

# **U.S. Department of Education**

**Washington, D.C. 20202-5335**



## **APPLICATION FOR GRANTS UNDER THE**

**FSCS APPLICATION PACKAGE  
CFDA # 84.215J  
PR/Award # U215J100147**

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:
	84.215J

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

\* a. Legal Name: Green Dot Public Schools

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
954679811	121214931

**d. Address:**

* Street1:	350 S Figueroa Street
Street2:	Suite 213
* City:	Los Angeles
County:	Los Angeles
State:	CA
Province:	
* Country:	USA
* Zip / Postal Code:	90071

**e. Organizational Unit:**

Department Name:	Division Name:
Education	Home Office

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

Prefix:	Mrs.	* First Name:	Judy
Middle Name:			

\* Last Name: Davidds-Wright

Suffix:

Title: Director of Public Affairs & Community Partnerships

Organizational Affiliation:

\* Telephone Number: (213)621-0276 Fax Number:

\* Email: JDAVIDDS-WRIGHT@GREENDOT.ORG

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**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:

Office of Innovation and Improvement (OII): Full Service Community Schools Program CFDA 84.215J

**13. Competition Identification Number:**

Title:

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

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

Locke FSCS Collaborative

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title : Locke FSCS Consortium Agreement

File : Locke FSCS Consortium Agreement.pdf

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: CA-034

\* b. Program/Project: CA-037

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

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 9/1/2010

\* b. End Date: 6/30/2015

**18. Estimated Funding (\$):**

a. Federal	\$ 1850558
b. Applicant	\$ 0
c. State	\$ 0
d. Local	\$ (b)(4)
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: Mr. \* First Name: Marco

Middle Name:

\* Last Name: Petruzzi

Suffix:

Title: Chief Executive Officer

\* Telephone Number: (213)621-0276 Fax Number:

\* Email: MPETRUZZI@GREENDOT.ORG

\* 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.

## AGREEMENT

**AGREEMENT** dated July 22, 2010 among **GREEN DOT PUBLIC SCHOOLS**, a non-profit organization ("Green Dot"); **ALAIN LEROY LOCKE CHARTER HIGH SCHOOL**, a charter school considered to be a local educational agency under the laws of the State of California; **LOCKE CHARTER HIGH SCHOOL #1**, a charter school considered to be a local educational agency under the laws of the State of California; **LOCKE CHARTER HIGH SCHOOL #2**, a charter school considered to be a local educational agency under the laws of the State of California; **LOCKE CHARTER HIGH SCHOOL #3**, a charter school considered to be a local educational agency under the laws of the State of California; **ANIMO LOCKE TECH CHARTER HIGH SCHOOL #1**, a charter school considered to be a local educational agency under the laws of the State of California; **ANIMO WATTS 2**, a charter school considered to be a local educational agency under the laws of the State of California; **LOCKE LAUNCH TO COLLEGE ACADEMY #1**, a charter school considered to be a local educational agency under the laws of the State of California; **LOCKE LAUNCH TO COLLEGE ACADEMY #2**, a charter school considered to be a local educational agency under the laws of the State of California; and **ANIMO LOCKE ACE ACADEMY**, a charter school considered to be a local educational agency under the laws of the State of California.

### WITNESSETH:

**WHEREAS**, the parties desire to file an application to request a grant under the Full-Services Community Schools Program (the "Grant Application"); and

**WHEREAS**, the Full-Services Community Schools Program requires that any such application be filed by a consortium consisting of local education agencies and non-profit organizations;

**NOW, THEREFORE**, the parties agree as follows:

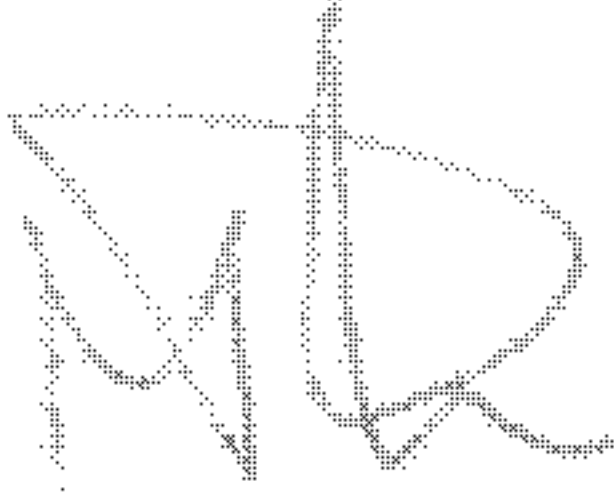
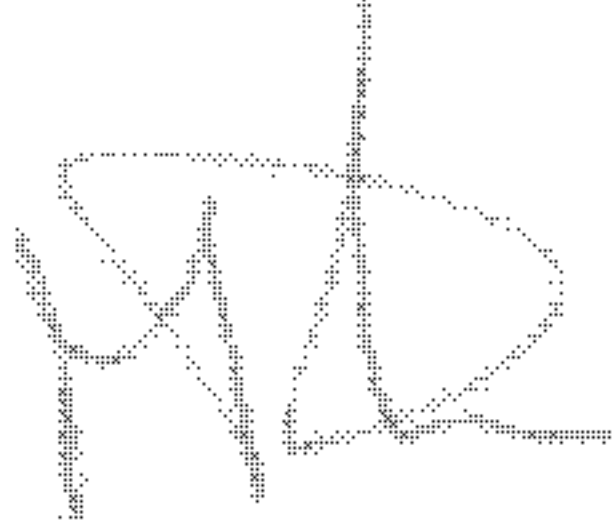

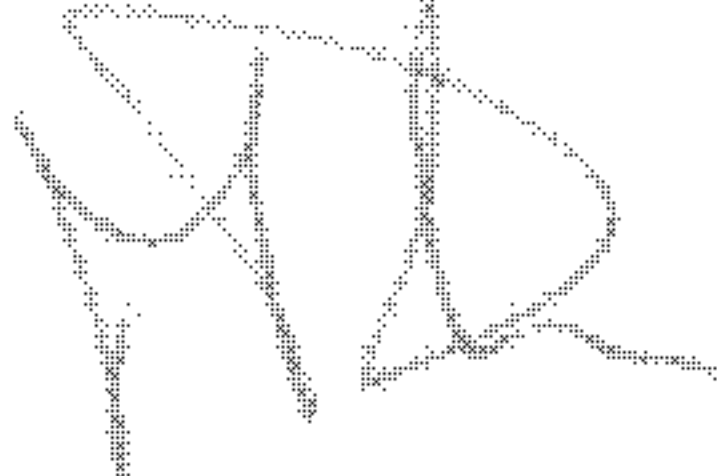
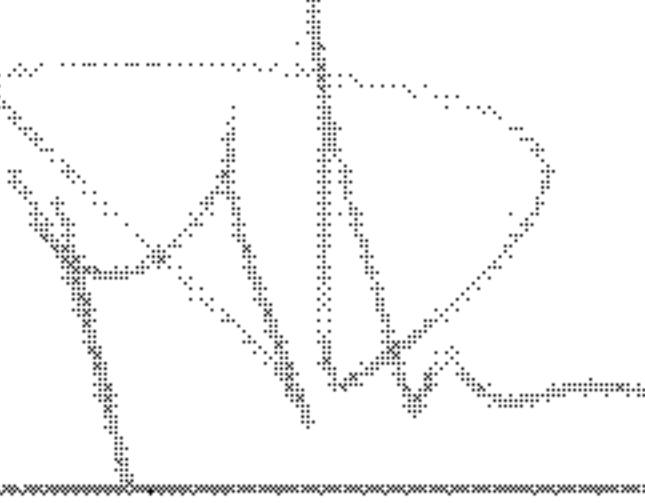
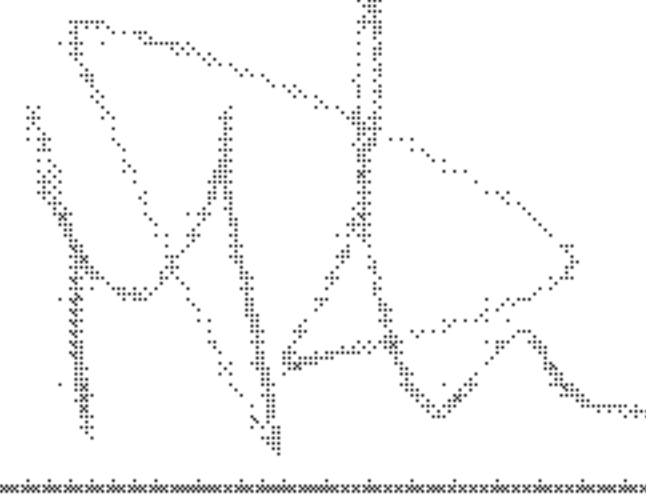
1. The parties hereby form a consortium (the "Consortium") for purposes of filing the Grant Application, a draft of which has been made available to each party. Capitalized terms used herein without a definition shall have the meanings assigned to such terms by the Grant Application.
2. The parties hereby designate Green Dot to file the Grant Application to request the grant (the "Grant") on behalf of the Consortium. As lead applicant, Green Dot agrees to complete and file the Grant Application on a timely basis.
3. Each party shall engage in the following activities in connection with the Grant to ensure the success of the project described therein (the "Project"):
  - a. Green Dot shall ensure that its personnel provide all of the services required to be performed by Green Dot as described in the Grant Application, including specifically the following:
    - The Director of Community Partnerships shall continue to be tasked with the management of the Project until such time as the Collaborative Manager shall be hired. Thereafter, the Director of Community Partnerships shall continue to dedicate adequate time to support the success of the Project
    - Appropriate Green Dot personnel shall direct the hiring of the Collaborative Manager.

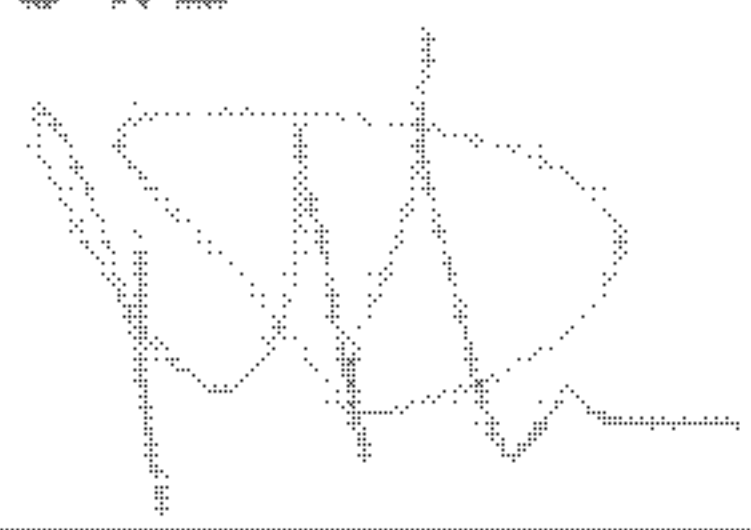
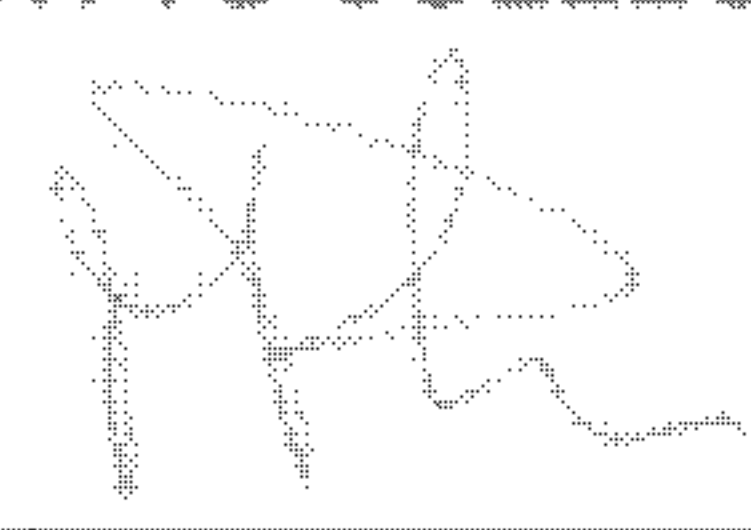
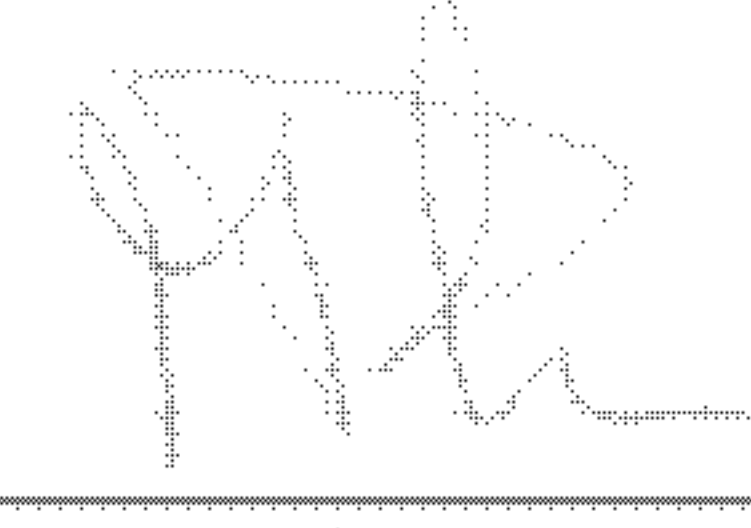
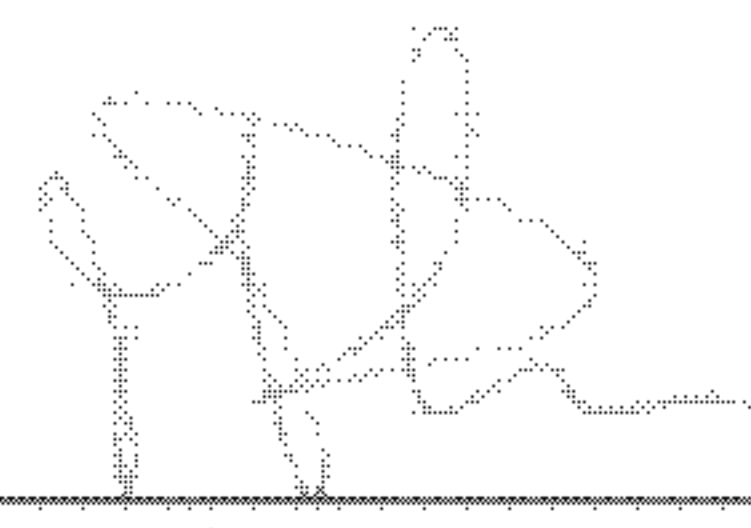


- The Knowledge Management Department shall collect data necessary to properly monitor and evaluate the Project, as more fully described in the Grant Application.
  - The Education and Counseling Departments shall continue to improve and expand their various instructional and supportive programs, as more fully described in the Grant Application
- b. Each Locke school shall ensure that its personnel provide all of the services required to be performed by it as described in the Grant Application, including specifically the following:
- It will set aside the time for one of its mental health professionals to fulfill oversight of student referrals to the services provided by SMH and other members of the Collaborative.
  - Each school will continue to fulfill its basic requirements as a Green Dot school, including without limitation the offering of its basic instructional program and the sending of teachers on annual professional retreats
  - Parent Coordinators will be hired and tasked with gathering necessary consents to ensure the success of the Project.

4. Each party agrees that it shall be bound by, and comply with, every statement, assurance and commitment concerning it as contained in the Grant Application, regardless of whether such statement, assurance or commitment is contained herein.

**IN WITNESS WHEREOF**, this Agreement has been executed on and as of the date first above written.

<p><b>GREEN DOT PUBLIC SCHOOLS</b></p> <p style="text-align: center;"></p> <p>By: _____          Marco Petruzzi          President and CEO</p>	<p><b>ALAIN LEROY LOCKE CHARTER HIGH SCHOOL</b></p> <p style="text-align: center;"></p> <p>By: _____          Marco Petruzzi          President and CEO</p>
<p><b>LOCKE CHARTER HIGH SCHOOL #1</b></p> <p style="text-align: center;"></p> <p>By: _____          Marco Petruzzi          President and CEO</p>	<p><b>LOCKE CHARTER HIGH SCHOOL #2</b></p> <p style="text-align: center;"></p> <p>By: _____          Marco Petruzzi          President and CEO</p>
<p><b>LOCKE CHARTER HIGH SCHOOL #3</b></p> <p style="text-align: center;"></p> <p>By: _____          Marco Petruzzi          President and CEO</p>	<p><b>ANIMO LOCKE TECH CHARTER HIGH SCHOOL</b></p> <p style="text-align: center;"></p> <p>By: _____          Marco Petruzzi          President and CEO</p>

<p><b>ANIMO WATTS #2</b></p> <p>By:           _____          Marco Petruzzi          President and CEO</p>	<p><b>LOCKE LAUNCH TO COLLEGE ACADEMY #1</b></p> <p>By:           _____          Marco Petruzzi          President and CEO</p>
<p><b>LOCKE LAUNCH TO COLLEGE ACADEMY #2</b></p> <p>By:           _____          Marco Petruzzi          President and CEO</p>	<p><b>ANIMO LOCKE ACE ACADEMY</b></p> <p>By:           _____          Marco Petruzzi          President and CEO</p>



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Green Dot Public Schools

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	\$ 78,400	\$ 172,500	\$ 168,500	\$ 168,500	\$ 168,500	\$ 756,400
2. Fringe Benefits	\$ 19,600	\$ 43,125	\$ 42,125	\$ 42,125	\$ 42,125	\$ 189,100
3. Travel	\$ 1,040	\$ 1,040	\$ 1,040	\$ 1,040	\$ 1,040	\$ 5,200
4. Equipment	\$ 0	\$ 27,398	\$ 0	\$ 0	\$ 0	\$ 27,398
5. Supplies	\$ 1,200	\$ 8,700	\$ 6,200	\$ 6,500	\$ 6,500	\$ 29,100
6. Contractual	\$ 0	\$ 60,840	\$ 60,840	\$ 60,840	\$ 60,840	\$ 243,360
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 600,000
9. Total Direct Costs (lines 1-8)	\$ 100,240	\$ 463,603	\$ 428,705	\$ 429,005	\$ 429,005	\$ 1,850,558
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 100,240	\$ 463,603	\$ 428,705	\$ 429,005	\$ 429,005	\$ 1,850,558

**\*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

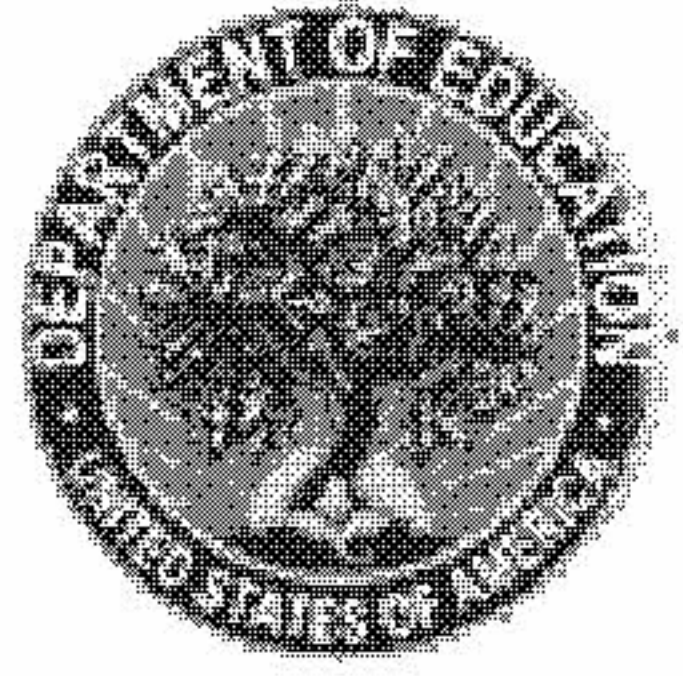
(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: \_\_\_/\_\_\_/\_\_\_ To: \_\_\_/\_\_\_/\_\_\_ (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_ The Indirect Cost Rate is 0%

(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:  
Green Dot Public Schools

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:** Marco Petruzzi

**Title:** Chief Executive Officer

**Date Submitted:** 07/23/2010

### Disclosure of Lobbying Activities

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

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Green Dot Public Schools Address: 350 South Figueroa Street, Suite 213 City: Los Angeles State: CA Zip Code + 4: 90071-1203  <b>Congressional District, if known: 34</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>  Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b> Department of Education	<b>7. Federal Program Name/Description:</b> Full-Service Community Schools Program  CFDA Number, if applicable: 84.215J	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$0	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): The Sheridan Group Address: 1224 M Street, N.W. City: Washington State: DC Zip Code + 4: 20005-5227	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
<b>11.</b> 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: Marco Petruzzi Title: Chief Executive Officer Applicant: Green Dot Public Schools Date: 07/23/2010	
<b>Federal Use Only:</b>		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

Green Dot Public Schools

### PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr.      First Name: Marco      Middle Name:

Last Name: Petruzzi      Suffix:

Title: Chief Executive Officer

Signature: \_\_\_\_\_

Date:

07/23/2010



## 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 Compliance

File : [GEPA Compliance.doc](#)

# **FULL-SERVICE COMMUNITY SCHOOLS PROGRAM**

## **APPLICATION BY GREEN DOT PUBLIC SCHOOLS**

### **Compliance With GEPA Section 427**

The mission of Green Dot Public Schools is to transform public education in Los Angeles so that all young adults receive the education they deserve to be prepared for college, leadership and life.

