

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 # U215J080080

Grants.gov Tracking#: GRANT00452132

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

Closing Date: APR 15, 2008

****Table of Contents****

Forms

1. <i>Application for Federal Assistance (SF-424)</i>	c1
2. <i>Standard Budget Sheet (ED 524)</i>	c6
3. <i>SF 424B - Assurances Non-Construction Programs</i>	c8
4. <i>Disclosure of Lobbying Activities</i>	c10
5. <i>427 GEPA</i>	c12
<i>Attachment - 1</i>	c14
6. <i>ED 80-0013 Certification</i>	c15
7. <i>Dept of Education Supplemental Information for SF-424</i>	c16

Narratives

1. <i>Project Narrative - (Abstract Narrative...)</i>	c17
<i>Attachment - 1</i>	c18
2. <i>Project Narrative - (Project Narrative...)</i>	c19
<i>Attachment - 1</i>	c20
<i>Attachment - 2</i>	c55
3. <i>Project Narrative - (Other Narrative...)</i>	c61
<i>Attachment - 1</i>	c63
<i>Attachment - 2</i>	c67
<i>Attachment - 3</i>	c91
<i>Attachment - 4</i>	c92
<i>Attachment - 5</i>	c93
<i>Attachment - 6</i>	c94
<i>Attachment - 7</i>	c95
<i>Attachment - 8</i>	c96
<i>Attachment - 9</i>	c97
<i>Attachment - 10</i>	c98
<i>Attachment - 11</i>	c99
<i>Attachment - 12</i>	c100
<i>Attachment - 13</i>	c101
<i>Attachment - 14</i>	c102
<i>Attachment - 15</i>	c103
4. <i>Budget Narrative - (Budget Narrative...)</i>	c104

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

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received:

04/13/2008

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Dorcas Place Adult and Family Learning Center, Inc.

* b. Employer/Taxpayer Identification Number (EIN/TIN):

(b)(4)

* c. Organizational DUNS:

197204522

d. Address:

* Street1: 220 Elmwood Avenue

Street2:

* City: Providence

County:

* State: RI: Rhode Island

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 02907-1435

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:

Rita

Middle Name:

* Last Name:

Holahan

Suffix:

Title: SVP-Finance/Development

Organizational Affiliation:

Dorcas Place Adult and Family Learning Center, Inc.

* Telephone Number: 401-273-8866 x 108

Fax Number: 401-273-8893

* Email: rholahan@dorcasplace.org

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

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 Providence, Rhode Island, targeting its neighborhoods of South Providence, West End, and Elmwood; 2000 Census Tracts for Providence: 2,3,4,5,6,7,12,13, and 14. 2000 Census count for these neighborhoods: 38,718; Families with children: 6,210.

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

Providence Public Schools Full-Service Community Schools Project, 2008-2013

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="324,606.00"/>
* b. Applicant	<input type="text" value="264,347.00"/>
* c. State	<input type="text" value="0.00"/>
* 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="588,953.00"/>

*** 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:

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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



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Dorcas Place Adult and Family Le...

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 107,327	
2. Fringe Benefits	S 20,947	
3. Travel	S 2,320	
4. Equipment	S 0	
5. Supplies	S 8,725	
6. Contractual	S 175,378	
7. Construction	S 0	
8. Other	S 9,909	
9. Total Direct Costs (lines 1-8)	S 324,606	
10. Indirect Costs*	S 0	
11. Training Stipends	S 0	
12. Total Costs (lines 9-11)	S 324,606	

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

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

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

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

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

Approving Federal agency: ED Other (please specify): _____

(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)?

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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Prescribed by OMB Circular A-102

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 Rita Holahan	* TITLE SVP-Finance / Development
* APPLICANT ORGANIZATION Dorcas Place Adult and Family Learning Center, Inc.	* DATE SUBMITTED 04-13-2008

Standard Form 424B (Rev. 7-97) Back

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: Dorcas Place Adult and Family Learning Center, Inc.</p> <p>* Address: 220 Elmwood Avenue Providence RI: Rhode Island 02907</p> <p>Congressional District, if known:</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: NA NA</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: NA NA</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 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.</p>		
<p>* Signature: Rita Holahan</p> <p>* Name: Rita Holahan</p> <p>Title: SVP-Finance/Development</p> <p>Telephone No.: 401-273-8866</p> <p>Date: 04-13-2008</p>		

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

880-ED_GEPA_427_Compliance_Narrative.pdf

Mime Type

application/pdf

ED GEPA 427 Requirement

The partnering organizations under this Providence, RI Full Service Community Schools program have non-discrimination policies and practices re: accessibility of services for all families regardless of race, gender, national origin, color, disability or age. Every partner has a written Equal Employment Opportunity policy statement re: non-discrimination re: employees, applicants, and participants. Each participating CBO and school facility is handicap accessible and ADA compliant.

The Providence Public School District is non-discriminatory in all its policies and procedures. Materials for families are in at least two languages. Interpretation is available upon request for IEP meetings and disciplinary meetings. Discrimination based on gender, race, national origin, color, disability, or age is not accepted from any school employee.

Because the partnering CBO organizations will be functioning primarily in the schools themselves, all staff and programming under the FSCS will comply with these same policies. The YMCA ensures that students with disabilities are included in enrichment activities. Bilingual staff is accessible at each school in order to communicate with families and children. No preference for admittance into after-school programming is given to families based on race, national origin or color.

Dorcas Place employs sufficient bilingual staff to facilitate the communication between Spanish speaking parents and program staff. Adult education classes enroll students whose ages range from age 18 to age 64. Accommodations are made for adult students with learning disabilities and those who speak a language other than Spanish. The practices described will ensure the FSCS program is accessible to ALL members of the community and will facilitate full participation in the program services proposed under this grant.

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.

* APPLICANT'S ORGANIZATION Dorcas Place Adult and Family Learning Center, Inc.	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: * First Name: Rita Middle Name: * Last Name: Holahan Suffix: * Title: SVP-Finance / Development	
* SIGNATURE: Rita Holahan	* DATE: 04/13/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

* Name:

Rebecca

Anne

Boxx

* Address:

220 Elmwood Avenue

Providence

RI: Rhode Island

02907-1435

USA: UNITED STATES

* Phone Number:

401-273-8866

Fax Number:

401-273-8893

Email:

rboxx@dorcasplace.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: **8278-Providence_Community_Schools_Program_Abstract.pdf**

Abstract

Project Title: Providence, RI Community Schools Program

Contact Information:

Dorcas Place Adult and Family Learning Center, Inc. Rebecca Boxx, Program Contact
Rita Holahan, Authorized Organization Representative re: Grants.gov Submission
220 Elmwood Avenue, Providence, RI 02907
401-273-8866 x115, fax 401-273-8893

Partner entities:

- Providence Public School District
- Dorcas Place Adult and Family Literacy Center, Inc. – Lead Agency
- Greater Providence YMCA
- John Hope Settlement House

Qualified services to be provided

- #2 - Remedial education and academic enrichment activities
- #3 - Programs that promote parental involvement and family literacy activities
- #5 - Parenting education and parent leadership
- #9 - Nutrition Services
- #11 - Mental health counseling services
- #12 - Adult education, including instruction of adults in English as a second language

Capacity

The Providence Public School District as the LEA has partnered with the lead agency, Dorcas Place Adult and Family Learning Center for more than 13 years in providing adult education, family literacy and after-school programming. Dorcas Place has a 27-year history of managing state and federal grants and contracts providing quality adult and family literacy programs, and the partnering organizations have extensive experience implementing programs within the targeted schools, and have developed strong relationships in these schools and in the community.

The partnering agencies will focus on creating a system of services at these levels:

- Daily Family Literacy & Adult Ed classes for ESOL families (Year One: 40 adults & 40 Children; Years Three thru Five: 120 adults & 120 children)
- Weekly wrap around case management for families of children with emotional disturbance (Year One: 30 families; Years Three thru Five: 90 families)
- Bi-weekly coordinated family engagement activities and parent leadership initiatives (Year One: 130 families; Years Three thru Five: 360 families)
- Five-day per week before and after-school enrichment programming with an emphasis on nutrition and healthy lifestyle education and summer enrichment programming (Year One: 65 children, Years Three thru Five: 165 children)
- Total served Annually: 945 adults & children by Years Three thru Five.

Through a well-developed system of coordinated implementation this **Providence Full-Service Community Schools Program will achieve the result of children and families being fully prepared to be successful, thriving families in their community.**

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **2428-Mandatory_Providence_RI_Community_Schools_Program-NARRATIVE.pdf**

Attachment 2:

Title: Pages: Uploaded File: **8128-Appendix_%231_-_PROJECT_TIMELINE-NARRATIVE_ATTACHMENT.pdf**

Providence RI Community Schools Program, 2008-2013 Table of Contents:

Introduction1-2

Project design

 Demographics and Community Need2-4

 Services provided, objectives and research4-12

Resources12-13

 (See also attached budget, budget narrative and MOU)

Management plan13-16

Project evaluation16-35

The mission of the Providence Full-Service Community Schools (FSCS) project is to nurture and educate the hearts, minds and physical bodies of children and families in schools and the community. Providence FSCS will help students and families overcome the overwhelming obstacles of poverty, language and cultural isolation, and the associated personal and family vulnerability that visits this community daily. Providence FSCS will provide quality learning and social opportunities for the diverse student body, engage, educate and empower families, and deliver health and community services through innovative programs and partnerships, to ensure that all children achieve academic excellence and become socially responsible individuals and citizens.

The 5 focal elementary schools for this program are as follows: Robert L. Bailey, Charles N. Fortes, Charlotte Woods, Sgt. Cornel Young and Alfred Lima. All are located within 1-2 miles of each other in three Providence neighborhoods of South Providence, West End and Elmwood. This geographic proximity means the 5 targeted schools are part of a small community with an existing network of neighborhood-based partners. The Providence FSCS will

further strengthen that network and create a coordinated, integrated system of programming in these 5 schools.

With the FSCS grant, the partnering organizations will increase essential services to families. Of equal importance, the FSCS grant will allow these organizations to create a system of providing services that is integrated, coordinated, efficient and informative. Resources will be maximized, systems will be streamlined and promising practices will be shared. The partners will benefit as they work intentionally to create systemic change that can expand and inform a wider audience. But the true beneficiaries will be the families who will receive high quality programming designed to move the family, as a unit, toward success.

The need for Full Service Community School Programs in Providence

According to 2000 Census data, Providence is the 4th poorest city in the United States. Additionally, Providence has one of the highest growth rates among the Latino immigrant population in the United States. Almost half of the Latino families in the FSCS neighborhood have lived in the US for less than a decade, and many are isolated by language and cultural issues. Supports for these families are crucial to improving both the literacy levels of 4th graders (only 36% score proficient) and high-school graduation rates (82%, one of the lowest in the state).

A 2008 study just released by the Center on Budget and Policy Priorities and the Economic Policy Institute ranked Rhode Island second in the nation for the growth in inequality between the wealthiest and poorest families in our state. The FSCS target neighborhoods house a disproportionate number of those in the bottom fifth in the state (see table below). Therefore, educating and supporting our most at-risk families becomes a necessity not only for academic success but for workforce development needed to grow Rhode Island's economy.

The Providence Public School District (PPSD) cannot accomplish this work in isolation. The community has an equal and powerful role in supporting children and their families. Providence Public School District recognizes that it is of paramount importance to have partners providing community support so students and their families can forge connections that maximize academic learning and encourage a healthy life. Three quality community organizations - Dorcas Place Adult and Family Learning Center, the Greater Providence YMCA and John Hope Settlement House – have a long history of working with the Providence Public School District and have agreed to become formal partners under this FSCS initiative.

Table 1 – Key demographics in FSCS neighborhood

(data from The Providence Plan and KidsCount RI, 2008 factbook)

	FSCS Neighborhood	State of Rhode Island
Children under 18 living in poverty	40.5%	16.9%
# of adults who've graduated high school	25%	75%
Median income	Less than \$26,000	\$52,000
Unemployment rate	13%	4.5%
# of children with incarcerated parents	1300	3072 (in entire state)
School age English Language Learners	16%	5%
Disciplinary actions in schools	48 %	32 %

Table 2: Student demographics by school

	Enrollment	IEP	Free/Reduced Lunch	White	Native Am.	Asian	Black	Hispanic	Title 1
Bailey	438	25%	86%	6%	<1%	6%	24%	64%	100%

Fortes	451	37%	95%	1%	<1%	5%	13%	81%	100%
Woods	305	19%	93%	8%	<1%	6%	27%	59%	100%
Young	339	44%	93%	4%	0	8%	23%	65%	100%
Lima	466	60%	90%	3%	0	2%	8%	88%	100%
Total	1999								1999

Table 3: Academic Proficiency, by school

	Reading proficiency	Math proficiency	Writing proficiency
Bailey	22%	24%	6%
Fortes	41%	44%	19
Woods	40%	31%	15%
Young	33%	34%	33%
Lima	36%	27%	15%
State	56%	65%	51%

FSCS Programming

Per the guidance provided by the Federal Register, the Providence FSCS will target the following services:

- #2 - Remedial education and academic enrichment activities
- #3 - Programs that promote parental involvement and family literacy activities
- #5 - Parenting education and parent leadership
- #9 - Nutrition Services
- #11 - Mental health counseling services
- #12 - Adult education, including instruction of adults in English as a second language

The Providence FSCS partners already provide many services in the 5 targeted schools. The goal of this program will be to expand and coordinate these services to provide a comprehensive system of programming to families. Family Engagement will be the key component that will center all programming decisions. FSCS partners will work within existing school structures to improve the school community while supplementing these structures with strategic, effective programs. All activity will be strength-based, family-driven, child-centered, and culturally competent.

Table 2: Chart of existing services (white) and targeted expansion (grey)

	Bailey	Fortes	Woods	Young	Lima
Dorcas Place Family Literacy classes	<i>40 families</i>	<i>20 families</i>	<i>20 families</i>	<i>20 families</i>	<i>20 families</i>
Dorcas Place/YMCA Family Engagement activities	<i>115 families</i>				
YMCA – Out of school time & summer enrichment (includes nutrition services)	<i>65 children</i>	<i>25 children</i>	<i>25 children</i>	<i>25 children</i>	<i>25 children</i>
John Hope – case management (includes mental health counseling)	<i>25 families</i>	<i>10 families</i>	<i>10 families</i>	<i>10 families</i>	<i>20 families</i>

The FSCS grant will allow for immediate implementation of all of the services listed above in one of the five targeted schools, Robert Bailey. This school has been chosen as the focal school because historically, it has had the strongest level of participation from all partnering agencies and will be the best site to see results from this initiative. Simultaneously, planning and incremental implementation will be ongoing in the remaining sites. Outcomes measured and evaluated at Bailey will inform the course of the work at this site and guide implementation at each of the other four sites. Full implementation at all five schools will be in

place by the end of Year 3 of this initiative. We have constructed a detailed timeline for the project (see Narrative Attachment 1).

Dorcas Place Programming

Program	Days/week	Hours/day	Weeks /year	Hours p/year	Total Hours
Family Literacy – day	5	3	40	600 p/student	36,000
Family Literacy – night	2	3	40	240 p/student	14,400
Summer program	5	3	8	120 p/student	2,400
TOTAL					52,800

Family Literacy (addresses goals #1, #4, #5, #6, #7, #8, #9 in Evaluation Plan, p. 25):

Research has demonstrated that academic success of children is influenced by the literacy level of the mother.¹ The Dorcas Place Family Literacy Program will provide intensive ESOL education for Limited English Proficient (LEP) families. This program is designed to help parents increase their English language skills, become the first teachers of their children, enhance school-to-home connections, and improve the literacy of *all* family members. This Family Literacy Program is structured on the "Families in Schools" model designed by the National Center for Family Literacy. It is evidence-based, family-centered and has proven to improve the basic reading and math skills, English language proficiency, and life skills of both parents and children. There will be one day class at Alfred Lima and one at Robert Bailey. Day classes will run from 9-12, five days a week. There will be one night class at Charles Fortes, one at Cornel Young, and one at Charlotte Woods. Night classes will run from 5-8, two nights a week.

¹ National Center for Family Literacy. "The Effect of Maternal Education on Child Achievement". Issue 1. 1/24/2003).

Weekly Parenting Education sessions will focus on how parents can best support the academic development of their children. These sessions will also focus on how families can practice better nutrition daily. For the day classes, weekly interactive literacy will occur when parents visit their child's classroom and observe the classroom teacher modeling high quality instruction. During night classes children will be able to visit the adult education class; interactive literacy will be built into the session.

Every class will have an assigned case manager to serve as a resource for parents. This individual will help families overcome barriers that may prevent participation and facilitate communication between the adult students and school personnel. Each month all of the program component providers (ESOL instructors, case managers, math and literacy coaches, and school administrators) will meet to plan the curriculum for the upcoming month. Using an integration grid tool, all members will be able to include instruction ideas and confirm common strands running through the program.

Adults will be tested each trimester using the Comprehensive Adult Student Assessment System (CASAS). To measure the impact of our Parenting Education and PACT activities, our parents are assessed using the Parenting Education Profile (PEP), a nationally recognized assessment tool developed by the NY Dept of Education in common use for Even Start.

