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 # U215J080108
Grants.gov Tracking#: GRANT00452217

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 e (for example, e1, e2, e3, etc.).

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
○ Preapplication	● New	
● Application	○ Continuation	* Other (Specify)
○ Changed/Corrected Application	○ Revision	

* 3. Date Received:	4. Applicant Identifier:
04/14/2008	

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: Mary Rigg Neighborhood Center, Inc

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
(b)(4)	121577175

d. Address:

* Street1:	1920 W. Morris Street
Street2:	
* City:	Indianapolis
County:	Marion
* State:	IN: Indiana
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	46221

e. Organizational Unit:

Department Name:	Division Name:
U.S. Dept. of Educ	Office of Innovation & Improv

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

Prefix:	Mr.	* First Name:	Clark
Middle Name:			
* Last Name:	Lienemann		
Suffix:			

Title: Executive Director

Organizational Affiliation:

Mary Rigg Neighborhood Center

* Telephone Number:	317639-6106/317-538-2889	Fax Number:	317-639-2782

* Email: clienemann@maryrigg.org or wandariesz@aol.com

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-021508-001

* Title:

Full-Service Community Schools Program CFDA 84.215J

13. Competition Identification Number:

84-215J2008-1

Title:

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

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

"Circle City Learning Community"

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: IN-007
* b. Program/Project: IN-007

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

17. Proposed Project:

* a. Start Date: 09/01/2008
* b. End Date: 08/30/2013

18. Estimated Funding ($):

* a. Federal	2,453,102.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	2,453,102.00

*** 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: Mr. * First Name: Clark

Middle Name:

* Last Name: Lienemann

Suffix:

* Title: Executive Director, Mary Rigg Neighborhd Cent

* Telephone Number: 317-639-6106/317-538-2889 Fax Number: 317-639-2782

* Email: clienemann@maryrigg.org or wandariesz@aol.com

* Signature of Authorized Representative: Wanda Riesz * Date Signed: 04/14/2008

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

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

Budget Categories	Project Year 1(a)	(b)(4)
1. Personnel	$ 88,000	
2. Fringe Benefits	$ 17,600	
3. Travel	$ 6,000	
4. Equipment	$ 1,800	
5. Supplies	$ 29,200	
6. Contractual	$ 348,494	
7. Construction	$ 0	
8. Other	$ 0	
9. Total Direct Costs (lines 1-8)	$ 491,094	
10. Indirect Costs*	$ 0	
11. Training Stipends	$ 5,990	
12. Total Costs (lines 9-11)	$ 497,084	

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [] Yes [] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: __/__/____ To: __/__/____ (mm/dd/yyyy)
Approving Federal agency: [] ED [] Other (please specify): _____
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[] Is included in your approved Indirect Cost Rate Agreement? or, [] Complies with 34 CFR 76.564(c)(2)?

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	OMB Control Number: 1890-0004 Expiration Date: 06/30/2005
Name of Institution/Organization: Mary Rigg Neighborhood Center, Inc	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	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
2. Fringe Benefits	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 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.

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 Wanda Riesz	* TITLE Executive Director, Mary Rigg Neigh-borhd Cent
* APPLICANT ORGANIZATION Mary Rigg Neighborhood Center, Inc	* DATE SUBMITTED 04-14-2008

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

Tracking Number: GRANT00452217

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

1. * Type of Federal Action:	2. * Status of Federal Action:	3. * Report Type:
__a. contract	__a. bid/offer/application	●a. initial filing
●b. grant	●b. initial award	__b. material change
__c. cooperative agreement	__c. post-award	For Material Change Only:
__d. loan		year quarter
__e. loan guarantee		date of last report
__f. loan insurance		

4. Name and Address of Reporting Entity:	5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:
●Prime __SubAwardee Tier if known: * Name: Clark Lienemann * Address: Mary Rigg Neighborhood Center, Inc 1920 W. Morris Street Indianapolis IN: Indiana 46221 Congressional District, if known: IN-007	
6. * Federal Department/Agency: U.S. Dept. of Education	7. * Federal Program Name/Description: Fund for the Improvement of Education CFDA Number, if applicable: 84.215
8. Federal Action Number, if known:	9. Award Amount, if known:
10. a. Name and Address of Lobbying Registrant (if individual, complete name): * Name: NA NA * Address:	b. Individual Performing Services (including address if different from No. 10a): * Name: None NA
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.	* Signature: Wanda Riesz * Name: Mr. Clark Lienemann

	Title: Executive Director, Mary Rigg Neighborhood Ce Telephone No.: 317-639-6106 Date: 04-14-2008
Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

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	Mime Type
3834-fscs.gepa.submitted.doc	application/msword

Proposed Steps to Ensure Equitable Access and Participation
General Education Provisions Act (GEPA) – Section 427
Improving America's Schools Act of 1994 (Pub. L. 103-382)

The General Education Provisions Act (GEPA), Section 427, of the Improving America's School Act, states that all applicants applying for new discretionary funds must include information in their applications to address the new provision in order to receive funding. The Full Service Community Schools Grant for which the Mary Rigg Neighborhood Center of Indianapolis, a CBO, is applying is considered new discretionary funds.

Mary Rigg, a 501 (c) (3) NFP, is an Equal Opportunity Employer and does not discriminate based on race, color, national origin, gender, age, nor disability. The proposed "Circle City Learning Community" initiative will implement activities and services for Indianapolis Public Schools' students, staff, families with children and community members. Mary Rigg ensures that there will be equal access to all Project services and training. All participating community-based organizations, school staff, administrators, and representative parents and students as well as other partners included in this application have been meeting over the past several years and identified the needs of the students and their families and how the community might support these students, as outlined in the proposal.

Along with the identified barriers listed by U.S. Department of Education (gender, race, origin, color, disability, or age), Mary Rigg has also identified the following barriers:

(1) Lack of coordination and community collaboration for a continuum of services so students meet State Academic Standards and grade level academic achievement, in particular staying in school and graduating, ready for a post-secondary education or a career;

(2) Inability of school staff to sufficiently meet the social services and emotional needs during the typical school day of children of poverty, identified in needs ;

(3) Lack of sufficient professional development, knowledge, or training for school staff to provide learning opportunities during the typical school day for students in the area of lifeskills;

(4) Limited English-language ability for students, especially Hispanic, and outside perception that limited family funds must predict poor nutrition, obesity, sub-standard housing, and limited job opportunities;

(5) Lack of sufficient opportunities for no-cost afterschool academic, physical, and lifeskills activities in a safe and social setting;

(6) Extreme poverty that contributes to drug use and violence in the neighborhoods, obesity; sedentary lifestyle, poor health services and poor nutrition for children and families;

(7) Lack of funds for implementing ideas for solutions.

To address Section 427 of the GEPA, Mary Rigg is taking the following necessary steps to assure equitable access to, and participation in, the Circle City Learning Community initiative at all sites, for all beneficiaries, as follows:

- All students and families attending all involved schools will be served by the initiative, regardless of gender, race, national origin, color, ethnicity, disability, or age. The project will be explained to the parents in dual languages, Spanish and English, with translators available for other needed languages also. This process especially applies to already-identified ENL and special needs students.

- All Mary Rigg staff, and partnering staff as well as IPS teachers, students and parents will be fully informed, in appropriate languages, of their rights and responsibilities with regard to participation in the program.
- Materials will be available in at least 2 languages to inform program beneficiaries of activities and benefits.
- Translators will be available at all meetings, and signers/taped messages will be available as needed for those with special needs.
- Parents of diverse cultural and linguistic backgrounds will be recruited to participate in the Community Advisory Committeel as well as to participate on the Evaluation Team's focus group committee;
- The Project will be publicized through Mary Rigg and IPS outlets as well as at the public libraries and public radio stations in Indianapolis, dual language, specifically seeking out minority participants and minority-owned or operated programs/agencies or sub-contractors;
- Social services and training will be provided, using diverse strategies to communicate such services and motivate students and families who have been identified as in need of such services or are struggling, particularly those failing academically, being suspended or expelled, enrolled in alternative education programs or Over/Under, to seek tutoring and mentoring assistance in the extended day Learning Center to aid in successfully retaining those students in school;
- Qualified applicants for employment regardless of race, gender, national origin, color, disability, or age will be hired in compliance with all HR and State and Federal Equal Employment Opportunity policies and laws.

Mary Rigg is committed to provide equity and access for all of its students, teachers, and other program beneficiaries, pursuant to P.L. 103-382, Section 427.

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 Mary Rigg Neighborhood Center, Inc
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Mr. * First Name: Clark Middle Name: * Last Name: Lienemann Suffix: * Title: Executive Director, Mary Rigg Neighborhd Cent
* SIGNATURE: Wanda Riesz * DATE: 04/14/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**
Mr.

Clark

Lienemann

*** Address:**
1920 W. Morris Street

Mary Rigg Neighborhood Center,Ind

Marion
County

Indianapolis

IN: Indiana

46221

USA: UNITED STATES

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317-639-2782

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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 MimeType

Tracking Number: GRANT00452217

Project Narrative

Abstract Narrative

Attachment 1:
Title: Pages: Uploaded File: **9089-FSCS.ABSTRACT.finished.submitted.doc**

Mary Rigg Neighborhood Center, as a CBO, for the George Washington Community School
1920 W. Morris Street Indianapolis Public Schools
Indianapolis, IN 46221 clienemann@maryrigg.org
317-639-6106

"CIRCLE CITY LEARNING COMMUNITY"--ABSTRACT

"Hoops," homicides, and hope: Indianapolis, the 14th largest city in the U.S., is a city well known to the convention visitor for its basketball, NCAA tourneys, and Olympic trials but it is less known that last year, Indianapolis experienced its deadliest year--since reporting ever began--in the number of homicides. Add homelessness, low parent educational level, a high number of single parents, a rapidly growing population of English-as-a-new Language learners, a high unemployment and high poverty rate, and you get a plethora of risk factors for the 37,500 students attending the inner city school district, Indianapolis Public Schools (IPS) The culmination of these societal problems were clearly demonstrated last week when IPS was named the 2nd worst district in the country as a "dropout factory" 2nd only to Detroit (Colen Powell, 4/3/08). And, these negative societal factors are even more dramatic on the near Westside of Indianapolis where the only high school had been shut down for almost 10 years. Led by the Mary Rigg Neighborhood Center (a NFP established in 1911 as a social service community center to serve those of poverty in West Indy), the high school was re-opened in 2000. Mary Rigg has continued to be instrumental in bringing together other community partners, Indiana University Purdue University Indianapolis, businesses, and neighbors to turn this school into George Washington *Community* School (GWCS) to address the many needs of the youth, grades 7-12, 90% poverty and 56% minority (including 24% Hispanic). In 2004, GWCS was recognized by the Knowledge Works Foundation as a national model in the inaugural "Schools as Center of Community Honor Society." In 2005, with 49 community partners, GWCS became 1 of 6 school communities invited to participate in a national Learning Communities Initiative sponsored by Scholarship America and USA Funds to help GWCS students be prepared for post-secondary education. In 2006, the Coalition for Community Schools presented GWCS with its inaugural National Community School Award.

The GW Community Advisory Committee developed this proposal to (1) ensure students graduate fully prepared for careers or post-secondary study; and (2) for GWCS, a recognized national leader, with Mary Rigg and the other 2 anchor community centers, Hawthorne and Christamore, provide technical assistance to 4 other IPS schools and other schools throughout the nation seeking such assistance. **Mary Rigg was selected** due to its many years of IPS partnership and **its capacity** to provide social services and administer grants, such as their national AmeriCorps grant and other federal grants. **Partners include** the 2 CBO anchors, IUPUI, Indy Parks, Young Audiences, La Plaza, the Alpha Youth Foundation, an affiliate of Cornerstone Church of Hope, "Dollars for Scholars," Learning Well, Midtown Mental Health, and the WIDC and We Care Neighborhood Assos. This new full service /full *community* model will provide **the following Qualified Services**: at GWCS academic & remedial education; parent involvement & family literacy; mentoring & youth development; parenting education & leadership; community-based service & service learning; nutrition & fitness; health care; mental health counseling; adult education & adult ENL; at the 3 anchoring Community Centers early childhood education; job training & career counseling; as well as additional services of many of the above services provided both at GWCS and the CBOs. Most services will be **provided daily** in the new Learning Center in an extended day to 7:00 p.m in Yr. 1 and later, in subsequent years, as well as **on Saturdays and for 6 weeks in the summer**. Over **1200 students/families** will be served in Yr 1 **increasing to a total of 9,500 students/families by Yr. 5.** GWCS is a proven, nationally recognized, emerging community school model, demonstrating early success and promise in one of America's most challenging inner-city public school environments. As stated in the American School Board Journal (12/06) citing GWCS, "*Can we conceive of a nation where all disadvantaged teenagers could have the opportunity to attend such a school?*"

Project Narrative

Project Narrative

Attachment 1:
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"CIRCLE CITY LEARNING COMMUNITY"

Submitted By:

MARY RIGG NEIGHBORHOOD CENTER, INC.
--A 501 (c) (3) Community Based Organization--

To Serve:

George Washington Community School
& other IPS Schools
(Indianapolis Public Schools)

April 15, 2008

PR/Award # U215J080108

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GEPA

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Circle City Learning Community

Mary Rigg Neighborhood Center
with the Indianapolis Public Schools

"There is no power for change
like a community discovering what it cares about."
....Margaret Wheatley

Introduction: The City of Indianapolis is a vibrant, beautifully re-built and restored downtown home to world-renowned entities from impressive museums to amateur and professional sports, from international racing to Olympic competitions. Labeled as the "Circle City," it is one of the "Top 10" convention cities in the U.S, and home to a world famous Children's Museum, an International Violin Competition, a nationally-recognized Native-American Museum and an outstanding contemporary zoo. Eli Lilly & Company, Wellpoint, Simon Malls, the National American Legion, Kiwanis International, the National Collegiate Athletic Association, and the 500 Motor Speedway all call Indianapolis home. Yet, there is also a very different "hometown" in Indianapolis, as outlined on the right. This Indianapolis, not known to the visitor, is the Indianapolis known to the students and families that this project addresses located in one of the most problematic areas in Indianapolis, the near Westside, home to George Washington Community School.

Community Demographics: In the near Westside from 2005-06, criminal activity has been staggering: there was a 79% increase

- IPS was just identified as next to the worst "dropout factory" in the U.S. (2nd to Detroit) (America's Promise Alliance, 4/3/08) with 1 school having a 13% graduation rate & the worst place for males of any color to graduate (Schott Institute, 2006)

- 10 local Indianapolis high schools failed AYP (Indpls. Star, 3/26/08)

- Unemployment was 16% (with increases since the 2000 Census) with 3-4000 children homeless/yr & the annual GWCS family income is $19,000/yr

- Last yr was the highest homicide reporting ever, with the highest incidence of deaths occurring for Black males, 15-24 yrs of age; (IPD) & robberies, up 40%

- Indiana ranks 1st in the US in school expulsions w/ IPS the worst (Children Left Behind Project, '04)

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in rape; one month ago, 2 young mothers under 25 and their 2 babies were executed gangland style; the same week a 7-yr.-old was killed in a drive-by, all on the near Westside. (Indpls Star, 2/25/08) Unfortunately, over 25 gangs are active in Indianapolis with over 20 gangs identified as active on the Westside (with the Latin Kings & MS13's showing a predominant presence).

With over a 600% increase in the Hispanic population in 3 years on the near Westside, Indianapolis was named the 3rd fastest growing Hispanic community in the U.S. (Hispanic State Chamber, 2005); yet, even with the Hispanic growth, there was almost a 5% *decline* in population on the near Westside during that same time. In 1995, against the neighborhood's outcry, the Indianapolis Public Schools (IPS) continued to see a shrinking enrollment and closed the beloved Westside "neighborhood" high school, George Washington HS, leaving it abandoned, empty and decaying. Only 44% of residents 25 and older have a HS diploma, according to a recent study by the Great Indy Neighborhood Initiative (GINI) and less than 5% have any post-secondary education. 30% of single heads of households are fathers, the highest percentage in the city. In addition, 47% of all homes on the Westside are either renter occupied or empty and in varying states of disrepair; 68% of homes occupied by their owners (in 2006) were valued under $50,000, with 7% under $20,000. Traditional major employment sites shut down: Chrysler, General Motors, LinkBelt, ATA Airlines, and Central State Hospital. IPS district enrollment continued to decrease, as did the State-funding base for the district a district with a crumbling property tax base, yet flush with tax abatements for businesses and sport arenas nearby. In the midst of such dismal demographics, something promising was arising. By 2000, with Mary Rigg Neighborhood Center taking a leadership role, the near Westside community made up of working-class neighborhoods called Hawthorne, Stringtown, Haughville, the Valley, Little Valley, the Hill, and West Indy, had united in an almost unprecedented grassroots

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collaborative front. This community realized that education was the only way out of the prevalent cycle of unemployment and poverty, and its beloved high school had been closed. After 2 years of national school research, the neighborhood, convinced IPS, with a then-new superintendent, to re-open (and later update) the old GWHS into a Community School, starting with grades 6-8, pre-school, kindergarten, GED and adult ESL, and grow into grade 12. This neighborhood collaboration grew into a community process that earned the school at a 90% poverty rate notable recognition for its intensive community partnerships, working to enhance student achievement and strengthen families in their own near Westside neighborhoods. (The neighborhood, later, also convinced the School Board to build a new elementary school in Haughville where no public school had existed for nearly two decades.) Subsequently, in 2004, the George Washington school/community partnership was recognized by the KnowledgeWorks Foundation as one of the nation's best examples of "a school as the center of community." The distinction placed GW by this time called George Washington Community School (GWCS) as a national model among the inaugural "Schools as Center of Community Honor Society." In 2005, with 49 community partners, GWCS became one of 6 school communities invited to participate in a national Learning Communities Initiative sponsored by Scholarship America and USA Funds to help GWCS to get its students prepared for post-secondary education. In 2006, the Washington, D.C.-based Coalition for Community Schools presented GWCS with its inaugural National Community School Award. But the two most important awards against the backdrop of all the city demographics highlighted were: (1) the local recognition in 2005 (in a "state of the neighborhood" survey by the West Indy Development Corporation, funded by the Annie Casey Foundation) where residents identified their "public schools as the community's number one asset;" and, (2) GWCS's first commencement in 2006 with 100% of the graduates passing

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the math portion of the State's required Graduation Qualifying Exam and 90% passing the language arts portion (½ of the 10% that did not pass were ENL students), the graduating class earning more than $1 million in scholarships with a graduation rate of 60% outperforming all other IPS high schools! GWCS also received additional recognition in a Dec. 2006, American School Board Journal cover article, "Children at Risk," where GWCS is cited as a "break-the-mold success story," asking, "*Can we conceive of a nation where all disadvantaged teenagers could have the opportunity to attend such a school?*" The students even received a letter of recognition and encouragement from President George Bush!

1. QUALITY OF THE PROJECT DESIGN: This growth and community collaboration has taken enormous dedication from multiple segments of the troubled Westside neighborhoods. The 3 United Way Community Centers, actively involved in this grant proposal, have served as a vital part of the full service/full community model that has developed. Each month the school's Community Advisory Committee (CAC) meets at GWCS with at least 20 active partner members participating. When this grant's RFP was released, the CAC came together as a Proposal Development Team (PDT) for joint planning to develop a comprehensive plan, based on the school and community data showing needs and strengths, to (1) *expand* its social, physical, psychological/emotional and academic supports to address the necessary conditions for learning for the students and families in the near Westside neighborhoods of Indianapolis (GINI, We Care, and WINC neighborhood areas) at the George Washington Community School, throughout years 1-5, to ensure students graduate fully prepared for careers, post-secondary study, and future adult success; and (2) to have GWCS a recognized national leader and Mary Rigg and the other 2 anchor community centers, Hawthorne and Christamore House, to provide planning and technical assistance to School 63 and the other 3 IPS schools identified to

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become community high schools and any other schools throughout the state, region, or U.S. seeking such assistance. The PDT identified that these comprehensive services would meet the needs of individual students, the families, and community through these school day changes:

(1) Increasing remedial educational opportunities and academic enrichment activities
(2) Promoting parental engagement and parental literacy
(3) Providing easier access to mental health counseling and services
(4) Providing easier access to primary health services.

Although there should be an overlap and coordination of such services from the school day to the after-school hours, the following new and increased services also will be provided during the Expanded Hours (after-school hours, weekends, and summer periods):

(5) Increased academic assistance, tutoring, technology access programs
(6) Expanded youth development activities, including mentoring, life-skills, character development, nutrition, individual fitness and wellness
(7) Providing Adult Education opportunities, including ENL, personal fitness, GED, financial literacy, workforce/employment-related services, and parenting issues
(8) Providing opportunities for community-based service/service learning, including working with parents and other interested neighborhood adults on such projects.

Targeted Population & Total Served: In Yr 1-5, the GWCS' families will be the targeted population, with planning and technical assistance in Yr 1 being provided to new IPS School #63. Also, starting in Yr 2, community families participating at the 3 anchor Community Centers and GWCS alumni would be included. In Yr 2-4, planning and technical assistance would be added for the newly identified IPS 7-12 schools (Marshall, Arlington and Howe, see Attachments for demographics). By Yr 5, formal technical assistance and planning will be offered to other visitors and interested schools from throughout the nation. Already, GWCS, as a FSCS with national significance, has had visitors from more than 6 countries and school districts from 24 states across the U.S. participating in workshops or receiving initial technical assistance.

This full service/full community model has as its targeted population students, parents, and families with children in the GW community. The census number for that group is 12,141. It is projected that in Yr. 1, 60% of that population will receive services. Due to this grant, that percentage will grow to 80% by Yr. 5 through the entire community school effort; this includes student enrollment, parental participation, and community members served through the school and community partners, including the 3 anchor community centers.

Partners and Required Services: The community partners signing a MOA and involved in this proposal are listed in the Abstract; the identified services (among those listed in the RFP) to be located at GWCS include: (2) Remedial education and academic enrichment activities; (3) Parent involvement and family literacy activities; (4) Mentoring/youth development programs; (5) Parenting education and leadership; (6) Community-based service and service learning; (9) Nutrition and personal fitness services; (10) Primary health care; (11) Mental health counseling; and (12) Adult education and ENL for adults. The Mary Rigg Neighborhood Center, an initial leader in the re-opening of GW, has provided multiple community services, including: (1) Early childhood education, including bilingual preschool, workforce development classes, and GED, and will serve as the fiscal agent for the FSCS initiative. Christamore House and Hawthorne CC will also provide (8) Job training, career counseling services, and GED in their own neighborhoods. In this new model GWCS will be the hub of the neighborhood with the 3 community centers serving as "service anchors" (similar to a shopping mall with anchor stores placed out at each end of the mall and the food court in the middle, serving as the hub for all activity). The Overarching Goal of the Circle City Learning Community is to "provide access for the Westside community, its families and students, to outstanding educational, career, health, and social services, using GWCS as the hub for such services as the heart of the community." (Dryfoos, 1993) (See Diagram in Attachments) The Community Advisory Committee (CAC) selected ***5 Core Tenets*** for the GWCS Model located in one of the most challenging urban school

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districts in the nation; addressing conditions necessary for learning that community schools research has identified as crucial (Coalition for Community Schools, Making the Difference, 2006), the tenets focus on operating an effective, efficient model that improves shared participation and achievement for individual students, their parents and families, and community:

(1) Access expanding awareness, outreach, opportunities, and participation;

(2) Accommodation Strengthening cultural competencies in a diverse urban community and accommodating diverse individual and family learning styles and routines, including an Academic Educational Plan (AEP) for each student enrolled;

(3) Learning Conditions Providing services and supports to create best-practices and evidence-based environments for teaching and learning;

(4) Shared Achievement Goals, follow up, clear communication, additional learning opportunities, family nights, creating a culture of success and lifelong learning across individual, family, and community entities;

(5) Accountability Measuring, evaluation, responsibility across the overall theme of individual, family, and community.

Scientifically-based research on Community Schools has shown community members favor comprehensive after-school programs and community use of school facilities after hours as well as locating social services and programs for youth and adults at the school. This research is especially important today as the percentage of adults with children in schools has fallen to only 20% nationally leaving up to 80% of the public with no direct interest or connection to their tax-funded schools. (Knowledge Works Foundation, 2007) Research clearly demonstrates that community schools significantly improve student academic achievement, particularly in reading and literacy, as well as crucial student non-academic development, such as attendance, decreased suspensions/expulsions and discipline referrals, proper nutrition and physical exercise, and social/life skills development. (Coalition for Community Schools, Making the Difference, 2006) Research has consistently showed students labeled disruptive score lower academically, are less likely to participate in school activities, and are more likely to fail or drop out. (Barr, Robert,

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2001) With the staggering dropout rate of essentially 70% in IPS, the district broke its large traditional high schools into Small Schools. GWCS is an authentic small school keeping students in grades 7-12, personalizing teacher/student relationships, and reforming classroom instruction to be relevant and rigorous. Now IPS proposes adapting the GWCS model next fall to 3 new 7-12 community HS: Arlington, Howe, and Marshall. Extensive research demonstrates improved behavior in non-academic areas is directly linked to improved academic achievement. (Barr and Parrott, *Op.Cit*, [suspensions, expulsions]; Josephson Institute; Search Institute; Lickona and Schaps [character education, life skills, supports]; Castelli, 2007; Ratey, 2008; Penefield, 2000; Davis, 2007[physical activity and nutrition]) Based on extensive SBR and addressing relevance, applicability, and focus to ensure the objectives could be measured,

(A) The Project Objectives were determined, as follows:

- To improve graduation rates/reduce dropout rates
- To improve student academic achievement on a variety of assessments
- To improve student attendance
- To increase the % of students demonstrating well-being in a range of health indices
- To increase the % of students demonstrating improvement in a range of behavioral indices
- To disseminate information about FSCS services to parents & local community members as well as the national school/community forum
- To increase family involvement with their children's education
- To demonstrate a connection between the school day and the extended day
- To create networks for advocacy
- To increase the % of families with children receiving services through the community partners

After school Programs/School Without Walls: The CAC determined that this area would be a major focus within the grant with a Learning Center (LC) for students, families, and other interested adults being established at GWCS schooldays, 2:30-7 PM, as proposed by Superintendent Dr. Eugene White. (See Letter in Attachments.) During LC hours, a variety of program-

ming will take place, including middle-school focused activities provided by Hawthorne daily from 2:30 to 7 in Yr 1 (being expanded, later, in subsequent years) for students that enroll in the program on a 9-week basis. Enrollment may also be based upon teacher recommendation. In addition, a menu of high school-focused activities, centered on a club theme found to be more successful for older students, will be provided until at least 7 PM in Yr. 1; extended later in subsequent years, if desired by the community. ***The Core L.C. Components are:***

Academics: Tutoring/mentoring; homework help; individualized & self-paced computerized instruction (ALS+) in LA & math; science experiments in a new lab thru National Starch funds

Club Activities:
Arts (art, music, dance, theatre),
Post-Secondary Exploration (college, careers),
Technology (newsletters, making music);
Character Counts (character education, service learning, lifeskills) and counseling groups
Drug Use/Violence-Prevention Clubs (Be Against Drugs, ATOD, Peace in the Streets, Drop Zone Transitional Life Skills and Youth Development Programming and Mentors);
Getting in Shape (Fit for Life Wellness Program, Nutrition/Healthy Meals/ethnic choices)

The Academic component and healthy snacks (through the Federal Free Lunch/Supper program) will be provided daily. Incentives will include field trips, community service projects, etc. All school-sponsored programs (sports, music, theatre, etc.) will run through the LC after-school coordinators, and if a student is not signed into the program, he/she will not be able to stay after school. Specific events will be set up at least 1x/month to include parent participation, such as a Family Night or Career Night, and in Year 1, the gym will be open to the parents and the community on a specified night and Saturdays, with programming to be expanded in Years 2-5. In ***Yr. 1***, the wellness/fitness facility, as well as the gym, and the pool will be open to parents/ community members (provided by IUPUI and Indy Parks). There also will be GED and ENL classes (IPS); financial literacy and career/job workshops (Mary Rigg and Hawthorne) and

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cultural awareness & youth ENL, violence prevention, and adult re-entry programming (Christamore) all scheduled by the LC Coordinator. With the assistance of this grant, GWCS will become the learning center of the community with the anchors (the 3 community centers) coming together through GWCS to reach varied neighborhood constituencies and needs. **In Yr 1 , it is projected that services will be provided to 60% of eligible children and families, totaling 7,300, and should increase to 80% by grant's end. (B) The Demographics and Needs of Students, Families and Community to be Served** (in the Introduction) are:

Entity	# to be Served in Yr.1	Poverty ===== Minority Rates	% of Expuls Request	ISTEP -Pass %	Graduation Rate	BMI	ENL %	Pre-Sch	Adults w/out HS diploma	Single Parent
GW students & parents	1200	89% ===== 56%	17%	Yr 06- 26%	46%	27.5	24%	NA	56%	40%
Community members	6100	90% poverty				Un-known	20%	90		35%

(C) Qualified Services: Based on needs, the Circle City Learning Community will address:

Service	Reason Needed:	Provider:	To/For Whom:	Proposed Freq.
Extend the after school day to 7 p.m. & open on Sat's. & during the summer with programs & activities, including the following:	Single parent rate Crime & gang activity Improve academic achievement	GWCS & Mary Rigg Hawthorne, Christamore & IUPUI & other partners	Students Grades 4-6; 7-9; 10-12	Daily 2:30- 7 p.m.
▪ Remedial Education & Academic Enrichment:Tutoring & computer assisted instruction; Mad Science, Computer, Spanish Clubs, dance, music, Latino, ACT/SAT, etc. ENL activities & lang classes	I-STEP scores, general dropout rate & new Over/Under program High % of native Spanish spkrs; increase cultural respect/ decrease gangs	IUPUI Hope Church, Area Ministries IPS Professional Dev. on problem-based learning & AVID for academic assistance (Principal) La Plaza & IPS ENL Dept	ENL students ENL & students studying Spanish	Daily to7p.m. 2:30-7 p.m.

