

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

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



## **APPLICATION FOR GRANTS UNDER THE**

**FULL SERVICE COMMUNITY SCHOOLS PROGRAM**

**CFDA # 84.215J**

**PR/Award # U215J080431**

**Grants.gov Tracking#: GRANT00452745**

OMB No. 1890-0009, Expiration Date: 06/30/2008

Closing Date: APR 15, 2008

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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 c (for

example, c1, c2, c3, etc.).

**Application for Federal Assistance SF-424**

Version 02

* 1. Type of Submission: <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify) _____
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* 3. Date Received: 04/15/2008	4. Applicant Identifier: _____
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5a. Federal Entity Identifier: _____	* 5b. Federal Award Identifier: _____
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**State Use Only:**

6. Date Received by State: _____	7. State Application Identifier: _____
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**8. APPLICANT INFORMATION:**

* a. Legal Name: Children's Services Council of Palm Beach County	
* b. Employer/Taxpayer Identification Number (EIN/TIN): (b)(4)	* c. Organizational DUNS: 785421561

**d. Address:**

* Street1: 2300 High Ridge Road
Street2: _____
* City: Boynton Beach
County: _____
* State: FL: Florida
Province: _____
* Country: USA: UNITED STATES
* Zip / Postal Code: 33426

**e. Organizational Unit:**

Department Name: _____	Division Name: _____
---------------------------	-------------------------

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

Prefix: _____	* First Name: Andrea
Middle Name: _____	
* Last Name: Stephenson	
Suffix: _____	
Title: Director Family Community Programs	
Organizational Affiliation: Children's Services Council of Palm Beach County	
* Telephone Number: 561-740-7000	Fax Number: 561-835-1956
* Email: andrea.stephenson@cscpbc.org	

**Application for Federal Assistance SF-424**

Version 02

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

D: Special District Government

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:**

84.215

CFDA Title:

Fund for the Improvement of Education

**\* 12. Funding Opportunity Number:**

ED-GRANTS-021508-001

\* Title:

Full-Service Community Schools Program CFDA 84.215J

**13. Competition Identification Number:**

84-215J2008-1

Title:

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

City of Lake Worth, FL

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

Bridges Beacon Center at Highland Elementary School

Attach supporting documents as specified in agency instructions.

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="499,672.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="544,280.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,043,952.00"/>

**\* 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:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

Authorized for Local Reproduction

Standard Form 424 (Revised 10/2005)  
Prescribed by OMB Circular A-102

**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.

# Attachments

AdditionalCongressionalDistricts

**File Name**

**Mime Type**

AdditionalProjectTitle

**File Name**

**Mime Type**

9713-CSCPBC\_-\_Statute\_&\_Ordinance.PDF

application/pdf

ENABLING FLORIDA STATUTE

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- (7) Develop, install, and maintain centralized bud-  
geting, personnel, legal, and purchasing procedures as  
may be authorized by the administrative code;
- (8) Negotiate contracts, bonds, or other instruments  
for the county, subject to board approval; make recom-  
mendations concerning the nature and location of coun-  
ty improvements; and execute services determined by  
the board;
- (9) Assure that all terms and conditions imposed in  
favor of the county or its inhabitants in any statute, fran-  
chise, or other contract are faithfully kept and per-  
formed;
- (10) Supervise, direct, and control all county adminis-  
trative departments;
- (11) Appoint, with the advice and consent of the  
board, all appointed departmental heads, who shall  
serve at his pleasure, and employ, pursuant to appropri-  
ation and the administrative code, such personnel as  
necessary to administer county functions and services;
- (12) Order, at his discretion, any agency under his ju-  
risdiction as specified in the administrative code to un-  
dertake any task for any other agency on a temporary  
basis if he deems it necessary for the proper and effi-  
cient administration of the county government to do so;  
and
- (13) Any other power or duty which may be assigned  
by county charter or by ordinance or resolution of the  
board.

History.—s. 2, ch. 74-193; s. 1, ch. 77-174.

**125.86 County charters; legislative responsibili-  
ties.**—The legislative responsibilities and power of the  
county shall be assigned to, and vested in, the board of  
county commissioners and shall consist of the following  
powers and duties:

- (1) Advise and consent to all appointments by the  
executive for which board confirmation is specified;
- (2) Adopt or enact in accordance with the proce-  
dures provided by general law, ordinances and resolu-  
tions it deems necessary and proper for the good gover-  
nance of the county;
- (3) Appoint a clerk to the board who shall serve at  
its pleasure and keep the records and minutes of the  
board;
- (4) Approve the annual operating and capital bud-  
gets and any long-term capital or financial program;
- (5) Conduct continuing studies in the operation of  
county programs and services and take action on pro-  
grams for improvement of the county and the welfare of  
its residents;
- (6) Adopt, and amend as necessary, a county ad-  
ministrative code to govern the operation of the county;
- (7) Adopt, pursuant to the provisions of the charter,  
such ordinances of countywide force and effect as are  
necessary for the health, safety, and welfare of the resi-  
dents. It is the specific legislative intent to recognize  
that a county charter may properly determine that cer-  
tain governmental areas are more conducive to uniform  
countywide enforcement and may provide the county  
government powers in relation to those areas as recog-  
nized and as may be amended from time to time by the  
people of that county; and

(8) All other powers of local self-government not in-  
consistent with general law as recognized by the Consti-  
tution and laws of the state and which have not been lim-  
ited by the county charter.  
History.—s. 2, ch. 74-193.

**125.87 Administrative code; adoption and amend-  
ment.**—

- (1) Following the organization of the first board of  
county commissioners elected pursuant to a charter, the  
board of commissioners shall adopt an administrative  
code organizing the administration of the county govern-  
ment and setting forth the duties and responsibilities  
and powers of all county officials and agencies pursuant  
to the provisions of the charter.
- (2) The administrative code shall be effective upon  
adoption or as otherwise provided therein, and all exist-  
ing agencies shall assume the form, perform the duties,  
and exercise the power granted them under the adminis-  
trative code and shall do so in the manner prescribed.  
History.—s. 2, ch. 74-193.

**125.88 Civil service.**—

- (1) Upon adoption of an administrative code and  
also upon the adoption of a charter, all officers and em-  
ployees in the classified service of the county shall be  
transferred to the department, division, or agency to  
which the functions, powers, and duties in which they  
were engaged are allocated under the administrative  
code. Such transfer shall be without examination or dimi-  
nution of existing compensation, pension or retirement  
rights, privileges, or obligations of any such officer or  
employee existing immediately prior to the referendum  
at which the charter was adopted. It is the intent of the  
Legislature that the adoption of any plan required by the  
charter shall not adversely affect the civil service tenure,  
pension seniority, or promotional rights of any county of-  
ficer or employee in the classified service.
- (2) The board of county commissioners of any coun-  
ty adopting a charter may, by ordinance, administer the  
merit system through a county department of civil ser-  
vice unless otherwise provided by the charter. Such ad-  
ministration shall include classification, recruitment, ex-  
amination, establishment of eligibility lists, grievances,  
compensation, and other conditions of employment pur-  
suant to law.  
History.—s. 2, ch. 74-193.

**PART V**

**JUVENILE WELFARE SERVICES**

**125.901 County juvenile welfare services; independ-  
ent special district; powers, duties, and  
functions of governing body.**

**125.901 County juvenile welfare services;  
independent special district; powers, duties, and func-  
tions of governing body.**—

- (1) Each county may by ordinance create an  
independent special district to provide juvenile welfare  
services throughout the county in accordance with this  
act. The boundaries of such district shall be coterminous  
with the boundaries of the county.

(2) The governing board of the district shall be a board of juvenile welfare consisting of ten members, including: the superintendent of schools, a local school board member, the district administrator from the appropriate district of the Department of Health and Rehabilitative Services or his designee, one member of the board of county commissioners, and the judge assigned to juvenile cases who shall sit as a voting member of the board, except that said judge shall not vote or participate in the setting of ad valorem taxes under this section. In the event there is more than one judge assigned to juvenile cases in a county, the chief judge shall designate one of said juvenile judges to serve on the board. The other five members of the board shall be appointed by the Governor and shall serve for terms of 4 years each. If any of the members of the board required to be appointed by the Governor under the provisions of this act shall resign, die, or be removed from office, the vacancy thereby created shall, as soon as practicable, be filled by appointment by the Governor, and such appointment to fill a vacancy shall be for the unexpired term of the person who resigns, dies, or is removed from office.

(3)(a) Each board of juvenile welfare shall have the following powers and duties:

1. To provide and maintain in the county such child guidance, psychological, or psychiatric clinics for juveniles as the board determines are needed for the general welfare of the county.
2. To provide for the care of dependent juveniles and to provide such other services for all juveniles as the board determines are needed for the general welfare of the county.
3. To allocate and provide funds for other agencies in the county which are operated for the benefit of juveniles, provided they are not under the exclusive jurisdiction of the public school system.
4. To collect information and statistical data which will be helpful to the board in deciding the needs of juveniles in the county.
5. To consult with other agencies dedicated to the welfare of juveniles to the end that the overlapping of services will be prevented.
6. To lease or buy such real estate, equipment, and personal property and to construct such buildings as are needed to execute the foregoing powers and duties, provided that no such purchases shall be made or building done except for cash with funds on hand.
7. To employ and pay, on a part-time or full-time basis, personnel needed to execute the foregoing powers and duties.

(b) Books of account shall be kept by the board or its clerical assistants, and the fiscal affairs of the board shall be exclusively audited by state auditors as they are assigned from time to time to audit the affairs of the county officials.

(4)(a) The fiscal year of the district shall be the same as that of the county.

(b) On or before July 1 of each year, the board of juvenile welfare shall prepare and adopt an annual written budget of its expected income and expenditures, including a contingency fund. The written budget shall be certified and delivered to the board of county commis-

sioners on or before July 1 of each year. Included in each certified budget shall be an estimate of the millage rate necessary to be applied to raise the funds budgeted for expenditures, which millage rate shall not exceed a maximum of 50 cents for each \$1,000 of assessed valuation of all properties within the county which are subject to county taxes.

(c) The budget of the board of juvenile welfare so certified and delivered to the board of county commissioners shall not be subject to change or modification by the board of county commissioners or any other authority.

(d) In order to provide funds for the board of juvenile welfare, the district may levy ad valorem taxes annually on all taxable property in the county in an amount not to exceed one-half mill, provided that the authority to levy such taxes has been approved by a majority vote of the electors of the district voting in an election called by the board of county commissioners for such purpose. The tax shall be assessed, levied, and collected in the same manner and at the same times provided by law for the levy, collection, and enforcement of collection of county taxes. All tax money collected under this act, as soon after the collection thereof as is reasonably practicable, shall be paid directly to the board of juvenile welfare by the tax collector of the county, or the clerk of the circuit court if he collects delinquent taxes. The moneys so received by the board of juvenile welfare shall be deposited in a special bank account and shall be withdrawn only by checks signed by the chairman of the board and countersigned by one other member of the board of juvenile welfare who shall be so authorized by the board. The chairman and the other member of the board who signs its checks shall each give a surety bond in the sum of \$1,000, which bond shall be conditioned that each shall faithfully discharge the duties of his office. No other member of the board shall be required to give bond or other security. No funds of the board of juvenile welfare shall be expended except by check as aforesaid, except expenditures from a petty cash account which shall not at any time exceed \$25. All expenditures from petty cash shall be recorded on the books and records of the board of juvenile welfare. No funds of the board of juvenile welfare, excepting expenditures from petty cash, shall be expended without prior approval of the board, in addition to the budgeting thereof.

(e) Within 10 days after the expiration of each quarter annual period, the board of juvenile welfare shall cause to be prepared and filed with the board of county commissioners a financial report which shall include the following:

1. The total expenditures of the board for the quarter annual period.
2. The total receipts of the board during the quarter annual period.
3. A statement of the funds the board has on hand or in banks at the end of the quarter annual period.

(5) After the first year of operation of the board of juvenile welfare, the board of county commissioners may, at its option, fund the budget of the board of juvenile welfare from its own funds.

History.—ss. 1, 2, 3, 4, 5, ch. 96-197, § 25, ch. 89-379.

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**LOCAL ORDINANCE**



1 local School Board Member (as selected by the School Board), the Distr.  
2 Administrator from District IX from the Florida Department of Health and  
3 Rehabilitative Services, and a member of the Board of County  
4 Commissioners (as selected by the Board of County Commissioners). The  
5 other five members of the Board shall be appointed by the Governor and  
6 shall serve for terms of four years each. If any of the members of the  
7 Council required to be appointed by the Governor under the provisions of  
8 this Ordinance shall resign, die, or be removed from office, the vacancy  
9 thereby created shall as soon as practicable, be filled by appointment by  
10 the Governor, and such appointment to fill a vacancy shall be for the  
11 unexpired term of the person who resigns, dies, or is removed from  
12 office.

13 Section 4 - Powers and Duties

14 (1) The Children's Services Council of Palm Beach shall have  
15 the following powers and duties:

16 (a) To provide and maintain in the County such child guidance,  
17 psychological, or psychiatric clinics for juveniles as the Council  
18 determines are needed for the general welfare of the County.

19 (b) To provide for the care of dependent juveniles and to  
20 provide such other services for all juveniles as the Council determines  
21 are needed for the general welfare of the County.

22 (c) To allocate and provide funds for other agencies in the  
23 County which are operated for the benefit of juveniles, provided they are  
24 not under the exclusive jurisdiction of the public school system.

25 (d) To collect information and statistical data which will be  
26 helpful to the Council in deciding the needs of juveniles in the County.

27 (e) To consult with other agencies dedicated to the welfare of  
28 juveniles to the end that the overlapping of services will be prevented.

29 (f) To lease or buy such real estate, equipment, and personal  
30 property and to construct such buildings as are needed to execute the  
31 foregoing powers and duties, provided that no such purchases shall be  
32 made or building done except for cash with funds on hand.

33 (g) To employ and pay, on a part-time or full-time basis,  
34 personnel needed to execute the foregoing powers and duties.

1 (2) Books of account shall be kept by the Council or its  
2 clerical assistants, and the fiscal affairs of the board shall be  
3 exclusively audited by state auditors as are assigned from time to time  
4 to audit the affairs of the County officials.

5 Section 5 - Fiscal Year

6 (1) The fiscal year of the district shall be the same as that  
7 of the County.

8 (2) On or before July 1 of each year, the Children Services  
9 Council of Palm Beach County shall prepare and adopt an annual written  
10 budget of its expected income and expenditures, including a contingency  
11 fund. The written budget shall be certified and delivered to the Board  
12 of County Commissioners on or before July 1 of each year. Included in  
13 each certified budget shall be an estimate of the millage rate necessary  
14 to be applied to raise the funds budgeted for expenditures, which millage  
15 rate shall not exceed a maximum of 50 cents for each \$1,000 of assessed  
16 valuation of all properties within the County which are subject to County  
17 taxes.

18 (3) The budget of the Children Services Council so certified  
19 and delivered to the Board of County Commissioners shall not be subject  
20 to change or modification by the Board of County Commissioners or any  
21 other authority.

22 Section 6 - Levying of Ad Valorem Taxes

23 In order to provide funds for the Children's Services Council  
24 of Palm Beach County, the Council may levy ad valorem taxes annually on  
25 all taxable property in the County in an amount not to exceed one-half  
26 mill, provided that the authority to levy such taxes has been approved by  
27 a majority vote of the electors of the District voting in the Countywide  
28 Election to be held in accordance with the requirements of the  
29 Constitution and the laws of Florida and as set forth in this ordinance.  
30 The tax shall be assessed, levied, and collected in the same manner and  
31 at the same time as is provided by law for the levy, collection, and  
32 enforcement of collection of County taxes. All tax money collected under  
33 this ordinance, as soon after the collection thereof as is reasonably  
34 practicable, shall be paid directly to the Children's Services Council by  
35 the Tax Collector of the County, or the Clerk of the Circuit Court, if he

1 collects delinquent taxes. The moneys so received by the Children  
2 Services Council, shall be deposited in a special bank account, shall be  
3 withdrawn only by checks signed by the chair of the Council and  
4 countersigned by one other member of the Council, who shall be so  
5 authorized by the Council. The Chair and other member of the Council who  
6 signs its checks shall each give a surety bond in the amount of one  
7 thousand dollars (\$1,000.00) which bond shall be conditioned that each  
8 shall faithfully discharge the duties of their office. No other member  
9 of the Council shall be required to give bond or other security. No  
10 funds of the Council shall be expended except by check as aforesaid,  
11 except expenditures of petty cash account which shall not at any time  
12 exceed twenty five dollars (\$25.00). All expenditures from petty cash  
13 shall be recorded on the books and records of the Children's Services  
14 Council. No funds of the Council, except the expenditure of petty cash,  
15 shall be expended without prior approval of the Council, in addition to  
16 the budgeting thereof.

17 Section 7 - Financial Report

18 Within ten (10) days after the expiration of each quarter  
19 annual period, the Children's Services Council shall cause to be prepared  
20 and filed with the Board of County Commissioners a financial report which  
21 shall include the following:

22 (a) The total expenditures of the Council for the quarter  
23 annual period.

24 (b) The total receipts of the Council for the quarter annual  
25 period.

26 (c) A statement of the funds the Council has on hand or in  
27 banks at the end of the quarter annual period.