We reject discrimination, especially the soft bigotry of low expectations. We believe that all young adults can be successful learners if they are provided with an excellent academic environment and the necessary tools. This unwavering belief in our students' potential is one of our core values; all our stakeholders share a firm commitment to these values and use them as guiding principles in carrying out their responsibilities.

We carry this spirit of respect to our employees as well. We have codified these non-discrimination principles in our employee handbook:

“Green Dot does not tolerate discrimination in the provision of employment opportunities, benefits or privileges, the creation of discriminatory work conditions, or the use of discriminatory evaluative standards in employment if the basis of that discriminatory treatment is, in whole or in part, the person's race, color, national origin, age, religion, disability status, gender, sexual orientation, marital status, or other characteristic protected by law.

Discrimination of this kind may also be strictly prohibited by a variety of federal, state and local laws, including Title VII of the Civil Rights Act 1964; the Age Discrimination Act of 1975; and the Americans With Disabilities Act of 1990. This Policy is intended to comply with the prohibitions stated in these anti-discrimination laws. An employee or job applicant who has questions regarding this policy or believes that he or she has been discriminated against on the basis of some protected status should notify the Human Resources Department. Discrimination in violation of this Policy will be subject to severe sanctions up to and including termination.”

As applicants under the Full-Service Community Schools Program, Green Dot and all our schools are committed to ensuring equitable access to, and participation in, this Federally-assisted program for all beneficiaries with special needs. We intend to take the following steps, among others, to overcome any barriers that might serve to impede any such equitable access or participation:

- We will accept and consider applications from all qualified individuals, regardless of race, national origin, color or disability.
- All program service sites have and will full accessibility according to ADA requirements, which includes access from the street to relevant buildings; access to restrooms, workstations, water fountains, and program areas.

- We will take steps to remove language barriers to participation; we have proven our ability to do this through our general operations. Among other things, we will provide written materials in both English and Spanish (and other languages when present)
- We will make all other reasonable and necessary accommodations requested by participants with special needs.

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

**1. Project Director:**

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Ms.	Judy		Davidds-Wright	

Address:

* Street1:	350 South Figueroa Street
Street2:	Suite 213
* City:	Los Angeles
County:	Los Angeles
* State:	CA* Zip / Postal Code: 90071 * Country: USA

* Phone Number (give area code)	Fax Number (give area code)
(213)621-0276	(213)621-4419

Email Address:

JWRIGHT@GREENDOT.ORG

**2. Applicant Experience**

Novice Applicant	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> 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

No    Provide Assurance #, if available:

**Please attach an explanation Narrative:**

**Attachment:**

Title : Exempt Human Subject in Research Narrative  
File : Exempt Human Subjects in Research Narrative.doc



## Exempt Human Subjects in Research Narrative

The proposed project should be considered exempt based on exemption categories (1) and (2). Research and evaluation activities will involve observation in established educational settings and the analysis of student test data that are routinely collected as part of established school policies and procedures. While data confidentiality will be tightly controlled, any disclosure of human subjects' responses could NOT place subjects at substantial risk.

# **Project Narrative**

## **Appendix--Other, if applicaable**

### Attachment 1:

**Title: Locke FSCS Letters of Support Pages: 3 Uploaded File: Locke FSCS Letters of Support.pdf**





**BOARD OF SUPERVISORS  
COUNTY OF LOS ANGELES**

866 KENNETH HAHN HALL OF ADMINISTRATION / LOS ANGELES, CALIFORNIA 90012 / (213) 974-2222

**MARK RIDLEY-THOMAS**  
SUPERVISOR, SECOND DISTRICT

July 22, 2010

Ms. Judy Davidds-Wright  
Director of Community Partnerships  
Green Dot Public Schools  
350 S. Figueroa Street, #213  
Los Angeles, CA 90071

Dear Ms. Davidds-Wright:

I am pleased to support your application for the Full Service Community Schools Grant. Like Green Dot Public Schools, I believe that every student should receive the education and support they need to succeed in college, leadership, and life.

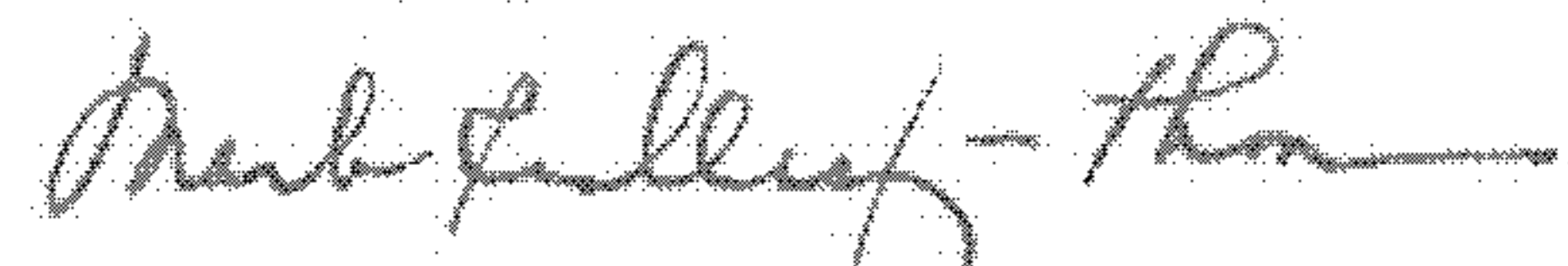
As you know I have been a long-time champion of school-based health centers. Among other things, I sponsored Senate Bill 564 to expand the definition of school-based health centers so that they can more easily implement various health and prevention programs. We know healthy kids learn better. School-based health centers are invaluable community resources because they provide cost effective services that keep our children strong and ready to learn and thrive.

Through a partnership with the County of Los Angeles (County), Los Angeles Unified School District is leveraging its joint-use infrastructure funds to expand school-based health centers in school areas where children tests scores are dismal and experiencing disproportionately higher rates of poverty, transmitted diseases, teen pregnancies, and other maladies. The County in turn, is providing one-time service and infrastructure funds for various free and low cost federally qualified clinics to operate centers at various sites.

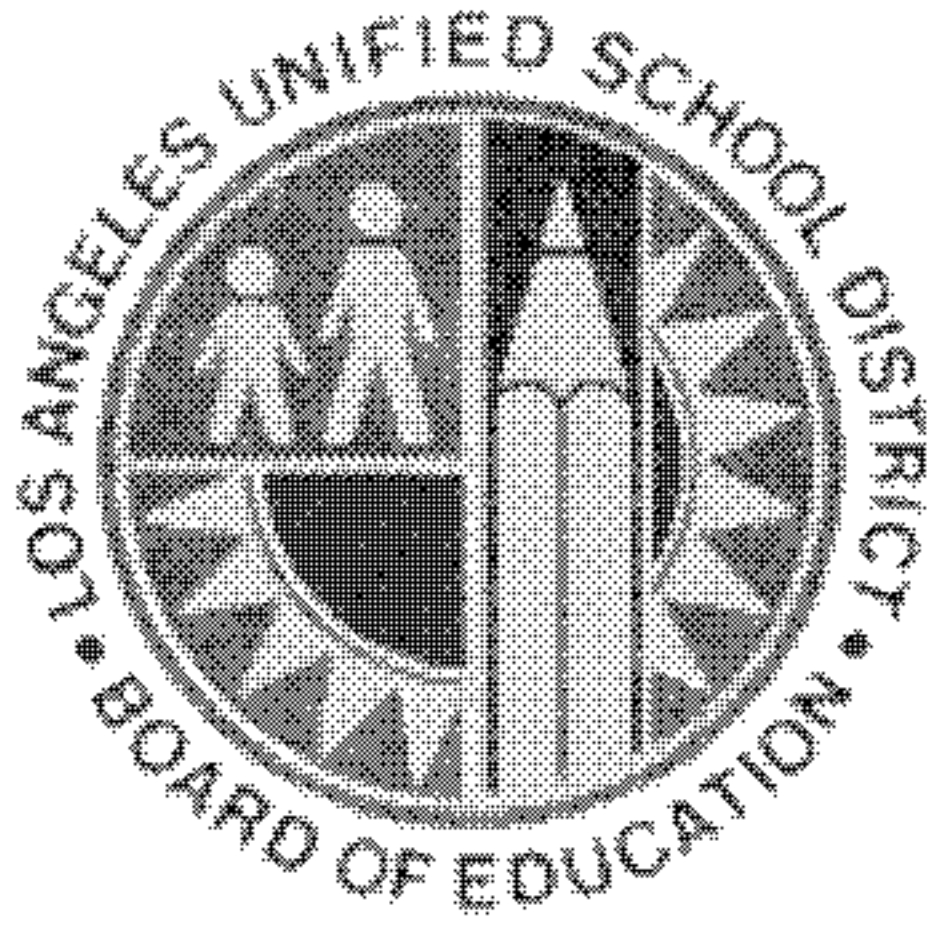
The County provided nearly \$245,000 in funds to Watts Healthcare Corporation, in partnership with Green Dot and other community agencies, to support the Locke Health and Wellness Center.

Together, Green Dot Public Schools and I share a vision for comprehensive wrap-around physical, social and emotional support services. We look forward to the positive impact your project will have on students, their families and members of the South Los Angeles Community. If we may further assist you in the preparation of your application for consideration by the Department of Education, please call us at (213) 974-2222.

With hope,



**MARK RIDLEY-THOMAS**  
Supervisor, Second District



## Los Angeles Unified School District

### STUDENT HEALTH AND HUMAN SERVICES

333 South Beaudry Avenue, 29<sup>th</sup> Floor  
Los Angeles, CA 90017  
Telephone: (213) 241-3840  
Fax: (213) 241-3305

**Ramon C. Cortines**  
Superintendent of Schools

**Judy Elliott**  
Chief Academic Officer  
Office of Curriculum, Instruction,  
and School Support

**René Gonzalez**  
Assistant Superintendent  
Student Health and Human Services

July 21, 2010

Judy Davidds-Wright  
Director of Community Partnerships  
Green Dot Public Schools  
350 S. Figueroa Street, #213  
Los Angeles, CA 90071

Dear Ms. Davidds-Wright:

The Los Angeles Unified School District is pleased to support your application for the Full Service Community Schools Grant. Like Green Dot Public Schools, we believe that every student should receive the education and support they need to succeed in college, leadership, and life.

The Los Angeles Unified School District is dedicated to ensure that all students graduate college-prepared and career-ready]. We recognize that this mission is enhanced by providing each student with a safe, healthy, and supportive learning environment.

Together, Green Dot Public Schools and the Los Angeles Unified School District share a vision for comprehensive wrap-around physical, social and emotional support services. To that end, this school district has committed over \$2 million in capital investment for the development of a community Wellness Center adjacent to the Locke High School campus. This Wellness Center will provide much needed health and mental health services to the Locke family of schools, as well as to the surrounding community. The funding of this grant application will further develop the vision of a true community center offering parent education and English classes, youth development programs and social services.

We look forward to the positive impact your project will have on students, their families and members of the South Los Angeles Community. If we may further assist you in the preparation of your application for consideration by the Department of Education, please call us at 213-241-3840.

Sincerely,

A handwritten signature in black ink, appearing to read "Rene Gonzalez".

Rene Gonzalez  
Assistant Superintendent

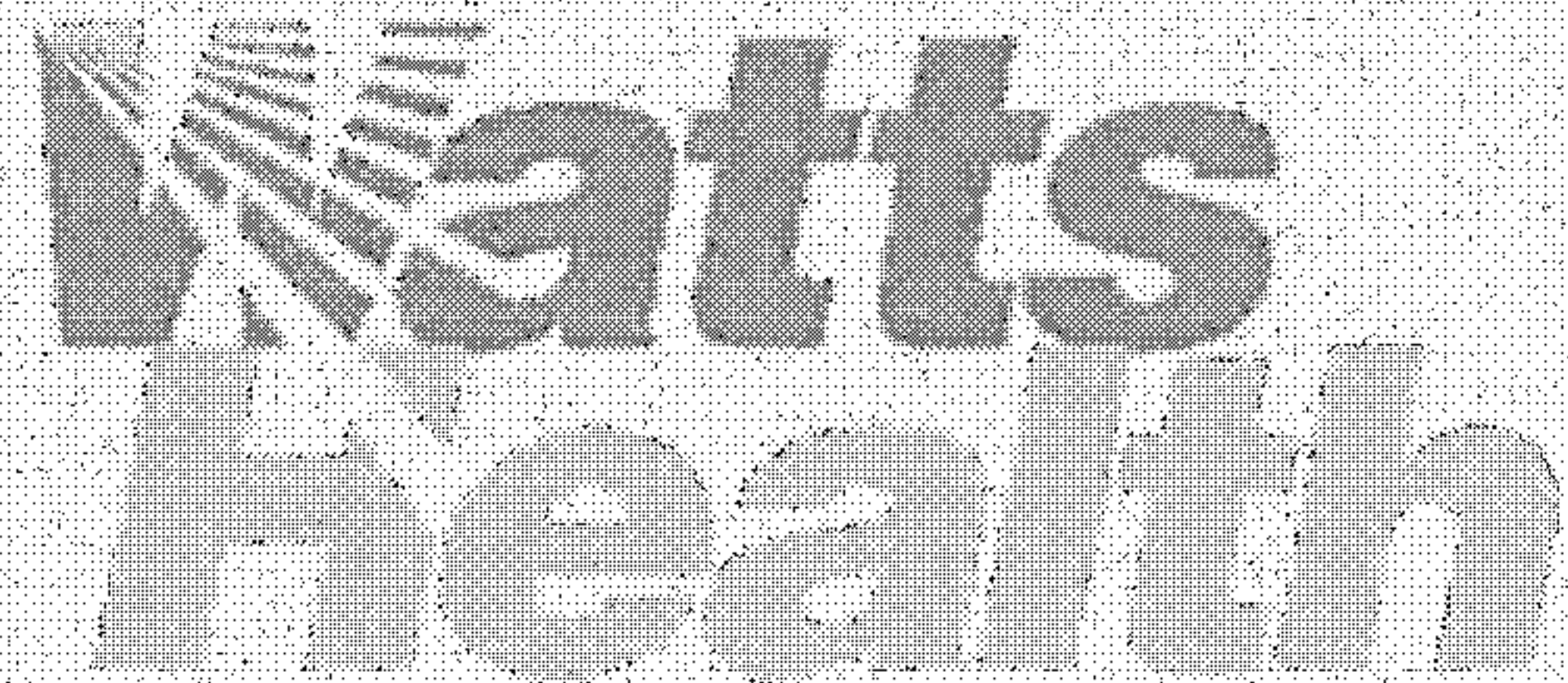
# Project Narrative

## Appendix--Documentation of match

Attachment 1:

Title: **Locke FSCS Documentation of Match** Pages: **19** Uploaded File: **Locke FSCS Cost Sharing FINAL.pdf**

# Watts Healthcare Corporation



## BOARD OF DIRECTORS

Victor Cortez  
Board Chair

Rev. Joe Waller  
Board Vice-Chair

Dr. Michael Prellip  
Board Treasurer

Cynthia M. Patton  
Board Secretary

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Board Member

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Board Member

Perla Ruiz  
Board Member

Timon Thompson  
Board Member

Imelda Zambrano  
Board Member

## EXECUTIVE STAFF

William D. Hobson, Jr.  
President & CEO

January 11, 2010

Liza G. Scruggs, Ph.D.  
Administrator  
Los Angeles Unified School District  
Student Health and Human Services  
Community Health and Social Services Partnerships  
333 South Beaudry Avenue  
Los Angeles, Ca. 90017

Dear Dr. Scruggs,

Please accept this proposal from the Watts Healthcare Corporation on behalf of the Los Angeles Unified School District Joint Use Development Program for the development of a school-based/linked health center on the Locke/Green DOT Early Education Center.

With the development of this much needed school health center we will be in a position to offer quality medical, behavioral health and dental health services to the students of Locke/Green DOT with the goal in mind to eventually serve the community at large.

Watts Healthcare Corporation looks forward to expanding our working relationship with Los Angeles Unified School District in creating healthier students which translates into more successful students and a stronger community.

Regards,

A handwritten signature in cursive script that reads "William D. Hobson".

William D. Hobson  
President and Chief Executive Officer

A Primary Health Care Organization  
10300 South Compton Avenue - Los Angeles, CA 90002  
323/357-6680 FAX: 323/563-6378

## LAUSD Joint Use Development Proposal

For

Locke HS/Child Development Center/Green DOT School Based Clinic

Submitted by

**Watts Healthcare Corporation**

### **Introduction**

This proposal is being submitted by the Watts Healthcare Corporation (WHCC) for a new school based community clinic to be located on the second floor of the Locke High School/Green DOT Child Development Center and Adult School located at 325 East 111<sup>th</sup> Street in Los Angeles, California.

WHCC proposes to work with the LAUSD School Health & Human Services Department and the applicable Green DOT officials to develop and implement an acceptable plan for the establishment of this school based community primary care clinic to increase capacity to serve the students and residents of the area surrounding the Locke/Green DOT campus.

WHCC is a Federally Qualified Health Center (FQHC) and operates the Watts Health Center which has provided healthcare to the community of SPA 6 for over forty years. As one of the oldest community health centers in America, WHCC is a vital resource for the people of South Los Angeles with a mission of promoting health and well being to the community by providing accessible and culturally sensitive primary and preventative health care to the uninsured and low income patients who live in SPA 6 regardless of race, creed, sex, religion and ability to pay.

In 2003, the WHCC took over the operations of the Jordan High School based program which was originally established by the Watts Health Foundation in 1987. Since assuming operating control of the Jordan High clinic, WHCC has maintained the services despite significantly reduced funding from the Los Angeles Unified School District (LAUSD).

WHCC's Watts Health Center is one of the major resources of the provision of primary care services in the immediate vicinity of the Locke/Green DOT campus. The Watts Health Center is approximately 1.94 miles from the Locke/Green DOT campus. In 2008, 21,109 patients were provided 78,276 patient visits at the Watts Health Center. Close to 1,000 of these patients came from the immediate vicinity of the Locke/Green DOT campus.

WHCC makes this proposal given our very strong interest in providing an improved school health service to the Locke/Green DOT students and to increase our current role in serving the surrounding community. To that end, WHCC has applied for and is due to receive funding through Los Angeles County's PPP Expansion Initiative for both facility renovation and operations at the Locke/Green DOT site.

## Background

School health centers are an innovative model for delivering health care to children, youth and their families (in some models), particularly those who encounter language, cultural or financial barriers that limit their access to the health care system. School health centers bring health care to a location that is familiar, convenient and trusted by children and families. When healthcare professional are integrated in the school delivery system, they work with teachers and other school staff who have daily contact with students and can detect health and behavioral problems early. A powerful partnership between health and education creates a true safety net for our children.

School health center in California are designed to serve the following purposes:

- Increase access to medical, mental and behavioral health services
- Support schools in improving academic outcomes
- Contribute to public health goals related to disease prevention and control

## Project Description

The Locke schools have been the focus of extensive press coverage initially as the site of intense gang activity and more recently in terms of its transition to an improved set of schools. The students are from extremely low income families and 61% are on the Free & Reduced Lunch Program. The dropout rate for the 2007-08 year was 49.7%. The combined enrollment is 1,839 this year of which approximately 32% are African American and 67% are Latino.

The LAUSD School Health & Human Services Department has identified 15-"Hot - Spot" schools that were viewed as being distressed in multiple ways. LAUSD recently prioritized five (5) as top priorities for the LAUSD Joint Use Program. Project completion within 2-years has been pledged for these 5-programs provided that a "partner" is found to cover a portion of the infrastructure costs. LAUSD officials have facilitated a meeting between WHCC and the relevant officials at Locke to start the planning process for the new school-based clinic.