Family Engagement programs (addresses Goals #3, #4, #6, #7, #8, #9 in evaluation plan, p.25): Research concludes “increases in family involvement in the school predict increases in literacy achievement²”. The Dorcas Place Community Opportunity Zone (COZ) has established a high quality system of family engagement at Alfred Lima School. The FSCS Site Coordinators

² Dearing, Kreider, Simpkins & Weiss. “Family Involvement in School and Low-Income Children's Literacy Performance”. 2006.

at each school will adopt this system and tailor it to the specific needs of their school community. Each Site Coordinator will conduct several focus groups among families each year to determine general trends and concerns. Using this general information, a survey will be produced to measure families' specific knowledge of and need for services. This survey will be tallied and will inform decisions on family engagement strategies within that school.

One of the strengths of this collaboration is that many different partners will be contributing to family engagement efforts. Dorcas Place will target parenting education in Family Literacy. The YMCA and Dorcas currently offer Family Literacy nights and other school-wide events. All partners currently engage multiple community agencies to provide in-kind informational sessions on such relevant issues as housing, immigrant rights, domestic violence, and tax preparation. Dorcas Place has offered computer classes and has networked with local universities to provide professional development courses at schools. FSCS Site Coordinators will be prime supports for the PTO. This year, the COZ at Alfred Lima has increased PTO participation from an average of 7 participants to an average of 46 participants. Site Coordinators will share strategies to increase parent leadership across community schools.

YMCA Programming (*addresses goals #1, #2, #6, #7 in evaluation plan, p. 25*)

Program	Days p/week	Hours p/day	Weeks p/year	Hours p/year	Total Hours
Before school	5	2.5	39	390 p/child	64,350
After school	5	4	39	780 p/child	128,700
Summer	5	11	8	440 p/child	72,600
TOTAL					265,650

The YMCA Out-of-School Time program is designed to provide a safe, nurturing environment where children have the opportunity to gain new skills and grow socially. Quality

programming is holistic, meeting each child's intellectual, emotional, social, physical, and educational needs. The YMCA program blends traditional after-school activities with quality enrichment programs. In keeping with the fact that "students learn best when they are personally interested, when they are actively involved and when they consider the content important," (Making the Difference: research and practice in Community Schools) all participants choose their own enrichment programs and commit to learning for eight to ten weeks. Current YMCA enrichment programs focus on the following core areas: Arts and Humanities; Character Development; Literacy; Health and Wellness; Real World Math; Homework Assistance; Science and Technology; and Service Learning.

The Association for Supervision and Curriculum Development recommends, "Because emotional and physical health are critical to the development of the whole child, the ASCD believes that health should be fully embedded into the educational environment for all students." In the past three years the Y has added nutrition and physical fitness as a key component to the out of school time curriculum. The YMCA On The MOVE program will bring interactive wellness to the Community School. Our On The Move vehicle will bring an inflatable bungee run and obstacle course, X-er dance and Sportwall for children to get excited about health and wellness. In addition, fitness specialists, with expertise in their area, (Pilates, yoga, hip hop) will teach fitness classes during recreation time. The Health and Nutrition curriculum is designed by the Harvard School of Public Health. Food and Fun, the signature program, offers children the opportunity to learn about healthy foods through hands on projects and includes a component of physical activity. In addition to surveys completed by youth and parents, students from local colleges will take BMI assessments in order to track outcomes of these programs.

Before School Programming is scheduled 5 days a week and staffed with one Site Coordinator plus one youth counselor for every 13 children enrolled. During the enrichment activity period, staff includes one teacher for every 26 children. Daily activities include a homework check-in and completions along with choice-based activities that include art, language, math, physical activity/nutrition classes and character development.

For our youngest students, we will offer an After School Kindergarten Club that involves separate space in the afternoon for programming designed for this age group. In K Club, we will offer shorter class times to accommodate younger student needs and a time set aside each day to incorporate a monthly theme. The Director will create individual learning plans for K Club students based on vertical group conversations and planning with teachers in grades K and 1. This communication will coordinate the curriculum for in school and out of school time.

After School programming for grades 2-6 involves a staff of one Site Coordinator plus one youth counselor for every 13 children enrolled. Additional staffing includes one certified teacher for every 26 children, a social worker, and additional youth counselors. The academic year will be divided into five sessions, with each session lasting 8-10 weeks. At each session, children will choose their classes based on interest and the Site Coordinator will assign children to classes with their interests as a first priority, and with academic need and individual learning plan, parent requests and teacher recommendations in the balance. Homework Club will incorporate centers so that when children complete their homework, they will have structured, academically aligned centers to play in until their next class begins.

John Hope Programming (addresses goals #3, #6, #7, #8, #9 in Evaluation Plan, p. 25)

	Meetings p/week	Avg. hours p/meeting	Avg. months p/year
High intensity	2	1.5	4-6

Low intensity	1	1.5	6-12
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“Research shows that social and emotional learning programs significantly improve students' academic performance... Moreover, compared with their counterparts outside of these programs, social and emotional learning students have significantly better attendance records...” (Durlak, J. and Weissberg, R., 2005) The system of care provided by John Hope under the FSCS grant utilizes the federally recognized promising practice Wraparound model. This model is “a definable planning process that results in a unique set of community services and natural supports that are individualized for a child and family to achieve a positive set of outcomes”. (Bruns, B. & Hoagwood, K. Eds.) The essential values and principles are family voice and choice, team-driven, community-based, individualized, strengths-based, focused across life domains, culturally competent, flexible approaches, flexible funding, natural supports, inter-agency community-based collaboration, and outcome based.

For 12 years, John Hope has trained Family Service Coordinators as experts in engaging families, identifying gaps and stressors, collecting data, and creating linkages to resources in the community. Family Service Coordinators will take referrals from the five targeted schools and the grant partners on children who exhibit behavioral challenges (e.g. truancy, disruptive behavior, and/or underperformance). Utilizing the wraparound process, Family Service Coordinators (FSC) will provide family care, support, and service coordination to all five schools with families who have children with Severe Emotional Disturbances (SED). These children have been identified as at risk and/or high risk (the top 20% of school’s population)

With the family, the FSC helps create and coordinate a Child and Family Success Team (CFST) that will identify gaps in service delivery and develop a system of care that bundles all program services as a collective package to create positive outcomes. This team includes the

family's natural resources as well as professionals, school personnel, and service providers. Depending on family needs, services can range from brokerage to intensive case management. In line with wraparound principles flexibility in services and funding are individualized.

Goals and objectives are created by the CFST in the initial stages of service to meet the unique needs of each family. The FSC coordinates and delegates services to meet these goals and objectives. Benchmarks are individualized for each case. The FSC meets weekly with their clinical supervisor to review the progress of the family and make changes necessary to the original plan. The FSC documents information, assessments, and evaluations from the family, child, and CFST for evaluation of the overall progress and success of the family.

Resources and Capacity

The Providence Public School District as the Local Education Agency has partnered with the lead agency, Dorcas Place Adult and Family Learning Center for more than 13 years in providing community-based programming within the public schools. Dorcas Place has a 27 year history of managing state and federal funds to provide services that meet high standards of excellence. The partnering organizations have extensive experience implementing programs in the schools and have developed strong relationships within the target schools and in the community (please see attachment for further details about organizational and fiscal capacity).

Each partnering organization has committed extensive resources as in-kind and match for this program. This will become evident when you compare the program description and the budget narrative (see attached). The partners are able to do this because they have multiple funding sources both private and public and have a proven history of implementing programs in cooperation with the public schools that yield quality results among families. Making Connections Providence (MCP) is an Annie E. Casey initiative and is a supporting partner of this

initiative. MCP contributes coinvestment funds, technical assistance in fund-development and high quality data and evaluation. The School District will be an active partner in this program and as the MOU indicates, will ensure that adequate school space is available for the FSCS programs.

FSCS Coordination

The FSCS will create a truly comprehensive, integrated and coordinated system of programming among the partners. With the tightly knit and quality infrastructure proposed, best practices already in place in one school will be replicated in each of the targeted schools. Intentionally aggregated family and community feedback will be shared among partners openly and in a seamless manner, and learning will be reinforced through integrated program services. Duplication of efforts will be minimized and services will be streamlined to maximize resources. Providence is fortunate to have a strong foundation of service delivery in place that positions all the partners well to further develop a systemic approach to service delivery.

As previously mentioned, we have designated the first year as a planning year while simultaneously bringing services to our focal school, Robert Bailey. We have the following goals in our first year of planning; #1) to develop and monitor an implementation plan to serve the focus school effectively, #2) to develop an implementation plan to serve an additional two schools effectively and #3) to develop an implementation plan to serve the remaining two schools effectively. Planning meetings will be held monthly in the first year and the partners will produce a multi-stage implementation plan that addresses integration, coordination, activities, communication and evaluation.

The FSCS **Steering Committee** is designed to implement the FSCS work across agencies and oversee the progress of the work. This committee will ensure cooperation, guidance, and

accountability among high-level administrators at each partnering entity. Members will include the FSCS Program Director, the President or designee from each partnering entity, and appropriate administrators from the Providence Public School District. A minimum of five seats on the Steering Committee will be designated for parent leaders in the community. This committee will meet monthly during the first year of implementation and quarterly thereafter.

An FSCS **Advisory Committee** will ensure that program participants are responsively addressing needs of the community, families and schools. Members will include: School principals, Local legislators, Ready to Learn Providence, Kids Count RI, Providence After School Alliance, Rhode Island Parent Information Network, Rhode Island After School Plus Alliance, Representatives from Department of Human Services and Department of Children Youth and Families and community business leaders. Meetings will take place monthly through the first year of the project and then quarterly in subsequent years. This committee will address such critical issues as strategic planning, sustainability, policy influence, and programming.

Providence FSCS will be managed by the **FSCS Program Director**. A key member of the planning team for this initiative - Rebecca Boxx, COZ Coordinator / Even Start for Dorcas Place – is an experienced and visionary candidate for this position (attached resume in appendix 2). The FSCS Program Director will visit each of the partnering schools at least weekly to observe activities and communicate with individual Site Coordinators. The Program Director is responsible for managing the budget, ensuring data is collected in a timely manner, interfacing with the partners, writing reports as necessary, and ensuring that the program goals, objectives, and activities are being accomplished and on schedule. The Program Director will play an active role in communicating with the community and with principals, participating in site-based Governance Councils, and attending school activities and events. She will convene monthly

FSCS staff meetings, pursue funding opportunities, engage in and encourage professional development across the FSCS staff, and cultivate additional community partnerships. The FSCS site staff (Full Service Coordinators, Family Service Coordinators, and Family Literacy staff) will all report – in conjunction with their own agencies – to the Program Director.

Providence FSCS will employ **three full-time Full Service Coordinators**. Because Fortes and Lima share a campus, as do Young and Woods, one Full Service Coordinator per campus will suffice. Bailey will have its own Full Service Coordinator. Each Full Service Coordinator will oversee and facilitate all FSCS activities at his or her campus. She/he will maintain daily contact with staff, will survey families to ascertain their needs, make appropriate programmatic decisions for the school, oversee communication among all program components, and play a leadership role in parent engagement activities. The Full Service Coordinator will be a member of the School Improvement Team, will play an active role in the PTO, will organize a site-based Governance Council in cooperation with the Program Director, and will attend grade-level planning meetings. The Full Service Coordinator will also attend all FSCS activities at his or her school. Lastly, she/he will be ultimately responsible for all data collection and timely delivery of reports to the Project Director.

The majority of the daily communication and support among Providence FSCS entities will take place at the **principal level**. (See attached letters of support from each participating principal). Full Service Coordinators will work with their principals to recruit students and families who would most benefit from FSCS programming and attention. Principals will allow and encourage parents to attend the programming that is offered during the school day and in the before and after school hours (such as the required weekly visits of parents engaged in Family Literacy Programs to their child's classroom). Principals will appoint appropriate staff to

participate in local Governance Councils, and, reciprocally, FSCS staff will be integral members of School Improvement Teams.

Evaluation

All FSCS partners understand the need for high-quality evaluation that is thoughtfully integrated with programming. While FSCS partners have been working to develop and implement an evaluation plan and use data to inform and drive decision making, these efforts will be substantially enhanced by the grant. Indeed, this grant will facilitate the community's efforts to organize and integrate all of its evaluation under a comprehensive structure. The ultimate goal of this evaluation will be to provide useful analyses of the best available data, as timely as possible, to the individuals making treatment, programmatic, and system level decisions, including youth and caregivers. Further, to increase the potential for the evaluation to effectively influence practice, the research questions asked, analyses used, and processes for disseminating findings, these efforts will all be developed in collaboration with the very individuals who will need the resulting information. The outcome of this evaluation will be a practice-to-research-to-practice feedback loop designed to facilitate and sustain continuous improvement at all levels of the project.

Use of Standardized Assessment Instruments. The FSCS will engage in research and evaluation through extensive use of a variety of well known assessment instruments including the Child and Adolescent Needs and Strengths (CANS) assessment, which will serve as the framework for developing and guiding treatment plans for children and families. The CANS provides an important contribution to this project through its unique ability to assess not only concerns, but also the strengths of young people, which in turn are used to develop individualized treatment plans. We will also use the Wraparound Fidelity Index (WFI), a well

known measure of the extent to which wraparound teams implement the core values, processes, and techniques of authentic wraparound (e.g., individualized, family-driven, strengths-based, etc). In addition to collecting grades and test scores from standardized tests, the Wide Range Achievement Test (WRAT) will be administered annually specifically to examine the extent to which the literacy enrichment goal of this project is effective.

Evaluation Advisory Board. The core feature of the FSCS comprehensive evaluation is the establishment and functioning of an Evaluation Advisory Board (EAB) that will assist the community and the evaluation team in developing the necessary infrastructure for conducting the evaluation. The primary goal of the EAB's efforts is to ensure that the analyses of systematically gathered data drive all aspects of the project. The EAB will serve as a subcommittee of the system of care FSCS **Advisory Committee**. Thus, the EAB will be directly connected to the governing body of the FSCS project. This purposeful arrangement ensures that evaluation activities are both informed by and contribute to both day-to-day and long-term functioning. Indeed, the mission of the EAB will focus on developing an organizational culture that operates within a continuous quality improvement framework driven by systematic evaluation. EAB membership will include evaluation team members, representatives from the FSCS project, its partner agencies, practitioners, youth and caregivers, representatives from family and youth advocacy organizations, and other interested parties as appropriate. The EAB will focus on identifying and removing barriers to data collection, interpreting findings, and disseminating results to all stakeholder groups in meaningful ways (e.g., annual research briefings; periodic reports). Further, to be responsive to the evaluation needs and interests of the FSCS community, the EAB will identify (1) additional sources of data that are currently available in the community but not being collected or studied, including determining the quality of these data and (2) other

types of data that are not currently available but are nonetheless needed for the evaluation. For example if stakeholders request information about how the project influences peer relationships at school, the EAB could decide to locate the data necessary to examine such a question. Indeed, community agencies often have far more data at their fingertips than is realized, most of which is never analyzed or incorporated into an evaluation framework.

To fully comply with all of the data collection needs, including the GPRA requirements for this project, the team will ensure that the evaluation assesses the FSCS project's performance on all NOMs Child Consumer Outcome Measures for Discretionary Programs measures, including mental illness symptomatology, employment/education, crime and criminal justice, stability in housing, access, rates of readmission to psychiatric hospitals, social support and social connectedness, and consumer perception of care.

The project will be evaluated by Dr. Jeffrey A. Anderson, Evaluation Director. Dr. Anderson is an associate professor of special education in the School of Education at Indiana University-Bloomington (IUB), a research faculty in the Center for Adolescent Family Studies at IUB, an adjunct professor with the Indiana University School of Medicine's Department of Public Health, and a core faculty member of the Indiana Consortium for Mental Health Services Research. His research focuses on interagency systems of care and integrated mental health supports for children with emotional and behavioral challenges and their families. He is an experienced evaluator in both children's social services and P-12 education and was the co-principal investigator of the Dawn Project Evaluation Study, a federally funded, 6-year longitudinal evaluation of a system of care in Indianapolis. Additionally, he is an expert in longitudinal data analysis and mix-methods evaluation research and has published and presented his research extensively in both peer reviewed and more practice-oriented venues. Many of his

papers and presentations have included family members, practitioners, administrators, and researchers from other academic disciplines as co-authors. Approval for the evaluation will be sought from the IRB at Indiana University. Indiana University holds a Federalwide Assurance, FWA00003544, which is on file with the Department of Health and Human Services (see: <http://www.iupui.edu/%7Eeresgrad/spon/fwa.htm>). He will partner locally with Dr. Ann Marie Mumm. Dr. Mumm has had over 15 years of experience as an evaluator specializing in evaluating programs in human services and education. She earned her MSW from SUNY at Buffalo and her PhD from Rutgers University. She is a professor of Social Work at Rhode Island College School of Social Work and serves as the Program Evaluator for Even Start for the State of Rhode Island.