28 Section 8 - Referendum

29 There is hereby authorized the calling of a special referendum  
30 election to carry out the purposes and intent of this ordinance, and of  
31 Chapter 86-196, Laws of Florida and to do all things necessary to  
32 implement and fund the Children's Services Council and the independent

1 district created hereby in accordance with the terms of this ordinance  
2 and the laws pertaining to elections. The Board of County Commissioners  
3 shall, by Resolution, establish the date of said election as well as  
4 establishing the language of the ballot question.

5 Section 9 - Effective Date

6 This ordinance shall become law on November 1, 1986.

7 APPROVED AND ADOPTED by the Board of County Commissioners of  
8 Palm Beach County, Florida, on the 23 day of September, 1986.

9 PALM BEACH COUNTY, FLORIDA, BY ITS  
10 BOARD OF COUNTY COMMISSIONERS

11 *Karen Marcus*  
12 By \_\_\_\_\_  
13 Chair

13 APPROVED AS TO FORM AND  
14 LEGAL SUFFICIENCY

15 *Herb J. Torcivia*  
16 \_\_\_\_\_  
County Attorney

17 Acknowledgement by the Department of State of the State of  
18 Florida, on this, the 1st day of October, 1986.

19 Acknowledgement from the Department of State received on  
20 the 6th day of October, 1986, at 11:30 A.M., and filed in the Office  
21 of the Clerk of the Board of County Commissioners of Palm Beach County,  
22 Florida.

STATE OF FLORIDA, COUNTY OF PALM BEACH  
I, JOHN B. DUNKLE, ex-officio Clerk of the  
Board of County Commissioners certify this to  
be a true and correct copy of the original filed in  
my office on 7/22/86  
DATED at West Palm Beach, FL on 12/2/86  
JOHN B. DUNKLE, Clerk,  
By: Katherine S. Miller D.C.



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 Children's Services Council of P...

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)	(b)(4)
1. Personnel	S 324,500	
2. Fringe Benefits	S 105,385	
3. Travel	S 7,900	
4. Equipment	S 0	
5. Supplies	S 29,700	
6. Contractual	S 12,000	
7. Construction	S 0	
8. Other	S 8,000	
9. Total Direct Costs (lines 1-8)	S 487,485	
10. Indirect Costs*	S 12,187	
11. Training Stipends	S 0	
12. Total Costs (lines 9-11)	S 499,672	

**\*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: 4/1/2006 To: 3/31/2007 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_

(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(e)(2)?



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 Children's Services Council of P...

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

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

Budget Categories	(b)(4)				
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual					
7. Construction					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs					
11. Training Stipends					
12. Total Costs (lines 9-11)					

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007  
Expiration Date 04/30/2008

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 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 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.

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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 subagreements.
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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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 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 OFFICIAL Gaetana Ebbole	* TITLE CEO
* APPLICANT ORGANIZATION Children's Services Council of Palm Beach County	* DATE SUBMITTED 04-15-2008

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## DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352  
(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid/offer/application</p> <p><input checked="" type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year                      quarter</p> <p>date of last report</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime    <input type="checkbox"/> SubAwardee    Tier if known:</p> <p>* Name: Children's Services Council of Palm Beach County</p> <p>* Address: 2300 High Ridge Road  Boynton Beach  FL: Florida  33426</p> <p>Congressional District, if known: 19</p>	<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>	
<p>6. * Federal Department/Agency:</p> <p>Department of Education</p>	<p>7. * Federal Program Name/Description: Fund for the Improvement of Education</p> <p>CFDA Number, if applicable: 84.215</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: Mr.  James  Davenport</p> <p>* Address: Alcade and Faye  2111 Wilson Blvd.  Arlington  VA: Virginia  22201</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: Mr.  James  Davenport</p> <p>* Address: Alcade and Faye  2111 Wilson Blvd.  Arlington  VA: Virginia  22201</p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of</p>		<p>* Signature: Gaetana Ebbole</p>

fact upon which reliance was placed by the tier above when the 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:  
Ms.  
Gaetana  
Ebbola  
Title: CEO  
Telephone No.: 561-740-7000  
Date: 04-15-2008

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## 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 1890-0007. 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:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

## Attachment Information

File Name

402-GEPA\_\_Statement\_(FSCS).DOC

Mime Type

application/msword

**GEPA Section 427**

**US Department of Education** Office of Innovation and Improvement  
Application for Grants under the Full-Service Community Schools Program  
CFDA # 84.215J

**Applicant:**

Children's Services Council of Palm Beach County  
2300 High Ridge Road  
Boynton Beach, FL 33426

Bridges Beacon participants and employees have equitable access to participate in all program activities. No individual will experience barriers that impede equitable access or participation due to gender, race, religion, national origin, color, disability, or age. All of the participating agencies have current equal opportunity policies.

---

## 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 an 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 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 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.

<b>* APPLICANT'S ORGANIZATION</b> Children's Services Council of Palm Beach County	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b> Prefix:        * First Name: Gaetana     Middle Name: * Last Name: Ebbole     Suffix:        * Title: CEO	
<b>* SIGNATURE: Gaetana Ebbole</b>	<b>* DATE: 04/15/2008</b>

# SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

## 1. Project Director

**\* Name:**

Andrea

Stephenson

**\* Address:**

2300 High Ridge Road

Palm Beach

County

Boynton Beach

FL: Florida

33436

USA: UNITED STATES

**\* Phone Number:**

(561) 740-7000

**Fax Number:**

**Email:**

andrea.stephenson@cscpb.org

## 2. Applicant Experience:

Yes  No  Not applicable to this program

## 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) #:

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

FileName

MimeType

# **Project Narrative**

## **Abstract Narrative**

### Attachment 1:

Title: Pages: Uploaded File: **5477-ED\_Abstract\_(FSCS).DOC**

**Applicant:** Children's Services Council of Palm Beach County,  
2300 High Ridge Road, Boynton Beach, FL 33426

**Project Leader:** Andrea Stephenson, Director of Family Community Programs  
(561) 740-7000, email: [andrea.stephenson@cscpbcc.org](mailto:andrea.stephenson@cscpbcc.org)

**Title:** Bridges Beacon Center at Highland Elementary School

**Partner Entities:** Adopt-A-Family of the Palm Beaches, Inc.; Highland Elementary School;  
Palm Beach County Health Department

**Qualified Services:** Early childhood education; Parental involvement and family literacy activities; Parenting Education and parent leadership; Mentoring

**Summary:**

Children's Services Council of Palm Beach County will collaborate with partner agencies to create a seamless integration of qualified services for a Full Service Community Schools (FSCS) Program in the 33460 zip code of Lake Worth, Florida. The average income per capita is reported to be \$19,770. Children's Services Council has more than 20 years of experience and for the past eight years, CSC provided management and technical assistance to 14 existing Beacon Centers.

Housed under the umbrella of the Bridges Beacon Center, the FSCS Program at Highland Elementary School will implement two High/Scope Toddler and Preschool classes with dual-language, Spanish-English concepts to serve 30 two and three-year olds. Classes will be offered up to ten hours a day from Monday to Friday. Parental engagement will be based on Parent-Child Development Centers and AVANCE model programs that provide weekly home visits and center-based parent-child interaction to 30 parents of potential Highland students to engage children's learning first in the homes and then in the classroom. A school-based youth mentoring program at the school will create 40 mentors/student matches from K-4 once a week, one hour per day. Nutrition and health services will be available to the entire school and its surrounding community at a newly renovated health clinic, just blocks away from the school.

# Project Narrative

## Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **5200-Mandatory\_Project\_Narrative.DOC**

**Bridges Beacon Center at Highland Elementary School**

**CFDA # 84.215J**

**US Department of Education  
Office of Innovation and Improvement**

**Application for Grants under the  
Full-Service Community Schools Program**

**Children's Services Council of Palm Beach County**

**April 15, 2008**

Children's Services Council

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### PROJECT EVALUATION 27

## **PROJECT OBJECTIVES**

Children's Services Council of Palm Beach County (CSC) in collaboration with Adopt-A-Family of the Palm Beaches, Inc., Highland Elementary School, and the Palm Beach County Health Department are applying for Full Service Community School funds to build on the Bridges Beacon project at Highland Elementary School. Objectives for measurement of the success of the grant will be based on the four qualifying services for which funds are requested: early childhood education; programs promoting parental involvement and family literacy activities; parent education and parent leadership; and mentoring. Other comprehensive services are provided as part of the Bridges Beacon collaboration, including nutrition services and primary health care through a nearby local Health Department site and the remaining social services through nearby community based organization (CBO) Adopt A Family.

### **Objectives:**

#### *Early Childhood Education*

- Increase teacher's knowledge of early childhood development and demonstrate best practices.
- Early childhood classrooms will maintain a high quality rating.
- Children with developmental delays will be identified.
- Children are "ready" to start Kindergarten.

#### *Parental Involvement and Parent Education*

- Parents are more engaged and encouraging in their child's learning.
- Parents at home will engage their children in developmentally appropriate activities.

- Children's homes are more stimulating environments for learning.

### *Mentoring*

- Mentees will develop consistent, long term relationship with a mentor.
- Mentees will improve their behavior in school.

## **DEMOGRAPHICS**

Highland Elementary is a school of approximately 700 students with 64% of its students classified as Hispanic, 24% as Black, and 6% as White. Of these students, 95% are of the students who are on the free and reduced lunch program and 56% have limited English proficiency. In 2007, the state of Florida gave Highland Elementary a C grade. Its FCAT scores were below the county's average in Grade 4 Reading and Grade 5 Math consistently for three years in a row. (At-A-Glance, 2008)

The Bridges Beacon at Highland is concentrating its efforts in census tracts that contain both the highest levels of poverty and the highest levels of Hispanic residents. According to the US Census, the percentage of families living below the poverty level in the targeted geographical area is 25% greater than that of the City of Lake Worth as a whole and 300% greater than the national average. US Census data reveals that more than 30% of the population in the City of Lake Worth identifies as Hispanic. The City has several areas where the Hispanic concentration is significantly higher well over 50%. In the 33460 zip code, where Highland Elementary School is located, more than 60 percent speak Spanish as a first language. While this ethnic composition is majority Hispanic, there are large pockets of Guatemalan-Mayan residents, often classified as Hispanic even though they descend from native Mayan Indian populations, who speak several indigenous dialects that are not a written language. In this zip code, 34% of its residents over age 25 have less than a high school diploma.

The population in the target area has a history of not accessing services. A recent food stamp study revealed that the City of Lake Worth had the highest concentration of residents in the county receiving food stamps yet are eligible for the program. (Community Food Alliance, September 2007.)

According to HRSA, there are at least seven census tracts in the Lake Worth area in which the population is medically underserved. Lack of health insurance for adults ages 18-64 was reported at an average rate of 24%, compared to an average of 13.7% for Palm Beach County. The highest percentages of non-elderly uninsured were also located in zip codes in Lake Worth. In 2003, 7% low birth weight babies were born in the 33460 zip code where Highland Elementary is located. (The Access Project, 2002)

The high risk, isolated nature of the target population calls for a comprehensive, community based approach to bring services to this neighborhood.

## **QUALIFIED SERVICES**

The proposed services will be housed under the umbrella of the Bridges Beacon, serving the Highland Elementary neighborhood, and will improve the quality of education and school readiness for students and families in this community. Through the collaborative efforts of its partners, Children's Services Council will facilitate coordination of the four qualified services through the concept of a Beacon Center:

- Early childhood education
- Parental involvement and family literacy activities
- Parent education and parent leadership
- Mentoring

In Palm Beach County, as in many other locales, traditional family and neighborhood structures have weakened significantly. Youth are less likely to relate with caring adults. Neighborhoods have become more dangerous and less cohesive, exposing youth to risky situations at an earlier age, with little or no asset building support to learn to deal with these situations (Hawkins and Catalano, 2001). One intervention that has proven successful is the Beacon Center. Beacon Centers are partnerships between schools, community-based organizations (CBO) and Community Advisory Councils (CAC).

Beacon Centers provide a multi-faceted environment where young people (K-12) and their parents can develop meaningful relationships with adults and peers and improve educational and leadership skills as they prepare for fulfilling lives and become healthy, productive citizens. Beacon Centers can also help families to develop healthy relationships and outcomes and boost social cohesiveness within neighborhoods. Connections are developed as youth and neighborhood members collaborate in community activities.

Beacon Centers seek to create a vital, inviting sanctuary for youth, families and community. They promote types of programming to enhance the protective factors that build resilience and success (Hawkins and Catalano, 2001) Beacon Centers also represent a central location for neighborhood and outside services such as GED and English for Speakers of Other Languages (ESOL) classes, job training and preparation, legal aid, family counseling, and other services.

The Beacon Center model requires extensive partnerships and linkages with other local entities to maximize resources and services to its members. These partnerships and linkages include city/county officials, school personnel, CBOs, faith-based groups, and grassroots organizations within the communities. Beacon Centers operate a minimum of six days per week

for a minimum of 42 hours and many remain open seven days a week for 10-14 hours per day.

They sometimes remain open as late as 11PM or even midnight, including weekends, and school holidays and recesses ensuring activities continue when regular school is not in session.

The Bridges Beacon at Highland Elementary is one of the 14 Beacon Centers funded and coordinated by Children's Services Council. These are based at 12 elementary schools throughout the county and 2 middle schools that are also funded by the Picower and Knight foundations. The Beacon Centers in Palm Beach County are charged to work with the school and surrounding neighborhood to build assets in each core component listed below:

**Youth Development** - Examples include: afterschool programs; asset development that includes social skills development; tutoring, health and nutrition training; youth leadership programs; and education.

**Academic Achievement** - Examples include: creating "fun" learning environments; supporting youth in setting high expectations, attending school; supplementing school learning with creative literacy activities; and tutoring.

**Family/Parent Strengthening** - Examples include: supporting parents/caregivers in playing active roles in their children's education; inviting parents and community members into the school for special events, recreation and personal enrichment (e.g., ESOL, literacy, computer skills, job skill development, building self-esteem); and providing information and referral services (e.g., family support and/or family mentoring services).

### **Beacon Site**

As the newest Beacon Center, the Bridges Beacon is a collaborative effort that involves resources from three different convenient sites, central to the community and entry points to obtain services through three locations: Highland Elementary, to gain child and family

educational services during the school day and for after care and out of school programs; Adopt-A-Family Community Resource Center to obtain social and community services; and F Street Clinic to access health-related services.

Each location of the Bridges Beacon has a host of specialized services which are illustrated on the next page.

### Map of Lake Worth, Florida



The three locations will house an array of services listed to strengthen the families who live near and attend Highland Elementary School. For purposes of the FSCS, qualified services will take place primarily at Highland but will collaborate with all sites to provide adequate resources to the community. While the Bridges Beacon serves the entire school community, the FSCS funds will primarily focus on three groups: 30 families with young children 0-2 years old receiving in-home parenting education; 30 families of children from a newly created Toddler class and a Pre-K class serving two and three-year-olds; and 40 families whose children will be matched with a mentor.

Study after study shows that if we invest in early education beginning at birth, children have better success in learning to read by the third grade. A University of Chicago study by Huttenlocher in 1991 found when mothers frequently spoke to their infants, their children learned almost 300 more words by age 2 than peers whose mothers rarely spoke to them (Ramsey, 2004). The 2 and 3-year-old classes at Dr. Craig Ramey's landmark Abecedarian study showed children who received high-quality early education consistently scored higher on reading achievement tests, even through high school (Ramsey, 2004). Highland Elementary will allow this group of students to remain in the same school environment for the course of their elementary years, measuring school readiness and tracking students' academic progress from preschool to fifth grade. Parental engagement and education, family literacy and, mentoring and health services will be open to the entire school and its surrounding community to ultimately establish self-sufficiency in the Highland Elementary neighborhood.

See *next page* for an illustration of all services being offered at the Bridges Beacon.