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▪ Mentoring	I-STEP scores, general dropout rate & new Over/Under program; support academic improvement	Area Youth Ministries-Young Champions Program; Password Rotary Club Character Test; "Drop Zone" Lifeskills Leadership Church of Hope IUPUI, Lilly volunteers & LCI	200 targeted students, incl Over-aged -80-100 students 25 students in DZ w/food to take home, as needed	Daily 8 a.m-8pm 2:30-7 p.m. 2 hrs/day
▪ Parent Involvement; Parent Educ; & Parent Leadership Parent/Family Night	Support academic & behavioral improvement	Parent Partnership Center (a State PIC) Learning Community Initiative	Involve parents/ Benefit students	Special evening 1x/9 wk grading period
▪ Service Learning Project ▪ Peace in the Streets project	Build pride & sense of community service	3 CCs & Youth as Resources; Christamore House; IUPUI	Students (with parents, as poss	1 sch.wide/yr & 1 targeted project/9 wks
▪ Anti drug/gang/ violence ATOD) lifeskills & character educ. lessons	Gang recruitment Expulsions/Suspension rate	Hawthorne; "Metamorphisis" program thru IPS Altern. Ed Dept., & Indy Parks	Students	Daily;1x/9 wk Challenge Course
▪ Career counseling ▪ Job counseling	To break cycle of dropping out/ un-employment; low paying jobs	Job clubs at Hawthorne & Mary Rigg; Goodwill Summer Camp; Learning Commun.Init. Christamore House	Student exploration Resumes & mock interview-parents	1x/wk 2x/ 9 wk
▪ Primary Health ▪ Fitness activities, incl swimming, to combat obesity ▪ Mental Health clinic ▪ Nutritional snacks daily	Poverty/lack of employment/under-employment leads to poor health care; no insur; difficulty getting Medicaid	Learning Well & Teen clinic at GW; IU Sch of Nursing; Clarion Hosp/Commit to Kids; HealthNET; GW pool Midtown Mental Health Clinic & Fit4Life Center at GWCS; IPS	Students & families Fitness Center & pool open for community Expand to free Fed. supper program	On-going; avail. daily snacks daily
▪ Adult Educ Classes: GED, ENL, Financial literacy, home ownership;obesity/fitness/health /nutrition/cooking; lifeguard	High ENL rate; high unemployment High rental rate; high obesity (9th worst in US)	Hawthorne; Mary Rigg Center for Working Families IPS; IUPUI; PIC; Public library; Christamore;La Plaza	Families & community members; Red Cross	Minm 1 adult class/nite 4 nites/wk

Strategies to Increase Academic Achievement, Graduation and College-Going: Special programs and events will both be featured in day and extended day school. The State of Indiana has a 21st Century Scholars Program that provides college scholarships for all free or reduced-lunch eligible in-state HS graduates who sign up by the end of the 8th grade, remain in school consistently through HS graduation, and don't get arrested or expelled. GWCS has had the highest rate of students signed up for this and will continue to emphasize it through school teachers, staff, counselors, and service providers. La Plaza will provide a Latino retention initiative and college-prep programming through its *Tu Futuro* activities (college visits, community guest speakers such as 2 NFL Colts players talking about their college work) and support for MS girls through the Mother/Daughter program, and spoken Spanish classes for non-native speakers; they also will coordinate with the new Latino Scholarship Fund, started by USA Funds and the former Mexican Consul in Indianapolis. Also, Service Scholars (volunteer IUPUI students) will work with all projected 800 GWCS students and another 330 5th and 6th graders at the feeder schools to implement a USA Funds Learning Communities Initiative college prep program; the (university) Service Scholars earn a $1,500 education award from USA Funds for each semester with their mentees. The AVID (Advancement Via Individual Determination) elective will expand to engage students in grades 7-12 during the school day to provide extra assistance to students with study skills and post-secondary exposure through a proven curriculum-specific class that meets every day. The college-going message, notices about signing up for the 21st Century Scholars program, and extra academic assistance will also be expanded to the 3 participating anchor community centers. Academic tutoring in the extended day, specializing not only on accelerated learning to catch up or homework but also on the ALS+ computerized curriculum with research studies assisted by tutors from area churches, IUPUI students, and the Drop Zone Leadership

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Academy. Also, the Rotary Club, the Area Youth Ministries with their Young Champions curriculum, and the Hope Church have specifically requested to work with students who are in need of extra assistance and have behavioral problems. Christamore House's "Peace in the Streets" initiative (a Community Boards, SAMSHA scientifically-based research curriculum) and the Metamorphisis curriculum from IPS Alternative Ed will be added into the GWCS LC, including for the Overaged students. Also, teachers and counselors will provide SAT/ACT Prep classes. (See teacher methods.) Additionally, each student at GWCS, including the new Over/Under students, will be given Marion County Public Library cards with a special evening set up for tours of nearby West Indy Branch and the new Haughville Library, traveling from and back to the school using donated bus passes. Tours will be coordinated with teachers for special projects or research the students might do at the library; and parents will be invited to participate with weekly library classes to teach adults to use Microsoft Word on computers at the library.

Technical Assistance for Other IPS Schools: Mary Rigg and GWCS will provide technical assistance and guidance on how to develop a Community School initiative, first at School 63, then the 3 other 7-12 community high schools (Arlington, Howe, Marshall), then extending their guidance and services beyond Indianapolis, as requested. This capacity building will include how to recruit community partners, communication, roles and responsibilities, parent and neighborhood engagement, leadership, service learning, recruiting tutors and volunteers, and managing multiple service providers and ensuring stakeholders' commitment.

Methods of Teacher Training and Parent Education: Staff professional development primarily will be carried out jointly between the principal and the Community School Coordinator with other partners providing leadership as appropriate. Topics to be covered on the 4 IPS PBA days/year will include project-based learning, addressing individual students' learning styles,

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multicultural competency, and personalizing instruction in full-service community schools. (See above for technical assistance topics.) Special training will be directed on Service Learning and integrating service projects into the school-day and after-school programs, even combining projects that parents could also participate in, such as beautifying the Rosalie Cook Park with Youth As Resources funding or working with the Homeward Bound Walk with the Mary Rigg Center to prevent homelessness. The After-School Salsa Band will continue to bring Latino students together after school for providing musical entertainment at nursing homes and for senior citizens and others on the near Westside. The Indiana Partnerships Center (Indiana's US DOE-funded Parent Information & Resource Center) will provide parent meetings and training to empower parents about their rights and responsibilities pertaining to their children's education. They will provide parent-focused workshops, education-related information, NCLB resource materials and help develop parent engagement strategies that provide opportunities for parents to become decision-makers in their children's school, resources for school improvement, and able to provide assistance to their own children with all materials and sessions bi-lingual.

ENL Instruction: Research shows that after-school programs are well placed to collaborate with the day program to address challenges faced by students who are ENL learners. English language acquisition is a complex and inherently social process, calling for varied learning opportunities beyond the reach of the school day alone. The informal environment, learner-centered and project-based approaches, homework time, lower student/staff ratios, and greater informal interactions with other students and parents, after-school hours offer richly different language-learning opportunities that complement ELL teaching and learning during the school day. Practice is the key to language acquisition with extensive and varied opportunities to use the new language necessary for developing the skills of listening and fluent speaking. (Weisburd,

Claudia, "Gaining a Voice After School Why After School Programs Are a Powerful Resource for ELL," Education Week, 2007).

Job and Career Counseling: The Mary Rigg Center will provide a special program emphasis at GWCS on job training, career exploration and career counseling, individualized to students and parents with a goal to increase student, parent, and community education and participation. The increased pay for increased education ("more learning for more earning") theme will be presented with ABE and GED programs at all 3 centers. The Project Manager will list on the school webpage, current job opportunities links, and all 3 anchor community centers, along with Goodwill and the IPS Vocational Education Director, will sponsor a Career Day each semester during the school day, extending into the evening hours. Already more than 217 parents and other adults have participated in the Center for Working Families' financial literacy program at GWCS, and the Mary Rigg Center as well as Hawthorne Community Center continue to provide such financial literacy and job/career programming. Learning Center programming includes tutoring and homework help, music and art production coordinated with Young Audiences, and life skills, cooking, educational games, and science activities. Job readiness skills will be provided in special sessions at the school, including resume writing, mock interviews, financial literacy, and career counseling, including field trips. There also will be opportunities for students to attend a free 10-day Summer Career Camp sponsored by Goodwill Industries that this year focuses on hospitality/tourism and dance/theatre.

Fitness/Wellness: IUPUI will provide a Fit4Life Program with a new, state-of-the-art weight training/fitness center, managed and coordinated by the IU School of Physical Education and staffed by IU Fitness Majors who will serve as free fitness trainers for the students, parents, and community. (With Indiana the 8th "fattest state", the current BMI of the overall GWCS

enrollment is 25.27.) Through Indy Parks, students will be able to earn certification (Red Cross) in CPR, First Aid, Safe Sitter, Swimming, and life guarding, and a swim team will be started. The gym will be staffed to be open for community recreation at least 4 hrs/ wk. A nutrition software program and reading materials will be set up through the IU School of Nursing that also will add a nurse practitioner at the school through partnering with Learning Well, Inc.

Mental Health Services: A recent mental health study by the local Riley Hospital for Children identified the near Westside as Indianapolis' greatest concentration of individuals with serious mental health issues, so the expanded services with funds set aside from the grant to cover the initial costs before Midtown Community Mental Health can qualify students/families for Medicaid or the State CHIPS insurance program will be particularly critical. In order to increase the number served, Midtown will start more group sessions, including a grief and loss group meeting weekly for 9 weeks and then an ATOD group meeting for the next 9-week period.

2. ADEQUACY OF RESOURCES: (A) Adequacy Of Support (Facilities, Equipment, Supplies & Other Resources) by Partners: The Project Leadership Team is composed of the Mary Rigg, Hawthorne, and Christamore House community centers, IUPUI, and the GWCS administrative community school team. Each member of the Leadership Team has extensive background and experience in managing federal and state grants and has worked extensively with IPS on other projects (such as full-day kindergarten, GED, and adult ENL classes, and the US DOE 21st Century Community Learning Centers After-school grant). Each has demonstrated its ability to fully support this project with in-kind services (in lieu of cash), the use of their facilities as well as the school in traditionally non-school hours and summers, and the use of equipment and materials, such as computers and computerized early-reading programs, athletic equipment, etc. The CAC had already adopted a community school definition as "both a set of

collaborating partnerships and a place where a wide range of services, supports, and opportunities lead to improved student learning, stronger families, and healthier neighborhoods. These efforts are intentionally designed to achieve the conditions for learning that research shows are essential for children to succeed," especially children of poverty. Every member of the CAC and this project stand ready and able to provide their support and resources to the project, as briefly outlined below, with only in-kind resources cited here: (See MOUs)

1. **George Washington Community School & IPS**—administrative support, leadership, facilities, equipment & materials, professional development, ENL, GED, alternative programs; nutritional snacks, professional development for teachers & after-school staff on community engagement

2. **Mary Rigg Neighborhood Center**—lead partner and fiscal agent, leadership, administrative support, GED, pre-sch, ENL, career and jobs training; family & parent training; elementary-age before and after-school programming, family & social worker supports

3. **Christamore House Community Center**–GED, pre-sch, ENL, career counseling, Peace in the Streets violence prevention/cultural awareness/service learning; family & parent training; adjudication/incarceration re-entry programming; family & social supports (housing & food)

4. **Hawthorne Community Center--** GED, pre-sch, ENL, career & financial literacy classes, after-school program; family & parent training; family & social worker supports

5. **Indiana University Purdue University Indianapolis**—Fit4Life fitness program including management & coordination of the Community Wellness Center, open to all until 7 PM & Service Scholars to assist in College Prep programs

6. **Indy Parks** swimming pool, lifeguard, and gym open to public, after-school clubs activities

7. **LaPlaza** cultural & Spanish lessons, mother/daughter & *Tu Futuro* college prep programs,

8. **Area Youth Ministries, Hope Church Alpha Youth Foundation, IUPUI students** tutoring/mentoring

9. **Young Audiences** After-school programs focused on the arts

10. **Marion County Probation Department** full-time, onsite Westside probation officer for family/faculty interaction

11. **Learning Well/HealthNet** with IUPUI nurse practitioners in free teen health clinic

12. **Midtown Mental Health Clinic** free mental health counseling/services for students & families

13. **Neighborhood Alliance for Child Safety** child abuse prevention services for all Westside families and 1st-contact for potential abuse advice and assistance for GWCS staff

14. **USA Funds** Learning Communities Initiative including extensive college prep Scholarshop and Unlock the Future curriculum presented to all students at GWCS & feeder 5th & 6th graders, Scholars for Dollars, college scholarships for seniors, & Parent Shop for parents

15. **Eli Lilly& Co**. Provide one-on-one tutors/mentors and financially supports school/community efforts including science programming and health promotion efforts as well as renewable college scholarships for Westside students

16. **WINC, We Care Neighborhood Associations, & GINI**—for neighborhood CAC engagement & support

This grant will allow all of the in-kind services to be "pooled" from various partners and to be provided to many more families and students through a coordinated approach. (Additional grants funds will foster new partnerships and allow new or expanded-services, such as setting aside upfront funds for health care until Medicaid eligibility is established since Medicaid has changed its policies, making coverage much more difficult and lengthy to qualify an individual.)

(B) Relevance & Demonstrated Commitment of Each Partner to Project's Implementation & Success: Each partner has been carefully selected for its relevance to the area's needs and for its capacity to assist in project implementation (although, certainly, no appropriate organization that wished to generally support or help would be excluded) with special attention to special populations traditionally underserved, such as the growing Hispanic population or special needs students. The CBO's will act as satellite hubs out in the communities, extending programs beyond even what can be provided at the school site and extending the numbers to be served. Hawthorne has provided a MS afterschool program in the past, and at the Community Center anchor, under the coordination of the LS Project Manager will continue this program. This extended-day program will be extended to at least 7 p.m. IUPUI, Young Audiences, Indy Parks,

and all of the mentors (also see Services Provided Chart in Project Design Section) will enrich the extended day, as will La Plaza, providing additional ENL and Spanish activities working with the IPS ENL department. Indiana University has been a critical member of the FSCS team since before the re-opening, assisting with research, staff for fitness, nutrition curriculum, and Service Scholar volunteers (for a decade MRNC provided AmeriCorps volunteers until the federal-funded program ended two years ago). The health and mental health services are essential components of the project for families living in poverty and uninsured. Ample research, dating as far back as 1965 and the implementation of HeadStart, also demonstrates students' inability to study and focus successfully on an "empty stomach." The significance of USA Funds and the Dollars for Scholars program is their belief that every student should graduate and have the opportunity to continue into post-secondary education with financial scholarships, etc. (A neighbor actually hosted a fundraiser in her home for the Dollars for Scholars program on April 11 with the amount raised to be matched by USA Funds-sponsored Learning Communities Initiative; see attachments.) The commitment of the 3 neighborhood associations (#14) demonstrates the on-going dedication of the people who live in West Indy to making a change and to GWCS being the focus of that change and the hub to serve as the center or heart of the community. And, lastly, the support of the IPS superintendent, Dr. Eugene White, the first African-American to be president of the National Association of School Administrators, is demonstrated by his decisions (1) that GWCS will have the extended day until 7 p.m. daily, meaning that transportation, furnished by the district, will not be a problematic issue, and, (2) that GWCS will be the community school model for other struggling schools within the IPS district. Also, by "opening the doors" to the community, more community partners with buy-in, who will be motivated to get involved, will see the long-term benefit for the community at large

with services to be provided, less duplication, increasing community interest, and support, and most importantly, enhanced parent engagement, long after the grant monies are expended. Not wanting to see a successful program come to an end, these partners will assist in the sustainability of the project far beyond the grant period, as well as a Sustainability Plan will be established, including other funding alternatives to continually be examined by the Community Advisory Committee, such as collaboration for public funds within IPS Wellness, Alternative and Special Education Depts. and Indy Parks, as well as private foundations, state and federal grants, alumni donations, corporate/business partnerships and unused "tobacco settlement" monies that must be used with students.

(C) Costs are Reasonable in Relation to # Served & Services: The costs for the project are expected to be approximately $500,000/year with approximately 7% going to an external evaluation team for a valid and reliable evaluation that will assist in replicability. $500,000/yr is a reasonable cost for the project with more than 25 community partners and the projected expansion of the CBO base, with GWCS and Mary Rigg serving as a model to assist other IPS schools, including the new feeder elementary School 63 in Haughville that starts the process of becoming a FSCS this year and Marshall, Arlington, and Howe community HS in subsequent years. In Yr. 1, serving 7,300, the total cost per person is less than $69. Over the 5 yrs, with a projected 9,700 served by Yr 5, the average cost would be $57/person. This is a compelling, cost-effective model that is a most efficient investment with a far-reaching impact and truly leverages significant community resources that are committed to this project.

3. QUALITY OF MANAGEMENT PLAN: Comprehensive Plan Includes a Description of: Planning, Coordination, Management, Oversight of Services; Role of Principal, Community School Coordinator, Partners, Parents, & Community Members. In preparing for this grant, the

FSCS council met monthly and the leadership Proposal Development Team had a series of at least 8 meetings to fully access needs and align the proposal with those needs; additionally, the Evaluation Team from Indiana University Purdue University Indianapolis was brought in from the onset of the development of the project to ensure that an evidence-based project would be developed. Care was taken to capitalize on each partner's area of expertise. The PDT selected the Mary Rigg Neighborhood Center to be the applicant and the fiscal agent for multiple reasons: (1) Mary Rigg Center was established in 1911 as a social service community center to serve those of poverty in West Indy. (2) Mary Rigg was instrumental in the re-opening of GWCS in 2000 and has been an integral partner since that time, often bringing other partners and expertise to the table, especially providing leadership during the time of a principal transition (when the original founding principal, Eileen Champagne, retired and a new principal, Keith Burke, came on-board). (3) Since the founding principles for a community school rely on those community partnerships, it seemed appropriate to the PDT to select a lead partner CBO to submit the grant. (4) Additionally, since this grant will serve not only GWCS but technical assistance will also be provided to at least 2 other IPS schools to become FSCS, it seemed appropriate that a CBO would be in the best position (within this inner-city district) to provide the leadership, oversight, and professional development needed for the other schools. Mary Rigg has sufficient experience in handling federal, state, and foundation grants (such as the US DOE 21st Century Community Learning Centers grant, the State Early Intervention Reading grant, the huge regional National Community Service AmeriCorps grant management for all of Central Indiana, USA Funds, the US Dept. of Health, Eli Lilly Foundation, and others) to ensure the Project will be conducted on time and within the budget, and that the budget is sufficient to achieve the desired Goals, Objectives, and Performance Measurements. The Mary Rigg Center will provide leadership and

develop a community-wide infrastructure that promotes the systematic plan to improve continued academic learning and student and community engagement while fostering positive youth development for all students during and after school. This extended-day program will also promote preventions and interventions for violent and disruptive behaviors, with a particular focus on vulnerable populations, in safe and supportive learning environments both at the schools and the community. The combined capacity for matches and fundraising of the 3 anchor partners and IPS illustrate the synergistic strength for powerful collaborations.

The Community School Coordinator will be housed at GWCS and serve on the school's Leadership Team, but shall report to the Executive Director of the Mary Rigg Center. This will allow a certain amount of autonomy in working and negotiating with community partners and making suggestions to the IPS School Board concerning GWCS and the other potential FSCSs. The principal's leadership and academic responsibilities remain the same as for any IPS school, but he will be able to use the Coordinator and the Community Advisory Committee (CAC) as supports. The principal will continue to serve in a leadership capacity on the GWCS CAC and shall continue a close working relationship with the Coordinator. The Mary Rigg Center, as the applicant, will provide program coordination, management, fiscal accounting and administration, and serve as a key community partner (anchor, along with the 2 other community centers) providing comprehensive community center services in the network. (See below for more.) All purchasing, services, hiring, and sub-contracting shall be conducted in accordance with the federal EDGAR, State, and local procurement policies with services expected to be as outlined in this proposal. Hawthorne Social Service Association was founded in 1923 to provide or facilitate services and programs that meet the economic, educational, and recreational needs of the entire Hawthorne Community. Hawthorne provides the current after-school program for grades 7 and

8, serving an unduplicated 135 youth. The programs at this anchor site include homeless prevention, financial literacy, workforce development, mental health counseling, holiday assistance and food and clothes pantry, and preschool, including bilingual and senior citizen programming, ESL, GED, and others serving 2,000 individuals/yr. Christamore House was founded in 1905 by two Butler University college students. Its mission is to promote the general welfare of residents in the Haughville neighborhood, a westside community near downtown Indianapolis, north of GWCS and west of the IUPUI campus. Its programs focus on the personal and family development of area residents, and include a preschool, adolescent recreation, adult education, seniors' activities, counseling, emergency clothing, food and infant supplies, dental and well-child clinics. Christamore was moved to 502 N. Tremont Street in 1924, and is listed on the National Historic Register.

(A) Time Commitments of Project Manager & Key Personnel Appropriate & Adequate to Meet Objectives: The magnitude of this project demands that there be both a full-time Community School Coordinator to coordinate all 25 partners, (staff CSC meetings ensuring that representative students and parents continue on the Committee, adding representative ENL and special needs students; serve on the school's leadership team; represent the school at 12 monthly community meetings; work with the new elementary FSCS (in Yr. 1) and Howe, Arlington, and Marshall 7-12 community high schools (Yr. 3 & 4) for which GWCS will serve as the model; prepare publications and overall media releases; maintain and build relationships and partnerships; lead the development of the summer and weekend programs; coordinate off-site, satellite activities; provide leadership; and establish technical assistance workshops and visits, and, with principal assistance oversee professional development activities for staff, partners, and community. It is projected that the Community School Coordinator will be Mr. Jim Grim, who

will provide 100% of his time in the leadership role of coordinating all partners, expanding the community base, providing the workshops and capacity-building workshops for other schools, and oversight and coordination between the 3 anchors and GWCS. Grim has served as the CSC/Learning Communities Initiative Director at GWCS since the school opened 8 years ago, developing it into the high-profile, award-winning program that it currently has become. (See Introduction) Previously he was an Area School Coordinator for Bridges to Success, an IPS/ United Way community schools initiative now focused specifically on elementary schools, serving in a leadership role there. He is a licensed Journalism teacher, has served as an adjunct faculty member in the IU School of Journalism at IUPUI for the past 20 years and was Assistant Director of Public Affairs at Butler University before returning to secondary education in 1996. This spring he will receive the 2008 Spirit of Philanthropy Award from Indiana University for his community engagement work. Grim will be housed at GWCS but will report to the Mary Rigg Center Executive Director, Clark Lienemann. Lienemann oversees a staff of 28 at this $2.1 million annual budget NFP dedicated to improving lives, increasing independence, and strengthening community for individuals and families facing poverty in inner-city Indianapolis; previously he was Director of Development for Easter Seals Crossroads Rehabilitation Center and the Board President of Indiana Down Syndrome Foundation. Additionally, a full-time Project Manager will be hired (at 100% FTE) to oversee the daily operations at the school, including management of the Learning Center programming, schooldays 1:30-7:30 p.m. and 4 hours on Saturdays; coordinate with the school teachers, after-school providers, parents, and families; establish the organizational structure for the extended day and ensure that all activities and programs take place in a timely and appropriate manner; establish and maintain a Project website; supervise AmeriCorps and other volunteers and work-study tutors; complete reports;

and work with the external evaluation team for on-going assessment and improvement. The Community School Coordinator, the Project Manager, and the Executive Director of Mary Rigg Center will attend the required US DOE conferences or meetings in Yr 1 with other representatives also attending in subsequent years. The Project Manager will be a college graduate and preferably will have grant administration experience. Preference will be given for candidates who have a Master's level of education, are bi-lingual and/or have at least 5 years teaching or community agency experience, preferably with youth. There will also be an administrative assistant who will (1) provide fiscal management. (2) attend all required US DOE conferences or meetings (3) prepare all US DOE fiscal reports (4) determine cost vs. service effectiveness. The Project Manager will work with the project Fiscal Manager and the Mary Rigg Center and IPS grant accounting specialists to adequately monitor project subcontracts and maintain consistent records that clearly document the relevancy of project expenses and achievements. (See Resumes in Attachments) The External Evaluator and its team will be contracted for a Formative and Summative Evaluation, data collection, initial and final climate/culture surveys, and development of any needed evaluative tools. Management procedures that will ensure activities are accomplished on time and within budget include process and outcome reviews of Mary Rigg Center, IPS, and Partners' data to determine program directionality. Fiscal management will include entry of purchases, line balances, and adherence to the grant. Student data management will include monthly printouts listing participation by students and cumulative participation. The ability to monitor budgetary and student status daily with monthly printouts listing activities to date enables the Project Manager to adequately manage resources. Internal procedures will include information sharing following strict confidentiality guidelines between the Leadership Partners and the CAC members on a quarterly

basis through meetings, and e-mail. Project staff will provide time and effort documentation to the Project Manager on a monthly basis. GEPA procedures will be followed (see Attachments) meeting all EEO guidelines, with special protections spelled out for minority, ENL, and special-needs students and families. (See MOA's)

4. QUALITY OF THE PROJECT EVALUATION: The external evaluation includes Formative and Summative Evaluations to be conducted by the Center for Urban Measurement and Evaluation (CUME) at Indiana University Purdue University Indianapolis. Under the direction of Dr. Joshua Smith, the Director of the Center, and the Performance and Programmatic Assessment Research Network., Dr. Smith is a highly qualified and experienced researcher who has conducted evaluations on Full-Service Community Schools and has an extensive background in educational testing, teaches research and assessment and school psychology at IUPUI, has published at length Prof. Monica Medina, a researcher with CUME, will direct the evaluation. She is bilingual, and has an extensive background in cultural competency, teacher education and teaches research and assessment and inter-professional collaboration in urban schools and communities at IUPUI. As a former executive director of a Hispanic multi-service center, she translates community action research to practice, working closely with community groups and P-16 initiatives at IUPUI. Up-front, CUME has outlined limitations and barriers to a successful evidence-based design and structured this proposal in preparation for a rigorous evidence-based design with a stratified random sampling from another school for comparative purposes. The evaluation design follows the Extended-Term Mixed-Method Evaluation (ETMM) Design (Chatterji, 2004). The approach simultaneously holds grant awardees to account for their stated outcomes, while providing continuous formative assessment of short-term program goals. The process is necessary to identify unforeseen challenges and to improve the likelihood of providing

data to the Secretary on successful programs for replication while also aiding program sustainability. The ETMM design includes five inter-related principles: a long-term time-line; an evaluation guided by the program's purposes; a deliberate incorporation of formative, summative, and follow-up data collection /analysis; sharply focused causal questions; and rigorous quantitative and qualitative evidence. CUME has reviewed the proposal and developed specific data collection approaches and analyses to monitor implementation and measure the extent to which each of the proposal outcomes are met. The experimental group at GWCS will receive instruction integrated into both their daily classroom curricula and the extended day. The Secretary's Performance Indicator, showing the percentage of families targeted for Qualified Services who receive Services during each year of the project as well as the Project's over-arching goal and **objectives** will be measured through both outcome and process evaluations. Teacher and staff attitudes and performance will be evaluated using pre/post surveys, focus groups, and measurements with the control and targeted schools. Objective performance measures of staffs' changes in knowledge, understanding, and appreciation of FSCSs will be tailored to meet the varying content decisions among teachers. The Objectives and Performance Measurements, Benchmarks, and Outcomes are shown on the following page.

(A) The Objective Performance Measures, Benchmarks, and Outcomes follow:

Core Program Objectives	Performance Measurements	Benchmarks	Outcomes
1.To improve graduation rates;/reduce dropout rates	Annual graduation statistics # of students that complete Attitude Towards School (ATS) Survey	Gradual increase in % Year 1& 2 2%, Year 3&4 -4%, Year 5 - 5% as defined by school system. Using a valid random sampling methodology, student quantitative responses from the ATS survey will be followed with a qualitative survey.	Graduation rates will increase by 5% by the end of the fifth year. Identification of risk factors associated with dropout rates will enable GWCS to review graduation policies and procedures.
2.To improve student academic achievement on a range of assessments	# of students tutored who have low-test scores & ISTEP exams. # of students completing 21 Century Scholars Program # of students enrolled and completing AVID # of staff members who participate in in-service activities addressing issues as teaching styles, cultural awareness, classroom management, and skills in community relations.	Annual review of students E/LA and math ISTEP test scores. Annual reports of 21 Century Scholars applications and graduation Pre/post assessments of teacher competencies and classroom observations.	Improved academic achievement by students participating in 2 or more academic achievement initiatives. Enhanced and creative student engagement strategies by teachers participating in in-service.