The evaluation will seek to develop to understand the degree to which the FSCS Project leads to: (1) Improved interagency collaboration both among systems and agencies and through partnerships with families; (2) Improved outcomes for participating children and youth, including, Clinical indicators (e.g., decreased symptomology); Social indicators such as school (e.g., increased attendance) and the community (e.g., reduced contact with law enforcement); and physical health; (3) Increased use of evidenced-based practices and the impact that using evidence-based interventions has for participating young people and their families; and (4) Increased satisfaction with services among participants, including the extent to which families perceive the program to family-driven, youth-focused, and culturally competent

Strengths and Needs Assessment. Initially, under the guidance of the EAB and the FSCS governing body, the evaluation team will work with the community to conduct a comprehensive strengths and needs assessment. The goal will be to delineate the existing services, and describe the therapeutic alliance and provider network currently in place and also to identify service gaps

in the community. Findings of this assessment will be used to construct a baseline that details the present state of operations and performances of the system of care. From the baseline, benchmarks will be derived for the system of care and progress towards these benchmarks will be monitored over time by the EAB.

Specific components of the evaluation to be conducted include:

1. *Longitudinal examination of the outcomes of services provided through the FSCS project.*

Because this project is contextualized by numerous local factors, the impact participation has on a young person's school social, and clinical functioning depends on a host of variables, many which cannot be easily measured or replicated. This adds to the complexity of understanding who improves, under what conditions improvement occurs, and the factors that are associated with improvement. The longitudinal nature of this work also examines the durability of effect over time. By better understanding contextual factors associated with improvement, FSCS stakeholders will be able to promote improvement at both the services level and the systems level.

2. *Study of the barriers and achievements that result from interagency collaboration.* The organizational structures of the existing services, therapeutic alliances, and provider networks will be described and analytically "mapped". Gaps in the existing service structure also will be described and mapped. Benchmarks established from this "baseline" will detail the present state of the services systems and provide a starting point for this study. Data from this study will be used to inform the community about what is and what is not happening in terms of linkages, connections, etc. and all gaps will be addressed.

3. *Caregiver and youth perceptions of the effectiveness of the FSCS project.* This aspect of the evaluation will examine the perceptions of the young people and their families who

participate. Caregivers and youth will be queried about (1) their level of involvement in the planning of services for their child; (2) their perceptions of the helpfulness of the system of care; (3) and their satisfaction with it; as well as (4) youth and caregivers' self-ratings of improvement. These data will be analyzed together with clinical change data to better understand how consumer perceptions of involvement are related to more objective measures of change over time.

4. *Care coordination and Individual Service Plans and Planning.* The purpose of this component of the evaluation is to understand how the FSCS project coordinates and plans care. The child and family team process will be studied to understand how individual service plans are developed and monitored over time. Questions of interest will examine how well plans are implemented, along with both barriers to and departures from implementation. The underlying theory is that to the extent plans are fully implemented, with fidelity, outcomes are expected to improve. To test this theory, the impact of fidelity to the plan will be examined together with clinical data longitudinally.

Analyses of Data. To understand the impact of program participation on the youth and family caregivers, we will examine the data in several ways. First, we will examine simple within subject changes in the youth/caregivers' reports using simple descriptive statistics (t-tests, chi-squares) of key outcomes. In addition, we will conduct a series of parallel, multivariate panel analyses where we compute, depending on the level of measurement in the dependent variable, time-lagged, ordinary least squares, and logistic regression models for various outcome measures. These analyses will permit a more detailed analysis of which groups of youth or family caregivers have experienced the most change since joining the program.

Second, a powerful and relatively new analytic strategy called hierarchical linear modeling (HLM) will be used to examine individuals' clinical and behavioral change trajectories over time. HLM is a flexible analytic approach in which the number and spacing of measurement observations can vary across persons. A major advantage of using the HLM model for longitudinal data is not only that averaged change parameters are modeled but so too are the unique effects of the individuals. Thus, with the HLM model one set of parameters relate to the population, whereas another set relate to each individual's uniqueness. In turn, individual uniqueness can then be modeled by time invariant (fixed) variables (e.g., sex, ethnicity, etc.). Using this method, level 1 is the repeated observations model and represents the patterns of individual change observed over time. The basic level 1 model can be expressed as $Y_{ti} = \pi_{0i} + \pi_{1i}a_{ti} + e_{ti}$ in which Y_{ti} represents the score at time t for the individual i , π_{0i} is the intercept, and π_{1i} is the rate of linear change for person i . More specifically, π_{0i} is the score for the individual when all other variables in the equation are zero and π_{1i} is the rate of change in Y_{ti} for a one unit change in a_{ti} (time). The level 2 equations, expressed as $\pi_{0i} = \mu_0 + u_{0j}$ and $\pi_{1i} = \mu_1 + u_{1j}$, are used to model the variation in the subjects' unique change coefficient in the level 1 model (i.e., π_{0i} and π_{1i}). Thus, in the level 2 model, both the intercept (π_{0i} or initial status) and behavioral change rate (π_{1i} or slope) are modeled and allowed to vary as a function of characteristics of the individual. Overall, our objective in these analyses is to develop a more nuanced understanding of what aspects of the program are most effective and for which youth and families and under what conditions.

Dissemination. As noted, data will be reported in a variety of ways, including submission of articles to scholarly journals, presentations at regional and national conferences, regularly

scheduled public briefings, presentations to stakeholders and other interested parties, and the creation of a publicly-accessible evaluation-related website.

Essential to the success of this program is the participation of families in the evaluation process. Families will be involved in all aspects of evaluation in an interactive approach. Family needs will be considered when making programming decisions, family feedback will be used to measure success of programming, and tools developed in conjunction with families will be used to measure what families would like to see measured (see evaluation plan below.)

All FSCS partners will utilize YouthServices.net to track participation in the program. YouthServices.net, a common application across 21st Century Community Learning Centers, is a web-based software system that meets the data collection, service management, and program evaluation needs of the youth services sector. Through this initiative, all partners will be registered as a unified and integrated consortium, thereby enabling the Providence FSCS to accommodate the inordinately high mobility range of the target population and ensure that no child or family slips through the cracks as a result of unforeseen circumstances that may otherwise threaten to disrupt the continuity of services.

The Providence FSCS has chosen 6 areas of service to focus on for this project (see page 4). To measure the effectiveness of implementing these services the following goals and objectives have been established.

OUTCOME GOALS—Child Outcomes

Goal #1: 20% of participant children who currently read below grade level will progress to read on or above grade level by the end of Year 1 in the focal school and by the end of Year 3 in all community schools.

Activities	Data Collected	Collection Dates	Methods	Analysis	Feedback
Children in the program who are below grade level will participate in 4 hours of homework or other literacy enrichment activity ³ help each week during the school year and enrichment activities during the summer. A series of collaborative partners will provide complimentary enrichment services to the children (John Hope Settlement House, Dorcas Place, South Side	Reading levels based on the Wide Range Achievement Test (WRAT) Reading levels as reported by quarterly report cards (actual assessment measured by PALS, DIBELS and DRA) Log of Attendance	WRAT will be administered annually beginning at program entrance Program Entrance, quarterly throughout school year Throughout Program	<i>Providence Public School</i> employee collects reading level data for all program participants <i>Providence Public School</i> will provide evaluator with outcome data. Using YouthServices.net, YMCA and Family Literacy staff will keep an attendance log of all participation in program components and will provide attendance data to the evaluator.	T-tests comparing pre and post-test scores as well as using longitudinally modeling techniques. ANOVA assessing if hours of attendance is related to improved reading levels as well as examining data nested within	<i>Evaluator</i> will work with evaluation advisory board to analyze, interpret and share results with program staff with recommendation for improvements at the conclusion of each school year. Program Director will

³ All programming will be aligned with the RI Educational Standards,

Community Land Trust)				partners, using organizational hierarchical linear modeling techniques	monitor quarterly data collection and provide continuous feedback for program improvement.
Goal #1: 20% of participant children who currently read below grade level will progress to read on or above grade level by the end of year 1 in our focal school and by the end of year 3 in all community schools.					
Activities	Data Collected	Collection Dates	Methods	Analysis	Feedback
Parents in the program whose children are reading below grade level will participate in Parent Education Trainings to help improve their child's literacy skills. Some trainings will be school-wide, provided by YMCA staff as a single event and some trainings will be	Log of Attendance Assessment of knowledge and utilization of trainings to examine both understanding and use of information	Quarterly Throughout Program At all trainings parents will complete a knowledge and application assessment scale.	YMCA Employee and Family Literacy staff will keep attendance log of all participation in program components. The YMCA & Family Lit staff will provide attendance data to the evaluator. Trainer will provide pre and post-test evaluations at the beginning and	ANOVA assessing if hours of attendance is related to improved reading levels DRA test score. Mean scores of difference will be calculated on knowledge test.	Evaluator will work with evaluation advisory board to analyze, interpret and share results with program staff with recommendation for

<p>integrated in the Family Literacy Curriculum provided by Dorcas Place.</p>	<p>Satisfaction Inventory on Parent Education Trainings. Parenting Education Profile (PEP) from Family Literacy participants</p>	<p>At all trainings parents will complete a training satisfaction scale. Pre-test within 6 weeks of registration, post test after 6 months in program</p>	<p>conclusion of all trainings. <i>Trainer</i> will provide satisfaction scale at the conclusion of all trainings. <i>Family Literacy staff</i> will conduct PEP and provide data to evaluator. <i>Evaluators</i> will interview parents using semi-structured interview guide to be developed by 10/15/08.</p>	<p>Mean satisfaction scores will be calculated on satisfaction scale. Pre-test and post-test scores will be compared to determine progress in parenting skills. Qualitative analysis of the interviews will be conducted to derive themes from the interviews.</p>	<p>improvements (quarterly). Program Director will work with evaluation advisory board to monitor quarterly data collection and provide continuous feedback for program improvement.</p>
<p>GOAL #2: Within one year of beginning after-school program participation, children will be mentally and physically healthier, as indicated by improved functional scores on the CANS and lower BMI for those children 20% or more above target levels, increased physical activity, and healthier eating habits</p>					
<p>Activities</p> <p>YMCA will provide activities to promote physical health and</p>	<p>Data Collected</p> <p><i>Child and Adolescent Needs Assessment</i></p>	<p>Collection Dates</p> <p>Program entrance and a6- month intervals.</p>	<p>Methods</p> <p>YMCA employees will administer survey to student on a regular basis.</p>	<p>Analysis</p> <p>Mean changes in activities and in health habits will be</p>	<p>Feedback</p> <p>Every six months, participants,</p>

<p>nutrition for children in after-school programs. Parents, children, and teachers will develop an after school learning plan with each participant. This plan will focus on learning and fitness goals.</p>	<p>(<i>CANS</i>) <i>Participants</i> will complete a Healthy Habits survey BMI on participant children</p>	<p>Program entrance and at 3- month intervals. Program entrance and at end of school year</p>	<p>Staff from partnering organizations will measure participants BMI <i>YMCA</i> Employee will keep attendance log of all participation in program components. <i>YMCA employees</i> will provide attendance data to the evaluators.</p>	<p>analyzed with paired t-tests (compare pre-test and post-test data), and longitudinal modeling. ANOVA and HLM methods will be used to examine the extent participation in program impacts changes in BMI, physical activity and healthier eating habits</p>	<p>parents, and staff will be informed of the participants' progress on improving their physical health.</p>
<p>GOAL #3: Within 3 months of Individual Service Plan (ISP) implementation and case management linkage to referrals, participant children will have a 90% school attendance rate.</p>					
<p>Activities <i>John Hope Family Service Coordinators</i> will provide a system of care utilizing the Wraparound Process.</p>	<p>Data Collected <i>The Wraparound Fidelity Index (WFI) will be used to monitor the</i></p>	<p>Collection Dates Within two weeks</p>	<p>Methods Individual Service Plan</p>	<p>Analysis FSC reviews progress at weekly clinical supervision meetings.</p>	<p>Feedback Clinical Supervisors, families and the child will to</p>

<p>Together with families and their Child and Family Success Teams (CFS) an Individual Service Plan (ISP) will be created including goals and barrier resolution and provide necessary referrals to local agencies (some of whom will be consortium partners).</p>	<p><i>extent to which wraparound is implemented with fidelity by each CFS team</i></p>	<p>of initial contact by the FSC.</p>	<p>signed by members of the CFS Team including: Natural Supports, Family, FSC</p>	<p>Evaluation of the plan is done Quarterly by the CFS Team.</p>	<p>provide continuous feedback.</p>
<p>and barrier resolution and provide necessary referrals to local agencies (some of whom will be consortium partners).</p>	<p>Assessments and other relevant documentation, i.e. DOS Evaluation or IEP</p>	<p>development and referral and as part of CFS meetings thereafter.</p>	<p>Frequencies of the number of referrals provided to families will be tallied.</p>	<p>Evaluation staff will determine number of plans with goals for barrier resolution were successfully met using John Hope's Continuous Quality Improvement program</p>	<p>CFS team will provide feedback at quarterly intervals on the status of ISP. The CFS team will provide feedback to staff on the outcomes of referrals and recommendations for any change in the ISP.</p>
<p>Family Service Coordinators will provide case management that goes from brokerage to intensive case management</p>	<p>Family Service Coordinators will use the Data, Assessment, Plan (DAP) formula of writing case notes to document conferences with and on behalf of family.</p>	<p>After 12 weeks of family plan implementation</p>	<p>A sample of families will be interviewed by a member of the evaluation team to assess the success and follow through of the referral.</p>	<p>Qualitative analysis of the interviews will be conducted to derive themes from the interviews</p>	<p>Program Director will review data quarterly and share results with</p>
<p>Family Service</p>	<p>Family Service</p>	<p>At end of school year</p>	<p><i>Family Service</i></p>	<p>Program Director will review data quarterly and share results with</p>	<p>Program Director will review data quarterly and share results with</p>

	<p>Coordinators will log all referrals and the success of the referral. Child attendance data will be collected from schools</p>		<p><i>Coordinators</i> will collect attendance data from Providence Schools</p>	<p>Post-family plan attendance will be analyzed.</p>	<p>staff inform program practice moving forward</p>
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OUTCOME GOALS—Adult Outcomes

GOAL #4: 90% of participant parents will demonstrate increased knowledge of childhood nutrition, family health and the importance of physical activity within 12 months of entering the program.					
Activities	Data Collected	Collection Dates	Methods	Analysis	Feedback
<i>Family Literacy and YMCA Staff</i> will provide educational opportunities for parents focusing on healthy eating, meal preparation, and physical activity during Family Literacy classes.	Adult Participants will complete a Healthy Habits survey.	Program entrance and at 3 month intervals.	<i>YMCA and Family Literacy staff</i> will administer survey to parents on a regular basis.	Mean changes in activities and in health habits will be analyzed with paired t-tests (compare pre-test and post-test data).	Every six months, evaluator will inform program staff of evaluation results.
Adult Program participants will participate in at least one training a year with a “physical health focus” at whole school events facilitated by the YMCA.	Adult Participants will complete a knowledge and utilization base survey related to childhood nutrition and physical activity. Log of Attendance.	Program entrance and at 6 month intervals. Throughout program	<i>YMCA and Family Literacy staff</i> will keep attendance log of all participation in program components. YMCA and Family Literacy staff will provide attendance data to the evaluator.		Program staff will inform participants, parents, and children regarding their progress in health education
Goal #5: 50% of the adult participants in Adult Education/Family Literacy Classes will increase their Educational Functioning Level as measured by CASAS after 100 hours of instruction					
Activities	Data Collected	Collection Dates	Methods	Analysis	Feedback

<p>Adult participants will attend family literacy classes at the program schools. <i>Dorcas Place</i> will offer Family Literacy Classes during the day for 15 hours per week and at night for 6 hours per week.</p>	<p>CASAS Log of Attendance</p>	<p>Program Entrance and by July 1 of each year Throughout Program</p>	<p><i>Dorcas Place</i> employee will assess participants EFL at program entrance and after 100 hours of instruction. Using the existing Dorcas Place database, staff will maintain attendance records and provide attendance data to the evaluator.</p>	<p>T-tests comparing pre and post-test scores. ANOVA assessing if hours of attendance is related to improved CASAS test score.</p>	<p><i>Evaluator</i> will share results with program staff with recommendation for improvements at the conclusion of each school year. Program Director will share quarterly results with program staff to inform programmatic decisions.</p>
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PROGRAM PROCESS GOALS

