

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 # U215J080283

Grants.gov Tracking#: GRANT00452705

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

Closing Date: APR 15, 2008

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter c (for example, c1, c2, c3, etc.).

Application for Federal Assistance SF-424

Version 02

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: Fresno Unified School District

* b. Employer/Taxpayer Identification Number (EIN/TIN): (b)(2)	* c. Organizational DUNS: 077377836
---	--

d. Address:

* Street1:	2309 Tulare Street
Street2:	_____
* City:	Fresno
County:	_____
* State:	CA: California
Province:	_____
* Country:	USA: UNITED STATES
* Zip / Postal Code:	93721

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: Linda
Middle Name: _____	
* Last Name: Furnas	
Suffix: _____	

Title: Grants Coordinator

Organizational Affiliation:

* Telephone Number: 559 457-3186	Fax Number: 559 457-3179
----------------------------------	--------------------------

* Email: linda.fumas@fresnounified.org

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

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.):

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

Full Service Community Schools Program

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="498,894.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* 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="498,894.00"/>

*** 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:
 Fresno Unified School District

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	S 84,600	S 86,575	S 88,599	S 90,674	S 92,801	S 443,249
2. Fringe Benefits	S 43,850	S 44,153	S 44,464	S 44,782	S 45,109	S 222,358
3. Travel	S 6,495	S 5,000	S 5,000	S 5,000	S 5,000	S 26,495
4. Equipment	S 0	S 0	S 0	S 0	S 0	S 0
5. Supplies	S 34,400	S 38,000	S 28,000	S 28,000	S 24,500	S 152,900
6. Contractual	S 306,557	S 310,024	S 312,374	S 314,367	S 317,010	S 1,560,332
7. Construction	S 0	S 0	S 0	S 0	S 0	S 0
8. Other	S 6,000	S 30,000				
9. Total Direct Costs (lines 1-8)	S 481,902	S 489,752	S 484,437	S 488,823	S 490,420	S 2,435,334
10. Indirect Costs*	S 16,992	S 8,717	S 8,345	S 8,461	S 8,410	S 50,925
11. Training Stipends	S 0	S 0	S 0	S 0	S 0	S 0
12. Total Costs (lines 9-11)	S 498,894	S 498,469	S 492,782	S 497,284	S 498,830	S 2,486,259

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2008 To: 6/30/2009 (mm/dd/yyyy)

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

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

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(e)(2)?



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Fresno Unified School District

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	S 0	S 0	S 0	S 0	S 0	S 0
2. Fringe Benefits	S 0	S 0	S 0	S 0	S 0	S 0
3. Travel	S 0	S 0	S 0	S 0	S 0	S 0
4. Equipment	S 0	S 0	S 0	S 0	S 0	S 0
5. Supplies	S 0	S 0	S 0	S 0	S 0	S 0
6. Contractual	S 0	S 0	S 0	S 0	S 0	S 0
7. Construction	S 0	S 0	S 0	S 0	S 0	S 0
8. Other	S 0	S 0	S 0	S 0	S 0	S 0
9. Total Direct Costs (lines 1-8)	S 0	S 0	S 0	S 0	S 0	S 0
10. Indirect Costs	S 0	S 0	S 0	S 0	S 0	S 0
11. Training Stipends	S 0	S 0	S 0	S 0	S 0	S 0
12. Total Costs (lines 9-11)	S 0	S 0	S 0	S 0	S 0	S 0

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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Standard Form 424B (Rev. 7-97)
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 Linda Sawaske	* TITLE Associate Superintendent, CFO
* APPLICANT ORGANIZATION Fresno Unified School District	* DATE SUBMITTED 04-15-2008

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: Not applicable</p> <p>* Address: NA NA CA: California</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>NA</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: Linda Sawaske</p> <p>* Name: Ruth F Quinto</p> <p>Title: Associate Superintendent, CFO</p> <p>Telephone No.: 559 457-6225</p> <p>Date: 04-15-2008</p>

Public Burden Disclosure Statement

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 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 (0348-0046), Washington, DC 20503.

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

2461-GEPA.doc

Mime Type

application/msword

GENERAL EDUCATION PROVISIONS ACT (GEPA) Requirement

Fresno Unified School District Full Service Community Schools Program

Fresno Unified School District's Full Service Community Schools program will take steps to ensure equitable access to and participation in this federally assisted program for students, teachers, parents, community members and other program beneficiaries with special needs. Several steps will be taken by district staff to encourage the participation of a diverse range of students, parents, community members and staff in project activities.

Fresno Unified School District is an Equal Opportunity Employer. Because of the large number of limited English students to be served, access to core content is a barrier to be addressed; instructors have and will continue to receive training in Specially Designed Academic Instruction in English (SDAIE) and English Language Development methods.

Training/ instructional materials developed through this grant will be free of gender bias and parent materials will be prepared in English, Spanish, Hmong, Lao, Khmer and other languages as needed. Language translators are also available for parent meetings.

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 Fresno Unified School District	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: * First Name: Ruth Middle Name: F. * Last Name: Quinto Suffix: * Title: Associate Superintendent, CFO	
* SIGNATURE: Linda Sawaske	* DATE: 04/15/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

* Name:

Linda

Furnas

* Address:

1833 E Street

Fresno

CA: California

93706

USA: UNITED STATES

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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

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Project Narrative

Abstract Narrative

Attachment 1:

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ABSTRACT

Lead Agency: Fresno Unified School District (FUSD) , 1833 E. Street, Fresno, Ca 93706.

Contact: Linda Furnas, Grants Coordinator, (559) 457-3186, Linda.furnas@fresnounified.org

Partners: Big Brothers Big Sisters of the Central Valley, Center for Multicultural Cooperation, Comprehensive Youth Services, Cornerstone Foundation of Fresno, Educational Resource Consultants, Fresno County Office of Education, Fresno Police Activities League, Fresno Police Department, and Fresno Unified School District.

Qualified Services: Early Childhood Education; Remedial Education & Academic Enrichment; Mental Health Counseling; Parenting Skills Training; Parental Involvement; Mentoring and Youth Development; Community Service/Service Learning; and Medical and Dental Services.

Capacity: FUSD has extensive experience working with CBOs and public agencies to provide coordinated services to students and families. All partners have experience working together to provide services to at risk children and communities.

Summary of Comprehensive Plan: The Full Service Community Schools initiative will serve four schools (Carver Academy, grades 5-8; King Elementary, grades K-4; Kirk Elementary, grades K-6; and Lincoln Elementary, grades K-6). The program will build upon the foundation in place at each school, with the existing Carver/King Neighborhood Resource Center at the core of the program. This will be a targeted geographic approach serving four schools in close proximity of each other within a high poverty/high crime community. A minimum of 2,000 children (newborn to 8th grade) and 1,000 family members will be served annually. This represents an unduplicated count; many individuals will receive services from more than one program component throughout the year. Services will be provided on a daily basis

Project Narrative

Project Narrative

Attachment 1:

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Fresno Unified School District
Full-Service Community Schools

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1. QUALITY OF THE PROJECT DESIGN

A. Project Objectives:

The Fresno Full Service Communities Schools (FSCS) Partnership seeks to improve student academic achievement, positively impact student behavior, increase student resiliency skills and connection to school/caring adults, improve the quality of parent/child interactions, and improve student health outcomes. This will be achieved by providing a comprehensive program that enhances and builds upon current efforts and brings together community organizations and public agencies in partnership with the school district and schools to be served. Student risk factors relate to the neighborhood, family, school, peer group, and individual. Youth development research will be at the core of the program; the focus will be on creating caring relationships, high expectations and opportunities for participation, which research has shown to increase youth protective factors and reduce risk behaviors (Werner & Smith, 1992; Benard, 1991). Increasing perceived caring and connectedness to others is important to developing healthy and well adjusted individuals (Resnick et al., 1997).

Strategies for achieving project objectives -

- 1) Increasing opportunities for youth to engage in leadership activities and contribute to the school and community through service learning by participating in Police Activities League (PAL) leadership and enrichment programs, and creating and publishing intergenerational “stories of service” and “student issue videos” through the California Voices Project.
- 2) Increasing opportunities for youth to develop caring adult relationships through mentoring provided by Big Brothers Big Sisters (BIGS), Cornerstone Foundation of Fresno, and PAL programs. Research by Public/Private Ventures and others has

demonstrated the effectiveness of mentoring (specifically the BIGS model) on school performance/completion and substance use (Tierney, et. al, 1995).

- 3) Increasing resiliency and protective factors through mental health counseling (individual, family and group) provided by Comprehensive Youth Services (CYS) and increasing the capacity of families to nurture these strengths through parenting skills classes provided by CYS .
- 4) Providing academic support and remediation after school through After School Education and Safety (ASES) programs operated by Fresno County Office of Education (FCOE) and Fresno Unified School District (FUSD) and 21st Century Community Learning Center (21st CCLC) program provided by FUSD. Academic achievement will also be supported by the alignment of the California Voices program with California Standards in English Language Arts and History/Social Studies. Research has found that well-implemented after school programs that have consistent participation, well trained staff and support school-based initiatives, have a positive impact on academic, social/emotional, and prevention outcomes particularly for disadvantaged children and youth (Harvard Family Research Project, 2008).
- 5) Increasing student wellness by: mitigating risk factors for substance abuse and violent behavior through full implementation of the Life Skills Training program in all 6th, 7th and 8th grade classrooms at the target schools, increasing access to health and dental services through the FUSD Mobile Health Clinic, and providing mental health counseling through CYS. Life Skills Training has been found to significantly reduce student substance abuse, violence and other risk factors (Griffin, Botvin, and Nichols 2006; Botvin, Griffin and Nichols 2006) and is recognized by the Substance Abuse and Mental

Health Services Administration as a model program and by the U.S. Department of Education as an exemplary program. The program consists of three major components which teach students (1) general self-management skills, (2) social skills, and (3) information and skills specifically related to drug use. Skills are taught using training techniques such as instruction, demonstration, feedback, reinforcement, and practice. In addition to curriculum delivery, this partnership will also increase police presence at the schools and in the community.

- 6) Supporting school readiness through coordination with currently existing child development and preschool programs at three of the four targeted schools and providing enriched child care for community and parent meetings and workshops.

Specific goals and objects are:

Goal 1: Improve students' academic achievement

- Increase the percentage of students who enter kindergarten prepared to learn
- Increase student proficiency in math and English Language Arts.
- Improve student performance in math, English Language Arts and science classes.

Goal 2: Improve students' behaviors related to school success

- Improve student attendance.
- Improve the school behavior.
- Decrease the use of tobacco, alcohol, and other drugs among students.
- Increase student participation in positive youth development activities.

Goal 3: Improve students' beliefs/attitudes related to school success social adjustment

- Increased sense of connection to school.
- Increase the resiliency skills and perception of caring adult relationships.

Goal 4: Improve the quality of parent-child relationships in the home

- Improve the parent-child communication among target families.
- Decrease home behavior problems.

Goal 5: Improve students' physical health

- Increase the number of children receiving preventive health care.
- Increase in the number of children receiving preventative dental care.

B. Description Of The Community To Be Served:

Fresno is the largest city in California's fertile San Joaquin Valley, which is situated in central California, sandwiched between the coastal range and the much higher Sierra Nevada Mountains. The current population stands at 581,036, a 7.4% increase since the 2000 census. Fresno's population has grown steadily since the U. S. acquisition of California from Mexico in 1849. At that time the search for gold was the focus of most, as streams of immigrants flooded the whole of California. However, the real gold in the San Joaquin Valley was not metallic, but agricultural land. Long before it became apparent that Fresno was exceptionally well suited to the growing fruits and vegetables (it now provides one third of the world's produce), dried fruit was a local specialty---Fresno is still the Raisin Capital of the world.

The most recent and prominent growth occurred after the end of the Vietnam War when thousands of refugees from Southeast Asia were resettled in Fresno, primarily because of the extensive agricultural opportunities that is inherent to the Southeast Asian culture. An explosion of growth, along with racial/cultural changes, has taken place during the last three decades.