3.To improve student attendance	# of reminders of attendance policies added to newsletters, web site, newsletter; # of students who receive incentives for improved and perfect attend.;# of early intervention measures established to improve school attendance; # of students show attitude change	Monthly reports of attendance for all students to CAC. Monthly reports to CAC highlighting attendance intervention measures	Strategies and incentives will improve student attendance by at least 10%
4.To increase the % of students demonstrating well-being in a range of health indices	# of students participating in the fitness and wellness program Amount of time each student participates in health initiative or program	Reports to CBC will indicate the types of health and nutrition services and programs available to students will be collected by Project Mgr. on monthly basis.	By the end of the grant period, 85% GWCS students will have greater access to fitness and wellness programs.
5.To increase the % of students demonstrating improved behavior in a range of indices	# of students participating in behavioral modification programs designed by Rotary Club, Youth Ministries # of students enrolled in IPS Alternative Education program # of students participating in Metamorphosis	At least half of surveyed students (using a valid sampling methodology) will have participated in at least two behavior modification initiatives.	At least 20% of all students participating in a behavioral modification program will demonstrate improved behavior.
6.To disseminate information about FSCS services to parents & members of the community	# of presentations to organizations and families about FSCS services. # of inquiries made by parents about FSCS services # of bilingual materials # of student appropriate materials	Establish a systemic process to measure FSCS services promotion at three anchor community centers. Monthly reports will be submitted to CAC.	By grant's end, all FSCS partners will be able to report a gradual increase of the number of people knowledgeable about the services. Creation of a resource center where FSCS partners can obtain and distribute information about FSCS

7. To increase family involvement with their children's education	# of parents participating in afterschool initiatives # of parent involvement initiatives established by GWCS or community centers # of newsletters sent to parents.	Quarterly reports of all parent initiatives will be reported to CAC. Systemic reporting process will also allow for demonstration of 5% increase per year. Focus groups will provide data to improve initiatives.	Creation of a supportive service for parents, families, and mentors, interested in improving scholastic achievement.
8. To connect the school day with the extended day program	# of student participants in extended day program # of teacher participants # of academic and social activities linked to school day and extended day programs # of teachers participating in professional development	Create a systemic reporting and communication system that facilitates the expansion of the curriculum. Teachers and partners will offer remedial education and academic enrichment in at least 10 curriculum areas. At least 10 teachers will participate each year.	Extended day program will enhance the development of interagency partnerships across the school, community agencies, families and IUPUI by expanding the curriculum to concepts that integrate an expansive health, education and social services initiative. The Extended Day program will exemplify the GWCS model.
9. To create advocacy networks of community members	# of individual and organizational participants joining network • # who participate in inquiry initiatives • # who are involved in advocacy initiatives meetings, forums, etc	Bi annual focus groups for community members will help identify key community issues. Spanish focus groups will help identify issues in Latinos households.	At least 20 individuals and organizations will participate in advocacy initiatives on an annual basis. Advocacy initiatives will focus on community needs identified in community focus groups, assessment, and creation of GWCS Advocacy Network.
10. To increase the % of families with children receiving services through the 3 partnering anchors	Establishment of systemic reporting system that includes the 3 anchor.	Systemic reporting system in place to screen students and families in need of services	Increase access and utilization of services offered by community centers by 10%.

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Timely & Valid Information on Management, Implementation & Efficiency: The IUPUI Evaluation Team, part of the original Proposal Development Team, will establish an on-going Formative or process evaluation annually, to examine the development, participation levels, delivery, satisfaction, use, and quality of the professional development training, link between traditional school day and extended-day activities, assistance to other schools, and perceptions of overall effectiveness by measuring changes in teacher/parent /student/community attitudes, knowledge, skills, plans, and opinions. The Evaluation Team will observe onsite samples of after-school activities and will develop and administer field survey instruments. Documentary evidence will be coded and analyzed, including evidence of club activities, use of community resources, improved academics and behaviors, field trips, community partnerships, CAC meetings, and portfolios, with materials available in Spanish/dual language or with translators, as needed. Qualitative data derived from focus groups/interviews and observation notes will be transcribed verbatim and analyzed in NVIVO©, a data management software program for ongoing feedback to make adjustments and improvements. A comprehensive content analysis to uncover themes will be conducted using the Consensual Qualitative Research approach (Hill, Thompson, & Nutt-Williams, 1997). An Evaluation Board will be set up by the IUPUI Evaluation Team, using representatives from parent, community member, student, and staff groups. Each Extended Day club will submit an overview of their program that will be examined and critiqued by the evaluation board. The evaluation advisory board will select any exemplar clubs and provide feedback on the connection between those and best practices or the current research base for feedback to other clubs for on-going improvements. The overall success of the FSCS will be examined separately through pre and post-teacher, parent, student, and community surveys and focus groups (available, dual language) with stakeholder groups,

beginning with parents, then students, and community partners. Contact documentation and usage statistics generated by the evaluation will also be utilized. **(B) Data Collection Types, Methods, and Instruments:** For teachers who remain in the Project for the entire 4-year period, the collection of pre- and post-measures for each Project intervention (Professional Development activity) allows for time series analytic techniques to be employed to determine if patterns of growth and change occur, and the nature of these changes. Project evaluation will be supported by an Evaluation Advisory Board, made up of staff, parents, and community volunteers, that will lend guidance and consultation to the evaluation process, providing appropriate context to the noted outcomes at each program stage for adjustments. Systematic data collection will begin in the first year and be on-going throughout the grant. The Formative Evaluation process will involve a review of the program practices, including scope and stakeholder involvement. During the first month of school, a random sample of students will complete *Attitudes toward School* and *Academic motivation, Character Education surveys, Indiana Prevention Resource Center Drug Usage Survey, the Teenage Nonviolence Test*, Michael Slavkin's *Pre and Post Tests on Service Learning* (developed for the State of Indiana Serve and Learn Grant), current I-STEP tests or the *School as a Caring Community Profile* (developed by T. Lickona and M. Davidson) as an instrument to help schools assess themselves as caring communities. The instrument looks at the entire school community (students and adults) and the areas of difference/discrepancies between how students *and* adults feel about the school can be used as a focus of efforts for CAC discussions to strengthen the school as a caring community. All instruments will be translated in to Spanish to ensure accurate responses from English language learners. **Data collection** will be conducted by the Project Manager, responsible for gathering all data and submitting to the Evaluation Team. Pre and post data from students and staff will be analyzed using repeated

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measures ANCOVA with controls for demographics and baseline differences. This will allow for the analysis of the power and relative importance and predictive value of various key characteristics, including Project and non-Project intervention elements, and demographic characteristics. This approach allows for analysis of the degree to which not only Project participation and other characteristics influence, predicting student and teacher performance, but also the impact of relevant contextual variables, such as the outcome variable shown in the chart on pg. 30-32. Special attention will be given to measuring the academic and behavioral impact on students with disabilities and ENL. Evaluators will examine fidelity of implementation of the principles of Civic Engagement, Social Services, and Education (identified by the CAC and the Great Indy Neighborhoods Initiative) both at the schools and the 3 anchors (Mary Rigg, Hawthorne, and Christamore). Multiple observations, extensive reviews of non-school hour programs, and community-based assessments, interviews with day and extended day staff, and focus groups and surveys will measure the extent to which the FSCS is being implemented in accordance with the grant proposal. (When appropriate, translators and/or bilingual materials will be available.) Semester feedback will be provided to all partners and the CAC, identifying areas of concern or suggestions for improvement based on data-driven decision making. Progress will be monitored to provide accountability information about success at GWCS and other schools using the GWCS model and about effective strategies for replication.

(C) Guidance for Effective Strategies Suitable for Replication: The evaluation intentionally becomes progressively more rigorous each year. The goal of the first year, which is in part a Design Phase at School # 63 is to set up the overall design of a Full-Service Community School; this design phase will assist other schools, locally and beyond, to replicate each step necessary to follow in the footsteps of GWCS (already identified as a National Community School of 2006 by

the Coalition for Community Schools). The evaluation goal in Years 2-4 is to examine the implementation fidelity of the core elements described in the grant and to monitor student, teacher, and family participations in programming examine design. The final year of the evaluation employs a true experimental Design study and statistical techniques to ensure protection again threats to reliability and internal validity and to ensure the results meets the standard for external generalizability (so the GWCS Model can be replicated in similar communities throughout Indianapolis and the country). Scheduled reviews include: (1) leadership use of evaluation results for national conferences; workshops conducted for visitors to the schools and community centers and making related changes for Project improvement to assist other schools and districts in **replication.** All major participants (Mary Rigg, Hawthorne, Christamore, and Indianapolis Public Schools) stand ready to assist other school districts to implement a similar initiative. The External Evaluator, CUME, will comply with all requests from the Secretary, and Outcome results will be posted on the Project's web site, developed by the Project Manager. The Project will be shared at the Healthy Choices for Youth Midwestern conference sponsored by the National Center for Youth Issues, that has already expressed interest in a presentation from GWCS and other FSCS conferences allowing the Circle City Learning Community to serve as an exemplar model throughout the US.

It is projected that the Mary Rigg/IPS Project focusing on the George Washington Community School new full service/full community model will demonstrate improvements in four key areas: student learning, family engagement, school effectiveness, and community vitality. In 2007, the Great Indy Neighborhood Initiative (GINI) of West Indianapolis developed the following Vision:

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"West Indianapolis is a vibrant and diverse community of families, collaborating with a variety of outstanding schools, service organizations, churches, and neighborhood services to build and celebrate community participation and pride. Valuing family life, lifelong learning, economic opportunities, neighbors-helping-neighbors, and strong community connections within West Indianapolis and beyond, we open our hearts and minds to the ethnic diversity that is evident among our neighbors and businesses. .."

The future of tomorrow depends upon the youth of today. Years of research show that urban youth succeed when schools, parents, and communities work together. This grant allows Mary Rigg and the other community partners, with GWCS and IPS, to take their emerging leadership model to the next level, providing the conditions for learning at school and strengthening supports provided through the anchor community centers. Creating a powerful combination for replication, a unified network emerges to synergistically meet the complex needs of between **7,300-9,700 students, parents, and community members/per year** or more than **42,500** (duplicated from year to year) over the life of the grant. This Project will serve as the primary framework to rescue the students enrolled in a district labeled as "The Dropout Factory of the Nation," to reverse the community trends located there, and to provide identified services to all targeted students and truly deliver a "Circle City" program of national significance.

Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **4360-Mandatory_fscs.ATTACHMENTS.16.finished.submitted.doc**

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1. RESUMES

EVALUATION TEAM

Joshua S. Smith
(current as of 5/21/07)

(b)(6)

School of Education

Indiana University-Purdue University Indianapolis

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Indianapolis, IN 46202

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EDUCATION

2002	University at Albany
	Degree: Ph.D. (Educational Psychology and Methodology)
	Dissertation Title: Parents' and Teachers' Respective Perceptions of Behavioral Problems in Pre-School Children
1997	University at Albany
	Degree: M.S. (Educational Psychology and Statistics)
1994	University at Albany Degree: B.A. *Cum Laude* (U.S. History)
	Minor: Sociology

EMPLOYMENT

2004-present	Assistant Professor of Education Psychology
	Indiana University-Purdue University Indianapolis
2004-present	Associate Director for the Center for Urban and Multicultural Education, Indiana University-Purdue University Indianapolis
2002-2004	Director of Assessment,
	Office of Undergraduate Studies, University at Albany
2002-2004	Adjunct Assistant Professor,
	Department of Educational and Counseling Psychology
	University at Albany
1999-2002	Academic Advisor; Research Coordinator,

	Advisement Services Center/ Undergraduate Studies, University at Albany
1997-2002	Lecturer, University at Albany
1997.1998	Associate Director of Urban Education Programs, University at Albany
1995.1998	Co-coordinator of the 1st, 2nd, 3rd, and 4th Urban Youth Leadership Institute, University at Albany
1995.1997	Graduate Assistant, Department of Educational Psychology and Statistics, University at Albany

Peer Reviewed Journal Articles

Smith, J. S., Sykes, L. L., & Lim, S. (in press). Race and socioeconomic status as predictors of college graduation for African Americans and Whites. *NASAP*

Smith, J. S. (in press). Using data to inform practice: Intrusive faculty advising at a two-year college. *Community College Journal of Research and Practice*

Smith, J. S., Anderson, J. A., & Abell, A. (in press). Preliminary evaluation of the Full Purpose Partnership school-wide model. *Preventing School Failure*

Anderson, J. A., Wright, E. R., **Smith, J. S.**, & Kooreman, H. (2007). Educational profiles of students at enrollment in a system of care. *Remedial and Special Education, 28*(1), 9-20.

Smith, J. S. (2006). If high achieving students stumble, should they fall? Examining the long-term impact of achievement loss during the transition to high school. *Journal of Secondary Gifted Education, 17*(4), 211-221.

Smith, J. S. (2006). *Research summary: Transition from middle to high school.* National Middle School Association. Available at http://www.nmsa.org/Research/ResearchSummaries/tabid/115/Default.aspx

Smith, J. S. (2006). Exploring the challenges for nontraditional males transitioning into a nursing program. *Journal of Nursing Education, 45*(7), 263-269.

Smith, J. S., Feldwisch, R., & Abell, A. (2006). Similarities and differences in caregivers' and students' perceptions of the transition to high school. *Research on Middle Level Education Online, 29*(10), 1-9.

Smith, J. S., Dai, D. Y., & Szelest, B. P. (2006). Helping first-year students make the transition to college through advisor-researcher collaboration. *NACADA Journal, 26*(1), 67-76.

Smith, J. S., Malkani, J., & Dai, D. Y. (2005).Understanding student perceptions of the case method in Educational Psychology. *Teaching Educational Psychology, 1*(1) 1-11.

Smith, J. S. (2005). The effects of student receptivity on college achievement and retention. *Journal of College Student Retention: Research, Theory, and Practice, 6*(3), 273-288.

Smith, J. S., & Wertlieb, E. C. (2005). Do first-year college students' expectations align with their first-year experiences? *NASPA Journal, 42*(2), 153-174.

Smith, J. S., Szelest, B. P., & Downey, J. P. (2004). Implementing outcomes

assessment in an academic affairs support unit. *Research in Higher Education, 45*(4), 405-427.

Smith, J. S., & Quinn, K. P. (2004). A qualitative study of parents' and teachers'

perceptions of behavior problems in Head Start children. *NHSA Dialog, 7*(1),

35-54.

Smith, J. S. (2003). Substantive communication: Parents and teachers of children at-risk of emotional and behavioral disorders keeping the lines open. *The Journal of Early Education and Family Review, 11*(2), 25-32

Smith, J. S. (2002). First-year student perceptions of academic advisement: A qualitative study and reality check. *NACADA Journal, 22*(2), 39-50.

Non-Peer Reviewed Journal Articles

Smith, J. S. (in press). Uncovering the complexity of the transition from middle school to high school. *Principal*

Smith, J. S. (2005). Fostering faculty engagement in departmental assessment in Higher Education. *Assessment Update, 17*(4), 7-9.

SMith, J. S. (2003). Developing a survey to assess student learning outcomes in academic advisement. *Assessment Update, 15*(6), 6-7, 15.

Smith, J. S., & Downey, C. B. (2003). The advisor as a caring expert: Theory and practice. *The Mentor: An Academic Advising Journal, 5*(3). Available at http://www.psu.edu/dus/mentor/

Smith, J. S., Szelest, B., & Downey, J. P. (2002). *Research Report Number 24: An outcomes-driven program of academic advisement.* Office of Institutional Research, University at Albany, Albany, NY. Available at http://www.albany.edu/ir/UAlb_24.pdf

Smith, J. S. (2002). Families, Schools, and Communities Building Partnerships for Academic Success. *The Community Chest, Issue 1,* 6-7.

Smith, J. S. (2001). Growing pains: Early experiences with the RMS/CSI. *Retention Success.* Noel-Levitz, Iowa City, IA.

Colesante, R. J., **Smith, J. S.,** & Biggs, D. A. (1997). Citizenship education for urban youth. *Magister, 5*, 52-60.

Book Chapters and Conference Proceedings

Smith, J. S. (in press). Examining the transition from middle school to high school: Translating research into practice. *Handbook of Research in Middle Level Education*

Biggs, D. A., Colesante, R. J., & **Smith, J.** (1999). Two tracks to citizenship in the United States. In M. Leicester, C. Modgil, & S. Modgil (Eds.) *Education, culture and values Vol. 1: Systems of education: Theories, policies and implicit values.* (pp. 144-151) London: Falmer Press.

Biggs, D. A., Colesante, R. J., **Smith, J.,** & Hook, G. (1999). Citizenship education for adolescent offenders. In M. Leicester, C. Modgil, & S. Modgil (Eds.) *Education, culture and values Vol. 6: Politics, education and citizenship.* (pp. 104-110) London: Falmer Press.

Smith, J., Colesante, R. J., & Biggs, D.A. (1995). A University and urban community partnership for youth empowerment. In P. R. Mattai, et al. (Eds.) *Re-imagining the urban environment: Strengthening collaborative relationships in the inner cities.* Buffalo, NY: State University of New York College at Buffalo.

Manuscripts Under Review

Smith, J. S., Lim, S., & Bone, S. (under review). Examining the impact of First-year experience course on student outcomes at a community college. *Journal of the First-Year Experience.*

Anderson, J. A., & **Smith, J. S.** (under review). Educational characteristics of students served in systems of care: A national perspective. *Journal of Special Education*

Lim, S., & **Smith, J. S.** (under review). The structural relationships of parenting, creative personality, and loneliness. *Creativity Research Journal*

Conference Presentations

Smith, J. S. (July, 2006). *Examining FYE enrollment on student outcomes in at a two-year community college: A quasi-experimental design.* Poster Presented at the International Conference on First-year Experience. Toronto, CA.

Smith, J. S., Lane, S., Lawrence, L., & Tsangaris, N. (October, 2006). *Stakeholder perceptions of the transition from middle school to high school.* Presentation at the Annual National Middle School Association Meeting. Nashville, TN.

Smith, J. S., Benjamin, K, & Hall, S. (June, 2006). *Perceptions of the transition from middle to high school.* Presentation at the Ninth Annual IUPUI/IUSA Summer Conference on Urban Education. Indianapolis, IN.

Smith, J. S. (May, 2006). *Looking back, moving forward: Implement effective program evaluation in higher education.* Invited Talk at the National Hualien University of Education: Hualien, Taiwan.

Smith, J. S., & Anderson, J. A. (April, 2006). *Lessons learned from implementing systems of care in schools.* Paper presented during the annual AERA Conference, San Francisco, CA.

Smith, J. S. (April , 2006). *Writing for the NACADA Journal.* Presentation at the Region 5 NACADA Conference, Cleveland, OH.

Smith, J. S. (April, 2006). *Student, parents, and school staff perceptions of the transition to high school.* Poster presented during the annual AERA Conference, San Francisco, CA.

Smith, J. S., & Lawrence, L. (February, 2006). *Similarities and differences in parents and students' perception of the transition from middle school.* Paper presented at the Indiana Middle Level Educators Association Meeting. Indianapolis, Indiana.

Kuhn, T., Padak, G., & **Smith, J. S.** (October, 2005). *Writing for the NACADA Journal.* Pre-conference workshop presented at the National NACADA Conference, Las Vegas, Nevada.

Smith, J. S. (October, 2005). *Faculty advisors using data to increase retention.* Paper presented at the National NACADA Conference, Las Vegas, Nevada.

Smith, J. S. (April, 2005). *Challenges affecting nontraditional male nursing students: Does gender matter?* Paper presented at the annual AERA Conference, Montreal, Canada.

Smith, J. S. (October, 2004). *Advisors and researchers working together to help students succeed in college.* Paper presented at the 2004 NACADA National Conference, Cincinnati, OH.

Smith, J. S. (February, 2003). *If high achieving students stumble, must they fail?* Paper

presented at the Eastern Research Association Conference, Hilton Head, SC.

Smith, J. S. (October, 2002). *Examining transition to high school: Identifying the factors associated with successful and difficult transition in a small urban school.* Paper presented at the 33rd annual Northeastern Educational Research Association Conference, Kerhonkson, NY.

Smith, J. S. (June, 2002). *Understanding parents' and teachers' respective perceptions of behavior problems in pre-school children.* Poster presented at Head Start's National Research Conference, Washington, D.C.

Smith, J. S. (February, 2003). *First-year student perceptions of academic advisement: A qualitative study and reality check.* Paper presented at the Eastern Research Association Conference, Hilton Head, SC.

Smith, J. S., Szelest, B., & Downey, J. P. (January, 2003). *An outcomes-driven program of academic advisement.* Paper presented at the SUNY/AIRPO Winter Workshop Program, Bolton Landing, NY.

Smith, J. S. (October, 2002). *Assessing student outcomes in academic advisement.* Paper presented at the 33rd annual Northeastern Educational Research Association Conference, Kerhonkson, NY.

Smith, J. S. & Downey, J. P. (March, 2002). *Creating opportunities for assessment in academic advisement.* Paper presented at the NACADA Northeast Regional Conference, Saratoga Springs, NY.

Downey, C. B., & **Smith, J. S.** (March, 2002). *Increasing student-advisor interaction: Going where the students are.* Paper presented at the NACADA Northeast Regional Conference, Saratoga Springs, NY.

Smith, J. S. (March, 2001). *Research-driven academic advisement: A revolutionary idea!* Paper presented at the NACADA Northeast Regional Conference, Framingham, MA.

Smith, J. S. (November, 2005). *Faculty perceptions of the role of advising.* Invited Talk at the State of Advising at IUPUI. Indianapolis, IN.

Smith, J. S. (April, 2005). *Empirical research on the case method in teacher education: review and recommendations.* Paper presented at a symposium during the annual AERA Conference, Montreal, Canada.

Dai, D. Y., Gonyea, N., Malkani, J., Zhang, X., & **Smith, J. S.** (April, 2005). *Students' pedagogical reasoning with classroom cases or educational psychology in action.* Paper presented at a symposium during the annual AERA Conference, Montreal, Canada.

Smith, J. S., Malkani, J. (October 2004). *Understanding student perceptions of the case method in Educational Psychology.* Paper presented at a roundtable discussion on the Case Method during the 35th annual NERA Conference, Kerhonkson, NY.

Smith, J. S. (October, 2003). *Using cases in teacher education: Issues of development and assessment.* Paper presented at the 34th annual NERA Conference, Kerhonkson, NY.

Smith, J. S., Colesante, R., Fernando, C., Chia, Y., Maxwell, K., Biggs, D., & Newman, D. (October, 1996). *Involvement in urban youth development.* Paper presented at the Northeastern Educational Research Association Conference, Ellenville, NY.

Colesante, R. J., Lim, S., Biggs, D. A., & **Smith, J. S.** (November, 1996). *How do university students respond to courses about citizenship in a pluralistic society?* Paper presented at the Association for Moral Education Conference, Ontario, Canada.

Colesante, R. J., **Smith, J. S.,** & Biggs, D. A. (April, 1996). *Citizenship education for urban youth.* Paper presented at the International Conference on Problems of Russian and Foreign Education at the End of the 20th Century, Kursk, Russia.

Colesante, R. J., **Smith, J. S.,** & Biggs, D. A. (April, 1996). *Whatever happened to good citizens?* Paper presented the International Conference on Problems of Russian and Foreign Education at the End of the 20th Century, Kursk, Russia.

Colesante, R. J., **Smith, J. S.,** Cates, W., & Biggs, D. A. (February, 1996). *Good citizenship in a pluralistic society.* Paper presented at the Eastern Educational Research Association Conference, Boston, MA.

Biggs, D. A., Colesante, R. J., **Smith, J. S.,** & Hook, G. (November, 1995). *Citizenship education for adolescent offenders.* Paper presented at the International Association for Moral Education Conference, New York, NY.

Smith, J. S., Colesante, R. J., & Biggs, D. A. (October, 1995). *A University and urban community partnership for youth empowerment.* Paper presented at the Second National Conference on Urban Issues, "Re-imagining the Urban Environment: Strengthening Collaborative Relationships in the Inner Cities," Buffalo, NY.

Smith, J. S., & Heslin Pokat, J. (April, 2004). *Sexual assault prevention on a college campus: Empowering men to take a stand against relationship violence.* Invited Talk at the Legislative Awareness Day for Sexual Assault Prevention, Albany, NY.

Smith, J. S., & Parmley, K. (January, 2004). *Put me in coach: Facilitating faculty involvement in department-wide outcomes assessment.* Invited Talk at the SUNY/AIRPO Winter Workshop Program, Binghamton, NY.

Smith, J. S. (October, 2003). *Assessment as an essential element of teaching and learning.* Invited Talk at the Presentation at the 22nd Annual Statewide In-service Conference, Albany, NY.

Smith, J. S. (March, 2003). *Assessing character education: Examining program success and its impact on students and schools.* Invited Talk at the Academy for Character Education Conference, Troy, NY.

Smith, J. S. (March, 2001). *Pressures of growing up male....Pressure to "score" and "win" in relationships.* Invited Talk at the Baccus and Gamma Peer Network Regional Conference, Albany, NY.

Research Grants/Contracts

2007-2009	Evaluation of the Una Comunidad Unida (A Community that Cares)-Robert Wood Johnson Foundation-$22,500 (*under review*)
2007-2008	Examining Students' Perceptions of Communication- Office of Communication and Marketing-$10,000
2007-2010	Evaluation of PROJECT RELATES, Twenty-first Century Learning Centers Grant, Archdiocese of Indianapolis- $147,000
2007-2008	Examining the Campus Climate for Students and Faculty of Color at Indiana University-Purdue University Indianapolis-Chancellor's Office (Co-PIs **J. Smith** & N. Chism)- $27,000
2006-2007	Evaluation of the Bridges to Success Program- United Way and Lily Organization Effectiveness-$29,500
2006-2009	Evaluation of the Tale of Two Cities: A Character Education Collaborative Between Indianapolis & Anderson-U. S. Department of Education, Office of Safe and Drug Free Schools - $75,000
2006-2008	Evaluation of SMOGEE: Students as Mentors and Owners of Geoscience and Environmental Education: The Global Warming Road Show-(a Track 1 proposal), National Science Foundation- $9,700
2007-2009	Integrative Department Grant (**J. Smith** & J. Bohnenkamp), IUPUI- $10,000.
2006-2009	Evaluation of Enhancing University-Community Partnerships through Service-Learning and Educative Research: Undergraduate Education, Scholarly Research, and Civic Engagement in the School of Education at IUPUI-Interdisciplinary Community Partnerships, IUPUI- $15,000.
2006-2007	Twenty-First Century Scholars Program Qualitative Evaluation-Lumina Foundation for Education (S. Evenbeck, **J. Smith**, & R. Helfenbein, co-PIs)- $164,090
2006-2009	Evaluation of the Indiana Student African American Brotherhood - Lumina Foundation for Education- $30,000
2006-2009	Evaluation of the Center for Earth and Environmental Science (CEES) to evaluate in the *Discovering the Science of the Environment* Education Program (**J. Smith** & D. Schuster, co-PIs)- $60,000

2006-2007 Evaluation Planning and Development-Indianapolis Public Schools (J. Anderson & **J. Smith**, co-PIs)-$75,000

2005-2006 Proffitt Grant, Longitudinal Study of the Transition to High School-Indiana University School of Education-$40,000

2005-2006 Evaluation of the Full-Purpose Partnership Program-Indianapolis Public Schools- $50,000

2005-2007 Integrative Department Grant (CUME PPA Network, **J. Smith**, J. Bohnenkamp, J. Conner, S. Blackwell, & S. Smith co-PIs)-IUPUI- $10,000

2003-2004 Innovations in Teaching Grant; D. Dai, Z. Yan, **J. Smith**, and Heidi Andrade, co-PIs; Case-Based Inquiry in Educational Psychology Courses for Teacher Education- $5,000

TEACHING EXPERIENCE

Graduate Courses

Indiana University at Indianapolis

Action Research (Y510)

Qualitative Inquiry in Education (Y611)

Strategies for Educational Inquiry (Y520)

Independent Research (E590)

University at Albany
Assessment in Education (EPSY 540)
Adolescent Development (EPSY520)

Issues in Urban Education (EEDU527)

Undergraduate Courses

Indiana University at Indianapolis

Secondary Education Block 1: Diversity and Learning (M322)

Independent Research (E490)

University at Albany

Evaluation in Education (EPSY440)

Social Issues in Testing (EPSY441)

Introduction to the Psychological Process of Schooling (EPSY200)

Social Morality and Citizenship Education (EEDU/AREL275)

Child and Adolescent Development (EPSY420)

Issues in Urban Education (EEDU427)

Field Work in Urban Education (EEDU400/401)

Independent Study in Educational Psychology (EPSY480)

The Transfer Student Experience (UNI300)

Exploring the Educational Process (UNI150)

PROFESSIONAL ORGANIZATIONS/ ASSOCIATIONS

American Educational Research Association (AERA)

- Teaching Educational Psychology sig
- Sociology of Education sig
- Middle Level Researchers sig

Northeastern Educational Research Association (NERA)

National Academic Advising Association (NACADA)

National Middle School Association (NMSA)

Indiana Evaluators Association (IEA)

HONORS AND AWARDS

2006	Indiana University Trustees' Teaching Award-Indiana University Trustees
2004	Excellence in Teaching Award for Part-time Faculty- UAlbany School of Education
2003	Positive Difference Award-Office of Learning Disabled Student Services
2002	National Academic Advising Association-Outstanding Advising Award
2002	Disabled Student Services Outstanding Achievement Award-Faculty
1997	Dr. Mitchell Livingston Multicultural Committee Appreciation Award
1995	Arvard Burke-Aspiring Educator Award

PROFESSIONAL SERVICE

2006	Chair: NACADA Research Committee
2006	Reviewer: NACADA National Conference, Research Submissions
2006-present	Member: *Journal for the Study of Sports and Athletes in Education*
2006-present	Reviewer: *Journal of Youth and Adolescence*
2005	Reviewer: AERA 2006 Proposal, Teaching Educational Psychology Sig
2005	Reviewer: AERA 2006 Proposal, Postsecondary Education Division
2005-present	Reviewer: *The Urban Review*
2004-present	Member: *NACADA* Research Committee
2004-present	Reviewer: *Teaching Educational Psychology*
2003-present	Member: *NACADA Journal* Editorial Board
2002-present	Member: Assessment in Academic Advising Commission; NACADA

2002	Session Discussant: NERA Conference
2002	Session Chair: EERA Conference

IUPUI UNIVERSITY SERVICE

2007	Presenter: PRAC Meeting, *Using focus groups for Program Review*
2006-2007	Member: Intrusive Advising Action Team
2006-present	Vice Chair: Program Review and Assessment Committee
2006-present	Reviewer: IUPUI Research Support Fund Grant (RSFG)
2006-present	Member: Multicultural Center Advisory Group
2006	Member: Academic Advising Program Review Site Visit Team May 8-9, 2006
2005	Interim Vice Chair: Program Review and Assessment Committee
2005	Member: Meeting with External Program Review of IRB, August 4, 2005
2004-2005	Member: Internal Grants Proposal Review Committee
2004-2005	Member: Exempt/Expedited Subcommittee of the Institutional Review Board
2004-2005	Alternate Member: Behavioral/Social Sciences Institutional Review Board
2004-2005	Member: Program Review and Assessment Committee

SCHOOL OF EDUCATION SERVICE

2007-present	Urban Education Needs Assessment
2006-present	Incentives Initiatives Taskforce
2006-present	Course Coordinator of Y520-Strategic Inquiry in Education
2006-present	Member: Research, Development & Equipment Committee
2006	Member: Search Committee for Multicultural Education Faculty at IUPUI School of Education
2005-present	Associate Director: Center for Urban and Multicultural Education
2005-present	Member: Education Council, IU School of Education
2005-present	Member: Ad hoc Urban Master's Committee
2005	Speaker: Faculty Spotlight, School of Education Faculty Meeting October 14, 2005
2005	Speaker: School of Education Support Staff Meeting, *The caring expert: thinking outcomes assessment in student services.* July 22, 2005
2005	Speaker: CUME Brown Bag, *Conducting quantitative research using SPSS*, January 26, 2005 w/Jeff Anderson
2004-2005	Member: School of Education Evaluation Committee

2004-present Network Director: Program and Performance Assessment, CUME

2004 Speaker: School of Education Brown Bag, *Challenges and opportunities for conducing research in the real world,* November 3, 2004 w/ Jeff Anderson

MISCELLANEOUS PROFESSIONAL DEVELOPMENT

2006 Speaker: PRAC Meeting, *Integrating ePort into the Secondary and T2T Programs in the School of Education*, IUPUI, April 13, 2006

2006 Speaker: ePort Development Meeting with Representatives from Georgia State University, February 17, 2006

2005 Speaker: PRAC Meeting, *Assessment Strategies*, December 8, 2005

2005 Attended: Hierarchical Linear Modeling Workshop, March 23-25

2005 Speaker: PRAC Meeting, *Navigating IRB*, March 10, 2005

2004 Attended: Demographic Analysis Workshop, December 10, 2004

EVALUATION TEAM

Monica A. Medina
(b)(6)

EDUCATION

Ph. D., Curriculum and Instruction

Indiana University, (Anticipated completion date June 2008)

Master of Science, Higher Education

Indiana University, May 1979

Bachelor of Arts, Speech Pathology, and Audiology

Indiana University, May 1977

PROFESSIONAL EXPERIENCE

Indiana University Purdue University at Indianapolis, Indianapolis, IN

Lecturer – School of Education, August 2002 – Present

Responsible for teaching in the teacher education program. Block One is a seven-hour interdisciplinary course taught by two instructors who integrate concepts related to Education Psychology, Multicultural Education, and Special Education. Responsible for the coordination of the early field experience in urban middle schools, which requires ongoing communication with teachers, administrators, and key members of the community.