<p>GOAL #6: By the end of year 1 in our focal school and by the end of year 3 in all community schools, a coordinated system of providers will be developed who will assess the needs of participants, assist them in setting goals, work with families towards barrier resolution and make referrals to appropriate educational, health and social service agencies.</p>					
Activities	Data Collected	Collection Dates	Methods	Analysis	Feedback
<p><i>All FSCS partners</i> will work with families in their programs to identify needs</p>	<p><i>All FSCS partners</i> will keep a log of referrals to</p>	<p>Throughout program</p>	<p><i>YMCA, Family Literacy and Case Management</i> <i>Staff</i> will use tailored</p>	<p>Comparison of log of referrals/linkages and number of</p>	<p>At monthly staff meetings, all consortium</p>

and link families to appropriate resources. <i>John Hope Family Service Coordinators</i> together with families and their Child and Family Success Teams (CFS) will create an Individualized Service Plan (ISP) with goals and barrier resolution and provide necessary referrals to local agencies including consortium partners. <i>Family Service Coordinators</i> will provide case management that goes from brokerage to intensive case management	consortium partners including Family Service Coordinators and community resources. <i>Family Service Coordinators</i> will log case notes and ISP at each conference. <i>Family Service Coordinators</i> will log all referrals and the success of the referral.	At time of plan development and referral and upon subsequent conferences. Within 60 days of the referral	YouthServices.net feature to log all referrals. <i>Family Service Coordinators</i> will use the Data, Assessment, Plan (DAP) formula of writing case notes to document conferences with and on behalf of family. Frequencies of the number of referrals provided to families will be tallied. A sample of families will be interviewed by a member of the evaluation team to assess the success and follow through of the referral.	families in Case Management services. CFS team will meet at quarterly intervals on the status of ISP. The CFS team will provide analyze the outcomes of referrals and recommendations for any change in the ISP. Qualitative analysis of the interviews will be conducted to derive themes from the interviews.	partners will discuss how to facilitate referrals and broker services for all participant families. Program Director will review data quarterly and share results with staff inform program practice moving forward
GOAL #7: There will be at least 200 adult participants (40 in Family Literacy, 30 in Case Management and 130 in Family Engagement Activities) and 135 child participants (40 in Family Literacy, 30 in Case Management and 65 in after-school programs)					

during Year 1. There will be at least 570 adult participants (120 in Family Literacy, 90 in Case Management and 360 in Family Engagement Activities) and 375 child participants (120 in Family Literacy, 90 in Case Management and 165 in after-school programs) by the end of year 3 in all community schools.					
Activities	Data Collected	Collection Dates	Methods	Analysis	Feedback
Children will be participating at our focal school in Year One and in one of the 5 community schools thereafter in one of the following school-based activities; before and after-school enrichment, interactive literacy and family case management. Parents will attend at least 2 of these types of events during the school year: P.T.O. meetings, SIT committee meetings, school community events, family literacy classes,	Parents will complete the "Involvement in School Survey at program entrance and at the completion of the school year. Attendance for all listed events	Program entrance and June of each year Throughout program	Parents will complete the "Involvement in School Survey at program entrance and at the completion of the each school year. All program staff will log attendance in activities using YouthServices.net tool	Frequency count of the number of activities a parent was engaged in prior to program participation compared to the end of the school year.	Enrollment numbers will be continuously monitored and reported on by the program team to inform recruitment and enrollment practices

conferences with teachers, literacy or math nights, case management and Community School Steering Committees.						
Goal #8: Parents will feel welcomed, supported, and engaged by their children's schools by the end of Year 1 in our focal school and by the end of year 3 in all community schools						
Activities	Data Collected	Collection Dates	Methods	Analysis	Feedback	
The Community School Steering committee will develop a "School Atmosphere Survey" to assess families' level of satisfaction with the school. All program staff will communicate for the purposes of engagement and support with all school families via print, phone, personal contact and email. Family events and	Qualitative data regarding families' perception of school atmosphere SALT data as it pertains to school atmosphere and environment Family feedback regarding wants	Program entrance and June of each school year June of each school year Quarterly	Families will complete the "School Atmosphere Survey" Survey at the completion of the school year. SALT surveys as published by InfoWorks 4 Family Focus groups will be held by partner agencies each school year.	Means of level of supportiveness parents experience will be analyzed for each site. Family responses will be analyzed in comparison to previous years at the same schools and compared to schools with similar demographics in current years.	Evaluator will report to program team at end of school year results of surveys and interviews. Baseline survey and interview data will be used by Program Director to guide programming	

programming will be sponsored throughout the year by FSCS partners that take into account family focus group feedback and family survey feedback.	and needs of the community for consortium programs		One comprehensive Family Survey will be distributed school-wide each school year.	Survey and focus group responses will be analyzed to determine programs that will have most impact on families.	choices for year.
Goal #9: Seventy-five percent of all adult participants will be actively engaged in their children's schools by the end of Year 1 in our focal school and by the end of year 3 in all community schools.					
Activities Parents will attend at least 2 of these types of events during the school year: P.T.O. meetings, SIT committee meetings, school community events, family literacy classes, conferences with teachers, literacy or math nights, case management and Community School Steering Committees.	Data Collected Parents will complete the "Involvement in School Survey at program entrance and at the completion of the school year. Attendance at all school events	Collection Dates Program entrance and June, of each school year Throughout program year	Methods Parents will complete the "Involvement in School Survey at program entrance and at the completion of the 2008-2009 school year. All program staff will collect attendance data at these events using YouthServices.net	Analysis Frequency count of the number of activities a parent was engaged in prior to program participation compared to the end of the school year. Comparison of attendance and survey results	Feedback Program director will review attendance at events and review results of survey, sharing these results with staff to inform program practice and monitor family engagement.

Timeline for the implementation of the Full Service Community Schools in Providence Public Schools

<u>October-</u>	<u>June –</u>	<u>Sept 2009-</u>	<u>Sept 2010-</u>	<u>Sept 2011-</u>	<u>Sept 2012-</u>	
<u>December 2008</u> Planning for implementation and integration of services as a full service community school	<u>Jan- June 2009</u> Implement integration of model in focus school	<u>Sept 2009</u> Implement summer components- align readiness for fall implementation in 2 more schools	<u>Sept 2010</u> Document lessons learned and inform implementation of model at remaining 2 schools. Parents from first three schools are part of the outreach and information sharing to attract participants in the new sites.	<u>Sept 2011</u> Evaluation data compiled; analysis informs revisions to program design and coordination activities. Sustainability planning completed.	<u>Sept 2012</u> Publish evaluation results; attract media and co-investment partners. Continue to refine programs and activities to optimize results and reach outcomes.	<u>Sept 2013</u> Positive evaluation with results achieved for children and families. Full Service Community school model funded by local and national philanthropic organizations as well as the state DOE.

<p><u>Actions steps:</u></p> <p>1. Project Director hosts Full Service Community School steering committee: Hold minimum of two meetings before Dec. 31</p>	<p><u>Actions steps:</u></p> <p>1. School site coordination team sets weekly meeting schedule: to monitor outreach activities, program enrollment, integration of service delivery elements and parent engagement strategies. Family literacy, before and after school programs are enrolled and in action as of</p>	<p><u>Actions steps:</u></p> <p>1. Summer program enrollment finalized, staff orientation and program implementation begins by June 30.</p>	<p><u>Actions steps:</u></p> <p>1. Full Service Community school Steering Committee hosts a community briefing highlighting the results of coordination and integration activities with a special focus on the success of the parent engagement strategies.</p>	<p><u>Actions steps:</u></p> <p>1. Full Service Community School steering committee initiates implementation of sustainability plan: influential partners are engaged and educated on progress to date.</p>	<p><u>Actions steps:</u></p> <p>1. Publish report of FSCS progress toward goals; review of increased results due to coordination of services and integration of lessons learned.</p>	<p><u>Actions steps:</u></p> <p>1. FSCS steering committee hosts a community briefing highlighting school personnel support and success of children and families participating in the community school model.</p>
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	January 3, 2009.					
<p>2. Review implementation plan with all stakeholders: update with any changes/new information/insure school day curriculum is fully aligned with after school enrichment activities</p>	<p>2. Initial data on all participants is entered into the database. All pre-tests are completed by January 31.</p>	<p>2. Fall program planning completed; coordinated service delivery system established; parent communication plan implemented in August.</p>	<p>2. Parent liaisons are engaged and complete leadership and social networking training. Parent liaisons begin outreach activities at schools.</p>	<p>2. School principals present FSCS results at monthly District-wide meeting.</p>	<p>2. Parent liaisons create parent networks of support, communication and participation at each school.</p>	<p>2. Parent liaisons host information nights for school communities and increase parent participation in the network.</p>
<p>3. Convene partner orientation and planning session</p>	<p>3. SIT Team, PTO receive progress report on FSCS implementation</p>	<p>3. Staff hired to insure capacity for expansion of integrated model to Woods/Young campus and Lima/Fortes</p>	<p>3. Coordination meetings deepen intentional integration of services to benefit children and families.</p>	<p>3. Community partners refine services based on parent, student and teacher feedback; program plans</p>	<p>3. Coordination meetings streamline parent/student/teacher feedback mechanisms and create a system that operates with consistency across all school sites.</p>	<p>3. Coordination efforts streamline parent, student and teacher engagement in program activities and support</p>

4. Promote integration of services through Kick off event at Robert Bailey Elementary school in December	4. Planning begins for summer programming by April 1. Teachers are recruited and committed by May 1.	campus	4. SIT Team, PTO and other parents are informed and engaged to assist with program recruitment.	4. FSCS staff and parents conduct workshop at District-wide Parent conference. PTO and SIT team members engage in discussion of program design and progress reporting.	are updated.	4. Summer programs refine the use of student performance data to inform curriculum and activities in a full day model that addresses parent needs.	systems.
5. Registration for all program elements available as a	5. Student assessments are reviewed and progress and gap	5. Fall program enrollment completed by Sept 30.	5. 200 students and 500 parents engaged in FSCS programs and	5. Program enrollees are engaged in multiple	5. FSCS partners integrate their efforts to insure that each program participant is engaged in a	5. FSCS partners report increased results in student success measures	

seamless process for parents to access at the school	analysis informs program curriculum planning.	activities during the school year and summer.	activities and services intentionally delivered and tracked by FSCS partners.	minimum of two service delivery elements of the FSCS model.	with special recognition noted for participants in multiple activities.
6. 40 additional students are registered in after school; 40 parents are registered in the parent education classes and the family support services team has oriented all partners in readiness for referrals to case management	6. Consortium partners continue to meet monthly to coordinate services and insure integrative planning.	6. FSCS partners continue to meet monthly to coordinate services, increase resources available to children and families in the school and insure progress toward goals and outcomes.	6. FSCS partners continue to meet monthly to coordinate services, increase resources available to children and families in the school a and insure progress toward goals and outcomes.	6. FSCS partners continue to meet monthly to coordinate services, increase resources available to children and families in the school and insure progress toward goals and outcomes.	6. FSCS partners celebrate successful accomplishment of goals and outcomes.

services.										7. Lessons learned from focus school ramp up: planning updated with new information			
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Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1265-Mandatory_REQUIRED_ATTACHMENTS_Part_1_-_MEMORANDUM_OF_UNDERSTANDING.pdf**

Attachment 2:

Title: Pages: Uploaded File: **8710-REQUIRED_ATTACHMENTS_Part_2_-_RESUMES-CVs-PARTNERS-CAPACITY_STATEMENT.pdf**

Attachment 3:

Title: Pages: Uploaded File: **1177-Letter_of_support-RI_Dept_of_Children,_Youth,Families.pdf**

Attachment 4:

Title: Pages: Uploaded File: **939-Letter_of_support_-_Annie_E_Casey_Foundation.pdf**

Attachment 5:

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Attachment 10:

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MEMORANDUM OF UNDERSTANDING COMMUNITY SCHOOLS PROGRAM - PROVIDENCE

Responsibilities of Dorcas Place

- Dorcas Place will provide administrative support for this grant as it pertains to overall budget and finance, development and implementation, Managed Information Services (MIS), all grant reports and Human Resources support for Dorcas Place employees.
- Dorcas Place will employ a Program Director who will be responsible for overall coordination and integration of Community School Services and personnel, annual reporting, working with the evaluators to generate data and analysis, communicating with the District, facilitating a Steering Committee and implementation of all grant objectives.
- Dorcas Place will ensure that all employees and volunteers working under this initiative will have a clean BCI check as required by the Providence School District and that direct-care staff meet DCYF licensing requirements
- Dorcas Place will provide one Full Service Coordinator (at Alfred Lima and Charles Fortes) as an in-kind service.
- Appropriate employees from Dorcas Place will participate in their local school's Community School Governance Council and the Community School Steering Committee.
- Appropriate employees from Dorcas Place will participate in their local school's School Improvement Team, attend Grade-level meetings and attend PTO meetings to support and enhance family engagement
- Community School workers will continuously share best practices in an effort to integrate those practices across Community School programs and throughout the district.
- Dorcas Place will provide a minimum of 160 Providence families with day and evening ESOL classes for 6-15 hours a week for the following schools: Alfred Lima elementary, Charles Fortes elementary, Robert Bailey elementary, Charlotte Young elementary, and Sgt. Cornell Young Elementary. Three classes will be FSCS grant-funded and three classes will be in-kind service.
- Dorcas Place staff will develop and monitor NRS and EFF goals each trimester for Family Literacy families
- Dorcas Place staff will provide and coordinate support services for Family Literacy participants
- Dorcas Place will recruit, maintain attendance information and control enrollment for their programs. Dorcas Place will share information and data regarding participation, demographics and scores.
- Dorcas Place staff will organize and monitor weekly in class PACT for Family Literacy parents at Alfred Lima, Charles Fortes, Robert Bailey, Sgt. Cornell Young and Charlotte Woods.
- Dorcas Place staff will gather and maintain all needed program information for internal record keeping and outside program evaluator and will communicate these results to policy makers, elected officials and the public at large
- Dorcas Place staff working as part of the FSCS program will be accountable to the Site Coordinator and Program Director for compliance with FSCS program goals, objectives and activities.
- Dorcas Place will provide Family Literacy parents ESOL Adult Education classes during the summer at one or more of the elementary school site (in-kind, funding permitting).

- Dorcas Place will be responsible for the timely communication of important developments and changes to program partners. Dorcas Place will be responsible for ensuring that any events involving the safety of participating students are documented appropriately, thoroughly, and in accordance with the procedures of the Providence School District.

Responsibilities of Providence Public School District (as represented by central administration and local principals):

- PPSD will assist Community School Programs to recruit families.
- PPSD will ensure that all elements of the grant are administered in accordance with relevant state and federal education law, including FERPA and HIPPA.
- PPSD will facilitate the collection of participating students' academic data and quarterly report cards for evaluation purposes in accordance with relevant privacy restrictions and in a timely manner.
- PPSD will make reasonable efforts to ensure adequate space is provided at each school for Site Coordinators, after-school programs, Family Literacy classes, family engagement events and Family Service Coordinators at no cost. Classroom space will not be shared and will be allocated according to the ratio of one classroom to 15 children. In addition to classrooms, programs need office space, storage space and refrigeration space along with daily access to the gymnasium, library and cafeteria.
- PPSD will allow parents in Family Literacy programs to visit their child's classroom to participate in interactive literacy activities.
- PPSD will facilitate discussion between Community School partners and other PPSD partners on this issue of transportation for children in after-school programs.
- PPSD will review written requests for Community School staff to participate in appropriate professional development offered by the District and local schools
- PPSD will ensure that schools include the Community School initiatives in the school improvement, corrective action, or restructuring plans of each participating school.
- PPSD will take the initiative to communicate District policy, procedures and plans to Community School representatives.
- Appropriate employees from PPSD will participate in their local school's Community School Governance Council and the Community School Steering Committee.
- The building principal shall have the authority to oversee all services offered during the instructional day or in the school building, including making reasonable changes that do not interfere with the overall goals or structure of the program.

Responsibilities of John Hope Settlement House:

- John Hope will employ two Family Service Coordinators under the FSCS grant and one Family Service Coordinator as in-kind service ramping up to serve 75 families with their wrap-around services at Alfred Lima, Charles Fortes, Charlotte Woods, Sgt. Cornell Young and Robert Bailey.
- John Hope will adhere to the integrity of the system of care and the process of wraparound services set forth by the State of Rhode Island
- Family Service Coordinators will provide orientation to school staff, PTOs and community partners in the principles and values of the system of care and the wraparound process.

- Family Service Coordinators will screen referrals of at-risk and high-risk students made by school psychologists, school social workers, and community partners.
- John Hope will be responsible for working with PPSD staff to ensure that the work of Family Service Coordinators does not impinge upon portion of the Providence School District collective bargaining agreement.
- Family Service Coordinators will create and coordinate a Child and Family Success Team creating a service plan that can range from brokerage to intensive case management.
- John Hope will ensure that all employees and volunteers working under this initiative will have a clean BCI check as specified by the Providence School District, a clean CANTS and that direct-care staff meet DCYF licensing requirements
- John Hope as a subcontractor will handle payroll, human resources tasks and manage the budget for their specific program in accordance with the fiscal agent's requirements
- Family Service Coordinators working as part of the FSCS program will collaboratively review compliance with the FSCS program goals, objectives and activities with the Site Coordinator and Program Director
- John Hope will recruit, maintain attendance information and control enrollment for their programs. John Hope will share information and data regarding participation, demographics and scores.
- Appropriate employees from John Hope will participate in their local school's Community School Governance Council and the Community School Steering Committee.
- Family Service Coordinators will continuously share best practices in an effort to integrate across Community School programs and throughout the district

Responsibilities of Greater Providence Youth Services YMCA:

- The YMCA will provide before and after-school services to 165 children in the 5 Community Schools. Charles Fortes and Alfred Lima services fall under the FSCS grant initiative. Programs at Robert Bailey, Charlotte Woods and Sgt. Cornell Young will be in-kind services.
- The YMCA will employ two Full Service Coordinators for this Community Schools initiative. One Full Service Coordinator (at Robert Bailey) will be in-kind service and one Full Service Coordinator (at Charlotte Woods/Sgt. Cornell Young) will be employed under this grant.
- A Site Coordinator at the Lima/Fortes site will ensure compliance with licensing and quality care standards for the YMCA. The Site Coordinator will work in collaboration with the Full Service Coordinator to ensure grant requirements are met through Community Schools Program.
- Appropriate employees from the YMCA will participate in their local school's Community School Governance Council and the Community School Steering Committee.
- Appropriate employees from the YMCA will participate in their local school's School Improvement Team, attend Grade-level meetings and attend PTO meetings for the purpose of family engagement
- The YMCA will recruit, maintain attendance information and control enrollment for their programs. The YMCA will share information and data regarding participation, demographics and scores.