# Bridges Beacon

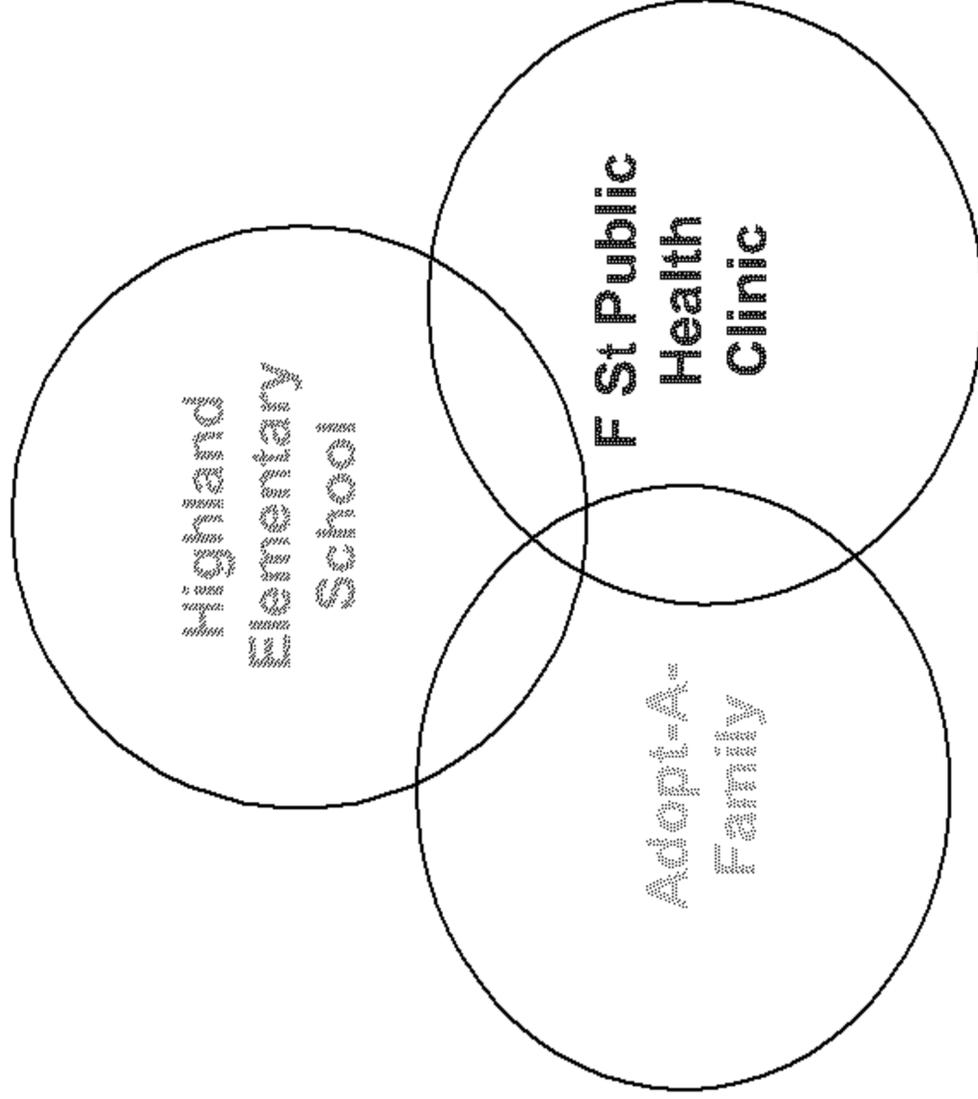
Adopt-A-Family

Highland Elementary School

## SERVICES

Human Services

- Navigator
- Social Workers
- Food Stamp Access
- VITA Tax Services
- Legal Services
- Seniors Recreation and Community Services
- Food Pantry
- Kin Support Programs
- Maternal Child Services
- Interpreters
- HIPY Services (child literacy)



F St Public Health Clinic

Health Services

- Full Service Health Clinic\*
- Visiting nurse
- Pre and Post Natal Care Centering Services
- School Health Nurse
- Pharmacy
- Dental

Education Services

- Mentoring\*
- Pre-K and Kindergarten (High Scope and Dual Languages)\*
- Student Advisory Council
- Family Literacy\*
- ESOL & GED
- Out-of School/Afterschool programs
- Computer Lab
- Mommy and Me classes
- Parenting classes\*
- Nutrition activities\*
- Life Skills (banking, first home buyer etc)
- Interpreters
- Community Advisory Council

\* - Denotes qualifying services of Full Service Community Schools.

Children's Services Council 8

## **Early Childhood Education**

Highland Elementary School will create two new Preschool classrooms to support ongoing efforts of early childhood education. In addition to the two existing Pre-K school classrooms serving 30 four-year-olds, there will be one Toddler class serving approximately 12 two-year olds and one Pre-K class serving approximately 18 three-year olds. The classes will uniquely incorporate both dual-language, Spanish-English classes with the High/Scope curriculum. This will be the first class of its kind in the entire county. Classes will operate 10-hour days from Monday to Friday.

Highland Elementary School currently uses the High/Scope curriculum for preschool children for its two existing Pre-K classes. High/Scope's educational approach is based on over 40 years of scientific research, having been proven to promote the language and cognitive development of children from poverty backgrounds and at high educational risk. The High/Scope approach is especially powerful in extending children's language and literacy, creating an environment demonstrating an improvement across all six domains of development including, motor, language, social/emotional and self help. (Barnett, W.S., 1996).

The High/Scope Curriculum is an active learning approach to child development. In both Toddler and Pre-K classrooms, implementation of active learning depends on positive adult-child interactions, organized play spaces, consistent daily routine, and frequent child assessment. High/Scope Language and Literacy Key Experiences also play an instrumental role in the learning activities planned. Read Aloud sessions will feature a different children's book each week. Other children's activities and the monthly home visit include cognitive and social emotional development activities related to the Read Aloud Books. Children will also be screened for possible developmental delays and disabilities before entering kindergarten.

Parents will participate in activities provided by the classrooms and associated with the Bridges Beacon. The parental engagement, family literacy, mentoring and nutrition activities are critical components to enhancing parents' abilities to engage in developmentally appropriate activities in their home with their children. Through classroom involvement, parents will be referred to a host of other Bridges Beacon services to address specific needs like ESOL and GED classes, out-of school or after-school programs, food stamp access, and clinical health care. Classroom recruitment will be advertised through school flyers, neighborhood referrals, the school's Behavioral Health Professional, Beacon Center staff and siblings who are enrolled in the Bridges Beacon or neighboring afterschool programs.

The school principal will enhance the supervision of classroom staff in High/Scope principles and Quality Improvement System strategies. Teachers will be High/Scope certified within 3 years and will participate in and complete one college course in either High/Scope or professional development. Teachers will also be mentored by a Master High/Scope Certified Trainer known as the Resource Specialist/Coach. This Resource Specialist will provide technical assistance to teachers on identified needs. Children with special needs will be included in the classrooms as appropriate and the school will provide training for teachers on how to include special needs children into the daily classroom routine.

There will be dual-language Spanish/English components introduced in both classrooms during the first year of the grant's planning period. The dual-language program will foster the goals of academic achievement in English and Spanish, development of bilingual/ biliterate skills, and positive cross-cultural attitudes, coinciding with major research design. While many models exist, it has been universally found that one can transfer the knowledge and skills acquired in one language can be transferred to another and by continuing to develop the two

languages, children's educational and cognitive development is enhanced (Torres-Guzman, 2002).

Transition to Kindergarten activities are a component of all early childhood programming. A comprehensive plan will be created at Highland Elementary to introduce and facilitate a smooth transition to Kindergarten as children remain at the same home school, versus other children who must become acclimated to an entirely new setting. There will be activities and workshops, including a combination of parent and child programming that build on enhanced relationships with staff. In addition, opportunities will be created for Preschool and Kindergarten teachers to observe each other's classrooms and meet to discuss linking curriculums and sharing information about each child's development.

Parents will also be involved to discuss the social/emotional and as the cognitive learning expectations in Kindergarten. Each parent receives a portfolio of the child's work and LAP Assessment scores and a narrative about the child's stage of development and language acquisition. Once fully implemented, a child who enters the Pre-K classes at age two would be immersed in three years of High/Scope and dual-language education through Kindergarten, and the remaining elementary grades, resulting in a consistent learning environment for nine years.

### **Parental Involvement and Parent Education**

As a part of nurturing community residents to reach their highest potential, the parent engagement component addresses qualified services of both involvement and education, recruiting parents to be actively invested in their children's future as early as possible by providing a continuum of care for children as early as birth up to the graduation from elementary school. Based on neighborhood demographics, residents become rooted in the community, seldom migrating to other areas of the county. Our goal is to engage parents of young children

who will likely come to Highland when they are of school age. A child's first learning environment is in the home, and then in the classroom. The parent engagement component trains parents on how to encourage their children's learning, at the same time enriching their early cognitive and social emotional development in the home and in the classroom.

Adopt-A-Family will implement the parental engagement component using concepts of two evidence-based programs, the Parent-Child Development Center and AVANCE models. The Parent-Child Development Center (PCDC) Model has been evaluated in three separate studies (Birmingham, AL; Houston, TX; and New Orleans, LA) using quasi-experimental research designs with significant positive findings. Children participating had significantly better scores on verbal scales, less hostile, disruptive and impulsive behavior, increases in IQ and cognitive abilities, better interaction between mothers and children, increases in school achievement in grades 2 and 3, positive parenting skills, some impacts on retention and referrals to special resources. It specifically targets many known risk factors affecting children's development, such as cognitive deficits, hyperactivity, aggressive behavior, conduct disorder, family management problems and poor parenting skills, poor attachment and bonding, low academic achievement, and living in an impoverished and disadvantaged neighborhood (Helping America's Youth). The model has been endorsed by the U.S. Surgeon General, Office of Juvenile Justice and Delinquency Prevention: Blueprints, and the National Institute of Justice. Its outcomes have been published in many peer-reviewed journals.

The AVANCE model was developed based on the PCDC and is a comprehensive program with a variety of components including (1) a parent child education program, which includes a 9-month parenting class, toy-making, community resource awareness, home visits, early childhood education, and transportation; (2) a comprehensive child development program,

which includes a five year project providing a parenting course, health and nutrition information, medical services, adult literacy, job skills training, and other features; (3) Fatherhood services offering information and supports; (4) Adult literacy and higher education component offering literacy, GED, ESOL, childcare, among other services; (5) Even Start, and (6) Child Abuse and Neglect intervention. It targets a specific Mexican ethnic population, but has been replicated both at various sites and various populations. Study results show that through AVANCE, mothers provide a more stimulating environment, interact positively with their children, positive parenting skills, increased knowledge and use of community resources, increased knowledge of contraception, and a significant number of participants pursuing further or higher education. This program is extensively researched using both experimental and quasi-experimental designs (Rodriquez, AVANCE).

Based on these evidence-based programs, the Bridges Beacon's Parent Engagement program will educate parents of children ages birth to 2 years old in socio-emotional, intellectual, and physical aspects of infant and child development to improve the child's first and primary learning environment. The parent engagement staff (a Coordinator and two Parent Liaisons) from Adopt-A-Family will provide weekly home visits focusing on teaching parents their role in their children's cognitive, physical, social, and emotional development. Parents will learn to provide a more stimulating environment, positive parenting skills, nutrition, family planning, and accessing available community resources. Parents will be encouraged to attend school-based family workshops, as well as other Beacon services, such as adult literacy, GED and ESOL education.

The Parent Engagement program will also serve families of children enrolled in the child care classrooms. Through monthly home visits and school-based family workshops and

activities, staff will work with parents to maintain a stimulating home learning environment and support the concepts of the High/Scope curriculum. The Parent Engagement staff will be trained in the High/Scope concepts, focusing particularly on adaptation to the home environment. As with all the parents they serve, Parent Engagement staff will seek to link them to other Bridges Beacon services, such as the “F” Street Health Clinic.

Parent Engagement staff will integrate the work with parents of young children into other Beacon activities for school age children. The Parent Engagement Coordinator and two Parent Liaisons will be housed at the school site and coordinate activities with the Beacon Center Manager and Community Advisory Council.

Activities will focus on early childhood development leading to academic success. Family style meals involving parents to be provided at the school will offer an opportunity to teach healthy nutrition. The local health department’s Nutrition Services division will be used as consultants in the development of meals. Toy making workshops will provide parents an opportunity to make their children a developmentally appropriate resource, bonding them closer with their parents every time they play with it. Some families, particularly where the child may be developing behavior problems at school, will also benefit from extra attention from a mentor.

### **Youth Mentoring Program**

The program will be administered by Adopt-A-Family at Highland and consist of a school-based mentoring program. The program will be part of MENTOR / National Mentoring Partnership and have the support and guidance from Mentor Center at Children’s Services Council to provide best practices resources. There is a CSC Outreach Initiative for providing outreach to male, minority and faith based communities and Mentoring Initiative for Spanish

speaking communities. Currently in the Mentor Center Network, only 5% of mentors are from Spanish speaking communities while over 30% of the youth being served or waiting to be served in these programs are youth from Spanish speaking communities.

The school-based program at Highland will consist of 40 mentors and 40 children from Kindergarten to 4<sup>th</sup> Grade, meeting once a week for one hour, either at lunch or after school. The lunch time mentoring allows for volunteers from professional backgrounds, while afterschool mentoring will recruit college students and the elderly. School-based mentoring has been effective in reaching many volunteers who may not have been reached by community-based programs and thus may not have become mentors. These programs complement rather than compete with community-based programs (Herrera, 2004). As school staff instead of parents usually refers youth to school-based mentoring programs, teacher referrals will help to refer the neediest students, who often lack parental support (Herrera, 2004). School-based programs also differ demographically, serving more minority youth and more youth from two-parent families than community-based programs. The school-based model is consistent with Highland's family structure as most of the students live with both parents. Adopt-A-Family's referrals will be primarily based on the child coming from non-English speaking homes.

Adopt-A-Family will work with teachers to build a strong support system for mentor matches for significant and lasting relationships with the students implementing the following practices:

- Provide structure for match interactions; set clear guidelines on what matches can do together.
- Ensure matches are given a convenient and consistent place to meet.
- Ensure mentors have access to school resources, e.g. the library and a computer.

- Provide structured communication (at least monthly) with the teacher both before the match meets and during the school year, giving the mentor a better understanding of the child's strengths, weaknesses and progress.

The Mentoring goal areas for this program will be based on the following:

<b>Confidence</b>	<b>Competence</b>	<b>Caring</b>
<input type="checkbox"/> Self confidence <input type="checkbox"/> Can make decisions <input type="checkbox"/> Has interests or hobbies <input type="checkbox"/> Personal hygiene, appearance <input type="checkbox"/> Sense of future	<input type="checkbox"/> Attitude toward school <input type="checkbox"/> Uses school resources <input type="checkbox"/> Uses community resources <input type="checkbox"/> School performance <input type="checkbox"/> Avoids delinquency <input type="checkbox"/> Avoids substance abuse <input type="checkbox"/> Avoids early parenting	<input type="checkbox"/> Shows trust <input type="checkbox"/> Respects other <input type="checkbox"/> Relationship with family <input type="checkbox"/> Relationship with peers <input type="checkbox"/> Relationship with other adults

While the program will address all of the above aspects, it will focus more on the aspects of competence and caring. Findings of school-based mentoring programs suggest these types of programs are most conducive to improving youth's behavior and relationships in school. Effects on peer relationships, social skills and classroom behavior were rated as consistently improving in these areas. There were also improvements in academic engagement and school liking, which may be early precursors to academic improvement (Hererra, 2004).

Families of the mentees will be invited to participate in four events at school, usually held in the evenings. A nutritious meal or snack will be provided during these events, with transportation provided if needed. At family events, parents will be educated on the some of the

same concepts as the parent engagement and family literacy piece mentioned for the Toddler and Pre-K classes and will be offered resources to help parents improve self-esteem in young people, improve their reading at home, get involved at school, re-enter the job market, and complete a GED. There will be other activities planned for mentors, including training, incentives thanking the mentors, and year-end recognition.

Based on the MENTOR/National Mentoring Partnership's guidelines, there will be a maximum of 40 mentor matches for one Mentor Coordinator. This person will work on-site at Highland, organizing activities such as teacher/mentor conferences, brown bag lunches for mentors, and correspondence with teachers and the mentors to determine their availability to meet with each other. Background checks will be obtained for all 40 mentors. The mentors will be enlisted through Adopt-A-Family's existing Volunteer Coordinator, who will start recruiting efforts with Adopt-A-Family's Board members and go into the community to seek out workforce professionals, clergy members, students and retirees. The program will start with 20 matches by the end of the first year, and grow by 10 each of the next two years. As mentioned earlier, CSC's Mentor Center will provide mentoring guidance.

The program will begin at the start of Winter Break (January 2009) and will last until the end of the school year (June 2009). Mentors must commit to participate for a minimum of six months. During the summer, mentees will be provided with stamps and envelopes to write, draw a picture, or swap photos to correspond with their mentors. Students in the program will be given journal books and calendars to countdown the school year, the beginning of the program year and to continue mentor relationships.

## **RESOURCES**

Through the Bridges Beacon, CSC, Adopt-A-Family, Highland Elementary and the PBC Health Department all bring an array of services and support mechanisms to create a successful Full Service Community School.

### ***Resources of Children's Services Council***

For the past eight years, CSC provided contract management and technical assistance to existing Beacon Centers and agencies that operate them. As a major funder with significant staff resources devoted to Beacon Centers, CSC helps to ensure requisite staff resources and training are available for each community. CSC will coordinate efforts of all collaborative parties through a Contract Manager position. A Beacon Operations Consultant who manages the 14 established Beacons, with the Contract Manager, will provide technical assistance, coordination with the School District central office, and guidance to the Bridges Beacon as part of the network of Palm Beach County Beacon Centers. Additional key CSC Staff already working with existing Beacon Centers are a Research and Evaluation Team Leader and Financial Analyst.

Quality early childhood education will be guided by the initiatives of CSC's Early Childhood Education Quality Improvement System (QIS). QIS is a comprehensive, voluntary early care and education improvement system seeking to enhance the quality of child care sites. CSC has taken on the role of ensuring quality in early education for the youngest children of working poor families in Palm Beach County by including a safe physical environment; highly trained teachers; developmentally appropriate, active learning curriculum; interaction between teacher and child; language development; parental engagement; and the opportunity to experience a variety of learning settings. CSC offers scholarships to early childhood staff for

development through continuing education and training, and for early childhood practitioners to gain specific credentials, such as High/Scope training. Palm Beach Community College helps coordinate professional development through educational incentive awards to child care practitioners working in the QIS program. As noted above, CSC's Mentor Center will provide explicit support in the development and operation of that program.