This request for funding from comes from the most blighted, crime and gang-ridden community in Fresno...Southwest Fresno, or "the Westside". It is an isolated part of the city

separated by Highway 99 (the main north-south corridor in California), riddled with dilapidated, dense housing and large federal housing complexes (including 6 of the 10 federal housing projects in the city of Fresno), and surrounded by vacant lots that look out upon lucrative, productive farmland and fields in a sea of green. It is a picture of extremes---high poverty inner city families to wealthy farmland owned by long-established Westside farming families within a 5 mile radius of each other; in some cases right across the street. This area of the city at the heart of the richest farmland in the world has been poor for so long, no one can remember it otherwise (Brookings Institute Report, 2005). The high poverty neighborhood is severely underserved. Residents must travel outside of their community to purchase/receive the necessities of life (food, clothing, health care, mental health services, etc.). There is one grocery store on the southeast boundary of the area; no shopping; no restaurants; no entertainment; no parks, etc. Most residents from other neighborhoods do not visit southwest Fresno, ignoring their plight. Most "Westside" residents only visit other parts of the city to purchase necessities or, unfortunately, to engage in criminal activities. In discussions with community members these words were used to describe the Westside: disenfranchised, frightening, forgotten, decrepit, poor, uneducated, decayed, "the hood", etc. The poverty level is more than 60%; the single female head of household is 80%. More than 40% are unemployed or only work seasonal jobs; over half of the parents do not have a high school diploma. Three decades ago, west Fresno was predominantly African-American. It was a poor, somewhat crime-ridden, but thriving community with an easy-going, stable African-American culture. But the community has changed with the influx of new immigrants from Southeast Asian, Mexico, and Central/South America. The current population of the census tracts covering this community is White 14%; African-American 39%; Hispanic 29%; and Asian 18%.

Racial diversity and cultural change opened the door for gang violence, the number one barrier to economic and social growth. The neighborhood has long been associated with crime and gang activity, and was generally referred to as the "Dog Pound" - in reference to the Dog Pound Crip Gang that claims the neighborhood. Gang rivalries (African-American, Hispanic, and Asian) have taken over the nearly all the community one street at a time. In 2006 the Fresno Mayor and Police Chief established the Mayor's Gang Prevention Initiative (MGPI). This comprehensive plan is comprised of five components: Prevention, Intervention, Suppression, Rehabilitation and Economic Development. Between July 2, 2007 and July 30, 2007 there were ten shootings in southwest Fresno. All of these were a result of gang violence. In August 2007, working with community members, the Fresno Police Chief formed a Southwest Crime Suppression Unit that serves the neighborhood exclusively, targeting three gangs that are predominantly African-American (the Dog Pound, Strother Boys and Villa Posse) and have been the most violent. This year, so far, the Fresno Police Department has seen a notable decrease in gang violence on the "Westside"---shootings are down 28%, gunshot victims down 22% and fatalities are down 50%. In the last two years the MGPI has had over 2500 referrals. As a result, over 600 participants are receiving services such as mentoring, education, substance abuse treatment, job training, job placement, mental health services or tattoo removal.

Carver Middle School established a much needed Neighborhood Resource Center (NRC) on the school site in 1996 supported by the Fresno County funding source Promoting Safe and Stable Families. Until 2006, the NRC was run by Comprehensive Youth Services (CYS), at which time Fresno Unified School District (FUSD) acquired the leadership of the Center. The NRC now coordinates services with the Fresno Police Department, the Police Activities League, Comprehensive Youth Services, Fresno County Housing and Community Health, Boys and Girls

Club, Fresno County Economic Opportunités Commission, local health clinics, banks and credit unions, civic service organizaitons, employment and training providers, university and college programs, and other community organizations, and has persevered in building a strong community-based parent membership. The NRC community assistance includes, but is not limited to: counseling, parenting classes, gang awareness and prevention, academic (tutoring and after school intervention) assistance, anger management classes, ELD classes, family activities, neighborhood watch, medical referrals, emergency housing, domestic violence assistance, and financial information. The programs established through the NRC are proving to be significant agents of positive change; an oasis of integrity and security for the surrounding community.

Poverty, linguistic challenges and one of the highest student dropout rates in the state continue to plague the community and challenge the school district. The schools included in this application, Carver Middle (5th-8th), King, Kirk and Lincoln Elementary schools, are amongst the most needy in the district. Enrollment at Carver is 351; King, 500; Kirk, 376; and Lincoln, 522. The schools serve a predominantly minority student population.

Enrolment by Ethnic/Racial Group				
	Hispanic	African Am.	Asian	White
Carver	39%	31%	27%	3%
King	42%	35%	22%	1%
Kirk	67%	26%	5%	2%
Lincoln	75%	19%	4%	2%

California Standards Test (CST) scores in English Language Arts (ELA) average more than 80% of the students at basic and below; scores in math average more than 70% of the students at basic and below.

CST Math and ELA - % of Students Basic and Below (2007-08)								
	Carver		King		Kirk		Lincoln	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Grade 2	-	-	84.2%	71.5%	53.3%	48.9%	86.3%	94.1%
Grade 3	-	-	82.3%	64.9%	85.7%	73.8%	83.3%	63.3%
Grade 4	-	-	77.8%	66.7%	81.2%	56.2%	79.4%	86.8%
Grade 5	95.7%	88.6%	-	-	80%	74.4%	80.4%	83.9%
Grade 6	90.6%	89.4%	-	-	42.6%	38.3%	90.1%	82.9%
Grade 7	89.3%	56.6%	-	-	-	-	-	-
Grade 8	81.1%	NA	-	-	-	-	-	-
8 th /Algebra		65.5%		NA		NA		NA

The free and reduced lunch rate is over 90%; truancy rate averages 50%; and suspensions for these schools tend to be above the district average (Kirk, 10%| King, 27%; Carver, 29%; and Lincoln 35%). Lincoln's rate is more than twice the district rate. There is a large migrant population, the majority of which are Hispanic, followed by Asian. Movement is a must to support family needs. For this reason the stability rate for these schools falls well below the district rate of 81%.

Another reason for the lack of stability is shown in the California Healthy Kids Survey (CHKS) below. The numbers of students in the three elementary schools and middle school who

do not have a sense of belonging at school, at home or in the community are startling. Because most families are using their energies merely to survive, a prominent problem in this community is resiliency, the students' sense of belonging and knowing that someone cares about them.

Carver Middle School-CHKS 2006-07		
Question	Yes	No
Have you been pushed, shoved, slapped, hit or kicked by someone who was not just playing around?	43.2%	56.8%
Have you smoked in the past 30 days?	11.3%	88.7%
Have you had at least one alcoholic drink in the past 30 days?	18.9%	81.1%
Have you had any other type of drug in the past 30 days?	9.5%	90.5%
Do you consider yourself a gang member?	10.7%	89.3%
Do you feel like you are a part of this school?	32%	68%
Is there a teacher or adult who really cares about me at school?	48.7%	51.3%
Is there an adult who really cares about me outside of my home and school?	55.8%	44.2%

Elementary School CHKS 2006-07	King		Kirk		Lincoln	
Question	Yes	No	Yes	No	Yes	No
Do other kids hit or push you at school when they not just playing around?	33.3%	66.7%	46.6%	53.4%	55.7%	44.3%
Have you had any beer, wine or other alcohol to drink in the past 30 days?	0	100%	5.5%	94.5%	10.9%	89.1%
Have you smoked a cigarette in the past 30	0	100%	2.8%	97.2%	3.3%	96.7%

days?						
Do you feel like you are a part of this school?	66.7%	33.3%	54.8%	45.2%	45.9%	54.1%
Is there a teacher or adult who really cares about me at school?	50%	50%	59.7%	40.3%	64.5%	35.5%
Is there a parent or grown-up who cares about your homework?	83.3%	16.7%	80.8%	19.2%	86.1%	13.9%

Ultimately, research on resilience challenges the field to build this connectedness, this sense of belonging, by transforming our families, schools, and communities to become "psychological homes" wherein youth can find mutually caring and respectful relationships and opportunities for meaningful involvement. Ex-gang member Tito sums up most insightfully the message of resiliency research: "Kids can walk around trouble, if there is some place to walk to, and someone to walk with" (McLaughlin et al, 1994).

It is apparent that poverty and violence grip the Westside of Fresno. The community has been in a state of decay for decades, but recently with the increase in ethnic diversity; the recent rise and fall of property sales; increase in gasoline and food prices; and more stringent qualifications for public assistance, even more members of the community have shifted into survival mode. For many, the only way is criminal activity. Most households are run by single mothers living on public assistance or living with other family members. In working families, children have little guidance or security because parents are working more than one job to survive. Building on the support from the NRC and Fresno Police Department, the Westside community has the opportunity to change the lives of more than 1700 students and their families by expanding their resources to tackle what the Brookings report said are the most pressing

problems confronting high concentrations of poverty -- lack of quality education and health care, job training, substandard housing and crime.

C. Qualified Services:

The program will build upon the services and partnerships already in place through the Carver/King Neighborhood Resource Center (NRC). Grant funds will be used to increase staffing for the NRC allowing an expansion of already existing services to the community and schools, increase involvement of Community Based Organizations (CBOs) and public agencies at the NRC, bring new services to the participating schools, and increase parent and community involvement. Services will be designed to address the needs outlined above (low academic achievement, lack of connection to school and caring adult relationships, gang affiliation, behavior problems, and access to resources).

Agency	Services	Need(s)
FUSD	<p>Early Childhood Education - Developmentally appropriate literacy, school readiness, and behavior support instruction. Parent participation is required and family literacy, child development, community resource workshops are provided. Enriched child care will be provided at the NRC during parent/community workshops and meetings.</p> <p><u>Frequency:</u> Program provided daily at King (80 students annually), Kirk (40 students annually), and Lincoln (45 students annually).</p>	<p>academic achievement, lack of prerequisite skills entering school</p>
Fresno County Office of Education	<p>Remediation and Academic Achievement - After School Education & Safety Program (ASES) - academic support, enrichment, personal development, and wellness programs at Carver (275 students annually), Lincoln (200 students annually), and King (200 students annually).</p> <p><u>Frequency:</u> Program conducted 5 days per week during school days for a minimum of 3 hours per day. Students are encouraged to participate at least 4 days per week.</p>	<p>academic achievement, connection to school, caring adult relationships, behavior</p>

Agency	Services	Need(s)
FUSD	<p>Remediation and Academic Achievement - 21st Century Community Learning Center (21st CCLC) program at Kirk (120 students served annually).</p> <p>Services and frequency of services same as ASES above. ASES after school program at Kirk (160 students served annually representing different students than the FUSD 21st CCLC program at the same site). Services/ frequency of service same as ASES and 21st CCLC above.</p>	Same as above

Agency	Services	Need(s)
CYS	<p>Mental Health Services - Comprehensive Youth Services (CYS) will provide Individual, Group, and Family Counseling through an LCSW or MFC to address mental health issues (minimum of 150 students and their families per year). In addition to services provided at the NRC, referrals will be made to the <i>CYS</i> office for specialized services (e.g., anger management, Functional Family Therapy, Parent Child Interaction Therapy, Therapeutic Supervised Visitation, etc.). A full time counselor will be housed at the Carver NRC and provide service to students/families from all targeted schools. A counselor is currently placed 2 days per week at the NRC. <u>Frequency</u>: Services will be expanded to 5 days/week w/grant funds. Students will receive services on an as needed basis.</p>	<p>Suspension/expulsion rates, substance abuse, poor connection to school, lack of resiliency skills, and mental health/ family adjustment problems.</p>
CYS	<p>Parenting Skills Training - counselor will conduct parenting workshops (minimum of 75 parents per year) addressing home literacy, discipline, communication skills, etc. <u>Frequency</u>: At least 2 X per month.</p>	<p>Same as above.</p>

Agency	Services	Need(s)
Fresno Police Dept.	Mentoring & Other Youth Development - A full time Life Skills Officer will be assigned to provide <i>Life Skills Training</i> classes to students at all schools in grades 6, 7, and 8 (Carver, 250 students annually; Kirk, 50 students annually; Lincoln 100 students annually). Program is currently provided to 7 th grade at Carver (and all other FUSD middle schools). With grant funds, the program will be expanded to the recommended middle grade model with a three grade sequence. Officer will be housed at the Carver NRC and spend at least 1 day per week at each school. <u>Frequency:</u> Curriculum will be delivered once per week per class over a 16 week period.	Tobacco, alcohol, and other drug use and behavior problems.
Fresno Police Activities League (PAL)	Mentoring & Other Youth Development - Outdoor Adventure and Martial Arts Program. Weekly Tae Kwon-Do instruction (2 hours per week). Offered year round at Carver and during school year at Kirk and Lincoln. 200 students will be served per year. All students will have access to Carver program. Students will have opportunities to participate in local, regional competitions. Outdoor	High suspensions/expulsion rates (behavior problems), substance abuse, poor connection to