- The YMCA will ensure that all employees and volunteers working under this initiative will have a clean BCI check as specified by the Providence School District and that direct-care staff meet DCYF licensing requirements
- The YMCA will collect academic data from report cards on children in their program for the purposes of evaluation.
- The YMCA will work closely with principals, teachers and District personnel to ensure that the Community Schools program is integrated with existing academic programs and does not interfere with any school-based programs.
- The YMCA as a subcontractor will handle payroll, human resources tasks and manage the budget for their specific program in accordance with the fiscal agent's requirements
- YMCA staff working as part of the FSCS program will be accountable to the Site Coordinator and Program Director for compliance with FSCS program goals, objectives and activities.
- YMCA staff will continuously share best practices in an effort to integrate across Community School programs and throughout the district

Dawn W. Egan

Providence Public School District Representative

4/10/08

Date

Dr. Brenda Dawn-Messier

Dorcas Place Representative

4/10/08

Date

[Signature]

John Hope Settlement House Representative

4/10/08

Date

[Signature]

Greater Providence Youth Services YMCA Representative

4/10/08

Date

REBECCA A. BOXX

(b)(6)

SUMMARY

A creative, intelligent, well-rounded woman with a background in the business world seeks a position in non-profit administration. Substantial experience in public education and non-profit settings. Fluent in Spanish.

EDUCATION

M.ED.	2005 - present
<i>University of Rhode Island</i>	
BA – ELEMENTARY EDUCATION	RI Elementary Teacher’s Certification
BA - SPANISH	2003
<i>University of Rhode Island - GPA 3.99, Summa Cum Laude</i>	

PROFESSIONAL EXPERIENCE

COZ COORDINATOR / EVEN START 2007-PRESENT

Dorcas Place Providence, RI

Administrator of school-based program serving over 900 families with children from birth to 6th grade. Responsibilities include;

- Supervise a staff of 15 regular, contract and volunteer. Provide administrative support to staff from partnering agencies in cooperative initiatives.
- Oversee a Family Resource Center located in an elementary school. Center provides crisis intervention and partners with various community agencies to provide referral services for over 600 families.
- Oversee an after-school program for over 100 children aged 6-13. Support programs with quality assessments, analysis, evaluation and reporting.
- Oversee Parental Involvement Initiatives in several schools. This involves participation in SIT teams and school administration, collaborating with partnering agencies gathering data and coordinating events for parents.
- Initiate and administer an Early Childhood program for 50 families that engages pre-school age children in quality education experiences while teaching parents how to be their child’s first teacher.
- Advocate for program on a state-wide level. This includes successful attempts to leverage funding from private and public funders.
- Report outcomes to local, state and federal evaluators.
- Collect and analyze data to guide program quality and fulfill funding expectations
- Participate in strategic planning on an agency-wide and city-wide level
- Coordinate Governance Council comprised of administrators, community partners, parents and teachers
- Manage a budget
- Create materials for recruitment, promotion and informational use

FAMILY LITERACY COORDINATOR/EVEN START 2005-2007

Dorcas Place Providence, RI

Administrator and direct service provider for two programs:

- Providence Public School System Family Literacy Program, a program servicing 175 Latino families and Providence Even Start, a program targeting Latino families with children under eight years of age
 - Coordinate and lead weekly supervisory and curriculum planning meetings between educators, case managers, recruiters, department heads adult instructors, principals, literacy and math coaches and other administrators.
 - Manage staff issues on a day to day basis
 - Develop and administer program budgets
 - Work with over 100 elementary teachers and principals to coordinate and facilitate parents’ participation in children’s educations

- Coordinate collection of adult and child outcomes, analyze results of pre and post evaluations and create evaluative reports for various internal and external purposes
- Create and present program results to funders and potential funders
- Write quarterly reports in collaboration with MIS and administration for RIDE, collect data for external evaluator and prepare evaluative reports for internal and external presentations.
- Participate in collaborative efforts with local organization such as the Casey Foundation, Head Start, Parent Engagement Office, Ready to Learn, Providence Plan, RIDOE etc.
- Develop, plan and facilitate weekly interactive literacy events for between 30 and 60 families
- Develop and present weekly parenting education workshops focusing on supporting children's literacy
- Manage Reading is Fundamental (RIF) grant and distributions for six sites

CLASSROOM TEACHER, GRADES 2/3 STRUCTURED ENGLISH IMMERSION (ESL) 2003 - 2004
Casimir Pulaski Elementary School New Bedford, MA

Classroom teacher in an urban setting. Class consisted of 15-25 students from several Spanish-speaking countries. Responsibilities included:

- Develop curriculum tailored to state and local standards.
- Assess learning outcomes in accordance with personal instructional goals and district benchmarks.
- Accommodate students with multiple learning styles, learning levels, developmental stages and stages of English language acquisition.
- Manage classroom environment so that optimal learning occurred.

FAMILY SERVICE COORDINATOR, SHEFFIELD ELEMENTARY SCHOOL 2001-2002
New Visions of Newport County Newport, RI

Coordinator of social services and educational programs for a diverse population of Newport families with the purpose of strengthening the home-school connection and increasing parental involvement.

- Acquired mental health services, social services and other health services for students and families. Also responsible for inter-agency conferencing and coordination of these services.
- Participated in the IEP process as a family advocate and service coordinator.
- Designed and implemented curriculum for multiple after-school programs.
- Contributed as a member of the School Improvement Team to implement the School Improvement Plan and school-wide discipline plan
- Increased community involvement in the school through fundraising and school-based community events
- Participated in the Social Services Working Group of Newport, a cross-town partnership of administrators, social service agencies and teachers in public schools
- Communicated daily by phone or home visits with families of students of all socio-economic backgrounds
- Translated and interpreted for families during various school – related events

ADDITIONAL WORK EXPERIENCE

CAMP COUNSELOR 2003
Looking Upwards, Inc. Newport, RI

Participated in a summer program for youths with disabilities. Day to day responsibilities included assisting youth with emotional, behavioral and physical disabilities to interact with peers and achieve personal and academic goals. Collaborated with psychologists and educators to implement behavior plans and IEPs.

GRAPHIC DESIGNER 1996-2001
Jordan Fischer Communications, PDQ Printing, Print World *Locations in Newport, RI and North Kingstown, RI*

MARKETING AND COMMUNICATIONS 1991-1995
Asea Brown Boveri (ABB) *Windsor, CT*

SKILLS

- Fluent in Spanish
- Proficient with technology – Internet, multimedia, presentation software, desktop publishing, etc.
- Skilled in writing for publication and in making public presentations
- Experience with grant writing and locating fiscal resources
- Comfortable interfacing and communicating with families of all backgrounds

BRENDA DANN-MESSIER, DORCAS PLACE PRESIDENT/CEO

(b)(6)

*Professional
Objective*

Educational and Community Agency Administration

Education

Johnson & Wales University, Rhode Island
Ed.D. Educational Leadership, December 2000
**Dissertation Title: Access to Higher Education for
Welfare Recipients: An Analysis of Welfare Policy
Development Designed By National and State
Policymakers**

Rhode Island College, Rhode Island
M. Ed., June 1974, Major: Instructional Technology
B.A. of Arts, January 1973, Major: Secondary Education-
History.

Certification

Adult Basic Education Certificate,
Secondary Education- Social Studies Certificate

Employment

PRESIDENT

**Dorcas Place Adult &
Family Learning Center**

1999-Present

Brenda Dann-Messier has been the President of Dorcas Place since August of 1999. At that time the agency served 100 women enrolled in a day Adult Basic Education program. Eight years later Dorcas Place serves over 1100 low-income women and men in our day and evening programs. The current budget is 3.0 million with over 60 full and part time staff. Dorcas Place has five major programs: 1.) Functional Literacy Program, 2.) Workforce Literacy, including our Career Academy Job Center, 3.) Family Literacy Program including a federal Even Start Program, 4.) College Preparatory Program in partnership with CCRI and 5.) Learning Resource Center, a community academic drop-in center.

All our programs are supported by case management.

*Employment
(Continued)*

Major Accomplishments
as President

Purchased, renovated and equipped a new building expanding our size from 7700 sq. feet to 19,500 sq. feet in order to increase capacity and quality programming. **Successfully concluded a Capital Campaign by exceeding our goal of 2.1 million dollars in less than three years. Paid off of a 5 five year mortgage in four years so the agency is now debt free.**

Increased staff diversity from 3% to close to 50% percent. New staff hired with higher degrees and enhanced work qualifications.

Agency now serves over 28% men and growing. Formed regional, national, and international partnerships with: Nellie Mae Education Foundation, New England Association of Schools & Colleges, Council for Opportunity in Education, National Center for Family Literacy, Jobs for the Future, Making Connections Providence, European Access Network, and University of Liverpool.

Special Projects Manager
and LAB Liaison

The Northeast and Islands
Regional Educational
Laboratory At Brown
University

1996-1999

The Northeast & Islands Regional Educational Laboratory At Brown University one of 10 federally funded labs engaged in applied research and development around new and improved teaching and learning methods for elementary and secondary schools. The LAB at Brown promotes knowledge-based school improvement throughout the Northeast and Islands in order to facilitate equal access to quality learning environments for all students in meeting high standards of learning.

The Special Projects Manager directed research and policy initiatives on:

- * Creating Partnerships Between Higher Education and School-to-Work/School-to-Career
- * Creating Partnerships Between Interfaith Religious Leaders and Public Educators
- * Determining the Impact of Welfare Reform on Access to Higher Education for Low Income Adults

In addition to major LAB initiatives, the Special Projects Manager coordinated the Lab's governmental relations activities, co-chaired the annual Pell Policy Seminar, a national educational policy seminar, acted as staff

liaison to the Lab's Board of Governors, and as the state liaison to the Commonwealth of Massachusetts.

*Employment
(Continued)*

Secretary's Regional Representative for New England

U.S. Department of Education

Dec. 1993-1996

Secretary's Regional Representative (SRR), personal representative of the U.S. Secretary for all official relationships with state and local, public and private education agencies, schools, colleges, and state governance organizations in New England. Responsible for conveying the Secretary of Education and the Department's policies and actions. Chief spokesperson in the field for promoting, supporting, and advancing the education legislative and reform agenda, and all other education related legislation and initiatives of the Secretary and the Department in the six-state region.

Founding Director and Administrator

R.I. Educational Talent Search Program

1991-1993

Responsible for program planning, development, fiscal management of TRIO grants (annual budget of over \$850,000), personnel (23 staff), staff training and supervision, public and community relations.

Director

R.I. Educational Opportunity Center Program

1987-1993

Trainer, presenter at national, international, regional, state conferences and meetings. Presentations to superintendents, college and university presidents, business leaders, headmasters, principals, teachers, parents, students, community-based organizations and others.

*PROFESSIONAL
MEMBERSHIPS*

- * Board Member State of Rhode Island Board of Governors for Higher Education (BOG) 2006 - nominated by the Governor and approved by the Rhode Island Senate
 - Member Academic and Student Affairs Subcommittee (BOG)
 - Member Taskforce for Under Represented Groups in Higher Education (BOG)
- * Board Member The Providence Plan 2007 - Mayorial appointment
- * Board Member of Rhode Island Higher Education

Assistance Authority (RIHEAA) 2007 - nominated by the Governor and approved by the Rhode Island Senate

- * Co-Chair State Adult Education Advisory Council to the Director
 - Chair Accountability Workgroup
- * Board Member and Secretary of RI Children's Crusade For Higher Education 1997-2007
- * Member Rhode Island Work Force Alliance
- * Member National Family Literacy Advisory Council of the National Center for Family Literacy (NCFL)
- * Member National College Transition Network (NCAN) and Technical Assistance Provider
- * American partner with University of Liverpool Mature Student Exchange
- * Member Nellie Mae Education Foundation Adult and Family Learning Cluster
- * Member of the Rhode Island Health Literacy Steering Committee
- * National faculty member of:
 - Council for Opportunity in Education-Counseling Strategies Institute 1999 to 2006
- * NCEOA New Directors Management Institute 1991-1993
- * Member National Alliance of Business Advisory Group on Employers, Immigrants and Skills
- * Co-Chair FIP/TANF Education Subcommittee for WRITF (Welfare Reform Implementation Task Force)
- * Making Connections Providence Adult Education/ESOL Action Team leader
- * Member National Center for Family Literacy Alliance
- * Council for Opportunity in Education (formerly NCEOA, now COE)
 - ERIC Clearinghouse Advisory Committee Member 1997-2002
- * Council for Opportunity in Education-Board Orientation Co-chair 2000-2002
- * National Council of Educational Opportunity Associations (NCEOA, now COE)

*PAST
PROFESSIONAL
AFFILIATIONS*

- Elected President-elect 1993 (resigned due to federal appointment).
- NCEOA Board member 1988-1993
- NCEOA Development Chair 1990-1993
- NCEOA Co-Chair First Annual National Student Leadership Congress 1990
- NCEOA Chair First Leadership Development Seminar of State President 1991
- * New England Association Educational Opportunity Program Personnel – President 1989-1990
- * National Educational Opportunity Centers Association
 - Board Member 1987-1993
 - Secretary 1987-1988
- * Chair Congressman Jack Reed’s Women’s Advisory Council 1991-1993
- * Board member Dorcas Place Literacy Center 1990-1996
- * Founding Member R.I. Educational Opportunity Association
- * State of R.I. JOBS Program
 - Chair, “Pathways to Independence” 1989-1991
 - Educational Subcommittee Chair 1992-1993
- * Trustee East Greenwich, R.I. Free Library 1990-1993

AWARDS

- * Education Champion Award 2007, Awarded by the Community College of Rhode Island
- * Secondary Education Honoree RI College Alumni Association in recognition of Exemplary Achievements in Chosen Field 2005
- * Johnson & Wales Office of Campus Diversity Strength of Women Award 2004
- * College Board Hallmark Award for Excellence in Education 2004
- * Walter O. Mason Award 1999, Awarded by National Council for Opportunity in Education
- * Claiborne Pell Award 1997, awarded by New England Association of Educational Opportunity Program Personnel
- * The New England Association of Educational Opportunity Program Personnel Marion Belgrave Howard Award 1992
- * Pathways to Independence Advisory Council Recognition Award 1991
- * President’s Award, National Council of Educational

- Opportunity Associations 1990, 1991, 1992
- * National Association for the Advancement of Colored People (NAACP) Education Award 1991
- * R.I. Educational Opportunity Association Recognition Award 1989
- * Outstanding Service Award, Urban Educational Center 1984
- * Rosa Parks Good Neighbor Award 1984 presented by Mrs. Rosa Parks

*Publications/
Testimony*

Brenda Dann-Messier, Eva I. Kampits, **Building the Desire, Building the Ability: Community-based Programs Playing a Role in Introducing Learners to College and in Helping Them Persist**, *Focus on Basics, Volume 6, Issue D*, February 2004.

Brenda Dann-Messier, **Self-Study Guidelines for Adult Education Agencies: A Model for Continuous Improvement for Adult Education Agencies to Assess, Verify and Enhance Their Mission and Goals**, *Resources for Learning*, 2001

Brenda Dann-Messier, **Levers for Change: Educational Opportunity Centers and Welfare Reform**, *Opportunity Outlook- The Journal of the Council for Opportunity in Education*, April 2001.

Briefed United States Senate HELP Committee Staff 2005

Presented testimony to the U.S. Senate Education Subcommittee on the Arts, Education, and Humanities, on pending legislation 1991

Brenda Dann-Messier, **Connections: Article describing Educational Opportunity Programs**, *New England Board of Higher Education Journal*.