### ***Resources of Highland Elementary***

Highland Elementary's existing High/Scope 4-year-old Pre-K classes are fully integrated in the QIS and the school has access to four School District teachers and a Resource Specialist trained by the High/Scope Foundation, with CSC funds. Through an program administered by CSC, Highland Elementary has the resources to support additional classrooms, including classroom furniture and supplies for the three year old Pre-K class.

Highland Elementary's school campus sits on several acres of land serving approximately 700 students, with capacity to serve 1200. The school principal has agreed to provide space for both toddler and pre-k classes; staff and training for the dual-language and High/Scope curriculums; and space for family engagement and mentoring activities, parenting classes, ESOL and GED training. The school will provide space for after and out of school care for children in the Bridges Beacon community and will provide space for 25 computers to use for afterschool program and adult education.

### ***Resources of Adopt-A-Family***

Adopt-A-Family brings a wealth of resources to the project. This agency will provide in-kind contributions of a Bridges Beacon Director, overseeing all aspects of the project, and a Bridges Beacon Manager at Highland to coordinate services and activities between the School,

Adopt-A-Family and the F Street Clinic. These positions are funded by an existing grant from CSC.

The agency will provide the programming for family literacy, including adult education, parenting education, and parent and child together time (PACT) and will provide onsite staff and training and will also collaborating with CSC to implement nationally recognized Mentoring activities and training. There will be an onsite Volunteer Coordinator (in-kind), for the recruitment and screening of mentors. Adopt-A-Family will also provide onsite staff and training for ESOL and GED training and after and out of school care for children in the Bridges Beacon community. The agency will also provide 25 computers for after and out of school programming and adult education.

Adopt-A-Family's Resource Center is a primary site in the county for emergency assistance to needy families, as well as programming to build self-sufficiency. The agency partnered with the Florida Department of Children and Families (DCF) to temporarily station a DCF employee at the AAF Resource Center to qualify families for Food Stamps, expediting the turn-around time for applications from 28 days to less than two weeks. During tax season, the Food Stamp program runs simultaneously with United Way of Palm Beach County's VITA - the Volunteer Income Tax Assistance program, a free preparation of income tax returns for those at or below the poverty line.

Within the Bridges Beacon, Adopt-A-Family will establish a Community Advisory Council of representatives of the community and others who will assist in designing relevant programming based upon community needs assessments and focus groups. Advisory Councils are expected to meet at least quarterly. At least one-third of the membership should be parents and students participating in Beacon activities and residing within the Highland Elementary/Lake

Worth community. Other members may include, but are not limited to, local elected officials, Police Department representatives, health officials, clergy, local merchants, teachers or other school board personnel, other CBOs, and funders.

### ***Resources of the Palm Beach County Health Department***

The F Street Clinic will provide a full service clinic to students and families at Highland Elementary. When fully operational, the facility will provide adult medical services, maternity and family planning services, pediatric and immunization services, WIC and health education services, and access to laboratory and pharmacy services. The Health Department is participating in the development of the Bridges Beacon so that these services are integrated into the entire Beacon, and families may access these health services from any of the three community sites.

The clinic will also provide nutrition services. This proposal contains funds to contract with the Health Department's Nutrition Services Division for the development and implementation of family activities. As a part of adult literacy activities, reading materials will be chosen to encourage healthy lifestyles, including exercise and nutritious meals. Adopt-A-Family will also coordinate grocery store tours, where parents will walk to their nearest food mart to learn where to find the healthiest foods in the store, how to shop healthy, learn to read the food labels, where to find hidden fat, sodium, or sugar, which products or brand names are healthier than others, how to spend money wisely but yet nutritiously, and tips on shopping, storing, and cooking the most nutritious foods. The mentor/mentee relationship will have components in its program as well. Mentors will be asked when meeting with their mentees during lunch to bring well-balanced meals and encourage their mentees to practice healthy eating habits. Suggested mentoring activities out of school will also involve physically engaging activities when appropriate.

### ***Bridges Beacon Collaboration***

The four partners in the Bridges Beacon have been meeting for over a year to plan this community-wide, full service approach. The proximity of the school, health clinic, and Adopt-A-Family Resource Center presents a unique opportunity to expand the typical school-based Beacon Center concept into a larger neighborhood-based service delivery system. CSC brings 20 years of experience in building collaborations to address community needs, focusing on prevention and early intervention. The Bridges Beacon will ultimately provide a wide array of integrated services, (shown on the previous services chart), for which the proposed Full Service Community School funds will play an important role. These funds will ensure that, in addition to high-quality education, health and social services, the families in the Highland neighborhood will receive additional targeted assistance in preparing their children for and helping them succeed in school.

CSC has committed \$544,280 for 2009-09 to implement the Bridges Beacon, covering the cost of the site management and coordination of school-based services. CSC is also committed to the evaluation of the Beacon. CSC's coverage of these costs means that almost all of the proposed FSCS funding will provide direct services to families.

### **Management Plan**

The development and implementation of the Bridges Beacon at Highland Elementary is being overseen by a Steering Committee consisting of representatives from CSC, the School District, the Health Department, Palm Healthcare Foundation, Quantum Foundation, the Principal of Highland Elementary, and Adopt-A-Family. When fully functional, the chair of the

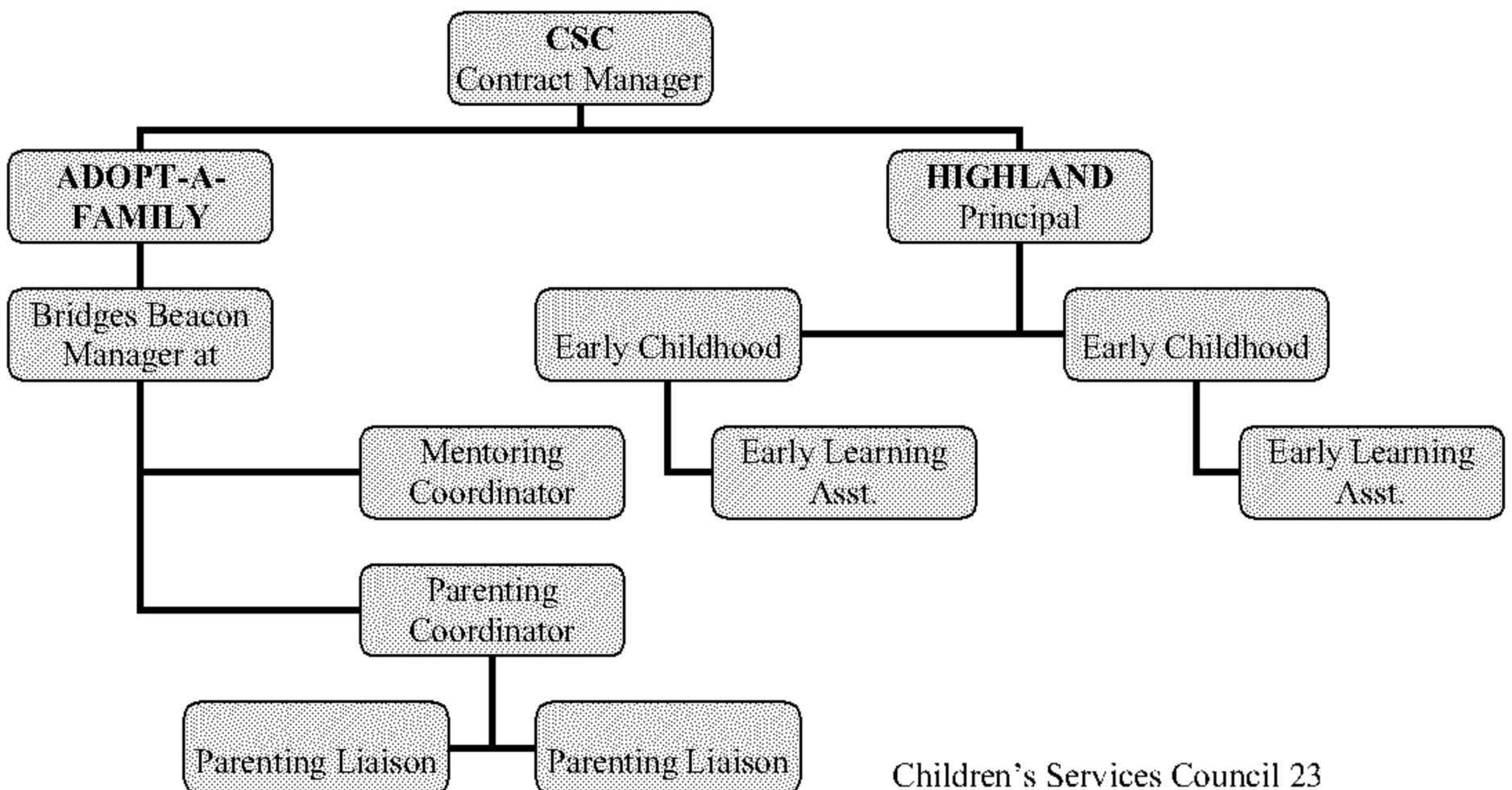
Community Advisory Council will join the Steering Committee. The Committee meets quarterly to provide guidance to the Bridges Beacon Director.

In addition to this Committee, consortium partners will meet bi-weekly to outline and implement tasks and activities. The CSC Contract Manager will facilitate the meeting, which will include the Beacon Director and Manager at Highland, the principal or designee at Highland, and the Clinic Director.

**Staff Qualifications**

Positions at three organizations will coordinate efforts to the Highland Elementary neighborhood. The following individuals are integral to implementing successful FSCS components to the Bridges Beacon. Ongoing leadership and staff development training for all Beacon Center staff is strongly encouraged. Staff will have access to all ongoing professional development programs at CSC, including Touchpoints, Cultural Competency, and Bridges Out of Poverty.

**Organizational Chart** (Only pertains to positions for FSCS.)



## **Key Project Personnel**

***Kathy Wall, (in-kind) Bridges Beacon Director-*** Development and operation of overall Bridges Beacon at Highland Elementary, and coordination of activities between the three sites. She is the primary contact and facilitator of collaborative meetings with key personnel at Children's Services Council, Highland Elementary School, Adopt a Family, Palm Beach County Health Department, area residents, and local community and faith-based organizations. (For qualifications, see Resume-Attachment #1.)

***Jaime Bradshaw (in-kind) Bridges Beacon Manager at Highland-*** Day-to-day program activities, including, supervision and development of staff, identifying and meeting the needs of youth and their families, and oversight management of the Bridges Beacon at Highland. She will plan and implement function/events that pertain to staff, families, and students at the Bridges Beacon and is responsible for outreach and recruitment of Beacon participants at Highland. Ms. Bradshaw will develop the Community Advisory Council and relevant community partners (For qualifications, see Resume-Attachment #2.)

***Vacant, Contract Manager/Program Coordinator*** (Part-time)-Professional position that includes empowering agency/program staff and leadership to build capacity to meet contractual requirements, and develop the Full Service Community School program in alignment with the Bridges Beacon Center. This position will serve as the liaison between the US Department of Education, CSC, Adopt-A-Family, Highland Elementary and the Health Department and provides an internal coordination function to ensure that all members of the CSC team (Systems Specialist, Evaluators, Finance Analyst) are meeting, communicating, collecting and analyzing information, and are aligned with respect to the status of the consortium. **Qualifications-** Bachelor's degree in Health, Human Services or closely related field, supplemented by five (5)

years related experience in human services, case management, social work, research, finance, or related area or equivalent education, training and experience.

***Vacant, Early Childhood Teacher (2)***- Plan, coordinate and implement program lessons and activities that are developmentally appropriate within the High/Scope framework. Provide one-on-one, small group and overall classroom instruction and guidance to preschool age children at all stages of development. Work with Parenting Coordinator to plan and implement a parental involvement component. **Qualifications**- Must meet the No Child Left Behind Highly Qualified Standards, Graduation from a Florida college or university with National Council for Accreditation of Teacher Education (NCATE), eligibility from FLDOE for a Professional Teaching Certificate or verification from another State that standards have been met. Proficient in Spanish speaking and writing. High/Scope Certification and dual-language classroom expertise preferred. Experience working in racially, ethnically, diverse urban communities preferred.

***Vacant, Early Learning Assistants (2)***- Assist the teacher in planning, coordinating and implementing program lessons and activities that are developmentally appropriate within the High/Scope framework. Provide one-on-one, small group and overall classroom instruction and guidance to preschool age children at all stages of development. Assists the teacher and Parenting Coordinator in planning, coordinating and implementing a parental involvement component. **Qualifications**-Associate degree with a minimum of three years experience in early childhood education or high school diploma and Child Development Associate (CDA) certificate with national credentials preferred. Proficient in Spanish speaking and writing. Dual-language classroom expertise preferred. Experience working in racially, ethnically, diverse urban communities preferred.

***Vacant, Mentoring Coordinator-*** Oversees development and implementation of the school-based mentoring program, matching adult volunteer mentors with youths one-to-one. Coordinator ensures program quality and performance for recruiting, screening, matching, monitoring, and closing the relationship with the mentor and child, and communicates with the mentor, teacher, parent/guardian, and child throughout the relationship. This position plans activities for mentors, mentees and families and annually evaluates and revise mentor program to increase its effectiveness. **Qualifications-** Bachelor's degree preferred with emphasis in social work, psychology, and/or education. Two or more years experience in mentoring and youth development, working within community organizations and/or schools preferred. Experience working in racially, ethnically, and socioeconomically diverse urban communities preferred. Spanish speaking/writing strongly preferred.

***Vacant, Parenting Coordinator-*** Coordinates with Bridges Beacon Manager, teachers and staff in planning and implementing means and methods to attract parents to become involved in the school and activities. The coordinator will supervise two Parent Liaisons, who will each coordinate the Parental Engagement components. **Qualifications-** A Bachelor's degree and two years of experience in community work in an area related to the duties described above; or an Associate's degree or its educational equivalent and four years of experience in community work. Previous knowledge and background in working with students and educational techniques required. Experience working in racially, ethnically, and socio-economically diverse urban communities preferred. Spanish speaking/writing strongly preferred.

***Vacant, Parent Liaisons (2)-***Work with Parent Coordinator and parents to establish and implement goals and objectives for the educational development and achievement of parents and children in the school. Schedules and conducts regular home visits. Serving as liaison between

the family and school. This position will promote positive family outreach to facilitate increased involvement in student education and family literacy activities. **Qualifications**-High School diploma or equivalent experience. Knowledge of local customs, community and families. Previous knowledge and background in working with students and educational techniques. Experience working in racially, ethnically, and socio-economically diverse urban communities preferred. Spanish speaking/writing strongly preferred.

### **Evaluators**

The evaluators for this project will be a team from the Children's Services Council's Research and Evaluation Department. CSC has funded children's programs for more than 20 years and has always placed a high value on, and focused significant resources on, evaluation of its funded projects. The CSC Research and Evaluation Department consists of 10 individuals, with 3 lead researchers. There are 3 members of the department with PhDs, and cumulatively, the department's members have produced 10 published papers and presented at 40 conferences.

Since partnering with The Picower Foundation to start Beacon Centers in Palm Beach County in 2000, CSC has provided a comprehensive annual evaluation. The most recent report covered the 2005-06 school year and covered 12 Beacon Centers. The principal investigator for these reports is Beth Halleck, who has been the lead researcher/evaluator of the Beacon Centers in Palm Beach County since their inception.

Joining Ms. Halleck as lead researchers for the evaluation of the proposed program is Luz Van Meek. Dr. Van Meek was involved in the creation and implementation of the CSC Mentor Center and has produced the evaluation design and logic model for the previously mentioned DOE Early Reading First grant.

## **PROJECT EVALUATION**

By providing a comprehensive and continuous set of family services and supports, starting with parent-child education to families with infants and toddlers followed by high-quality child care that leads into elementary school, in combination with health services, mentoring, family literacy and quality after school programs for ages 0-11, improvements will be exhibited in school performance and child behavior.

The funding requested in this proposal will add to the array of services being developed in the Bridges Beacon serving the Highlands Elementary School neighborhood. The parent engagement components will build on the work of the Parent-Child Development Centers and AVANCE programs by providing home and center based parent-child education. Funding is also requested for two classrooms of early childhood education based on the Perry Preschool model and utilizing the High-Scope curriculum. Lastly, to add to the existing plans for on-site after school programming and health services in a nearby clinic operated by the Health Department, this proposal seeks funding for a youth mentoring program following the best practices identified by the National Mentoring Partnership.

**Goal 1:** *Foster early cognitive and social emotional development of children by improving the family learning environment.*

**Objective 1.1:** Parents are more engaged and encouraging in their child's learning.

**Performance Measure 1.1:** 75% of parents who participate in the home visitation component will demonstrate positive parental attitudes as measured by the Early Learning Questionnaire (ELQ).

**Objective 1.2:** Children's homes are more stimulating environments for learning.

**Performance Measure 1.2:** 75% of parents who participate in the home visitation component will improve in at least one domain on the PICCOLO (Parenting Interactions with Children: Checklist of Observations Linked to Outcomes).

