrolled in post-secondary education, with 61.9% enrolling in college or a university and 7.1% in other post-secondary training. Out of the 38 students who are first-generation college goers, almost 66% (n=25) graduated and enrolled in post-secondary opportunities. Of the 30 minority students, 73% (n=22) graduated and enrolled in post-secondary opportunities (Diehl, 2010). By expanding these services to students at targeted schools, similar outcomes are expected. **Strategies (M) Coordinated school health and (N) School-based health clinics.** Research supports the positive

impact that school health programs can have on academic and health outcomes (Centers for Disease Control, 2009; Murray, et al., 2007, Taras, 2005). School-based health centers provide services directly to the school site leading to fewer missed appointments and more prevention. Key practices in designing effective health programs involve strategy development around the eight core components of the coordinated school health model and developing partnerships to implement them. Locally, our partnership with St. Mary's Hospital, ECHO, Southwestern Healthcare, and Lampion will bring expertise in this area to support successful implementation.

Strategies (O) Mental Health Services/Case management, (P) School social work (R)

Specialized Outreach. When students' needs are unfulfilled, the learning process is disrupted (Anderson-Butcher & Ashton, 2004). The coordinated, wrap-around model stresses the importance of collaboration (Ouellette et al., 2004). A meta-analysis of case management studies found improvements in the effectiveness of mental health services (Ziguras & Stuart, 2000). The model incorporates effective practice principles including (a) Act as a liaison with the family and provider; (b) provide orientation to therapy and explain relevance of treatment; (c) address barriers to treatment to ensure appointments are kept; (d) collaborate with and set appropriate goals; (e) maintain effective communication; and (f) monitor progress in all services (Weist et al., 2006; Ouellette et al., 2004). **School social workers** will play a key role in service provision. Research suggests social workers boost protective factors against school maladjustment by addressing risk factors, and implementation of a range of services and interventions will likely produce stronger effects than offering single interventions individually. Studies have shown a decrease in student disruptive behaviors and increased resiliency (Diehl & Frey, 2008). Benefits of services may be evident in one or more areas of functioning, including interpersonal skills, intrapersonal skills, and academic competency (Early & Vonk, 2001; Wilson et al., 2001;

Middlemiss, 2005). Operating from an ecological systems perspective, school social workers provide interventions at the interface of the school, home, and community environment. In doing so, direct interventions alleviate issues that impact students and families, including case management, education, therapy, and consultation. The **specialized school social worker** will serve similar roles while providing outreach to ESL populations. *Strategy S. Even Start Family Literacy* offered in partnership with Lampion Center, engages parents to play a key role in the educational success of their children. Even Start targets multiple generations within a family to increase literacy skills and break the cycle of poverty by working with parents on their educational goals. Even Start seeks to provide literacy support early in a child's life within the context of a family relationship, thereby evening the playing field when the child enters kindergarten. Special attention will be devoted to ensuring that families participate with the intensity necessary to experience positive impacts (Judkins et al., 2008).

(ii) Likelihood of improvement in achievement. The fundamental mission of each school is a goal to continuously improve student achievement. Our academic performance measures and targets (Table 1) involve short-term assessment and state standardized achievement measures. Given the significant health, social, behavioral, and emotional needs of students in these schools, we realize that this mission cannot be achieved without a full-service community school approach that brings in new services and coordinates existing services in a manner that provides seamless connection for students, families and the community. The proposed services are highly likely to improve academic outcomes as evidenced by the following selection criteria: **(1) Basis in evidence-based practice/research:** As described above (sect. 4i), services/strategies are grounded in research and are likely to lead to improved academic achievement, as well as substantially impact other areas of health, social, family, and economics. As an example,

participation in high quality *early childhood* educational programs leads to crucial literacy, social-emotional, and cognitive development skills that help prepare children for school. Our model includes a strong focus on early childhood education directly through the PK program at Cedar Hall, Even Start, and the Culver Center, as well as our partnership with the Early Childhood Coalition to strengthen linkages between early childcare providers and kindergarten teachers. *Community and parent involvement* have been linked to a number of positive school outcomes. By providing parents with support and guidance to be an active participant in the education of their children, we expect academic outcomes similar to those reported above. **(2)**