The state of California rates schools through their Academic Performance Index (API) scores. The API places schools on a scale from 200 – 1000. Lock's API is 515 compared with the average high school score of 700 per the California Department of Education 2007-08 school year.

Although many Locke/Green Dot students are already patients of WHCC's Watts Health Center, the improved accessibility of services will allow more patients to be served. We

anticipate that the improved accessibility of services will relieve some of the impact on the County's MACC site.

## Service Delivery Plan

Watts Healthcare Corporation is excited about the delivery of providing full comprehensive medical, behavioral and dental services to the students of Locke/Green DOT High School and other community residents. The model in which WHCC will deliver services will be under the concept of a **Wellness Center**, where we will promote prevention, education, and encourage individuals to increase life styles that will promote wellness.

WHCC proposes to provide basic primary medical care services which would be integrated with behavioral health care services. Dental services would be added in the second year of operation. Under the **Wellness Center** concept, we anticipate adding the following services to the core medical service programs:

- Exercise classes
- Yoga /aerobic and dance classes
- Teaching meditation/relaxation techniques
- Seminars on wellness
- Health careers mentorship programs/linkages
- Teen clinic sessions

The following is a more specific listing of the services that are proposed:

### Medical

- Annual comprehensive physicals
- Sports physicals
- Reproductive health services such as family planning, contraception, gynecological exams, Pap testing, testing and treatment for sexually transmitted infections, pregnancy testing and counseling
- TB testing
- Hearing and vision screening
- Management of diabetes, asthma and other chronic conditions
- Immunizations and laboratory tests
- Over-the-counter medications and prescriptions
- Referrals and coordination of outside services

### Mental Health

- Age appropriate culturally competent screening and assessment to facilitate early identification of substance abuse, domestic/dating violence and mental health disorders



- Alcohol and substance abuse counseling
- Client education on mental health and substance abuse prevention/awareness
- Mental health awareness and outreach, including suicide prevention
- Screening for depression
- Individual, group and family therapy
- Crisis intervention and counseling
- Consultation with students, family members and teachers regarding student difficulties
- Clinical and behavioral case management

### Oral Health

- Oral health screenings
- Fluoride varnish
- Sealants
- Dental cleanings
- Oral health education
- Referrals to local dental treatment and specialty services off-site
- Basic restorative services

### Health Education

- Health promotion and risk reduction programs, including educational efforts that encourage healthy lifestyles
- Nutrition education and physical activity promotion
- HIV/AIDS and sexually transmitted infection prevention education
- Pregnancy prevention
- Obesity prevention
- Youth development activities such as peer health education
- Parent education programs

Watts Healthcare Corporation will engage in what the Centers for Disease Control and Prevention calls the Coordinated School Health Program which consists of eight interactive components:

Health Education – a curriculum designed to motivate and assist students to maintain and improve their health, prevent disease and reduce health-related risk behaviors

Physical Education – a curriculum that promotes optimum physical, mental, emotional and social development through activities that can be pursued lifelong

Healthy Services – services provided for students to appraise, protect and promote health

Nutrition Services – access to a variety of nutritious and appealing meals that accommodate the health and nutrition needs of all students and serve as a living laboratory for nutrition and health education

Counseling and Psychological Services – services provided to improve students' mental, emotional and social health

Health School Environment – access to healthy physical and aesthetic surroundings and a psychosocial climate and culture that are positive and promote well being

Health Promotion for Staff – opportunities for school staff to improve their health status and encouragement to pursue a healthy lifestyle

Family/Community involvement – active solicitation of parents and community resources and services to provide an integrated school, parent and community approach for enhancing the health and well being of students.

It is the intention of the WHCC staff to develop sound working and ongoing relationships with the LAUSD nurses assigned to Locke/Green DOT High School and the area feeder schools to promote good health among the students of LAUSD. It is also the intention of WHCC to develop a relationship and establish a health careers mentorship program with the local institution of higher learning. For example, MWEP has an MA/CA program whose students could do their externship at the Locke/Green DOT Health Center. Additionally off into the distant future with the re-establishment of the King Drew Harbor UCLA Medical Residency program interns could rotate through the Locke/Green DOT School Health Center.

The WHCC/Locke/Green DOT school health center will ensure confidentiality in the sharing of medical information under state and federal laws including HIPAA, FERPA and Minor Consent as defined by California Law.

At a minimum the services that WHCC proposes to offer are in line with From Vision to Reality: How to Build a School Health Center from the Ground Up by The California School Health Centers Association.

The staffing model will vary depending upon the hours that the clinic will be open and the type of services to be offered. Initially offering all services mentioned beforehand and the breakdown of providing medical services at 50%, mental health at 40% and oral health services at 20% the model would look like thus:

Personnel	School Based Health Center
Coordinator/Manager/Director	20 hours per week (.50 FTE)
Other Administrator	Receptionist/Clerk 40 hours per week (1.0 FTE)
Medical Provider	20 hours per week (.50 FTE)
Mental Health Provider	20 hours per week (.50 FTE) These hours could be split between clinician and mental health interns
Oral Health Provider	.20 FTE
Other	Nutritionist, Health Educator, or promotora's

Once the clinic is developed to operate on a full time basis the staffing would include:

Clinic Administrator	1.0 FTE
Physician Assistant or Nurse Practitioner	1.0 FTE
Licensed Vocational Nurse	1.0 FTE
Customer Relations Specialist	1.0 FTE
Clinical Psychologist	1.0 FTE
Mental Health Interns (2)	.5 FTE
Medical Assistant	1.0 FTE
Health Educator	1.0 FTE
Oral Health Provider	.5 FTE

---

### Clinic Space Requirements

- Waiting Room Area
- Front Office Area
- Laboratory Area
- Dispensary

- Meeting Room for Health Education sessions, and Mental Health Group Sessions (this larger room could also be used for the intended yoga, aerobic and dance classes, as well as a general meeting room for the community as scheduled, a multipurpose room)
- Meeting rooms for individual counseling sessions
- Area for dental health chairs (2)
- Office space for the LVN, PA and Customer Relations Specialty
- Directors Office Space
- Storage Area
- Information Technology Area/Room
- Staff Kitchen area
- Restrooms: 1 for Staff  
                  2 for patients  
                  1 for general public

## Equipment Needs

### Intake/Vital Room

Mobile Electronic Diagnostic "spot vital signs monitor" machine with stand (2)  
Electronic scale (1)  
Wall Height Chart (1)  
Stool (1)  
Chair (2)  
Wall Brochure Holder (1)

### Medical Examination Rooms

Power Examination Table (4)  
Wall Integrated Diagnostic System w/otoscope and ophthalmoscope (4)  
Wall Aneroid Sphygmomanometer (4)  
Chair (4)  
Stool (4)  
Floor Lamp (4)  
Wall Brochure Holder (4)  
Sink w/Eye Wash (4)

### Clinical Laboratory

Phlebotomy Chair (1)  
Quest Diagnostics  
  Centrifuge (1)  
  Printer  
  CPU  
  Label Printer

General Medical Equipment

EKG (1)  
Pulse Oximeter (2)  
Audiometer (1)  
Automatic Defibrillator (1)  
Hand Held Electronic Thermometer (2)  
Doppler (2)  
Wheelchair (1)

Waiting Room Area

Wall TV  
DVD Player  
End Tables  
Chairs and Couch

Medication Room

Keyed Entrance  
Keyed Wall Cabinet (1 set)  
Sink w/Eye wash (1)

Dispensary Room

Keyed Entrance  
Keyed Wall Cabinet (1 Set)

Storage Room (Store Medical Supplies and Additional Medical Equipment)

Keyed Entrance  
Shelves

Health Education/Group Session Room/Multi Purpose Room

White Dry Erase Marker Board (1)  
Mobile Projector (1)  
Wall Screen (1)  
Mobile Screen (1)  
Wall Brochure Holder  
Keyed Wall Cabinets (1 set)  
12' Table (1)  
Desk (1)  
Podium (1)  
Chairs (25)

## Dental Equipment

Chairs (2) for patients equipped with hoses  
Chair for Dentist  
Chair for Dental Assistant  
Panarex Regular Unit  
Computer  
Printer  
Ultra Sonic Scaler  
Vacuum System  
Compressor

## **Budget**

### Infrastructure Funding

WHCC has submitted a Los Angeles County PPP Expansion proposal for a contribution to the facility renovation project. We are informed that the proposal will be approved for \$182,400 on January 12, 2010. This would provide a significant contribution to the renovation project.

### Operational Funding

It is anticipated that the budget for the clinic when fully staffed and operational will be \$574,132 per year. WHCC has been notified by the County of Los Angeles, Department of Health and Human Services to plan on receiving \$60,912 in Public Private Partnership (PPP) Expansion Funding to support this project in the first year of operation. The funds received will be applied to the direct healthcare portion of operational costs.

### **Total Funding Requirements**

The total funding required for the infrastructure portion of the proposed project is \$1.6 million. This estimate is based on information received from LAUSD on May 26, 2009. LAUSD in their Letter of Support indicates that they plan to use funding from the Joint Use/Innovation bond fund program on this project. WHCC proposes to make requests for foundation support for furnishing the new facility. WHCC also plans to submit an application for Section 330 expansion funding for this site.

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WHCC proposes to provide the necessary staff time to work diligently with Locke/Green DOT Administrators, the LAUSD identified architects, community members, students and all interested participants to bring this project, the new WHCC/Locke/Green DOT School Based/Linked Clinic to reality.



## Los Angeles Unified School District

### STUDENT HEALTH AND HUMAN SERVICES

333 South Beaudry Avenue, 29<sup>th</sup> Floor  
Los Angeles, CA 90017  
Telephone: (213) 241-3840  
Fax: (213) 241-3305

**Ramon C. Cortines**  
Superintendent of Schools

**Judy Elliott**  
Chief Academic Officer  
Office of Curriculum, Instruction,  
and School Support

**René Gonzalez**  
Assistant Superintendent  
Student Health and Human Services

May 26, 2009

**William D. Hobson, President and  
Chief Executive Operating Officer  
Watts Healthcare Corporation  
10300 South Compton Avenue  
Los Angeles, CA 90002**

Dear Mr. Hobson:

The Los Angeles Unified School District (LAUSD) is pleased to support your application to provide expanded healthcare access to students, families, and community members at the Locke Child Development Center, across the street from Locke High School in South Los Angeles (Service Planning Area 6).

The Watts Healthcare Corporation has been a partner with LAUSD for many years. Your center has served as an important linked source of care to poor, medically indigent, and otherwise underserved residents of South Los Angeles. Working with the City of Los Angeles, many of the Los Angeles schools and their community agency partners referred our families to your center for high-quality health and mental health services.

As one of the initial ("legacy") school-based health clinics funded by the Robert Wood Johnson Foundation in 1986, students at Jordan High School, the surrounding feeder schools and the community have been provided with direct access to your services in the school-based clinic. Within the past two years, we understand that the utilization of the clinic has increased substantially. Additionally, both the school and members of the community have expressed interest in expansion of your services. It appears that your organization has great support to expand services to the community at the Locke Child Development Center location.

LAUSD Planning and Development Branch in the Facilities Services Division has met with members of the Locke High School team, your staff, and other interested parties (i.e., Green Dot) to plan for a new clinic to be located on the second floor of the Child Development Center and Adult School located at 325 East 111 Street in Los Angeles. The approximately 4000 square foot facility is being developed and funded, in part, via the LAUSD Joint Use/Innovation bond fund program.

As an applicant to the County of Los Angeles Health Disparities initiative for Public Private Partnership (PPP) and infrastructure dollars, LAUSD is pleased to support your application with basic structural specification and cost estimates. At this time an estimated cost for this particular site is unknown. The Locke Child Development Center recently underwent facilities improvements, thus the facility is in fair condition. The tenant improvements to convert this space into a school based clinic will greatly depend on the program requirements of the tenant. These cost range from \$300.00 to \$500.00 per square foot. The square footage cost includes labor and material (i.e. design services, construction cost, project management, material, etc.).

William Hobson  
Page 2  
May 26, 2009

We look forward to the positive impact your services will have on our students, their families and members of the South Los Angeles Community. If we may further assist you in the preparation of your application for consideration by the County of Los Angeles, please call us at 213.241.3840.

Sincerely,



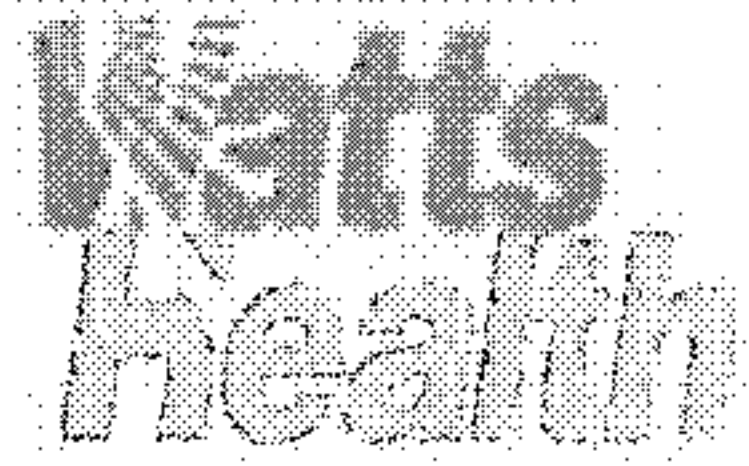
Rene Gonzalez, Assistant Superintendent  
Student Health and Human Services Division  
Los Angeles Unified School District



Ana Lasso, Acting Director  
Joint Use Development Program  
Los Angeles Unified School District

c: Ramon Cortines  
Judy Elliot  
Guy Mehula  
Kimberly Uyeda  
John Di Cecco





## Watts Healthcare Corporation Agency Profile

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Watts Healthcare Corporation  
10300 Compton Avenue  
Los Angeles, CA 90002  
323-357-6685

### Agency Contact Organizer:

William D. Hobson, President and Chief Executive Officer

### School Based Clinic Contacts:

Sandra N. Jones, Administrative Director

Oliver Brooks, M.D., Medical Director

Roderick Seamster, M.D., Chief Medical Officer

Carroll McNeely, Chief Financial Officer

## Tatiana Hernandez

---

**From:** Judy Davidds-Wright  
**Sent:** Thursday, July 22, 2010 11:32 PM  
**To:** Tatiana Hernandez  
**Subject:** FW: Full Service Community School Grant

Judy Davidds-Wright  
Director of Community Partnerships  
Green Dot Public Schools  
350 S. Figueroa St., Suite 213  
Los Angeles, CA 90071  
Office:(213) 621-0276 Ext. 286  
Fax: (213) 621-3171  
Cell: (213) 505-8846  
www.greendot.org

-----Original Message-----

From: Acuna, Alejandra [mailto:maria.a.acuna@lausd.net]  
Sent: Wednesday, July 14, 2010 10:34 PM  
To: Judy Davidds-Wright; Escudero, Pia  
Subject: RE: Full Service Community School Grant

Sorry the omission was an oversight - 4 PSWs x \$107,000 (total annual cost for salary & benefits) = \$428,000

Alejandra Acuña, LCSW  
LAUSD - School Mental Health Services

-----Original Message-----

From: Judy Davidds-Wright [mailto:jwright@greendot.org]  
Sent: Wed 7/14/2010 8:19 PM  
To: Acuna, Alejandra; Escudero, Pia  
Subject: RE: Full Service Community School Grant

Thank you for the information. The cost of services being provided was not included. Although we are not paying for costs of services, we still need to include in our budget narrative because funding we receive will cover security officer, front office person, etc. that will benefit the three main partners. Thank you.

Judy

Judy Davidds-Wright  
Director of Community Partnerships  
Green Dot Public Schools  
350 S. Figueroa St., Suite 213  
Los Angeles, CA 90071  
Office:(213) 621-0276 Ext. 286  
Fax: (213) 621-3171  
Cell: (213) 505-8846  
www.greendot.org

-----Original Message-----

From: Acuna, Alejandra [mailto:maria.a.acuna@lausd.net]  
Sent: Wednesday, July 14, 2010 6:05 PM  
To: Escudero, Pia; Judy Davidds-Wright  
Subject: RE: Full Service Community School Grant

Dear Judy Davidds-Wright:

I spoke with Pia this morning and I am attaching a Word document that contains responses to the following questions for your FSCS grant application:

1. Services that will be provided. I have attached the proposed services you sent me earlier this year. If there are any changes, please let me know.

No changes.

2. The estimated total number of individuals to be served, disaggregated by the number of students, students' family members, and community members, and the type and frequency of services to be provided to each group for the first five years. What is the cost?

Please see attached.

3. What are your objectives and how will you determine whether objectives are being met (performance measure)?

Please see attached.

Thank you for this opportunity to collaborate - I hope the information provided is what you needed.

Alejandra Acuña, LCSW  
LAUSD - School Mental Health Services  
Trauma Services Adaptation Center for Resiliency, Hope & Wellness  
(213) 393-9403

Humor and laughter promote good health: they benefit the major systems of the body, relieve stress, and are psychologically uplifting (cited in Bobeck, 2002).

---

From: Escudero, Pia  
Sent: Wed 7/14/2010 9:26 AM  
To: Acuna, Alejandra; Granados Avila, Gloria  
Subject: FW: Full Service Community School Grant

-----Original Message-----

From: Judy Davidds-Wright [mailto:jwright@greendot.org]  
Sent: Tue 7/13/2010 6:07 PM  
To: Escudero, Pia  
Subject: Full Service Community School Grant

Good evening Pia:

I hope you are enjoying your summer. Finally the weather is catching up to what summers are usually like in California.

I am very pleased to share with you that Green Dot is applying for the Full Service Community Schools (FSCS) grant, which is funded through The Fund for the Improvement of Education. This grant supports the Community School model

which Green Dot is already exercising on many levels. This project is very similar to Promise Neighborhood except that it doesn't require cradle to career continuum of solutions nor a shared database.

A community school is both a place and a set of partnerships between the school and other community resources. It encourages coordination of academic, social, and health services through partnerships between schools and community-based organizations, nonprofit organizations, and other public or private entities. The purpose of this collaboration is to provide comprehensive academic, social, and health services for students, students' family members, and community members that will result in improved educational outcomes for children.

The Full-Service Community Schools program is a "place-based" program that can leverage investments by focusing resources in targeted places, drawing on the compounding effects of well-coordinated actions. Competitive preference priority will be given to applications that propose to serve persistently lowest-achieving schools, and are currently implementing or plan to implement one of three school intervention models, to enable these schools to become full-service community schools. Green Dot is successfully implementing one of the three intervention models at Locke. And with the opening of the Locke Health & Wellness Center next year, we are well positioned to apply for the FSCS grant. It is a national grant, so it will be competitive, but we are very hopeful. We are submitting the grant application on July 22nd and will receive notice by September, 2010. Grants may be awarded for one to five years.

This grant is a perfect fit for the work we will be doing at the Locke Health & Wellness Center. The three key partners: WHCC, GD and LAUSD are going to share security officer, utilities, etc. costs. If this grant is awarded, it will cover all these expenses. In addition, it will pay for a Full-Service Community School Coordinator/Director (grant requirement) who will work closely and plans jointly with the schools' principals (Locke Family of Schools has 8 principals) and Wellness Center partners to drive the development and implementation of the FSCS effort and who, in that capacity, facilitates the partnerships and coordination and integration of service delivery. Being that Locke Schools do not have nurses, this will greatly benefit LAUSD's School of Mental Health effort to service students and families in the Locke area. The coordinator will work closely with the community and stakeholders. Coordinator will be the first person seen when entering the 2nd floor of the Wellness Center and will direct families on where they need to go; will also maintain scheduling of the various main rooms so that all partners have access to them.

Community Schools are successful because of the partners and resources involved. We are currently partnering with LAUSD School of Mental Health to develop a new Health & Wellness Center for Locke students, families and community and hope that LAUSD will join us in our effort to develop a Full Service Community School. If you agree, I will forward the memorandum of understanding by Monday, July 19th. The MOU will describe the role each partner will assume, the services or resources each one will provide, and the desired results and outcomes.

FSCS partnerships need to be results focused: a partnership between a full-service community school and one or more nonprofit organizations (including community-based organizations) that is based on identified needs and organized around a set of mutually defined results and outcomes for increasing student success and improving access to family and community services.

The FSCS grant application requires the following from partners:

1. Services that will be provided. I have attached the proposed services you sent me earlier this year. If there are any changes, please let me know.
2. The estimated total number of individuals to be served, disaggregated by the number of students, students' family members, and community members, and the type and frequency of services to be provided to each group for the first five years. What is the cost?
3. What are your objectives and how will you determine whether objectives are being met (performance measure)?