Selected Presentations

Conference presenter:

- *National Commission On Adult Basic Education (COABE) 2005, 2006, and 2007*
- *"Making the Case for Literacy Programming: National Trends & Resources" New England Museum Association (NEMA) 2007*
- *Building Pathways to Success for Hispanic Families in Schools and Communities (HIFL Institute) 2007*
- *New England Literacy Resource Center (NELRC) College Transition Conference 2004, 2005*
- *Council for Opportunity in Education (COE) National Conference 2004, 2005, 2006*
- *National Center for Family Literacy (NCFL) 2004,2005*
- *European Access Network (EAN) Scotland 2001, Italy 2002, Belgium 2004, and Ireland 2007*
- *Work Now and in the Future 15 Conference of the Northwest Regional Education Laboratory (Portland, OR; Nov. 8-10, 1998)*
- *New England Association of Schools & Colleges 113th Annual Meeting (Boston, MA; Dec. 5, 1998);*
- *Massachusetts Forum for K-16 Educators & Policymakers (Worcester, MA; Dec.1, 1998)*
- *U.S. Department of Labor & U.S. Department of Education (Boxboro, MA; May 7, 1998).*
- *Keynote speaker "School-to-Work/Career," Virgin Islands School-to-Work Conference (Jan. 1999).*
- *"School-to-Work," Puerto Rico School-to-Work Conference (Mar. 1999).*

Curriculum Vitae (short version)

JEFFREY A. ANDERSON

Associate Professor, Special Education Programs
Department of Curriculum and Instruction
201 N. Rose Ave.
W. W. Wright Education Building
Bloomington, IN 47405
jander2@indian.edu Office: 812-856-8155

DOCTORAL EDUCATION

1998 University of South Florida; Tampa, FL
Ph.D. Special Education / Cognate: Children's Mental Health

Dissertation: *Comparing the academic achievement of students with emotional and behavioral disabilities and students with learning disabilities* (Chairs: Krista Kutash & Albert J. Duchnowski)

CURRENT ACADEMIC APPOINTMENT

2007 – present Associate Professor (with tenure), Department of Curriculum and Instruction; Special Education Area; School of Education, Indiana University at Bloomington

2007 – present Research Faculty, Center for Adolescent and Family Studies (CAFS); 1901 E. 10th Street; Bloomington, IN 47408

RECENT GRANTS

- 2008 – 2009 Principal Investigator, Evaluation of the *Integration of Schools and Mental Health Services Grant Project*. Funded by Indianapolis Public Schools (US Department of Education). Award: \$38,000.
- 2008 – 2009 Principal Investigator, *System of Care Impact on School Functioning*. Funded by Macro International (Center for Mental Health Services, SAMHSA). Award: \$18,000.
- 2007- 2010 Principal Investigator, Evaluation of the *McKinney-Vento Education for Homeless Children and Youth* program. Funded by the Indiana Department of Education to Indianapolis Public Schools. Award: \$15,000.
- 2007 - 2008 Principal Investigator, *Modeling resiliency in the prevention of special education identification* (using the NCES ECLS-K dataset). American Educational Research Association Grants Program. Award: \$20,000.
- 2006 – 2007 Principal Investigator, *Evaluation planning and development*. Indianapolis Public Schools. Award: \$75,000 [Funded the 2007 Parents as First Teachers evaluation]
- 2005 - 2006 Co-Principal Investigator (with Eric R. Wright, P. I.), *Exploring patterns of change in family functioning and its impact on youth in systems of care*. Center for Mental Health Services, SAMSHA, Washington DC & ORC Marco, Atlanta, GA. Award: \$10,000
- 1999 - 2005 Co-Principal Investigator (with Eric R. Wright, P.I.), *Dawn Project Evaluation Study*. Choices, Inc. / Health and Hospital Corporation of Marion County; Center for Mental Health Services, SAMSHA, DHHS. Award: \$1,456,404
- 2004 – 2005 Principal Investigator, *Urban Education Inquiry Project: Team-based studies of school inclusion for all learners*. Indianapolis Public Schools. Award: \$100,000

REFEREED PUBLICATIONS (2000 – PRESENT)

- Anderson, J. A., Wright, E. R., Kooreman, H. E., & Kelly, K. (in press). Patterns of clinical change among young people served in a system of care. *Journal of Emotional and Behavioral Disorders*.
- Anderson, J. A., Wright, E. R., Smith, J. S., & Kooreman, H. E. (2007). Educational profiles of students at enrollment in a system of care. *Remedial and Special Education*, 28(1), 9-20.
- Meyer, L. D. ^a, Anderson, J. A., & Huberty, T. (2007). School Involvement in the Dawn Project: Outcomes for Youth with

JEFFREY A. ANDERSON

- Emotional and Behavioral Difficulties from Ethnically Diverse Backgrounds. *Multiple Voices*, 10, 45-60. (^a -former student).
- Anderson, J. A., Effland, V., Kooreman, H. E., & Wright, E. R. (2006). Predicting functional improvement over time in a system of care. *Families in Society: The Journal of Contemporary Social Services*, 87(3), 238-446.
- Anderson, J. A., Meyer, L. D., & Somers, J. W. (2006). The impact of system-of-care participation on school functioning: Exploring caregiver and teacher perspectives. *Preventing School Failure*, 50(3), 13-20.
- Anderson, J. A., Crowley, M. F., Dare, M. J. & Retz, J. (2006). Partnerships in systems of care: An early intervention pilot project with education. *Journal of At-Risk Issues*, 12(1), 11-19.
- Wright, E. R., Russell, L. A., Anderson, J. A., Kooreman, H. E., & Wright, D. E. (2006). The impact of team structure and roles on achieving treatment goals in a system of care. *Journal of Emotional and Behavioral Disorders*, 14(4), 240-250.
- Wright, E. R., Wright, D. E., Kooreman, H. E., & Anderson, J. A. (2006). The nature and impact of conflict within service coordination teams for children and adolescents with serious emotional and behavioral challenges *Administration and Policy in Mental Health and Mental Health Services Research* 33(3), 302-315.
- Howland, A., Anderson, J. A., Smiley, A. D., & Abbott, D. J. (2006). School liaisons: Bridging the gap between home and school. *The School Community Journal*(16), 2, 47-68.
- Anderson, J. A., Meyer, R. M.^a, Sullivan, M. P., & Wright, E. R. (2005). Impact of a system of care on a community's children's social services system. *Journal of Child and Family Studies*, 14(4), 505-520. (^a - student). [Data Trends: http://datatrends.fmhi.usf.edu/summary_131.pdf]
- Medina, M. A., Morrone, A. S., & Anderson, J. A. (2005). Promoting social justice in an urban secondary teacher education program. *The Clearing House*, 78(5), 207-212
- Anderson, J. A., McIntyre, J. S., & Somers, J. S. (2004). Exploring the experiences of successful completers of a system of care for children and their families through case narratives. *Journal of Family Social Work*, 8(1), 1-25.
- Anderson, J. A. & Mohr, W. K. (2003). A developmental ecological perspective in systems of care for children with serious emotional disturbances and their families. *Education and Treatment of Children*, 26(1), 52-74.
- Anderson, J. A., Wright, E. R., Kooreman, H. E., Mohr, W. K., & Russell, L. (2003). The Dawn Project: A model for responding to the needs of young people with emotional and behavioral disabilities and their families. *Community Mental Health Journal*, 39(1), 63-74.
- Anderson, J. A., McIntyre, J. S., Rotto, K., & Robertson, D. C.^a (2002). Developing and maintaining collaboration in systems of care for children and youth with emotional and behavioral disabilities and their families. *American Journal of Orthopsychiatry*, 72(4), 514-525. (^a - student).
- Mohr, W. K., & Anderson, J. A. (2002). Reconsidering punitive and harsh discipline. *The Journal of School Nursing*, 18(6), 346-352.
- Morrone, A. S., Medina, M., & Anderson, J. A. (2002). Social justice as an interdisciplinary theme in teacher education. *The Journal on the Art of Teaching*, IX(1), 37-55.
- Anderson, J. A., Kutash, K., & Duchnowski, A. J. (2001). A comparison of the academic progress of students with emotional and behavioral disorders and students with learning disabilities. *Journal of Emotional and Behavioral Disorders*, 9, 106-115.
- Anderson, J. A. & Matthews, B. (2001). We care for students with emotional and behavioral disabilities and their families. *Teaching Exceptional Children*, 33(5), 34-39.
- Mohr, W. K., & Anderson, J. A. (2001). Faulty assumptions associated with the use of restraints with children. *Journal of Child and Adolescent Psychiatric Nursing*, 14, 141-151.
- Anderson, J. A. (2000). The need for interagency collaboration for children with emotional and behavior disabilities and their families. *Families in Society: The Journal of Contemporary Human Services*, 81, 484-493.

Curriculum Vitae

Ann Marie Mumm LICSW, PhD

(b)(6)

Education

Rutgers University

PhD in Social Work

May, 1994

State University of New York at Buffalo

Masters in Social Work

May, 1988

Bachelors in Psychology

May, 1986

Teaching Experience

Rhode Island College, School of Social Work

Providence, RI

Professor (July, 2007-Present)

Associate Professor (July, 2000-June 30, 2007)

Assistant Professor (August, 1994-July, 2000)

Rutgers, The State University of New Jersey

New Brunswick, NJ

Visiting Professor (January, 1992-August, 1994)

Teaching Assistant & Lecturer (August, 1990-January, 1992)

University of Maine at Presque Isle

Presque Isle, ME

Adjunct Faculty Member (January, 1990-May, 1990)

Hilbert College

Hamburg, NY

Adjunct Faculty Member (September, 1987-May, 1988)

Ann Marie Mumm LICSW, PhD
Practice Evaluation Experience

Rhode Island Department of Children, Youth, and Families

Providence, RI

Consultant to Trust Fund Recipients (May 2006-Present)

Rhode Island Department of Education

Providence, RI

Program Evaluator for Even Start (January 2006-Present)

Dorcas Place

Providence, RI

Program Evaluator (January 2002-Present)

Even Start of Newport

Newport, RI

Program Evaluator (January 2000-Present)

Region III Chlamydia Project Family Planning Council

Philadelphia, PA

Program Evaluator (1999)

Children's Friend and Service

Project Connect, Early Start, and Giant Step

Providence and Central Falls, RI

Research Assistant (September, 1995-December, 1997)

Clinical Experience

Worcester Pastoral Counseling Center

Worcester, MA

Clinical Social Worker (October, 1997-present)

Center for Change

Metuchen, NJ

Clinical Social Worker (October, 1990-February, 1994).

Aroostook Mental Health Center-Aroostook Academy

Presque Isle, ME

Clinical Social Worker (May, 1988-August, 1990).

Hopevale, Inc.

Hamburg, NY

Child Care Worker (January, 1986-May, 1988).

Ann Marie Mumm LICSW, PhD

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Ann Marie Mumm LICSW, PhD
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Mumm, A. (November 18, 2003). An Even Start in Newport: Final Report (2002-2003 Program Year). Submitted to Staff and Administration at An Even Start in Newport.

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Ann Marie Mumm LICSW, PhD

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Ann Marie Mumm LICSW, PhD

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Partners

Providence RI Community Schools Program

Providence Public School District
Superintendent – Donnie Evans
797 Westminster Street
Providence, Rhode Island 02903
tel. 401-456-9100

Dorcas Place Adult and Family Learning Center, Inc. (Lead Agency)
President – Dr. Brenda Dann-Messier
220 Elmwood Avenue
Providence, Rhode Island 02907
Tel. 401-273-8866

John Hope Settlement House
Executive Director – Peter Lee
7 Thomas P. Whitten Way
Providence, RI 02903
Tel. 401-421-6993

Greater Providence YMCA
Karen Leslie, CEO
222 Richmond St. Suite 302
Providence, RI 02903
Phone: 401-521-9622
Fax: 401-421-6431

**PROGRAM CAPACITY STATEMENT FOR LEAD AGENCY AND PARTNER
ORGANIZATIONS TO DELIVER AND MANAGE SERVICES UNDER PROVIDENCE
FULL-SERVICE COMMUNITY SCHOOLS PROGRAM**

Dorcas Place Adult and Family Learning Center, Inc (Lead Agency) – This organization has 27 years experience securing and administering government grant programs for adult, family, and workforce literacy, college preparation, and social services for low-income, unemployed/underemployed Rhode Islanders, and primarily for the same target area proposed under this grant. Grants management experience includes contracts, subcontracts and fiscal agent services for local projects and some statewide initiatives. The organization’s annual operating budget is \$2.7 million, with 60% of its revenues in government grants and contracts. Lead agent administrative and grants management services will be coordinated through the organization’s Finance & Development Department. The department staff responsible, together, has over 50 years experience in accounting, grants management, grant writing and development, all relevant to the requirements of the proposed program. The organization’s finances are audited annually, in accordance with US Generally Accepted Auditing Standards and OMB Circular A-133, by an independent auditing firm, Kahn, Litwin, Renza & Co., Ltd. Dorcas Place is also accredited by the BBB according to their standards for Charity Accountability.

Another recent indicator of recognized program and leadership capacity for this organization is that The 2008 Rhode Island State Merit Award was presented to Dorcas Place by The New England Board of Higher Education and the New England Higher Education Compact this March in recognition of the organization’s “leadership in adult education and development of educational opportunities for all citizens”.

Dorcas Place employs 49 full-time and part-time staff and, last year, served approximately 800 adults and 200 children in a range of adult and family literacy programs designed to help transition students to work and to college. ABE and ESOL classes are offered at four levels of instruction through GED preparation, and students are placed according to entrance test results for reading and math. Dorcas Place also is in its 5th year of helping adults transition to career ladder employment through its Career Academy Job Center Program. The Dorcas Place Bridge to College Program is a partnership with the Community College of RI and is effectively transitioning low-income, first generation adults to college. Developmental Education classes are now being offered at Dorcas Place to further expand college transition services in the community.

The organization's Family Literacy Program is structured around the best practices from the "Families in Schools" model designed by the National Center for Family Literacy (NCFL) and incorporates the federal government's well-established and successful Even Start model. We offer the following program components: adult education; child education; parent and child together (PACT) interactive literacy, including Play and Learn groups (a high-quality preschool experience for children and families); parent education; and a home visit component for families most in need. We also administer Providence's school-based Community Opportunity Zone program for after-school academic and enrichment support for at-risk elementary students.

Providence was one of the first five cities in the United States chosen to pilot the Toyota Family Literacy Program in 2003 in partnership with the National Center for Family Literacy. The Providence School District selected Dorcas Place as the Family Literacy Provider to pilot this program. Dorcas Place was selected in part due to its experience in administering high quality Family Literacy programs such as the Providence COZ (Community Opportunity Zone) program and the Providence Even Start program. Program outcomes for the past year include:

- 47% of parents enrolled in Dorcas Place Family Literacy programs last year increased an Educational Functional Level, well in excess of the RI state FY 2007 standard for this indicator (EFL - the equivalent of several grade levels in reading).
- 16% of the children served by Dorcas Place School-based Family Literacy programs improved from reading below grade level to reading at grade level.
- 66% of participating parents surveyed showed significant improvement in their ability to engage with their child's school in such areas as: parent-school communication, knowing school expectations of the child and family, monitoring student's progress, being a partner with the school, and exhibiting belief in child's success in learning.

Dorcas Place also brings to the FSCS Initiative a highly developed Case Management department that works with each student in every program to set goals, resolve barriers, and facilitate transitions.

The Providence Public School District (PPSD) recognizes the importance of family and community involvement to the success of children. To that end, they have established an Office of Family and Community Engagement, staffed by PPCSD employees. Each of the FSCS partners participates in a monthly Community Partner Forum with PPCSD, where the District is able to coordinate and integrate the work of its many community collaborators. PPCSD has made it part of their Strategic Plan to increase family and community involvement in neighborhood schools. To that end, each principal is charged with ensuring his/her school has an active PTO, an inclusive School Improvement Team (SIT) and that their Providence One Plan (POP – an individualized plan for school improvement) includes targeted Family Engagement Initiatives. However, with the daily demands on school administrators and increased accountability around teaching and learning, PPCSD recognizes the need to engage community partners to support these important goals.

The Greater Providence YMCA is a 21st Century Community Learning Center provider with quality enrichment programs already in place throughout the district. 21st Century Community Learning Centers grants support the creation of community learning centers that provide academic enrichment activities during non-school hours for children, particularly those who attend high poverty and low-performing schools. www.ed.gov/programs/21stccclc/index.html. The YMCA has a 153-year history of serving this community by addressing the emerging needs of children and families to lead successful lives. A thirteen year community partner with Providence Public Schools, the YMCA has established a way of working effectively to meet the needs of students and parents while supporting student academic success through the integration of extended-day learning opportunities during the early morning, afternoon and school vacation periods. The YMCA has built its reputation as a quality provider of out of school time programming through introducing an effective curriculum focused on experiential learning and employing a strong staff training and certification process that ensures consistency in meeting high standards for program delivery. Building relationships of trust with and among students, parents, and schools, the YMCA is an integral part of the school community, providing a solid support system.

In the past three years the Y has added nutrition and physical fitness as a key component to the out of school time curriculum. Working to identify best practices, the Y has received support and evaluation services from the Harvard Evaluation Project. This project has helped the Y identify ways in which to incorporate youth led choice in decisions about nutritional choices and physical fitness goal setting. This approach of consistently using youth feedback to inform program design and a choice model in all areas of programming has led to remarkable results:

- YMCA after-school participants received 40% more physical activity than the average student at Bailey. **60% of teachers report daily student participation in physical activity attributes to better classroom behavior.**

John Hope Settlement House has a rich tradition of service to the community. Established more than seventy years ago by African Americans for African Americans, this agency has evolved in tandem with its community. Today, John Hope provides a multi-tiered array of services for all, from day care to after-school programming to financial literacy to residential programs to summer camp and beyond. John Hope has been tapped by the Annie E. Casey Foundation to serve – in coordination with the Mayor's Office – as the Local Managing Entity for Making Connections Providence.

John Hope Settlement House has been awarded three system-of-care contracts (SAMHSA grants). The first of which was to provide a system of care for behavioral health, the second was for Juvenile Justice. The latest addition to the system of care is Positive Educational Partnerships Services (PEP). PEP is associated with those schools which implement the Positive Behavioral Intervention and Support (PBIS) framework. Rhode Island's Department of Child, Youth, and Family (DCYF) has named John Hope Settlement House as the lead agency and the exclusive provider of PEP services in the City of Providence.