**Goal 2:** *Children are ready to enter Kindergarten and parents are actively engaged in child's learning experiences.*

**Objective 2.1:** Increase teacher's knowledge of early childhood development and demonstrate best practices.

**Performance Measure 2.1**

- By end of year 1, all teachers will have completed a course on High/Scope curriculum.
- By end of year 3, and each subsequent year, 75% of teachers will have completed a High/Scope curriculum track of coursework.

**Objective 2.2:** Early childhood classrooms will maintain a high quality rating.

**Performance Measure 2.2:** All early childhood classrooms will maintain a rating of 4 on the Environmental Rating Scale.

**Objective 2.3:** Children with developmental delays will be identified and served.

**Performance Measure 2.3:** 70% of children identified with a developmental delay according to the Ages and Stages Questionnaire will be linked to services.

**Objective 2.4:** Parents will participate in activities at the Bridges Beacon.

**Performance Measure 2.4**

- By the end of year 1, 75% of parents will participate in at least one activity.
- By the end of year 2, 75% of parents will participate in at least 2 activities.
- By the end of year 3, and each subsequent year, 75% of parents will participate in at least 3 activities.

**Objective 2.5:** Children are “ready” to start Kindergarten.

**Performance Measure 2.5:** 60% of children will score as “consistently demonstrating” or “emerging/progressing” on the Florida Kindergarten Readiness Screen – Early Childhood Observation System (ECHOS) upon entering Kindergarten. This percentage will improve 5% each year of the grant.

**Goal 3:** *School-age children’s level of social-emotional health and interpersonal skills will be enhanced by participating in a nurturing, stable relationship with a mentor.*

**Objective 3.1:** The program will develop 40 mentor/mentee matches.

**Performance Measure 3.1**

- By the end of year 1, the program will have 20 mentor/mentee matches.
- By the end of year 2, the program will have 30 mentor/mentee matches.
- By the end of each subsequent year, the program will have 40 mentor/mentee matches.

**Objective 3.2:** Mentees will develop consistent, long term relationship with a mentor.

**Performance Measure 3.2:** 75% of closed mentoring relationships will have lasted at least six months.

**Objective 3.3:** Mentees will improve their attitude toward school.

**Performance Measure 3.3:** 75% of mentees will improve their attitude toward school as indicated on a mentee survey.

**1. Types of data collected:** Each performance measure indicates the data that will be collected to measure the corresponding objective. Within the context of the larger Bridges Beacon project, funding is requested for three new components. For each component, individual

data is collected for the target population. For the Parent Education component, data is collected on the participating parents. For the quality child care component, data is collected for teachers, children and parents. For the Mentoring component, data is collected for the children participating as mentees.

**2. When collected:** For all performance measures that involve an instrument, an assessment will be done when the parent/child enter the program, unless otherwise noted in the performance measure. This will establish a benchmark score for that client. Annually, re-assessment will be conducted to measure progress toward the objective. For example, for Objective 1.2, the PICCOLO will be administered when parents enter the parent education component, and then will be re-assessed each year to gauge progress. The Annual Performance Report will include the percentage of parents who show improvement in at least one domain. For other objectives (2.1 Teacher training, 2.5 Ready for school and 3.1-Mentor/Mentee relationship) the time of measurement is specified in the performance measure.

**3. Methods:** Benchmark assessments will be completed when parent/child enters the program component. This data will be maintained in a client file, and summarized on quarterly tracking forms. Annual re-assessments will be conducted with the results maintained in client files and recorded on the quarterly tracking forms. The tracking forms will be submitted to the principal investigators and the data entered into a database for analysis. Re-assessment scores will be compared to the benchmark scores to determine improvement on the objective. Annually, measurement for each objective will be accumulated into an Annual Performance Report.

**4. Instruments:** The evaluation plan involves standardized testing instruments, with a few exceptions. Each instrument is described briefly below:

**1.1 - Early Learning Questionnaire (ELQ)** Used to assess the parent's attitudes about being teachers of their children by responses to a series of statements. It has been used to evaluate the Parent Child Development Centers (PCDC) and AVANCE programs. It will administered by the parent liaison.

**1.2 - Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO)** Observational instrument that assesses four domains to measure positive parenting: Affection and Affect, Responsiveness, Encouragement of Autonomy, and Teaching and Talking. The tool was recently developed by researchers at Utah State in partnership with Head Start programs. It will administered by the parent liaison.

**2.1 – Professional development data** to be collected by Program Coordinator.

**2.2 – Environmental Rating Scales – The Early Childhood and Infant/Toddler Environmental Rating Scales (ECERS and ITERS)** will be used to assess the quality of the child care classroom environment. All child care providers participating in CSC's Quality Improvement System are assessed by an independent agency (Family Central, Inc.) with trained assessors.

**2.3 - Ages and Stages Questionnaire** Widely used developmental screening instrument that assesses the following domains: communication, gross motor, fine motor, problem solving, and personal/social. The tool is completed by the parents and will be interpreted by the teachers and Program Coordinator.

**2.4 – Parent participation** will be tracked through attendance logs and maintained by the Program Coordinator.

**2.5 - Florida Kindergarten Readiness Screen** Early Childhood Observation System (ECHOS)

An instrument administered by the Kindergarten teacher to measure seven developmental areas, including language and literacy, mathematics, social and personal skills, science social

studies, physical development and fitness, and creative art. Data will be acquired from the School District according to an existing data sharing agreement between Children's Services Council and the District. Students are determined to be either "consistently demonstrating", "emerging/progressing", or "not yet demonstrating".

**3.1 and 3.2 – Number of matches and length of mentee/mentor relationship** will be reported by the Mentoring Program Coordinator.

**3.3 – Mentees survey** will be administered annually by the Mentoring Program Coordinator.

**5. How analyzed-** See #3 - Methods

**6. When reports will be available**

Outcomes of the program, as measured by the above performance measures, will be reported in Annual Performance Reports at the end of each summer after data has been collected and analyzed according to the methods described above (#3).

**7. How data/reports used/Accountability/Replication**

In addition to data on the performance measures listed above, the program coordinators will complete monthly tracking forms that provide process data as well. This data will indicate whether the activities were provided to the number of families as the program is designed. Data collected will include items such as the number of families served in each component, the number of home visits provided, and the number of mentee/mentor contacts. This data will address the Education Secretary's performance indicator: % of families targeted for services who receive services during each year of the project period.

Quarterly reports produced by the researchers will include analysis of the process data as well as progress toward collecting the data necessary to complete the performance measures. In other words, is the program operating as designed? Is data being collected as described in the

performance measures? These reports will be reviewed with the Program Coordinator, who will review them with the Beacon Director, the Principal and the Program Coordinators of each component.

The quarterly reports will also be a record of the implementation of the program that could be used by others to replicate the project. A comparison of the process data in the quarterly reports to the level of achievement of the objectives will instruct the collaborators in this project on what revisions to the program's service delivery are necessary. That comparison would also instruct anyone wishing to replicate the project on best practices for maximizing achievement of the objectives.

## References

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*Breaking the Cycle of Illiteracy: The Kenan Family Literacy Model Program* (1989) (NCFL,)

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Johnson, Dale L. *The Early Years: Providing the Building Blocks Needed to Read By Third Grade*. (2007) Ounce of Prevention Fund, Chicago. Retrieved April 1, 2008.

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Ramey, Craig T. Ramey, Sharon L. *Early Learning and School Readiness: Can Early Intervention Make a Difference?* (October 2004). Merrill-Palmer Quarterly - Volume 50, Number 4, pp. 471-491.

Rodriquez, Gloria. *Avance Family Support and Education Program*. Accessed from <http://www.avance.org>

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Torres-Guzman, Maria E. Ed by Patricia Anne DiCerbo. (Spring 2002 ). *Dual Language Programs: Key Features and Results*. Directions in Language and Education, National Clearinghouse for Bilingual Education. No.14.

# **Project Narrative**

## **Other Narrative**

### Attachment 1:

Title: Pages: Uploaded File: **5587-Mandatory\_Attachment\_1\_Bridges\_Beacon\_Director\_Resume.doc**

### Attachment 2:

Title: Pages: Uploaded File: **6820-Attachment\_2\_Bridges\_Beacon\_Manager\_Resume.doc**

### Attachment 3:

Title: Pages: Uploaded File: **4626-Attachment\_3\_Evaluator\_1\_Resume.DOC**

### Attachment 4:

Title: Pages: Uploaded File: **4856-Attachment\_4\_Evaluator\_2.DOC**

### Attachment 5:

Title: Pages: Uploaded File: **6600-Attachment\_5\_List\_of\_Partners\_(FSCS).DOC**

### Attachment 6:

Title: Pages: Uploaded File: **4865-Attachment\_6\_MOU.pdf**

### Attachment 7:

Title: Pages: Uploaded File: **4451-Attachment\_7\_Applicants\_Capacity.DOC**

### Attachment 8:

Title: Pages: Uploaded File: **5182-Attachment\_8\_CSCPBC\_Statute\_&\_Ordinance.PDF**



### **Program Coordinator**

- Managing and revitalizing a State and publicly funded program (TOPWA) exceeding contracted goals and objectives defined by re-developing program strategies.
  - Advertise, recruit, interview, hire, train and mentor supervision a team of six located county wide.
  - Maintain contract obligations including monthly and quarterly reporting ensuring outcomes and accurate fiscal management.
  - Assisted in the implementation of the Strategic Planning process with the Leadership Team including training for the Board of Directors and All Staff.
  - Assisted in the development to the CQI/PQI Plan and Charter.
  - Member of the Palm Beach County HIV CARE Council.
- 

October 2004 - Comprehensive AIDS Program West Palm Beach,  
February 2003 FL

### **Quality Assurance Manager**

- Training and coaching of the management staff in CQI.
  - Preparation, execution and compilation of Client Services audits and peer reviews. Development and follow through on recommended Corrective Action Plans. Prepared subsequent reports for Management, Board, Funders and community stakeholders.
  - Development and implementation of Quality Improvement Plan.
  - Development and implementation of Client Services Policy and Procedure Manual.
  - Direct supervision of Quality Assurance and Housing staff.
- 

February 2003 - Palm Beach County Health West Palm Beach,  
February 2001 Department FL

### **Quality Coordinator**

- Development and implementation of HIV/AIDS Standards of Care through the Palm Beach County HIV CARE Council and Ryan White Title IV Programs.
- Quality care functions within the clinic including QI Team, Medical Peer Review, and facilitator of the Medical Provider QA Team.
- Analyze data collected through audits and provided feedback to providers regarding accommodations and/or corrective actions.
- State of Florida certified Contract Manager.

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January 2000 – Fiesta Rentals / Party Gras West Pam Beach,  
May 1995 FL

**Manager / Owner**

- Investigated and wrote a business plan and opened a party supply store.
  - Hired, trained and maintained staff for Fiesta and Party Gras.
  - Showroom manager for Fiesta Rentals, supervising warehouse staff and delivery/dispatch functions.
- 

April 2005 – Palm Beach County Health West Palm Beach,  
November 1989 Department FL

**Human Services Program Manager**

- Participated on the Quality Circle this was the steering committee for the Navigator Award and Sterling Application.
  - Program development and planning for HIV Prevention Education Programs with a combined 20 staff.
  - Assisted Division Directors in the writing of the Annual Report.
  - Grant writing, monitoring, technical assistance and contract compliance.
- 

**Education**

Current Walden University Baltimore, MD

- Pending: Master in Public Policy and Administration  
Specialization in Non Profit Management and Leadership

2001 – 2000 Florida Atlantic University Boca Raton, FL

- BA Biology

1989 – 1985 University of Southern MS Hattiesburg, MS

- BS Health Promotion and Education

**References**

References are available on request.



# Jaime-Lee A. Bradshaw

(b)(6)

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## Objective

To create a change in the lives of adults and children by utilizing my skills and experiences to assist them in accessing community resources

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## Experience

2005 Present **Adopt-A-Family** Lake Worth, FL

### Project GROW Manager

- Manage the day-to-day operation of the child care center and family literacy program by recruiting, training and managing staff, including their formal evaluation and assessing their needs for ongoing professional development
- Determine ongoing needs/interests of students, parents and staff and review and revise programs to meet emerging needs/interests
- Plan and coordinate all activities for spring, summer, and winter breaks
- Prepare for and support informal and formal evaluation of program effectiveness
- Apply for and maintain child care license as mandated by the Department of Health
- Compile data and track students for program assessment/evaluation; report to Board and funders

2003 2005 **Adopt-A-Family** Lake Park, FL

### Case Manager

- Pre-screen clients extensively via telephone prior to scheduling a face-to-face interview
- Conduct intakes by completing required paperwork, budgets and family action plans
- Perform home visits and assist families with all referrals necessary for self-sufficiency
- Complete required reports and documentation in a timely manner
- Liaison with landlords, utility companies, mortgage companies, colleagues and attorneys on behalf of the client
- Create marketing tools for various partnership and collaborative groups including flyers, brochures and invitations to provide community awareness and education at workshops and health fairs

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## Education

**University of North Florida** Jacksonville, FL

- Bachelor of Arts Major: Criminal Justice; Minor: Psychology
- Graduated Fall of 2002

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## Skills

- Computer proficient; Windows 2000, XP, and Vista; Office 2000 and 2007 including, Outlook, Word, Excel, PowerPoint, Publisher; Web based programs including SAMIS and CMIS and MAYSI Online and the Internet.
- Active listener and crisis interventionist; articulate speaker and very organized with paperwork.
- Skilled planner and coordinator for many types of meetings, events, and camps.

**References Available Upon Request**

## Beth Halleck

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### Highlights of Qualifications:

- Guidance and supervision of staff in design and implementation of evaluation strategies
- Training and coaching to develop the capacity of the provider community to conduct and utilize evaluation findings
- Experience in oversight and development of research and evaluation design, implementation of evaluation strategies, database development, data analysis, and report writing to a variety of audiences
- Membership with committees addressing social issues that children and families in South Florida are facing
- Publications in report and chapter form
- Presentations to a variety of stakeholders
- Experience working both as a leader and member of a team

### Relevant Professional Experience and Accomplishments

**9/6/94 – Present: *Children’s Services Council of Palm Beach County (West Palm Beach, FL)***

#### **Research & Evaluation Team Leader**

- Work with Research Team on development work to integrate the agency evaluation approach
- Collaboratively works with others to design and conduct complex evaluations
- Supervise and coordinate evaluation efforts that support a macro-business unit or program area
- Oversees processes to ensure effective development of all phases of the evaluation projects, including planning the design and implementation of systems, strategies, strategies and programs.
- Coaches and provides constructive feedback to staff, (e.g., evaluate performance and assist in creating development plans)
- Assist and provide guidance to team on developing milestones, benchmarks and targets and ensuring appropriate measurement instruments are designed, selected and utilized.
- Assist in development and design of evaluation processes, design and administration of surveys, focus groups, interviews and structured field observations.
- Provide guidance and mentoring to staff in a variety of areas including logic model development, RFP process, managing contracts with external evaluators, production of evaluation reports, etc.
- Build capacity of provider agencies to participate in the evaluation process and utilize findings through training and committee work
- Training in development of Planning, Implementation and Evaluation (PIE) and Logic Model processes

#### **Research & Evaluation Analyst**

- Design evaluation strategies within a logic model framework
- Lead strategy level evaluation committee
- Design protocols and tracking systems for use in collecting data
- Design and create databases, analyze data and produce reports/publications for program evaluations and research projects
- Evaluate programs funded through the Council, including Beacon Center, Mental Health, Health and Family Strengthening Programs

- Plan, develop and implement community level evaluation strategies
- Assist in writing Requests for Proposals, as well as the review, selection and contracting process
- Design and implement organizational qualitative evaluation efforts on specific topics. Analyze data and interpret results and produce reports with recommendations.
- Participation in community committees addressing child welfare issues

### **Education**

- Master of Arts, Experimental Psychology, 1987  
Florida Atlantic University
- Bachelor of Arts, Experimental Psychology 1984  
Florida Atlantic University
- Associate of Arts, 1982  
Broward Community College

### **Professional Development/Membership**

- University of Virginia; Darden School of Business: Certification in Leadership Development (Lead, Educate and Develop) 2007
- University of Miami: Leadership and Management Initiative: Certification to be awarded June 2008
- American Evaluator's Institute (toward Certification in Evaluation Practice) completion of courses in:
  - Informing Practice Using Evaluation Models and Theories (July 2007),
  - Linking Evaluation Questions to Analysis Techniques (July 2004)
  - Implementation Analysis (July 2001).
- American Evaluation Association Member

### **Publications/Evaluation Reports**

Halleck, B. (2007), 2006 Beacon Strategy Evaluation. West Palm Beach: Children's Services Council of Palm Beach County.

Halleck, B. (2006), 2004 Beacon Strategy Evaluation. West Palm Beach: Children's Services Council of Palm Beach County.

Halleck, B. (2004), 2003 Beacon Strategy Evaluation. West Palm Beach: Children's Services Council of Palm Beach County.

Halleck, B. (2003), 2002 Beacon Strategy Evaluation. West Palm Beach: Children's Services Council of Palm Beach County.

Halleck, B. and Pasinski, L. (2001), Beacon Center Implementation Report of Project Objectives/Milestones. West Palm Beach: Children's Services Council of Palm Beach County.