Example:

Objective:

To increase family involvement with their children's education.

Performance Measure:

The percentage of parents who report that they read to their children will increase by at least 10% for each year of the project.

Some performance measures may not specify annual levels of change or growth. For example:

By the end of the project, each student at the school will have participated in at least 50 hours of career counseling activities.

Measures like these require annual benchmarks, such as ...

- \* By the end of year one... at least 10 hours ...
- \* By the end of year two... at least 20 hours ...
- \* By the end of year three... at least 30 hours ...
- \* By the end of year four... at least 40 hours ...
- \* By the end of year five... at least 50 hours ...

Please provide this information no later than Thursday, July 15th. I need your information to finalize the MOU and forward to you for review/recommendations and signature so that we submit it on time to the Dept of Education.

Feel free to contact me any time on my cell phone at (213) 505-8846. The Locke Health & Wellness Center is becoming a reality and we are very excited to partner with you on this project!

Best to you,

Judy

Judy Davidds-Wright  
Director of Community Partnerships  
Green Dot Public Schools  
350 S. Figueroa St., Suite 213  
Los Angeles, CA 90071  
Office:(213) 621-0276 Ext. 286  
Fax: (213) 621-3171  
Cell: (213) 505-8846  
[www.greendot.org](http://www.greendot.org)<<http://www.greendot.org>> >



**BOARD OF SUPERVISORS  
COUNTY OF LOS ANGELES**

866 KENNETH HAHN HALL OF ADMINISTRATION / LOS ANGELES, CALIFORNIA 90012 / (213) 974-2222

**MARK RIDLEY-THOMAS**  
SUPERVISOR, SECOND DISTRICT

July 22, 2010

Ms. Judy Davidds-Wright  
Director of Community Partnerships  
Green Dot Public Schools  
350 S. Figueroa Street, #213  
Los Angeles, CA 90071

Dear Ms. Davidds-Wright:

I am pleased to support your application for the Full Service Community Schools Grant. Like Green Dot Public Schools, I believe that every student should receive the education and support they need to succeed in college, leadership, and life.


As you know I have been a long-time champion of school-based health centers. Among other things, I sponsored Senate Bill 564 to expand the definition of school-based health centers so that they can more easily implement various health and prevention programs. We know healthy kids learn better. School-based health centers are invaluable community resources because they provide cost effective services that keep our children strong and ready to learn and thrive.

Through a partnership with the County of Los Angeles (County), Los Angeles Unified School District is leveraging its joint-use infrastructure funds to expand school-based health centers in school areas where children tests scores are dismal and experiencing disproportionately higher rates of poverty, transmitted diseases, teen pregnancies, and other maladies. The County in turn, is providing one-time service and infrastructure funds for various free and low cost federally qualified clinics to operate centers at various sites.

The County provided nearly \$245,000 in funds to Watts Healthcare Corporation, in partnership with Green Dot and other community agencies, to support the Locke Health and Wellness Center.

Together, Green Dot Public Schools and I share a vision for comprehensive wrap-around physical, social and emotional support services. We look forward to the positive impact your project will have on students, their families and members of the South Los Angeles Community. If we may further assist you in the preparation of your application for consideration by the Department of Education, please call us at (213) 974-2222.

With hope,



**MARK RIDLEY-THOMAS**  
Supervisor, Second District

# Project Narrative

## Appendix--MOU

Attachment 1:

Title: **Locke FSCS Final MOU (As Signed)** Pages: **10** Uploaded File: **Locke FSCS MOU Final Version\_upload.pdf**



## **MEMORANDUM OF UNDERSTANDING**

### **LOCKE FULL SERVICE COMMUNITY SCHOOLS COLLABORATIVE PROJECT**

Green Dot Public Schools, a non-profit corporation (“Green Dot”), and the nine academies (each of which is considered an LEA) it created in connection with the Turnaround of Alain Leroy Locke Senior High School in Watts (“Locke”) have entered into a consortium (the “Consortium”) to request funding to create the Locke Full Service Community Schools Collaborative Project (the “Collaborative” or the “Project”). The project will provide a coordinated and integrated set of comprehensive academic, developmental, social and health services (“FSCS Services”) to students, students’ family members, and community members. This Memorandum of Understanding (“MOU”) is entered into between the Consortium and the Community Service Providers (referred to as the “Partners”) who will provide the FSCS Services either on a Locke school site or the Locke Wellness Center (LWC). The Project is built upon the commitment of the Consortium and Partners to establish and support the coordination and integration of school-based educational, developmental, family, health, and other services that address the identified needs of the students and families in the Locke area. The purpose of this MOU is to describe the partnership between the Consortium and Partners to implement the Project

The Partners and FSCS Services have been chosen for their ability to improve the educational success of children while reducing barriers that create educational risks. All Partners are committed to the success of all students and committed to the development of the Full Service Community School Collaborative. While some of the Partners will begin providing self-funded services during the first year of the Project (2010-2011), it is expected that most of the work of the Collaborative during this period will be dedicated to comprehensive program planning and decisions about the extent to which the various FSCS Services will be funded by the grant. These decisions will be made by the Consortium Planning Committee by June 30, 2011.

**Collaborative Partners, Roles, Services and Desired Results:**

**Attendance Improvement Management (AIM)** will implement a program to combat truancy so that students attend school consistently. AIM will support approximately 75 students per year that are chronically truant and at the highest risk of dropping out of school. Utilizing proprietary technology, AIM will monitor and coach students throughout each school day. AIM will give participating students immediate and individualized positive attention, which helps school-attendance personnel work more efficiently and effectively to get chronic truants back in school. AIM, partnering with Locke, will identify the root causes of truancy and provide services needed to assure the social and emotional needs of students and their families are met. Students and parents will be given needs assessment surveys by AIM to identify pressing and actionable needs.

**Break the Cycle (BTC)** a non-profit organization committed to raising awareness and ending domestic and teen dating violence, will focus their efforts on educating students about domestic violence, healthy relationships and the law. BTC will provide comprehensive education on dating violence prevention to students, along with training seminars for parents, educators and support personnel on dating violence prevention and policy implementation. BTC's Ending Violence curriculum, delivered by BTC educators, will be integrated into the school day during Advisory class which will result in helping the Consortium implement a meaningful dating abuse prevention program at Locke schools. BTC's education component consists of: 1) a semester-long residency for 20 students per school/semester, focused on greater examination of the issue of dating violence and service-learning activities to help build skills as peer leaders.

**Los Angeles Unified School District, School of Mental Health (SMH)** will establish a mental health clinic at Locke Wellness Center, providing full-scope, District-based Medi-Cal Youth Psychiatry Clinic Services. The services rendered will follow Department of Mental Health provider guidelines and regulations using evidence based interventions, including: Individual, Group, Family Therapy, Parent Education, Crisis Intervention, and Medication Services. SMH will provide a full range of mental health

interventions to students who evidence social emotional, behavioral and trauma related problems inhibiting their ability to learn.

**Planned Parenthood Los Angeles (PPLA)** will implement their new comprehensive Sexual Education Initiative (SEI) for ninth-grade students. The multi-component program promotes adolescent sexual health, with a focus of preventing teen pregnancies and sexually transmitted infections (STIs). An evaluation of the SEI is being conducted by the Public Health Institute (PHI) and the University of Southern California (USC). PPLA, working with PHI and USC, will help conduct this evaluation of the SEI, during the 2010/2011 school-year on our campus. The curriculum will be delivered during the school day by PPLA Educators. PPLA will also provide a special parent education program (5 sessions, each 1.5-2 hours) on reproductive health, teen pregnancy, and parent-teen communication; as well as extracurricular youth development (selection and training of youth peer leaders, who will be a community resource to their peers and will organize health events at school); and facilitation of linkages to health services near or on campus, including condom distribution, contraceptive dispensing, testing and treatment of sexually transmitted infections, pregnancy testing, and counseling and referrals including teacher and staff training.

**Public Counsel** will operate a Teen Legal Clinic at the LWC that will provide direct legal assistance and intensive social-worker support in the areas of guardianship, education, foster youth, pregnant and parenting minors, developmental disabilities and teen dating violence. Public Counsel's Social Workers (MSW's) will work alongside attorneys so that the social services dimensions of need could be met along with the legal needs on behalf of the students, families and communities we serve. The range of supports PC can offer both to youth and to our community partners in the Center will help ensure that at-risk youth receive not only greater educational supports but also assistance resolving matters that put their education and well being at risk – such as housing instability; tickets and warrants that impose unmanageable fines and restrictions on their ability to obtain a job and driving privileges; exposure to consumer fraud; immigration issues; juvenile delinquency issues and the need to expunge records; transitioning foster youth legal problems; guardianship and conservatorship issues.

**Shields for Families (SHIELDS)** a community based organization focused on family based services, will set-up a “Navigation” site at the Locke Wellness Center. SHIELDS will assist families locate or navigate local systems to find resources to meet their needs. They have developed a database of over 1500 resources that offer assistance, support and services throughout the area. SHIELDS will also provide:

- 1) Support groups including: parenting, anger management, domestic violence, financial literacy, nutrition and health;
- 2) Mental Health Services: one therapist, one case manager on-site at Locke to provide direct mental health services. Linkage to SHIELDS’ FFT and MST evidence based mental health services for high risk youth; and
- 3) Substance Abuse Treatment Services: intensive residential, day treatment, outpatient and co-occurring (adolescent and adult) services available through referral to SHIELDS. Navigator will work directly with Community Based Liaisons at the County Department of Children & Family Services office to facilitate referrals.

**United Friends of the Children (UFC)** supports and provides quality services to foster youth with the goal to change the current statistics facing foster youth and equip them with the tools necessary to excel. UFC’s College Readiness Program (CRP) will prepare foster youth to graduate from high school and set the expectation for graduation from four-year colleges/universities. UFC will provide individual college counseling, tutoring, workshops, college tours, special events and summer programs. Each participant will be assigned a College Counselor with whom they will meet regularly to learn how to improve their chances of getting into a great college with more scholarship money. Participants will also goal set with their counselor. Each CRP participant will work with their College Counselor to develop a College Plan that will be used throughout their high school years in the program. The plan will track their classes, grades, test scores, extracurricular activities, and more in order to keep them focused on attending and succeeding in college. College Readiness Program participants will have an opportunity to take part in career workshops covering resume writing, interviewing skills, and job search techniques.

**United Peace Officers Against Crime (UPAC)** is a program of the Los Angeles Sheriff’s Department that provides leadership, education and mentoring opportunities for at-risk youth. The program is specifically designed to enrich the young minds of inner-city youth, by exposing them to alternatives to

the negative experiences found in the inner city. Most will be referred through the school administrators, social workers or the juvenile justice system. The goal is to reach the most disruptive students on campus; therefore, the program will focus directly on students whose issues have affected their ability to exercise appropriate civic behavior or whose mental health issues could influence their decision-making and judgment within the community. Iterations of the UPAC program run for 20 weeks and reach 80 students per cohort; one intervention will be scheduled each semester. Participants meet for two hours twice a week with a sheriff who will identify their most significant needs (academic, emotional, socio-cultural) and then work one-on-one with the student, as well as make their own referrals. Locke Cluster schools will provide most of the academic support, and the sheriff's office will provide additional academic assistance as an adjunct to the mentoring process.

**Watts Century Latino Organization (WCLO)** is a non-profit, community-based organization dedicated to supporting the development of healthy neighborhoods and self-sufficient families. WCLO engages in comprehensive community development projects and programs that promote: Civic Action and Engagement; Community Economic and Human Development; Educational Access & Improvement; Community Safety and Wellness; and Cultural Awareness, Equity and Unity. WCLO will provide English as a Second Language (ESL) classes at the Locke Wellness Center to Locke parents, adults in the community and ESL students. Participants will receive two hours of instruction twice a week for the period of the program. The ESL instructional program will run continuously throughout the year. For working adults, classes will be held in the evenings.

**Watts Healthcare Corporation (WHCC)** will establish a Federally Qualified Health Center at the Locke Wellness Center and provide medical, behavioral health and dental health services to Locke and Green Dot students, their families and the community with the goal in mind to increase access to medical, mental and behavioral health services; support Locke schools in improving academic outcomes; and contribute to public health goals related to disease prevention and control. Dental services would be added the second year of operation. Under the Wellness Center concept, WHCC anticipates adding yoga, meditation, seminars on wellness, and teen health clinic sessions. WHCC is one of the major resources of

the provision of primary care services in the immediate vicinity of the Locke attendance area. The Watts Health Center is approximately 1.94 miles from the Locke campuses and will improve health services and referral process for students, families and the community. WHCC has received funding from Los Angeles County's Public Private Partnership Expansion Initiative for both facility renovation and operations at the Locke Wellness Center.

### **RESPONSIBILITIES OF THE CONSORTIUM**

- A. Administering the FSCS Grant Project as described in the grant application.
- B. Provide a designated person, FSCS Based Site Coordinator, who is responsible for supporting and maintaining Partner relationships at the school site and LWC.
- C. Provide reasonable space, as agreed upon for Partners to facilitate services to students and adults.
- D. Notify Partners, as soon as known, of any schedule changes that will interfere with service provision.
- E. Complete annual performance review of FSCS Based Site Coordinator.
- F. Facilitate regular meetings with Partners to ensure services are reflective of best practices, meeting licensing standards and are meeting the needs of students and adults utilizing the services of the Locke Wellness Center.
- G. Invite Partners to appropriate school wide events.
- H. Provide technical assistance and support to the FSCS Coordinator through the provision of regular meetings and other professional development opportunities.
- I. Agree to share information with appropriate agency personnel (with proper releases to maximize student success and assure confidentiality).
- J. Any survey information gleaned from the general school community through climate surveys or other cluster tools, will be shared with the Partners, as permitted under the Family Educational Rights to Privacy Act ("FERPA").

- K. The Consortium will, at its discretion, provide financial support to Partners as determined by the total grant award from the Department of Education years 2-5. Funded Partners will be reviewed quarterly to assure adherence to their applications.
- L. The Consortium agrees to promote the Partners' programs as deemed appropriate by the Consortium.
- M. The Consortium will work with the Partners to inform the community at large about the Partners' programs and track this initiative for potential resources.
- N. The Partners further agree to collaborate in communications with the Consortium to ensure the initiatives are represented accurately and with a unified and positive voice.
- O. Ensure FSCS Coordinator maintains a level of neutrality in securing LWC service providers that can deliver high quality program activities which meet the goals of the LWC annual plan.

### **RESPONSIBILITIES OF COMMUNITY PARTNERS**

Under this MOU, the Partners will participate in the Locke Full Service Community Schools Collaborative Project as described in the grant proposal and work in partnership with the schools' staff and other participating community partners to implement the FSCS Grant Project.

- A. The Partners will provide a staff contact to partner with the FSCS Coordinator.
- B. The Partners will collect, describe, and provide data requested by the Consortium for the purposes of the FSCS grant project.
- C. The Partners will:
  - Participate in the year one comprehensive Project planning.
  - Attend monthly Locke Wellness Center Partner Meetings and required FSCS Project events.
  - Collaborate with school staff.
  - Maintain a standard of professionalism and behavior consistent with the Consortium and Partners' expectations.

- Complete all Consortium program attendance reporting and submit monthly to FSCS Coordinator. Monthly attendance reporting includes number of students who are utilizing services for the first time; frequency of students participating in services (students who attend once, twice, etc.)
- Contribute resources, services, expertise, and/or staff to the Project.
- Service all Locke/Green Dot students regardless of health insurance status
- Ensure program staff receives site orientation for the Locke Wellness Center and Collaborative.
- Provide a descriptor of services to be provided at the Locke Wellness Center and/or Locke School: (1) Actual services being delivered; (2) Personnel assigned to deliver the program; (3) Days and hours of the service; and (4) Length of time the service is intended to be delivered.
- Meet all service provider licensing regulations, including background check for all Partner employees that will interact with students at LWC and/or Locke.
- As mandated reporters of child abuse and neglect, report to Child Protective Services as necessary. Inform LFSC Coordinator of any such action.
- Provide proper documentation and tracking of all program activities.
- Agree to share information with appropriate school personnel (with proper releases to maximize student success and to assure confidentiality).

### **Termination**

This MOU shall terminate immediately if grant funds are not awarded by the Department of Education to fund this Project. It is expected that the basic collaborations contemplated by this MOU will continue despite any such termination; however, it is understood that Partners will have to curtail the levels of services they provide.



In addition, the Consortium may terminate this MOU for any reason upon 90 days written notice to each Partner. The Consortium may terminate the participation in this MOU of any Partner it judges not to be adequately performing its services hereunder, upon 30 days written notice to such Partner. Each Partner may terminate its obligations under this MOU for any reason upon six months written notice to Green Dot's Director of Community Partnerships/FSCS Coordinator.

**Miscellaneous**

If any term of this MOU is held invalid or unenforceable, the remainder of the MOU will not be affected, but continue in full force. This writing contains all terms and conditions of this MOU. It replaces all prior negotiations and agreements regarding the terms and conditions in this MOU. Modifications to this MOU must be in writing and be signed by each party.

As attested by signatures below, the Partners agree to full support and participation of the Locke FSCS Collaborative and to enter into a formal agreement with the Consortium should the Project be selected for federal funding. This memorandum of understanding may be executed in counterparts in which all together shall be taken as the full agreement of the parties.

**SIGNATURES**

**The Consortium**

GREEN DOT PUBLIC SCHOOLS  By: <u>/s/ Marco Petruzzi</u> Marco Petruzzi, President and CEO	ALAIN LEROY LOCKE CHARTER HIGH  By: <u>/s/ Marco Petruzzi</u> Marco Petruzzi, President and CEO
LOCKE CHARTER HIGH SCHOOL #1  By: <u>/s/ Marco Petruzzi</u> Marco Petruzzi, President and CEO	LOCKE CHARTER HIGH SCHOOL #2  By: <u>/s/ Marco Petruzzi</u> Marco Petruzzi, President and CEO
LOCKE CHARTER HIGH SCHOOL #3  By: <u>/s/ Marco Petruzzi</u> Marco Petruzzi, President and CEO	ANIMO LOCKE TECH CHARTER HIGH  By: <u>/s/ Marco Petruzzi</u> Marco Petruzzi, President and CEO

ANIMO WATTS #2  By: <u>/s/ Marco Petruzzi</u> Marco Petruzzi, President and CEO	LOCKE LAUNCH TO COLLEGE ACADEMY #1  By: <u>/s/ Marco Petruzzi</u> Marco Petruzzi, President and CEO
LOCKE LAUNCH TO COLLEGE ACADEMY #2  By: <u>/s/ Marco Petruzzi</u> Marco Petruzzi, President and CEO	ANIMO LOCKE ACE ACADEMY  By: <u>/s/ Marco Petruzzi</u> Marco Petruzzi, President and CEO

**The Collaborative Partners**

ATTENDANCE IMPROVEMENT MANAGEMENT  By: <u>/s/ Dr. Paul Pottinger</u> Dr. Paul Pottinger, Executive Director	BREAK THE CYCLE  By: <u>/s/ Marjorie Gilberg</u> Marjorie Gilberg, Executive Director
LOS ANGELES UNIFIED SCHOOL DISTRICT SCHOOL OF MENTAL HEALTH  By: <u>/s/ Pia Escudero</u> Pia Escudero, Director	PLANNED PARENTHOOD LOS ANGELES  By: <u>/s/ Magaly Marques</u> Magaly Marques, VP Community Education
PUBLIC COUNSEL  By: <u>/s/ Hernan Vera</u> Hernan Vera, President and CEO	SHIELDS FOR FAMILIES  By: <u>/s/ Kathryn Icenhower</u> Kathryn Icenhower, Executive Director
UNITED FRIENDS OF THE CHILDREN  By: <u>/s/ Polly Williams</u> Polly Williams, President	UNITED PEACE OFFICERS AGAINST CRIME  By: <u>/s/ Sergeant Tony Campbell</u> Sergeant Tony Campbell, Executive Director
WATTS CENTURY LATINO ORGANIZATION  By: <u>/s/ Arturo Ybarra</u> Arturo Ybarra, President	WATTS HEALTHCARE CORPORATION  By: <u>/s/ William Hobson</u> William Hobson, President & CEO

# Project Narrative

## Appendix--Resumes of Key Personnel

Attachment 1:

Title: **Green Dot FSCS Key Resumes** Pages: **12** Uploaded File: **Locke FSCS Key Personnel.pdf**

**FULL-SERVICE COMMUNITY SCHOOLS  
PROGRAM**

**APPLICATION BY GREEN DOT PUBLIC SCHOOLS**

**Project Narrative – Appendix - Resumes of Key Personnel**

1. Judy Davidds-Wright, Director of Community Partnerships (Current Project Manager)
2. Cristina de Jesus, Ph.D., Chief Academic Officer
3. Janneth Milton Johnson, M.A., Director of Counseling Services
4. Kevin Keelan, Ed.D., Director of Knowledge Management
5. Kelly Hurley, Locke Cluster Director

## JUDY DAVIDDS-WRIGHT

(b)(6)

[jwright@greendot.org](mailto:jwright@greendot.org)

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### PROFILE

*Accomplished professional* with over 17 years experience in community, public, corporate and government relations, forming and executing strategic partnerships, with a solid background collaborating with varied constituencies, non-profit organizations and government agencies at local and regional levels. Skilled at interacting with people in both amicable and challenging environments, and establishing or strengthening mutually beneficial relationships to achieve strategic goals. Strong communication skills easily explaining complex concepts in lay terms, fluently in English or Spanish. Extensive knowledge of principles of legislative, advocacy and community relations. Expansive thinker with a track record developing successful community engagement campaigns, education strategies and spearheading community-building efforts.