Other responsible include advising and teaching graduate courses including Instruction in the Context of Curriculum J500 and Interprofessional Collaboration, T515. The Context of Curriculum - J500 explores various frameworks and definitions of curriculum. The course is designed to help students reflect on their teaching practice through frameworks that focus on politically sensitive curriculum inquiry, and surveys the nature of curriculum theory, differentiate curriculum theory from curriculum planning, to place the study of curriculum within the larger history of the American school curriculum. Interprofessional Collaboration -T515 prepares professionals to work collaboratively on contemporary urban issues by using inter-professional practice, which includes a focus on prevention of problems; cultural competence; supportive development of youth, families, and communities; provision of high quality services that meet professional standards; integration of services into schools and communities; accessibility; and collaborative advocacy of systemic and comprehensive services.

Other responsibilities include serving on university and community committees. See list below.

Visiting Lecturer- School of Education, August 1995 – August 2002

Instructor for courses designed to introduce students to teaching as a profession. The multicultural education course, teaching in

a Pluralistic Society focuses on the self as a teacher, the learning styles, cultural pluralism, and classroom teaching strategies

that respond positively to the personal and ethnic diversity of the learner. Students are required to work in the community as a part of their teaching experience. Other responsibilities include the coordination of an interdisciplinary initiative with the schools of education, nursing, and social work. "Better Together," is a collaboration of the IUPUI professional schools and five Indianapolis public schools. The initiative focuses on providing interdisciplinary practice activities in efforts to provide schools with community linked services.

Adjunct Faculty - School of Social Work, August 1996 – January 1998

Instructor for Understanding Diversity in a Pluralistic Society - S100. This course covers theories and models that enhance understanding of our diverse society. It provides content about differences and similarities in the experience, needs, and beliefs of selected racial and ethnic groups.

Indiana Community AIDS Action Network

Interim Executive Director, February 1997- January 1998

Responsible for the administration and management of not for profit agency. ICAAN provides programs and services in the areas of HIV prevention and education, supportive services, training, resource development, technical assistance and advocacy. ICAAN 's Executive Director is responsible for administering a 3 million dollar budget to support Community Action Groups, Care Coordination sites, HIV providers and others responding HIV in a and effective and humane manner. Other responsibilities include lobbying at the local and national level, public relations initiatives with pharmaceutical corporations, and other health services corporations.

Self-Employed

Consultant and Trainer, May 1994 – May 1997

Specific areas of expertise include program planning and management; coalition building and networking; performance base contract management; strategic planning and proposal writing and cross cultural behavior. Training initiatives include the areas of cultural competency, sexual harassment and peer education. Evaluation services formative and summative assessment including cultural competency.

Midwest Hispanic AIDS Coalition, Chicago IL

Interim Executive Director, May 1995 - February 1996

Responsible for the administration of a not for profit regional membership coalition. The Coalition offers services in the areas of technical assistance, training and technical information dissemination to health providers, educators and concerned citizens interested in addressing the HIV/AID epidemic within the Hispanic community. Professional duties included proposal writing, program development, personnel management, financial management, contract management, community development, public relations/marketing, public speaking, evaluation, and Board and committee development.

The Hispanic Center / El Centro Hispano, Indianapolis, IN

Executive Director, March 1987 - April 1994

Responsible for the Administration of a multi-service agency that addressed the educational, cultural, health, human and economic development needs for the Latino community in Central Indiana. The Executive Director served as the principal agent of The Hispanic Center's Board of Directors in liaison with the staff to effectively deliver and integrate social systems to a multi-cultural, limited English-speaking population. Professional duties included proposal writing, program development, personnel

management, financial management, contract management, community development, public relations/marketing, public speaking, evaluation, and Board and committee development.

Education Development Coordinator, February 1983 - March 1987
Responsibilities included planning, developing, supervising, implementing, and evaluating educational programs for the Hispanic community. Programs included English as a Second language, Job Readiness, Spanish classes for adults, special service programs for college admissions. Advised and counseled students on all educational opportunities. Recruit and refer Hispanic students to various academic programs including colleges and universities. Other responsibilities include writing grant proposals, contract writing and management, curriculum development, staff training, public speaking, networking and reporting.

Purdue University Calumet, Hammond, IN

Assistant Director of Financial Aid, July 1979 to July 1981

Responsibilities included the coordination of the College Work-Study Program, the Indiana State Scholarship Program, needs assessments, and student financial aid packaging. Counseling students and financial planning were also requiring also the supervision of the clerical support staff and work-study students.

Indiana University, Department of Residence Life, Bloomington, Indiana

Assistant Coordinator, August 1977 to May 1979

Responsible for the training, supervision and evaluation of twenty residence hall assistants Developed staff training workshops in time management, value clarification, conflict resolution techniques, assertiveness training, drug and alcohol awareness, leadership training and student's rights and responsibilities.

RESEARCH STUDIES

Medina, M.A. (2008) IUPUI Student Climate Study, Understanding the Perceptions of Students on an Urban Campus.

Medina, M. A. (2008) Concord Community Center – Participatory Action Research – Searching for New Ways to Advance Services.

Medina, M. A. (2007) Concord Community Center. Facilities Improvement Study.

Medina, M.A. & Brooks , K. (2007) Indianapolis Public Schools Latino Parent Focus Groups. Parents Concerns about their Children and the ESL Programs.

Becerra, B. & Medina, M.A. (2005) Emerging Leaders in the Latino Community: Identifying New Communities

Medina, M.A. (2000) The History of Mexican Immigrants in Indiana: 1910 – 1950. In collaboration with the East Chicago Indiana Public Library

Giachello, A .& Medina, M.A. (1999) Marion County Health Department Latino Health Assessment: Discovering the Health Risks of an Emerging Latino Community

Giachello A. & Medina, M.A. (1995) Knowledge, Attitudes, Beliefs and Behaviors of Latinos/Hispanics Towards HIV in Central Indiana.

PUBLICATIONS (* peer reviewed)

Medina, M. A. (2007) Events, feelings, and thoughts: Using critical reflective journals in early field experiences. Multicultural Perspectives (pending)

Turner, R.C., Sanchez, G.B., Medina, M.A. & Wilson, S.A. (2005) Enhancing the climate for diversity in the classroom: An experiment in campus transformation. In M.L. Oulette (Ed) *Teaching Inclusively: Resources for Course, Department, & Institutional Change in Higher Education.* Stillwater, OK: New Forum Press

*Medina, M.A., Morrone, A., Anderson, J. (2005). Promoting social justice in an urban secondary teacher education program. *The Clearing House*, 78 (5)

*Morrone, A. S., Medina, M., Anderson, J. A. (2002). Social justice as an interdisciplinary theme in teacher education. *The Journal on the Art of Teaching, IX* (1), 37-55.

Murtadha-Watts, K., Belcher, A., Iverson, E., Medina, M., (1999). City school / city university: A partnership to enhance professional preparation, *The Journal for Middle Level and High School Leaders*, 80 (611) 64-70

Hagemaster, J.N., Allen, K., Bailey, M., Cross, P.O., Medina, M., (1992) Models of addiction: Relevance for minorities, *Addictions Nursing Network*, 4 (2) 50-56

PRESENTATIONS

Medina, M.A. (2007) Cultural Competency in Research, 3rd Annual LSAMP AGEP Research Conference, Bloomington, Indiana

Medina, M.A. (2007) Multicultural Course Transformation, Department of Public Health, Indiana University, Indianapolis, IN

Medina, M.A. (2007) Improving Access for Latinos in Health Care: Designing Strategies that Work in Our Communities, Indiana Latino Institute, Indianapolis, IN

Medina, M.A. (2007) Brief episodes in the History of Latin Americans in Indiana: 1910-2007, The Indiana Project for American Cultural Competency Indiana University, Bloomington, IN

Medina, M.A. (2007). *Collaborations and Partnerships in Latino Communities.* Employing a Hispanic/Latino Workforce Conference. Indiana Chamber of Commerce. Indianapolis, IN

Medina, MA. (2007). *Cultural Competency and Multicultural Education in K-6 Schools.* Maple Elementary School, Avon, Indiana.

Medina, M.A. (2007*) Cultural Sensitivity in the Workplace: Keys to Professional Effectiveness, Indiana University Human Resources Administration, Indianapolis, IN*

Medina, M.A. (2007). *Cultural Competency and Domestic Violence in the Hispanic Community*, Indianapolis, IN

Medina, M.A, (2006). *Cultural Competency in Middle School Teaching*, Avon, IN

Medina, M.A. (2006). *Working with the Cultural Competency Law of Indiana.* I TEACH Conference, Indianapolis, IN

Medina, M.A. (2006). *Latinas in the U.S.* Panelist for IUPUI Office of Women's Studies, IUPUI, Indianapolis, IN

Medina, M.A. (2006). *Mexican Immigrant Students in the U.S: Perceptions and Challenges/*IUPUI Immigration Symposium, Panelist: Indianapolis, IN

Medina, M.A. (2005). *Multicultural Education and Hispanic/Latino Students.* Panelist: Inside America's Classrooms: Coping with Cultural Competency, Marian College, Indianapolis Civic Theatre, Indianapolis, IN

Medina, M.A. (2005). *Defining Diversity at the IUPUI Law School*, IUPUI, Indianapolis, IN

Medina, M.A. (2005). *Diversity and the Latino Community*, Indiana State Museum, Indianapolis, IN

Medina, M.A. (2005).*Understanding Cultural Competence and the Latino Community,* Indiana Minority Health Coalition, Indianapolis, IN

Medina, M.A. (2005). *Lawrence Township Education Improvement Committee*, Lawrence Township School System, Indianapolis, IN

Medina, M.A. (2004). *The History of Mexican Immigrants in Indiana: 1910 – 1950.* National Hispanic Heritage Month Celebration at IUPUI. Indianapolis, IN

Medina, M.A. (2004). *Learning styles and cultural diversity.* Indianapolis Public Schools Leadership Conference, Indianapolis IN

Morrone, A. S., Medina, M. A., & Anderson, J. A. (2003, March). *Students' evolving conceptions of social justice.* Poster presented at the Edward C. Moore Symposium on Teaching Excellence, Indianapolis, IN.

Morrone, A. S., Anderson, J. A., & Medina, M. A. (2002). *Preparing teachers to work in urban schools: The importance of embracing "social justice."* Proceedings of the Hawaii International Conference on Social Sciences, Honolulu, Hawaii.

Morrone, A. S., Medina, M., & Anderson, J. A. (2001. October). *Educational psychology: Striving for social justice.* Paper presented at the annual meeting of the Midwest Association for Teachers of Educational Psychology, Oxford, OH.

Medina, M.A. (2001). *Why is Diversity a Critical Element of Residence Life?* Indiana Wesleyan University, Marion, Indiana

Medina, M.A. (2001). Keynote Address- *Latinos in Indiana: A Legacy of the Past, Contributing to the Present and Leaders in the Future.* Presented at Lilly Corporation, Iberian Executive Association, 4th Annual Dinner

Medina, M.A. (2001). *Inclusive Teaching in Higher Education: How Will We Teach the Nintendoites?* Presented at the Faculty Orientation Conference, Office of Professional Development Center for Teaching and Learning, Indiana University

Medina, M. A. (2001). Keynote Address: *HIV in the Age of Aquarius.* Presented at Indiana State Department of Health Unity Conference

Medina, M. A. (2001). *Service Learning in Higher Education.* Presented at the University of Granada, Granada, Spain

Medina, M.A. (2000). *The Changing Faces in Health Care: Looking at New Cultures.* Minority Health Coalition of Allen County, Fort Wayne, Indiana

Medina, M.A. (2000). *Cultural Competency is a Process Not a Standard of Practice.* Indiana HIV/AIDS Conference of Health Care Providers, Indianapolis, Indiana

Medina, M.A. (2000). *Cultural Differences and Concerns Related to Education and Healthcare.* Presentation at Marion County First Steps Conference, Indianapolis, Indiana

Medina, M. A. (2000). *Prejudice Reduction and Intercultural Communication.* Indiana University Office of African Studies, South Africa Initiative

Medina, M.A. (2000).*Diversity and Equity: Strategies for Institutional Transformation.* Indiana University Enhancing Minority Attainment Conference, Kokomo, Indiana

Medina, M.A. (1999). Primos and Segundan: A Multicultural Simulation Presentation at National Association for Multicultural Education 9th Annual Conference, San Diego, CA Medina, M.A. (1999, January) *Diversity Competencies: Imperatives for Higher Education.* Winter Fest '99, Indiana State University, Terre Haute, IN

Medina, M. A. (1999). *Cultural Diversity: A Method to Establish Assistance and Cooperation for Women and Families.* Presentation at National Conference for the March of Dimes, Omni Hotel, Indianapolis, IN

Medina, M.A. (1999). *The Many Faces of HIV/AIDS in the 21st Century.* Keynote Address: Midwest AIDS Technical and Educational Conference, Ashanti Room, Indianapolis, IN

Medina, M.A. (1999). *Identifying Bias in the Media.* Presentation at the Society of Professional Journalist 90th Anniversary Convention, Westin Hotel, Indianapolis, IN

Medina, M.A. (1999). *Critical Issues: Implications for Iranian Americans.* Danesh Institute, Indiana University School of Social Work, Indianapolis, IN

Medina, M.A. (1999). *Leveraging Diversity: As a Reality, As Strength, As a Competence.* National Association of Social Work, Indiana Chapter State Conference, the Marriott Hotel, Indianapolis, IN

Medina, M.A. (1999). *Latinos in Indiana: An Untapped Resource.* Keynote Address: Indiana State Government Compliance Conference, Indiana Government Center, Indianapolis, IN

Medina, M.A. (1999). *Sankofa: Sharing Strengths – Building on Our Successes.* First Annual Cultural Competency Conference of the National Association of Black Social Workers, Indianapolis Chapter, All of the Trimmings Conference Center, Indianapolis, IN

Medina, M.A. (1999). *Collaborating Projects Multiple Groups Serving and Learning in a Culturally Competent Way.* Presentation at The Forum on Volunteerism, Service and Learning In Higher Education, Georgia Institute of Technology, Atlanta, GA

Medina, M.A. (1998). *Applying Culturally Appropriate Counseling Strategies in Case Management* Case Management Institute, Washington University School of Medicine, Lake of the Ozark, Missouri

Medina, M.A. (1998). *Multicultural Education and ESL Teacher Education.* Indiana Teachers of English (INTESOL), Radisson Hotel, Indianapolis, IN

Medina, M.A. (1998). *Hispanic and Immigrant Students.* Presentation for Indianapolis Public Schools, Crispus Attucks Middle School, Infusion Conference

Medina, M.A. (1998). *Curriculum Infusion and Cultural Learning Styles.* First IUPUI/IUSA Summer Institute on Urban Education, Marriott Hotel, Indianapolis, IN

Medina, M.A. (1998). *Testimony to the Black Legislative Caucus: Minority Student Recruitment/Retention in Health Careers.* Indiana Minority Health Coalition, Indiana Convention Center, Indianapolis, IN

Medina, M.A. (1998). *Successful Teachers in Urban Schools.* Indianapolis Public Schools, Crispus Attucks Middle School

Medina, M.A. (1998). *Race Relations: Where Does the Media Fit?* Presentation at the Indiana Association of Black Journalist, Butler University

Medina, M.A. (1997). *HIV/AIDS and the Minority Populations in Indiana.* American Public Health Association, Black Caucus, Indianapolis, IN

Medina, M.A. (1997). *Supportive Service for Minority HIV/ AIDS Caregivers.* American Public Health Association, Indianapolis, IN

Medina, M.A. (1997). *Diversity and HIV/AIDS Prevention Programs.* Presentation at the ISDH Unity Conference, Bloomington, IN

Medina, M.A. (1997). *Hispanics and HIV in Indiana.* Testimony to the Center for Disease Control, Indiana State Department of Health, Indianapolis, IN

Medina, M.A. (1997). *Cultural Factors Related to Teaching Hispanic Children.* Presentation at the Infusion Conference, Office of Multicultural Education, Indianapolis Public Schools, Indianapolis, IN

Medina, M.A. (1997). *Understanding the Challenges of Coalition Building.* National Latino Children's Coalition, San Antonio, TX

Medina, M.A. (1995). *Cultural Diversity and Cancer Awareness.* Presentation at the Annual Meeting of the American Cancer Society, Fort Wayne, IN

Medina, M.A. (1995). *Latinos in the Midwest: A Unique Blend of Cultures.* National Hispanic Month Presentation at the East Chicago Public Library, East Chicago, IN

Medina, M.A. (1995). *Latinos and HIV/AIDS in the Midwest: Emerging Trends and Statistics.* Presentation for the Ohio Minority Health Coalition, Oberlin College, Lorraine, OH

Medina, M.A. (1995). *Marketing Health Programs to Latinos in Indiana.* Keynote Address for the Community Health Clinic, West Lafayette Clinic, West Lafayette, IN

Medina, M.A. (1995). *Latinos in the Midwest: A Past, Present and Future Perspective.*

Presentation for the Inland Steel Company, Chicago, IL

Medina, M.A. (1995). *A Brief History Perspective of Latinas in Indiana.* Keynote address at the Annual Meeting of the Hispanic Women's Forum, East Chicago, IN

Medina, M.A. (1995). *Latinos and Tobacco Use.* Presentation at the State of Indiana Tobacco Initiative, Indianapolis, IN

Medina, M.A. (1995). *Coalition Building and the Latino Community.* Presentation for the Ohio Spanish Speaking Affairs Commission, Ohio State University, Columbus, Ohio

Medina, M.A., & Delgado, J. (1994). *Health Care Issues and Hispanic Families.* Presentation to the faculty at the Indiana University, School of Medicine, Indianapolis, IN

Medina, M.A. (1993). *Hispanics: The Future Workforce.* Keynote address for the United States. Department of Defense, Defense Logistics Agency Hispanic Heritage Dinner, Fort Benjamin Harrison, IN

Medina, M.A. (1993). *Understanding Women's Health Issues* Indiana University, Campus Life Division First Annual I.U. Women's Leadership Conference, Bloomington, IN

Medina, M.A. (1993). *Los Angeles Burning a Discussion on Racial Tension.* Guest Lecturer for the Butler University, Department of Political Science

Medina, M.A. (1993). *Hispanics and Substance Abuse Issues in Indiana.* Presentation at the Indiana Minority Substance Abuse Coalition Conference, Marriott Inn, Indianapolis, IN

Medina, M.A. (1993). *HIV/AIDS in the Hispanic Community- Whose Responsibility Is It?* Presentation at the Latin American Family Education Program, Inc. Midwest Hispanic Conference, Detroit, MI

Medina, M.A. (1993). *Coalition Building in the Latino Community Combating HIV.* Midwest Hispanic AIDS Coalition, Second Latino HIV Prevention Leadership Institute, McCormick Place Hotel, Chicago, IL

Medina, M.A. (1993). *Increasing Awareness of Latino Health Issues* Mexican American State Legislators Policy Institute Annual Conference, Denver, CO

Medina, M.A. (1993). *Preparing the Adult Learner for the 21st Century: Living in a Culturally Diverse Society* Indianapolis Public Schools Office of Adult Education Conference, Indianapolis, IN

Medina, M.A. (1993). *Hispanic Health Care in the Midwest.* Testimony to the Presidents Health Care Task Force, Washington, D.C.

Medina, M.A. (1993). *Health Care Needs of Hispanics in Indiana. Surgeon.* General's Midwest Regional Health Meeting, Hyatt Regency, Chicago, IL

Medina M.A. (1993). *Social Service Needs of Hispanics in Marion County.* Presentation to the Department of Social Services Marion County Health Department, Indianapolis, IN

Medina, M.A. (1993). *Health Issues Affecting Hispanics* Marion College, School of Nursing, Indianapolis, IN

Medina, M.A. (1992). *AIDS, Discrimination, and Hispanic Women.* Indiana University, Women's Studies Program, Bloomington, IN

Medina, M.A. (1992). *Hispanic Women and Children, and HIV.* Hispanic Women and HIV State Conference, Milwaukee, WI

Medina, M.A. (1992). *Cultural Issues of HIV Facing Hispanics in Today's Society* Presented at the Fort Wayne AIDS Task Force, Conference on HIV in the Minority Community, Fort Wayne, IN-

Medina, M.A. (1992). *Women's Issues in Ethnicity* Indiana Coalition against Domestic Violence, Inc., 10th Annual Conference, Indianapolis, IN

Medina M.A. (1992). *The Importance of Coalition Building in the Latino Community.* Keynote address for the New York Latino Commission on AIDS, New York City, NY

Medina, M.A. (1992). *Women and AIDS* IUPUI Students for Choice, Indianapolis, IN

Medina, M.A. (1992). *Substance Abuse in the Hispanic Community-Models of Addiction.* Presentation at the Midwest Alliance in Nursing, Indianapolis, IN

Medina, M.A. (1992). *Special Populations: HIV Infection in Women.* Lecture for the Indiana University, School of Nursing, Indianapolis, IN

Medina, M.A. (1992). *Hispanics: Implications for Classroom Teachers* Indiana University School of Education - M300 Teaching in a Pluralistic Society, Indianapolis, IN

Medina, M.A. (1992). *Diversity within the Hispanic Community Presentation* to the Indianapolis Chamber of Commerce, Stanley K. Lacy Executive Leadership Class XVII, Indianapolis, IN

Medina, M.A. (1991). *Health Issues Affecting the Hispanic Community.* Indiana University, School of Nursing - Inauguration Conference of the World Health Organization Collaborating Center in Healthy Cities, Indianapolis, IN

Medina, M.A. (1991). *Coalition Building for HIV.* Trends in HIV/AIDS Education and Prevention Conference The Ohio State University, Office of Continuing Education, Columbus, OH

Medina, M.A. (1992). *The Hispanic Experience in School.* Lecture for the Indiana University, School of Education, M300 Teaching in a Pluralistic Society, Indianapolis, IN

Medina, M.A. (1991). *Latinas and AIDS.* Presentation for the Indiana Association of Hospices, Indianapolis, IN

Medina, M.A. (1991). *500 Years of Hispanic Heritage: A Cultural Mosaic* Keynote for the Department of Defense, Defense Finance and Accounting Service, National Hispanic Heritage Month Opening Ceremony, Fort Benjamin Harrison, IN

Medina, M.A. (1991). *Developing and Implementing Effective and Active CBO Governing Boards.* Presentation for the United States Office of Minority Health - Celebrating the Diversity of Life: People of Color HIV Conference, Chicago, IL

Medina, M.A. (1991). *Threats to Health: Prevention Vs Intervention.* International Minority Health Conference, Ambassador East Hotel, Chicago, IL

Medina, M.A. (1991). *HIV/AIDS: Trends in Minority Populations.* Indianapolis Prevention of AIDS Among Minorities Conference, Indianapolis, IN

Medina, M.A. (1991). *Reducing Premature Mortality and Illnesses Plagued Within the Hispanic Community* Presentation for the Second Annual Minority Health Forum, Indianapolis, IN

Medina, M.A. (1991). *Challenges for the 90's - Change Community Attitudes & Cultural Barriers.* Presentation for the Fort Wayne Women's Bureau, Women and AIDS Conference, Fort Wayne, IN

Medina, M.A. (1991). *Social, Cultural, and Religious Aspects of Medical Care and the Latino Community.* Indiana University School of Medicine, Dept of Psychiatry, Indianapolis, IN

Medina, M.A. (1990). *AIDS and Adolescents: The Myths and Realities* Presentation for the Elkhart County, AIDS Community Action Group Conference, Elkhart, IN

Medina, M.A. (1990). *Community Empowerment through Human Resource Development* Department of Health and Human Services, National Institute on Drug Abuse Regional Conference:" Latinos, Substance Abuse and HIV/AIDS," Los Angeles, CA

Medina, M.A. (1989). *The Educational Needs of Hispanic Children.* Indiana State Teachers Association Educational Equality Conference, Indianapolis, IN

COURSES TAUGHT

Diversity and Learning – M322 and M340 (Spring 2007, Fall 2007)

Integrated Professional Seminar – T590 (Spring 2007)

Instruction in the Context of Curriculum – J500 (Spring, Fall 2007)

Interprofessional Collaboration T515 (Fall 2007)

Interdisciplinary Practice in Urban Schools F500 (Summer I 2006)

Diversity and Learning – M322 and M340 (Spring 2006, Fall 2006)

Integrated Professional Seminar – T590 (Fall 2006)

Instruction in the Context of Curriculum – J500 (Spring, Fall 2006)

Interdisciplinary Practice in Urban Schools F500 (Summer 2005)

Diversity and Learning – M322 and M340 (Spring 2005, Fall 2005)

Integrated Professional Seminar - M500 (Spring 2005)

Interdisciplinary Practice in Urban Schools F500 (Summer 2004)

Diversity and Learning – M322 and M340 (Spring 2004, Fall 2004)

Interdisciplinary Practice in Urban Schools F500 (Summer 2003)

Diversity and Learning – M322 and M340 (Spring 2003, Fall 2002)

Interdisciplinary Practice in Urban Schools F500 (Summer 2002)

Teaching in a Pluralistic Society M300 (Spring 2002, Fall 2002)

Interdisciplinary Practice in Urban Schools F500 (Summer 2001)

Addressing Emerging Issues in Urban Schools F500 (Summer 2001)

Teaching in a Pluralistic Society M300 (Spring 2001, Fall 2001)

Interdisciplinary Practice in Urban Schools F500 (Spring 2001 Fall 2001)

Teaching in a Pluralistic Society M300 (Spring 2000, Fall 2000)

Interdisciplinary Practice in Urban Schools F500 (Spring 2000, Fall 2000)

Teaching in a Pluralistic Society M300 (Spring 1999, Fall 1999,)

Interdisciplinary Practice in Urban Schools F500 (Spring 1999, Fall 1999)

Teaching in a Pluralistic Society M300 (Fall 1998, Spring 1998)

Interdisciplinary Practice in Urban Schools F500 (Fall 1998, Spring 1998)

Understanding Diversity in a Pluralistic Society S100 (Spring 1998, Fall 1998)

Teaching in a Pluralistic Society M300 (Summer 1997)

Teaching in a Pluralistic Society M300 (Fall 1997, Spring 1997)

Understanding Diversity in a Pluralistic Society S100 (Spring 1997, Fall 1997)

Teaching in a Pluralistic Society M300 (Summer 1996)

Teaching in a Pluralistic Society M300 (Fall 1996, Spring 1996)

Understanding Diversity in a Pluralistic Society S100 (Spring 1996, Fall 1996)

Teaching in a Pluralistic Society M300 (Fall 1995)

PROFESSIONAL SERVICE

University Service

IUPUI – Human Resources Office Diversity Consultant Spring 2004-Present

IUPUI – Center for Teaching and Learning/Office for Professional Development, Fall 2001- Present

IUPUI Diversity Corps – Coordinator

English as a Second Language Faculty Search Committee Chair - Spring, 2005

Office for Professional Development/ Center for Teaching and Learning – Faculty Fellow