Agency	Services	Need(s)
	<p>Adventure will be provided 1 day a week during school year at Carver, Kirk, and Lincoln. Includes instruction in survival skills, team work, and trips (beach, snow, hiking, camping, etc.) Team building will include the ROPES. Students will be enrolled in PAL and have access to programs at PAL Center. Grant funds have been budgeted for student transportation to outdoor adventures at the PAL Center.</p>	<p>school, lack of caring adult relationships, and lack of resiliency skills.</p>
<p>PAL Leadership Program</p>	<p>Mentoring and Other Leadership Development and Community Service & Service Learning - Gardening projects at schools, planting community and home gardens for seniors, mentoring. Program is currently in place at King. Will be expanded to other schools with grant funds. Students will also be enrolled in PAL and have access to all services provided at the PAL Center at Romain Playground. Implemented in partnership with Tree Fresno.</p> <p><u>Frequency:</u> Students meet with Officer once a week for 2 hours during school year.</p>	<p>Same as above</p>
<p>Center for Multicultural</p>	<p>Remedial Education and Academic Enrichment, Parental Involvement and Family Literacy, and</p>	<p>Poor academic achievement,</p>

Agency	Services	Need(s)
<p>Communication California Voices</p>	<p>Community Service & Service Learning - Summer, after school and school day programs that involve students in identifying critical community/social issues, developing strategies for telling these stories, interviewing community members, storyboarding, filming, editing and showcasing products. Activities will engage students, parents and community in service-learning projects that identify and educate about the three primary cultures in the community; and engage students in the identification and reduction of obstacles to student achievement and success. Students will produce mini-documentary videos about community and cultural leaders in an intergenerational digital storytelling program and videos about the causes of the achievement gap and ways students and staff can improve student success. <u>Frequency:</u> summer program daily for 6 weeks, after school program 2 days per week throughout school year, school day program at least weekly integrated into language arts and social studies.</p>	<p>lack of connection to school and caring adult relationships, behavior problems.</p>

Agency	Services	Need(s)
Big Brothers Big Sisters (BIGS)	Mentoring - Community-Based and Site-Based Mentoring program following national BIGS model. Program Mentoring program currently in place a Lincoln. Will be expanded to other three schools. Will implement community-based and school-based mentoring options. BIGS will make and support 55 matches annually. <u>Frequency</u> : each mentor spends about 3-4 hours per week with the “Little” in fun, trust-building activities.	Poor academic performance, behavior problems, and lack of caring adult relationships.
Corner-Stone Foundation	Mentoring Cornerstone Foundation will provide mentoring/case management services to students at all four schools as part of the Foundations Youth Gang Outreach Program. Cornerstone staff will meet with students weekly; monitor attendance, grades, behavior, etc. Make calls/visits home when students are absent or not doing well in school and transport students to school if necessary. Cornerstone will also connect students with the Foundations community volunteer program, conduct food/toy distribution programs at the NRC, conduct community outreach, and provide referral to services at the schools/NRC and	Same as above

Agency	Services	Need(s)
	<p>in the community. The program will serve a minimum of 120 high risk students who exhibit gang connections and/or high risk behaviors.</p> <p>Frequency: Contact will be made with each student a minimum of once per week.</p>	
FUSD	<p>Health and Dental - Mobile Health Unit and Smile Mobile Hours for driver and health aide will be increased to allow additional days of service for the mobile unit. Children will be provided with health screenings, immunizations, and referrals to the Healthy Smiles mobile unit. <u>Frequency:</u> elementary schools 3 times per year minimum and Carver NRC 12 times.</p>	Lack of access to services in the community.

2. ADEQUACY OF RESOURCES

A. Adequacy Of Support:

Space for program delivery and co-location of staff is available at all the schools served by this program; there are empty classrooms and portables that have been reserved by the schools for this program. The Carver principal has made a commitment to relocate office space and classes to provide open facilities adjacent to the current NRC for location of staff, enriched childcare programs, and community planning meetings. Carver, King and Lincoln are receiving Quality Education Investment Act (QEIA) funding from the California Department of Education;

this represents the first year of a seven year funding cycle. . These schools will receive \$500 for each student enrolled in grades K-3 and \$900 for each student enrolled in grades 4-8 annually through 2014. QEIA is a school improvement effort that supports class-size reduction, professional development, academic support, parent/community involvement. QEIA resources will support the FSCS program through facilities, equipment and supplies. QEIA will support remedial education, academic enrichment, parental involvement, family literacy, mentoring, and student leadership development. All of the partners to this application are already providing services in the FSCS community and are committed to a revitalization of West Fresno. CYS currently places a counselor two days per week at the Carver NRC and provides all students and families with comprehensive mental health services on a referral basis at their main office these services will continue and be enhanced through partnerships established by the FSCS. Fresno Police Department has an active presence in the community through gang suppression activities, middle school *Life Skills Training*, Neighborhood Watch, and other programs. Cornerstone Foundation and Cornerstone Church serve many residents from the target community and will facilitate food distributions and toy collections, and assist with community outreach efforts. In addition to the services provided with FSCS funding, Big Brothers Big Sisters will provide mentoring to students from Lincoln with non-grant funds. The PAL program is extremely active in West Fresno and provides leadership development and service learning activities at King and to all students through the PAL Center. Fresno County Department of Children and Family Services has placed full time social workers at all of the school sites in this application and will be an active partner in the initiative (please note, an MOU could not be obtained because of time restrictions to obtain County Board of Supervisor signature) . FUSD and Fresno County Office of Education currently operate after school programs supported by 21st

CCLC and ASES funding at all of the FSCSs; the delivery of services and coordination with the school day program will be enhanced through FSCS funding and partnerships. Through its adult school program, FUSD agrees to provide English as a Second Language and GED preparation classes at the school sites based upon adequate parent/community interest.

B. Commitment Of Partners:

As mentioned earlier, the FSCS program will build upon the foundation already established in the targeted community through the Neighborhood Resource Center (NRC) at Carver. The Carver NRC is one of five NRC operating in FUSD through support from the Fresno County Interagency Council for Children and Families. The NRC has been in place at Carver for 12 years and has the full support of the FUSD Board of Education, Fresno County Human Services System, County Board of Supervisors, and all partners to this grant. The NRC has been successful in bringing together many community partners to provide a broad variety of services addressing the needs of the children and community. The Carver NRC provides emergency assistance for housing, counseling, parenting classes, gang prevention workshops, medical information, financial information, volunteer tutoring, neighborhood watch, English as second language classes, various family activities, domestic violence information and referrals through partnerships with multiple community groups. Referrals are also made to other agencies that provide a service not directly provided by the NRC. A minimum of 175 unduplicated children and 250 unduplicated adults were served last year. Community resident involvement in the NRC activities is actively encouraged to determine what services are needed in their neighborhood and to guide the activities for the improvement of the community. Because of the close proximity of the schools included in this application, the NRC is accessible to all students, family members and residents within the target geographical area. The FSCS program is a

natural expansion of the NRC. MOUs are attached showing commitment of the identified partners to this initiative. Additional partnerships are in place and will be further defined during the first year of this project.

C. Reasonable Costs: The FSCS Partnership is requesting just under \$500,000 per year. Based upon serving a minimum of 3,000 individuals annually, this translates to a cost per individual of \$167 per year.

3. QUALITY OF THE MANAGEMENT PLAN

A. Comprehensive Plan:

To date, the planning process has focused on identifying the needs within each school and building upon the foundation in place through the NRC and school improvement efforts. The school principals and the partners represented by the attached MOUs have been part of this planning process. Over the course of the next several months, the planning process will be expanded to include DCFS, Fresno County Interagency Council for Children and Families, Fresno County Housing Authority, Fresno County Economic Opportunities Commission, Regional Jobs Initiative, the School Site Councils at each school (parents, students, and school staff), City of Fresno Department of Parks, Recreation and Community Service, church groups in the geographic area, business in the target area, City Council representative, and individual community residents. The ongoing planning process will address the different contexts in which youth live in the community and involve a series of community forums held at the NRC, school sites and other locations in the community. The Project Director (Pete Summers) and FUSD Communications Office will be responsible, in collaboration with FSCS partners, for organizing and facilitating these forums.

A **FSCS Partnership Collaborative Oversight Committee** will be formed to include all the partners identified in the MOUs, new partners brought on-board through the planning process (see above), the four principals, representatives from each School Site Council, community members at large, and youth. The Oversight Committee will meet a minimum of once per quarter (monthly during the initial planning stages). The Committee will be developed to represent the different ethnic, racial, and cultural characteristics of the West Fresno Community.

The principals at each site have been integral to the planning process and will be responsible for the supervision, integration and coordination of all services provided at their school sites. They will work with the School Site Councils to inform them of the initiative and integrate services into the Single Plan for Student Achievement. They will facilitate communication of student needs between classrooms teachers and site administrators and FSCS components. The four principals will be critical members of the FSCS Partnership Collaborative.

The initiative will be managed through the FUSD Department of Prevention and Intervention. FUSD will develop sub-grant agreements with each contacted partner including a detailed work statement and budget. The Director of Prevention and Intervention will serve as the Project Director for this grant and will be responsible for processing and monitoring each of these agreements and making modifications as necessary based upon monitoring/evaluation and outcomes from the ongoing planning process.

Preliminary Implementation and Planning Timeline		
Date	Activity	Responsible Party
By 7/08 and ongoing	Provide Interagency Council for Children and Families with updated information	Project Director

	regarding the initiative.	
By 8/08	First meeting of Partnership Collaborative.	Project Director
By 8/08	Schedule yearly community forums (a minimum of four to be held in year 1).	Project Director, District Information Office, and partners
By 10/08	Develop contacts for service with identified partners.	Project Director
By 10/08	Hire Site Coordinator	Mentor/NRC Coordinator in collaboration with partners
By 10/08	Conduct first Community Forum. Information fro this forum will be collected an analyzed by DPI and presented to the Partnership Collaborative to guide the planning and implementation process.	Project Director, District Information Office, and partners
By 10/08	Begin program services and expand over time.	Partners
By 11/08	FUSD Board of Education presentation regarding the scope of the project, implementation timeline, and ongoing planning process. Quarterly updates will be provided to the Board.	Project Director and Partnership Collaborative
12/08	Develop comprehensive evaluation work	Mentor/NRC Coordinator,

	plan.	Educational Resource Consultants and FUSD Research, Evaluation and Assessment
12/08	Complete purchase of needed equipment and identify any needed facilities modifications.	Mentoring/NRC Coordinator, Site Coordinator and principals
2/09	Develop additional data collection tools required for the evaluation of the program.	Project Director, Educational Resource Consultants (external evaluator),FUSD Department of Research, Evaluation and Assessment, and FSCS Collaborative partners
7/09	Submit first annual report Collaborative, Board of Education, and Interagency Council for Children and Families	Project Director and Educational Resource Consultants

B. Time Commitments:

The FSCS initiative will be administered through the FUSD Department of Prevention and Intervention (DPI). Pete Summers, Director of DPI, will serve as the Project Director and District contact for the U. S. Department of Education he will devote approximately 15% of his time to this initiative. Mr. Summers will be responsible for representing the program on the

Superintendent's Cabinet. The administration of the program will also involve the commitment of other department heads within FUSD; Health Services, Secondary Education (Middle School Division and Adult Education), Instructional Leadership (Elementary Division), Curriculum and Professional Development (After School Programs, Early Childhood Education, Quality Education Investment Act). Representatives from each of these departments are members of Cabinet. Quarterly updates of the progress of the program will be presented to Cabinet by Mr. Summers; successes and barriers to implementation will be shared at that time, and solutions/resources will be identified by Cabinet to assist the implementation and success of the initiative. Mr. Summers is also on the Executive Committee of Fresno County Interagency Council for Children and Families and the District liaison with law enforcement, social service providers, and mental health providers further facilitating the implementation of the initiative. The Project Director, Pete Summers, will share information about the FSCS initiative at monthly Council meetings which are attended by Fresno Police Department, Department of Children and Family Services, Fresno County Probation, Fresno County Economic Opportunities Commission, Comprehensive Youth Services, Human Services Coalition (representing Cornerstone, BIGS, and other CBOs), Fresno County Juvenile Court, Fresno County Office of Education, Fresno County Workforce Investment Board, United Way, Central Valley Children Services Network, First Five Fresno County, California Health Collaborative, and others. Through these linkages, additional resources will be leveraged for the FSCS initiative.

Darrin Person, FUSD Mentoring and NRC Coordinator, reports to Mr. Summers. Prior to joining FUSD, Mr. Person was employed by Fresno County Human Services System and responsible for developing and overseeing Interagency Council's NRC program county-wide. Mr. Person directly supervises the NRC Coordinators at each site and is the District liaison with

Fresno County for the program. Mr. Person also oversees the District's mentoring programs and partnerships with public agencies and CBOs to provide mentoring to students and is the liaison with California State University Fresno for social work intern placements. He will be the central office staff person directly responsible for the day to day operation of the program and for coordinating mentoring, NRC, and intern placement resources for the program. Mr. Person will devote approximately 30% of his time to this initiative.