### PROFESSIONAL EXPERIENCE

2008 – Current **Green Dot Public Schools**, *Director of Community Partnerships*

- Forge partnerships in the private and public sector to bring over 8,000 Green Dot students services and awareness in the areas of health, domestic and teen-dating violence, substance abuse, teen pregnancy prevention, gang prevention, leadership development and life skills.
- Establish and sustain strong joint-working relationships with community-based organizations, non-profit agencies, community leaders, colleges and universities, corporations, government agencies, among others, to leverage resources (including social service resources) on behalf of Green Dot Public Schools' stakeholders - students, parents, and staff.
- Work with schools to ensure staff, counselors, teachers, students and parents are aware and know how to access wrap-around health services – physical, social and emotional.
- Create, develop and implement youth development and parent engagement programs by accessing existing community resources and forging community partnerships.
- Train parent coordinators and office managers on how to access and use existing community resources by developing professional development opportunities including workshops.
- Communicate regularly with heads of departments to discuss prospecting for Community Partnerships Program.
- Cultivate new funding strategies to sustain and expand current program structure.

2008 **Barack Obama Presidential Primary Campaign**, *Nevada Caucus and California Primary*

- Secured physical space by partnering with local business and opened campaign office in East Los Angeles.
- Recruited and organized 400 plus volunteers for East Los Angeles office and secured campaign contributions through grassroots efforts.
- Oversaw the Nevada Primary Caucus process at New York New York Hotel & Casino – first time in the history of Nevada Caucus hotel workers were allowed to leave their posts to participate in Caucus.
- Responsible for outreach to 500 residents in the Nevada area.

2004 – 2008 **Distinguished Professionals**, *Founder & Director, Corporate Etiquette & International Protocol Consultant*

- Conducted professional development seminars for corporations, non-profit organizations, and universities.
- Directly responded to organizational requests by tailoring seminars to meet specific audience needs.
- Empowered individuals of all socio-economic backgrounds by offering an extensive selection of seminars that provided tools for personal and professional development, thus enhancing self-confidence and relationship-building.
- Conducted 12 etiquette workshops a year pro bono for middle and high school students attending schools in impoverished areas of Los Angeles.
- Trained and made formal presentations for both large-live audiences, and larger television and radio audiences.
- Contributed articles to business publications and magazines on business and professional development.

2003 - 2004 **Empowering Latinas, Inc. & Latino Directo**, *V.P. of Community & Corporate Partnerships*

- Enhanced the company's image as an "Empowerment Specialist" by developing a strategic business plan and managing the creation and launch of the Latina Seven Principles multi-media project.
- Created local and national community outreach campaigns by establishing partnerships with Proctor & Gamble, Legg's, and Power 106 Foundation which resulted in 2 national tours and 12 radio talk shows.

- Increased brand recognition by securing interviews with media conglomerates including Vanidades, People in Español, La Opinion, and Latina Magazine; placed in the top 100 Most Influential Hispanics by Hispanic Magazine 2002-2005.
- Developed and implemented a strategic communication plan to build strong working relationships with the country's most prominent Hispanic organizations, media representatives, elected officials, and community leaders.

2002 – 2003

**Assembly Member Carol Liu (44<sup>th</sup> District), District Field Representative**

- Served as the district office liaison to the Latino and African-American communities and represented the Member throughout the District including Pasadena and communities in the City of Los Angeles.
- Organized events with state agencies, non-profit organizations and corporations to bring services and awareness of beneficial programs to district constituents.
- Identified, analyzed, and resolved significant local, city, and county issues by collaborating and leveraging relationships with senior officials, government agencies, Chambers of Commerce, and Neighborhood Councils.
- Established effective relationships for the Assembly Member with community based organizations, elected officials, government agencies and community leaders, and proactively developed responses and action plans to address otherwise negative consequences of proposed government policies.
- Assessed common areas of interest to define ways of working together with diverse groups and stakeholders despite potentially fluid or competing agendas.
- Prepared talking points for the Assembly Member, represented her at events and conducted research she used to present comprehensive information on different matters, events and news taking place within the district.

2001 - 2002

**Empowering Latinas, Inc., Public Relations Manager**

- Conducted research and focus groups to be used as support material for “Empowering Latinas: Breaking Boundaries & Freeing Lives” book publication.
- Coordinated all aspects of book production including editing, art, publication and print.
- Spearheaded strategic partnerships to increase brand recognition.
- Developed website, media kits, and press releases.
- Coordinated event productions for book launch and promotion.

1999 - 2001

**Southern California Edison, Project Analyst**

- Implemented the Voluntary Power Reduction Credit (VPRC) energy efficiency program which enhanced business partnerships and the conservation of limited power resources over a service area of 50,000 square miles.
- Analyzed VPRC data and prepared reports for the advice filing with the California Public Utilities Commission detailing event status, and economic analysis to determine cost, benefits, and effect on energy markets.
- Performed milestone analysis, monitored and reported project status, forecasted project cost, coordinated activities to ensure timely deliverables, and created closure reports.
- Created, implemented and facilitated the VPRC website training program for management, customer service, and account managers.

1996 – 1998

**Philip Morris USA, Territory Sales Manager**

- Managed a geographic territory of 120 retail accounts representing \$5 million in annual sales for Phillip Morris.
- Increased PM sales by ensuring optimum distribution and inventory levels of PM brands, ensured stakeholder buy-in, and implemented sales promotions, programs and incentives that maximized PM's return on investment.
- Established PM as a first-tier supplier by understanding each account's needs, and identifying and communicating opportunities for growth through the use of consumer research, profitability models and sales presentations.
- Provided field training for new hires focusing on conceptual selling and management of resources.

**EDUCATION & LEADERSHIP:**

- California State University Los Angeles, Bachelor of Science in Criminal Justice, 1993
- Dean's List & Honor Society Member, California State University Los Angeles, 1992 - 1993
- Ford Foundation Cultural Diversity Enhancement Project Fellowship, 1993
- Hispanas Organized for Political Equality (HOPE) Leadership Institute Graduate, 2002
- Protocol School of Washington, Certified Corporate Etiquette and International Protocol Consultant, 2004
- National Latina Business Women Association Award Recipient and Board Member, 2003 - 2005
- Adelante Mujer Conference Co-Chair and Advisory Board Member, 2002 - 2003
- Senator Martha Escutia Young Women Empowerment Conference Workshop Presenter, 2004 – 2006
- HOPE's Youth Leadership Through Literacy Program, 2004 - Present
- Los Angeles Mayor's Gang Reduction Youth Development Program Advisory Board Member – South Los Angeles, 2010

# **CRISTINA GILILLAND de JESUS**

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## **EDUCATION**

### ***UNIVERSITY OF CALIFORNIA, LOS ANGELES***

Doctorate of Education, June 2009

### ***CALIFORNIA STATE UNIVERSITY, NORTHRIDGE***

Masters of Arts, Education Administration and Administrative Credential, August 2003

### ***UNIVERSITY OF CALIFORNIA, LOS ANGELES***

Masters of Education and Teacher Credential (English), August 1995

### ***UNIVERSITY OF CALIFORNIA, LOS ANGELES***

Bachelor of Arts, English, June 1993

## **EXPERIENCE**

### ***GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA***

*(5/08 – present)*

**Chief Academic Officer:** Oversee all academic programs, curriculum development, training programs for administrators and teachers, human resources, operations, and security. Oversee the daily operations of 18 public high schools. Coach, mentor and evaluate VP of Education, VP of Human Resources, VP of Operations, Director of Counseling and Services, Director of English Language Development, Director of Special Education and Psychological Services, Director of Security, Director of After School Programs, and Director of Community Programs.

### ***GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA***

*(10/08 – 5/09)*

**Chief Operating Officer:** Oversaw the daily operations of 18 schools, human resources department, and operations department. Coached, mentored and evaluated 3 principals in residence, 3 cluster directors (area superintendents), VP of Human Resources and VP of Operations.

### ***GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA***

*(11/06 – 10/08)*

**Vice President of Curriculum:** Oversaw the daily operations of 18 public high schools in Los Angeles. Coached, mentored, and evaluated 3 cluster directors (area superintendents) and 3 principals in residence. Developed protocols for teacher and administrator professional development. Supervised course and curriculum development. Developed recommended practices for administrators in the areas of curriculum, instruction and the supervision of instruction, and professional development.

### ***GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA***

*(7/06 – 11/06)*

**Director of Curriculum, Instruction, and Professional Development:** Oversaw the daily operations of 10 public high schools. Coached, mentored, and evaluated 10 principals and 10 assistant principals. Developed protocols for teacher and administrator professional development. Supervised course and curriculum development. Developed recommended practices for administrators in the areas of curriculum, instruction and the supervision of instruction, and professional development.

### ***ANIMO INGLEWOOD CHARTER HIGH SCHOOL, Inglewood, CA***

*(6/02 – 7/06)*

**Principal:** Served as leader of start-up charter high school. Hired and supervised staff of 25 teachers and 7 classified staff members. Supervised 525 students in grades 9 – 12. Developed weekly staff development opportunities. Communicated with parents and the community and developed relationships with community organizations. Established policies and procedures for brand-new high school. Supervised the development of standards-based curriculum.

***GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA*** (6/03 – 7/06)

Mentor Principal: Coached new principals in the areas of the supervision of instruction, culture building, staff development, student discipline, and the evaluation of employees. Provided monthly feedback to principals on staff development meetings and the supervision of instruction. Consulted with Chief Academic Officer on needs of principals. Designed principal professional development workshops. Assisted in the development of district-wide policies and procedures.

***LINCOLN MIDDLE SCHOOL, Santa Monica, CA*** (9/95 – 6/02)

English, History, and Spanish Teacher: Planned and presented lessons for sixth grade English and History classes and seventh grade Spanish classes. Researched and analyzed course materials. Assessed student progress. Modified tests, learning materials, and teaching strategies for students with special needs. Collaborated with teachers, parents, counselors, and administrators to meet student needs.

### **CONTRIBUTIONS TO THE EDUCATIONAL COMMUNITY**

***CONSULTATIONS IN OTHER DISTRICTS, Benson AZ & San Carlos, CA*** (2/99, 7/00)

Consultant/Trainer: Trained teachers in the Benson Unified School District and at the Tierra Linda Charter School in the development of authentic humanities lessons and assessments. Provided teachers with lesson plans, assessments, projects, activities, and student samples. Planned and presented sample lessons for teachers to observe. Consulted with teachers and administrators to enable them to build an innovative humanities curriculum.

***COALITION OF ESSENTIAL SKILLS*** (1999 – 2001)

Presenter: Presented workshops to help educators develop authentic humanities lessons and assessments. Provided attendees with lesson plans, assessments, projects, activities, and student samples.

***TESA, Santa Monica, CA*** (11/98 – 4/99)

Trainer: Trained teachers and administrators within the district using TESA (Teacher Expectations and Student Achievement). Developed workshops to help educators become more aware of their own teaching practices and expectations. Helped teachers analyze how their expectations affect their teaching practices and student achievement. Organized follow-up sessions in which educators evaluated their experiences with TESA techniques.

### **ADDITIONAL LEADERSHIP ROLES**

Team/Core Leader (9/99 – 6/00)

English/History Department Chair (5/00 – 6/02)

Mentor Teacher (9/97 – 6/98, 9/00 – 6/02)

Master Teacher (9/00 – 11/00)

### **HONORS/AWARDS**

National Board of Professional Teaching Standards Certification – Early Adolescent English/  
Language Arts (November 2001)

Santa Monica Jaycees Outstanding Young Educator Award (7/01)

California PTSA Honorary Service Award (2/00)

Lincoln Middle School Teacher of the Year (1996 – 1997)



# Janneth Milton Johnson

## Objective

## Experience

2006- Present                      Green Dot Public Schools                      Inglewood, CA  
**Head Counselor**

- Schedule and implement professional development for Green Dot Counselors
- Serve as a resource and mentor for new counselors
- Create and implement workshop for students and parents

2003-Present                      Green Dot Public Schools                      Inglewood, CA  
**Counselor**

- Develop curriculum for advisory and college and career readiness classes
- Frequent one-on-one meetings with students to discuss progress toward graduation and college requirements
- Refer students and their parents to community agencies, programs, or specialist as appropriate
- Conduct and facilitate mediation meetings with teachers, students, and parents needed
- Conduct structured, goal-oriented counseling sessions in response to identified needs of individuals and groups of student
- Organize and implement college workshops and college tours

1999-2003                      LAUSD                      Los Angeles, CA  
**Substitute Teacher/ Intern Counselor**

- Worked as a long-term substitute for English, History, Physical Education, and ESL at Emerson Middle School
- Impact Group facilitator
- Co- created and implemented an academic and behavioral intervention program entitled “ Fresh Start”
- Counseled individuals and groups of students in the areas of educational, personal, physical, social and career needs; provided guidance to students in matters regarding graduation
- Worked with students at Dorsey High School and Crenshaw High
- School participating in the Adult Education Program

1998-1999                      LAUSD                      Inglewood, CA  
**Elementary Teacher**

- Taught a 4<sup>th</sup> grade multiple subject curriculum for students a Century Park Elementary School.

1995-1996                      UCLA Academic Supports Program   Westwood, CA

**Peer Counselor/ Academic Coordinator**

- Supervised a staff and prepared meeting materials and details
- Organized academic development workshops
- Wrote funding proposals
- Responsible for the coordination of student outreach programs
- Organized recruitment events
- Created and presented annual budget reports and evaluations
- Planned Career Seminars and Networking Forums
- Advised students on programs, requirements, courses, and career opportunities

**Education**

1998    **University of California Los Angeles**  
B.A. Anthropology

2003    **California State University Dominguez Hills**  
M.A. Education /Counseling

2003    **State of California PPS Counseling Credential**

**Professional  
Organization  
Membership**

NACAC, WACAC, and CASC

:

\*References available upon request.

# Kelly Hurley

## PROFILE

As a Cluster Director for Green Dot Public Schools, we successfully transformed a failing LAUSD high school into eight small charter high schools. Additionally, I was an accomplished middle and high school principal with more than ten years experience in the area of curriculum and instruction. Proficient in all areas relating to leading a school, ranging from curriculum and instruction to interpersonal skills working with faculty, students, parents and the community

## WORK HISTORY

April 2007 – Present                      **Cluster Director/Area Superintendent**  
**Green Dot Public Schools**                      **Los Angeles, CA**

### Responsibilities:

- Transform a LAUSD high school into eight small high schools
- Facilitate the planning and implementation of a high school transformation
- Organized the facilities, operations and security of the Locke Cluster of Schools
- Oversee eight of 20 Green Dot high schools in Los Angeles
- Provide Instructional Coaching for eight high school principals
- Plan and facilitate professional development training for all Green Dot administrators

### Achievements:

- Successfully transformed a failing LAUSD high school into eight small charter schools.
- With the support of a writing committee, established a rigorous writing program to be implemented in the 2009-2010 school year.
- Established a literacy and math committee to create an intensive reading, writing and math program for special education students to be implemented in the 2009-2010 school year.
- Collaborated with high school principals in the Locke cluster to develop a cluster Vision.

July 2003 – June 2007                      **High School Principal**  
**David Starr Jordan High School**                      **Long Beach, CA**

### Responsibilities:

- Provide Instructional Leadership for a staff of 160
- Oversee and evaluate the math department
- Provide professional development for all departments
- Facilitate Professional Learning Communities
- Facilitate the planning and implementation of Small Learning Communities
- Oversee a Small Learning Communities Grant
- Oversee a 21<sup>st</sup> Century Grant
- Facilitating the writing of the Magnet Schools of America Grant

- Manage a classified staff of 50 to oversee school office, grounds, security and custodial

**Achievements:**

- Created a school wide action plan that is a model for the district in high school reform
- Collaborated with the school's PLC to develop a new Mission, Vision and Values.
- Trainer of Trainers for SREB Culture and Climate Module to principals and assistant principals in LBUSD
- Successfully implemented Professional Learning Communities
- Increased the number of Small Learning Communities
- Increased the number of students attending Jordan's magnet program.
- Increased achievement scores as measure by the California Standards Test
- Improved the morale of staff and community
- Presenter at the National Staff Development Conference and West Ed on high school reform to educators nationwide
- Established and successfully implemented the Jordan Parent Action Committee
- Created and established the first high school parent center

Aug. 2001 – Jun 2003

**Middle School Principal**

**Charles Evan Hughes Middle School Long Beach, CA**

**Responsibilities:**

- Provide Instructional Leadership for a staff of 55
- Maintained the Title I and School Improvement budget
- Improved the morale of the staff and community

**Achievements:**

- Introduced and began the implementation of middle school Small Learning Communities
- Successfully introduces an African-American Parent Committee to improve student achievement
- Removed a \$95,000 budget deficit in one year

Oct. 1997- Jul 2001

**Middle School Principal**

**Hubert Howe Bancroft Middle School Long Beach, CA**

**Responsibilities:**

- Provide instructional leadership for a staff of 50
- Maintained the Title I and School Improvement budget
- Created a culture of climate and trust

**Achievements:**

- Dramatic increase in student test scores – highest middle school scores in the district
- Improved reading and math programs
- Improved community relations

## **EDUCATION**

Jan 1991 – Jun 1993	<b>Azusa Pacific University</b> GPA 3.75 Masters Degree in Administration	<b>Azusa Pacific, CA</b>
Jun 1989 – Jun 1991	<b>Azusa Pacific University</b> GPA 3.50 Masters Degree in Pupil Personnel Services	<b>Azusa Pacific, CA</b>
Sep 1983 – Jun 1985	<b>California State University, Los Angeles</b> GPA 3.50 Multiple Subject Credential	<b>Los Angeles, CA</b>

## **SKILLS**

- Strong in the Area of Curriculum and Instruction
- Strong Presentation Skills
- Completed training and implementation of Malcolm Baldrige strategies
- President of Association of Long Beach Employee Management
- Represented LBUSD in bargaining negotiations with the Teachers Union

## Kevin M Keelen, Ed.D.

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kevin.keelen@greendot.org

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### SKILLS SUMMARY

Motivated, experienced educator with adaptable, multi-faceted skill set. Experience throughout K-16 pipeline, specifically in curriculum development, system development, and data analysis. Author of seven textbooks and six online courses. Doctoral dissertation on students' educational plans at community colleges published in July 2009. Former staff member of the year at Marymount College.