Linkage of model with strong academic supports: This proposal is part of an overall district plan where full-service community schools are at the core. The proposed services will be fully embedded within each school's improvement plan and aligned with school turnaround and restructuring efforts. Newly configured PK-8 schools at Cedar Hall and Lincoln, the Equity Model at McGary, and the new Academy for Innovative Studies and Culver Family Learning Center are innovative school models designed to impact academic achievement. Each school will embed professional development from a curriculum coach who will work with teachers and support staff in differentiating instruction, and a data coach will regularly review formative and summative assessment data (mCLASS, Acuity, progress monitoring). As an example, *after school and summer programs* will be expanded to include stronger linkages with school day instruction and student academic needs, while ensuring adherence to high quality youth development principles through regular quality assessments. Our program will address reading and math by providing quality and engaging activities, relationships, and integration and alignment with academic standards and school improvement plans. Sites will use standards and assessments for reading and math instruction while integrating real-world applications through

school and community-based programs (e.g., tutoring, academic enrichment). Summer programs will offer math and reading intervention to students who have been identified for increased support. High quality enrichment and recreation programs will provide access to “core experiences” necessary to succeed (e.g., focusing on academics, physical activity, health, ATOD prevention). **(3) School, district and community support and readiness:** In 2008, the EVSC passed a referendum with 75% of the community supporting the strategic plan including proposed strategies. Each school has actively planned transitions to the new configurations and prepared to implement this proposal. The district has pledged financial and in-kind resources, and various departments will collaborate to ensure alignment with the model and the strategic plan (e.g., Academic Team and Center for FSC Partnerships). This proposal will provide the capacity to coordinate services into a comprehensive delivery system. **(4) Create conditions that support learning:** Given the significant needs impacting students in these communities, we see the full-service model as a means of alleviating barriers to academic success by creating conditions that support learning: (a) high quality early childhood programs, (b) highly qualified administrators and teachers/staff with high expectations and shared vision of full-service schools, (c) high levels of student and family engagement, (d) strategies for addressing basic physical, social, emotional and economic needs of children and families; (e) mutual respect and effective collaboration among schools, families and the community; and (f) a connected school community with positive climate and opportunities to serve the community.

E. QUALITY OF PROJECT EVALUATION

(i) Methods of evaluation... Evaluation will be an ongoing process conducted internally and externally. All evaluation methods are tied directly to the goals and objectives in Table 1 (p.1). Established in 2000, the SCC Evaluation team is comprised of local researchers and community

partners. It will guide all evaluation activities and ensure a diversity of perspectives inform evaluation activities through review of evaluation protocols, instruments, and results. Internally, the EVSC Office of Performance, Research, and Assessment will work with the evaluators to provide electronic data files for school-related data and assist Coordinators in entering program attendance using a web-based data collection system. The EVSC has developed a data warehouse to house core indicators of student success that will provide data necessary to evaluate programming, drive decision-making, and improve practice in real-time. Externally, Dr. Dan Diehl and staff with Diehl Evaluation and Consulting Services, Inc. will serve as the Principal Investigator (three staff members at 640 hours). Diehl has over 13 years of experience implementing small- and large-scale evaluations with organizations and schools and has evaluated multiple federal projects. Currently, he chairs the SCC Evaluation Committee and has a working knowledge of the EVSC, the Evansville community, and full-service community schools (e.g., participated on the Coalition for Community Schools Evaluation Advisory Team for the Community School Evaluation Toolkit). Diehl will be responsible for all aspects of the evaluation and work closely with any scheduled national evaluation activities to ensure reliability and validity of data. In addition, Dr. Chuck Watson with the University of Evansville will also serve on the team. He will assist in conducting annual qualitative interviews with principals, project staff, and key stakeholders (parents, students, community partners) related to project implementation to identify areas needing improvement. A formal logic model and evaluation plan will be submitted to the UE's IRB for approval and ongoing monitoring. The plan will be grounded in community-school principles and include the following components: ***(1) Types of data:*** Goals and objectives (Table 1) will guide the collection of formative and summative data. Quantitative data (e.g., suspensions/expulsions, grades, achievement scores, attendance rates,