Alissa Vasquez, FUSD Positive Behavior Support Coordinator, also reports to Mr. Summers. Ms. Vasquez is responsible for all agreements for mental health services and programs/services designed to create positive social/emotional supports at schools. Ms. Vasquez will be responsible for developing the contract with Comprehensive Youth Services and assist the FSCSs to enhance and monitor behavioral support systems (including Student Intervention Study Teams). Ms. Vasquez will devote approximately 10% of her time to this initiative.

Campus Culture Director at Carver Academy will be provided with three release periods from the grant. The position, which is vacant, currently is budgeted at 40%. This will allow them to spend 100% of their time developing community partnerships for the Carver/King Neighborhood Resource Center (NRC), facilitate partnerships at the three participating elementary schools, and serve as the site contact for community partners. This individual will be the on-site staff person responsible for the daily operation of the program and will devote 100% of their time to this initiative.

4. Quality of Project Evaluation

A. Use of Objective Performance Measures

Fresno Unified School District (FUSD) will contract with Educational Resource Consultants (ERC) to conduct a thorough, external evaluation of the program. The purposes of

this evaluation plan are to determine: 1) the percentage of families and students targeted for services who receive services during each year of the project period (**performance measure established for this project by USDE**), 2) quality of implementation of each service, 3) straight percentage growth on each intended outcome, 4) the statistical relationship between each service provided and growth on each measurable outcome (a multiple regression analysis will be conducted to detect the unique effect of individual services on outcomes influenced by multiple services), and 5) the most effective model for service within service categories for which multiple models are implemented.

Goals and Specific Outcome/Performance Measures

Goal 1: Improve students' academic achievement

- Increase the percentage of students who **enter kindergarten prepared to learn**, as measured by an annual 10% increase in the number of kindergarten students who master the Kindergarten Assessment of Individual Growth (KAIG).
- Improve the **academic achievement** of target students in **math** as measured by an annual 10% increase in the percentage of target students who score at or above proficiency on the math portion of the California Standards Tests (CST).
- Improve the **academic achievement** of target students in **English-Language Arts** as measured by an annual 10% increase in the percentage of target students who score at or above proficiency on the English Language Arts portion of the CST.
- Improve the **academic achievement** of students in **core subjects** as measured by a .5 mean increase in GPA among target students in math, English, and science classes.

Goal 2: Improve students' behaviors related to school success and social adjustment

- Increase the **regular day attendance** of target students as measured by a change in attendance rate over the previous year. Success will be determined if 50% of target students demonstrate a higher attendance rate for the current year than in the previous year.
- Improve the **school behavior** of target students as measured by an annual 10% decrease in suspensions and expulsions among target students.
- Decrease the **use of tobacco, alcohol, and drugs** among target students by 10% on an annual basis, as measured by selected items on the California Healthy Kids Survey (CHKS).
- Increase the **participation** of target students youth development activities such as **community service, service-learning, structured leadership opportunities, or co-curricular activities** by 10% annually, as measured by a student self-report survey, and by project participation records.

Goal 3: Improve students' beliefs/attitudes related to school success

- Increased **sense of connection to school** among target students. Success will be determined if 10% of students targeted for services show an increase in school connectedness over the previous year as measured by selected items on the California Healthy Kids Survey.
- Increase the **resiliency skills** and **perception of caring adult relationships** of target students. Success will be determined if 10% of students targeted for services show an increase in resiliency over the previous year as measured by selected items on the California Healthy Kids Survey.

Goal 4: Improve the quality of parent-child relationships in the home

- Improve the parent-child communication among target students' families as measured by a self-report survey given to parents on a pre and post-test basis each year.

- Decrease the home behavior problems of target students by 10% as measured by a self-report survey given to parents on a pre and post-test basis each year.

Goal 5: Improve students' physical health

- Increase the number of children receiving recommended series of immunizations at prescribed intervals by 10% on an annual basis as measured by school health records.
- Increase in the number of children receiving preventative dental care by 10% on an annual basis as measured by school health records.

Qualifications of the Evaluation Team- Educational Resource Consultants (ERC) is a consulting firm with 15 years of experience in evaluating state and federal grant program and in conducting quasi-experimental research. ERC's Lead Evaluator, Dr. Steve Price, holds a doctorate in Educational Psychology, with advanced preparation in research methodology, and is the former Director of the Center for Educational Research and Services at CSUF. ERC's staff includes full time evaluators, data analysts, and graduate students with backgrounds in research design and statistical analysis.

Data Collection (Types of Data, When Data will be Collected, Methods)

All data will be submitted to the external evaluation team for analysis as described below:

To measure **Goal 1, improvement in students' academic achievement**, the evaluator will collect and analyze KAIG results, CST results, and grades of all target students available through PowerGrade and the FUSD Assessment Information System. Grades will be collected once per semester. CST and KAIG results will be collected on an annual basis.

To measure **Goal 2, improvement in students' behaviors related to school success**, the evaluator will collect and analyze school attendance records and behavior records (suspensions and expulsions), and results from the California Healthy Kids Survey for all target students,

submitted by the FUSD Department of Research, Evaluation, and Assessment (REA) on an annual basis. The evaluator will work with personnel from REA to create an identification system for tracking growth of individual students on the CHKS.

The evaluator will also work in cooperation with the Project Director to construct and administer a student self-report survey. The Project Director will be responsible for collecting and submitting results of this survey and project participation records for community service, service-learning, and other leadership projects to the evaluator for analysis. The student survey will be collected twice per year (as a pre and post-test) and project participation records will be collected each semester.

To measure **Goal 3, improvement in students' mental health and attitudes related to school success**, the evaluator will collect and analyze results from the California Healthy Kids Survey for all target students, submitted by the FUSD Department of Research, Evaluation, and Assessment on an annual basis.

To measure **Goal 4, improvement in the quality of parent-child relationships in the home**, the evaluator will work in cooperation with the Project Director to construct and administer a student self-report survey. The Project Director will be responsible for collecting and submitting results of this survey to the evaluator for analysis twice per year (as a pre and post-test).

To measure **Goal 5, Improve students' physical health**, the evaluator will collect and analyze the immunization and dental records of all target students, available from the FUSD Department of Health Services on an annual basis.

Development of instruments

Instruments to be developed include:

- **Student self-report survey** to measure student involvement in community service, service-learning, leadership, and co-curricular activities.
- **Parent self-report survey** to measure various aspects of parent-child relationships and students' behavior at home as perceived by parents.

During the initial planning year, the evaluator will work with the Project Director and selected members of the Full Service Community School Program group to construct these instruments. All other instruments used in this evaluation will be previously established and validated (ie. CST, CHKS, etc.).

The **Kindergarten Assessment of Individual Growth (KAIG)** is an established district assessment that measures the development of children entering kindergarten according to normal developmental expectations and state standards. This instrument is designed to determine the number and percentage of kindergarten students who are school-ready and can be expected to make progress. Scores from the KAIG are used to help identify Title 1 eligible students and assist in determining pupil retention/promotion.

Analysis of Data

Data will be analyzed to determine each of the five purposes of the evaluation design:

Analysis 1: To determine the percentage of families targeted for services who receive services during each year of the project period, each service provider, as part of the Full Service Community Schools Program group will keep a dated service log of each student and/or family served. The evaluator will determine the percentage of families targeted for service each year as a straight percentage. In addition, the evaluator will determine the percentage of families served by each type of service offered through this project. Success will be determined if 75% of target families receive services as a result of this project at each participating school site.

Analysis 2: To determine the quality of implementation of each service, the evaluator, in cooperation with the Project Director and selected members of the Full Service Community Schools Program group will create parent and student satisfaction surveys to be administered to all target students or families receiving each service. In addition, the evaluator will conduct structured interviews with representatives of all stakeholders (students, parents, service providers, school staff, etc.) to produce qualitative data regarding fidelity of implementation

Analysis 3: To measure growth on objective performance measures that are clearly related to the intended outcomes of the project, the evaluator will analyze data using straight percentages to determine if objective performance measures for each goal are met.

Analysis 4: To determine the statistical relationship between each service provided and growth on each measurable outcome. To determine the unique effect of each of the program services (Early Childhood Education and Family Literacy, Remedial Education and Academic Enrichment, Mental Health Counseling, etc.) on intended outcomes, the evaluator will conduct a separate simultaneous multiple regression for each intended outcome using all program interventions as predictors in the model with one dependent variable (the intended outcome). To see the unique contribution of each professional development component, the evaluator will quantify the intensity of each intervention (in hours) and examine significance levels and Beta weights (standardized regression coefficients). To determine the combined effect of program interventions, the evaluator will examine the R^2 for all program interventions, which represents the correlation between all program services and intended outcomes.

Analysis 5: To determine the most effective model for service within each service category, the evaluator will conduct a simultaneous multiple regression (as described above) using each model as a predictor in cases where more than one model is implemented within the same service

category. For instance, to determine the most effective mentoring model, the Big Brothers Big Sisters Program, Cornerstone Mentoring Program, Pal Leadership Program, and Fresno Police Department's Life Skills Training might all be used as predictors in a separate model for each dependent variable (intended outcome).

B. Timely and Valid Information:

When reports of results and outcomes will be available

Educational Resource Consultants will prepare all evaluation reports required by USDE. Local evaluation results will be reported by ERC, reviewed, and discussed at quarterly evaluation meetings of the Program Director and Full Service Community School group (comprised of representatives from partnering agencies). Feedback from quarterly evaluation meetings will be used for ongoing program improvement.

How the information collected will be used to monitor progress and provide accountability information

Formative evaluation reports presented during quarterly meetings of the Full Service Community School Collaborative group will allow for the adjustment of project objectives and schedules, the reallocation of resources, and other management decisions. These meetings, led by the Project Director, will provide an open forum for the multi-agency collaborative to review activities and services to date, discuss ways to improve services that did not meet expectations, and revise upcoming activities and services according to feedback from the evaluator and other stakeholders. This will ensure timely attention to meeting benchmarks and to budgetary matters. The program evaluation will be a vital aspect of a continual strategic planning process. Consultation with the external evaluator will aid in the process of improving the program's effectiveness in meeting its goals of improving students' academic achievement, school

behaviors, attitudes, mental health, home environments, and physical health by providing a full array of services at each participating school.

C. Replication:

The Fresno Unified School District is committed to disseminating all strategies determined to be effective through the evaluation of the program. Evaluation results will be distributed annually to all partnering agencies, school sites and students, as well as made available online, on the FUSD Web site, to all community, business, and educational stakeholders. Outcomes of the evaluation will be shared with Fresno County Interagency Council for Children and Families and used to inform the operation and expansion of other Neighborhood Resource Centers within FUSD (Addams, Lowell, Mayfair, and Burroughs) and in Fresno County.

In addition to preparing required federal and state reports, Educational Resource Consultants will prepare annual local evaluation report in several formats, targeted to different stakeholders. Reporting of local evaluation results will include a full length evaluation report with statistical analysis submitted to the Program Director, an executive summary of key evaluation findings for FUSD administrators and county and local school boards, as well as a concise summary of findings written for business and community partners, parents, and the general public. In addition to written reports, Educational Resource Consultants will make an annual presentation of evaluation results at a meeting of representatives from partnering agencies and schools, and at a meeting of the FUSD school board.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **4089-Mandatory_MOU's.pdf**

Attachment 2:

Title: Pages: Uploaded File: **6564-List_of_partners.pdf**

Attachment 3:

Title: Pages: Uploaded File: **8070-Resumes.pdf**

Attachment 4:

Title: Pages: Uploaded File: **4291-Capacity.pdf**

Attachment 5:

Title: Pages: Uploaded File: **5842-FSCS_Bibliography_2008.pdf**

Attachment 6:

Title: Pages: Uploaded File: **6071-Additional_Resume.pdf**

Memorandum of Understanding

The purpose of this Memorandum of Understanding is to develop a collaborative to facilitate the coordination of educational, developmental, family, health, and other services to students, families and community members at and surrounding the following Fresno Unified School District Schools: King Elementary, Kirk Elementary, Lincoln Elementary, and Carver Academy. It is understood that the Full Service Community Schools Program will build upon and enhance the Carver/King Neighborhood Resource Center and expand service to Kirk and Lincoln creating a targeted geographically strategy to providing services. As part of then Full Service Community Schools Collaborative,

Big Brothers Big Sisters of Central California (a private non-profit community based organization) Agrees to:

- Implement the Big Brothers Big Sisters community based and school based mentoring model at the above schools.
- Provide services in a well-coordinated and collaborative manner.
- Participate in partnership meetings to be conducted a minimum of four times per year.
- Participate in an ongoing community assessment process and community planning forums.
- Share information about the initiative with others.
- Assist in collecting data, as appropriate, to measure progress towards the project's outcomes.
- Maintain accounting system in accordance with generally accepted accounting standards
- Comply with all Federal statutes relating to nondiscrimination, equal employment, political and sectarian activities, and lobbying.