### EDUCATION

2006-2009	Ed.D., University of California, Los Angeles (4.0/4.0 GPA)
2001-2003	M.A., Claremont School of Theology (3.80/4.0 GPA)
2000-2000	Goethe-Institute of Bonn, Germany (4.0/4.0 GPA)
1996-2000	B.A., Anderson University (3.93/4.0 GPA)

### PROFESSIONAL EXPERIENCE

#### Director of Knowledge Management (07/09-Present)

- Serve as first-ever department head for highest-rated department in Green Dot home office
- Train administrators, teachers, and home office staff on using data effectively
- Develop API modeling system to predict Green Dot APIs CMO-wide
- Oversee student information system (PowerSchool) and data analysis system (DataDirector)
- Supervise team of two PowerSchool administrators and three knowledge management analysts
- Create and maintain Professional Development Portal
- Oversee development and maintenance of enterprise, home office, operational, and school site dashboards
- Develop and conduct professional development trainings on educational software
- Develop work order system to manage 100+ requests monthly
- Support education team, including EL, Special Ed, and After-School program
- Serve as data & technology lead for *The College Ready Promise*

#### Director of Curriculum, Revolution Prep (6/07-06/09)

- Develop and maintain SAT, ACT, CAHSEE, Algebra Readiness, and other curricula for nationwide use
- Supervise team of seven curriculum writers
- Write and edit workbooks, online courses, teacher materials, and other publications
- Serve as liaison to partners and vendors, including Los Angeles Unified School District and Green Dot Public Schools
- Develop professional development curricula and lead training sessions throughout Southern California
- Assess product effectiveness and impression of products via quantitative and qualitative research methods

**Assistant Director of Student Life, Marymount College (8/05-5/07)**

- Created [www.studentlifeonline.com](http://www.studentlifeonline.com) and served as its webmaster
- Developed and maintained campus programming, including social, service and sports
- Supervised departmental intern and student staff of 7-10
- Assisted in development and execution of fall student orientation
- Trained and organized student leaders
- Coordinated volunteer opportunities for campus community
- Organized and executed week-long Alternative Spring Break trip
- Managed campus student center and activities therein
- Developed and managed computer reservations system
- Conducted research for Student Success Task Force & Physical Education Task Force
- Functioned as department representative for emergency on-call rotation
- Awarded “Staff Member of the Year” by students (2006-2007)

**Adjunct Instructor, Marymount College (8/05-5/07)**

- Develop curriculum and instruct “The Art of Being Human,” an introductory liberal arts seminar for first-year students
- Nominated by students for “Male Faculty Member of the Year” (2005-2007)

**PUBLICATIONS, PROJECTS, ETC.**

- Author, *Educational Plans in Achieving Student Transfer Goals* (July 2009)
- Contributing Author & Editor, Algebra 1 Workbook (June 2009)
- Contributing Author & Editor, Algebra 1 Online Course (June 2009)
- Author & Editor, ACT Workbook (January 2009)
- Contributing Author & Editor, ACT Online Course (January 2009)
- Contributing Author & Editor, SAT Workbook (January 2009)
- Author & Editor, Algebra Readiness Workbook (May 2008)
- Author & Editor, Algebra Readiness Online Course (May 2008)
- Contributing Author & Editor, SAT Online Course (March 2008)
- Contributing Author & Editor, CAHSEE Math Workbook (October 2007)
- Contributing Author & Editor, CAHSEE ELA Workbook (October 2007)
- Contributing Author & Editor, CAHSEE Online Course (October 2007)

# Project Narrative

## Budget Narrative

Attachment 1:

Title: **Locke FSCS Budget Narrative Pages: 10** Uploaded File: **FSCS Budget Narrative.pdf**



## **Full Service Community Schools Program**

### **Application by Green Dot Public Schools**

#### **Budget Narrative**

The Project includes the work of coordinating and overseeing the multiple components of a Full-Service Community School. The Project will begin providing services in September 2011 and will show operating costs for the year prior to opening (for salaries paid to planning staff) plus the first two years of implementation.

Our total request for the Project is \$1,850,558 (not including the non-federal matching funds). This corresponds to \$100,240 during Year 1 (Planning year), \$463,603 in Year 2 (Implementation Year 1), \$428,705 in Year 3 (Implementation Year 2), and \$429,005 in Years 4 & 5 (Implementation Years 3 & 4). The total number of students to be serviced by this facility is estimated at 3,500 for the 2010-2011 school year. Using this basic formula, the estimated cost per person for this project (over the course of 4 implementation years) is approximately \$106. The annual requests are well within your recommendations.

#### **Federal Funds**

##### **1. Personnel**

Personnel expenses reflect the Classified Salaries for Series 2200 FTE positions.

###### **a. Year 1**

- i. 1 - Center Manager @ 100% FTE (\$60,000)
- ii. 1 – Data Manager @ 20% FTE (\$45,000)
- iii. 1 – Mental Health Counselor @ 20% FTE (\$70,000)
- iv. 1 –Director of Community Partnerships @ 50% FTE (\$87,000)

###### **b. Year 2**

- i. 1 - Center Manager @ 100% FTE (\$60,000)
- ii. 8 - Parent Coordinators @ 10% FTE (\$40,000)

## **Full Service Community Schools Program**

### **Application by Green Dot Public Schools**

- iii. 1 – Data Manager @ 20% FTE (\$45,000)
- iv. 1 – Mental Health Counselor @ 20% FTE (\$70,000)
- v. 1 – Director of Community Partnerships @ 50% FTE (\$87,000)

#### **c. Year 3**

- i. 1 - Center Manager @ 100% FTE (\$60,000)
- ii. 7 - Parent Coordinators @ 10% FTE (\$40,000)
- iii. 1 – Data Manager @ 20% FTE (\$45,000)
- iv. 1 – Mental Health Counselor @ 20% FTE (\$70,000)
- v. 1 – Director of Community Partnerships @ 50% FTE (\$87,000)

#### **d. Year 4**

- i. 1 - Center Manager @ 100% FTE (\$60,000)
- ii. 7 - Parent Coordinators @ 10% FTE (\$40,000)
- iii. 1 – Data Manager @ 20% FTE (\$45,000)
- iv. 1 – Mental Health Counselor @ 20% FTE (\$70,000)
- v. 1 – Director of Community Partnerships @ 50% FTE (\$87,000)

#### **e. Year 5**

- i. 1 - Center Manager @ 100% FTE (\$60,000)
- ii. 7 - Parent Coordinators @ 10% FTE (\$40,000)
- iii. 1 – Data Manager @ 20% FTE (\$45,000)
- iv. 1 – Mental Health Counselor @ 20% FTE (\$70,000)
- v. 1 – Director of Community Partnerships @ 50% FTE (\$87,000)

## **Full Service Community Schools Program**

### **Application by Green Dot Public Schools**

#### **2. Fringe Benefits**

Employee Benefits are budgeted at 25% of base salaries.

#### **3. Travel**

We budgeted for the required participation in grantee meetings, specifically attendance by the Project Manager at an annual two-day meeting in Washington D.C. This resulted in a charge of \$1,040 during each year of the grant period, consisting of the following:

- Air travel to Washington, DC - \$500
- Taxi - \$80
- Hotel - \$400 (\$200 per night x 2 nights)
- Meals - \$60 (\$30 per day x 2 days) for one person for two days

#### **4. Equipment**

##### **General Office Purchases (Year 2 only):**

- a. 1 - Laptop for Program Manager (including software) - **\$2,500**
- b. 3 - Desks for Program Manager and visiting staff: **\$2,400 (@ \$800 each)**
- c. 3 - Executive office chairs: **\$459 (@ \$153 each)**
- d. 55 - Chairs: **\$1,980 (@ \$36 each)** – to be used for waiting room, Teen Center and community events/workshops
- e. 3 - Multi-line phones: **\$225 (@ \$75 each)**
- f. 2 - Brochure racks: **\$700 (@ \$350 each – for Parents and Students, respectively)**
- g. 2 - Round meeting tables: **\$400 (@ \$200 each)**
- h. 1 - 48” x 96” White Board: **\$142**

## **Full Service Community Schools Program**

### **Application by Green Dot Public Schools**

- i. 6 - Trash cans: **\$144** (@ \$24 each)
- j. 1 - High Capacity color printer: **\$2,040**
- k. 2 - Large filing cabinets: **\$532** (@ \$267 each)
- l. 2- 48" x 72" Cork Bulletin Board: **\$250** (@ \$125 each)
- m. 1 – 84" x 84" Wall mounted projector screen - **\$275**
- n. 1 - Ceiling mounted projector - **\$1,200**
- o. 8 – Drop in computers for students/parents - **\$8,000** (@ \$750 each including software)
- p. 2 – Drop in modular computer stations for students/parents - **\$976** (@\$488 each)
- q. 4 – Couches for Teen Center **\$4,800** (@ \$1,200 each)
- r. 3 – End Tables for Teen Center **\$375** (@ \$125 each)

#### **5. Supplies**

- a. Year 1
  - i. \$100 / month for copies, paper, general office supplies (**\$1,200** annually)
- b. Year 2
  - i. \$100 / month for copies, paper, general office supplies (**\$1,200** annually)
  - ii. **\$5,000** for professional printing (design & production)
  - iii. **\$2,500** for website development
- c. Year 3
  - i. \$100 / month for copies, paper, general office supplies (**\$1,200** annually)
  - ii. **\$5,000** for professional printing (design & production)
- d. Year 4
  - i. \$125 / month for copies, paper, general office supplies (**\$1,500** annually)

## Full Service Community Schools Program

### Application by Green Dot Public Schools

ii. **\$5,000** for professional printing (design & production)

e. Year 5

i. \$125 / month for copies, paper, general office supplies (**\$1,500** annually)

ii. **\$5,000** for professional printing (design & production)

#### 6. Contractual

a. Year 1

i. No amount allocated.

b. Year 2

i. \$1,250 / month for copy machine (**\$15,000** annually)

ii. **\$15,000** for security

iii. **\$7,800** for the cost of communications technologies (T1 line and 2 land lines)

iv. **\$3,000** for janitorial services

v. **\$5,040** – Insurance for 80 students at \$63 / student

c. Year 3

i. \$1,250 / month for copy machine (**\$15,000** annually)

ii. **\$15,000** for security

iii. **\$7,800** for the cost of communications technologies (T1 line and 2 land lines)

iv. **\$3,000** for janitorial services

v. **\$5,040** – Insurance for 80 students at \$63 / student

d. Year 4

i. \$1,250 / month for copy machine (**\$15,000** annually)

## **Full Service Community Schools Program**

### **Application by Green Dot Public Schools**

- ii. **\$15,000** for security
  - iii. **\$7,800** for the cost of communications technologies (T1 line and 2 land lines)
  - iv. **\$3,000** for janitorial services
  - v. **\$5,040** – Insurance for 80 students at \$63 / student
- e. Year 5
- i. \$1,250 / month for copy machine (**\$15,000** annually)
  - ii. **\$15,000** for security
  - iii. **\$7,800** for the cost of communications technologies (T1 line and 2 land lines)
  - iv. **\$3,000** for janitorial services
  - v. **\$5,040** – Insurance for 80 students at \$63 / student

#### **7. Construction**

[We have not included any budget amounts for construction]

#### **8. Other**

Critical partners require a small level of funding to ensure high quality of service delivery through the course of the Project. The following funds have been allocated as needed:

- a. Year 1
  - i. No costs budgeted
- b. Year 2
  - i. Vision (eyeglasses) - **\$15,000**
  - ii. AIM - **\$20,000**
  - iii. Public Counsel - **\$50,000**

**Full Service Community Schools Program**

**Application by Green Dot Public Schools**

iv. UPAC - **\$50,000**

v. WCLO - **\$10,000**

c. Year 3

i. Vision (eyeglasses) - **\$15,000**

ii. AIM - **\$20,000**

iii. Public Counsel - **\$50,000**

iv. UPAC - **\$50,000**

v. WCLO - **\$10,000**

d. Year 4

i. Vision (eyeglasses) - **\$15,000**

ii. AIM - **\$20,000**

iii. Public Counsel - **\$50,000**

iv. UPAC - **\$50,000**

v. WCLO - **\$10,000**

e. Year 5

i. Vision (eyeglasses) - **\$15,000**

ii. AIM - **\$20,000**

iii. Public Counsel - **\$50,000**

iv. UPAC - **\$50,000**

v. WCLO - **\$10,000**

**9. Total Direct Costs**

[Self-explanatory]

**Full Service Community Schools Program**

**Application by Green Dot Public Schools**

**10. Indirect Costs**

[We have not included any budget amounts for indirect costs]

**11. Training Stipends**

[We have not included any budget amounts for training stipends]

**Matching Funds**

**1. Personnel expenses reflect the Classified Salaries for Series 2200 FTE positions.**

a. Year 2

i. 4 – Psychiatric Social Workers (PSWs) @ 100% FTE (b)(4)

b. Year 3

i. 4 – Psychiatric Social Workers (PSWs) @ 100% FTE

c. Year 4

i. 4 – Psychiatric Social Workers (PSWs) @ 100% FTE

d. Year 5

i. 4 – Psychiatric Social Workers (PSWs) @ 100% FTE

**2. Fringe Benefits**

Employee Benefits are budgeted at 25% of base salaries.

**3. Travel**

[We have not included any budget amounts for travel]

**4. Equipment**

[We have not included any budget amounts for equipment]

**5. Supplies**

[We have not included any budget amounts for supplies]



## **Full Service Community Schools Program**

### **Application by Green Dot Public Schools**

#### **6. Contractual**

[We have not included any budget amounts for contractual services]

#### **7. Construction**

a. Year 1 –

- i. LAUSD's Joint Use / Innovation Program has committed to providing over **\$2,000,000** for tenant improvements to the location which will house the Locke Wellness Center. This figure is an estimate of the cost to bring the facility to appropriate codes for the usages detailed in the Collaborative plan. LAUSD's Joint Use / Innovation Program has agreed that all tenant improvement costs will be covered by the Joint Use Facilities Funds.
- ii. In addition, **\$245,000** has been appropriated by Los Angeles County, through the Public Private Partnership Funds to support the establishment of a functioning Health and Wellness Center on the property.

#### **8. Other**

- a. Year 2 – Watts Health Care Corporate has estimated their committed costs at **\$287,066** for the first year of operations, while the Clinic is in the process of receiving licensure as a standalone site.
- b. Year 3 - 5 - Watts Health Care Corporation has estimated their committed costs at **\$574,132** per year, once the Locke Wellness Center is at full scale (40 hours per week) and fully licensed as a standalone Clinic.

#### **9. Total Direct Costs**

[Self-explanatory]

**Full Service Community Schools Program**

**Application by Green Dot Public Schools**

**10. Indirect Costs**

[We have not included any budget amounts for indirect costs]

**11. Training Stipends**

[We have not included any budget amounts for training stipends]

# Project Narrative

## Project Narrative

Attachment 1:

Title: **Locke FSCS Project Narrative Pages: 35** Uploaded File: **Locke FSCS Program Narrative FINAL w ToC.pdf**

**FULL-SERVICE COMMUNITY SCHOOLS PROGRAM**

**APPLICATION BY GREEN DOT PUBLIC SCHOOLS**

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**FULL-SERVICE COMMUNITY SCHOOLS  
PROGRAM**

**APPLICATION BY GREEN DOT PUBLIC SCHOOLS**

**PRIORITIES**

Absolute Priority: Projects that Establish or Expand Full-Service Community Schools.

This Project meets the Absolute Priority in that it will establish a full-service community school, specifically a family of secondary schools that will partner with community-based organizations, non-profit organizations and other public and private entities to provide a coordinated and integrated set of comprehensive academic, social and health services that respond to the needs of students, students' family members, and community members. The Project ensures the provision of 10 out of the 12 types of eligible services, which far exceeds the 3 types required to meet the definition of a community school. Further information on these services is provided in response to "Section (a)" Quality of the Program Design", detailed below.

Competitive Preference Priority: Strategies that Support Turning Around Persistently

Lowest-Achieving Schools. This Project will be an important strategy in the Transformation of one of the most persistently lowest-achieving schools not only in Los Angeles, but also in California and even the nation: Alain Leroy Locke Senior High School in Watts ("Locke"). Opened in 1967 in response to the large-scale Watts riots, the school's goal was to provide families in South Los Angeles a safe and secure place of learning. While the school was initially a source of pride for the community, it quickly degenerated into one of the most troubled and chronically under-performing public high schools in California, ranking in the bottom 10% since rankings have been kept, and graduating only about 28% of its students. With more students on the streets than in the classroom, the school culture had devolved to one of violence and chaos to the point where in May 2007 riots erupted on campus, involving more than 500 students and requiring police intervention to subdue. In August 2007, the Los Angeles Unified School

District (LAUSD) Board agreed to turn over operating control of Locke to Green Dot Public Schools (“Green Dot”) – marking the first time in LAUSD history that management control of a school was given to an outside operator. We transformed the school using a Turnaround Model (in fact, we are one of the examples of a successful Turnaround Model cited on the Department of Education website): we restructured the school into several small academies, replaced principals and required all teachers to reapply for their jobs. In the very first year of the Turnaround:

- We reduced students performing Below Basic, or Far Below Basic, on California Standards Test in Math from 90% to 79%, and in English from 70% to 55%;
- We reduced students failing Algebra I from 57% to 43%;
- We increased the number of students passing the California High School Exit Exam (CAHSEE) from under 33% to 47.2% in Math and 48.8% in English

We recently received news of further improvements to the CAHSEE results for this year: **more than 55% of Locke students passed the Math portion of the test, and more than 56% of Locke students passed the ELA portion (from under 33% just two years ago).**

The National Center for Research on Evaluation, Standards, and Student Testing (CRESST), a division of the Graduate School of Education and Information Studies at the University of California, Los Angeles is currently conducting an evaluation of the effectiveness of our Locke Turnaround. They are preparing to release their Interim Report, but have shared some of their initial findings with us, specifically, that their quasi-experimental analysis of California Standards Test (“CST”) scores has confirmed that our students are outperforming a carefully matched set of control students by a statistically significant level.



Unfortunately, as a combination of our restructuring and improved results, there was an accidental loss of Locke's Program Improvement (PI) status. Based on an agreement with the State of California, we were promised this status through the transition. They are in the process of correcting this oversight and we expect PI status to be reinstated for 2010-2011 school year.

### **PROGRAM NARRATIVE**

(a) Quality of the Project Design (up to 25 points).

(i) The project objectives.

Green Dot and the eight LEAs created in connection with the Transformation of Locke have entered into a consortium (the "Consortium") to request funding to establish a Locke Full Service Community Schools Collaborative (the "Collaborative"), a project that will provide a coordinated and integrated set of comprehensive academic, social and health services to high-need students, students' family members, and community members. The services will be provided at several locations: academic support services will be provided at each of the Locke Schools, with additional services to be offered at the new Locke Wellness Center ("LWC"), scheduled to open in fall 2011 and located just across the street from the main Locke campus.

The Locke Wellness Center is a joint project of the LAUSD Joint Use Development Program, the Watts Healthcare Corporation (WHCC), LAUSD School Mental Health (SMH), and Green Dot. To a certain extent, the Locke Wellness Center alone will establish a full-service community school with WHCC providing medical and dental services, SMH providing mental health services, and Green Dot providing academic services and ancillary programming.

However, given the enormous extent of the additional needs of the community to be served, the

Collaborative programming is critical to fulfilling the vision of the Full Service Community Schools Program.

The Collaborative represents Green Dot's contribution to the Locke Wellness Center – a contribution that itself provides Locke students with the academic, health and social services that constitute the heart of a community school.

The Collaborative objectives are as follows:

- By the end of the Grant Period, to provide services to more than 60% of Locke's students.
- By the end of the Grant Period, to provide services to 20% of Locke families.
- By the end of the Grant Period, to provide services to 500 additional community members and have concrete plans to serve more.

We believe that achieving these levels of service will allow us to achieve the following measurable outcomes – in addition to more generalized improvements in the lives of the people served:

- Improved academic results: we expect the Project to contribute to continued improvement on the Annual Performance Index (API), California's primary measure of success. (Scores on the API range from a low of 200 to a high of 1000, with a statewide performance target of 800. Only 17% percent of California's high schools met or exceeded that target in 2009).
- Decreases in suspensions, especially violence-related suspensions. By the end of the Grant Period, we hope to see reduction of greater than 20% from current levels.
- Increased parent participation and family engagement. We expect to see increases in parents completing their required annual service hours, in parent-teacher conference attendance (10%

during each Project year), in academic counselor-parent meetings (10% during each Project year), and in participation in the Parent Education Program (10% during each Project year).

- Increased Average Daily Attendance (ADA) in students participating in Project services to at least 95%.
- Doubling of the number of students and family members accessing mental health services.
- Increased awareness of reproductive health issues and sexually transmitted infections.
- Increased understanding and knowledge of legal issues related to foster youth and the juvenile justice system.

(ii) The students, students' family members, and community to be served, including information about the demographic characteristics and needs of the students, students' family members, and other community members and the estimated number of individuals to be served

This Project will serve residents of one of the lowest income communities in all of Los Angeles County: the Community of Watts in South Los Angeles. As of the 2000 census, total population in Watts was 34,830. The median household income stood at \$24,728; per capita income stood at \$6,681; 49.7% of families and 49.1% of individuals were below the poverty line. To a certain extent, this can be explained by the community's low educational attainment: only 2.9% of residents over age 25 hold a college diploma (more than 64% of residents over 25 never completed a high school education or earned an equivalent diploma). Another explanation is the high incidence of teen births (4.0 per thousand as compared to the 1.4 per thousand in L.A. County as a whole) and the fact that more than 25% of households with children were headed by a single mother (versus 9.9% on L.A. County as a whole). Ethnically, 60.8% of residents were Latino, 38.0% African American, 0.6% White, 0.1% Asian, and 0.6% other races. Close to 60%

of Latinos were foreign-born (primarily from Mexico and El Salvador), resulting in a large percentage of English Language Learners (“ELLs”).