IUPUI Latino Faculty and Staff Council 1999- current

IUPUI Diversity Inquiry Group – 2000-2004

Strategic Initiatives – 1994

Community Service, Memberships and Affiliations

George Washington Community School Community Advisory Board 2005- Present

La Plaza – Board Member (finance and education committee) 2005 - Present

Indiana Latino Institute – Founding member – (Treasurer) 2002 -Present

Indiana State Department of Health – Executive Board 2002 - present

Women's Fund of Central Indiana - Emeritus Member 2003- present

Concord Center – Honorary Board Member 2002 - present

Indiana Civil Liberties Union – Board member 2003 – 2004

Women's Fund of Central Indiana, Advisory Board Committee, Board Member 1994 – 2003

Midwest Latino Health Medical Research Training and Policy Research Center - Advisory Board, Chicago, IL 1995- 2000

Midtown Mental Health Advisory Board, Indianapolis, Indiana. January 1998 to 1999

Gamma Phi Omega Sorority Inc. – National Board Member -1997- 1999

Greater Indianapolis Health Foundation – Youth and Diversity Curriculum Committee - 1999

Indiana University Purdue University, Vice Chancellor for Undergraduate Education -Diversity Group, January 1992 to 1996

Arts Council of Indianapolis Board Member - May 28, 1993 to 1995

Indiana University School of Social Work – Community Advisory Board 1984- 1995

Hoosier Capital Girl Scouts Brownie - Fun Day Committee 1988 to 1995

Indiana Vocational Technical College - Outreach Advisory Council, 1990 - 1994

Center for Fair Housing Initiatives Incorporated - Honorary Advisory Board Member March 1992 - March 1993

Indiana University, School of Medicine - Department of Pediatrics, Community Advisory Committee 1993

Indiana University School of Nursing - Minority Advisory Council 1989 - 1993

People's Health Center - Board Member April 1, 1992 - April 1, 1993

American Red Cross, Indianapolis Chapter - Health and Safety Service Committee October 1989 - October 1992

National Association of Latino Elected and Appointed Officials, Member - April 1989 to 1992

Youth as Resources, Board of Directors - January 1989 to December 1992

American Cancer Society - Board of Directors, July 7, 1988 to August 31, 1991

Indianapolis Senior Citizen's Center, Inc. Board of Directors June 23, 1988 –1990

Methodist Hospital of Indiana, Inc., Purdue University-Methodist Hospital Pilot Program of Minority Medical Access Purdue Program - Advisory Committee. June 1989 - June 1990

State of Indiana, Indiana Library and Historical Board - Indiana State Library Advisory Council. October 1, 1988 - September 30, 1990

State of Indiana Literacy Coalition – Founding Member –1987 - 1990

Hoosier Capital Girl Scouts Council - Girls at Risk Advisory Council March 1989

Government Appointments

State of Indiana, Indiana State Health Department Advisory Board, Governor Appointment 1997 - 2006

State of Indiana Latino Democratic Caucus Co-chair- 1999 - 2001

State of Indiana, HIV Statewide Planning Coalition, Chair - 1995

Centers for Disease Control – National Minority AIDS Network -1994

Department of Health and Human Services, Alcohol, Drug Abuse and Mental Health Administration, Office of

State of Indiana, Interagency State Council on Black and Minority Health Commission - Four-Year Term 1990-1994
Substance Abuse Prevention – Special Review Committee (Youth Preventions Programs). – 1994

U.S. Conference of Mayors - HIV/AIDS Needs Assessment Grants Program Advisory Review Panel – 1994

National Hispanic AIDS Coalition, National Co-chair - 1993

Latinas: Partners for Health Midwest Regional Planning Committee, State Chair - 1993

Department of Health and Human Services, Alcohol, Drug Abuse and Mental Health Administration, Office of Substance Abuse Prevention - Special Review Committee (Pregnant Postpartum Women and Infants). -1991-1993

Department of Health and Human Services, Public Health Service, National Center for Prevention Services, National HIV CBO Objective Review Panel - 1992

State of Indiana, Family and Social Service Administration, Division of Family and Children Advisory Council, Four-Year Term – 1992

Indiana State Department of Health, Division of Maternal and Child Health (MCH), Bureau of Family Services - Review Committee for MCH Service proposal Fiscal Year 1992.
City of Indianapolis, Office of Youth and Family Services - Operation Respect Network, Indianapolis -1992

U.S. Conference of Mayors - HIV/AIDS Education Grants Program Advisory Review Panel - 1991

Marion County Commission on Youth and the City of Indianapolis, Steering Committee -1991

City of Indianapolis, Greater Indianapolis Progress Committee, Visioning Project - 1991

Indiana State Board of Health, Division of Acquired Diseases, HIV/AIDS Program Review Panel -1991

Centers for Disease Control – Minority HIV/AIDS Advisory Board - 1990
City of Indianapolis – Strategic Plan for Indianapolis Residents in Tomorrow (SPIRIT) - 1990
State of Indiana, Governors Commission on Minority Business - 1989 -1993

City of Indianapolis - Equal Opportunity Advisory Board - January 15, 1988 to July 10, 1990

State of Indiana, Office of the Governor - Appointment to the Indiana Adult Literacy Coalition 1984-1988

AWARDS

- Hispanic Hero Award – United States Office of Minority Health, Chicago, IL June 2003
- IUPUI Dr. Joseph Taylor Award for Excellence in Diversity, Indianapolis, IN – February 2003
- Greater Colleges and Universities, University of Wisconsin, Urban Educator Corp Fellowship 2001- 2002
- Professional and Organizational Development in Higher Education Fellowship, 2000- 2001
- City of Indianapolis City County Resolution No. 73, 2000 Recognition – October 2000
- Hispanic American Service Award – August 2000
- Trustees of Indiana University Teaching Excellence Recognition Award – April 1999, March 2000
- WTBU Butler University Television 1999 Spotlight of Nuestra Musica Award -September 1999
- Wishard Health Services Volunteer of the Year Award - December 1998
- Unity Award of Excellence in the Battle Against HIV/AIDS - December 1994
- State of Indiana Sagamore of the Wabash - August 20, 1993

- U.S. Congressional Record - 103d Congress, Vol. 139 No. 25 House of Representatives – August 1993
- U. S. Surgeon General Service Award, Chicago, IL - March 1993
- Hoosier Minority Chamber of Commerce - 1991 Women of the Rainbow Award of Excellence (finalist)
- Center for Leadership Development, Inc Distinguish Award for Outstanding Performance – March 1990
- Atterbury Job Corps Center - Outstanding Service, November 4, 1989
- Indiana Adult Literacy Coalition Distinguished Service Award – September 1989
- 10th Anniversary Minority Business and Professional Achievers - Recognition Award, March 26, 1987

PROFESSIONAL ORGANIZATIONS

American Education Research Association

National Association of Multicultural Educators

National Scholars Honor Society

Professional Organizational Development Network

CONSULTATIONS

Allison Engine Company, Indianapolis, IN

Specialized Cultural Competency Training – The Spain/US Project

Centers for Disease Control, Atlanta, GA

Proposal reviewer for National/Regional Minority AIDS Programs.

Clinical Training and Associates, Indianapolis, IN

Cultural Competency for healthcare providers working in the area of HIV/AIDS

Center for Health Policy, San Antonio, TX

Policy analysis training

Community Centers of Indianapolis, Indianapolis, IN

Proposal Writing; Program Planning

Damien Center, Indianapolis, IN

Cultural Competency Training

Fairbanks Hospital, Indianapolis, IN

Cultural sensitivity training for substance abuse counselors.

Cultural competency assessment and planning; Training of Trainers

Indiana Community AIDS Action Network, Indianapolis, IN

Corporate merger

Indiana Minority Health Coalition, Indianapolis, IN

Cultural competency training

Indiana State Department of Health, Indianapolis, IN

Review HIV/AIDS proposals for cultural competency.

Care coordination/Case management cultural competency training for person with HIV

Indiana University, Office of Latino Affairs, Bloomington, IN
Career Planning for Hispanic College Graduates.

Latino Family Services, Detroit, MI
Administrative Evaluation; Policy Development; Strategic Planning

Latino Health Access, Los Angeles, CA
Administrative Evaluation

Marian College, Indianapolis, IN

Diversity Training for Resident Assistants and Campus Security

Marion County Health Department, Indianapolis, IN

Latino Health Access Research Study

Midwest Hispanic AIDS Coalition, Chicago, IL
Administrative Evaluation; Policy Development; Program Planning; Strategic Planning

Cultural Competency Training and Technical Assistance

Wishard Hospital Health and Hospital Corporation

Cultural Competency Training

Youth Health Education Program Development

University of Indianapolis, Indianapolis, IN
Cross Cultural Awareness for Guidance Counselors.

Diversity Planning for School of Education Faculty

U. S. Department of Health and Human Services, Alcohol, Drug Abuse and Mental Health Administration, Office of Substance Abuse Prevention, Rockville, MD

Certified Review Committee for Pregnant and Postpartum Women and Infants

Clark W. Lienemann, CFRE

8041 Springwater Circle

Indianapolis, IN 46256

Office 317-639-6106 x233 • (b)(6)

clienemann@maryrigg.org

Experience

Mary Rigg Neighborhood Center, **Indianapolis, IN, 2006-Current**
Executive Director and CEO

Chief Executive Officer for a $1.6 million nonprofit social services agency dedicated to improving lives, increasing independence, and strengthening community for individuals and families facing poverty in inner city Indianapolis. Primary responsibilities include developing programs to meet community needs, increasing community awareness and support, and strengthening operations for this top 20 United Way agency. Highlights include:

- Leading a staff of 28 through organizational change and business improvement
- Generating and managing annual community and foundation support of $1.2 million
- Collaborating with public schools, Head Start, State of Indiana, and city government
- Developing and implementing new program models with partners to meet needs
- Ensuring full compliance with United Way governance review

***Easter Seals Crossroads Rehabilitation Center**, Indianapolis, IN, 1999-2006*

Director of Development

Chief development professional for a $23 million nonprofit social services agency helping 4,500 children, youth, and adults overcome challenges and achieve goals at home, at school, at work, and in the community. Responsibilities included securing revenue (annual giving, United Way, major gifts, major grants, and events); building relationships (internal and external); developing business plans and outcomes; and engaging board and volunteers. Highlights included:

- Generated comprehensive annual community support that grew to $2.8 million
- Cultivated, researched, and secured five- and six-figure major individual gifts
- Developed and secured foundation grants and United Way funding of $1 million
- Worked directly with president, board, and committees to achieve strategic goals
- Served as a member of executive administrative team
- Navigated complex government funding systems, including FSSA and Medicaid

Indiana Down Syndrome Foundation, Indianapolis, IN, 2001–2004

***President and Board Member** (volunteer)*

Responsible for executive leadership, board organization, financial management, and program oversight for a $225,000 nonprofit volunteer organization that experienced rapid growth.

- Organized operations, hired the first paid staff, opened an office

- Diversified the board of directors and created an effective committee structure
- Established a strategic plan, formal budget, and more effective reporting of actual results
- Formed a statewide coalition

The E.W. Scripps Co., Stuart, FL, 1995-1999

Manager, Advertising Sales and Market Research

Key senior manager at a fast growing $50 million division of a Fortune 1000 corporation. Worked directly with executive leadership and helped lead a large staff to achieve revenue and expense goals; communicated market information to key internal and external constituents; and served on annual strategic planning team.

- Generated revenue growth by selling new programs to national and local customers
- Served on transition management team for a $120 million acquisition of another company
- Acted as community spokesperson increasing awareness among diverse audiences
- Trained and motivated employees company-wide during a major organizational change

Independent Business Owner, Chicago, IL, 1989-1995

Project leader for professional business-to-business sales and service for clients ranging from Fortune 500 to entrepreneurial businesses, including new business start-ups. Primary focus on business development, financial management, communication, and quality initiatives.

General Binding Corporation, Northbrook, IL, 1987-1989

Senior Financial Analyst

Supervised staff responsible for analysis of financial results; budgeting and strategic planning; capital spending approval; analysis of business acquisitions; new business planning; and board of directors' support for a growing $250 million publicly owned international corporation. Worked directly with CEO and CFO. Developed staff and management interns.

Arthur Andersen & Co., Chicago, IL, 1984–1987

Senior CPA, Commercial Division

Supervised and provided accounting and financial management services, business analysis, and professional services for a wide range of clients including multi-national, manufacturing, service, and nonprofit organizations.

Education and Certification

University of Illinois, Urbana-Champaign, Illinois

Bachelor of Science, College of Commerce and Business Administration, May 1984

Graduated with Honors

CFRE, Certified Fund Raising Executive, CFRE International, 2005

CPA, Certified Public Accountant, Illinois, 1984

Continuing Education includes:

- Easter Seals Leadership Institute
- Easter Seals Development Academy and member of Development Leadership Team

- E.W. Scripps "Exsellence" sales training (attended and served as trainer)
- Graduate studies at DePaul University: Marketing Management, Operations Management, Financial Management, Technology and Innovation

Computer skills include Raiser's Edge, wealth screening, financial analysis and budgeting, research, customized proposals, community presentations, and advanced business applications.

Community Involvement

United Neighborhood Centers of Indianapolis, volunteer, 2006-Current

United Way of Central Indiana, Torchbearer spokesperson and volunteer, 2001–Current

Elders at Table city-wide stakeholders roundtable, communications committee, 2007–Current

National APSE Foundation Board of Directors, 2007-Current

Rotary Club of Indianapolis, education committee, IPS project leader, 2001-2004

Tri-County TEC, executive officer and board member of nonprofit organization, 1997-1999

FNAME, board member and treasurer of statewide industry association, 1997-1999

Additional Interests

Reading, swimming, and public speaking

JAMES E. GRIM, JR.

(b)(6)

PROFESSIONAL SKILLS

Track record of nationally recognized achievement through leadership in education community building and award-winning public relations/communications, development of collaborative relationships, teamwork and consensus building, facilitation of active committee and board service, as well as conducting training and public speaking with a sense of passion

PROFESSIONAL EXPERIENCE

Community School Coordinator/Learning Communities Initiative Director, George Washington Community School/ Mary Rigg Neighborhood Center, 2001-present

- Facilitated development of high-profile, full-service community school with more than 50 partnering organizations providing support services valued at $2 million in 2007; helped create/manage Learning Communities Initiative with national partners including ScholarshipAmerica and USA Funds funding of $202,000 in 2006-07
- Positioned Washington as model community school with Coalition for Community Schools (honored with its 2006, inaugural National Community School Award), as well as Annie E. Casey Foundation, United Way, Children's Aid Society, USA Funds, National Association of Secondary School Principals, *National School Board Journal,* the White House, and the KnowledgeWorks Foundation that named it "one of the nation's best examples of a school as center of community" in 2004; one of six school communities invited in 2005 to participate in Learning Communities Coalition; 2004 West Indianapolis Development Corporation neighborhood survey identified public schools the area's top asset; nomination earned principal National Association of Secondary School Principals' 2003 MetLife Bridge Builder Award
- Out of 1,300 nominees in 2003, one of 178 accepted for Leadership for A Changing World Award consideration by the Ford Foundation, the Advocacy Institute, and New York University Robert Wagner Graduate School of Public Service —for achieving social justice and equality through community building and school reform; all-expenses-paid guest of U.S. Department of Education at National High School Reform Leadership Summit, Washington, D.C., December 2004

Area School Coordinator, Bridges to Success, Indianapolis Public Schools/United Way of Central Indiana, 1997-2001

- Served leadership role as member of a team that expanded school/community partnership from six to 40 schools and helped move the collaboration to national model status with United Way of America and the Institute for Educational Leadership guiding adaptation in seven states; coordinated achievement of the most developed school/community collaboratives of the five IPS attendance areas (Wisdom & Associates 2000 evaluation)
- Demonstrated communication skill in strategic planning, consensus building, and community engagement in organizing and coordinating student achievement-focused parent/business/community committees in 15-school attendance area
- Facilitated collaborative development of on-site, full-service health/mental health clinic for six-school community, open to area residents, and a computer giveaway to 240 eighth-graders that signed up for a state college scholarship program

Journalism/English Teacher/Publications Adviser, Jeffersonville High School, 1996-97

- Supervised production of biweekly, 12-page student newspaper that included managing training, budgets, contracts, advertising, billings, printing, and distribution; instructed journalism, freshman English, and photography courses
- Students earned second place overall in statewide, on-site writing, photography, and publication design competition sponsored by *Indianapolis Star* and Indiana University School of Journalism
- Initiated implementation of department's first upgraded technology and software since the 1980s

Assistant Director of Public Affairs, Butler University, 1994-96

- Member of team that managed public relations activities and $300,000 advertising budget; coordinated such projects for fine arts and education colleges, observatory and planetarium, libraries, and produced newsletter for university trustees
- Authored office entry that earned national 1996 Silver Medal of Excellence for Overall News and Information Programs by the Council for the Advancement and Support of Education, the 1996 Keystone Award for Media Relations by the Public Relations Society of America Hoosier Chapter, and the 1996 EPIC Award for Communications Excellence from the International Association of Business Communicators Indianapolis Chapter
- Among unprecedented campus media coverage, secured 18 page-1 stories in academic year 1995-96

Community Organizations Manager, Marion County Health Department, 1992-94

- Managed communications/marketing of Health Education, Promotion, Training Program; coordinated Indianapolis Alliance for Health Promotion, a 450-member education coalition, including board recruitment and staffing, financial transactions, record-keeping, and ghost-writing for executive director and board chairman
- Media efforts resulted in page-1 *Indianapolis Star* coverage of 1992 Behavioral Risk Factor Survey of Marion County (8/10/93) and of the community health audit (3/15/94)

Deputy Director for External Affairs, Indiana Department of Environmental Management, 1990-92

- Member of management team that headed five-person staff in media/community relations for state agency of 650; coordinated production of all publications from planning to budgeting, and ghost drafted correspondence for governor and commissioner signature
- Edited/produced *Indiana Environment*, a 12-page quarterly newsletter circulated to 4,000 statewide that out of 1,600 entries earned coveted 1991 Silver Ozzie Award from *Magazine Design & Production*

Media Relations Coordinator, Indiana/Purdue University at Indianapolis, 1983-90

- Earned 32 accolade letters for coordination of media relations with schools of dentistry, engineering/technology, journalism, liberal arts, and physical education, including organizing news conferences and photography projects; sought out for story ideas, sources
- Achieved extensive media attention; for example, in first half of 1989, secured 38 page-1 stories (six in *Indianapolis Star* or *News*), three Associated Press stories, nine United Press International, one in *Life* magazine and *The Sunday London Telegraph*

Publications Specialist, Indiana/Purdue University at Fort Wayne, 1982-83

- Produced publications for Community Relations Office, including monthly newsletter, quarterly alumni tabloid, and admissions recruitment booklet; initiated contract bids, tracked budgets/costs; coordinated media relations, news conferences, and special events
- Received city's top business publications award by International Association of Business Communicators in 1983 and 1984

Journalism Teacher/Publications Adviser, New Haven High School, 1980-82

- Advised biweekly student newspaper and 224-page yearbook production, supervising budgets, contracts, advertising, billings, printing, and distribution; instructed news reporting and writing, mass communication, graphic design and photography courses
- Students achieved top 1982 yearbook award in statewide contest at Ball State University; top newspaper design award in 1981 and 1982; Columbia Scholastic Press Association awarded 1981 yearbook first place with design, coverage, and advertising distinction

CONCURRENT ACADEMIC EXPERIENCE

Adjunct Instructor

Indiana University School of Journalism, Foundations of Journalism and Mass Communication, spring semester 2005-present, 1996, 1992, 1991, fall semesters 1998-2003, 1994, summer session 1994; News Writing and Reporting, summer session 1990, fall semester 1989; High School Journalism Institute, summers 1984-2004; Editor/Graphic Designer, institute *Insight* newspaper, summers 1985-87

Indiana University School of Liberal Arts at IUPUI, English Composition, fall semesters 1989, 1988, spring semester 1989

Ball State University Department of Journalism, High School Journalism Workshop, summers 1980-83

Teaching Consultant--Brebeuf Preparatory School, 1986-87

Evaluator

Girls Inc. national program honors reviewer, 2003-present; Twenty-First Century Community Learning Centers Grant reviewer, 2003; *Indianapolis Star*/IU Media Merit-thon, 1984-2002; Indiana High School Press Association, Hoosier Star (state's best) judge, 2001-present, publications critique service, 1988-2001; Pulliam Scholarship Review Committee, 1991; University of Texas, Interscholastic League Board of Judges, 1995; Kettle Moraine Press Association, publications critique service, Whitewater, Wisconsin, 1989

Academic Publication

Doing What Matters, the Bridges to Success Strategy for Building Community Schools, January 2004, United Way of Central Indiana, planned, researched, and authored publication's original drafts; *Indianapolis Star*, July 7, 2002, "Encouraging Better Schools by Drawing on Community Resources"; Indiana High School Press Association, co-authored revised publications critique guidelines, July 1995, June 1992; Ball State University *J communiqué*, articles on student publications production, Feb. 1985 and 1984; Work published in texts: *A Blueprint for Yearbooks Today* by Mary Raye Denton, Crescendo Publications, Dallas, 1979, features writing and design from Ball State yearbook; *Expositor*, Precision Printing, Muncie, 1977, required composition writing guide features theme written in freshman English composition course

JAMES E. GRIM, JR.—page 3

AFFILIATIONS

Great Indy Neighborhood Initiatives, Near Westside & West Indy steering committees (2006-present)
2006 Governor's Conference on Service and Volunteerism planning committee (2005-2006)
Indiana High School Summit Planning Committee, Indiana Department of Education (founding member 2005-present)
Success By 6, United Way/Annie E. Casey early childhood initiative public awareness committee (2005-present)
Ball State University Alumni Association Council (2003-05); Journalism Alumni Board (1995-present), President (2000-2003); 2005 Benny Award, highest Ball State honor for service and dedication to the university
Youth As Resources Marketing Committee (2002-present)
WESCO/Westside Weed & Seed Steering Committee (2001-present); Dr. Martin Luther King Jr. Peace Maker of the Year Award (2008); Westside Education Task Force and Westside Health committees
Community Outreach Partnership Center Council, IUPUI/WESCO neighborhood/university collaborative (2001-present)
Indy AfterSchool/Twenty-First Century Community Learning Centers Program Advisory Board (2001-2004)
Tarkington Tower Homeowners Association Board (2005-present & 2000-02), President (2005-present), Vice President (2000-01); Hospitality Committee (2003-2005); Newsletter Editor (1993-94)
Mary Rigg Neighborhood Center, Board Member (2000); Newsletter Editor (2001-2007)
Bridges to Success Marketing Committee, Newsletter Editor (1993-95)
Central Indiana Assist Coalition, Media Committee Chairman (1993-95)
Healthy Older People Project, Marketing/Public Relations Committee Chairman (1993-94)
Catholic Youth Organization, Public Relations Advisory Committee (1986-90)
Kappa Tau Alpha National Journalism Honorary (Inducted 1980)

EDUCATION

Master of Arts in journalism, Indiana University, December 31, 1988 (3.9/4.0 GPA)
Bachelor of Science in journalism, secondary education, and social work, Ball State University, May 16, 1980 (3.3/4.0 GPA)

Speaking Engagements

"Community Schools Make a Difference," Learning Communities National Conference (6/07), Indiana Learning Conference (1/08, 2/07), Public Schools and Health & Human Services workshop, Jefferson Parrish, La. (8/06), Indiana High School Summit (6/05), Columbus (Ohio) Compact (4/06), IU Education class (4/07, 9/06, & 3/05), National Association of Secondary School Principals, Orlando, Fla. (3/04); "Moving the Settlement House into the School," National Neighborhood Centers Association Conference, Indianapolis (10/03); "What a Hoosier Star Judge Looks For in Student Journalism," Indiana High School Press Association Convention (10/03); "Community/School Partnerships," School 14 community school enhancement committee (9/03), Regional Summit on Service and Volunteerism at IUPUI (8/03), Columbus (Ohio) Neighborhood Learning Centers Forum (4/03), Cleveland Forum (11/02), Culver community visit (11/02), IUPUI community health/education/social work courses (10/02, 9/02, 01, 11/99, 98), Coalition for Community Schools Washington, D.C. National Forum (6/02), Annie E. Casey Strengthening Connections Forum (5/02), Israel National Education Minister visit (4/02), Washington Community School Faculty In-Service (8/04 & 03, 11/01), Community Outreach Partnership Center Conference (10/01), Martindale/Brightwood Neighborhood Leaders visit (9/01), Omaha School/Community Leaders visit (11/01); Communities in Schools National Training Conference (10/01), AmeriCorps Training (9/01), Central Indiana Community Foundation meeting (8/01), IUPUI Faculty meeting (8/01), National After-School NSACA Conference (4/00); "Program Marketing and Working with the Media" (10/97, 95, 94); Mooresville H.S., "Careers in Public Relations" (5/92, 90); NEA/JEA National Convention, Indianapolis, "How Student Publications Prepare You for

Life" (10/90); IPFW Journalism Careers Day, "Preparation for Public Relations Careers" and "Yearbook Trends" (11/89); Ball State University yearbook staff, "Writing Catchy Headlines" (10/89), "Finding Award-Winning Coverage" (8/80); West Noble M.S., "Careers in Journalism" (5/89, 4/87), "Importance of Journalism Education" (5/77); Indiana High School Press Association Convention, "Coverage Ideas" (10/93-95, 91, 87); Ball State University publications design class, "Design Trends" (4/83); Women in Communications seminar, Fort Wayne, "Yearbook Trends" (9/81); Herff Jones yearbook seminar, "Photography Trends" (10/81); Associated Collegiate Press Convention, San Francisco, assisted yearbook adviser in discussion of the adviser's role (10/79); Richmond H.S., "Yearbook Trends" (11/79); Yorktown H.S., "Writing for Student Readers" (11/79)

ADDITIONAL EXPERIENCE

Editor-in-Chief, Ball State University 1979 *Orient* yearbook, 1978-1979

- Supervised 54-person staff, 464-page publication contents, camera-ready production, printing, and $80,000 budget
- Initiated comprehensive coverage, efficient production, quality control; first edition to meet printing deadline in a decade
- Honored at Associated Collegiate Press convention, San Francisco, for producing highest rated college yearbook of 1979

Keith A. Burke

Principal, George Washington Community School

Indianapolis Public Schools

Keith Burke is the Principal of IPS' George Washington Community School. He had been Assistant Principal at George Washington for two years before becoming principal in 2002.

Broad Ripple High School was where Keith Burke called home prior to his arrival at Washington. He taught social studies at Broad Ripple from 1995-2000, and was the Athletic Director at the north side school from 2000-2002. He also was the head football coach from 1995-2002 and led the Broad Ripple Rockets to five IPSAC conference championships in his seven years at the helm. He also led the Rockets to their first city championship since 1956 in the 2001 school year. Mr. Burke was named IPSAC Coach of the Year on four occasions and the Indianapolis Star Coach of the Year in 2001. He had also been a teacher and coach at Madisonville North Hopkins High School in Madisonville, Kentucky in 1993-1995.

Mr. Burke played college football at Western Kentucky University before a knee injury forced him from action. He had been an all-state and academic all-state football standout at Vincennes Lincoln High School and a state qualifier in the shot put.

PR/Award # U215J080108

2. LIST OF PARTNERS

(That Will Assist in Coordinating in Providing Services)

Mary Rigg Neighborhood Center, CBO-NFP, Applicant, Fiscal Agent

Indianapolis Public Schools-George Washington Community School

New CS: School #63

Projected CS: John Marshall Community School

Arlington Community School

Thomas Carlyle Howe Academy

Hawthorne Community Center (anchor)

Christamore House Community Center (anchor)

Indiana University Purdue University Indianapolis

Indy Parks and Recreation

Young Audiences of Indiana

La Plaza

Alpha Youth Foundation (affiliate of Cornerstone Church of Hope)

West Indianapolis Development Corporation (WIDC)

GWCS Dollars for Scholars Chapter (501 (c) (3)

Learning Well, Inc.

Midtown Community Mental Health

We Care Neighborhood Association

3. MEMORANDA OF UNDERSTANDING WITH PARTNERS

Memorandum of Understanding
GWCS Dollars for Scholars & Mary Rigg Neighborhood Center
For George Washington Community School

March 2008

The undersigned representatives of the GWCS Dollars for Scholars, an independent 501(c)(3), and the Mary Rigg Neighborhood Center, lead partner for the Full-Service Community School Initiative of Georg Washington Community School (GWCS), propose the following:

WHEREAS the parties to this Memorandum of Understanding desire to establish a defined collaborative mutually beneficial, ongoing partnership, and

WHEREAS GWCS students, their families, and communities benefit from partnership-provided services that address the conditions necessary for learning,

NOW, THEREFORE, the involved parties mutually agree to:

- Individually and collaboratively support the vision and mission of the Full-Service Communit Schools grant request as submitted and commit to fulfilling designated partnership roles an responsibilities upon success of the request.

- Participate as a collaborative member of the GWCS Community Advisory Committee that meets monthly and serves as the steering team for management of the Full-Service Community Schools grant with the Mary Rigg Neighborhood Center as lead partner and fisc agent. As such, our collaborative partnership creates a dynamic and supportive learning environment that nurtures and respects its members.

- GWCS Dollars for Scholars and the Mary Rigg Neighborhood Center through this defined relationship recognize that both entities can contribute to the collaborative work of:
  - Providing exemplary education supports for GWCS students, their families, and neighbors;
  - Providing quality programming supports to collectively secure necessary conditions for learning; and
  - Providing needed research and evaluation data to help measure benchmarks, goal and objectives from this collaborative service.

This purpose of this agreement is to:
1. Define the primary activities of each organization within this partnership.
2. Describe the collaborative procedures that will be followed by each organization.
3. Ensure that each agency cooperatively maintains regular, ongoing communication and shares responsibilities to ensure a successful partnership.