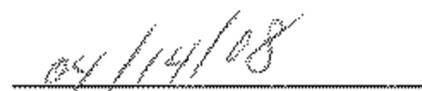
Fresno Unified School District (FUSD) Agrees to:

- Facilitate the coordination of the Full Service Community Schools Collaborative.
- Reimburse Big Brothers Big Sisters for costs associated with mentoring services.
- Provide Big Brothers Big Sisters with access to school facilities, office space, and school records as appropriate for the operation of the program.
- Serve as the lead agency for the Full Service Community Schools Program grant.

Fresno Unified School District
Ruth F. Quinto, Associate Superintendent



Date



Big Brothers Big Sisters of Central California
Brooke Frost, Executive Director



Date



Memorandum of Understanding

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Comprehensive Youth Services (a private non-profit community based organization) Agrees to:

- Provide individual, family, and group counseling to children and families from the targeted schools.
- Provide parenting workshops at the Carver/King Neighborhood Resource Center.
- Provide services in a well-coordinated and collaborative manner.
- Participate in partnership meetings to be conducted a minimum of four times per year.
- Work to identify additional community and grant resources that can enhance the Full Service Community Schools Program.
- Participate in an ongoing community assessment process and community planning forums.
- Share information about the initiative with others.
- Assist in collecting data, as appropriate, to measure progress towards the project's measurable outcomes.
- Maintain a proper accounting system in accordance with generally accepted accounting standards.
- Comply with all Federal statutes relating to nondiscrimination, equal employment, political and sectarian activities, and lobbying.

Fresno Unified School District (FUSD) Agrees to:

- Facilitate the coordination of the Full Service Community Schools Collaborative.
- Reimburse Comprehensive Youth Services (CYS) for costs associated with the placement of a full time mental health counseling staff person at the Carver/King Neighborhood Resource Center.
- Provide CYS with full access to school facilities and office space.
- Serve as the lead agency for the Full Service Community Schools Program grant.

For Fresno Unified School District: Ruth F. Quinto, Associate Superintendent/CFO		For Comprehensive Youth Services League:	
	04/14/08		4-9-08
Signature	Date	Signature	Date

Memorandum of Understanding

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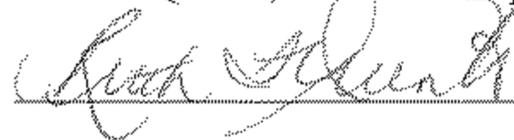
The Center for Multicultural Cooperation (a private non-profit community based organization) Agrees to:

- Provide the California Voices After-school Program at Carver. In this program students will learn 21st Century job skills, set life goals, and volunteer service to their community by producing mini cultural and intergenerational digital stories, and produce youth issue videos.
- Provide staff and curriculum development with Language Arts, History/Social Studies, English Learner Services and School Climate staff.
- Conduct a staff leadership team- summer retreat and develop strategies to engage students, staff and community partners.
- Conduct a summer digital storytelling program.
- Develop online communications featuring student produced articles and videos (cultural, historical, arts, service projects, civic issues, performances...) for access by students, staff, families and community.
- Provide services in a well-coordinated and collaborative manner.
- Participate in partnership meetings to be conducted a minimum of four times per year.
- Participate in an ongoing community assessment process and community planning forums.
- Share information about the initiative with others.
- Assist in collecting data, as appropriate, to measure progress. Towards measurable outcomes.
- Maintain accounting system in accordance with generally accepted accounting standards.
- Comply with all Federal statutes relating to nondiscrimination, equal employment, political and sectarian activities, and lobbying.

Fresno Unified School District (FUSD) Agrees to:

- Facilitate the coordination of the Full Service Community Schools Collaborative.
- Reimburse Center for Multicultural Cooperation for costs associated with the program from Full Service Community Schools and/or after school grant funds.
- Provide full access to school facilities and office space.
- Serve as the lead agency for the Full Service Community Schools Program grant.

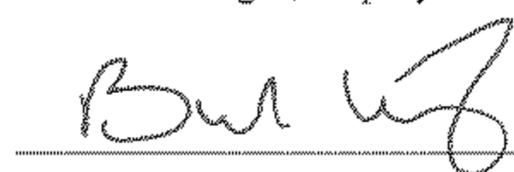
Fresno Unified School District
Ruth F. Quinto, Associate Superintendent



Date



Center for Multicultural Cooperation
Brandon Wright, Deputy Director



Date



Memorandum of Understanding

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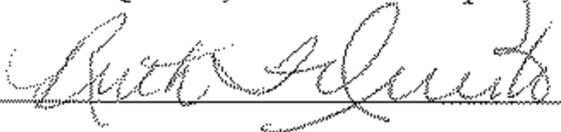
Fresno Police Activities League (a private non-profit community based organization) Agrees to:

- Provide PAL student leadership activities, martial arts training, and outdoor adventure activities to students attending the above schools.
- Provide services in a well-coordinated and collaborative manner.
- Participate in partnership meetings to be conducted a minimum of four times per year.
- Work to identify additional community and grant resources that can enhance the Full Service Community Schools Program.
- Participate in an ongoing community assessment process and community planning forums.
- Share information about the initiative with others.
- Assist in collecting data, as appropriate, to measure progress towards the project's measurable outcomes.
- Maintain a proper accounting system in accordance with generally accepted accounting standards.
- Comply with all Federal statutes relating to nondiscrimination, equal employment, political and sectarian activities, and lobbying.

Fresno Unified School District (FUSD) Agrees to:

- Facilitate the coordination of the Full Service Community Schools Collaborative.
- Reimburse Fresno Police Activities League for costs associated with provide PAL leadership, martial arts training, and outdoor adventure activities with funds from the Full Service Community Schools grant if received.
- Provide PAL with full access to school facilities and office space.
- Serve as the lead agency for the Full Service Community Schools Program grant.

Fresno Unified School District
Ruth F. Quinto, Associate Superintendent, CFO



Date



Fresno Police Activities League
Brenda Trobaugh, Executive Director



Date



Memorandum of Understanding

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Cornerstone Foundation of Fresno (a private non-profit community based organization) agrees to:

- Provide youth mentoring and case management services to students and family members at the participating schools.
 - Services will include placing a paid mentor/case manager part time at each of the schools to work directly with high risk students to monitor attendance, grades and behavior; provide family outreach and follow-up support services as necessary; and refer to other programs at the school and community.
 - Assigning part time mentor coordinator to the Carver/King Neighborhood Resource Center to enroll students in the volunteer mentoring program, match students with mentors, monitor contacts, and connect families with Foundation, Neighborhood, and community resources as appropriate.
- Assist in community outreach and organizing activities.
- Provide services in a well-coordinated and collaborative manner.
- Participate in partnership meetings to be conducted a minimum of four times per year.
- Participate in an ongoing community assessment process and community planning forums.
- Share information about the initiative with others.
- Assist in collecting data, as appropriate, to measure progress towards the project's outcomes.
- Maintain accounting system in accordance with generally accepted accounting standards
- Comply with all Federal statutes relating to nondiscrimination, equal employment, political and sectarian activities, and lobbying.

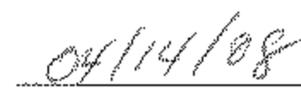
Fresno Unified School District (FUSD) Agrees to:

- Facilitate the coordination of the Full Service Community Schools Collaborative.
- Reimburse Cornerstone Foundation of Fresno for costs associated with mentoring and case management functions.
- Provide Cornerstone Foundation of Fresno with access to school facilities, office space, and school records as appropriate for the operation of the program.
- Serve as the lead agency for the Full Service Community Schools Program grant.

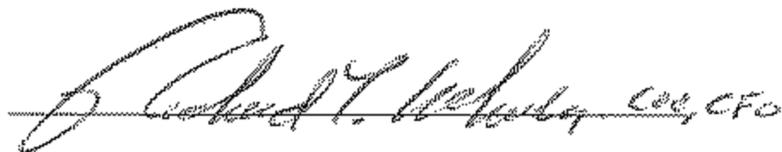
Fresno Unified School District
Ruth E. Quinto, Associate Superintendent



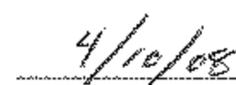
Date .



Cornerstone Foundation of Fresno



Date



Memorandum of Understanding

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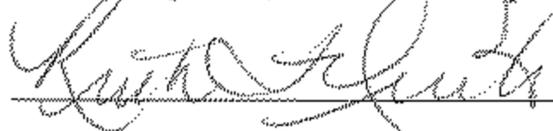
Fresno Police Department (FPD) Agrees to:

- Assign a Life Skills Officer to the targeted community. This individual will be housed at the Carver Neighborhood Resource Center and provide Life Skills Training instruction to students in grades 5, 7, and 8 at the above schools.
- Provide services in a well-coordinated and collaborative manner.
- Participate in partnership meetings to be conducted a minimum of four times per year.
- Work to identify additional community and grant resources that can enhance the Full Service Community Schools Program.
- Participate in an ongoing community assessment process and community planning forums.
- Share information about the initiative with others.
- Assist in collecting data, as appropriate, to measure progress towards the project's measurable outcomes.
- Maintain a proper accounting system in accordance with generally accepted accounting standards and comply with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations
- Comply with all Federal statutes relating to nondiscrimination, equal employment, political and sectarian activities, and lobbying.

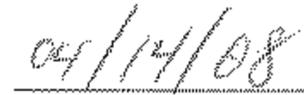
Fresno Unified School District (FUSD) Agrees to:

- Facilitate the coordination of the Full Service Community Schools Collaborative.
- Reimburse Fresno Police Department for costs associated with the full time Life Skills Officer.
- Provide Fresno Police Department with access to school facilities and office space.
- Serve as the lead agency for the Full Service Community Schools Program grant.

Fresno Unified School District
Ruth E. Quinto, Associate Superintendent



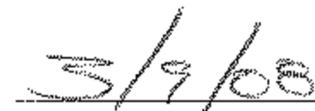
Date



Fresno Police Department
Jerry Dyer, Chief of Police



Date





fresno county office of education



Larry L. Powell
Superintendent

FRESH After-School Partnership

Memorandum of Understanding

The purpose of this Memorandum of Understanding is to develop a collaborative to facilitate the coordination of educational, developmental, family, health, and other services to students, families and community members at and surrounding the following Fresno Unified School District Schools: King Elementary, Kirk Elementary, Lincoln Elementary, and Carver Academy. It is understood that the Full Service Community Schools Program will build upon and enhance the Carver/King Neighborhood Resource Center and expand service to Kirk and Lincoln creating a targeted geographically strategy to providing services. As part of then Full Service Community Schools Collaborative,

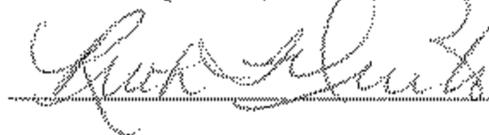
Fresno County Office of Education (FCOE) Agrees to:

- Provide after school program services to students at Carver, King, and Lincoln through the After School Education and Safety (ASES) grant. These after school programs will be operated in accordance with the terms and conditions outlined in the current ASES agreement between FCOE and Fresno Unified School District.
- Provide services in a well-coordinated and collaborative manner.
- Participate in partnership meetings to be conducted a minimum of four times per year.
- Work to identify additional community and grant resources that can enhance the Full Service Community Schools Program.
- Participate in an ongoing community assessment process and community planning forums.
- Share information about the initiative with others.
- Assist in collecting data, as appropriate, to measure progress towards the project's measurable outcomes.

Fresno Unified School District (FUSD) Agrees to:

- Facilitate the coordination of the Full Service Community Schools Collaborative.
- Provide FCOE with access to school facilities and office space.
- Serve as the lead agency for the Full Service Community Schools Program grant.