Hartstein, L. and Halleck, B. (1997). Maternal and Child Health in Palm Beach County. In The State of the Child in Palm Beach County. West Palm Beach: Children's Services Council of Palm Beach County.

Traum, L. and Halleck, B. (1996). Mental Health & Substance Abuse in Palm Beach County. In The State of the Child in Palm Beach County. West Palm Beach: Children's Services Council of Palm Beach County.

## LUZ G. VAN MEEK, Ph.D., CFLE

(b)(6)

### EDUCATION

#### Florida International University, Miami, Florida.

Ph.D. in Psychology, Phi Kappa Phi, 1995

M.S. in Psychology, 1989

B.A. in Psychology, High Honors, 1982

#### National Council on Family Relations

Certified Family Life Educator (2007)

### PROFESSIONAL EXPERIENCE

- Spring 2006      **FLORIDA ATLANTIC UNIVERSITY.** Boca Ration, FL. Adjunct Faculty, Department of Counselor Education.
- 1991 – Present      **CHILDREN'S SERVICES COUNCIL OF PALM BEACH COUNTY,** West Palm Beach, Florida.  
**Research and Evaluation Analyst.** Conducts independent research on child welfare issues and evaluates community projects in the areas of Education, Child Care, Substance Abuse, Mental Health, Juvenile Justice, Child Abuse and Neglect, Family Stability and Youth Development. Participates in local, state, and national research efforts and community activities. Participates in the development of RFP parameters. Conducts training on issues related to child development including but not limited to brain development, cognition, moral development, and emotional intelligence. Participates on the development and organization of regional conferences. Participates in advocacy boards and task forces at local and national levels.
- Summer, 1991      **MIAMI-DADE COMMUNITY COLLEGE,** Miami, Florida.  
**Adjunct Professor.** Taught courses on Life Span Development and Personal Adjustment.
- 1985 – 1991      **FLORIDA INTERNATIONAL UNIVERSITY,** Miami, Florida.  
**Adjunct Professor/Teaching Assistant.** Psychology Department. Taught Abnormal Psychology course. Prepared lesson plans and lectured Research Methods course.
- 1989 – 1990      **Assistant Coordinator.** Central American Journalism Program, School of Journalism and Mass Communication (Program sponsored by the United States Agency for International

Development.) Assisted Program Coordinator in the design and academic projects.

1985 – 1989 **Research Assistant.** Department of Psychology. Participated in diverse stages of social and socio-cognitive research projects. Responsibilities included data collection, encoding, coordination and analyses of both descriptive and inferential statistics.

1984 – 1985 **REDLANDS CHRISTIAN MIGRANT ASSOCIATION, Fair Start Program,** Miami, Florida.  
**Research Assistant.** Collected medical data from hospital records, administered pre- and post-tests to mothers and infants, and collected follow-up information from birth through one year of age. Conducted validation of cross-cultural instruments and program evaluation.

## RESEARCH ACTIVITIES

- Ongoing design and evaluation of community projects. Logic model and theory of change development (1991-present).
- Implemented and co-authored a collaborative research project with Palm Beach Community College and the Mental Health Association of Palm Beach to investigate the effects of cognitive training on school performance, self-esteem, and mastery of children (pre-school to middle school) in the Palm Beach County school system (1995).
- In collaboration with the Parent Service Projects (PSP) and Head Start in Palm Beach County we are designing a longitudinal research study to examine the buffering effect of social support received through respite services (1998).
- Participated on the Palm Beach County' Head Start evaluation process (2002).
- In collaboration with the Parent Center of Palm Beach County, Florida, surveyed parents perceptions of after-school care. (2003)
- Survey children's perceptions of parental involvement in after school care among elementary age students (2004).
- Produced evaluation design and logic model for the Ready to Read - Early Reading First Project – from the No Child Left Behind Federal Grant (2004).
- Surveyed of middle school youth regarding perceptions of parental involvement in after school care (2005).

## COMMUNITY ACTIVITIES

- Participated in national legislative efforts through the Council of Latino Executives of the Child Welfare League of America (CWLA) (Washington, D.C. 1997-2001).

- Participated on the development of an RFP of the Cultural Council of Palm Beach County, Florida to award monies for children's and multicultural programs. Has served in the Grant Panel review committee on 1998, 1999, 2000, 2002, 2004 and 2005.
- Member of the Education sub-committee of the Florida Atlantic University's Center for Urban Development and Empowerment of the East Coast Redevelopment Project to make recommendation to the Florida Legislature (March through November, 1993). Boca Raton, Florida
- Developed process and participated in the implementation of the Mentor Center of Palm Beach County (1999). West Palm Beach, Florida
- Host committee member and lead person of the Palm Beach County Youth Caucus (March 2000). West Palm Beach, Florida
- Participated in state advocacy through the Hispanic Jewish Committee of Palm Beach County. Issues covered immigration, in-state tuition and after-school care (2002, 2003).
- Participated in Leadership Palm Beach County, Focus Program (2004)
- Grant Review Panel. Palm Beach County Cultural Council (April 2004).
- Participated in the Prime Time Palm Beach County effort in developing standards and identified issues for the assessment of quality on after school programming. (2004-05)
- Participated in the recruitment of High Scope to develop and instrument to assess quality in after school programs. Participated in the validation of the instrument (2005)
- Participated in the crafting of criteria for an after school request for proposals grant (2005-2006).
- Grant Review of the 21<sup>st</sup> Century Federal Grant (2006).
- Participated in the crafting of criteria for an after school request for proposals grant (2005-2006).
- Chair the Committee of Public Policy for the American Association of University Women (2006-Present).
- Founding member of the United Nations Development Fund For Women (UNIFEM)/USA National Committee/East Florida Chapter (2007).

## **BOARDS, ADVISORY COMMITTEES**

*Alianza Hispana* Advisory Committee(2004)

*Child Welfare League of America*. Board member of the National Council of Latino Executives. A CWLA. A national affiliate to advise the National Congressional Hispanic Caucus. (1997-2002).

*Child Welfare League of America*: Regional Co-chair of the Board for the Southern states (2001-2002)

*Conexion Hispana*. Board Member (2002-2004)

*Florida School Age Child Care Coalition*: State Board Member at Large.(2003-2005)

*Hispanic-Jewish Committee- Southern Region Advisory Committee member on immigration and education (2000-2003)*

*Hispanic Leadership Institute of Palm Beach County. Board of Trustees (2000-2001)*

*Hospice by the Sea of Palm Beach and Broward Counties: Hispanic Advisory Committee (2003-2004)*

*National After-School Association Latino Affinity Group – national task force (2002-2005)*

*Parent Education Center of Palm Beach County. Advisory task force (Present)*

*United Nations Development Fund for Women (UNIFEM) – USA National Committee/East Florida Chapter – Board President. (Present)*

## **WORKSHOP PRESENTATIONS:**

### **Developmental Series**

*The Unfolding the Child's Brain (October 9, 1997). Children's Services Council, West Palm Beach, Florida.*

*Brain Development (January, 1998). Women's Conference. Florida Atlantic University, Boca Raton, Florida*

*Developmental Cognition (February, 1998). Children's Services Council, West Palm Beach, Florida.*

*Internalizing Moral Reason and Values in Children (April 14, 1998). Children's Services Council, West Palm Beach, Florida.*

*Infant Mental Health from Theory to Practice (May 13, 1998), With Kathie Sirock and Ann Simpson. Children's Services Council, West Palm Beach, Florida.*

*A Developmental Profile of the Young Child: (September 24, 1998). With Linda Ritts. Children's Services Council, West Palm Beach, Florida.*

*Schooling the Emotions (November 19, 1998). Children's Services Council, West Palm Beach, Florida.*

*Roots of Anger: Exploring the Relationship of Brain Development and Violence (May 27, 1999). Children's Services Council, West Palm Beach, Florida.*

*The Neurology of Emotions. (January 19, 2000). Children's Services Council, West Palm Beach, Florida.*

*The Unfolding the Child's Brain, Part II* (May 16, 2000). Children's Services Council, West Palm Beach, Florida.

*Emotional Intelligence*. (May, 2004). Children's Services Council, West Palm Beach, Florida.

*Schooling the Emotions* (July 29<sup>th</sup>, 2004). Family Central, West Palm Beach, Florida.

*Violent Children, Violent Youth*. (January 19<sup>th</sup>, 2005. Children's Services Council of Palm Beach County, West Palm Beach, Florida.

### **Evaluation Series**

*Understanding the How and Why of Program Evaluation* (January 8, 1998). Research Department. Children's Services Council, West Palm Beach, Florida.

*The Logic Model: An Evaluation Framework*. (March, 1998) Barry University. Miami, Florida

### **CONFERENCE PRESENTATIONS**

Van Meek, Luz, G. (August, 1990). *Life stressors and social support among women of Mexican descent*. Presented at the Annual Convention of the American Psychological Association, Boston, MA

Van Meek, Luz, G. (August, 1992). *Stress, social support, self-concepts and depression among women of Mexican descent*. Presented at the Annual Convention of the American Psychological Association, Washington, D.C.

Van Meek, Luz G., Milanes Miguel, Afanador, Isabel, & Delores Dunn (October 19, 1999). *Serving Diverse Children and Families*. CWLA: Skillenium 2000, Miami, FL.

Van Meek, Luz G, & Gonzalez Ada (October 20, 1999). *Nuestros Niños Primero: Building a Hispanic Children's Blue Print for the Year 2000 and Beyond*. CWLA: Skillenium 2000. Miami, FL

Van Meek, Luz G., Letinmeir, Leslie, Taylor-Cohen, Rebecca (April 15, 2000). *Community Collaborative: Expanding County-wide Out-of-School Mentoring Program Capacity*. National School-Age Care (NSACA) Conference. Pittsburgh, PA.

Santiago Eddie, Van Meek, Luz G. (November, 2002). *Nuestros Niños*. Florida School Age Child Care Coalition State Conference, West Palm Beach, Florida

Van Meek, Luz. (February, 2004). *Matching Teaching Methods to Learning Styles*. National After-school Association Conference, Tampa, Florida. Two session: English and Spanish

Van Meek, Luz. (February, 2005). *Matching Teaching Methods to Learning Styles*. National After-school Association Conference, San Antonio, Texas. By request.

Van Meek, Luz (October, 2007). Theory of Change: A Road Map to Success in After-School. National Afterschool Association. Orlando, FL.

Mohamud, Fartun, Van Meek, Luz (February, 2008). Refugee Education: Exploring social emotional barriers to academic success. National Association For Bilingual Education, Tampa, FL.

### **CONFERENCE HOST COMMITTEES:**

Skillem 2000 (October, 1999), Child Welfare League of America, Southeastern Regional Conference. Miami, Florida

Hispanic Jewish Conference (March, 2000).

Jewish Federation. West Palm Beach, Florida.

What we know and we don't know about Hispanic families (May 5, 2000). Barry University, Children's Services Council, West Palm Beach, Florida.

Hispanic- Jewish Committee conference (2002). West Palm Beach, Florida.

Florida After School Alliance State Conference and Chair of Awards of Excellence for After School.. Orlando, Florida. December, 2004.

National After-School Association (February, 2004). National Conference. Tampa, Florida.

Florida After School Alliance State Conference and Chair of Awards of Excellence for After School. Orlando, Florida. October, 2005.

### **PUBLICATIONS:**

Miranda, A.O., Bilot, J.M., Peluso, P.R., Berman, K., and Van Meek, L (March 2006; In Press). Latino families: The relevance of the connection among acculturation, family dynamics, and health for family counseling research and practice. The Family Journal: Counseling and Therapy for Couples and Families.

Rotton, J., Foos, P., Van Meek, L., & Levitt, M. (1995). Publication strategies and the file-drawer problem: Self-censorship in the marketplace of ideas.

Van Meek, L. G., Bey, K., & Haig, A. (1996). *Listen to Children. A cost-effective volunteer mentoring program for children.* Proceedings of the Tina Milidrag Symposium. Rochester MI: Oakland University.

Van Meek, L. G., (1995). *Psychological effects of ethnic and intergenerational conflict among Hispanic mother-daughter dyads.* Unpublished doctoral dissertation, Florida International University, Miami, Florida.

### **AWARDS**

National award recipient for Human Service Innovation at the Tina Milidrag Symposium. Oakland University and Judson Center, Rochester Hills, MI., May,

1996.

Cambridge's Who is Who Among Executives and Professionals (2007).

## **MEMBERSHIPS**

American Association for the Advancement of Sciences (Past member)  
American Association of University Women  
American Psychological Association  
American Psychological Society (Past member)  
Florida After School Alliance  
Hispanic Jewish Committee of South Florida  
National After School Association  
National Council on Family Relations  
Phi Kappa Phi, National Honors Society

## **LANGUAGES**

English and Spanish, knowledge of French

**US Department of Education** Office of Innovation and Improvement  
Application for Grants under the Full-Service Community Schools Program  
CFDA # 84.215J

**Applicant:**

Children's Services Council of Palm Beach County  
2300 High Ridge Road  
Boynton Beach, FL 33426

**List of Partners:**

*Adopt-A-Family of the Palm Beaches, Inc.*  
1712 Second Avenue North  
Lake Worth, FL 33460

*Highland Elementary School*  
500 Highland Ave  
Lake Worth, FL 33460

*Palm Beach County Health Department*  
P.O. Box 29  
West Palm Beach, FL 33402

**July 1, 2008 through September 30, 2013**

**MEMORANDUM OF UNDERSTANDING**

Between the  
Children's Services Council of Palm Beach County;  
Adopt-A-Family of the Palm Beaches, Inc.;  
Highland Elementary School;  
and  
Palm Beach County Health Department

**I. Purpose**

Adopt-A-Family of the Palm Beaches, Inc, Highland Elementary School, Palm Beach County Health Department and the Children's Services Council of Palm Beach County (CSC) have entered into this Memorandum of Understanding ("MOU"), dated as of April 1, 2008, which addresses the collaborative efforts to implement a Full Service Community School program within the "Bridges Beacon" Center, to be located at Highland Elementary School.

These organizations share a common vision that partnerships and shared resources between Highland Elementary School, Adopt-A-Family, a community-based organization, and the community of Lake Worth, Florida will help provide a strong support system for learning, youth development, family strengthening, and healthcare services. Objectives will be based on five of the qualifying services of the Full Service Community School program: early childhood education; programs that promote parental involvement and family literacy activities; mentoring; nutrition services; and primary health and dental care. Activities will focus on families who live near and attend Highland Elementary School.

**II. Parties to the Memorandum**

- Children's Services Council of Palm Beach County (also referred to as "CSC")
- Adopt-A-Family of the Palm Beaches, Inc. (also referred to as the "CBO")
- Highland Elementary School (also referred to as the "School")
- Palm Beach County Health Department

### **III. Responsibilities**

It is the intention of the parties to collaborate to fulfill the below responsibilities, depending on adequacy of resources.

#### **Children's Services Council of Palm Beach County agrees to:**

- Serve as fiscal agent to the Full Service Community School Program.
- Coordinate efforts of all collaborative parties through a "Project Coordinator" position.
- Provide technical assistance, coordination with the School District central office, and guidance to the Bridges Beacon as part of the network of Beacon Centers in Palm Beach County.
- Provide expertise in and direction for Toddler and Pre-K classes as it relates to CSC's Early Childhood Education Quality Improvement System.
- Provide resources for after and out of school care for an agreed upon number of children in the Beacon community.
- Collect and evaluate program data.
- Complete evaluation of the program which includes submitting annual performance reports and correspondence to the Department of Education.
- Hold regular bi-weekly meetings with all parties.
- Assign a designee to facilitate interagency communication relative to this MOU.

#### **Adopt-A-Family of the Palm Beaches, Inc. agrees to:**

- Provide onsite Bridges Beacon Manager at Highland Elementary School who will coordinate services and activities between the School, the CBO and the local health clinic.
- Provide onsite staff and training for Mentoring and Family Literacy/Engagement activities.
- Collaborate with CSC to implement nationally recognized Mentoring activities.
- Implement Family Literacy/Engagement activities.
- Collect and report program data to CSC.
- Provide onsite staff and training for ESOL and GED training.
- Provide after and out of school care for agreed upon number of children in the Bridges Beacon community.
- Provide 25 computers for use of after and out of school children and adult education.
- Hold regular bi-weekly meetings with all parties.
- Assign a designee to facilitate interagency communication relative to this MOU.

#### **Highland Elementary School agrees to:**

- Provide agreed upon space for the Toddler and Pre-K classes.
- Provide agreed upon staff and training for Dual Language and High/Scope curriculums.
- Provide agreed upon space for Mentoring and Family Literacy/Engagement, and Nutrition activities, Parenting classes, ESOL and GED training.
- Provide agreed upon space for after and out of school care for agreed upon number of children in the Bridges Beacon community.

- Provide agreed upon space for 25 computers for use of after and out of school children and adult education.
- Collect and report program data to CSC.
- Hold regular bi-weekly meetings with all parties.
- Assign a designee to facilitate interagency communication relative to this MOU.

**Palm Beach County Health Department agrees to:**

- Provide nutrition services and activities to students and families at Highland Elementary to include participants of Infant and Toddler and Pre-K classes.
- Provide a primary care clinic in the Bridges Beacon area.
- Serve as an entry point to gain access to other health-related services.
- Hold regular bi-weekly meetings with all parties.
- Assign a designee to facilitate interagency communication relative to this MOU.