Responsibilities of Each Party

I. <u>Responsibilities of GWCS Dollars for Scholars</u>
   1. Provide leadership, fund-raising, and distribution of post-secondary educatior scholarships for GWCS graduates as part of our Learning Communities Initiative here in near-West Indianapolis.
   2. Provide individuals to assist with the annual College Goal Sunday for interested families in filling out their Federal Financial Aid Forms.
   3. Work with the Community School Coordinator and Learning Center

partnership and the Full-Service Community School Initiative; communicatior shall be made available in dual language format, as needed.

6. Engage in collaborative inquiry, professional and program development activities, and Community Advisory Committee endeavors, especially in response to newly identified community need and/or data supplied from the evaluation team during the formative evaluation process.

II. Responsibilities of Mary Rigg Neighborhood Center

1. Serve as lead partner/grant applicant and fiscal agent for the Initiative
2. Work with GWCS Dollars for Scholars to determine expectations of programming at GWCS.
3. Work collaboratively and in a timely fashion with GWCS Dollars for Scholars representatives to schedule provided programming, designated space, determine appropriate staffing needs, and provide grant funding designated f such services.
4. Communicate expectations for programming with GWCS and all partnering entities.
5. Promote GWCS Dollars for Scholars programming in conjunction with other collaborative offerings.
6. Work collaboratively with GWCS Dollars for Scholars to engage in inquiry, professional and program development activities, and staff Community Advisory Committee endeavors.

III. Responsibilities of George Washington Community School

1. Work through the Community School Coordinator/Learning Communities Initiative Director and Learning Center Coordinator to manage the partnershi agreements.
2. Provide access to school facilities and designated space for programming.
3. Facilitate communication between partners and GWCS staff regarding this agreement, its programming, and evaluation endeavors.
4. Engage in collaborative inquiry, professional and program development activities, and Community Advisory Committee work.

4/9/08

Kyle Kopke, President
GWCS Dollars for Scholars

Date

4-9-08

Clark Lienemann, Executive Director,
Mary Rigg Neighborhood Center

Date

4/8/08

Keith Burke, Principal
George Washington Community School

Date

Memorandum of Understanding
Indiana University Purdue University Indianapolis & Mary Rigg Neighborhood Center
For George Washington Community School

April 2008

The undersigned representatives of the Indiana University Purdue University Indianapolis (IUPUI) and the Mary Rigg Neighborhood Center, lead partner for the Full-Service Community School Initiative of George Washington Community School (GWCS), propose the following:

WHEREAS the parties to this Memorandum of Understanding desire to establish a defined collaborative, mutually beneficial, ongoing partnership, and

WHEREAS GWCS students, their families, and communities benefit from partnership-provided services that address the conditions necessary for learning,

NOW THEREFORE the involved parties mutually agree to:

- Individually and collaboratively support the vision and mission of the Full-Service Community Schools grant request as submitted and commit to fulfilling designated partnership roles and responsibilities upon success of the request.

- Participate as a collaborative member of the GWCS Community Advisory Committee that meets monthly and serves as the steering team for management of the Full-Service Community Schools grant with the Mary Rigg Neighborhood Center as lead partner and fiscal agent. As such, our collaborative partnership creates a dynamic and supportive learning environment that nurtures and respects its members.

- IUPUI and the Mary Rigg Neighborhood Center through this defined relationship recognize that both entities can contribute to the collaborative work of:
    - Providing exemplary education supports for GWCS students, their families, and neighbors;
    - Providing quality programming supports to collectively secure necessary conditions for learning; and
    - Providing needed research and evaluation data to help measure benchmarks, goals, and objectives from this collaborative service.

This purpose of this agreement is to:
1. Define the primary activities of each organization within this partnership.
2. Describe the collaborative procedures that will be followed by each organization.
3. Ensure that each agency cooperatively maintains regular, ongoing communication and shares responsibilities to ensure a successful partnership.

Responsibilities of Each Party

I. <u>Responsibilities of IUPUI</u>
1. Provide leadership and management of the George Washington Community School Wellness Center through the Fit for Life program
2. Provide tutoring for GWCS schools through programs such as the Sam H. Jones Community Service Scholar Program, the Fugate Scholars Program and various undergraduate service-learning courses.
3. Identify and coordinate opportunities for additional campus partnerships to benefit the students, families and teachers of George Washington Community School.
4. Work with the Community School Coordinator and Learning Center Coordinator to schedule and staff programming.
5. Provide evaluation data to measure benchmarks, goals, and objectives.

6. Facilitate communication between GWCS and IUPUI faculty, staff and students regarding this partnership and the Full-Service Community School Initiative; communication shall be made available in dual language format, as needed.
7. Engage in collaborative inquiry, professional and program development activities, and Community Advisory Committee endeavors, especially in response to newly identified community need and/or data supplied from the evaluation team during the formative evaluation process.

II. Responsibilities of Mary Rigg Neighborhood Center

1. Serve as lead partner/grant applicant and fiscal agent for the Initiative
2. Work with IUPUI staff through the Office of Neighborhood Partnerships to determine expectations of programming at GWCS.
3. Work collaboratively and in a timely fashion with IUPUI representatives to schedule programming, designated space, determine appropriate staffing needs, and provide grant funding for services.
4. Communicate expectations for programming with GWCS and all partnering entities
5. Promote IUPUI programming in conjunction with other collaborative offerings.
6. Work collaboratively with Christamore House to engage in inquiry, professional and program development activities, and staff Community Advisory Committee endeavors.

III. Responsibilities of George Washington Community School

1. Work through the Community School Coordinator and Learning Center Coordinator to manage the partnership agreements.
2. Provide access to school facilities and designated space for programming.
3. Facilitate communication between partners and GWCS staff regarding this agreement, its programming, and evaluation endeavors
4. Engage in collaborative inquiry, professional and program development activities, and Community Advisory Committee work.

Sharla Officer, Coordinator, 4/9/08 Date
IUPUI Office of Neighborhood Partnerships

Clark Lienemann, Executive Director, 4-9-08 Date
Mary Rigg Neighborhood Center

Keith Burke, Principal 4/9/08 Date
George Washington Community School

Memorandum of Understanding
Learning Well Inc. & Mary Rigg Neighborhood Center
For George Washington Community School

March 2008

The undersigned representatives of Learning Well Inc. and the Mary Rigg Neighborhood Center, lead partner for the Full-Service Community School Initiative of George Washington Community School (GWCS), propose the following:

WHEREAS the parties to this Memorandum of Understanding desire to establish a defined collaborative mutually beneficial, ongoing partnership, and

WHEREAS GWCS students, their families, and communities benefit from partnership-provided services that address the conditions necessary for learning,

NOW, THEREFORE, the involved parties mutually agree to:

- Individually and collaboratively support the vision and mission of the Full-Service Communit Schools grant request as submitted and commit to fulfilling designated partnership roles anc responsibilities upon success of the request.

- Participate as a collaborative member of the GWCS Community Advisory Committee that meets monthly and serves as the steering team for management of the Full-Service Community Schools grant with the Mary Rigg Neighborhood Center as lead partner and fisc agent. As such, our collaborative partnership creates a dynamic and supportive learning environment that nurtures and respects its members.

- Learning Well and the Mary Rigg Neighborhood Center through this defined relationship recognize that both entities can contribute to the collaborative work of:
  - Providing exemplary education supports for GWCS students, their families, and neighbors;
  - Providing quality programming supports to collectively secure necessary conditions for learning; and
  - Providing needed research and evaluation data to help measure benchmarks, goals and objectives from this collaborative service.

This purpose of this agreement is to:
1. Define the primary activities of each organization within this partnership.
2. Describe the collaborative procedures that will be followed by each organization.
3. Ensure that each agency cooperatively maintains regular, ongoing communication and shares responsibilities to ensure a successful partnership.

Responsibilities of Each Party

I. <u>Responsibilities of Learning Well Inc.</u>
   1. Provide school-based health care services to all students of GWCS at no cos to the students/parents or school. The LW health clinic will be open all of the hours that the school is in session.
   2. Provide coordination of care with IPS medical personnel for continuity of care
   3. Work with the Community School Coordinator and Learning Center Coordinator and staffs to schedule programming that ensures more students and families are served at GWCS.

partnership and the Full-Service Community School Initiative; communication shall be made available in dual language format, as needed.

6. Engage in collaborative inquiry, professional and program development activities, and Community Advisory Committee endeavors, especially in response to newly identified community need and/or data supplied from the evaluation team during the formative evaluation process.

II. Responsibilities of Mary Rigg Neighborhood Center

1. Serve as lead partner/grant applicant and fiscal agent for the Initiative
2. Work with Learning Well to determine expectations of programming at GWCS
3. Work collaboratively and in a timely fashion with USA Funds representatives schedule provided programming, designated space, determine appropriate staffing needs, and provide grant funding designated for such services.
4. Communicate expectations for programming with GWCS and all partnering entities.
5. Promote Learning Well services in conjunction with other collaborative offerings.
6. Work collaboratively with Learning Well to engage in inquiry, professional anc program development activities, and staff Community Advisory Committee endeavors.

III. Responsibilities of George Washington Community School

1. Work through the Community School Coordinator and Learning Center Coordinator to manage the partnership agreements.
2. Provide access to school facilities and designated space for programming.
3. Facilitate communication between partners and GWCS staff regarding this agreement, its programming, and evaluation endeavors.
4. Engage in collaborative inquiry, professional and program development activities, and Community Advisory Committee work.

Donna Stephens, Executive Director
Learning Well, Inc.

Date

Clark Lienemann, Executive Director,
Mary Rigg Neighborhood Center

4-9-08
Date

Keith Burke, Principal
George Washington Community School

Date

Memorandum of Understanding
Midtown Community Mental Health & Mary Rigg Neighborhood Center
For George Washington Community School

March 2008

The undersigned representatives of the Midtown Community Mental Health and the Mary Rigg Neighborhood Center, lead partner for the Full-Service Community School Initiative of George Washington Community School (GWCS), propose the following:

WHEREAS the parties to this Memorandum of Understanding desire to establish a defined collaborative, mutually beneficial, ongoing partnership, and

WHEREAS GWCS students, their families, and communities benefit from partnership-provided services that address the conditions necessary for learning,

NOW, THEREFORE, the involved parties mutually agree to:

- Individually and collaboratively support the vision and mission of the Full-Service Community Schools grant request as submitted and commit to fulfilling designated partnership roles and responsibilities upon success of the request.

- Participate as a collaborative member of the GWCS Community Advisory Committee that meets monthly and serves as the steering team for management of the Full-Service Community Schools grant with the Mary Rigg Neighborhood Center as lead partner and fiscal agent. As such, our collaborative partnership creates a dynamic and supportive learning environment that nurtures and respects its members.

- Midtown Community Mental Health and the Mary Rigg Neighborhood Center through this defined relationship recognize that both entities can contribute to the collaborative work of:
    - Providing exemplary education supports for GWCS students, their families, and neighbors;
    - Providing quality programming supports to collectively secure necessary conditions for learning; and
    - Providing needed research and evaluation data to help measure benchmarks, goals, and objectives from this collaborative service.

This purpose of this agreement is to:
1. Define the primary activities of each organization within this partnership.
2. Describe the collaborative procedures that will be followed by each organization.
3. Ensure that each agency cooperatively maintains regular, ongoing communication and shares responsibilities to ensure a successful partnership.

Responsibilities of Each Party

I. <u>Responsibilities of Midtown Community Mental Health</u>
1. Provide full array of mental health services for students and families at GWCS, in their homes and communities during school, after-school, and summer hours.
2. Provide full-time clinicians and case managers to work out of GWCS to address mental health needs of students and their families. They also will host weekly groups for special topics such as grief and anger management.
3. Work with the Community School Coordinator and Learning Center Coordinator to schedule and staff programming to ensure more after-school opportunities for students and families, including mental health services.
4. Provide evaluation data to measure benchmarks, goals, and objectives.

5. Facilitate communication between staff of Midtown Community Mental Health, Mary Rigg Neighborhood, GWCS, and neighborhood communities regarding this partnership and the Full-Service Community School Initiative; communication shall be made available in dual language format, as needed.
6. Engage in collaborative inquiry, professional and program development activities, and Community Advisory Committee endeavors, especially in response to newly identified community need and/or data supplied from the evaluation team during the formative evaluation process.

II. Responsibilities of Mary Rigg Neighborhood Center

1. Serve as lead partner/grant applicant and fiscal agent for the Initiative
2. Work with Midtown Community Mental Health staff to determine expectations of programming at GWCS.
3. Work collaboratively and in a timely fashion with Midtown Community Mental Health representatives to schedule programming, designated space, determine appropriate staffing needs, and provide grant funding for services.
4. Communicate expectations for programming with GWCS and all partnering entities.
5. Promote Midtown Community Mental Health services in conjunction with other collaborative offerings.
6. Work collaboratively with Midtown Community Mental Health to engage in inquiry, professional and program development activities, and staff Community Advisory Committee endeavors.

III. Responsibilities of George Washington Community School

1. Work through the Community School Coordinator and Learning Center Coordinator to manage the partnership agreements.
2. Provide access to school facilities and designated space for programming.
3. Facilitate communication between partners and GWCS staff regarding this agreement, its programming, and evaluation endeavors.
4. Engage in collaborative inquiry, professional and program development activities, and Community Advisory Committee work.

Margie Payne — 4/9/08
Margie Payne, CEO
Midtown Community Mental Health
Date

Clark Lienemann — 4-9-08
Clark Lienemann, Executive Director,
Mary Rigg Neighborhood Center
Date

Keith Burke — 4/9/08
Keith Burke, Principal
George Washington Community School
Date

Memorandum of Understanding
Hawthorne Community Center & Mary Rigg Neighborhood Center
For George Washington Community School

March 2008

The undersigned representatives of the Hawthorne Community Center and the Mary Rigg Neighborhood Center, lead partner for the Full-Service Community School Initiative of George Washington Community School (GWCS), propose the following:

WHEREAS the parties to this Memorandum of Understanding desire to establish a defined collaborative, mutually beneficial, ongoing partnership, and

WHEREAS GWCS students, their families, and communities benefit from partnership-provided services that address the conditions necessary for learning,

NOW, THEREFORE, the involved parties mutually agree to:

- Individually and collaboratively support the vision and mission of the Full-Service Community Schools grant request as submitted and commit to fulfilling designated partnership roles and responsibilities upon success of the request.

- Participate as a collaborative member of the GWCS Community Advisory Committee that meets monthly and serves as the steering team for management of the Full-Service Community Schools grant with the Mary Rigg Neighborhood Center as lead partner and fiscal agent. As such, our collaborative partnership creates a dynamic and supportive learning environment that nurtures and respects its members.

- Hawthorne Community Center and the Mary Rigg Neighborhood Center through this defined relationship recognize that both entities can contribute to the collaborative work of:
  - Providing exemplary education supports for GWCS students, their families, and neighbors;
  - Providing quality programming supports to collectively secure necessary conditions for learning; and
  - Providing needed research and evaluation data to help measure benchmarks, goals, and objectives from this collaborative service.

This purpose of this agreement is to:
1. Define the primary activities of each organization within this partnership.
2. Describe the collaborative procedures that will be followed by each organization.
3. Ensure that each agency cooperatively maintains regular, ongoing communication and shares responsibilities to ensure a successful partnership.

Responsibilities of Each Party

I. <u>Responsibilities of Hawthorne Community Center</u>
   1. Provide leadership and management of after-school programming for middle school-age students and interested area adults during after-school hours at GWCS for a total average of 25 hours/week when school is in session, including drug/alcohol abuse prevention, youth leadership, and community-based service project curriculum.
   2. Provide services for pre-school, before/after-school, GED, Spanish-speaking residents, Center for Working Families, and other social service programs for GWCS families living in Hawthorne neighborhoods.
   3. Work with the Community School Coordinator and Learning Center Coordinator to schedule and staff programming to ensure more after-school opportunities for students and families, including tutoring.

4. Provide evaluation data to measure benchmarks, goals, and objectives.
5. Facilitate communication between staff of Hawthorne Center, Mary Rigg Neighborhood, GWCS, and neighborhood communities regarding this partnership and the Full-Service Community School Initiative; communication shall be made available in dual language format, as needed.
6. Engage in collaborative inquiry, professional and program development activities, and Community Advisory Committee endeavors, especially in response to newly identified community need and/or data supplied from the evaluation team during the formative evaluation process.

II. Responsibilities of Mary Rigg Neighborhood Center

1. Serve as lead partner/grant applicant and fiscal agent for the Initiative
2. Work with Hawthorne Community Center staff to determine expectations of programming at GWCS.
3. Work collaboratively and in a timely fashion with Hawthorne Center representatives to schedule programming, designated space, determine appropriate staffing needs, and provide grant funding for services.
4. Communicate expectations for programming with GWCS and all partnering entities.
5. Promote Hawthorne Center programming in conjunction with other collaborative offerings.
6. Work collaboratively with Hawthorne Center to engage in inquiry, professional and program development activities, and staff Community Advisory Committee endeavors.

III. Responsibilities of George Washington Community School

1. Work through the Community School Coordinator and Learning Center Coordinator to manage the partnership agreements.
2. Provide access to school facilities and designated space for programming.
3. Facilitate communication between partners and GWCS staff regarding this agreement, its programming, and evaluation endeavors.
4. Engage in collaborative inquiry, professional and program development activities, and Community Advisory Committee work.

Diane Arnold — April 8 2008
Diane Arnold, Executive Director, Hawthorne Community Center — Date

Clark Lienemann — 4-7-08
Clark Lienemann, Executive Director, Mary Rigg Neighborhood Center — Date

Keith Burke — 4-7-08
Keith Burke, Principal, George Washington Community School — Date

Memorandum of Understanding
West Indianapolis Development Corporation & Mary Rigg Neighborhood Center
For George Washington Community School

March 2008

The undersigned representatives of the West Indianapolis Development Corporation (WIDC) and the Mary Rigg Neighborhood Center, lead partner for the Full-Service Community School Initiative of George Washington Community School (GWCS), propose the following:

WHEREAS the parties to this Memorandum of Understanding desire to establish a defined collaborative, mutually beneficial, ongoing partnership, and

WHEREAS GWCS students, their families, and communities benefit from partnership-provided services that address the conditions necessary for learning,

NOW, THEREFORE, the involved parties mutually agree to:

- Individually and collaboratively support the vision and mission of the Full-Service Community Schools grant request as submitted and commit to fulfilling designated partnership roles and responsibilities upon success of the request.

- Participate as a collaborative member of the GWCS Community Advisory Committee that meets monthly and serves as the steering team for management of the Full-Service Community Schools grant with the Mary Rigg Neighborhood Center as lead partner and fiscal agent. As such, our collaborative partnership creates a dynamic and supportive learning environment that nurtures and respects its members.

- WIDC and the Mary Rigg Neighborhood Center through this defined relationship recognize that both entities can contribute to the collaborative work of:
  - Providing exemplary education supports for GWCS students, their families, and neighbors;
  - Providing quality programming supports to collectively secure necessary conditions for learning; and
  - Providing needed research and evaluation data to help measure benchmarks, goals, and objectives from this collaborative service.

This purpose of this agreement is to:
1. Define the primary activities of each organization within this partnership.
2. Describe the collaborative procedures that will be followed by each organization.
3. Ensure that each agency cooperatively maintains regular, ongoing communication and shares responsibilities to ensure a successful partnership.

Responsibilities of Each Party

I. <u>Responsibilities of WIDC</u>
   1. Provide leadership and organization point for neighborhood housing issues and Great Indy Neighborhood Initiative (GINI) collaboration with GWCS, its students, and families.
   2. Provide opportunities and supports for community-based service projects for GWCS students, their families, and communities.
   3. Work with the Community School Coordinator and Learning Center Coordinator to schedule and staff programming to ensure more after-school opportunities for students and families, particularly neighborhood leadership and community-based service.
   4. Provide evaluation data to measure benchmarks, goals, and objectives.

5. Facilitate communication between WIDC, Mary Rigg Neighborhood, GWCS, and other neighborhood communities regarding this partnership and the Full-Service Community School Initiative; communication shall be made available in dual language format, as needed.
6. Engage in collaborative inquiry, professional and program development activities, and Community Advisory Committee endeavors, especially in response to newly identified community need and/or data supplied from the evaluation team during the formative evaluation process.

II. Responsibilities of Mary Rigg Neighborhood Center

1. Serve as lead partner/grant applicant and fiscal agent for the Initiative
2. Work with WIDC leadership to determine expectations of programming at GWCS.
3. Work collaboratively and in a timely fashion with WIIDC representatives to schedule programming, designated space, determine appropriate staffing needs, and provide grant funding for services.
4. Communicate expectations for programming with GWCS and all partnering entities.
5. Promote WIDC services in conjunction with other collaborative offerings.
6. Work collaboratively with We Care Neighborhood Association to engage in inquiry, professional and program development activities, and staff Community Advisory Committee endeavors.

III. Responsibilities of George Washington Community School

1. Work through the Community School Coordinator and Learning Center Coordinator to manage the partnership agreements.
2. Provide access to school facilities and designated space for programming.
3. Facilitate communication between partners and GWCS staff regarding this agreement, its programming, and evaluation endeavors.
4. Engage in collaborative inquiry, professional and program development activities, and Community Advisory Committee work.

Jeff Gearhart, Executive Director — 4/7/08 Date
WIDC

Clark Lienemann, Executive Director, — 4-7-08 Date
Mary Rigg Neighborhood Center

Keith Burke, Principal — 4-7-08 Date
George Washington Community School

Memorandum of Understanding
Alpha Youth Foundation & Mary Rigg Neighborhood Center
For George Washington Community School

March 2008

The undersigned representatives of the Alpha Youth Foundation (an affiliate of the Cornerstone Church of Hope) and the Mary Rigg Neighborhood Center, lead partner for the Full-Service Community School Initiative of George Washington Community School (GWCS), propose the following:

WHEREAS the parties to this Memorandum of Understanding desire to establish a defined collaborative, mutually beneficial, ongoing partnership, and

WHEREAS GWCS students, their families, and communities benefit from partnership-provided services that address the conditions necessary for learning,

NOW, THEREFORE, the involved parties mutually agree to:

- Individually and collaboratively support the vision and mission of the Full-Service Community Schools grant request as submitted and commit to fulfilling designated partnership roles and responsibilities upon success of the request.

- Participate as a collaborative member of the GWCS Community Advisory Committee that meets monthly and serves as the steering team for management of the Full-Service Community Schools grant with the Mary Rigg Neighborhood Center as lead partner and fiscal agent. As such, our collaborative partnership creates a dynamic and supportive learning environment that nurtures and respects its members.

- Alpha Youth Foundation and the Mary Rigg Neighborhood Center through this defined relationship recognize that both entities can contribute to the collaborative work of:
  - Providing exemplary education supports for GWCS students, their families, and neighbors;
  - Providing quality programming supports to collectively secure necessary conditions for learning; and
  - Providing needed research and evaluation data to help measure benchmarks, goals, and objectives from this collaborative service.

This purpose of this agreement is to:

1. Define the primary activities of each organization within this partnership.
2. Describe the collaborative procedures that will be followed by each organization.
3. Ensure that each agency cooperatively maintains regular, ongoing communication and shares responsibilities to ensure a successful partnership.

Responsibilities of Each Party

I. <u>Responsibilities of Alpha Youth Foundation</u>

1. Provide leadership and management of Transitional Life Skills and Developmental Programming for 100 students (up to 25 each nine weeks) at GWCS, Monday-Friday after school, for an average 10 hours weekly. The curriculum focuses on: tutoring, anger management, career development, conflict resolution, community closet, drug use prevention, entrepreneur skills development, general life skills, parenting, mentoring, food pantry (participants in need are given backpack of food for weekend on Fridays), transportation and fatherhood.
2. Work with the Community School Coordinator and Learning Center Coordinator to schedule and staff programming to ensure mentoring opportunities for students.

3. Provide evaluation data to measure benchmarks, goals, and objectives.
4. Facilitate communication between staff of Alpha Youth Foundation, Mary Rigg Neighborhood, GWCS, and neighborhood communities regarding this partnership and the Full-Service Community School Initiative; communication shall be made available in dual language format, as needed.
5. Engage in collaborative inquiry, professional and program development activities, and Community Advisory Committee endeavors, especially in response to newly identified community need and/or data supplied from the evaluation team during the formative evaluation process.

II. Responsibilities of Mary Rigg Neighborhood Center

1. Serve as lead partner/grant applicant and fiscal agent for the Initiative
2. Work with Alpha Youth Foundation staff to determine expectations of programming at GWCS.
3. Work collaboratively and in a timely fashion with Alpha Youth Foundation representatives to schedule programming, designated space, determine appropriate staffing needs, and provide grant funding for services.
4. Communicate expectations for programming with GWCS and all partnering entities.
5. Promote Alpha Youth Foundation programming in conjunction with other collaborative offerings.
6. Work collaboratively with Alpha Youth Foundation to engage in inquiry, professional and program development activities, and staff Community Advisory Committee endeavors.

III. Responsibilities of George Washington Community School

1. Work through the Community School Coordinator and Learning Center Coordinator to manage the partnership agreements.
2. Provide access to school facilities and designated space for programming.
3. Facilitate communication between partners and GWCS staff regarding this agreement, its programming, and evaluation endeavors.
4. Engage in collaborative inquiry, professional and program development activities, and Community Advisory Committee work.

Kevin Perry, Executive Director, Alpha Youth Foundation — Date 04/01/2008

Clark Lienemann, Executive Director, Mary Rigg Neighborhood Center — Date 4-7-08

Keith Burke, Principal, George Washington Community School — Date 4-7-08

Memorandum of Understanding
Christamore House & Mary Rigg Neighborhood Center
For George Washington Community School

March 2008

The undersigned representatives of the Christamore House and the Mary Rigg Neighborhood Center, lead partner for the Full-Service Community School Initiative of George Washington Community School (GWCS), propose the following:

WHEREAS the parties to this Memorandum of Understanding desire to establish a defined collaborative, mutually beneficial, ongoing partnership, and

WHEREAS GWCS students, their families, and communities benefit from partnership-provided services that address the conditions necessary for learning,

NOW, THEREFORE, the involved parties mutually agree to:

- Individually and collaboratively support the vision and mission of the Full-Service Community Schools grant request as submitted and commit to fulfilling designated partnership roles and responsibilities upon success of the request.

- Participate as a collaborative member of the GWCS Community Advisory Committee that meets monthly and serves as the steering team for management of the Full-Service Community Schools grant with the Mary Rigg Neighborhood Center as lead partner and fiscal agent. As such, our collaborative partnership creates a dynamic and supportive learning environment that nurtures and respects its members.

- Christamore House and the Mary Rigg Neighborhood Center through this defined relationship recognize that both entities can contribute to the collaborative work of:
  - Providing exemplary education supports for GWCS students, their families, and neighbors;
  - Providing quality programming supports to collectively secure necessary conditions for learning; and
  - Providing needed research and evaluation data to help measure benchmarks, goals, and objectives from this collaborative service.

This purpose of this agreement is to:

1. Define the primary activities of each organization within this partnership.
2. Describe the collaborative procedures that will be followed by each organization.
3. Ensure that each agency cooperatively maintains regular, ongoing communication and shares responsibilities to ensure a successful partnership.

Responsibilities of Each Party

I. <u>Responsibilities of Christamore House</u>
   1. Provide leadership and management of Peace in the Streets programming for students and interested area adults during after-school hours at GWCS for a total average of 5 hours/week when school is in session, including Community Works violence prevention and community-based service project curriculum.
   2. Provide services for pre-school, GED, adult re-entry, and other social service programs for GWCS families living in WESCO neighborhoods.
   3. Work with the Community School Coordinator and Learning Center Coordinator to schedule and staff programming to ensure more after-school opportunities for students and families, including tutoring.
   4. Provide evaluation data to measure benchmarks, goals, and objectives.

5. Facilitate communication between staff of Christamore House, Mary Rigg Neighborhood, GWCS, and neighborhood communities regarding this partnership and the Full-Service Community School Initiative; communication shall be made available in dual language format, as needed.
6. Engage in collaborative inquiry, professional and program development activities, and Community Advisory Committee endeavors, especially in response to newly identified community need and/or data supplied from the evaluation team during the formative evaluation process.

II. Responsibilities of Mary Rigg Neighborhood Center

1. Serve as lead partner/grant applicant and fiscal agent for the Initiative
2. Work with Christamore House staff to determine expectations of programming at GWCS.
3. Work collaboratively and in a timely fashion with Christamore House representatives to schedule programming, designated space, determine appropriate staffing needs, and provide grant funding for services.
4. Communicate expectations for programming with GWCS and all partnering entities.
5. Promote Christamore House programming in conjunction with other collaborative offerings.
6. Work collaboratively with Christamore House to engage in inquiry, professional and program development activities, and staff Community Advisory Committee endeavors.

III. Responsibilities of George Washington Community School

1. Work through the Community School Coordinator and Learning Center Coordinator to manage the partnership agreements.
2. Provide access to school facilities and designated space for programming.
3. Facilitate communication between partners and GWCS staff regarding this agreement, its programming, and evaluation endeavors.
4. Engage in collaborative inquiry, professional and program development activities, and Community Advisory Committee work.

Dionne M Leslie — 3/31/08

Dionne Leslie, Executive Director, Christamore House — Date

Clark Lienemann — 4-7-08

Clark Lienemann, Executive Director, Mary Rigg Neighborhood Center — Date

Keith A Burke — 4-7-08

Keith Burke, Principal, George Washington Community School — Date

Memorandum of Understanding
La Plaza & Mary Rigg Neighborhood Center
For George Washington Community School

March 2008

The undersigned representatives of the La Plaza and the Mary Rigg Neighborhood Center, lead partner for the Full-Service Community School Initiative of George Washington Community School (GWCS), propose the following:

WHEREAS the parties to this Memorandum of Understanding desire to establish a defined collaborative, mutually beneficial, ongoing partnership, and

WHEREAS GWCS students, their families, and communities benefit from partnership-provided services that address the conditions necessary for learning,

NOW, THEREFORE, the involved parties mutually agree to:

- Individually and collaboratively support the vision and mission of the Full-Service Community Schools grant request as submitted and commit to fulfilling designated partnership roles and responsibilities upon success of the request.