climate/engagement scales) and qualitative data (e.g., focus groups, interviews, case studies, etc.) will measure effectiveness of strategies and provide ongoing feedback related to progress towards objectives. **(2) *When data collected?*** Data will be collected as programs are implemented and will vary across programs. Evaluators will develop an evaluation plan and training materials detailing data collection responsibilities. All staff responsible for collecting data will be trained in procedures specific to the program/service being implemented. As examples, school social workers will enter data daily into the SSW Data System, and case managers will input data monthly. Coordinators will enter after school data daily into EZReports. All school assessment records will be entered daily and extracted (by evaluator) using the EVSC data warehouse. Pre- and post-measures will be aligned with the start and stop time of each program. Outcome indicators will be reviewed each semester (unless available earlier), while process indicators will be reviewed each month to allow the coordinating committee and Site Councils to make program adjustments. Data for other program indicators (e.g., parent and student changes, etc.) will be reviewed following each program. Timeframes are included in Table 1. **(3) *Evaluation methods?*** Quasi-experimental, pre-experimental and time series designs will be used primarily. To examine inputs, process, and implementation, evaluation methodology will include pre- and post-surveys, focus groups, individual interviews, and review of meeting minutes. **(4) *What instruments and when?*** Instruments have already been identified and are linked with specific performance measures described in Table 1 (p.1). Additional measures will be developed based on evaluation findings and program development. For reliable comparisons, existing data will be used primarily (e.g., state/federal reporting forms, psychological, suspension/expulsion, and attendance records). Multiple measures including performance based and criterion referenced testing measures will also be used (e.g., ISTEP, mCLASS Early Literacy

Assessment, Devereux Early Childhood Assessment, Acuity). **(5) How data will be analyzed:**

Varied analyses include significance testing, multivariate, regression, and structural equation modeling procedures for continuous data, and frequency, descriptive, crosstabulation, and chi-square for nonparametric data. All analyses will be based on the appropriate assumptions and data type. **(6) When reports available?** Formative reports for results and outcomes (process, implementation, and outcome data as available) of strategies will be provided monthly and summative reports semi-annually. As described in the communication plan (section iii), reports will be tailored to the target audience and include one-page “snapshot” documents, along with full technical reports. The SCC Evaluation Committee will provide support in reviewing these documents. **(7) Progress monitoring?** The FSCS committee (including principals, coordinators, partners) will review data monthly to determine if program adjustments are warranted, basing decisions on implementation fidelity and connection with the goals and objectives. A strategic planning review will be conducted annually with all partners to examine effects and adjustments.

(ii) Will provide timely and valid information... Process evaluation will involve the systematic documentation of key aspects of program performance to ensure the program is functioning as intended and will allow program adjustments. Outcome evaluation will document changes occurring for participants in key outcome areas and provide evidence that the program is accomplishing its goals and objectives. A Continuous Quality Improvement model will be developed that uses data from both process and outcome evaluation approaches. It involves documenting program components that worked well, assessing program components that did not work well, and identifying adaptations in programming. During the first year of implementation, individual and focus group interviews with key stakeholders will be conducted during the middle of the year to assess perceptions of project management and implementation efforts. Feedback