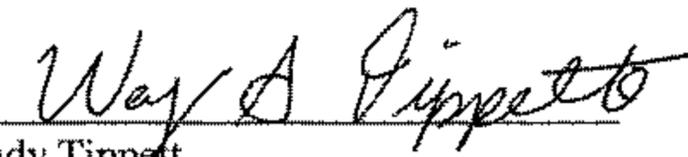
**Signatures**

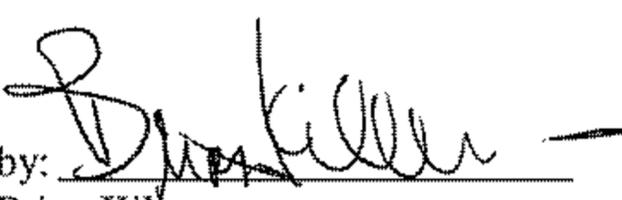
This MOU shall begin on 07/01/08 or on the date that all parties have signed, whichever is later, and shall renew annually on October 1<sup>st</sup> of each year until September 30, 2013, unless any party gives at least 90-days written notice to all other parties prior to the end of the then current term of its intent not to renew.

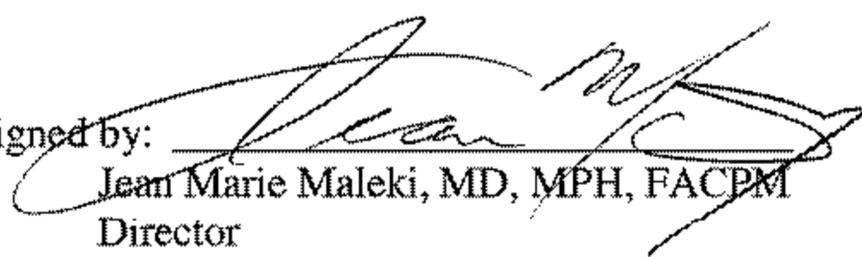
Additionally, any party may terminate upon 30-days prior written notice to all other parties in the event Federal funding for this collaborative endeavor is terminated.

By signing the Memorandum of Understanding, all parties agree to the provisions contained herein and represent that they are duly authorized to execute this agreement.

Signed by:   
 Gaetana Ebbole  
 CEO  
 Children's Services Council  
 of Palm Beach County  
 Date: 4/14/08

Signed by:   
 Wendy Tippet  
 Executive Director  
 Adopt-A-Family of the  
 Palm Beaches, Inc.  
 Date: 4/2/08

Signed by:   
 Brian Killeen  
 Principal  
 Highland Elementary School  
 Date: 4/14/08

Signed by:   
 Jean Marie Maleki, MD, MPH, FACPM  
 Director  
 Palm Beach County Health Department  
 Date: 4/14/08

## **Applicant's Capacity**

**US Department of Education** Office of Innovation and Improvement  
Application for Grants under the Full-Service Community Schools Program  
CFDA # 84.215J

### **Applicant:**

Children's Services Council of Palm Beach County  
2300 High Ridge Road  
Boynton Beach, FL 33426

The Children's Services Council of Palm Beach County (CSC) has built a quality early childhood education system, an integrated maternal child family health network and replicated nationally recognized model programs, such as the Mentor Center and Beacon Centers.

CSC is a local government taxing agency with the specific mission to plan, fund, and evaluate services for children and families. Its primary funding source is through a countywide ad valorem property tax. CSC will serve as the fiscal agent to the Full Service Community Schools Program (FSCS) and will sub-contract to Adopt-A-Family and Highland Elementary to implement the program. For more than 20 years, CSC has experience in providing contractual management to agencies to support over 100 community-based programs a year. CSC also has experience with federal grants administration, serving as fiscal agent for a US Department of Education Early Reading First Grant operated by Hispanic Human Resources Council, and a Health and Rehabilitative Services Administration (HRSA) Healthy Start grant supporting a network of maternal child health providers.

For the past eight years, CSC provided contractual management and technical assistance to the existing Beacon Centers and the agencies that operate the programs. Each of the Beacon school partnerships determines its own staffing and volunteer requirements based on the needs

and strengths of the community and input from the Community Advisory Councils. Beacon Center directors, hired through Community Based Organizations, oversee operations at each site. As a major funder with significant staff resources to devote to the Beacon Centers, CSC helps to ensure that the requisite staff resources and training are available for each community. CSC will coordinate efforts of all collaborative parties through a Contract Manager position. There is a Beacon Operations Consultant who manages the 14 established Beacons. This person with the Contract Manager will provide technical assistance, coordination with the School District central office, and guidance to the Bridges Beacon as part of the network of Beacon Centers in Palm Beach County.

**Key CSC Staff already working with Beacon Centers, including the Bridges Beacon:**

<b>Name</b>	<b>Position</b>	<b>Qualifications</b>
Kimberly Allen	Operations Consultant	5 years experience in the human service field
Beverly Beguesse	Systems Specialist	Over 18 years experience in the human service field
Beth Halleck	Research & Evaluation Team Leader	13 years research experience in the human service field
Lorraine Monts	Financial Analyst	18 years in accounting/finance

CSC also facilitates a Steering Committee that oversees the development and implementation of the Bridges Beacon at Highland Elementary. The Steering Committee consists of representatives from CSC, the School District, the Health Department, Palm Healthcare

Foundation, Quantum Foundation, the Principal of Highland Elementary, and Adopt-A-Family. When it is fully functional, the chair of the Community Advisory Council will join the Steering Committee. The committee meets quarterly to provide guidance to the Bridges Beacon Director.

CSC has committed \$544,280 for 2008-09 to implement the Bridges Beacon, which covers the cost of the site management and coordination of school-based services. With such a significant investment of its own, CSC is also committed to the evaluation of the beacon. CSC's coverage of these costs means that almost all of the proposed FSCS funding will provide direct services to families.

ENABLING FLORIDA STATUTE

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(7) Develop, install, and maintain centralized bud-  
geting, personnel, legal, and purchasing procedures as  
may be authorized by the administrative code;

(8) Negotiate contracts, bonds, or other instruments  
for the county, subject to board approval; make recom-  
mendations concerning the nature and location of coun-  
ty improvements; and execute services determined by  
the board;

(9) Assure that all terms and conditions imposed in  
favor of the county or its inhabitants in any statute, fran-  
chise, or other contract are faithfully kept and per-  
formed;

(10) Supervise, direct, and control all county adminis-  
trative departments;

(11) Appoint, with the advice and consent of the  
board, all appointed departmental heads, who shall  
serve at his pleasure, and employ, pursuant to appropri-  
ation and the administrative code, such personnel as  
necessary to administer county functions and services;

(12) Order, at his discretion, any agency under his ju-  
risdiction as specified in the administrative code to un-  
dertake any task for any other agency on a temporary  
basis if he deems it necessary for the proper and effi-  
cient administration of the county government to do so;  
and

(13) Any other power or duty which may be assigned  
by county charter or by ordinance or resolution of the  
board.

*History.—s. 2, ch. 74-193; s. 1, ch. 77-174.*

**125.86 County charters; legislative responsibili-  
ties.**—The legislative responsibilities and power of the  
county shall be assigned to, and vested in, the board of  
county commissioners and shall consist of the following  
powers and duties:

(1) Advise and consent to all appointments by the  
executive for which board confirmation is specified;

(2) Adopt or enact in accordance with the proce-  
dures provided by general law, ordinances and resolu-  
tions it deems necessary and proper for the good gover-  
nance of the county;

(3) Appoint a clerk to the board who shall serve at  
its pleasure and keep the records and minutes of the  
board;

(4) Approve the annual operating and capital bud-  
gets and any long-term capital or financial program;

(5) Conduct continuing studies in the operation of  
county programs and services and take action on pro-  
grams for improvement of the county and the welfare of  
its residents;

(6) Adopt, and amend as necessary, a county ad-  
ministrative code to govern the operation of the county;

(7) Adopt, pursuant to the provisions of the charter,  
such ordinances of countywide force and effect as are  
necessary for the health, safety, and welfare of the resi-  
dents. It is the specific legislative intent to recognize  
that a county charter may properly determine that cer-  
tain governmental areas are more conducive to uniform  
countywide enforcement and may provide the county  
government powers in relation to those areas as recog-  
nized and as may be amended from time to time by the  
people of that county; and

(8) All other powers of local self-government not in-  
consistent with general law as recognized by the Consti-  
tution and laws of the state and which have not been lim-  
ited by the county charter.

*History.—s. 2, ch. 74-193.*

**125.87 Administrative code; adoption and amend-  
ment.**—

(1) Following the organization of the first board of  
county commissioners elected pursuant to a charter, the  
board of commissioners shall adopt an administrative  
code organizing the administration of the county govern-  
ment and setting forth the duties and responsibilities  
and powers of all county officials and agencies pursuant  
to the provisions of the charter.

(2) The administrative code shall be effective upon  
adoption or as otherwise provided therein, and all exist-  
ing agencies shall assume the form, perform the duties,  
and exercise the power granted them under the adminis-  
trative code and shall do so in the manner prescribed.

*History.—s. 2, ch. 74-193.*

**125.88 Civil service.**—

(1) Upon adoption of an administrative code and  
also upon the adoption of a charter, all officers and em-  
ployees in the classified service of the county shall be  
transferred to the department, division, or agency to  
which the functions, powers, and duties in which they  
were engaged are allocated under the administrative  
code. Such transfer shall be without examination or dimi-  
nution of existing compensation, pension or retirement  
rights, privileges, or obligations of any such officer or  
employee existing immediately prior to the referendum  
at which the charter was adopted. It is the intent of the  
Legislature that the adoption of any plan required by the  
charter shall not adversely affect the civil service tenure,  
pension seniority, or promotional rights of any county of-  
ficer or employee in the classified service.

(2) The board of county commissioners of any coun-  
ty adopting a charter may, by ordinance, administer the  
merit system through a county department of civil ser-  
vice unless otherwise provided by the charter. Such ad-  
ministration shall include classification, recruitment, ex-  
amination, establishment of eligibility lists, grievances,  
compensation, and other conditions of employment pur-  
suant to law.

*History.—s. 2, ch. 74-193.*

**PART V**

**JUVENILE WELFARE SERVICES**

**125.901 County juvenile welfare services; independ-  
ent special district; powers, duties, and  
functions of governing body.**

**125.901 County juvenile welfare services;  
independent special district; powers, duties, and func-  
tions of governing body.**—

(1) Each county may by ordinance create an  
independent special district to provide juvenile welfare  
services throughout the county in accordance with this  
act. The boundaries of such district shall be coterminous  
with the boundaries of the county.

(2) The governing board of the district shall be a board of juvenile welfare consisting of ten members, including: the superintendent of schools, a local school board member, the district administrator from the appropriate district of the Department of Health and Rehabilitative Services or his designee, one member of the board of county commissioners, and the judge assigned to juvenile cases who shall sit as a voting member of the board, except that said judge shall not vote or participate in the setting of ad valorem taxes under this section. In the event there is more than one judge assigned to juvenile cases in a county, the chief judge shall designate one of said juvenile judges to serve on the board. The other five members of the board shall be appointed by the Governor and shall serve for terms of 4 years each. If any of the members of the board required to be appointed by the Governor under the provisions of this act shall resign, die, or be removed from office, the vacancy thereby created shall, as soon as practicable, be filled by appointment by the Governor, and such appointment to fill a vacancy shall be for the unexpired term of the person who resigns, dies, or is removed from office.

(3)(a) Each board of juvenile welfare shall have the following powers and duties:

1. To provide and maintain in the county such child guidance, psychological, or psychiatric clinics for juveniles as the board determines are needed for the general welfare of the county.
2. To provide for the care of dependent juveniles and to provide such other services for all juveniles as the board determines are needed for the general welfare of the county.
3. To allocate and provide funds for other agencies in the county which are operated for the benefit of juveniles, provided they are not under the exclusive jurisdiction of the public school system.
4. To collect information and statistical data which will be helpful to the board in deciding the needs of juveniles in the county.
5. To consult with other agencies dedicated to the welfare of juveniles to the end that the overlapping of services will be prevented.
6. To lease or buy such real estate, equipment, and personal property and to construct such buildings as are needed to execute the foregoing powers and duties, provided that no such purchases shall be made or building done except for cash with funds on hand.
7. To employ and pay, on a part-time or full-time basis, personnel needed to execute the foregoing powers and duties.

(b) Books of account shall be kept by the board or its clerical assistants, and the fiscal affairs of the board shall be exclusively audited by state auditors as they are assigned from time to time to audit the affairs of the county officials.

(4)(a) The fiscal year of the district shall be the same as that of the county.

(b) On or before July 1 of each year, the board of juvenile welfare shall prepare and adopt an annual written budget of its expected income and expenditures, including a contingency fund. The written budget shall be certified and delivered to the board of county commis-

sioners on or before July 1 of each year. Included in each certified budget shall be an estimate of the millage rate necessary to be applied to raise the funds budgeted for expenditures, which millage rate shall not exceed a maximum of 50 cents for each \$1,000 of assessed valuation of all properties within the county which are subject to county taxes.

(c) The budget of the board of juvenile welfare so certified and delivered to the board of county commissioners shall not be subject to change or modification by the board of county commissioners or any other authority.

(d) In order to provide funds for the board of juvenile welfare, the district may levy ad valorem taxes annually on all taxable property in the county in an amount not to exceed one-half mill, provided that the authority to levy such taxes has been approved by a majority vote of the electors of the district voting in an election called by the board of county commissioners for such purpose. The tax shall be assessed, levied, and collected in the same manner and at the same times provided by law for the levy, collection, and enforcement of collection of county taxes. All tax money collected under this act, as soon after the collection thereof as is reasonably practicable, shall be paid directly to the board of juvenile welfare by the tax collector of the county, or the clerk of the circuit court if he collects delinquent taxes. The moneys so received by the board of juvenile welfare shall be deposited in a special bank account and shall be withdrawn only by checks signed by the chairman of the board and countersigned by one other member of the board of juvenile welfare who shall be so authorized by the board. The chairman and the other member of the board who signs its checks shall each give a surety bond in the sum of \$1,000, which bond shall be conditioned that each shall faithfully discharge the duties of his office. No other member of the board shall be required to give bond or other security. No funds of the board of juvenile welfare shall be expended except by check as aforesaid, except expenditures from a petty cash account which shall not at any time exceed \$25. All expenditures from petty cash shall be recorded on the books and records of the board of juvenile welfare. No funds of the board of juvenile welfare, excepting expenditures from petty cash, shall be expended without prior approval of the board, in addition to the budgeting thereof.

(e) Within 10 days after the expiration of each quarter annual period, the board of juvenile welfare shall cause to be prepared and filed with the board of county commissioners a financial report which shall include the following:

1. The total expenditures of the board for the quarter annual period.
2. The total receipts of the board during the quarter annual period.
3. A statement of the funds the board has on hand or in banks at the end of the quarter annual period.

(5) After the first year of operation of the board of juvenile welfare, the board of county commissioners may, at its option, fund the budget of the board of juvenile welfare from its own funds.

History.—ss. 1, 2, 3, 4, 5, ch. 96-197, § 25, ch. 89-379.

125.9501 C  
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125.9504 \\\n125.9505 \\\n125.9506 C

125.9501  
125.9506:

(1) "Vote will, provide government out receiving"

(2) "Reg engaged in spinning or continuing"

(3) "One who offers service."

(4) "Materials, materials of color or material"

History.—s. 1

125.9502  
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(1) Educational regard to services of teachers, occur to assist in government

(2) Voted by a county official relating to gaining agreement or association work, rates benefits, etc., all vote the unit officer.

(3) Educational provide consistent but not subsistence educational centers in p

(4) Payment or 125.9501.

**LOCAL ORDINANCE**



1 local School Board Member (as selected by the School Board), the Distr.  
2 Administrator from District IX from the Florida Department of Health and  
3 Rehabilitative Services, and a member of the Board of County  
4 Commissioners (as selected by the Board of County Commissioners). The  
5 other five members of the Board shall be appointed by the Governor and  
6 shall serve for terms of four years each. If any of the members of the  
7 Council required to be appointed by the Governor under the provisions of  
8 this Ordinance shall resign, die, or be removed from office, the vacancy  
9 thereby created shall as soon as practicable, be filled by appointment by  
10 the Governor, and such appointment to fill a vacancy shall be for the  
11 unexpired term of the person who resigns, dies, or is removed from  
12 office.

13 Section 4 - Powers and Duties

14 (1) The Children's Services Council of Palm Beach shall have  
15 the following powers and duties:

16 (a) To provide and maintain in the County such child guidance,  
17 psychological, or psychiatric clinics for juveniles as the Council  
18 determines are needed for the general welfare of the County.

19 (b) To provide for the care of dependent juveniles and to  
20 provide such other services for all juveniles as the Council determines  
21 are needed for the general welfare of the County.

22 (c) To allocate and provide funds for other agencies in the  
23 County which are operated for the benefit of juveniles, provided they are  
24 not under the exclusive jurisdiction of the public school system.

25 (d) To collect information and statistical data which will be  
26 helpful to the Council in deciding the needs of juveniles in the County.