The heavy gang activity and racial violence in Watts, combined with other Adverse Childhood Experience typical for the area (interrupted living situations, foster care placement etc.) put the area’s youth in the highest risk categories for mental illness and other stress-related mental health problems. (Indeed, a 2003 comparison of twin psychological studies by the Lancet and Rand corporations found that children in South L.A. exhibited greater levels of post-traumatic stress disorder than children of a similar age in Baghdad, the war-torn capital of Iraq.) Unfortunately, residents of the Watts community find it difficult to access services for a variety of reasons. Those reasons include, scarcity of resources (the neighborhood has been designated by the Health Resources and Services Administration of the U.S. Department of Health and Human Services (HHS) as a Health Professional Shortage Area and a Medically Underserved Area/Population), financial barriers, issues related to transportation in general (which also include the crossing of rival gang territories), and more.

The 3,300 students of our Locke schools are reflective of this community: they are predominantly low-income (over 90% are eligible for a free or reduced price lunch) and [members of subgroups specifically targeted by the Elementary and Secondary Education Act (“ESEA”) as requiring intervention] 63% of students are Latino and 28% are African-American. A full 28% of them are English Language Learners and 11% require Special Education services.

Meeting our objective of serving 60% of Locke students, 20% of Locke families, and 500 additional community members will result in our serving more than 3,500 individuals each year – more than 10% of Watts’ residents.

(iii) The eligible services (as listed in the Absolute Priority described elsewhere in this notice) to be provided or coordinated by the applicant and its partner entities, how those services will meet the needs of students, students' family members, and other community members, and the frequency with which those services will be provided to students, students' family members, and community members.

The Green Dot educational model is strong – but community challenges such as poverty, violence, poor physical health and family instability can become education issues when left unaddressed. Too many students exhibit social, emotional, and behavioral trauma that inhibit their ability to learn; too many students fall victim to sexually transmitted infections, teen pregnancies and other health related concerns; too many students desperately need far more services than they are currently receiving. In order to continue to improve academic results at our Locke Family of Schools, we must address the many barriers to learning that stand between our students and the education they need to succeed in college, leadership and life.

The Collaborative will spearhead the transformation of the Locke Family of Schools into a true community school; it will add a full set of partnerships whose services, supports and opportunities will lead to improved student learning, stronger families and a healthier community. The Collaborative will center around the LWC, where most of the non-academic activities will be provided. The LWC will be open five days each week (and we hope to add Saturday programming) and all licenses have been received. That said, during the school year most of the student programming will operate primarily during after-school hours to avoid conflicts.

Primary health and dental services and full-scope mental health services will be provided at the Locke Wellness Center in coordination with the Collaborative. Specifically:

- WHCC will provide health and dental care, as well as mental health services, to students, families and Watts community members regardless of insurance status. Health services will include annual comprehensive physicals, sports physicals, reproductive health services, TB testing, hearing and vision screening, management of diabetes, asthma and other chronic conditions, immunizations and laboratory tests, over-the-counter medications and prescriptions, and referrals and coordination of outside services. During its first year of operation, licensing restrictions will require the WHCC Clinic to operate as a satellite clinic while it seeks independent licensing. As a result, during 2011-2012 services will be limited to 20 hours per week (to maximize its use by the Locke students, Clinic hours will be distributed during the day to allow for convenient use by students before school, during lunch and after-school hours). Thereafter, the WHCC Clinic will be open on a full-time basis.
- SMH will provide mental health screening to all incoming Locke ninth graders. In addition, they will provide full-scope, District-based Medi-Cal Child Psychiatry Clinic Services to students referred to them by our Mental Health Team. The services rendered will follow Department of Mental Health provider guidelines and regulations using evidence-based interventions, including individual, group, and family therapy, parent education, crisis intervention and medication services. SMH currently plans to staff the LWC with for four Psychiatric Social Workers (PSWs); this will allow them to provide mental health treatment to approximately 80 students and 150 family members per school year, as well as short-term diagnostic and mental health services to many more.

The Collaborative has created partnerships with key organizations to meet still more of the educationally related health disparities that affect the students we serve: Attendance

Improvement Management; Break the Cycle; Planned Parenthood, Public Counsel, Shields For Families; United Friends of the Children; United Police Officers Against Crime; Vision Service Providers, and Watts Community Latino Organization. These partnerships cover 10 of the 12 eligible services (far more than the 3 required to meet the Absolute Priority). In some cases, the number served will depend on the funding received; as a result, where numbers served are included they reflect the commitments of the respective partners independent of the funding received:

- *Remedial education, aligned with academic support and providing students with a comprehensive academic program.* The majority of students entering Locke are reading at the third grade level, therefore, Green Dot has built a number of specific student interventions (such as Read 180 and Math Diagnostic) into the school day. The Locke schools also offer a number of additional on-site supports, including a daily “7<sup>th</sup> period” to sharpen skills: students who test low in reading and mathematics will be referred to intervention programs that use computer-based programs such as Read 180 and Riverdeep (these programs will also be available through elective classes); 9<sup>th</sup> graders will use a portion of this time to undergo a daily Study Skills class to help them develop the soft skills critical for academic success; 10<sup>th</sup> graders will attend CASHEE preparatory classes in reading/Language Arts, mathematics and science; and older students will attend college preparation courses, including PSAT, SAT and ACT preparation courses.

In addition, students who struggle with homework or who do not complete their homework will be referred to a daily lunchtime Guided Study program. Students who struggle with a particular class or who simply want more support in a subject can attend Homework Club, offered for 2 hours every day after school. The main room is run by credentialed teachers –

core content teachers at all grade levels that alternate to provide this function; additional teachers, tutors and interns in core and other subjects are available to create small breakout groups for tutoring help. Access to some of these will be extended to students of other area schools, including students of local area private schools.

- *Family engagement.* Green Dot is committed to integrating parents/guardians into all aspects of their students' education experiences; parents are required to give at least 35 hours of service annually at all Green Dot schools and a wide variety of service opportunities are made available. Green Dot has also created a Parent Education Program, Animo Parents, to improve student achievement by presenting workshops to educate, engage and empower parents to become more proactive in their child's education. Animo Parents is currently being piloted, and will roll out to several Locke Schools beginning fall 2011. This 9-month program offers monthly workshops designed to provide parents and caregivers with the tools needed to establish quality at-home learning environments; provide computer literacy skills, information on A-G requirements and training on how to communicate with their children; help parents and caregivers understand how to address their children's mental health needs; substance abuse detection and prevention; depression; cultural differences; and gang and teen pregnancy prevention. These workshops will be presented by community based organizations that provide support services in each respective field and will be coordinated by bilingual Parent Coordinators at each school who will bridge the gap between school, service provider and families. Workshops will be scheduled with family convenience in mind, and childcare will be provided to maximize attendance.
- *Mentoring and other youth development programs.* Green Dot will partner with nonprofit organizations that specialize in mentoring for at-risk youth and development programs for



targeted student populations. These populations include foster youth, students referred by the juvenile court system, and those who may be targeted for gang recruitment. Services will be provided at the LWC by Green Dot and by United Peace Officers Against Crime (UPAC), United Friends of the Children (UFC), Break the Cycle (BTC), and Planned Parenthood.

- UPAC is a program of the Los Angeles Sheriff's Department that provides leadership, education and mentoring opportunities for at-risk youth. The goal is to reach the most disruptive students on campus; therefore, Locke Cluster students will be referred into this program primarily by the terms of a probation agreement (though in appropriate cases the referral may come through one of Green Dot's own mental health professionals or school-site administration). Each iteration of the UPAC program runs 20 weeks and reaches 80 youth, with participants meeting on a weekly basis with a sheriff who will identify their most significant needs (academic, emotional, socio-cultural) and then work one-on-one with the student.
- A significant percentage of Locke students are currently in the foster care system. United Friends of the Children (UFC), a leading service provider to foster youth since 1979, has committed to working at the LWC with Locke foster students. Each participant will be assigned a college counselor with whom they will meet regularly; this long-term relationship will be supplemented by bi-weekly programming including academic monitoring, college counseling and planning, test prep opportunities and summer-based enrichment activities.
- Break the Cycle was formed in 1996 to advocate for the rights of youth to be protected from dating violence; they will offer comprehensive education on dating violence

prevention to Locke students, along with training seminars for parents, educators and support personnel on dating violence prevention. In 2010-2011, it will provide a series of in-class presentations to 10-15 Locke classrooms per year; as well as 2 annual semester-long residencies (serving a total of 50 students per semester) focused on greater examination of the issue of dating violence. BTC will also provide service-learning activities to help build leadership skills; and additional guidance to 275 parents, educators and support personnel. The level of activities in later years will depend on its ability to secure additional funding (including through this grant).

- *Programs that provide assistance to students, who have been chronically absent, truant, suspended or expelled.* These will be provided at the LWC by community partners such as UPAC and Attendance Improvement Management (AIM) as well as through a new Green Dot program. Since many students' absences result from or are exacerbated by legal issues, Public Counsel will also provide services under this rubric.
  - AIM will support approximately 75 students per year that are chronically absent or truant and at the highest risk of dropping out of school. Through needs assessment surveys, AIM will identify the root causes of truancy and provide services to address the social and emotional needs of students and their families. AIM will monitor students through four types of interactions occurring 6-8 times every school day and will coach them through three additional calls each week to discuss progress and offer support and encouragement. Green Dot is currently piloting a new Peer Mediation Program at two Locke schools to decrease the number of students disciplined for social and/or emotional "acting out" incidences; to teach students non-violent conflict resolution by decreasing verbal and physical violence; to improve student morale; and promote pro-social

behavior. The Program begins by training students in their junior year over 12 sessions in the fall; the next year, these trained students will train the following year's seniors by example, actual workshops and presentations.

- Public Counsel will operate a Teen Legal Clinic at the LWC that will provide direct legal assistance in the areas of guardianship, education, pregnant and parenting minors, developmental disabilities and teen dating violence. PC will address a wide range of factors that affect mental and emotional stability including, housing instability; financial issues related to legal expenses; exposure to consumer fraud; immigration issues; juvenile delinquency issues (including the expunging of records); foster youth in transition (and aspects related to college access); guardianship and conservatorship issues. Public Counsel will also provide social workers (MSW's) who will work alongside their attorneys to ensure that the social services aspects will be met along with the legal needs of the students, families and communities. Public Counsel will operate three 2-hour clinics each week; additional follow ups (which are expected to involve at least four hours each) would take place outside clinic hours.
- *Nutrition services and physical activities.* Obesity is rampant in the community we serve, with limited opportunities for physical activity. In addition to the sports teams and physical education programs available at each Locke school, a number of classes will be provided at the LWC, including yoga, hip-hop dance, self-defense and other alternative movement classes to appeal to a wider audience. Nutrition services and physical activities will be open to all members of the community at no cost. Additionally, WHCC deliver services related to obesity prevention, peer health education and health-related parent education programs. The Collaborative will encourage healthy lifestyle choices throughout its programming.

- *Primary health and dental care.* As mentioned earlier, Watts Health Care Corporation will provide primary healthcare services to members of the Watts community through the LWC. In addition to those services, WHCC will provide medical services related to oral health such as: screenings, fluoride varnishes, sealants, dental cleanings, oral health education, dentistry referrals and basic restorative services. Two additional partners have also been identified to provide critical health services greatly needed by our students:
  - Vision Service Provider (VSP) will provide free comprehensive eye exams and eyewear to pre-screened students through their mobile clinic (Sight for Students) at the Locke Wellness Center. These services will make an enormous difference in the lives of our students: preliminary vision screenings of 9<sup>th</sup> graders at select Green Dot campuses in 2010 showed abnormal test results for approximately 25% of students screened. VSP has committed to providing this service to 105 Locke students per year and 50 additional vouchers for private comprehensive vision screenings and eyewear.
  - Planned Parenthood Los Angeles (PPLA) will provide a full range of reproductive health services at the LWC, including sexuality and family planning education and their renowned Promotoras Comunitarias program (featuring a culturally competent health education approach). In addition, PPLA will pilot a new program, Sexual Education Initiative (SEI), at three Locke schools. This program consists of 12 50-minute sessions on topics such as sexual behavior, abstinence, methods of protection, peer pressures, social norms, and media-generated messages about sexuality, gender and rights. SEI includes a parent education component: five 1.5-2 hour sessions on topics such as reproductive health, teen pregnancy, and parent-teen communications. Finally, PPLA will facilitate linkages to health services on or near campus, including condom

- Activities that improve access to and use of social service programs.* . Green Dot is currently working to address the cultural barriers that confront participation in mental health and other services by African-American and Latino students by expanding its in-school Advisory Program (small weekly classes where students discuss issues related to the pressures of being a young adult in high school) to include programming aimed at tackling the stigmas associated with mental health and the utilization of social services, raise awareness of the needs for and benefits of supportive services, and to provide a safe and supportive environment for students to share their thoughts and concerns associated with these topics. At the LWC, Shields for Families will provide a navigator on-site for a minimum of 4 hours each day at the LWC to provide linkage to resources in the community; support groups including parenting, anger management, domestic violence, financial literacy, nutrition and health; a therapist and a case manager on-site at Locke to provide direct mental health services. In addition, they will provide referrals to substance abuse treatment services (intensive residential, day treatment, outpatient and co-occurring [adolescent and adult] services)
- Mental health services.* Given that our schools must process an average of 3,500 disciplinary referrals each year, it is critically important for us to maximize the mental health services provided through the Project. Each Locke school has a team of Academic Counselors, School Psychologists, Clinical Services Supervisors; each Locke school will have its expanded Advisory Program. At the LWC, in addition to the mental health services provided by SMH and WHCC, Shields for Families will provide a therapist and a case manager on-site at LWC to provide direct mental health services.

- *Adult education, including instruction of adults in English as a second language.* Watts Century Latino Organization (WCLO):
  - Will provide English as a Second Language (ESL) classes at LWC to Locke parents, adults in the community and ESL students. Participants will receive two hours of instruction twice weekly for the period of the program. The ESL instructional program will run continuously throughout the year. For working adults, classes will be held in the evenings.

(b) Adequacy of Resources (up to 20 points).

(i) The adequacy of support, including facilities, equipment, supplies, and other resources to be provided by the applicant and consortium partners;

The Locke Wellness Center will occupy a total of 9,500 square feet, which is the entire second floor of a building being redeveloped and funded, in part, by the LAUSD Joint Use/Innovation Bond Fund Program (\$2m) and County Public Private Partnership dollars. The funds reflect the importance ascribed to the program: it was one of a small number of locations selected to receive a school-based health center due to its disproportionately higher rate of poverty, sexually transmitted diseases, teen pregnancies and other health related issues.

Each partner has committed to fund its own contributions to the Locke Wellness Center: SMH is funded primarily through the Department of Mental Health; WHCC is a private non-profit community clinic that receives the bulk of its revenues through funding from county, state and federal government sources (53% of its revenues come from program service revenues, including government fees and contracts, and 47% of its revenues come from government grants). Green Dot is a non-profit organization whose schools receive public per pupil state funding which it supplements through private philanthropy.

Green Dot's Consortium will provide all academic services, the coordination and management of student referrals and family engagement, and the supervision of all ancillary programming (health education, violence prevention, mentoring, parent education, legal services, youth development and social services). Key to this has been its formation of the Collaborative, a group of core partners who have agreed to provide a large number of services at their own expense. This has allowed us to highly leverage existing funded programs to meet the needs of the population we will serve.

The Collaborative will operate programs both on the Locke campuses and in the LWC, with educational activities to occur largely on the Locke campuses and ancillary activities to largely be conducted the LWC. LWC facilities will be ample for these purposes: the Consortium is receiving a dedicated wing of the facility from which to conduct the Collaborative's activities. That said, since the LWC is directly across the street from the main Locke campus, we will be able easily to access additional facilities to operate after-school programs. Specifically, the LWC and its programs will have access to Locke's gym, Hobbs Hall, track field, and other facilities (including parking in the Locke campus parking lot).

(ii) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project

Green Dot is a charter management organization that currently manages 18 charter high schools serving the highest-need areas of Los Angeles. Our mission is to reform education in Los Angeles so that all young adults receive the education they need to succeed in college, leadership and life. We have significantly improved academic results for our students and are committed to continuing this upward trend. To this end, we have continued to work hard to identify specific student needs and address barriers to learning that stand between youth and the

education they need to succeed. We have developed and launched new school models to serve severely credit-deficient students and ELL students. We have developed and this fall will launch a new middle school model that will soon allow us to intervene earlier in students' academic careers. And of course, we have developed this Project to ensure that the academic supports we provide to our students will be supplemented by the key additional services that will affect their ability to learn. The success of the Project and the success of our students are irrevocably intertwined. We are fully committed to both.

Each partner in the Collaborative brings critical services to the population to be served – vision services, reproductive services, mental health services, youth development and mentoring – all of these address key needs that our Locke students have demonstrated, many of them offer interventions proven to succeed with our student populations. Green Dot and the Locke schools have worked hard to identify student needs and potential local service providers – and then to recruit these organizations and secure these partnerships. Most of these partners have long histories of service and excellence to similar populations that demonstrate their full commitment to the Project's success. Even more significant, many of the Collaborative partners have agreed to provide services at their own expense and even before the opening of the LWC. We all deeply recognize the importance of the Project and the opportunity being presented to provide services to an under-resourced community.

(iii) The extent to which costs are reasonable in relation to the number of persons to be served and services to be provided.

The funding requested will allow us to fulfill our objectives of establishing a Full Service Community School that will expand access to provide and use of social services to more than 3,500 individuals each year. The people we serve have no other options to receiving support that



will make a long-term difference in their lives. Given that the funding requested represents a cost of only \$106 per person for the entire 5-yr Grant Period, the costs are extremely low in relation to the outcomes to be achieved.

(c) Quality of the Management Plan (up to 25 points).

(i) The extent to which the proposed project consists of a comprehensive plan that includes a description of planning, coordination, management, and oversight of the eligible services (as listed in the Absolute Priority described elsewhere in this notice) to be provided at each school to be served, including the role of the school principal, the FSCS coordinator, partner entities, parents, and community members;

The Locke Wellness Center is the result of extensive discussion, planning and coordination among Green Dot, SMH and WHCC to ensure that Locke students have access to a full range of services to collectively address the substantial barriers to learning standing between them and the education needed to succeed in college, leadership and life. Partnering organizations in the Collaborative were recruited and selected based on outcomes from a student needs assessment, the quality and importance of services offered and the cultural competencies of the staff involved. We strongly believe that the partnerships formed by the Collaborative will have a lasting positive impact on the Watts community above and beyond the work performed at the LWC.

Green Dot has developed a core staffing plan that will ensure its ability to leverage the contributions of all involved. Currently, the Project Director is Green Dot's Director of Community Partnerships. For the past two years, the Director has been tasked with developing strong working partnerships with community health and dental clinics and other service providers as well as with integrating counseling and other services into our schools; her focus

has brought the Locke Wellness Center to where it is today. Once funding is received, Green Dot will hire an onsite FSCS Project Manager who will coordinate the work of the LWC Partners, supervise the work of the Collaborative partners, and manage the Consortium of the Locke schools and the Green Dot data team. The FSCS Project Manager will be the first person seen when entering the 2<sup>nd</sup> floor of the LWC; s/he will direct students and families to appropriate services and will maintain scheduling of the Center's main rooms. The FSCS Project Manager will also be tasked with collecting and maintaining all data; this will be a key position to the success of the Project.