A supporting partner of this work is **Making Connections Providence**. Making Connections is the flagship initiative of the Annie E. Casey Foundation. Its core strategy – to help children succeed – is based on the certainty that the best way to improve outcomes for vulnerable children living in tough neighborhoods is to strengthen their families' connections to economic opportunity, positive social networks, and effective services and supports. Providence is one of 10 Making Connections sites, which the Casey Foundation selected for a demonstrated capacity, energy, and determination to achieve concrete results for children and families.

All partnering entities in this request are active agents in the Making Connections Providence work. As such, they receive co-investment funds for programming, have access to the high-quality data from across Making Connections sites, are part of a national network of providers and have access to Technical Assistance for fund development, strategic planning and project coordination.



STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS

Department of Children, Youth and Families
DIVISION OF CHILDREN'S BEHAVIORAL HEALTH
101 Friendship Street, 3rd Floor
Providence, RI 02903

April 9, 2008

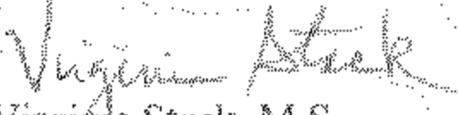
Mr. Peter Lee, LICSW
President and CEO
John Hope Settlement House
7 Thomas P. Whitten Way
Providence, RI 02903

Dear Mr. Lee:

It is with great enthusiasm that I write on behalf of Rhode Island Positive Educational Partnership (RIPEP) initiative in strong support of John Hope Settlement House's application to the Full Service Community Schools Program to implement your proposed Family Engagement Project in collaboration with the Providence School Department. RIPEP is working to establish a family and youth driven, culturally relevant, integrated system of behavioral health and education through a partnership with another statewide initiative supporting Positive Behavioral Interventions and Supports (PBIS) to elementary schools. As a key collaborative partner with your agency, RIPEP can attest to the quality and critical support John Hope provides to vulnerable families in our community through other related programs such as the Child and Adolescence Service System Program (CASSP) and Project Hope. The expanded capacity envisioned with your proposed project is much needed during our challenging social and economic times.

RIPEP has enjoyed a strong working relationship with John Hope for many years as we have worked to explore and address the needs of families and children in the Rhode Island community. I look forward to working with you on this worthwhile project and sincerely hope it receives a favorable review. We wholeheartedly support the priorities as described and look forward to working in partnership. Funding of this project is of significant importance to Rhode Island families.

Sincerely,


Virginia Stack, M.S.
RIPEP Project Director

701 St. Paul Street
Baltimore, MD 21202
410 547-6600
FAX 410 547-6624



The Annie E. Casey Foundation

April 9, 2008

United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

To Whom It May Concern:

The Annie E. Casey foundation is committed to improving opportunities for vulnerable children and families residing in neighborhoods throughout the United States. We applaud the leadership of the Department of Education for creating the support to expand the capacity of schools to embrace the community through the Full Service Community School application process. We recognize the importance of a full service system of support to insure that all children have the chance to succeed in school. And, we believe that having parents and families involved in their children's education through the type of activities that community schools promote – is essential for children's success in school.

The Annie E. Casey foundation understands the importance of integrating and coordinating services to achieve a seamless system of service that fully engages parents and their children. As a long-term funder of the *Making Connections* initiative and other city priorities in Providence, we support strongly Providence's application to develop a system of Full Service Community Schools. The goal of establishing five full service community schools has the scope necessary to make a difference for the city's children and families, and indicates the commitment of the local school system, of the Mayor, and of parents in these communities. Providence's track record in undertaking this type of activity is solid. And, the need for this kind of collaborative, strategic integration of services and supports with the needs of children and families is deep.

Thus, on behalf of the Casey Foundation, I am pleased to indicate our strong support for Providence's application. We have committed approximately \$1.8M/year for the next three years to neighborhoods that would be served by these schools, and we would commit our resources and the *Making Connections* initiative that they support to assisting with the planning, family engagement, and overall implementation of this effort. By linking the *Making Connections* effort – which addresses families' needs for jobs and asset development and also focuses specifically on early education, early grade success, and third grade reading proficiency for young children – to the Community Schools initiative, we have an even stronger chance of improving outcomes for children. The support to establish five full service community schools in Providence will only deepen and expand the local work to eradicate barriers and create a stronger system of support for Providence's children and families.

We hope that the Department of Education will evaluate the merits of this application very positively, and look forward to working cooperatively with you to ensure the success of this initiative.

Sincerely,

Frank Farrow, Director of Community Change Initiatives
Annie E. Casey Foundation

DAVID CICILLINE
Mayor

Dr. Donnie Evans
Superintendent

JOSEPH A. PICCHIONE
Principal

Providence
Schools

OUR SCHOOLS. OUR FUTURE.

ROBERT L. BAILEY IV ELEMENTARY SCHOOL
65 GORDON AVENUE
PROVIDENCE, RHODE ISLAND 02905
PHONE: (401) 456-1736
FAX: (401) 456-1786

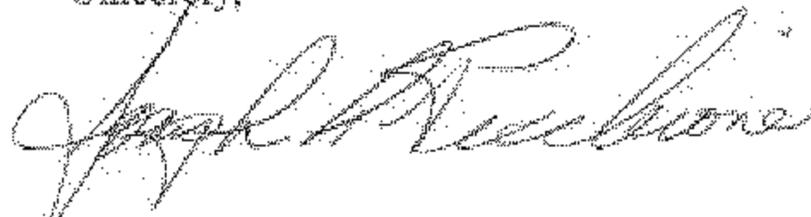
April 4, 2008

To Whom It May Concern:

I am writing to express my support for the Community Schools Program proposed by this quality group of Community Partners. As a public school principal, I appreciate the hard work these organizations do to bring services to our families. Under this initiative, we would see support and growth of these very valuable programs, something I would welcome at my school.

I sincerely hope you choose this group to receive this Federal grant. I say this not only because our community needs these services so desperately but because I trust the quality of the organizations involved.

Sincerely,



Joseph Picchione
Principal, Robert Bailey Elementary School
65 Gordon Avenue
Providence, RI 02907

DAVID N. CICILLINE
Mayor

DONNIE W. EVANS, ED.D.
Superintendent

Providence Schools

Charles N. Fortes Academy
Elementary School
234 Daboll Street
Providence, RI 02907
tel. 401.278.0501
fax 401.278.0503

Charles N. Fortes Academy Elementary School

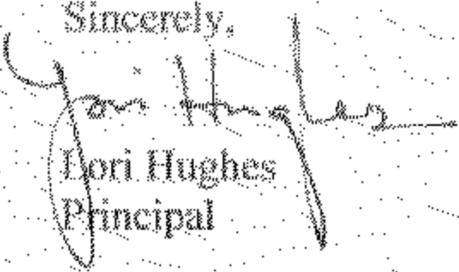
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I sincerely hope you choose this group to receive this Federal grant. I say this not only because our community needs these services so desperately but because I trust the quality of the organizations involved.

Sincerely,



Lori Hughes
Principal

An Equal Opportunity Employer. The Providence School Department does not discriminate on the basis of race, age, sex, religion, sexual orientation, gender identity or expression, national origin, color, disability or veteran status. Vision: The Providence Public School District will be a national leader in educating urban youth. Mission: The Providence Public School District will prepare all students to succeed in the nation's colleges and universities, and in their chosen professions.

providence public library

the library
in your neighborhood

April 7, 2008

Melissa Emidy
YMCA
164 Broad Street
Providence, RI 02903

Dear Melissa:

I am writing to offer the support and continuing commitment of the Providence Public Library to the YMCA's application for continuance of the 21st Century Community Learning Center at Robert L. Bailey Elementary School. As you know, The Providence Public Library has been involved with this program since its inception and we intend to continue to lend our support and assistance in the upcoming year.

Through this partnership, a part-time Afterschool Program Specialist based at the South Providence Branch Library has been hired as a liaison between the 21st Century program and the library. The Afterschool Program Specialist provides direct service to Bailey Elementary School students in the South Providence Branch Library, offering a variety of literacy-based afterschool programs designed to build math, science and social studies concepts, and developed to meet the standards used by the Providence School Department.

We have also offered training sessions for the Bailey Community School Youth Counselors, conducted family workshops for the Bailey School parents, facilitated the distribution of library cards for the Community School participants, parents and staff, conducted South Providence Library tours, coordinated bulk loans for the Bailey teachers, and attended all Community School Advisory and Youth Counselor staff meetings and trainings.

Our commitment includes not only staff support through our Afterschool Program Specialist, but the commitment of two library staff to the Bailey School 21st Century Advisory Board and support for the responsibilities and duties required of those committee members. We are proud of our connection to the 21st Century Afterschool Program at Bailey School and the goal of increasing access to high quality afterschool programs for elementary school children in the community of South Providence. We will continue to work closely with the 21st Century staff to make that a reality. We view our partnership with you as critical to maximizing resources for the greatest community impact.

Sincerely,

Louise B. Moulton
Community Services Coordinator

DAVID N. CIGLIUNE
Mayor

DOMMIE W. EVANS, Ed.D.
Superintendent

Providence Schools

Alfred A. Lima, Sr. Elementary School
The Leviton Complex
222 Daboll Street
Providence, RI 02907
tel. 401.278.0504
fax 401.278.0506

April 4, 2008

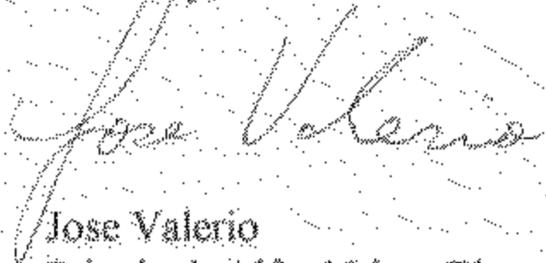
Alfred A. Lima, Sr. Elementary School

To Whom It May Concern:

I am writing to express my support for the Community Schools Program proposed by this quality group of Community Partners. As a public school principal, I appreciate the hard work these organizations do to bring services to our families. Under this initiative, we would see support and growth of these very valuable programs, something I would welcome at my school.

I sincerely hope you choose this group to receive this Federal grant. I say this not only because our community needs these services so desperately but because I trust the quality of the organizations involved.

Sincerely,



Jose Valerio
Principal, Alfred Lima Elementary School
222 Daboll Street
Providence, RI 02907



Mayor of Providence

David N. Cicilline

April 9, 2008

To Whom It May Concern:

The City of Providence is committed to improving opportunities for children and families residing in our neighborhoods. We applaud the leadership of the Department of Education for creating the support to expand our schools to embrace the community through the Full Service Community School application process. We recognize the importance of a full service system of support to insure that all children have the chance to succeed in school. We acknowledge that the future of our city is predicated on our ability to prepare its children to be well educated and strong contributors in our workforce as adults.

The City of Providence understands the importance of integration and coordination of services to achieve a seamless system of service that fully engages parents and their children. As we face a fiscal crisis in this state that threatens to dismantle the support necessary for the majority of children and families attending the schools in our city, we see the leadership of the District with these community based partners as a beacon of hope. The ambition of establishing five full service community schools is audacious; we believe the foundation of current services and an established way of working together is solid. In 2008, the need for this kind of collaborative, strategic integration of services and supports with the needs of children and families in the center of the planning is unprecedented.

This letter certifies that the City of Providence will commit its leadership to not only the planning process but to exert continued influence and support through the implementation of the plan. Recently the City was identified as the managing partner with John Hope Settlement House to create a local anchor for the work of Making Connections in Providence. This opportunity lines up very well with the work of this initiative to insure that children enter school prepared and read on grade level by third grade. The support to establish five full service community schools in Providence will only deepen and expand our work to eradicate barriers and create a stronger system of support for Providence's children and families.

We hope that the Department of Education evaluates the merits of this application aligned with the strong support of the Mayor as worth funding.

Sincerely,

David N. Cicilline
Mayor

City of Providence, Rhode Island 02903
Phone (401) 421-7740 Fax (401) 274-8240

parent
support
network
OF RHODE ISLAND

Crossroad Commons
1396 Atwood Ave, Suite 114
Johnston, RI 02919

April 9, 2008

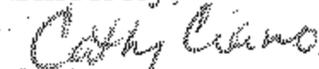
John Hope Settlement House
Peter Lee, LICSW
President and CEO
John Hope Settlement House
7 Thomas P. Whitten Way
Providence, RI 02903

Dear Mr. Lee:

It is with great enthusiasm that I write on behalf of Parent Support Network of Rhode Island in strong support of John Hope Settlement House's application to the Full Service Community Schools Initiative to implement your proposed Family Engagement Project in collaboration with the Providence School Department. As a statewide, family run, children's mental health advocacy organization, PSN has enjoyed many years of partnership with your agency. Parent Support Network can attest to the high quality of and critical support John Hope provides to vulnerable families in our community through Programs like Child and Adolescence Service System Program (CASSP) and Project Hope. The expanded capacity envisioned with your proposed project is much needed during our challenging social and economic times.

Parent Support Network looks forward to continuing our strong working relationship with John Hope as we work together to identify and address the needs of families and children in the Rhode Island community. I look forward to working with you on this worthwhile project and sincerely hope it receives a favorable review. We wholeheartedly support the priorities as described and look forward to working in partnership. Funding of this project is of significant importance to Rhode Island families.

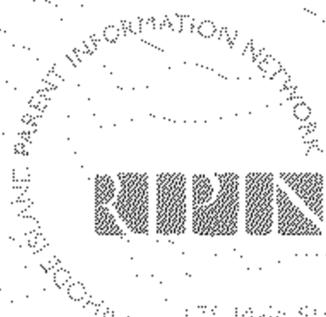
Sincerely,



Cathy Ciano

Executive Director

Parent Support Network



175 Main Street

Providence, Rhode Island 02903

CALL 401.737.4144 - 800.424.3399

FAX 401.737.3893

VISIT www.ripin.org

April 9, 2008

John Hope Settlement House
Peter Lee, LICSW
President and CEO
John Hope Settlement House
7 Thomas P. Whitten Way
Providence, RI 02903

Dear Mr. Lee:

It is with great enthusiasm that I write on behalf of the Rhode Island Parent Information Network (RIPIN) in strong support of John Hope Settlement House's application to the Full Service Community School Programs to implement your proposed Family Engagement Project in collaboration with the Providence School Department. As a key collaborative partner with your agency, RIPIN can attest to the high quality of and critical support John Hope provides to vulnerable families in our community through programs like Child and Adolescent Service System Program (CASSP) and Project Hope. The expanded capacity envisioned with your proposed project is much needed during our challenging social and economic times.

RIPIN has enjoyed a strong working relationship with John Hope for many years as we have worked to explore and address the needs of families and children in the Rhode Island community. I look forward to working with you on this worthwhile project and sincerely hope it receives a favorable review. We wholeheartedly support the priorities as described and look forward to working in partnership. Funding of this project is of significant importance to Rhode Island families.

Sincerely,

Matthew B. Cox
Acting Executive Director

JACK REED
RHODE ISLAND

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WASHINGTON, DC 20510-3903

Washington, DC

728 First Senate Office Building
Washington, DC 20510-3903
(202) 224-4642

Rhode Island

1000 Chapel View Boulevard, Suite 290
Cranston, RI 02910-5602
(401) 943-3100

One Exchange Terrace, Room 408
Providence, RI 02903-1772
(401) 528-8200

1 (800) 284-4200

TDD Relay Rhode Island
1 (800) 745-5555

<http://reed.senate.gov>

April 10, 2008

Dr. Brenda Dann-Messier
President
Dorcas Place Adult and Family Learning Center, Inc.
220 Elmwood Avenue
Providence, RI 02907

Dear Dr. Dann-Messier:

I am writing in strong support of the Providence School Department's grant proposal for the Full Service Community School program (FSCS). This is a tremendous opportunity for Providence to develop community schools that strengthen families and increase academic achievement.

Many Providence residents face significant economic and educational challenges. As part of the collective community's responsibility to strengthen the quality of life for all families, we must strengthen our network of community schools especially in a high-need district like Providence. Networks such as these galvanize the resources of the community and bring in a myriad of civic, social, cultural and athletic groups to support students and families. This grant would help to strengthen and expand these networks to give more families the resources they need to succeed in life.

This innovative proposal is a collaboration between the Providence School Department, Dorcas Place Adult and Family Learning Center, Annie E. Casey Foundation, John Hope Settlement House and the Greater Providence YMCA. I am confident that the partnership of these well-known and highly regarded organizations will successfully advance the mission of FSCS to provide comprehensive educational, social, and health services for students, families and communities. Indeed, this group will use all of their resources to continue the momentum of a Community School Initiative well beyond the life of this grant.

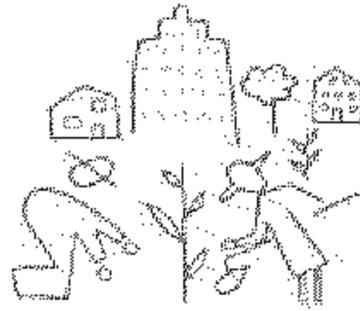
I wholeheartedly commend this project to strengthen community school programming in the City of Providence and request your consideration within the applicable rules and regulations. If I can be of assistance to you in this matter, please do not hesitate to contact Christopher Albert of my Providence Office at 401-528-5200.