will be provided and adjustments made as needed. The interviews will be replicated in the spring and subsequent years to assess changes. *(iii) Replicating...* Three interrelated levels of evaluation will be employed to support replication and broader dissemination: (1) program monitoring to gauge accomplishment of goals and objectives, (2) process evaluation to assess the extent to which programs are implemented with fidelity and to identify areas for improvement, and (3) cross-site comparisons with similar EVSC schools not receiving the intervention, as well as site-level comparisons with non-participants to gauge specific program effects. Drawing on previous research and the work of the Coalition for Communities and Schools, a full-service school rubric will be derived to assess levels of implementation based on the allowable services and key quality indicators of full-service schools. It will be completed annually and used to examine differences in outcomes between sites, thereby facilitating an understanding of positive and negative outcomes. While individual program evaluations will be conducted for specific services, common indicators across sites will be tracked (Table 1) and compared to baseline data for each school. Qualitative data from stakeholder interviews will be derived to identify best practices associated with implementation. These practices will be disseminated to other schools and nationally through development of a communication plan. Evaluation data will be translated into messages that are meaningful to the target audiences through a unique communication plan. A variety of media outlets and languages will be used to disseminate information to the community (newsletters, church meetings, brochures, PSAs, parent-teacher conferences, after school fairs, community events, internet, e-mail, Site Council meetings, Board presentations, and neighborhood association meetings). Programs will be communicated in Title I Annual Parent meetings. Finally, the evaluators will work closely with any national evaluation activities to ensure alignment of evaluation activities and inform subsequent efforts.

Project Narrative

Abstract Narrative

Attachment 1:

Title: **Full Service Abstract Pages: 1** Uploaded File: **1_ABSTRACT_UPDATED JULY 22 2010.pdf**

Evansville Vanderburgh School Corporation, 123 Main St, Evansville, IN 47708
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ABSTRACT

Partners: The *EVSC Full Service Community School* initiative proposes a partnership between the Evansville Vanderburgh School Corporation (LEA) and partners through the School Community Council, including YMCA, YWCA, Youth First, Inc., Girl Scouts of Raintree Council, Boy Scouts of America, Boys and Girls Club, Big Brothers Big Sisters, Southwestern Healthcare, St. Mary's Hospital, Old National Bank, Hospitality and Outreach for Latin Americans (HOLA), Evansville Police Department, Division of Family Resources (DFR), Early Childhood Development Coalition, United Way of Southwestern Indiana, ECHO Health Clinic, CAPE, Head Start, Lampion Center, Vanderburgh County Juvenile Court, Evansville Public Library, Memorial Baptist Church, Patchwork Central, United Neighborhoods of Evansville, Evansville Museum, Children's Museum of Evansville, Junior Achievement, Keep Evansville Beautiful, Carver Community Organization, IVY Tech, University of Southern Indiana, Tales and Scales, City of Evansville, Evansville Parks/Recreation, and Vanderburgh 4-H. Our partnership is committed to enhancing existing resources and integrating FSCS services into a comprehensive network of programs and services while pursuing a common mission of "establishing school sites as places of community to enhance youth and family development."

Target Population/Schools: Five schools will fully implement the full-service community school model including the Academy for Innovative Studies (6-12), Cedar Hall Community School (PK-8), Culver Family Learning Center (ages 3-5), Lincoln School (K-8), and McGary Middle School (6-8). Collectively, a total of 1,836 students and their families will be served.

Qualified Services: Services, programs and activities selected for the initiative are evidence-based and were selected based on their effectiveness in a diverse, urban population and tied to student and community needs. The EVSC and community partners will provide and coordinate a diversity of services related to each of the qualified areas: 1) Early Learning; 2) Remedial education; (3) Family engagement; (4) Mentoring; (5) Service learning; (6) Absence, truancy, and suspension programming; (7) Career counseling; (8) Nutrition/physical activities; (9) Primary health and dental care; (10) Family financial; (11) Mental health services; and (12) Adult Education (ESL) .

Comprehensive Plan: In 2000, the EVSC spearheaded the development of a district-wide community school initiative called the School Community Council (SCC). To date, over 70 community organizations, businesses, and faith-based partners are working in partnership to support schools. Components of the full-service community school framework are already in place in some schools. EVSC will transform high poverty and persistently low performing schools into Full-Service Community Schools. Elements include early childhood learning centers, after school and summer programs, a college access network, access to health services, social and emotional supports, and alternatives to suspension/expulsion. Positions are proposed in this application to build capacity to support this work: FSCS Project Director, FSCS Admin Assistant, one FSCS Project Coordinator per school (5), and an FSCS Social Worker for Special Populations.