- Participate as a collaborative member of the GWCS Community Advisory Committee that meets monthly and serves as the steering team for management of the Full-Service Community Schools grant with the Mary Rigg Neighborhood Center as lead partner and fiscal agent. As such, our collaborative partnership creates a dynamic and supportive learning environment that nurtures and respects its members.

- LaPlaza and the Mary Rigg Neighborhood Center through this defined relationship recognize that both entities can contribute to the collaborative work of:
  - Providing exemplary education supports for GWCS students their families, and neighbors;
  - Providing quality programming supports to collectively secure necessary conditions for learning; and
  - Providing needed research and evaluation data to help measure benchmarks, goals, and objectives from this collaborative service.

This purpose of this agreement is to:

1. Define the primary activities of each organization within this partnership.
2. Describe the collaborative procedures that will be followed by each organization.
3. Ensure that each agency cooperatively maintains regular, ongoing communication and shares responsibilities to ensure a successful partnership.

Responsibilities of Each Party

I. <u>Responsibilities of La Plaza</u>

1. Provide Mother/Daughter and Tu Futuro programming for Hispanic students during and after school. Through presentations, workshops, and group meetings, La Plaza staff will inform and encourage the students' personal development and pursuit of a post-secondary education.
2. Provide information and programming for Hispanic individuals and families throughout Indianapolis in the areas of education, health and social services, and arts and culture.
3. Work with the Community School Coordinator and Learning Center Coordinator to schedule and staff programming to ensure more after-school opportunities for students and families, including Hispanic families.
4. Provide evaluation data to measure benchmarks, goals, and objectives.

5. Facilitate communication between staff of La Plaza, Mary Rigg Neighborhood, GWCS, and neighborhood communities regarding this partnership and the Full-Service Community School Initiative; communication shall be made available in dual language format, as needed.
6. Engage in collaborative inquiry, professional and program development activities, and Community Advisory Committee endeavors, especially in response to newly identified community need and/or data supplied from the evaluation team during the formative evaluation process.

II. Responsibilities of Mary Rigg Neighborhood Center

1. Serve as lead partner/grant applicant and fiscal agent for the Initiative
2. Work with La Plaza staff to determine expectations of programming at GWCS.
3. Work collaboratively and in a timely fashion with Midtown Community Mental Health representatives to schedule programming, designated space, determine appropriate staffing needs, and provide grant funding for services.
4. Communicate expectations for programming with GWCS and all partnering entities.
5. Promote La Plaza services in conjunction with other collaborative offerings.
6. Work collaboratively with La Plaza to engage in inquiry, professional and program development activities, and staff Community Advisory Committee endeavors.

III. Responsibilities of George Washington Community School

1. Work through the Community School Coordinator and Learning Center Coordinator to manage the partnership agreements.
2. Provide access to school facilities and designated space for programming.
3. Facilitate communication between partners and GWCS staff regarding this agreement, its programming, and evaluation endeavors.
4. Engage in collaborative inquiry, professional and program development activities, and Community Advisory Committee work.

Jasmine Roberts, representative — 4/1/08 Date
La Plaza

Clark Lienemann, Executive Director, — 4-7-08 Date
Mary Rigg Neighborhood Center

Keith Burke, Principal — 4-7-08 Date
George Washington Community School

Memorandum of Understanding
Young Audiences of Indiana & Mary Rigg Neighborhood Center
For George Washington Community School

March 2008

The undersigned representatives of the Young Audiences of Indiana and the Mary Rigg Neighborhood Center, lead partner for the Full-Service Community School Initiative of George Washington Community School (GWCS), propose the following:

WHEREAS the parties to this Memorandum of Understanding desire to establish a defined collaborative, mutually beneficial, ongoing partnership, and

WHEREAS GWCS students, their families, and communities benefit from partnership-provided services that address the conditions necessary for learning,

NOW, THEREFORE, the involved parties mutually agree to:

- Individually and collaboratively support the vision and mission of the Full-Service Community Schools grant request as submitted and commit to fulfilling designated partnership roles and responsibilities upon success of the request.

- Participate as a collaborative member of the GWCS Community Advisory Committee that meets monthly and serves as the steering team for management of the Full-Service Community Schools grant with the Mary Rigg Neighborhood Center as lead partner and fiscal agent. As such, our collaborative partnership creates a dynamic and supportive learning environment that nurtures and respects its members.

- Young Audiences of Indiana and the Mary Rigg Neighborhood Center through this defined relationship recognize that both entities can contribute to the collaborative work of:
  - Providing exemplary education supports for GWCS students, their families, and neighbors;
  - Providing quality programming supports to collectively secure necessary conditions for learning; and
  - Providing needed research and evaluation data to help measure benchmarks, goals, and objectives from this collaborative service.

This purpose of this agreement is to:
1. Define the primary activities of each organization within this partnership.
2. Describe the collaborative procedures that will be followed by each organization.
3. Ensure that each agency cooperatively maintains regular, ongoing communication and shares responsibilities to ensure a successful partnership.

Responsibilities of Each Party

I. <u>Responsibilities of Young Audiences of Indiana</u>
   1. Provide management, recruitment, and scheduling of arts programming by Young Audiences professional artists to work with students and interested families in workshops and program series during after-school hours at GWCS. Program topic options include making music, instrument workshops, drummers, urban dance fusion, community art, theatre of inclusion, and coARTing, scheduled each nine weeks through after-school coordinators and Young Audiences representatives.
   2. Work with the Community School Coordinator and Learning Center Coordinator to schedule and staff programming to ensure mentoring opportunities for students.
   3. Provide evaluation data to measure benchmarks, goals, and objectives.

4. Facilitate communication between staff of Young Audiences of Indiana, Mary Rigg Neighborhood, GWCS, and neighborhood communities regarding this partnership and the Full-Service Community School initiative; communication shall be made available in dual language format, as needed.
5. Engage in collaborative inquiry, professional and program development activities, and Community Advisory Committee endeavors, especially in response to newly identified community need and/or data supplied from the evaluation team during the formative evaluation process.

II. Responsibilities of Mary Rigg Neighborhood Center

1. Serve as lead partner/grant applicant and fiscal agent for the initiative
2. Work with Young Audiences of Indiana staff to determine expectations of programming at GWCS.
3. Work collaboratively and in a timely fashion with Young Audiences of Indiana representatives to schedule programming, designated space, determine appropriate staffing needs, and provide grant funding for services.
4. Communicate expectations for programming with GWCS and all partnering entities.
5. Promote Young Audiences of Indiana programming in conjunction with other collaborative offerings.
6. Work collaboratively with Young Audiences of Indiana to engage in inquiry, professional and program development activities, and staff Community Advisory Committee endeavors.

III. Responsibilities of George Washington Community School

1. Work through the Community School Coordinator and Learning Center Coordinator to manage the partnership agreements.
2. Provide access to school facilities and designated space for programming.
3. Facilitate communication between partners and GWCS staff regarding this agreement, its programming, and evaluation endeavors.
4. Engage in collaborative inquiry, professional and program development activities, and Community Advisory Committee work.

JoEllen Florio Rosebo, Executive Director, Young Audiences of Indiana — Date 4-7-08

Clark Lienemann, Executive Director, Mary Rigg Neighborhood Center — Date 4-7-08

Keith Burke, Principal, George Washington Community School — Date 4-7-08

Memorandum of Understanding
Indy Parks and Recreation & Mary Rigg Neighborhood Center
For George Washington Community School

March 2008

The undersigned representatives of the Consolidated City of Indianapolis, Indy Parks and Recreation (Indy Parks and Recreation) and the Mary Rigg Neighborhood Center, lead partner for the Full-Service Community School Initiative of George Washington Community School (GWCS), propose the following:

WHEREAS the parties to this Memorandum of Understanding desire to establish a defined collaborative, mutually beneficial, ongoing partnership, and

WHEREAS GWCS students, their families, and communities benefit from partnership-provided services that address the conditions necessary for learning,

NOW, THEREFORE, the involved parties mutually agree to:

- Individually and collaboratively support the vision and mission of the Full-Service Community Schools grant request as submitted and commit to fulfilling designated partnership roles and responsibilities upon success of the request.

- Participate as a collaborative member of the GWCS Community Advisory Committee that meets monthly and serves as the steering team for management of the Full-Service Community Schools grant with the Mary Rigg Neighborhood Center as lead partner and fiscal agent. As such, our collaborative partnership creates a dynamic and supportive learning environment that nurtures and respects its members.

- Indy Parks and Recreation and the Mary Rigg Neighborhood Center through this defined relationship recognize that both entities can contribute to the collaborative work of:
  - Providing exemplary education supports for GWCS students, their families, and neighbors;
  - Providing quality programming supports to collectively secure necessary conditions for learning; and
  - Providing needed research and evaluation data to help measure benchmarks, goals, and objectives from this collaborative service.

  This purpose of this agreement is to:
  1. Define the primary activities of each organization within this partnership.
  2. Describe the collaborative procedures that will be followed by each organization.
  3. Ensure that each agency cooperatively maintains regular, ongoing communication and shares responsibilities to ensure a successful partnership.

Responsibilities of Each Party

I. <u>Responsibilities of Indy Parks and Recreation:</u>
   1. Provide GWCS with certified lifeguard staff during school hours for physical education classes during the fall and spring academic semesters.
   2. Provide lifeguards for other after school activities, not to exceed six (6) hours per week during the fall and spring academic semesters.
   3. Provide after school programs geared toward expanding access to art, physical well-being, social well-being, and psychological well-being to GWCS students and residents in the GWCS district.
   4. Provide all community members of the GWCS district with access to an aquatic facility outside of educational hours.
   5. Provide evaluation data to measure benchmarks, goals, and objectives.

6. Facilitate communication among staff of Indy Parks and Recreation, Mary R Neighborhood, GWCS, and neighborhood communities regarding this partnership and the Full-Service Community School Initiative; communicati shall be made available in dual language format, as needed.
7. Engage in collaborative inquiry, professional and program development activities, and Community Advisory Committee endeavors, especially in response to newly identified community need and/or data supplied from the evaluation team during the formative evaluation process.

II. Responsibilities of Mary Rigg Neighborhood Center

1. Serve as lead partner/grant applicant and fiscal agent for the Initiative
2. Work with Indy Parks and Recreation staff to determine expectations of programming at GWCS.
3. Work collaboratively and in a timely fashion with Indy Parks representative schedule programming, designated space, determine appropriate staffing needs, and provide grant funding for services.
4. Communicate expectations for programming with GWCS and all partnering entities.
5. Promote Indy Parks programming in conjunction with other collaborative offerings.
6. Work collaboratively with Indy Parks to engage in inquiry, professional and program development activities, and staff Community Advisory Committee endeavors.

III. Responsibilities of George Washington Community School

1. Work through the Community School Coordinator and Learning Center Coordinator to manage the partnership agreements.
2. Provide access to school facilities and designated space for programming.
3. Facilitate communication between partners and GWCS staff regarding this agreement, its programming, and evaluation endeavors.
4. Engage in collaborative inquiry, professional and program development activities, and Community Advisory Committee work.

Jennifer Varela — 3-31-08

Jennifer Varela, Administrator — Date
Community Recreation and Sports Div.
Indy Parks and Recreation

Clark Liemmann — 4-7-08

Clark Liemmann, Executive Director, — Date
Mary Rigg Neighborhood Center

Keith A. Butler — 4-7-08

Memorandum of Understanding
We Care Neighborhood Association & Mary Rigg Neighborhood Center
For George Washington Community School

March 2008

The undersigned representatives of the We Care Neighborhood Association and the Mary Rigg Neighborhood Center, lead partner for the Full-Service Community School Initiative of George Washington Community School (GWCS), propose the following:

WHEREAS the parties to this Memorandum of Understanding desire to establish a defined collaborative, mutually beneficial, ongoing partnership, and

WHEREAS GWCS students, their families, and communities benefit from partnership-provided services that address the conditions necessary for learning,

NOW, THEREFORE the involved parties mutually agree to:

- Individually and collaboratively support the vision and mission of the Full-Service Community Schools grant request as submitted and commit to fulfilling designated partnership roles and responsibilities upon success of the request.

- Participate as a collaborative member of the GWCS Community Advisory Committee that meets monthly and serves as the steering team for management of the Full-Service Community Schools grant with the Mary Rigg Neighborhood Center as lead partner and fiscal agent. As such, our collaborative partnership creates a dynamic and supportive learning environment that nurtures and respects its members

- We Care Neighborhood Association and the Mary Rigg Neighborhood Center through this defined relationship recognize that both entities can contribute to the collaborative work of:
    - Providing exemplary education supports for GWCS students, their families, and neighbors;
    - Providing quality programming supports to collectively secure necessary conditions for learning; and
    - Providing needed research and evaluation data to help measure benchmarks, goals, and objectives from this collaborative service.

  This purpose of this agreement is to:
  1. Define the primary activities of each organization within this partnership.
  2. Describe the collaborative procedures that will be followed by each organization.
  3. Ensure that each agency cooperatively maintains regular, ongoing communication and shares responsibilities to ensure a successful partnership.

Responsibilities of Each Party

I. <u>Responsibilities of We Care Neighborhood Association</u>
   1. Provide leadership and organization point for neighborhood collaboration with GWCS, its students, and families.
   2. Provide opportunities and supports for community-based service project for GWCS students, their families, and communities.
   3. Work with the Community School Coordinator and Learning Center Coordinator to schedule and staff programming to ensure more after-school opportunities for students and families, particularly neighborhood leadership and community-based service.
   4. Provide evaluation data to measure benchmarks, goals, and objectives
   5. Facilitate communication between We Care Neighborhood Association, Mary Rigg Neighborhood, GWCS, and other neighborhood communities regarding

this partnership and the Full-Service Community School Initiative communication shall be made available in dual language format, as needed.

6. Engage in collaborative inquiry, professional and program development activities, and Community Advisory Committee endeavors, especially in response to newly identified community need and/or data supplied from the evaluation team during the formative evaluation process

II. Responsibilities of Mary Rigg Neighborhood Center

1. Serve as lead partner/grant applicant and fiscal agent for the Initiative
2. Work with We Care Neighborhood Association leadership to determine expectations of programming at GWCS.
3. Work collaboratively and in a timely fashion with We Care Neighborhood Association representatives to schedule programming, designated space, determine appropriate staffing needs, and provide grant funding for services.
4. Communicate expectations for programming with GWCS and all partnering entities.
5. Promote We Care Neighborhood Association services in conjunction with other collaborative offerings.
6. Work collaboratively with We Care Neighborhood Association to engage in inquiry, professional and program development activities, and staff Community Advisory Committee endeavors

III. Responsibilities of George Washington Community School

1. Work through the Community School Coordinator and Learning Center Coordinator to manage the partnership agreements.
2. Provide access to school facilities and designated space for programming.
3. Facilitate communication between partners and GWCS staff regarding this agreement, its programming, and evaluation endeavors.
4. Engage in collaborative inquiry, professional and program development activities, and Community Advisory Committee work.

Patty Harris, Officer Representative
We Care Neighborhood Association

Date

Clark Lienemann, Executive Director,
Mary Rigg Neighborhood Center

7-8-08
Date

Keith Burke, Principal
George Washington Community School

7/8/08
Date

4. APPLICANT CAPACITY TO PROVIDE

and

COORDINATE QUALIFIED SERVICES AT FSCS

MARY RIGG NEIGHBORHOOD CENTER:

Not For Profit Status

Independent Auditor's Report

Statements of Financial Position from the Auditor

Organizational Capacity Points

Historical Narrative on Partnership and Capacity

Qualified Services (at GWCS and at 3 Anchor Community Centers)

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: AUG 16 2004

MARY RIGG NEIGHBORHOOD CENTER
INCORPORATED
C/O ROBERT BURGBACHER
1920 W MORRIS ST
INDIANAPOLIS, IN 46221

Employer Identification Number:
35-0868954
DLN:
17053119032014
Contact Person:
DEL TRIMBLE ID# 31309
Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
April 28, 1938
Contribution Deductibility:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

If you distribute funds to other organizations, your records must show whether they are exempt under section 501(c)(3). In cases where the recipient organization is not exempt under section 501(c)(3), you must have evidence the funds will be used for section 501(c)(3) purposes.

If you distribute funds to individuals, you should keep case histories showing the recipient's name and address; the purpose of the award; the manner of selection; and the relationship of the recipient to any of your officers, directors, trustees, members, or major contributors.

We have sent a copy of this letter to your representative as indicated in your

Letter 947 (DO/CG)

RJPile
BUSINESS SAVVY CPAs
\sav•vy\- astute, knowledgeable, intuitive, proficient

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Mary Rigg Neighborhood Center, Inc.
Indianapolis, Indiana

We have audited the accompanying statements of financial position of Mary Rigg Neighborhood Center, Inc. as of March 31, 2007 and 2006, and the related statements of activities, functional expenses and cash flows for the years then ended. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with U.S. generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Mary Rigg Neighborhood Center, Inc. as of March 31, 2007 and 2006, and the changes in its net assets and its cash flows for the years then ended in conformity with U.S. generally accepted accounting principles.

RJ Pile, LLC

Indianapolis, Indiana
September 12, 2007

MARY RIGG NEIGHBORHOOD CENTER, INC.

STATEMENTS OF FINANCIAL POSITION

March 31, 2007 and 2006

	2007	Restated 2006
ASSETS		
CURRENT ASSETS		
Cash and cash equivalents	$ 440,310	$ 272,307
Accounts receivable	245,559	187,236
TOTAL CURRENT ASSETS	685,869	459,543
INVESTMENTS		
Mutual funds	93,678	95,631
PROPERTY AND EQUIPMENT		
Land	50,498	50,498
Building	3,644,225	3,638,265
Furniture, equipment and vehicles	160,033	160,033
	3,854,756	3,848,796
Less accumulated depreciation	(1,323,048)	(1,190,252)
	2,531,708	2,658,544
TOTAL ASSETS	$ 3,311,255	$ 3,213,718
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Current maturities of long-term debt	$ 171,508	$ 33,130
Current maturities of liability under split-interest agreement	17,388	16,893
Accounts payable	15,858	6,890
Accrued expenses	77,360	39,731
TOTAL CURRENT LIABILITIES	282,114	96,644
LONG-TERM AND OTHER LIABILITIES		
Liability under split-interest agreement, less current maturities	27,029	44,429
Debt, less current maturities	-	170,867
TOTAL LONG-TERM AND OTHER LIABILITIES	27,029	215,296
NET ASSETS		
Unrestricted	2,570,151	2,655,149
Temporarily restricted	431,961	246,629
TOTAL NET ASSETS	3,002,112	2,901,778
TOTAL LIABILITIES AND NET ASSETS	$ 3,311,255	$ 3,213,718

See Notes to Financial Statements

MARY RIGG
STATEMENTS
For years ended

	2007		
	Unrestricted	Temporarily Restricted	Total
SUPPORT AND REVENUE			
Grants, awards and contracts	$ 716,431	$ 526,583	$ 1,243,014
United Way (Note 6)	462,308	-	462,308
Contributions	92,862	-	92,862
In-kind contributions	100,942	-	100,942
Program service fees	134,510	-	134,510
Fundraising	22,445	-	22,445
Rental income	121,664	-	121,664
Other revenue, gains and losses (Note 7)	(12,262)	-	(12,262)
TOTAL SUPPORT AND REVENUE BEFORE RELEASE OF NET ASSETS FROM RESTRICTIONS	1,638,900	526,583	2,165,483
NET ASSETS RELEASED FROM RESTRICTIONS	341,251	(341,251)	-
TOTAL SUPPORT AND REVENUE	1,980,151	185,332	2,165,483
EXPENSES			
Advertising and printing	13,751	-	13,751
Conferences, meetings, education	4,215	-	4,215
Contributions, dues and awards	14,204	-	14,204
Depreciation	152,406	-	152,406
Fundraising	3,605	-	3,605
Interest	15,512	-	15,512
Occupancy	98,851	-	98,851
Other program expense	20,752	-	20,752
Payroll, taxes and benefits	986,001	-	986,001
Postage and shipping	2,361	-	2,361
Professional and contractual services	132,217	-	132,217
Repairs and maintenance	40,024	-	40,024
Specific assistance	102,250	-	102,250
Stipends and Americorp in-kind payroll	402,429	-	402,429
Supplies	59,733	-	59,733
Technology	5,634	-	5,634
Travel, meals and entertainment	11,204	-	11,204
TOTAL EXPENSES	2,065,149	-	2,065,149
CHANGE IN NET ASSETS	(84,998)	185,332	100,334
NET ASSETS			
Beginning of year	2,655,149	246,629	2,901,778
Restatement	-	-	-
Beginning of year - restated	2,655,149	246,629	2,901,778
End of year	$ 2,570,151	$ 431,961	$ 3,002,112

See Notes to the Financial Statements

Organizational Capacity Points

Mary Rigg Neighborhood Center (MRNC) was the fiscal agent and managed the entire AmeriCorps federal grant program for Central Indiana through 2006 at which time it had served in that capacity for the limit of the AmeriCorps program. MRNC had a successful closing of the AmeriCorps program.

Recent Federal Funded programs that have been successfully implemented and managed by MRNC include:
Corporation for National Community Service – (This was a Type A major program) CFDA 94.006

US Department of Housing and Urban Development CFDA 14.xxx
Department of Housing and Urban Development (Center of Disease Control) CFDA 93.xxx
US Department of Education, 21st Community Learning Centers CFDA 84.287
US Department of Homeland Security (Federal Emergency Management Agency) CFDA 97.XXX

MRNC has recently successfully managed department of Health grants, MRNC houses a federally funded Head Start program as well as the Division of Family Resources that provides access to federal Medicaid, TANF, and Food Stamps programs. MRNC is a qualified provider of services that are funded by State of Indiana Department of Family and Social Services Administration, and receives funding through the federal Community Development Block Grant program and is in full compliance. MRNC has been audited by respective state and federal agencies and is in good standing with no significant findings noted for any of these programs.

MRNC audited by R.J. Pile, one of the largest accounting and auditing firms in Indianapolis – has a two year "clean" unqualified audit opinion for the previous two years.

MRNC is a 501c3 corporation registered in State of Indiana, in good standing.
Has an independent Board of Directors.

MRNC has 28 employees, annual operating budget $1.9 million (average of last three years) over 400 volunteers. 23 board of directors

MRNC is part of United Neighborhood Centers of Indianapolis, one of the lead Implementation partners for "Great Indy Neighborhoods Initiative" (GINI) one of only six neighborhood areas chosen in Indianapolis.

Mary Rigg Neighborhood Center (MRNC) is in full compliance of United Way agency governance and fiscal accountability requirements as a United Way agency.

Partnership History:

Mary Rigg Neighborhood Center was established in 1911 as a social service community center to serve those of poverty in West Indy and has continued to do this. When George Washington High School was closed by the Indianapolis Public Schools, Mary Rigg was instrumental in the re-opening of GWCS in 2000 and has been an integral partner since that time, often bringing other partners and expertise to the table, especially providing leadership during the time of a principal transition (when the original founding principal, Eileen Champagne, retired and a new principal, Keith Burke, came on-board). Mary Rigg, a United Way Agency, under the capable leadership of Clark Lienneman, has provided the leadership, oversight, and professional development to expand the community services offered at the Center; these programs now include: computer training classes for adults, GED, a health clinic, health education and family AIDS network, family self sufficiency, senior citizen services, youth services and youth employment services, Head Start, preschool and a bilingual preschool, and children's summer day camp. MRNC has sufficient experience in handling federal, state, and foundation grants (such as the US DOE 21st Century Community Learning Centers grant, the State Early Intervention Reading grant, the huge regional National Community Service AmeriCorps grant [managing it for all of Central Indiana], USA Funds, the US Dept. of Health, Eli Lilly Foundation, and others) to ensure the Project will be conducted on time and within the budget, and that the budget is sufficient to achieve the desired Goals, Objectives, and Performance Measurements. The Mary Rigg Center has sufficient capacity to provide and coordinate all of the qualified services at a FSCS. It will provide the leadership and develop a community-wide infrastructure that promotes the systematic plan to improve continued academic learning and student and community engagement while fostering positive youth development for all students, family, and community members both during and after school, at the school and at the 3 community anchors.

QUALIFIED SERVICES TO BE PROVIDED:

(Numbers are aligned with listed services in RFP)

TO BE PROVIDED ON SITE AT GEORGE WASHING COMMUNITY SCHOOL:

2. **Remedial education and academic enrichment activities**

3. **Parent involvement and family literacy activities**

4. **Mentoring and youth development programs**

5. **Parenting education and leadership**

6. **Community service and service learning**

9. **Nutrition services**

10. **Primary health care**

11. **Mental health counseling**

12. **Adult education and ENL for adults**

TO BE PROVIDED AT THE 3 COMMUNITY CENTER ANCHORS:

1. **Early childhood education**

8. **Job training, career counseling services and GED**

5. OTHER APPENDICES

- **LETTERS OF COMMITMENT AND SUPPORT**
  - **Indiana University CUME Evaluation Team**
  - **Dr. Eugene White, Superintendent, Indianapolis Public Schools**
  - **Evan Bayh, U. S. Senate**
  - **Mitch Daniels, Governor, State Of Indiana**

- **BIBLIOGRAPHY**

- **DIAGRAM OF PARTNERSHIP**

LETTERS:

COMMITMENT:

Indiana University

Center for Urban & Multicultural Education

(Evaluation Team)

Dr. Eugene G. White, Superintendent

Indianapolis Public Schools

SUPPORT:

Mitch Daniels, Governor

State of Indiana

Evan B. Bayh

U.S. Senate

LETTER OF COMMITMENT FROM EVALUATOR

CENTER FOR URBAN AND MULTICULTURAL EDUCATION

INDIANA UNIVERSITY

School of Education
IUPUI

The Center for Urban and Multicultural Education (CUME), a research and evaluation center at Indiana University, is committed to partnering with the Mary Rigg Neighborhood Center and Indianapolis Public Schools in the evaluation of the "Circle City Learning Community" Full Service Community School Grant project. CUME will provide a comprehensive formative and summative independent evaluation of the five year program. The evaluation team will be led by professors Joshua Smith and Monica Medina, both experts in the area of community-school partnerships and educational evaluation. (See Vitae.)

We look forward to this continued collaboration.

Joshua S. Smith (Signed electronically; hard copy available upon request)

Interim Director

Center for Urban and Multicultural Education

Assistant Professor of Educational Psychology

Indiana University-Purdue University Indianapolis

PR/Award # U215J080108

Indianapolis Public Schools

The John Morton-Finney Center for Educational Services
120 East Walnut Street
Indianapolis, IN 46204
TEL 317-226-4411 FAX 317-226-4936

Eugene G. White, Ed.D.
Superintendent

April 8, 2008

U.S. DOE Secretary Margaret Spelling
Attn: Morgan S. Brown
Assistant Deputy Secretary for
Innovation and Improvement
United States Department of Education
Washington, D.C.

Dear Dr. Brown:

As the Superintendent for the Indianapolis Public Schools, it is my pleasure to write this letter of support for the Full Service Community Schools Grant proposal being submitted by the Mary Rigg Neighborhood Center in Indianapolis on behalf of the Indianapolis Public Schools (IPS). Mary Rigg is recognized here in Indianapolis as providing many needed social services, in particular to the low income families on the near Westside.

This grant will focus on an expansion of school day and evening academic and community services at the George Washington Community School as well as provide guidance and technical assistance, as desired, to four other IPS schools that will become community schools. Those schools are: a new elementary school that is a feeder into GWCS, School # 63, and three newly re-constituted high schools, John Marshall, T.C. Howe, and Shortridge, all serving grades 7-12. The overall demographics for IPS illustrate its need as an urban school district lacking in a strong tax base for support. IPS is a district of 35,257 students, located in the Federally-designated Urban Areas Security Initiative jurisdiction and a Federal Enterprise Zone; it is 79% poverty (by Federal Free & Reduced Lunch Guidelines) and 77% minority, including a rapidly growing ENL enrollment of over 11%, the majority located on the Westside.

Mary Rigg, as a community center, has been instrumental in the development of GWCS as a full service school since 2000 and also has been an integral partner with IPS on many projects, including a GED program and a bi-lingual preschool program, both located at Mary Rigg. Both Mary Rigg and another anchor community center in the proposal, Hawthorne Community Center, have provided much leadership and community building with the other 25 partners also included in this grant proposal.

George Washington Community School, with a 90% poverty rate and a 56% minority rate, serves a neighborhood that is in transition, with a 300% increase in the Hispanic population over the past

5 years, but a serious loss of industry and jobs during the same timeframe. The school will serve over 1200 students next year, grades 7-12, and the special Over-aged program, grades 4-6, as well as over 9,000 families and community members.

George Washington Community School has already been recognized nationally as a model emerging leader in community schools, as shown below, and is an outstanding candidate to provide national leadership in this successful movement:

(1) Named "one of the nation's best examples of a school as center of community" by KnowledgeWorks Foundation in 2004;

(2) Selected as one of six school communities to participate in a Learning Communities Initiative by Scholarship America and USA Funds in 2005; and,

(3) Received the National Community School Award in 2006.

This grant award will allow the school to expand social, physical, psychological/emotional and academic supports through its anchoring community center partners, Hawthorne Community Center and Christamore House, to more fully support and serve students, families, and the community. One particular expansion will include the Learning Center at the school being open every day from 7 a.m. to 8 p.m. and on weekends and in the summer for students' academic, behavioral, and recreational supports and career, recreation, GED, and English language classes for community members.