During the first year of the grant, which will correspond roughly to the 2010-2011 academic year, the LWC will still be in the construction stage. Therefore, these key personnel will benefit from a hybrid planning/pilot year that will allow the Consortium not only to develop and review proposed survey instruments for new programs, but also analyze results from survey administrations and allow for program testing and improvement even before the formal launch of the LWC. They will also work with the Collaborative partners to establish a final plan for the allocation of grant and other resources among the various programs (while partners have generally committed to offer services to students regardless of whether funding is received, the level of services provided will be expanded as a result of the grant). Partner meetings will be held monthly; final decisions will be made on bases that include the importance of the services to be provided (as measured both by number of students served and outcomes achieved), the cost per student of the services, and other factors. Other key activities that that will occur during this first year of the grant:

- Green Dot’s Counseling Department will complete the development of an improved referral process that will launch when SMH begins the mental health screenings to all incoming 9<sup>th</sup> graders (scheduled for Fall 2011).
- Each Locke school will work with the Green Dot Education Team to update processes in a number of areas:
  - The push to drive student interest in and use of the Collaborative services will begin by embedding mental health promotion and treatment options into the curriculum and integrating additional prevention and intervention services throughout the academic experience.
  - All required consents and forms will be finalized and included in each incoming student’s back-to-school packet, and so that each Back-To-School-night features an explanation (in English and in Spanish) of the importance of signing and returning particular forms.
  - The program for the annual teacher professional development retreat over the summer prior to the official launch of the LWC will feature training in the referral and mental health assessment process to ensure that educators are fully able to recognize the early warning signs that trigger an appropriate mental health assessment or referral.
- Green Dot’s Knowledge Management (KM) Department will develop data tracking systems and report formats that will ensure that relevant data will be captured and reportable in a simple yet robust manner. Our KM Department is responsible for the data management of all Green Dot schools including attendance tracking, academic results tracking, and contact management. The data needs of the LWC will be easily integrated into the current tracking

mechanisms and we will have the ability to cross query data based on numerous metrics and demographic data.

Thereafter, the focus of the Collaborative will turn largely to operation, including data management of attendance reporting with particular attention paid to accuracy, evaluation of results, , and reallocation of resources where necessary or appropriate. Additional activities that will contribute to the success of the Project:

- Each Locke school (principal, teachers and counseling staff) will work to identify and refer students most in need of services.
  - Each Locke school will hire a Parent Coordinator tasked initially with ensuring the receipt of consent forms. (We expect this to be significant task potentially due to factors such as oversight, fear of having their immigration status exposed, fear of having their children referred to services they cannot afford, etc.) Once the forms have been completed, the Parent Coordinators will also work with families to increase participation in the Project itself.
- (ii) The qualifications, including relevant training and experience, of the FSCS coordinator and other key project personnel including prior performance of the applicant on similar or related efforts

The Applicant, Consortium members, and key Project personnel have experience that is highly relevant to its ability to maximize the success of the Project:

- Green Dot has unparalleled experience in planning and implementing integrated solutions for urban schools. For the challenge of the Locke Transformation alone, it planned extensively for over a year to identified 150 critical issues that needed to be addressed to ensure minimum operating standards before doors could reopen on the campus. These issues ranged

from hiring effective school leaders and teachers to addressing the needs of the students returning from juvenile correctional facilities. Decisions as basic as uniform colors were complicated by gang activity and decisions on this seemingly small item were ultimately incorporated as part of a larger gang intervention strategy before the doors opened on July 8<sup>th</sup> for the first day of summer school. Once turnaround strategies were developed, implementation involved working with LAUSD, the school, the local community, teachers, parents and students in order to fully flourish.

- The Director of Community Partnerships has secured a reputation as a pioneering, powerful, and dedicated community leader during her 20 year career working in the private and public sectors. Prior to joining Green Dot, Judy Davidds-Wright served as the Founder and Director of Distinguished Professionals, where she was nationally recognized as the premiere Latina etiquette and protocol expert advising both elected officials and corporate executives on business etiquette and international protocol in both English and Spanish. Before that, she served as Vice President of Community and Corporate Partnerships Empowering Latinas, Inc., and Latino Directo where she developed and implemented a cause brand marketing campaign that resulted in key national partnerships, as well as a strategic communication plan to build strong relationships with the country's most prominent Hispanic organizations, media representatives, elected officials, business and community leaders. Judy also served as a District Representative for former Assemblymember Carol Liu, (now California State Senator for Pasadena and various Los Angeles communities) where she interacted with all local, state and national officials on the Senator's behalf to ensure equitable allocation of resources, alignment of strategic partnerships and facilitated community relationships. She

has received numerous honors, including an award from the National Latina Business Women's Association.

- Our Chief Academic Officer, Cristina de Jesus, Ph.D., has been instrumental throughout her career in translating student needs into school design. Cristina served as Vice President of Curriculum and Instruction at the start of the Locke Transformation (she wrote her doctoral dissertation, *Principal Induction and Training Within Conversion Charter Schools*, based on the experience). She also oversees and coaches the departments that are critical to the Education Team's mission, including, Counseling & Services, English Language Development, Special Education and Psychological Services, After-School Programs, and Community Programs. She holds a National Board Professional Teaching Standards Certification in Early Adolescent English/Language Arts.
- The Head of our Counseling Department, Janneth Milton Johnson, M.A., has worked in the education/consulting fields for more than 15 years. She is spearheading the development of the new programming for students and the professional development for teachers.
- Our Director of Knowledge Management, Kevin Keelan, Ed.D., has experience throughout the K-16 pipeline, specifically in curriculum development, system development, and data analysis. His department manages the student information and data analysis systems; and trains administrators, teachers, and home office staff on using data effectively. Kevin was the one who developed our API modeling system to predict Green Dot APIs CMO-wide. He wrote his doctoral dissertation on students' educational plans at community colleges; he is also the author of seven textbooks and six online courses.
- Each of the principals of a Locke school also has relevant success at planning and implementing shared and individual solutions to students' problems. Their interactions are

facilitated by the Locke Cluster Director, a highly experienced (former) principal who serves as a dedicated trainer/mentor to school leaders. Kelly Hurley (M.A., Administration; M.A., Pupil Personnel Services), spent more than ten years serving as a principal in urban schools before becoming a Green Dot Cluster Director, and specifically the Cluster Director responsible for the Locke Cluster of principals.

(iii) The extent to which the time commitments of the project director, the FSCS coordinator, and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

The Director of Community Partnerships is currently devoting 100% of her time to the project. She will cede her role as Project Director to the Locke FSCS Coordinator once this position is hired; however, she will continue to devote a large percentage of her time to the success of the Project and the Locke FSCS Coordinator will report to her. The Project has been designed to be as fully-self sustaining as possible, by embedding supports and reports within normal school and partner operations. The Project also receives strategic support from a number of Green Dot departments such as the Education and Knowledge Management Teams. As a result, these core positions and their time commitments will allow us to fully meet the objectives of the Project.

(d) Quality of Project Services (up to 20 points).

(i) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.

Research has consistently associated health with educational outcomes. Recently, the important role of schools in addressing health issues has been recognized by leading educational professional organizations, policy making, and interstitial groups. The proposed Project is fully

in line with this emerging agreement. Indeed, thanks to the commitment of the LAUSD bond funds, it allows us to stand at the forefront.

The services provided through the Collaborative were identified through an informal student and community needs assessment. Each partner has extensive history in their respective field and the cultural competencies needed to work with a low-income, high minority community. Each partner will regularly evaluate the work performed at the LWC through assessments and surveys and will integrate new knowledge into programming as appropriate. The Consortium will also evaluate what, if any, effects the work of the Collaborative is having on student achievement including average daily attendance, standardized tests, graduation rates and overall school metrics.

(ii) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.

Green Dot has a long history of helping students in the highest-need areas of Los Angeles transform their academic trajectories. Our schools present a strong academic program in the context of our traditional school model, which features small, safe, personalized schools; high expectations for all students; local control with extensive professional development and accountability; parent participation; maximizing the dollars that go to the classrooms; and keeping schools open later. But more importantly, we regularly examine our approach and respond to student and school needs. We provide our students with academic and social support – the kind of support that can make our high expectations reasonable. Our standard uniform policy helps quell gang rivalries that could otherwise be ignited by the color of a student’s shirt. We even develop entire school models when the situation requires it: as part of the Locke Turnaround, we created five new academies to serve incoming 9<sup>th</sup> graders, one of which features



career technical education. We created two Launch-to-College Academies to serve existing Locke students, schools that offer expanded credit recovery programs for severely credit-deficient students and a transitional program for juvenile camp returnees. We structured two of the Transformation schools to allow us to provide substantial additional support to beginning ELLs. Our results demonstrate that our strategies have consistently been effective in improving the academic results of disenfranchised students under the most challenging of circumstances.

Despite the academic improvements that we have already begun to see, we are also aware to the fact that additional issues exist that cannot be solved during the school day alone. “No matter how well teachers are prepared to teach, no matter what accountability measures are put in place, no matter what governing structures are established for schools, educational progress will be profoundly limited if students are not *motivated and able to learn*. Health-related problems play a major role in limiting the motivation and ability to learn of urban minority youth, and interventions to address those problems can improve educational as well as health outcomes.”<sup>1</sup> We must reduce educationally related health disparities. We must make sure our students can see the blackboards. We must reduce the prevalence of teen pregnancy and violence. We must work harder to address the issues surrounding students’ homes and family lives; their lack of both academic and social skills; their low self-esteem and missing motivation. We must create college-going cultures and give our students a sense of what is truly possible. We must give them opportunities and competencies. We must also recognize issues early and provide appropriate treatment.

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<sup>1</sup> Basch, Charles: *Healthier Students are Better Learners: A Missing Link in the School Reforms to Close the Achievement Gap*; Campaign for Educational Equity, March 2010

To compound the issue, our Locke schools are facing these vast and urgent challenges while also having the fewest human and other resources, even before they attempt to deal with health factors. Per-pupil funding for our schools is among the lowest in the nation (California ranked 47<sup>th</sup> in education funding before draconian cuts caused by the recent economic crisis, charter schools receive even less than traditional public schools). Green Dot and our Locke Schools have prioritized supportive services despite this severe lack of funding. The Project was designed to address the issues we see affecting our students each day – and the services to be provided are specifically those that education professionals agree are the ones most likely to make a difference in academic results.

Our academic model has been proven effective in decreasing the achievement gap for low-income and minority students however our work at the Locke schools requires an even more holistic approach, one that engages students, families and the community at-large to take action on their personal and collective well-being.

(e) Quality of the Project Evaluation (up to 10 points).

(i) The extent to which the proposed evaluation sets out methods of evaluation that include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible;

Green Dot has always been a strong believer in the power of ongoing and robust measurement and evaluation – indeed, we credit our rigorous internal evaluation process, and the clarity it provides to our stakeholders on the individual level, with our proven ability to make an enormous differences in students’ achievement levels. We continuously utilize data to examine progress, drive decision making and assess policies and plans on an internal basis: this is fundamental to our model.

We have ensured that the Project will fully conform to this results-driven approach. All of Green Dot's schools are required to maximize their use of an information management system (PowerSchool) to track student attendance and discipline (including suspensions), grades and performance. PowerSchool can also be used to track parent participation, including service hours performed and academic counselor-parent meetings. Each Collaborative partner has agreed to submit monthly attendance reports that will allow us to track the following key metrics: (1) number of students accessing and receiving services, (2) number of students accessing and receiving services for the first time, (3) frequency of students participating in services (students who attend once, twice, etc.). This will allow us to measure basic utilization of the services as well as increases in percentages of students accessing services and in usage levels. When combined with PowerSchool data, we will be able to track students receiving specific services and then calculate (x) the percentage of students who demonstrate improved academic outcomes (grades, test scores, attendance, credit completion) and (y) the percentage of students who demonstrate fewer suspensions, especially fewer violence-related suspensions, following such participation<sup>2</sup>. Such a direct line however, will not be adequate for evaluating all the services individually. We will also have clear evaluation metrics in place for each of the individual components of the Project to make sure that each element is substantially contributing to the overall success of the Project.

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<sup>2</sup> The correlation of services provided to student outcomes will adhere to strict confidentiality laws with regards to student data. Specifically, mental health data will be reported without including personal identification (student ID numbers will be used to correlate the data).

Specifically, in order to join the Collaborative, each partner presented a preliminary objectives and performance measurement plan for their programs. A sampling of the specific objectives and performance measures already developed are as follows:

Program	Objectives	Performance Measures
SMH - Mental Health Services	Improve mental health and academic outcomes of students treated; Identify students impacted by community violence and other traumatic events; Address trauma-related PTSD and depression symptoms (CBITS) to all eligible and consenting students	% of students achieving mental health goals, demonstrating pre-to post-test improvement using behavior and/or symptom scales, demonstrating improved academic outcomes; Improvements in pre/post measures of PTSD symptoms and depression symptoms
WHCC	Improve access to medical and dental services	# students and # community members accessing services at Clinic
Break the Cycle	To increase knowledge of dating violence warning signs, how to safely end abuse and create healthy relationships in the future; to increase access to, and utilization of, resources that can assist youth in ending abusive relationships; to increase the knowledge and ability	% rise in knowledge and adherence to discussed principles with participating youth (based on post-test surveys); % increase in the number of youth reporting incidents of abuse to school personnel; % growth among adults (Educators, parents, etc) in the knowledge and awareness of dating violence prevention issues (data

	of a caring adult to assist youth in addressing incidents of abuse.	comes from evaluations distributed at conclusion of school year).
AIM	Get chronic truants back in school and improve their academic results and graduation rates; improve relationships between students and their teachers and parents	% increase in Average Daily Attendance in participating youth; % improvement in grades; change in beliefs and attitudes regarding college, teachers and families (based on qualitative surveys)
Planned Parenthood	Assess beliefs, behaviors and awareness of issues related to sexual health; reduce incidences of sexually transmitted infections and pregnancy	Qualitative pre and post assessments; decreases in the # of students testing positive for (self-reported) sexually transmitted infections and pregnancy
United Friends of the Children	Improve the likelihood that foster children will attend college: provide regular individualized attention, including career exploration and personal development; prepare them for required tests; provide enrichment activities and community service opportunities	# of students receiving academic mentoring; # and % of students with a college plan; # of participants taking the SAT or ACT; # of students participating in enrichment programming; # of students undertaking community service
Shields for Families	Increase access to/utilization of social services and beneficial activities, resources and supports	# families accessing Navigation Site at LWC; # families linked to community resources and services.

UPAC	Decrease violence/disruptive behavior of participating students	# of students suspended
WCLC	Teach adult Spanish speakers to speak, read and write in English	# adults enrolled in ESL classes; class performance

(Other partners have not yet provided us with specific targets and measures; rather, we will develop these together during the planning year. A prime example of this is the UPAC, who works directly with the courts and the Probation Department to monitor the continued meeting of probation conditions by applicable participants. While the prime measure of the long-term value of their intervention with students will be seen from recidivism rates as compared to parolees in general, they would also like to develop additional comparison data from which to infer the broader value of their work. Specifically, they believe that their successful implementation of the program should be visible in crime statistics and gang activity. To capture this effect, they intend to monitor burglaries and other crimes and gang activity in the immediate neighborhood, especially during the hours of operation of the program; specific targets will depend on baseline statistics.)

Each Collaborative partner will report on qualitative targets on a quarterly basis so that we can monitor adherence to goals. Each partner will also conduct qualitative analysis following access to services to monitor student satisfaction and provide opportunities for learning and cross-programmatic work.

Finally, we will include a new section relating to the Project in our annual stakeholder surveys. Green Dot surveys students, parents and teachers each year on a number of factors designed to measure school climate. A compelling body of research demonstrates that

connectedness and engagement with school is a key determinant of academic achievement and educational attainment, as well as child and adolescent health (e.g., reduced risk of substance use, teen pregnancy, aggressive behaviors, and mental/emotional health problems). These surveys have already confirmed that our Locke students feel more connected to school and their education<sup>3</sup>; certainly we have seen this reflected in quantitative statistics. We hope to be able to demonstrate linkages between the additional supports provided and improvements in school climate.

(ii) Will provide timely and valid information on the management, implementation, or efficiency of the project;

We fully intend to use program results to drive further improvements. We will use student academic results to drive further funding that will allow us to significantly expand the programs credited with improving achievement. We will use student interest to refine the mix of programs offered. We will use rates of utilization of the LWC and the services provided to evaluate both our effectiveness at engaging the community in the various programs and the hours of operation of the LWC. And of course the program results themselves will suggest important changes.

(For example, when we began our partnership with VSP in fall of 2010, they agreed to provide vision services for 140 Locke students. We taught school staff to conduct initial vision screenings to ensure that we would not “waste” those slots on students who did not need the services. Fully 25% of the students we tested required referral for corrective lenses. Even more

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<sup>3</sup> 70% of students surveyed noted positive impressions of Locke’s discipline policy, school spirit, and access to an adult when in need of assistance.

interesting, teachers noticed that more than 50% of the students who needed glasses also happened to be the most disruptive students in their classrooms. We used this information to persuade VSP to increase its commitment to our students and join our Collaborative. We also used this information to begin to target additional vision service providers to expand the number of students treated. We see this as a prime illustration of the cycle of improvements that our evaluations allow us to make.)

We will also use results to encourage cross-partner collaborations to further deepen and expand programming. We plan to hold monthly meetings among collaborative partners for this purpose.

(iii) Will provide guidance on or strategies for replicating or testing the project intervention in multiple settings.

Green Dot is and has been deeply committed to knowledge sharing, both within the organization and with other educators working on reform efforts. The work performed by the LWC will inform the Locke model for successful low-achieving school turnarounds. The knowledge we gain through the Collaborative and the LWC will be integrated into our Turnaround model and disseminated to interested parties accordingly.

Many stakeholders ranging from parents and community members, to staff at the Department of Education have been interested in the work being done at the Locke schools. We host monthly tours of the school, provide information on our decision making process prior to reopening the school and our ongoing data tracking and analysis that has shown initial success in improving student achievement. It is our hope that the work performed by the LWC will be the catalyst for even greater improvements, particularly for our most struggling students. If



successful, the Project will add an even deeper dimension to the model for successfully turning around chronically low-achieving schools.

It would be our deepest honor to assist any Collaborative or education team with the implementation and replication of our model and would look forward to testing the project in a variety of settings.

# Project Narrative

## Abstract Narrative

Attachment 1:

Title: **Locke FSCS Abstract Narrative** Pages: **1** Uploaded File: **Locke FSCS Abstract Narrative.doc**

## **FULL-SERVICE COMMUNITY SCHOOLS PROGRAM**

### **APPLICATION BY GREEN DOT PUBLIC SCHOOLS**

Green Dot Public Schools, on behalf of itself and the 8 LEAs it created in connection with its Turnaround of Alain Leroy Locke Senior High School (“Locke”), is requesting funding to establish its Locke Full-Service Community Schools Collaborative (the “Collaborative”), a project that will provide a coordinated and integrated set of comprehensive academic, social and health services to high-need students, students’ family members, and members of the Watts community in South Los Angeles.

The Watts community is one of the lowest income communities in all of Los Angeles; it is also one of the communities with the lowest educational attainment. Teen birth rates are high, as is the percentage of households with children headed by a single mother. Heavy gang activity and racial violence, combined with other Adverse Childhood Experience typical for the area (interrupted living situations, foster care placement etc.) put the area’s youth in the highest risk categories for mental illness and other stress-related mental health problems. The 3,300 students of our Locke schools are reflective of this community: over 90% are eligible for a free or reduced price lunch (all the Locke LEAs hold Title I status); 63% of them are Latino and 28% are African-American. A full 28% of them are English Language Learners and 11% require Special Education services. Prior to the Turnaround which was launched in fall 2008, Locke had been among the most persistently lowest-achieving schools not only in Los Angeles, but also in California and even the nation, both in terms of test scores and graduation rates.

The Collaborative will spearhead the transformation of the Locke Family of Schools into a true community school; it will add a full set of partnerships whose services, supports and opportunities will lead to improved student learning, stronger families and a healthier community. Working with the new Locke Wellness Center, a groundbreaking alliance between Los Angeles Unified School District School Mental Health, Watts Healthcare Corporation and Green Dot, Collaborative partners will include: Attendance Improvement Management, Break the Cycle, Planned Parenthood, Public Counsel, Shields for Families, United Friends of the Children, United Peace Officers Against Crime; Vision Service Providers; and Watts Century Latino Organization. Partners include: Attendance Improvement Management, Break the Cycle, Planned Parenthood, Public Counsel, Shields for Families, United Friends of the Children, United Peace Officers Against Crime, and Watts Century Latino Organization. Together we will provide 10 of the 12 eligible services listed, specifically remedial education; family engagement; mentoring and youth development; services to students that have been chronically absent, truant, suspended or expelled; nutrition services and physical activities; primary health and dental care; activities that improve access to and use of social service programs; mental health services; and adult education. Education services will be provided primarily at the school sites; the other services will be provided primarily at the new Locke Wellness Center which will open in fall 2011 and be located across the street from the main Locke campus. In all, more than 3,500 individuals will be served each year through these services.

For further information about the Project, please contact Judy Davidds-Wright. She can be reached by phone at 213-621-0276; by email at [jwright@greedot.org](mailto:jwright@greedot.org); and by

mail through Green Dot's administrative offices at 350 South Figueroa Street, Suite 213, in Los Angeles (90071).