27 (e) To consult with other agencies dedicated to the welfare of  
28 juveniles to the end that the overlapping of services will be prevented.

29 (f) To lease or buy such real estate, equipment, and personal  
30 property and to construct such buildings as are needed to execute the  
31 foregoing powers and duties, provided that no such purchases shall be  
32 made or building done except for cash with funds on hand.

33 (g) To employ and pay, on a part-time or full-time basis,  
34 personnel needed to execute the foregoing powers and duties.

1 (2) Books of account shall be kept by the Council or its  
2 clerical assistants, and the fiscal affairs of the board shall be  
3 exclusively audited by state auditors as are assigned from time to time  
4 to audit the affairs of the County officials.

5 Section 5 - Fiscal Year

6 (1) The fiscal year of the district shall be the same as that  
7 of the County.

8 (2) On or before July 1 of each year, the Children Services  
9 Council of Palm Beach County shall prepare and adopt an annual written  
10 budget of its expected income and expenditures, including a contingency  
11 fund. The written budget shall be certified and delivered to the Board  
12 of County Commissioners on or before July 1 of each year. Included in  
13 each certified budget shall be an estimate of the millage rate necessary  
14 to be applied to raise the funds budgeted for expenditures, which millage  
15 rate shall not exceed a maximum of 50 cents for each \$1,000 of assessed  
16 valuation of all properties within the County which are subject to County  
17 taxes.

18 (3) The budget of the Children Services Council so certified  
19 and delivered to the Board of County Commissioners shall not be subject  
20 to change or modification by the Board of County Commissioners or any  
21 other authority.

22 Section 6 - Levying of Ad Valorem Taxes

23 In order to provide funds for the Children's Services Council  
24 of Palm Beach County, the Council may levy ad valorem taxes annually on  
25 all taxable property in the County in an amount not to exceed one-half  
26 mill, provided that the authority to levy such taxes has been approved by  
27 a majority vote of the electors of the District voting in the Countywide  
28 Election to be held in accordance with the requirements of the  
29 Constitution and the laws of Florida and as set forth in this ordinance.  
30 The tax shall be assessed, levied, and collected in the same manner and  
31 at the same time as is provided by law for the levy, collection, and  
32 enforcement of collection of County taxes. All tax money collected under  
33 this ordinance, as soon after the collection thereof as is reasonably  
34 practicable, shall be paid directly to the Children's Services Council by  
35 the Tax Collector of the County, or the Clerk of the Circuit Court, if he

1 collects delinquent taxes. The moneys so received by the Children  
2 Services Council, shall be deposited in a special bank account, shall be  
3 withdrawn only by checks signed by the chair of the Council and  
4 countersigned by one other member of the Council, who shall be so  
5 authorized by the Council. The Chair and other member of the Council who  
6 signs its checks shall each give a surety bond in the amount of one  
7 thousand dollars (\$1,000.00) which bond shall be conditioned that each  
8 shall faithfully discharge the duties of their office. No other member  
9 of the Council shall be required to give bond or other security. No  
10 funds of the Council shall be expended except by check as aforesaid,  
11 except expenditures of petty cash account which shall not at any time  
12 exceed twenty five dollars (\$25.00). All expenditures from petty cash  
13 shall be recorded on the books and records of the Children's Services  
14 Council. No funds of the Council, except the expenditure of petty cash,  
15 shall be expended without prior approval of the Council, in addition to  
16 the budgeting thereof.

17 Section 7 - Financial Report

18 Within ten (10) days after the expiration of each quarter  
19 annual period, the Children's Services Council shall cause to be prepared  
20 and filed with the Board of County Commissioners a financial report which  
21 shall include the following:

22 (a) The total expenditures of the Council for the quarter  
23 annual period.

24 (b) The total receipts of the Council for the quarter annual  
25 period.

26 (c) A statement of the funds the Council has on hand or in  
27 banks at the end of the quarter annual period.

28 Section 8 - Referendum

29 There is hereby authorized the calling of a special referendum  
30 election to carry out the purposes and intent of this ordinance, and of  
31 Chapter 86-196, Laws of Florida and to do all things necessary to  
32 implement and fund the Children's Services Council and the independent

1 district created hereby in accordance with the terms of this ordinance  
2 and the laws pertaining to elections. The Board of County Commissioners  
3 shall, by Resolution, establish the date of said election as well as  
4 establishing the language of the ballot question.

5 Section 9 - Effective Date

6 This ordinance shall become law on November 1, 1986.

7 APPROVED AND ADOPTED by the Board of County Commissioners of  
8 Palm Beach County, Florida, on the 23 day of September, 1986.

9 PALM BEACH COUNTY, FLORIDA, BY ITS  
10 BOARD OF COUNTY COMMISSIONERS

11 *Karen Marcus*  
12 By \_\_\_\_\_  
13 Chair

14 APPROVED AS TO FORM AND  
LEGAL SUFFICIENCY

15 *Herb J. Torruia*  
16 \_\_\_\_\_  
County Attorney

17 Acknowledgement by the Department of State of the State of  
18 Florida, on this, the 1st day of October, 1986.

19 Acknowledgement from the Department of State received on  
20 the 6th day of October, 1986, at 11:30 A.M., and filed in the Office  
21 of the Clerk of the Board of County Commissioners of Palm Beach County,  
22 Florida.

STATE OF FLORIDA, COUNTY OF PALM BEACH  
I, JOHN B. DUNKLE, ex-officio Clerk of the  
Board of County Commissioners certify this to  
be a true and correct copy of the original filed in  
my office on 7/22/86  
DATED at West Palm Beach, FL on 12/2/86  
JOHN B. DUNKLE, Clerk,  
By: *Katherine S. Miller* D.C.

# Budget Narrative

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Attachment 1:

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**BUDGET NARRATIVE**  
**Full Service Community School**

**Year 1**

<b>Cost Category</b>	<b>CSC</b>	<b>Adopt A Family</b>	<b>Highland ES</b>	<b>Total</b>
<b>PERSONNEL</b>				
Contract Manager/Program Coordinator, 0.5 FTE	\$ 25,500			\$ 25,500
Early Childhood Teacher, 2 FTE			\$ 100,000	\$ 100,000
Early Learning Assistants, 2 FTE			\$ 63,000	\$ 63,000
Mentoring Coordinator, 1 FTE		\$ 43,000		\$ 43,000
Parenting Coordinator, 1 FTE		\$ 43,000		\$ 43,000
Parent Liaison, 2 FTE		\$ 50,000		\$ 50,000
<b>FRINGE BENEFITS</b>				
CSC - 37%	\$ 9,435			\$ 9,435
AAF - 31%		\$ 42,160		\$ 42,160
Highland ES - 33%			\$ 53,790	\$ 53,790
<b>TRAVEL</b>				
Mileage for Staff	\$ 500	\$ 2,000		\$ 2,500
National Conferences	\$ 1,800	\$ 3,600		\$ 5,400
<b>SUPPLIES</b>				
Classroom materials			\$ 15,000	\$ 15,000
Books/Parent Materials		\$ 5,000		\$ 5,000
Food Incentives		\$ 1,800	\$ 1,000	\$ 2,800
Phones \$50/month x 12 months x 4 staff		\$ 2,400		\$ 2,400
Computers/Printers/Internet - 2		\$ 4,000		\$ 4,000
Office Supplies		\$ 500		\$ 500
<b>CONTRACTUAL</b>				
Nutrition Consultation – Health Dept.	\$ 12,000			\$ 12,000
<b>OTHER</b>				
Professional Development – High Scope			\$ 5,000	\$ 5,000
Substitutes			\$ 3,000	\$ 3,000
<b>TOTAL DIRECT COST</b>	\$ 49,235	\$ 197,460	\$ 240,790	\$ 487,485
<b>INDIRECT COST - 2.5%</b>	\$ 1,231	\$ 4,937	\$ 6,020	\$ 12,187
<b>TOTAL COST</b>	\$ 50,466	\$ 202,397	\$ 246,810	\$ 499,672

**BUDGET NARRATIVE**  
**Full Service Community School**

**Year 2**

<b>Cost Category</b>	<b>CSC</b>	<b>Adopt A Family</b>	<b>Highland ES</b>	<b>Total</b>
<b>PERSONNEL</b>				
Contract Manager/Program Coordinator, 0.5 FTE	\$ 26,265			\$ 26,265
Early Childhood Teacher, 2 FTE			\$ 103,000	\$ 103,000
Early Learning Assistants, 2 FTE			\$ 64,890	\$ 64,890
Mentoring Coordinator, 1 FTE		\$ 44,290		\$ 44,290
Parenting Coordinator, 1 FTE		\$ 44,290		\$ 44,290
Parent Liaison, 2 FTE		\$ 51,500		\$ 51,500
<b>FRINGE BENEFITS</b>				
CSC - 37%	\$ 9,718			\$ 9,718
AAF - 31%		\$ 43,425		\$ 43,425
Highland ES - 33%			\$ 55,404	\$ 55,404
<b>TRAVEL</b>				
Mileage for Staff	\$ 500	\$ 2,000		\$ 2,500
National Conferences	\$ 1,800	\$ 3,600		\$ 5,400
<b>SUPPLIES</b>				
Classroom materials			\$ 6,000	\$ 6,000
Books/Parent Materials		\$ 5,000		\$ 5,000
Food Incentives		\$ 1,800	\$ 1,000	\$ 2,800
Phones \$50/month x 12 months x 4 staff		\$ 2,400		\$ 2,400
Computers/Printers/Internet				
Office Supplies		\$ 500		\$ 500
<b>CONTRACTUAL</b>				
Nutrition Consultation – Health Dept.	\$ 12,000			\$ 12,000
<b>OTHER</b>				
Professional Development – High Scope			\$ 5,000	\$ 5,000
Substitutes			\$ 3,000	\$ 3,000
<b>TOTAL DIRECT COST</b>	\$ 50,283	\$ 198,805	\$ 238,294	\$ 487,382
<b>INDIRECT COST - 2.5%</b>	\$ 1,257	\$ 4,970	\$ 5,957	\$ 12,184
<b>TOTAL COST</b>	\$ 51,540	\$ 203,775	\$ 244,251	\$ 499,566

**BUDGET NARRATIVE**  
**Full Service Community School**

**Year 3**

<b>Cost Category</b>	<b>CSC</b>	<b>Adopt A Family</b>	<b>Highland ES</b>	<b>Total</b>
<b>PERSONNEL</b>				
Contract Manager/Program Coordinator, 0.5 FTE	\$ 27,053			\$ 27,053
Early Childhood Teacher, 2 FTE			\$ 106,090	\$ 106,090
Early Learning Assistants, 2 FTE			\$ 66,836	\$ 66,836
Mentoring Coordinator, 1 FTE		\$ 45,619		\$ 45,619
Parenting Coordinator, 1 FTE		\$ 45,619		\$ 45,619
Parent Liaison, 2 FTE		\$ 53,045		\$ 53,045
<b>FRINGE BENEFITS</b>				
CSC - 37%	\$ 10,010			\$ 10,010
AAF - 31%		\$ 44,728		\$ 44,728
Highland ES - 33%			\$ 57,066	\$ 57,066
<b>TRAVEL</b>				
Mileage for Staff	\$ 500	\$ 2,000		\$ 2,500
National Conferences	\$ 1,800	\$ 3,600		\$ 5,400
<b>SUPPLIES</b>				
Classroom materials			\$ 3,000	\$ 3,000
Books/Parent Materials		\$ 2,000		\$ 2,000
Food Incentives		\$ 1,800	\$ 1,000	\$ 2,800
Phones \$50/month x 12 months x 4 staff		\$ 2,400		\$ 2,400
Computers/Printers/Internet				
Office Supplies		\$ 500		\$ 500
<b>CONTRACTUAL</b>				
Nutrition Consultation – Health Dept.	\$ 8,000			\$ 8,000
<b>OTHER</b>				
Professional Development – High Scope			\$ 1,500	\$ 1,500
Substitutes			\$ 3,000	\$ 3,000
<b>TOTAL DIRECT COST</b>	\$ 47,363	\$ 201,311	\$ 238,492	\$ 487,165
<b>INDIRECT COST - 2.5%</b>	\$ 1,184	\$ 5,033	\$ 5,962	\$ 12,179
<b>TOTAL COST</b>	\$ 48,547	\$ 206,343	\$ 244,454	\$ 499,344

**BUDGET NARRATIVE**  
**Full Service Community School**

**Year 4**

<b>Cost Category</b>	<b>CSC</b>	<b>Adopt A Family</b>	<b>Highland ES</b>	<b>Total</b>
<b>PERSONNEL</b>				
Contract Manager/Program Coordinator, 0.5 FTE	\$ 27,864			\$ 27,864
Early Childhood Teacher, 2 FTE			\$ 109,272	\$ 109,272
Early Learning Assistants, 2 FTE			\$ 68,841	\$ 68,841
Mentoring Coordinator, 1 FTE		\$ 46,987		\$ 46,987
Parenting Coordinator, 1 FTE		\$ 46,987		\$ 46,987
Parent Liaison, 2 FTE		\$ 54,636		\$ 54,636
<b>FRINGE BENEFITS</b>				
CSC - 37%	\$ 10,310			\$ 10,310
AAF - 31%		\$ 46,069		\$ 46,069
Highland ES - 33%			\$ 58,777	\$ 58,777
<b>TRAVEL</b>				
Mileage for Staff	\$ 500	\$ 2,000		\$ 2,500
National Conferences	\$ 1,800			\$ 1,800
<b>SUPPLIES</b>				
Classroom materials			\$ 1,000	\$ 1,000
Books/Parent Materials		\$ 1,000		\$ 1,000
Food Incentives		\$ 1,800	\$ 1,000	\$ 2,800
Phones \$50/month x 12 months x 4 staff		\$ 2,400		\$ 2,400
Computers/Printers/Internet				
Office Supplies		\$ 500		\$ 500
<b>CONTRACTUAL</b>				
Nutrition Consultation – Health Dept.	\$ 5,000			\$ 5,000
<b>OTHER</b>				
Professional Development – High Scope				
Substitutes			\$ 1,000	\$ 1,000
<b>TOTAL DIRECT COST</b>	\$ 45,474	\$ 202,379	\$ 239,890	\$ 487,743
<b>INDIRECT COST - 2.5%</b>	\$ 1,137	\$ 5,059	\$ 5,997	\$ 12,194
<b>TOTAL COST</b>	\$ 46,611	\$ 207,439	\$ 245,888	\$ 499,937

**BUDGET NARRATIVE**  
**Full Service Community School**

**Year 5**

<b>Cost Category</b>	<b>CSC</b>	<b>Adopt A Family</b>	<b>Highland ES</b>	<b>Total</b>
<b>PERSONNEL</b>				
Contract Manager/Program Coordinator, 0.5 FTE	\$ 28,699			\$ 28,699
Early Childhood Teacher, 2 FTE			\$ 112,550	\$ 112,550
Early Learning Assistants, 2 FTE			\$ 70,906	\$ 70,906
Mentoring Coordinator, 1 FTE		\$ 48,396		\$ 48,396
Parenting Coordinator, 1 FTE		\$ 48,396		\$ 48,396
Parent Liaison, 2 FTE		\$ 56,275		\$ 56,275
<b>FRINGE BENEFITS</b>				
CSC - 37%	\$ 10,619			\$ 10,619
AAF - 31%		\$ 47,451		\$ 47,451
Highland ES - 33%			\$ 60,540	\$ 60,540
<b>TRAVEL</b>				
Mileage for Staff	\$ 500	\$ 2,000		\$ 2,500
National Conferences	\$ 1,800			\$ 1,800
<b>SUPPLIES</b>				
Classroom materials			\$ 500	\$ 500
Books/Parent Materials		\$ 500		\$ 500
Food Incentives		\$ 1,000	\$ 500	\$ 1,500
Phones \$50/month x 12 months x 4 staff		\$ 2,400		\$ 2,400
Computers/Printers/Internet				
Office Supplies		\$ 500		\$ 500
<b>CONTRACTUAL</b>				
Nutrition Consultation – Health Dept.	\$ 1,000			\$ 1,000
<b>OTHER</b>				
Professional Development – High Scope				
Substitutes			\$ 500	\$ 500
<b>TOTAL DIRECT COST</b>	\$ 42,618	\$ 206,918	\$ 245,496	\$ 495,032
<b>INDIRECT COST - 1%</b>	\$ 426	\$ 2,069	\$ 2,455	\$ 4,950
<b>TOTAL COST</b>	\$ 43,044	\$ 208,987	\$ 247,951	\$ 499,982

**BUDGET NARRATIVE**  
**Full Service Community School**

The indirect cost rate approved for Children's Services Council by the U.S. Department of Education effective 4/1/06 was 13.56%. If this grant application is approved, CSC will update its indirect cost rate.

The Non-Federal Funds identified on Section B account for salary and fringe for 25% of the Bridges Beacon Director, 50% of the Bridges Beacon Manager, and 20% of two lead researchers. All of these funds are contributed by the Children's Services Council; the Director and Manager through a contract with Adopt-A-Family.

Due to the difficulty in identifying an exact dollar figure, other in-kind contributions are not included, such as consultation on quality early childhood education and Mentor Center from CSC, case management and emergency assistance to families from Adopt-A-Family, and health service consultation from the Health Department.