Fresno Unified School District
Ruth F. Quinto, Associate Superintendent



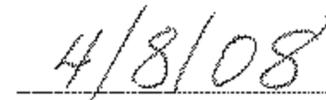
Date



Fresno County Office of Education
Alix Frazer, Director



Date



Alix Frazer, Director

1111 Van Ness Avenue • Fresno, CA 93721-2000

(559) 497-3887 • TDD (559) 497-3912 • URL: www.fcoe.k12.ca.us • FAX (559) 497-3704

ERC

Educational Resource Consultants
P.O. Box 25641
Fresno, CA 93729

April 10, 2008

Memorandum of Understanding

The purpose of this Memorandum of Understanding is to develop a collaborative to facilitate the coordination of educational, developmental, family, health, and other services to students, families and community members at and surrounding the following Fresno Unified School District Schools: King Elementary, Kirk Elementary, Lincoln Elementary, and Carver Academy. It is understood that the Full Service Community Schools Program will build upon and enhance the Carver/King Neighborhood Resource Center and expand service to Kirk and Lincoln creating a targeted geographically strategy to providing services. As part of then Full Service Community Schools Collaborative,

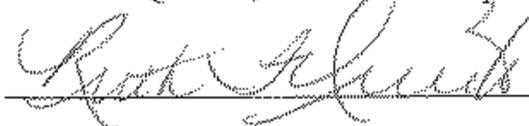
Educational Resource Consultants (a private for-profit organization) Agrees to:

- Serve as external evaluator to the grant.
- Participate in partnership meetings to be conducted a minimum of four times per year.
- Participate in an ongoing community assessment process and community planning forums.

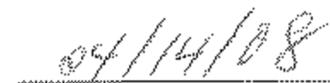
Fresno Unified School District (FUSD) Agrees to:

- Facilitate the coordination of the Full Service Community Schools Collaborative.
- Reimburse Educational Resource Consultants for costs associated with the evaluation.
- Provide Educational Resource Consultants with access to school facilities and data necessary for evaluation of the program.
- Serve as the lead agency for the Full Service Community Schools Program grant.

Fresno Unified School District
Ruth F. Quinto, Associate Superintendent



Date



Educational Resource Consultants
Stephen A. Price, CEO



Date

4/10/08

**FRESNO FULL SERVICE COMMUNITY SCHOOLS (FSCS)
LIST OF PARTNERS**

Partner	Role/FSCS Focus Areas	Contact Information
Fresno Unified School District	Lead agency, facilitate partnership, act as fiscal agent, contract for services with other partners, and coordinate with school improvement initiatives. Address following focus areas: early childhood education, health and dental, remedial education and academic enrichment, parent involvement and family literacy, and mentoring and other leadership development.	Pete Summers, Director FUSD Department of Prevention and Intervention 1350 "M" Street Fresno, CA 93721 559 457-3340
Big Brothers Big Sisters of the Central Valley	Mentoring and other leadership development.	Brooke Frost, Executive Director 905 N. Fulton Fresno, CA 93728 559 268-2447
Comprehensive Youth Services	Parent involvement and family literacy, and mental health services.	Becky Krammer, Clinical Director 3795 E. Shields Fresno, CA 93726 559 229-3561
Center for Multicultural Cooperation	Remedial education and academic enrichment, parental involvement and family literacy, and community service & service learning	John Minkler, Executive Director PO Box 27442 Fresno, CA 93729
Fresno Police Activities League	Mentoring and other leadership development, and community service & service learning.	Brenda Troubaugh, Executive Director 2326 Fresno Street Fresno, CA 93721 559 621-6236
Cornerstone Foundation of Fresno	Mentoring and other youth development.	Michael De Juarez, Foundation Director 1545 Fulton St. Fresno, Ca 92721 Director
Fresno Police Department	Mentoring and other leadership development.	Brenda Troubaugh, Sergeant Youth and Employee Service Bureau 2326 Fresno St Fresno, CA 93721 559 621-6236

Partner	Role/FSCS Focus Areas	Contact Information
Fresno County Office of Education	Remedial Education and Academic Enrichment	Alix Frazer, After School Coordinator 1111 Van Ness Fresno, CA 93721 559 265-3098 Ext.3133
Educational Resource Consultants	Objective program evaluation	Stephen Price, Evaluator P.O. Box 25641 Fresno, CA 93729 559 230-2103

Peter J. Summers

6534 North Selland
Fresno, CA 93711
(559) 432-7787

EDUCATIONAL BACKGROUND

California State University, Fresno
Major: Guidance/Counseling
Specialty: Marriage and Family
Degree: M.S., 1989

California State University, Fresno
Major: Liberal Studies
Degree: B.A., 1983

CREDENTIALS

California Multiple Subject Clear Credential
California State University, Fresno
May, 1983

Pupil Personnel Services Credential
California State University, Fresno
February, 1987

Professional Administrative Credential
California State University, Fresno
December, 1993

Fresno Unified School District
2309 Tulare Street
Fresno, CA 93721

Selected by the Fresno Unified School District to work full time at the K-12 Level.

**Executive Director, Prevention and
Intervention Services**
2005- Present

Accountable for increasing the graduation rates and developing educationally appropriate systems to decrease suspensions, expulsions, and drop-outs. Support FUSD, provide leadership in creating and maintaining environments conducive to effective teaching and learning. Plan, organize, control, and direct the implementation, maintenance, and development of District-wide Prevention and Intervention Programs. Supervise and evaluate the performance of assigned personnel on a regular basis and provided constructive feedback to improve staff effectiveness.

**Emergency Planning/ Crisis Response
Coordinator**
2004- 2005

Duties include establishing district emergency procedures; coordinate the distribution of emergency plans to district sites; evaluate response efforts; update district plans (annually); monitor compliance; provide training and implementation assistance to school sites; assist administration in crisis prevention and emergency management.

MIDDLE SCHOOL VICE PRINCIPAL II
Bullard TALENT School
2000- 2004

Duties include the planning, organizing, controlling and directing instructional activities, special programs and plant operations. Evaluate and supervise certificated and classified personnel; enforce applicable state and district codes as well as establish, coordinate, and maintain communications with community and parent groups. Assure the health, safety, and welfare of students. Bullard TALENT is a K-8 magnet school emphasizing the humanities: art, music, dance, and drama.

**HEALTH/DRUG AND
SUBSTANCE ABUSE
PREVENTION COORDINATOR**
1990 - 2000

Responsibilities include: working with administrators, teachers, parents, and students K-12; manage and maintain Drug Alcohol Tobacco Education funds (amounting to over 1.25 million dollars); write and maintain grants pertaining to drug and alcohol prevention; provide formal linkage between FUSD and care provider agencies, and community agencies. Chair the District Family Life Advisory Committee as well as the Health & Social Services Advisory

continued.

Duties also included: inservicing teachers in health, alcohol and drug abuse prevention, Family Life Education; conducting monthly middle school health teacher's meetings; and conducting parent awareness workshops.

**ADJUNCT FACULTY MEMBER
1996 - 2000**

Taught Health Education to teacher candidates at National University seeking their clear teaching credential.

**CURRICULUM SPECIALIST
1988 - 1990**

Selected by Fresno Unified School District to work full time on the elementary level. Responsibilities include working with teachers and students at the K-6 level in implementing new and existing curriculum. Duties also include inservicing teachers in "Here's Looking At You, 2000," a drug prevention program; "Talk About Touching," a child safety program; and conducting parent awareness workshops.

**TEACHER ON SPECIAL
ASSIGNMENT
1987 - 1988**

Selected by FUSD to work full time on elementary science with emphasis in Project AIMS. Responsible for inservicing teachers in science, health, and on the prevention of tobacco, alcohol, and other drugs.

**MENTOR TEACHER
1987 - 1988**

Working with newly hired teachers assisting them with various needs or concerns. Also aiding experienced teachers as a resource for science.

**TEACHING EXPERIENCE
1983 - 1987**

Teacher, Fresno Unified School District
Thomas Elementary School, Fresno, CA
1985 - 1988
Robinson Elementary School, Fresno, CA
1984 - 1985

**ADDITIONAL EXPERIENCE
1985 - Present**

Selected by the California Department Education to serve on the Instructional Resource Evaluation Panel for Health Education Science Framework Scope and Sequence Writing Team, FUSD Science Textbook Adoption Committee. State Title IV and Tobacco-Use Prevention Education Advisory Committee.

**PROFESSIONAL
ORGANIZATIONS/COMMITTEES**

Drug Prevention Coalition of Fresno
All Smiles Dental Health Chairperson
National Assembly on School Based Health Care
Healthy Kids Resource Center Curriculum Selection Committee
Alternative Education Advisory Committee
Opportunity Review Committee
Administrative Standards Committee
Interagency Sub Committee
Interagency Executive Committee

HONORS

Master Teacher Scholarship, 1986
Full scholarship to California State University, Fresno

Dean's List
California State University, Fresno

FOREIGN LANGUAGE

Speak and read German

REFERENCES

Available upon request.

Alissa Vasquez

14680 Buggywhip Lane, Prather, Ca. 93651

(559) 323-5144

axvasqu@fresno.k12.ca.us

EDUCATION:

Fresno Pacific University-Graduate program (1987-1996)

Pupil Personnel credential: School Psychology, School Counselor

Teaching credentials: Special Education Learning Handicapped, Special Education Resource Specialist

California State University, Fresno (1984-1987)

Liberal Studies, Bachelor of Arts

Teaching credential: Professional Clear Multiple Subject

EMPLOYMENT HISTORY:

Fresno Unified School District

July 1999-present

Lead School Psychologist/Crisis Coordinator

Served as psychologist to elementary, middle, high school, alternative education, and community day school.

Performed full range of assessments, 504 team member, Collaboration with outside agencies, provide ongoing support to psychologists, provide ongoing staff development for psychologists, assisted in developing and implementing community day schools, past member of FUSD Multi-disciplinary team, assisted in grant writing, program development, coordinate crisis response

Sierra Unified School District

February 1997-June, 1999

School Psychologist/Guidance Counselor

Designed and implemented Student Study Team process, psychologist to high school and continuation campus, provided counseling, crisis response, monitored special education compliance, performed assessments, 504 team member, assisted grant writing/safe school

Sanger Unified School District

July 1988-February 1997

School Psychologist: participated in restructuring middle school site/school wide behavior system, performed assessments, SST member, provided counseling, assisted in grant writing-Community of Caring

Resource Specialist, Special Education: preschool-8th grades, performed academic assessments, provide direct instruction to students, implemented researched based interventions, develop and implement individual education plans, SST member, collaboration with staff for mainstreamed students

Clovis Unified School District

July 1987-June 1988

Special Education Day Class teacher

Self contained classroom for grades K-3rd. Provided daily instruction, collaborated with teaching staff for mainstreamed students, academic assessments, behavior management system, developed and implemented individual education plans

ADDITIONAL CERTIFICATIONS/TRAININGS

School Crisis Response and Intervention; Certificate of Advanced Training and Specialization (California School Psychologist Association)

Behavior Intervention/Certified Case Manager (BICM)

Alternative Dispute Resolution

ASIST-suicide prevention

Crisis Prevention Intervention (CPI)

PROFESSIONAL ORGANIZATIONS

California School Psychologist Association (CASP)

Central Valley Affiliate of CASP (past president)

Position: Coordinator, Mentoring

Fresno Unified School District
Prevention & Intervention

DARRIN O. PERSON

2815 Rialto Ave. • Clovis, CA 93611 • (b)(6) Work (559) 253-9029

EDUCATION

1998 - 2000	California State Univ., Fresno	Fresno, CA	Masters in Social Work
1997 - 1998	Oklahoma University	Norman, OK	Human Relations - 9 units
1994 - 1997	Oral Roberts University	Tulsa, OK	B.A. Psychology

TEACHING EXPERIENCE

2006 - 2007	Part-time – Adjunct Faculty California State University, Fresno	Fresno, CA	Department of Social Work SWK 176 - Data Analysis and Presentation
2005 - 2006	Part-time – Adjunct Faculty California State University, Fresno	Fresno, CA	Department of Social Work SWK 176 - Data Analysis and Presentation
2004 - 2005	Part-time – Adjunct Faculty California State University, Fresno	Fresno, CA	Department of Social Work SWK 176 - Data Analysis and Presentation

PROFESSIONAL EXPERIENCE

- 2002 - 2007 Department of Children and Family Services Fresno, CA
Staff Analyst III Full-time
- Responsible for re-development of the Independent Living Program – Basic Living Skills Classes for at risk youth. This program consisted of a viable mentoring program.
 - Responsible for the supervision of Neighborhood Resource Centers in Fresno County. Coordinated trainings and monitored funding.
 - Assist the Family to Family Coordinator in implementing a new program for community cultural brokers. Set up budgets for each Family to Family Collaborative.
 - Conduct data collection and analysis and report findings (i.e. written reports, presentations) to DCFS Director and Senior Administrative Team.
 - Complete agenda items and board briefing reports to Fresno County Board of Supervisors.
 - Assist in the development of child welfare related programs in the Department of Children and family services.
 - Meet with community and child welfare program areas to gather information (conduct need assessments, facilitate community forums).
 - Facilitate the development of a Three-Year Plan for Child Abuse Prevention, Intervention, and Treatment services through the Department of Children and Family Services.
 - Monitor child welfare programs for contract compliance and fiscal control.