Sincerely,



Jack Reed
United States Senator

PRINTED ON RECYCLED PAPER



Southside Community LAND TRUST

April 4, 2008

102 Somerset Street, Providence, RI 02907
401-273-9419 www.SouthsideCLT.org

To Whom It May Concern,

I am writing on behalf of the Southside Community Land Trust (SCLT) as a partner of the Providence YMCA Youth Services 21st Century Community Learning Center at Robert L. Bailey Elementary in support of their application for the Community Schools Grant. Over the past four years, we have worked closely with the YMCA 21st Century Community Learning Center (CCLC) to engage young people and their families in quality after-school programming and reach out beyond our schoolyard to improve our shared community.

Since 1981, SCLT has been focused on helping people in Providence, and in the South Providence neighborhood specifically, make connections between healthy food and healthy communities. Our focus on innovative youth initiatives has been building our South Providence community's capacity from the ground up by educating young people and equipping them with the skills, knowledge, and passion to grow into engaged civic leaders—and even more importantly, food gardeners! I have witnessed young people in our 21st Century Community Learning Center at Robert L. Bailey take responsibility for their garden, nurture their plants, and harvest and enjoy the fruits of their labor by learning to cook with the healthy produce that they have grown. The garden at Robert L. Bailey Elementary has not only allowed these young people to contribute to the physical improvement of their own community, but has also made learning come alive. Our Youth Garden Club members are engaged, energized, and motivated to create positive change and grow as individuals and as a community. The YMCA 21st CCLC has demonstrated a true commitment to our partnership and to the Bailey Garden, and is nurturing young people and transforming our neighborhood.

As a partner organization working with the YMCA, we sincerely hope that you will select the YMCA Youth Services 21st Century Community Learning Center to receive the Community Schools grant. SCLT is committed to the garden program at Robert L. Bailey Elementary, and only with the ongoing support and dedication of the YMCA will we be able to continue building a strong relationship with our neighbors and teaching essential life lessons to our city's young people in a neighborhood that needs these services so desperately.

Please feel free to contact me with any further questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Leo Pollock', with a long, sweeping underline that extends to the right.

Leo Pollock
Education Director

DAVID N. CICILLINE,
Mayor
DENNIE W. EVANS, Ed.D.
Superintendent
GUY D. ALBA, Ed.D.
Principal
KENDI MYRICK
Assistant Principal

Providence Schools

Charlotte Woods Elementary School
Sgt. Cornel Young Jr. Elementary School
674 Patric Avenue
Providence, RI 02905
tel. 401.378-0515
fax 401.378-0541

Charlotte Woods Elementary School Sgt. Cornel Young Jr. Elementary School

April 4, 2008

To Whom It May Concern:

I am writing to express my support for the Community Schools Program proposed by this quality group of Community Partners. As a public school principal, I appreciate the hard work these organizations do to bring services to our families. Under this initiative, we would see support and growth of these very valuable programs, something I would welcome at my school.

I sincerely hope you choose this group to receive this Federal grant. I say this not only because our community needs these services so desperately but because I trust the quality of the organizations involved.

Sincerely,



Dr. Guy Alba
Principal

JOHN HOPE SETTLEMENT HOUSE

7 THOMAS P. WHITTEN WAY, PROVIDENCE, RI 02903-4046 TELEPHONE: (401) 421-6993-4-5 FAX: (401) 454-5619

"The Pulse of the Neighborhood"

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Family Renewal Center

† Deceased

April 7, 2008

To Whom It May Concern:

I am delighted to submit this letter of support of and endorsement for the Providence Full-Service Community Schools initiative.

We at John Hope Settlement House are excited by the prospects of working with the Providence Public Schools and such strong community partners as Dorcas Place, the YMCA, and Making Connections Providence to expand and deepen our work with the children and families in the South Providence neighborhood represented in this request.

John Hope has a rich history in serving the needs of children and families, primarily in the West End, where John Hope is physically located, but also in the nearby neighborhoods of Elmwood and upper and lower South Providence. Our ongoing work with Making Connections Providence – for which we are now preparing to become Local Managing Entity – has even further deepened and expanded our commitment to these four communities and the residents thereof. The intent of the Full-Service Community Schools initiative is directly aligned with our ongoing mission and work.

We look forward to further formalizing and galvanizing the partnerships we have established with these local entities and with the Department of Education's Fund for Improvement of Education to ensure students, their families, and the community have ready access to the comprehensive range of services they need to succeed.

Specifically, John Hope Family Service Coordinators will provide culturally appropriate family-centered, child-focused wraparound services for students with or at risk of developing severe emotional disorders. It is work we are doing now, and doing well.

Please feel free to contact me at 401-421-6993 or plee@johnhope.org with any questions that may arise.

Respectfully,



Peter D. Lee
President & CEO



Member
United Neighborhood Center
of America

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **5017-Mandatory_Providence_Full-Service_Community_Schools_BUDGET_NARRATIVE_2008-2013.pdf**

Providence Full-Service Community Schools Program Grant, 2008-2013

<u>Cost Categories & Line Items</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
Assumes 4 months of planning and 8 months of implementation in year one	10/1/08-9/30/09	10/1/09-9/30/10	10/1/10-9/30/11	10/1/11-9/30/12	10/1/12-9/30/13
<u>Personnel</u>					
FSCS Project Manager 40 hrs/wk, 52 wks	\$47,840	\$49,275	\$50,753	\$50,753	\$50,753
Administrative Support: Finance, Audit/Year-end, Fiscal Agent/Sub-contract Management, Funder Reporting (.4 FTE), 10 hours, 52 weeks;(15 hours in Year 1- start-up)	\$22,620	\$15,532	\$15,998	\$16,478	\$16,973
Family Literacy Staff - 35 weeks-Year 1; 48 weeks- Years 2-5	\$36,867	\$52,077	\$53,639	\$53,639	\$53,639
Sub Total Personnel	\$107,327	\$116,884	\$120,390	\$120,870	\$121,365
<u>Fringe Benefits (@ 21%)</u>	\$20,947	\$22,297	\$22,705	\$23,066	\$23,438
<u>Travel</u>					
Annual grantees meeting in DC for two people:					
Airfare (2 people/\$400)	\$800	\$824	\$849	\$874	\$900
Hotel (two nights/\$220/night/2 people)	\$880	\$906	\$934	\$962	\$990
Yr 1 Ground Transportation (2 people)	\$160	\$165	\$170	\$175	\$180
Yr 1 Per Diem (\$80/day/2 people/3 days)	\$480	\$494	\$509	\$525	\$540
Sub total Travel	\$2,320	\$2,389	\$2,462	\$2,536	\$2,610
<u>Equipment</u>					
See Cash Match	\$0	\$0	\$0	\$0	\$0
Sub Total Equipment	\$0	\$0	\$0	\$0	\$0

Providence Full-Service Community Schools Program Grant, 2008-2013

<u>Cost Categories & Line Items</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
Assumes 4 months of planning and 8 months of implementation in year one	10/1/08-9/30/09	10/1/09-9/30/10	10/1/10-9/30/11	10/1/11-9/30/12	10/1/12-9/30/13
<u>Supplies</u>					
Office supplies @ \$150./month	\$1,350	\$1,800	\$1,800	\$1,800	\$1,800
Meeting supplies @ \$150./month	\$1,350	\$1,800	\$1,800	\$1,800	\$1,800
Printer - Yr 1	\$400	\$0	\$0	\$0	\$0
Curriculum Supplies - Family Literacy	\$2,625	\$3,500	\$3,500	\$3,500	\$2,500
Class Supplies/Materials-Family Literacy	\$3,000	\$4,000	\$4,000	\$4,000	\$3,000
Sub Total Supplies	\$8,725	\$11,100	\$11,100	\$11,100	\$9,100
<u>Contractual</u>					
<i>John Hope Settlement House</i>					
1 FTE case coordinator in year one; 1.5 FTE case coordinators years two through five	\$31,200	\$46,800	\$46,800	\$46,800	\$46,800
Clinical supervisor (.15 FTE)	\$7,800	\$8,112	\$8,274	\$8,440	\$8,609
Benefits (32.0%)	\$13,728	\$18,870	\$19,625	\$20,410	\$21,226
Program Supplies	\$500	\$1,000	\$1,040	\$1,082	\$1,125
Training and TA	\$300	\$600	\$600	\$600	\$600
Wrap-Around funds	\$10,000	\$15,000	\$15,000	\$15,000	\$15,000
mileage/transportation	\$100	\$200	\$200	\$200	\$200
<i>John Hope Settlement House Total</i>	\$63,628	\$90,582	\$91,539	\$92,532	\$93,560
<i>YMCA</i>					
Full-Service Coordinator (1 FTE) with benefits @30%- Young-Woods School	\$0	\$46,875	\$46,875	\$46,875	\$46,875
Certified Teachers	\$2,250	\$46,410	\$46,410	\$46,410	\$46,410
Certified Teachers (Summer)	\$24,000	\$0	\$0	\$0	\$0
Direct Care Staff - 50% match	\$29,000	\$76,500	\$76,500	\$76,500	\$76,500
Community Partners	\$1,000	\$7,000	\$7,000	\$7,000	\$7,000
Supplies - 50% match	\$5,500	\$12,000	\$12,000	\$12,000	\$12,000
<i>YMCA Subtotal</i>	\$61,750	\$188,785	\$188,785	\$188,785	\$188,785
<i>Evaluator</i>	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Sub Total Contractual	\$175,378	\$329,367	\$330,324	\$331,317	\$332,345

Providence Full-Service Community Schools Program Grant, 2008-2013

<u>Cost Categories & Line Items</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
Assumes 4 months of planning and 8 months of implementation in year one	10/1/08-9/30/09	10/1/09-9/30/10	10/1/10-9/30/11	10/1/11-9/30/12	10/1/12-9/30/13
<u>Construction</u>	\$0	\$0	\$0	\$0	\$0
<u>Other</u>					
Printing/copying (18,000 pcs @ .10/pc)	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800
Copier-lease/ maintenance - \$80./month	\$960	\$960	\$960	\$960	\$960
Postage(1200 pieces @ .42)	\$504	\$504	\$504	\$504	\$504
Telephone/Cell & Usage (\$75/month)	\$900	\$900	\$900	\$900	\$900
Local Mileage (.505/mi./1040mi./year)	\$525	\$541	\$557	\$574	\$591
<u>Youth Services.net</u> database subscription- 1 license, annual renewal years 2-5	\$0	\$500	\$500	\$500	\$500
Audit, A-133, etc. professional services @ 10%	\$2,750	\$2,833	\$2,917	\$3,005	\$3,095
Space Costs/Utilities-meeting space, Proj Mgr. office space, 1,246 sf, 6% cost allocation;50% match	\$2,470	\$2,544	\$2,620	\$2,699	\$2,780
Subtotal Other	\$9,909	\$10,581	\$10,758	\$10,942	\$11,130
Total Project Costs and Requested Funds	\$324,606	\$492,618	\$497,739	\$499,831	\$499,988
Admin Cost Share for Lead & Fiscal Agent: Dorcas Place	\$33,550	\$25,131	\$25,856	\$26,603	\$27,372
Percent of Total Project Cost	10%	5%	5%	5%	5%

**Dorcas Place does not have a federally approved indirect cost rate.
Direct administrative expenses are itemized in budget by Cost Category.**

Planned Matching Resources for Providence FSCS Grant

<u>Cost Categories & Line Items</u>	<u>Year 1</u> 10/1/08- 9/30/09	<u>Year 2</u> 10/1/09- 9/30/10	<u>Year 3</u> 10/1/10- 9/30/11	<u>Year 4</u> 10/1/11- 9/30/12	<u>Year 5</u> 10/1/12- 9/30/13
<u>Personnel - Dorcas Place</u>					
President/CEO-planning, evaluation, Steering Com Mtgs, 4 hours/month (Admin)	\$ 2,400	\$ 2,472	\$ 2,546	\$ 2,623	\$ 2,701
Grant Writing/Grants Management staff-grant and sub-contract monitoring support, new resource development/sustainability funding - 8 hours/month (Admin)	\$ 3,360	\$ 3,461	\$ 3,565	\$ 3,672	\$ 3,782
Full-Service Coordinator (1 FTE)- Lima School- Yr 1 - Planning/Start-up	\$ 38,483	\$ 38,483	\$ 38,483	\$ 38,483	\$ 38,483
Family Literacy Specialist - Faculty Supervisor, 8 hrs/wk, 48 wks	\$ 9,600	\$ 9,600	\$ 9,600	\$ 9,600	\$ 9,600
Family Case Managers-screening and assessments of applicant & participating families; Family Literacy Plans; support service needs assessment and referrals to maximize persistence in class; Year 1 Start-up Outreach/Enrollment Planning	\$ 18,198	\$ 18,198	\$ 18,198	\$ 18,198	\$ 18,198
Adult Ed/ESOL Faculty for Day/Evening Family Literacy classes at schools	\$ 31,680	\$ 31,680	\$ 31,680	\$ 31,680	\$ 31,680
Sub Total Personnel	\$ 103,721	\$ 103,894	\$ 104,072	\$ 104,256	\$ 104,444
<u>Fringe Benefits (@ 21%)</u>	\$ 21,781	\$ 21,818	\$ 21,855	\$ 21,894	\$ 21,933
<u>Travel</u>	\$ -				
<u>Equipment - Dorcas Place</u>					
Computer Equipment -Program Director (Admin)	\$ 1,500	\$ -	\$ -	\$ 1,500	\$ -
Sub Total Equipment	\$ 1,500	\$ -	\$ -	\$ 1,500	\$ -

Planned Matching Resources for Providence FSCS Grant

<u>Cost Categories & Line Items</u>	<u>Year 1</u> 10/1/08- 9/30/09	<u>Year 2</u> 10/1/09- 9/30/10	<u>Year 3</u> 10/1/10- 9/30/11	<u>Year 4</u> 10/1/11- 9/30/12	<u>Year 5</u> 10/1/12- 9/30/13
<u>Supplies</u>					
Family Engagement Activities	\$ 1,500	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
After-school program supplies	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Adult Education classroom materials 3 classes: Fortes, Bailey, Woods	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Sub Total Supplies	\$ 8,500	\$ 11,000	\$ 11,000	\$ 11,000	\$ 11,000
<u>Contractual</u>					
<i>John Hope Settlement House</i>					
1 FTE case coordinator- all 5 years	\$31,200	\$31,200	\$31,200	\$31,200	\$31,200
Clinical Supervisor @ .15 FTE	\$7,800	\$8,112	\$8,274	\$8,440	\$8,609
<i>John Hope Settlement House Total</i>	\$ 39,000	\$ 39,312	\$ 39,474	\$ 39,640	\$ 39,809
YMCA					
Full-Service Coordinator (1 FTE) with benefits @30%- Bailey School	\$46,875	\$46,875	\$46,875	\$46,875	\$46,875
Direct Care Staff	\$29,000	\$76,500	\$76,500	\$76,500	\$76,500
Supplies	\$5,500	\$12,000	\$12,000	\$12,000	\$12,000
<i>YMCA Subtotal</i>	\$81,375	\$135,375	\$135,375	\$135,375	\$135,375
<i>Dorcas Place</i>					
COZ After-school Enrichment Classes - Instructors	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
Sub Total Contractual	\$ 123,375	\$ 177,687	\$ 177,849	\$ 178,015	\$ 178,184

Planned Matching Resources for Providence FSCS Grant

<u>Cost Categories & Line Items</u>	<u>Year 1</u> 10/1/08- 9/30/09	<u>Year 2</u> 10/1/09- 9/30/10	<u>Year 3</u> 10/1/10- 9/30/11	<u>Year 4</u> 10/1/11- 9/30/12	<u>Year 5</u> 10/1/12- 9/30/13
<u>Construction</u>	\$0	\$0	\$0	\$0	\$0
<u>Other</u>					
Local Transport - RIPTiks; Family Literacy Parent/Child Field Trip(s); Family support via public transit RT to classes and Interactive Literacy activities	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
Space Costs/Utilities-meeting space, Proj Mgr. office space, 1,246 sf, 6% cost allocation;50% match (Admin)	\$ 2,470	\$ 2,544	\$ 2,620	\$ 2,699	\$ 2,780
Subtotal Other	\$ 5,470	\$ 5,544	\$ 5,620	\$ 5,699	\$ 5,780
Total Cash and In-kind Match	\$ 264,347	\$ 319,943	\$ 320,396	\$ 322,364	\$ 321,341
Admin Cost Share for Lead & Fiscal Agent-Dorcas Place - Match	\$ 10,940	\$ 9,723	\$ 10,014	\$ 11,815	\$ 10,624
Percent of Total Project Match	4%	3%	3%	4%	3%

Matching Funding Sources: RI Department of Education, Providence School Department (Title III), 21st Century Funds, RI Dept. of Children, Youth & Families (Samhsa Funds), Annie E. Casey Foundation, Verizon Foundation, and in-kind services (all Partners).