- 2000 - 2002 Department of Children and Family Services Fresno, CA
Staff Analyst I-II Full-time
- Assist child welfare division managers in evaluating child welfare program's performance and presenting findings and recommendations to Administrative team.
 - Conduct data collection and analysis and report findings (i.e. written reports, presentations) to DCFS Director and Senior Administrative Team.
 - Responsible for evaluating several key child welfare programs and reporting findings to the Board of Supervisors and DCFS Director through an annual report card.
 - Responsible for developing and implementing Request for Proposals and facilitating competitive bid processes for child welfare related programs.
 - Assist in the development of the Department's budget and presentation to the Board of Supervisors.
 - Responsible for the development of the In-Home Intensive Services Program targeting at-risk families in Fresno County.
- 2000 Department of Children and Family Services Fresno, CA
Staff Analyst I Part-time (extra-help)
- Assist child welfare program manager in the development of program budget.
 - Develop contracts between the DCFS and Community Based Organizations and facilitate contract negotiations for child welfare related services.
 - Assist in the development and design of evaluation protocols and measurement tools for the Human Services System outcome measurement committee.
 - Provide leadership and facilitate an outcome measurement committee.
- 1999 - 2000 Department of Children and Family Services Fresno, CA
Social Worker Intern Internship
- Provided an array of child welfare services to families in the Voluntary Maintenance program to help families remain intact.
 - Performed case management.
 - Performed a descriptive study on the DCFS' outcome measurement system and made recommendations to the DCFS Director and senior management team.
 - Assisted in the implementation of the United Way outcome measurement model.
 - Developed program profiles, which provided an overview of all child welfare programs offered through DCFS.
- 1999 Department of Children and Family Services Fresno, CA
Student Mental Health Professional Part-time (extra-help)
- Conducted assessments of youth admitted into the mental health program.
 - Participated in daily activities such as recreational therapy, living skills, health education, and group processing.
- 1998 Department of Children and Family Services Fresno, CA
Social Worker Part-time (extra help)
- Performed home studies on potential prospective adoptive families.
 - Assisted prospective adoptive parents in completing adoption packets.
 - Assisted in finalizing adoptions through the Permanency Planning Department.

- 1998 Department of Children and Family Services Fresno, CA
Social Worker Intern Internship
- Co-facilitated Voluntary Family Maintenance parenting classes.
 - Conducted home visits on clients involved in Voluntary Family Maintenance.
 - Assisted clients in located needed resources (family therapy, drug therapy, housing, etc.)

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

- 2004 - 2006 Comprehensive Youth Services Board Member
- 2000 - 2006 Judah First Board Member

PROFESSIONAL/CREATIVE ACTIVITIES

- 2006 - 2007 Founder of Person to Person Inc. (Intervention/Prevention services for families)
- 2000 - 2006 Founder of Student of Excellence Program (Mentoring program for at-risk youth)
- 2000 - 2006 Inspirational Youth Speaker

PROFESSIONAL REFERENCES

Dr. Jane Middleton
Department of Social Work
California State University, Fresno
5310 North Campus Drive M/S – PH 102
Fresno, CA 93740-8019
559-278-3992

Dr. Salvador Montana
Department of Social Work
California State University, Fresno
5310 North Campus Drive M/S – PH 102
Fresno, CA 93740-8019
559-278-3992

Mary K. Phillips, LCSW
Fresno Unified School District
1350 M. St
Fresno, CA 93721
559-457-3357
559-647-3496

Vera G. Kennedy, MPA
Superior Court of California
County of Fresno
742 S. Tenth Street
Fresno, CA 93702
559-455-5224

Description of Capacity to Provide and Coordinate Services

Fresno Unified School District (FUSD) administers an annual budget in excess of \$1 billion. This includes local tax based revenues; State formula education funding; State and Federal categorical funds; State, Federal, private, public, and foundation competitive grants; and fee based programs. Through its various departments and divisions FUSD operates a broad array of programs from education (pre-school to adult), food preparation and distribution, medical/health services, mental health counseling, transportation, construction and facilities maintenance, technology and telecommunication services, graphics, communication, and media; maintenance; and staff leadership and professional development. The District also administers a variety of contracts with private consultants, Institutions of Higher Education, community based organizations, public vendors, city and county agencies, etc. The District's Independent Auditor's Report prepared by Perry-Smith Accountants (included as an attachment to this application) cites no material internal control weaknesses and no material instances of non-compliance with the requirements of federal and state programs. The District has a Standard and Poor's affirmed credit rating of A+.

FUSD has extensive experience working with community based organizations and public agencies to provide services in a coordinated manner to the students and staff within the school district. The Department of Prevention and Intervention (which will oversee this program) administers contracts for mental health counseling, student leadership, and mentoring services. The Director of Prevention and Intervention is on the Executive Committee of the Fresno Interagency Council for Children and Families. All of the partners in the Full Service Community Schools Partnership have experience working together cooperatively as part of various community groups and initiatives.

Bibliography

Botvin, G.J., Epstein, J. A., Baker, E., Diaz, T., Ifill-Williams, M., Miller, N., & Cardwell, J. (1997). *School-based drug abuse prevention with inner-city minority youth*. *Journal of Child and Adolescent Substance Abuse*, Vol. 6, No. 1, 5-20.

Botvin, G.J., Griffin, K.W., Nichols, T.R. (2006). *Preventing Youth Violence and Delinquency through a Universal School-based Prevention Approach*. *Prevention Science*, 7, 403-408

Botvin, G.J., Griffin, K.W., Diaz, T., & Ifill-Williams, M. (2001). *Drug abuse prevention among minority adolescents: Posttest and one-year follow-up of a school-based preventive intervention*. *Prevention Science*, 2(1), 1-13.

Benard, Bonnie, *Resiliency: What I Have Learned*, West Ed, 2004.

Herrera, C., *A First Look into Its Potential*, Philadelphia, Pa.: Public/Private Ventures, September 1999.

McLaughlin, M. et al. (1994). *Urban Sanctuaries: Neighborhood Organizations in the Lives and Futures of Inner-City Youth*. San Francisco: Jossey-Bass.

Search Institute, 2007.

Tierney, Joseph P., Jean Baldwin Grossman, and Nancy L. Resch, *Making a Difference: An Impact Study of Big Brothers Big Sisters*. Philadelphia, Pa.: Public/Private Ventures, 1995

Elizabeth L. Andrade-Stiffler
713 W. Magill
Fresno, CA 93704

VISION STATEMENT VISION STATEMENT: To provide children with a knowledge base, literacy and problem-solving skills enabling them as adults to make responsible decisions about themselves and the world in which they live.

EDUCATION/CREDENTIALS

Preliminary Administrative Services Credential	May 2000
CLAD Certificate	June 1995
Multiple Subject Clear Credential	May 1983
Bachelor of Arts, Psychology	May 1979

EXPERIENCE

Preschool, TSA, Staff Developer	Present Position
Elem. Science/Mathematics Specialist	1997-2002
Kindergarten Teacher, Demonstration Summer School	Summer 1998 & 1999
Kindergarten Teacher, Wolters	1996-97
Fifth Grade Teacher, Balderas	
Fourth Grade Teacher, Balderas	
Kindergarten Teacher, Balderas	1991-96
Third/Fourth Grade GATE Teacher, Lane	
Fifth/Sixth Grade Teacher, Lane	
Kindergarten Teacher, Lane	
Bilingual Sixth Grade Teacher, Lane	1985-91
Kindergarten Teacher, Demonstration School Roeding	Summer 1990
Third Grade Teacher, Five Wounds Catholic School	1983-84

STRENGTHS:

- Knowledge of content and best practices in the areas of science, mathematics and language arts.
- A clear understanding of curriculum and standards-based instruction at the PreK-6
- Effective communication skills enabling me to establish a rapport with my colleagues.
- Strong leadership skills.
- A teamwork mentality allowing for successful problem solving.
- A strong work effort which is based on my commitment to education.
- A sense of vision that believes in the success for all children in their education.
- Strong moral character guiding my decisions in the workplace.
- A positive attitude that allows my colleagues and I to move forward.

RELATED ACTIVITIES

Site Leadership Team Member	Odyssey of the Mind
Grade Level Chairperson	Tournament of Champions
School Site Plan Leader	Peach Blossom
Peer Coaching Leader	Student Body Council
Science Lead Teacher Member	Program Quality Review Team Member
CSIN2 Lead Teacher and Staff Developer	Science Curriculum Writing Team
Equity Task Force Member	CSLA Member

REFERENCES

Jerry Valadez, Science Coordinator, 248-7167
PR/Award # U215J080283

Caran Resciniti, Math Coordinator, 248-7163

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **9702-Mandatory_Budget_Narrative_Final.pdf**

Full Service Community Schools

FUSD Direct Costs and Summary of Contracted Costs

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Personnel Total	\$84,600	\$86,575	\$88,599	\$90,674	\$92,801	\$443,250

Salaries include projected 2.5% annual COLA

Site Coordinator

\$ 70,000 X 60% \$42,000 \$43,050 \$44,126 \$45,229 \$46,360 \$220,766

The Campus Culture Director at Carver Academy will be provided with three release periods from the grant. The position, which is vacant, currently is budgeted at 40%. This will allow them to spend 100% of their time developing community partnerships for the Carver/King Neighborhood Resource Center (NRC), facilitate partnerships at the three participating elementary schools, and serve as the site contact for community partners.

Office Assistant

\$ 25,000 100% \$25,000 \$25,625 \$26,266 \$26,922 \$27,595 \$131,408

A full time Office Assistant will be paid through grant funds. They will be housed at the NRC, provide clerical support to the project including individuals from other organizations that are housed at the center.

Mobile Health Unit Driver

\$ 28,000 X 25% \$7,000 \$7,175 \$7,354 \$7,538 \$7,727 \$36,794

The FUSD Mobile Health Unit Driver is currently budgeted as a part time position (75%). The mobile health unit provides service to all low income campuses on a rotating basis, the result being that each school may only see the unit one or two days per year. By increasing the time of the driver and devoting that time exclusively to the Full Service Community Schools (Carver, King, Kirk, Lincoln), the number of days of service and intensity of services will be increased. This individual drives the mobile unit and provides clerical support to the unit.

Health Assistant

\$ 20,000 X 25% \$5,000 \$5,125 \$5,253 \$5,384 \$5,519 \$26,282

Represents increased time for currently funded part time position associated with the Mobile Health Unit to provide services exclusively to the schools targeted by this application. The Health Assistant will register students for the program, make appointments to meet with the mobile units nurse for medical screenings and immunizations, and register students and make appointments for the Healthy Smiles program

Child Care Aides (\$8/hr X 700 hours) \$5,600 \$5,600 \$5,600 \$5,600 \$5,600 \$28,000

Year 1 Year 2 Year 3 Year 4 Year 5 Total

Child Care Aides will provide enriched child care while parents participate in parent education classes, family counseling, community planning meetings, and various other events sponsored at the NRC and school sites.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Fringe Benefits	\$43,850	\$44,153	\$44,464	\$44,782	\$45,109	\$222,358
wc	\$1,481	\$1,515	\$1,550	\$1,587	\$1,624	\$7,757
ui	\$42	\$43	\$44	\$45	\$46	\$222
medicare	\$1,227	\$1,255	\$1,285	\$1,315	\$1,346	\$6,427
SSI	\$1,550	\$1,589	\$1,628	\$1,669	\$1,711	\$8,147
disability	\$311	\$318	\$325	\$332	\$339	\$1,624
liability	\$685	\$701	\$718	\$734	\$752	\$3,590
STRS						
regular	\$3,465	\$3,552	\$3,640	\$3,731	\$3,825	\$18,213
subs	\$0	\$0	\$0	\$0	\$0	\$0
supp	\$0	\$0	\$0	\$0	\$0	\$0
PERS	\$3,834	\$3,917	\$4,003	\$4,090	\$4,180	\$20,024
DBR	\$440	\$448	\$455	\$463	\$471	\$2,277
Health	\$30,815	\$30,815	\$30,815	\$30,815	\$30,815	\$154,077
Travel	\$ 6,495	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$26,495

New Grantee Meeting 1 person/2 days

3 days @ \$265 per day, plus travel @ \$700 \$ 1,495

Student Study Trips

\$200 X 25 \$ 5,000 \$ 5,000 \$ 5,000 \$ 5,000 \$ 5,000 \$ 15,000

Costs associated with transporting students for Police Activities League Outdoor Adventure activities (e.g., snow, beach, hiking, camping, etc.). Also includes costs for transportation to the PAL center at Romain Playground for summer activities and to universities/colleges for college/career awareness activities.

Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$0
	\$ -	\$ -	\$ -	\$ -	\$ -	\$0
Supplies	\$ 34,400	\$ 38,000	\$ 28,000	\$ 28,000	\$ 24,500	\$152,900

Medical Supplies

\$ 10,000 \$ 10,000 \$ 10,000 \$ 10,000 \$ 6,500 \$ 46,500

Supplies for the Mobile Health Clinic (includes standard clinic supplies, medication, vaccinations, etc.).

Year 1 Year 2 Year 3 Year 4 Year 5 Total

Includes staff costs associated with teacher and student training to develop intergenerational and youth issues videos, community presentations, travel, program supplies, teacher stipends for participating in training and facilitating youth activities, community events, etc. Detailed budget is provided below.

Other	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 30,000
Fuel and maintenance for mobile health unit	S 6,000	\$30,000				
TOTAL DIRECT COSTS	\$ 481,903	\$ 489,752	\$ 484,438	\$ 488,824	\$ 490,420	\$2,435,336
Indirect Costs @ 4.85%	\$16,992	\$8,717	\$8,345	\$8,461	\$8,410	\$50,925

District approved indirect cost rate (documentation attached) is calculated on first \$25,000 of each subcontract agreement in year one and on all other direct costs. In years 2-5, indirect cost is calculated on total direct cost minus cost of subcontract agreements.

TOTAL COSTS	\$ 498,894	\$ 498,469	\$ 492,783	\$ 497,285	\$ 498,830	\$2,486,261
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Comprehensive Youth Services

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Salaries	\$29,725	\$29,725	\$29,725	\$29,725	\$29,725	\$148,623

Counselor

\$ 43,256 X 60% \$ 25,954 \$ 25,954 \$ 25,954 \$ 25,954 \$ 25,954 \$ 129,768

MSW will be assigned to the Carver NRC 5 days a week. They will conduct parenting workshops and provide individual, family and group counseling. Individuals from the other targeted schools will be referred to the NRC for counseling services. A CYS Counselor is budgeted for 2 days per week (40%) from the Carver site budget. This 60% allocation will increase the assignment to full

Clerical/Bookkeeper

\$ 37,710 X 10% \$ 3,771 \$ 3,771 \$ 3,771 \$ 3,771 \$ 3,771 \$ 18,855

Will provide clerical support to the counselor assigned to the program.

Fringe Benefits	\$10,372	\$10,372	\$10,372	\$10,372	\$10,372	\$31,116
FICA	7.65%	\$2,274	\$2,274	\$2,274	\$2,274	\$11,370
SUI	1.03%	\$305	\$305	\$305	\$305	\$1,525
Health Insurance		\$5,909	\$5,909	\$5,909	\$5,909	\$29,545
Workers Compensation	1.33%	\$398	\$398	\$398	\$398	\$1,990
Retirement	5.00%	\$1,486	\$1,486	\$1,486	\$1,486	\$7,430
Travel		\$ 1,212	\$ 1,212	\$ 1,212	\$ 1,212	\$6,060

Local mileage 2,400 miles @ 0.51 \$ 1,212 \$ 1,212 \$ 1,212 \$ 1,212 \$ 1,212 \$ 6,060
(200 miles per month X 12 months)

Supplies	\$ 2,333	\$ 2,333	\$ 2,333	\$ 2,333	\$ 2,333	\$11,665
Office supplies	\$ 473	\$ 473	\$ 473	\$ 473	\$ 473	\$2,365
Program supplies	\$ 1,860	\$ 1,860	\$ 1,860	\$ 1,860	\$ 1,860	\$9,300

Student goal setting and planning guides, binders, paper, etc.

TOTAL DIRECT COSTS \$ 43,642 \$ 43,642 \$ 43,642 \$ 43,642 \$ 43,642 \$ 218,208

Indirect Costs @ 5% \$2,182 \$2,182 \$2,182 \$2,182 \$2,182 \$10,910
CYS approved indirect cost rate calculated on total direct costs. FUSD has documentation on file for current master contract with CYS for counseling services.

TOTAL COSTS \$ 45,824 \$ 45,824 \$ 45,824 \$ 45,824 \$ 45,824 \$ 229,118

Big Brothers Big Sisters

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Salaries	\$47,600	\$55,178	\$57,936	\$60,833	\$63,875	\$285,422

Salaries include projected 5% annual COLA

Volunteer Specialist I \$ 18,000 \$ 18,900 \$ 19,845 \$ 20,837 \$ 21,879 \$ 99,461

\$36,000 per year X 50%. Responsible for recruiting, interviewing, and training new volunteer mentors. Also conduct background screenings for new mentors.

Match Support Program Specialist

Year 1 \$ 35,000 X 50% \$ 17,500 \$17,500

Year 2-5 \$ 36,750 X 75% \$ 27,563 \$ 28,941 \$ 30,388 \$ 31,907 \$118,798

Provides monthly follow up for all community-based and site-based matches. Will supervise any school/site based programs at the schools or NRC.

Volunteer Specialist II

\$ 38,000 X 10% \$ 3,800 \$0

Senior volunteer recruitment specialist who will training and initially supervise the Volunteer Specialist I.

Sr. Program Manager

\$ 43,000 X 10% \$ 4,300 \$ 4,515 \$ 4,741 \$ 4,978 \$ 5,227 \$23,760

Supervises all above program staff, collects mentoring data and prepares reports.

Executive Director

\$ 80,000 X 5% \$ 4,000 \$ 4,200 \$ 4,410 \$ 4,631 \$ 4,862 \$22,103

Responsible for implementation of program. Will attend partnership meetings and community planning meetings. Will serve as Big Brothers Big Sisters contact for FUSD.

Fringe Benefits

\$2,541 \$1,830 \$1,922 \$2,018 \$2,119 \$6,293

21% based on above salaries

Supplies

\$ 7,400 \$ 4,000 \$ 3,500 \$ 2,500 \$ 2,000 \$19,400

Program supplies

\$ 2,500 \$ 1,500 \$ 1,000 \$ 1,000 \$ 1,000 \$7,000

Includes games, incentives, office supplies related to conducting the program, sports equipment, etc.

Marketing

\$ 2,500 \$ 2,500 \$ 2,500 \$ 1,500 \$ 1,000 \$10,000

Table top display and pull-up display for indoor events, brochures, flyers, website updates, etc.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Laptops/software	\$ 2,400					\$2,400
Laptop computers and software for Match Support Specialist, Recruitment Volunteer, and Sir. Program Manager (3 @ \$800)						
Other	\$ 1,940	\$ 1,940	\$ 1,940	\$ 1,940	\$ 1,940	\$9,700
Intern Stipends	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$2,500
Stipend for university intern to assist with program activities, child interviews, and develop community activity calendars for community based mentors for posting on the website.						
Communications	\$ 1,440	\$ 1,440	\$ 1,440	\$ 1,440	\$ 1,440	\$7,200
Cell phone service charge for two phones. One for the Match Support Specialist and the other for the Volunteer Specialist I.						
TOTAL DIRECT COSTS	\$ 59,481	\$ 62,948	\$ 65,298	\$ 67,291	\$ 69,933	\$324,951
TOTAL COSTS	\$ 59,481	\$ 62,948	\$ 65,298	\$ 67,291	\$ 69,933	\$324,951

Cornerstone Foundation

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Salaries	\$24,270	\$24,270	\$24,270	\$24,270	\$24,270	\$121,350

Site Mentors

Hours	Rate						
1,152	X	\$10	\$ 11,520	\$ 11,520	\$ 11,520	\$ 11,520	\$57,600

Site Mentors will be assigned to Carver/King, Kirk, and Lincoln; 12 hours per week at each school site. Because of their size and close proximity to each other, Carver and King are treated as one school for purpose of this assignment. Mentors will meet with high risk students weekly, monitor attendance and grades, and conduct family follow-up. (12 hours per week for 32 weeks at 3 school sites). Will also refer students to the Cornerstone volunteer mentoring program.

Foundation Director

Hours	Rate						
850		\$15	\$ 12,750	\$ 12,750	\$ 12,750	\$ 12,750	\$63,750

Foundation Director will supervise program staff, match students with community volunteer mentors, conduct follow-up on matches, make home contacts, attend Partnership meetings, help to facilitate community planning activities and community/NRC community/neighborhood events, serve as Cornerstone contact for the grant, etc.

Fringe Benefits \$6,068 \$6,068 \$6,068 \$6,068 \$6,068 \$6,068 \$18,203

Based on above salaries at a rate of 25%

Travel \$ 2,626 \$ 2,626 \$ 2,626 \$ 2,626 \$ 2,626 \$ 2,626 \$13,130

Local mileage 5,200 miles @ 0.51 \$ 2,626 \$ 2,626 \$ 2,626 \$ 2,626 \$ 2,626 \$13,130

Staff local travel associated with home visits and donation collection.

Supplies \$ 2,000 \$ 2,000 \$ 2,000 \$ 2,000 \$ 2,000 \$ 2,000 \$10,000

Program supplies \$ 2,000 \$ 2,000 \$ 2,000 \$ 2,000 \$ 2,000 \$ 2,000 \$10,000

Office supplies, student materials (binders, folders, paper, etc.), program fliers, staff training supplies, etc. \$0

TOTAL DIRECT COSTS \$ 34,964 \$ 34,964 \$ 34,964 \$ 34,964 \$ 34,964 \$ 34,964 \$174,818

TOTAL COSTS \$ 34,964 \$ 34,964 \$ 34,964 \$ 34,964 \$ 34,964 \$ 34,964 \$174,818

Center for Multicultural Cooperation

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Salaries	\$52,000	\$52,000	\$52,000	\$52,000	\$52,000	\$260,000

Executive Director

\$ 39,000 X 30% \$ 11,700 \$ 11,700 \$ 11,700 \$ 11,700 \$ 11,700 \$ 58,500

Will oversee program implementation, participate in Full Service Community Schools Partnership meetings, serve as program contact with Carver, help to facilitate community activities, coordinate media coverage for student and community events, be primary trainer for students and staff (student leadership/goal setting, curriculum development and integration, etc.).

California Voices Director

\$ 32,000 X 15% \$ 4,800 \$ 4,800 \$ 4,800 \$ 4,800 \$ 4,800 \$ 24,000

Provide technical support to project (curriculum development, linkages with other California Voices programs, provide technical support for web-based communications of grant products, etc.)

California Voices Staff (3 staff)

\$ 28,000 X 3 X 30% \$ 28,000 \$ 28,000 \$ 28,000 \$ 28,000 \$ 28,000 \$ 140,000

(S32,000 X 3 X 30%) Staff will oversee student projects, guide students in the identification of themes, assist in the publication of final video projects, provide on-site assistance, etc.

Teacher Stipends for California Voices Project

\$ 7,500 \$ 7,500 \$ 7,500 \$ 7,500 \$ 7,500 \$ 37,500

Teachers will be provided with stipends for summer training institute, serving as faculty advisory to student projects, developing cross curricular standards-based units around themes of the student story telling projects, etc. Include 1 Language Arts, 1 English Language Development, and 1 History/Social Studies. (\$2,500 per teacher X 3 teachers)

Fringe Benefits

\$6,675 \$6,675 \$6,675 \$6,675 \$6,675 \$20,025

15% based upon above salaries

Travel

\$ 1,515 \$ 1,515 \$ 1,515 \$ 1,515 \$ 1,515 \$7,575

Local mileage 250 0.51 S 1,515 S 1,515 S 1,515 S 1,515 S 7,575

Supplies

\$ 2,300 \$ 2,300 \$ 2,300 \$ 2,300 \$ 2,300 \$11,500

Program supplies

\$ 2,300 \$ 2,300 \$ 2,300 \$ 2,300 \$ 2,300 \$11,500

Office and art supplies for projects, handouts for community meetings, etc..

TOTAL DIRECT COST

\$ 62,490 \$ 62,490 \$ 62,490 \$ 62,490 \$ 62,490 \$312,450

Indirect Costs @ 8%

\$4,999 \$4,999 \$4,999 \$4,999 \$4,999 \$24,996

Approved indirect cost rate calculated on total direct costs. Documentation required prior to final subcontract.

TOTAL COSTS

\$ 67,489 \$ 67,489 \$ 67,489 \$ 67,489 \$ 67,489 \$337,446