I am particularly pleased that Mary Rigg, on behalf of the Indianapolis Public Schools, is submitting for this grant. I highly recommend your serious consideration of this proposal, and if I may provide any additional information, please contact me.

Sincerely,

Eugene G. White, Ed.D.
Superintendent

RUSSELL SENATE OFFICE BUILDING
WASHINGTON, DC 20510-1404
(202) 224-5623
http://bayh.senate.gov

1650 MARKET TOWER
10 WEST MARKET STREET
INDIANAPOLIS, IN 46204
(317) 554-0760

United States Senate

WASHINGTON, DC 20510-1404

SELECT COMMITTEE ON INTELLIGENCE
SMALL BUSINESS
SPECIAL COMMITTEE ON AGING

April 8, 2008

U.S. DOE Secretary Margaret Spelling
Attn: Morgan S. Brown
Assistant Deputy Secretary for
Innovation and Improvement
United States Department of Education
Washington, D.C.

Dear Morgan Brown:

As the United States Senator representing the State of Indiana, it is my pleasure to write this letter of support for the Full Service Community Schools grant proposal being submitted by the Mary Rigg Neighborhood Center to work with the Indianapolis Public Schools. Mary Rigg Center is a social service community center, opened in 1911, to serve those of poverty on the near Westside of Indianapolis. The grant will focus on the George Washington Community Schools, part of the Indianapolis Public Schools, and 3 other IPS schools that are in the planning stage of becoming a full service community school. Mary Rigg was instrumental in the re-opening of GWCS in 2000 and has been an integral partner since that time, providing leadership and community building with the other 25 partners also involved in the grant proposal.

George Washington Community School, with a 90% poverty rate and a 56% minority rate, serves a neighborhood that is in transition, with a 300% increase in the Hispanic population over the past 5 years, but a serious loss of industry and jobs during the same timeframe. The school will serve over 1200 students next year, grades 7-12, and a special Over-aged program, grades 4-6, as well as over 9,000 families and community members.

George Washington Community School has already been recognized nationally as a model emerging leader in community schools, as shown below:

(1) Named "one of the nation's best examples of a school as center of community" by KnowledgeWorks Foundation in 2004;

(2) Selected as one of six school communities to participate in a Learning Communities Initiative by Scholarship America and USA Funds in 2005; and,

(3) Received the National Community School Award in 2006.

This grant award will allow the school to expand social, physical, psychological/emotional and academic supports through its anchoring community center partners, Hawthorne Community Center and Christamore House, to more fully support and serve students, families, and the community. One particular expansion will include the school being open every day from 7 a.m. to 8 p.m. and on weekends and in the summer for students' academic, behavioral, and recreational supports and career, recreation, GED, and English language classes for community members. In subsequent years of the grant, Mary Rigg and George Washington will also be available as a model to provide technical assistance, guidance on community building, and workshops on neighborhood involvement to a new neighborhood IPS elementary feeder school, School # 63, and to three newly-created grade 7-12 high schools, John Marshall, Thomas Carlyle Howe, and Shortridge

I am particularly pleased that Mary Rigg, in partnership with the Indianapolis Public Schools, is submitting for this grant to serve my constituents. I highly recommend your serious consideration of this proposal. If I may provide any additional information, please contact me.

Sincerely,

Evan Bayh

STATE OF INDIANA
OFFICE OF THE GOVERNOR
State House, Second Floor
Indianapolis, Indiana 46204

Mitchell E. Daniels, Jr.
Governor

April 8, 2008

Doug Mesecar
Assistant Deputy Secretary
Office of Innovation and Improvement
United States Department of Education
400 Maryland Ave, SW
Washington, D.C. 20202

Dear Assistant Deputy Secretary Mesecar,

As the Governor of the State of Indiana, it is my pleasure to write this letter of support for the Full Service Community Schools grant proposal being submitted by the Mary Rigg Neighborhood Center in partnership with the Indianapolis Public Schools. Mary Rigg Center is a social service community center, opened in 1911, to serve those of poverty on the near Westside of Indianapolis. The partners will focus on George Washington Community School (GWCS), part of the Indianapolis Public Schools (IPS), and three other IPS schools that are in the planning stage and will become full service community schools. Mary Rigg was instrumental in the re-opening of GWCS in 2000 and has been an integral partner since that time, providing leadership and community-building along with the other 25 partners also involved in the grant proposal.

GWCS, with a 90% poverty rate and a 56% minority rate, serves a neighborhood that is in transition, with a 300% increase in the Hispanic population over the past five years, and with a significant loss of industry and jobs during the same time. The school will serve over 1200 students next year in grades 7-12, and also has a special Over-aged program, grades 4-6, as well as over 9,000 families and community members. GWCS has already been recognized nationally by different organizations as a model full service community school, but this grant would greatly enrich its comprehensive programs.

This grant award will allow the school to expand academic, social, physical and psychological/emotional supports through its anchoring community center partners, Hawthorne Community Center and Christamore House, to more fully support and serve students, families, and the community. One particular expansion will include the school being open every day from 7 a.m. to 8 p.m. and on weekends and in the summer for students' academic, behavioral, and recreational supports and career, recreation, GED, and English language classes for community members. In subsequent years of the grant, Mary Rigg and GWCS will also be available as a model to provide technical assistance and guidance to a new IPS elementary feeder school, School # 63, and to three newly-created grade 7-12 high schools, John Marshall, Thomas Carlyle Howe, and Shortridge.

I am particularly pleased that Mary Rigg, in partnership with the Indianapolis Public Schools, is applying for this grant to serve a community in such need. I highly recommend this proposal for funding and urge your strong consideration.

Sincerely,

Mitch Daniels

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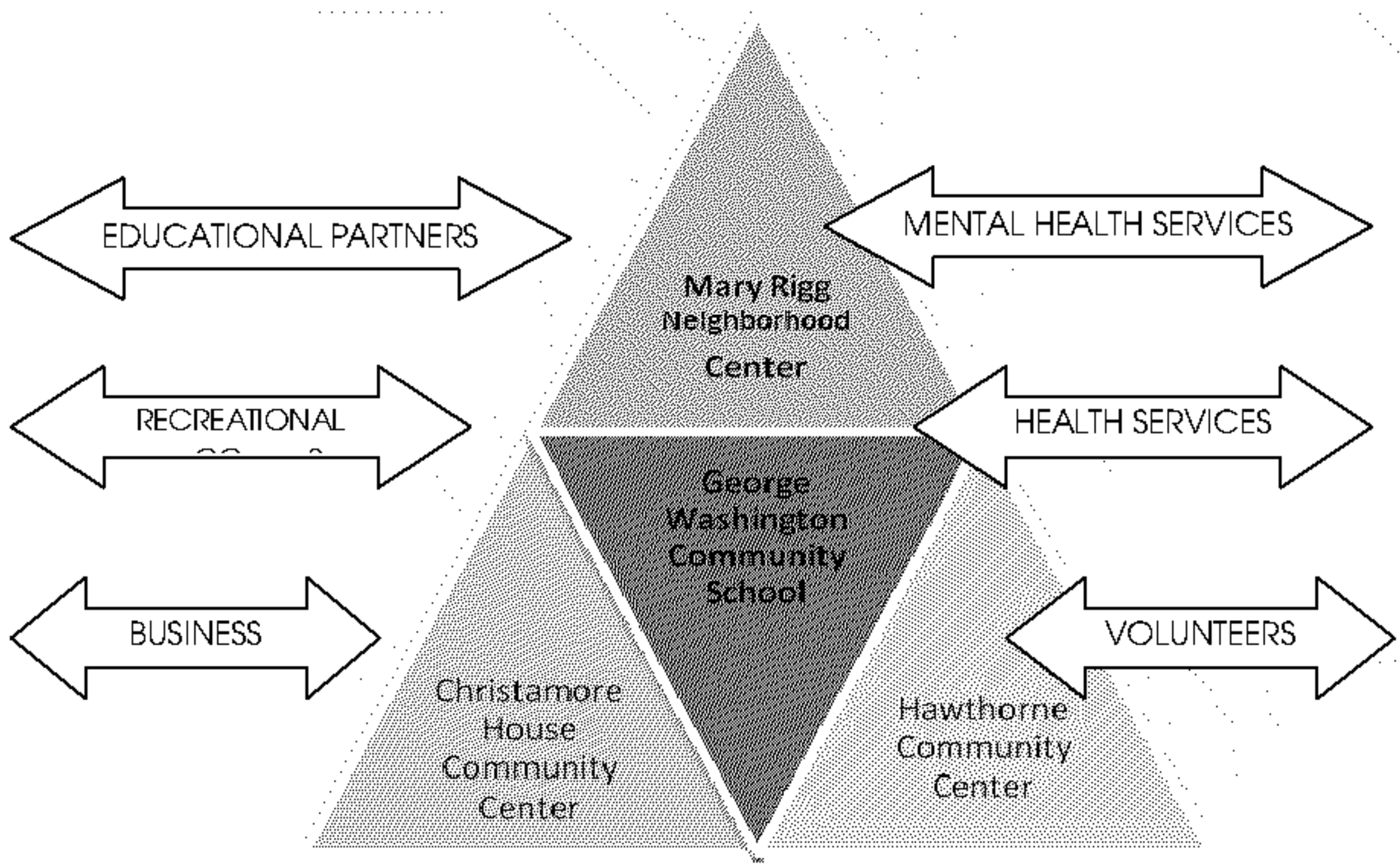
DIAGRAM OF ORGANIZATIONAL PARTNERS



IPS School	Poverty Rate	Minority Rate	Including % Hispanic	% Passing Both Math & Lang Arts on I-STEP+	School Passing AYP	Level, if failed AYP
School #63	93%	84%	18%	41%	Yes	
Arlington	77%	96%	3%	24%	No	5 Yrs-failing Supple Services
Howe	77%	50%	10%	27%	No	6th Yr-failing Restructuring
Marshall	67%	95%	12%	27%	No	6th Yr-failing Restructuring

CHART SHOWING 4 IPS SCHOOLS PROJECTED TO BE COMMUNITY SCHOOLS

Budget Narrative

Budget Narrative

Attachment 1:
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Budget Full Paragraph Narrative—Years 1-5

(Coordinated with Budget Spread Sheets on following pages, 1-8)

Category

1. **Personnel.** Personnel are budgeted for a Community School Coordinator and a Project Manager. The magnitude of this project demands that there be both positions in expanding this emerging national model.

   The full-time Community School Coordinator will coordinate all 25 partners, (staff CSC meetings ensuring that representative students and parents continue on the Committee, adding representative ENL and special needs students; serve on the school's leadership team; represent the school at 12 monthly community meetings; work with the new elementary FSCS (in Yr. 1) and Howe, Arlington, and Marshall 7-12 community high schools (Yr. 3 & 4) for which GWCS will serve as the model; prepare publications and overall media releases; maintain and build relationships and partner-ships; lead the development of the summer and weekend programs; coordinate off-site, satellite activities; provide leadership; and establish technical assistance workshops and visits, and, with principal assistance oversee professional development activities for staff, partners, and community. It is projected that the Community School Coordinator will be Mr. Jim Grim, who will provide 100% of his time in the leadership role of coordinating all partners, expanding the community base, providing the workshops and capacity-building workshops for other schools, and oversight and coordination between the 3 anchors and GWCS. Grim has served as the CSC/Learning Communities Initiative Director at GWCS since the school opened 8 years ago, developing it into the high-profile, award-winning program that it currently has become. This spring he will receive the 2008 Spirit of Philanthropy Award from Indiana University for his community engagement work.

   A full-time Project Manager also will be hired (at 100% FTE) to oversee the daily operations at the school, including management of the Learning Center programming, schooldays 1:30-7:30 p.m. and 4 hours on Saturdays; coordinate with the school teachers, after-school providers, parents, and families; establish the organizational structure for the extended day and ensure that all activities and programs take place in a timely and appropriate manner; establish and maintain a Project website; supervise AmeriCorps and other volunteers and work-study tutors; complete reports; and work with the external evaluation team for on-going assessment and improvement.
   There are minor raises in Yrs. 2, 3, & 5 for both positions. There is no set HR table for raises. (The clerical/fiscal assistant will be a contract employee; see below.)

2. **Fringe Benefits.** Benefits are computed at 20 % of salary for the Project Coordinator and the Project Manager. (There are no fringe benefits for contract employees.)

3. **Travel.** Travel is budgeted for all 5 years for potential required grant conference trips or for extremely beneficial conferences, such as the FSCS Conference in Portland this year. Estimated costs are reasonable, based on IPS-allowable per diem (as an example) and air

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fare is estimated higher than current costs due to the cost increase in air fuel. It is projected that in Yr. 1 the CS Coordinator, the Project Manager, and the Exec Dir. Of Mary Rigg will attend. In subsequent years, the 3rd choice might be GWCS principal or one of the new IPS community schools, a community member, a member of the CAC, or a business partner. Air travel is estimated based on economy class tickets, purchased 3 weeks in advance. Hotel prices are mid range for a major city. The same amount is included for all 5 years, so that Conference participation can continue. Further, it is projected (& hoped) that GWCS, as an emerging national model, will present at a national conference in Yr. 5.

Additional Travel is included for 290 bus passes/per year at a discounted rate of $1 each. These are for families to attend events, counseling, classes, etc. at the schools and at the anchor community centers. For a school region of 90% poverty, transportation can quickly become a major barrier to participation, especially for the 24% new Hispanic families who may have difficulty getting a driver's license, insurance, etc., some due to legalities.

4. **Equipment.** The only equipment costs are for a lap top computer and printer for the Project Manager, purchased in Yr. 1.the technical equipment to aid in the distance learning, pod casting, productions of DVDs, video

5. **Materials & Supplies.** Costs for materials for technical assistance and preparing for workshops include printing costs of preparing a binder outlining each step of the preparation, outreach, etc. for each person on the school team (community members, partners, etc.), handouts, videos, professional readings, books for team and advisory committee members, etc. Yr. 1 is for additional materials for GWCS and its partners as well as School #63. The increase is costs for Yr. 2-5 is because it is projected that 3 additional IPS schools that have been identified as community schools will be involved, and also by Yr. 4-5, GWCS should be putting on workshops, and providing technical assistance, panel discussions, etc. for schools from across the country.

   Office materials and supplies are kept to a minimum (only allowing $5000) in every year for paper, every-day printing for the extended day Learning Center activities, parent outreach, etc.

   Incentives are increased by $800 after Yr. 1and then stay the same each year to encourage attendance and participation, in particular of community members. Child care (like transportation) can be a major barrier to coming to a community center, school, or other site whether for a parent/teacher conference or counseling or a class that might prepare you with job skills. Incentives, such as backpacks or school supplies and school planners also work very well to attract extra parents and students to attend Family Night, etc.

   There currently, for Yr. 1, should be some left over LCI funds to assist in staff and materials cost in the Learning community Initiative that promotes college-going, so this amount is only $5000 in Yr.1. In Yrs. 2-4, it is increased to $10,000, for there will be no project external financial assistance with this program that brings in local famous

personalities, such as Colts' players, who talk about their college education, or getting students signed up for the 21st Century Scholars program and tracking them to re-register each year, stay out of trouble, stay in school, etc. By Yr. 5, the amount is decreased to $8,000 as the Project looks toward sustainability without grant funds. A small amount is included each year for the school wide service learning project, increasing slightly in Yr 3-5, as the school grows, the cost will also grow. This projects might be a one-day park beautification project, or neighborhood river cleanup, or other timely projects, spread over the entire school year, such as feeding the homeless in a nearby shelter.

6. **Contractual Services. (All contracted services will be bid in accordance with EDGAR and districts' HR policies, but are expected to be similar to the following:**

   a. IPS will provide 2 teachers, daily, for tutoring and to oversee the HS Learning Center
   b. Due to the importance of lifeskills being taught in the afterschool LC (and coordinated with the Health curriculum during the day), $5000 is set aside annually for a SAMSHA-evidence based curriculum to be purchased and used on a daily basis. This curriculum should include a character development component, but is critical for students growing up in the inner city demographics, cited, such as Too Good for Drugs/Too Good for Violence.
   c. It is projected that school-based teachers will work in the LC afterschool, at their normal curriculum rate of $14.40/hr, for 4 hours (4 days) a week for 1 9-week session each. The cost is figured at 4 such clubs per every 9 weeks; these clubs could range from soccer to manners to basic auto repairs to chess, etc. They will be overseen by the Project Director, daily.
   d. The administrative assistance will do clerical and fiscal assistance at Mary Rigg and will be a part time contract employee with no benefits from the grant. Yr 1 is a higher amount, as it will take extra time/work to set up the initial administration, budgets, and evaluation preparation for the grant. Yrs. 2-5 show a small increase in pay for this part time administrative assistant
   e. The custodian will be paid for his extra hours; at the other schools, it is projected that custodian hours can be shifted to accommodate meetings and initial development projects.
   f. A career night will be conducted at least 1x/9 weeks for both students and adults throughout the life of the grant with a small amount of $200 set aside for special notices, translators, etc.
   g. A DVD about GWCS will be developed to give to all visitors, parents, community members and prospective new community school teams. The cost will be spread out over the first 4 years with an extra amount in Yr. 1 in order to get the project started . This area includes marketing to expand knowledge of services at the 3 anchors partners as well as at GWCS and the other schools.
   h. Hawthorne Community Center will provide a comprehensive afterschool program for the MS students, serving a minimum average of 60 students a night in order to continue. This program will take place daily during the school year until 7 p.m. and for 4 hours on Sat as well as for 4 hours daily during the summer for 4-6 weeks. This program will include tutoring, recreation, anti-drug/violence lessons,

snacks, art or music or other specials lessons, and some external trips to a Challenge Course, the university, etc.
The $50,000 is a fixed amount each year and is $15,000 less than what the City-wide Afterschool Coalition suggests, but community collaboration will allow Hawthorne to reduce its costs. This will be at GWCS.

i. Financial Literacy and Workforce Development are major problems in this poverty-ridden west side of Indianapolis, especially for Hispanics due to many barriers, including language. In Yr. 1, Hawthorn and Mary Rigg will provide these special services through the MR Center for Working Families, and Hawthorne's job initiative also. All 3 centers will provide assistance at GSCS for students and families job hunts and job improvements. In Yrs. 2-5, it is projected that Christamore House will also start a jobs initiative and the amount of $21,000 will be split among the 3 CBOs.

j. The Church of Hope will provide daily tutors and mentors for the identified most-a-risk students and will also provide a take-home meal for the weekend for these youth and additionally for any (even self-identified) homeless youth.

k. $5000 is set aside in Yr 1, increasing to $8,000 in Yrs 2 & , for tutors and mentors, as special costs arise, such as paying for transportation for volunteers or working with the Child Family Church School Enrichment Center that pays minimum wages to senior citizens from inner city churches to tutor IPS students, after a brief training program and with supervision.

l. Indy Parks will be hired to maintain the pool M-S, have open swim, set up a swim team, provide Red Cross certification in lifeguarding, CPR, and swimming and have special needs students participate in the Special Olympics, including swimming and track. Yr. 5 is decreased to $20,000 in preparation for self-sustainability.

m. IUPUI will provide management of the fitness/wellness center as well as obtaining 6 new pieces of cardio equipment in Yrs 1-4; it also will run a Cooking club with health, nutrition, and diet lessons for parents as well as students; it also will do cooking and will use the $2,000/yr to purchase cooking materials and books and magazine on diet, nutrition, healthy ethnic recipes, etc.

n. Young Audiences will provide art, music, theatre, and dance classes to all students in the Learning Center afterschool program, Yrs. 1-5, a needed enrichment as these programs are eliminated or drastically reduced during the school day due to cost cutbacks.

o. Providing needed healthcare and mental health services has been problematic due to the recent changes in qualifying and signing up for Medicare. A reducing amount, from $30,000 in the first 2 yrs to $26,000, $20,000 and $20,000 in Yr. 5 has been set aside to assist the Learning Well clinic and the Mental Health clinic in providing services immediately while they try to get the client qualified for services either through Medicaid or the state health insurance program, CHIPS. It is projected that by Yr. 5, this difficulty will be corrected by legislation or policy and that the $20,000 will be used to provide services to others who "slip through the cracks."

p. Dr. Jordan provides free basic dental care to the GWCS students; this small annual amount would allow him to provide additional services, as needed, to some students.

q. The Parent Partnership Center is a U.S. DOE identified Parent Information Resource Center and is very experienced in providing workshops, in dual languages, to parents to engage them in the learning process of their children (while also engaging them in bettering their own opportunities). They will provide an average of 8 workshops during the annual year, and the cost is reduced in Yr. 5 only as MR prepares the initiative for sustainability. (Note: As costs are reduced in Yr. 5, it is projected based on experience that partners will look and find other sources, "step up to the plate," etc. as they will not want to see their own hard work and the fruits of that labor cease.)

r. The External Formative and Summative Evaluations are a critical component to this initiative as GWCS is expanding and emerging as a national model. It will be significant
to have an external evaluation providing guidance and feedback for on-going improvement during Yrs. 1-4 and to also summarize the findings in a valid and reliable scientific, evidence-based, format for national recognition and replication of the full service/full community model (utilizing the 3 community centers as anchors with the school). The costs are projected higher in Yr. 1 ($45,000) due to initial surveys, set up, etc. and in Yr. 5 ($50,000) due to the final reports, evaluation summaries, presentations, Performance Measurement for the US DOE Secretary, etc. Yrs. 2-4 are reduced to $26,666 each with a total of 7% of the grant costs going towards evaluation, a reasonable and customary amount.

s. GW School, as a former HS, has a rich and important history in the community with the potential for many partners and supporters, ranging from former NBA great George McGinnis to the next door neighbor, Phyllis Usher who owns Usher Funeral Parlor. These alumni, as well as the current graduating classes of alumni-to-be, have much to offer GW as a Community School. Outreach must be made to these alumni, including supports for the recent graduates who are going on to college or careers, especially providing tutoring and mentoring to that group in the Learning Center on evenings and weekends, as developed through the life of the grant. An extra $2000 in Yr 1 and $1000 in Yr 2 are included as a plan is developed for services for the new graduates, inducting them into the Alumni Group, etc. so they continue to be a part of the GW Community!

t. This is for educational (scholarship) awards for IUPUI students, called Service Scholars, who come to GWCS for 6 hrs a wk to mentor and tutor GW students into becoming college-going students. This award is for 10 students a year Yr. 1-5, at a cost of $1000/student, as these other young people are so effective in reaching the youth still in HS.

u. Professional development for staff and community partners is a critical component in the success of this initiative. If the staff continue to do everything in the "same ole' way" the change in school hours or the "look" of the school day will not be able to make the necessary differences to assist the students. Teachers and afterschool/evening/summer staff at both the school and the CBOs must have training and professional development in project-based learning,

community service learning, challenge and experiential education, making the lessons relevant as well as rigorous, using computer-assisted instruction, and personalizing instruction and caring for the students. This amount begins in Yr. 1 at $8000 to bring in external specialists, as identified, such as Jean Blaze Madigan on brain-based learning, and increases to $10,000 in Yrs. 2-4 and $15,000 in Yr. 5, as such professional development must include training the other IPS schools (in Yrs. 2-4) and other schools across the nation in Yr. 5.

v. With almost ¼ of the enrollment in the Westside schools, Hispanic, it is critical to recognized the important role that La Plaza, a major Hispanic service center, can play; La Plaza will provide its El Futuro and Mother/Daughter programs to encourage Latino/minority students to stay in school and go to post-secondary education in Yrs 1-5. It will also add incentives to increase enrollment in these programs and implement cultural lessons, special events (such as a Cinco de mayo event) and Spanish conversational lessons for Anglo students., increasing in each additional year. (IPS' Departments of ENL and MultiCulturalism will also be brought in on an in-kind basis to assist in continual development of a synergistic approach to all students on the Westside.)

w. Goodwill, nationally recognized for its job training program, will provide special events on job/career guidance, counseling, resume building throughout the year at GWCS for both parents and students. These minimal costs in materials, personnel, translators will stay the same Yrs 1-4 at $2000 and will be reduced to $1000 in Yr 5, as part of preparing for sustainability. Additionally, they will provide free scholarships to GWCS for their summer career camps.

7. **Construction Costs**. There are no construction costs associated with this project.
8. **Other Costs:** All costs have been assigned to appropriate categories; there are no "Other" costs.

9. **Total Direct Costs.** Direct costs total $491,094 for Yr. 1;
$491,160 for Yr. 2;
$491,360 for Yr 3; and a reduced amount,
in planning for sustainability of $477,360 for Yr. 4.,
and $473,394 for Yr 5.
The diminishing costs over the 5 years' time of the grant are to foster sustainability of the Circle City Learning Community Initiative.

10. **Indirect Costs.** Mary Rigg will not charge Indirect Costs

11. **Stipends**. Stipend costs are allocated for 2 persons at $14.40/hr (a union-adopted rate) for 48 Saturdays and for 4 hours a day for 20 during the summer for a total of $2,304 every year.

Additionally, 4 persons will be provided $14.40/hr stipends in Yr 1 to help develop the Technical Assistance workshops and materials, aligned with state standards, evidence-based research, and best practices, for a total of 40 hours, costing $2,304. In Yrs. 2-4, there is a set amount of $2000/year for delivery of those workshops, technical assistance,

etc. that may be beyond the scope of the normal workday. In Yr. 5, this amount is reduced to $1000 to prepare for sustainability.

12. **Total Costs.** Over the 5-year project, the total amount is $2,453,102 for direct services to GWCS, and the students, families with children, and community members at GWCS and at the 3 anchor community partners, Mary Rigg, Hawthorne, and Christamore House. With an annual average of 8,500 students, families with children, and community members at the 3 Community Center anchors and GWCS, it is an average cost of only $57.72 each a very cost effective way in which to provide needed services to see these youth and future youth graduate, successfully prepared to do post-secondary studies or enter a career and become productive, participating citizens of Indianapolis (the "dropout factory of the nation....)

    Additionally, 4 other IPS schools identified as potential community schools and other schools throughout the country will also receive technical help in setting up their FSCSs. Also, many other students/schools/community members will benefit at no extra cost due to the delivery of services through the community centers as well as the school. This, indeed, demonstrates "it takes a village to raise a child."

(See 5 Year Spread Sheet Narrative on following pages, pgs. H-O.)

Budget Narrative Spread Sheet

Mary Rigg Neighborhood Center/Indianapolis

	Year 1	Year 2	Year 3
PERSONNEL			
Community Sch Coordinator	$48,000	$50,000	52,000
Project Manager	$40,000	$41,000	41,500
Sub-Total	***$88,000***	**$91,000**	**93,500**
BENEFITS			
Community Sch Coordinator at 20%	$9,600	$9,800	10,400
Project Manager	8,000	8,200	8,300
Sub-Total	***$17,600***	***$18,000***	***18,700***
TRAVEL/TRANSPORTATION			
1 Grant conferences & 1 other conf	5710	5710	5710
Air fare $400 x 3 persons			
Per diem (food) $45/day x 3 days x 3			
Hotel, 2 nites $200 x 3 persons			
Ground transportation total $50			
total $2855/conference x 2 conf			
290 bus passes for families x $1	290	290	290
Sub-Total	***6,000***	***6,000***	***6,000***
EQUIPMENT			
1 laptop for Proj Mgr & printer	1,800	0	0
Sub-Total	***1800***	***0***	0
MATERIALS & SUPPLIES			
Technical Assistance, materials & Costs for other schools: Yr 1-Sch #63; Yr 3 & 4-grade 7-12	10,000	15,000	15,000
Commun HS; Yr 5-beyond Indpls			
Office materials & supplies	5,000	5,000	5,000

Incentives: child care planners, sch supplies Family Nights	7,200	8,000	8,000
Learning Community Initiative College Prep Activities	5,000	10,000	10,000
Service Learning materials	2,000	2,000	3,000
Sub-total	***29,200***	***40,000***	***41,000***
CONTRACTED SERVICES			
HS Extended Day (2 IPS in-kind tchrs, tutoring, daily) Lifeskills specialist	5,000	5,000	5,000
16 Club sponsors/yr ($14.40/hr x 4 hrs/wk x 9 wks $518 x 4 sponsors/ 9 wks Total 4 sessions) (incl Jobs club)	8294	8294	8294
Adminis. Asst/Fiscal at MRNC	$22,000	$15,000	$15,000
Custodian Overtime at GWCS Friday nites, Saturdays $20/hr x 8hrs/wk x 40 wks	6,400	6,400	6,400
Career Night 4x yr $200 x 4	800	800	800
Marketing, tech support for all 3 centers, all schools incl web page & DVD	20,000	15,000 10,000	15,000 10,000
Hawthorne Commun Center MS Aftersch prog 1:30-7:30 daily Summer 4 hrs/day for 6 wks	$50,000	$50,000	$50,000
Financial Literacy & Workforce dev for the community centers incl Hispanics, incl Center for Working Families, Job Club w/ Aftersch student job searches,	20,000	21,000	21,000

etc (divided between approp. Centers)			
Christamore House CC Peace in the Streets prog including Community Boards curriculum & work force develop & cultural & ENL youth lessons	10,000	10,000	10,000
Church of Hope tutors	5,000	5,000	5,000
Mentoring & tutoring (in addition to volunteers & in-kind)	5,000	8,000	8,000
Indy Parks Programming Swimming pool M-F, Sat Lifeguard certification incl Special Olympics	25,000	25,000	25,000
IUPUI-Tutors, Fit4Life Center Mgmt. with 6 pieces of cardio equipment, software for BMI, fitness measurement	22,000	22,000	22,000
Health promotion--bks, nutrition cooking club	2,000	2,000	2,000
Young Audiences	15,000	15,000	15,000
Health & Mental Health Services incl 1 Mental Health group session/wk & start up funds	30,000	30,000	26,000
Dental/eye glasses support	2,000	2,000	2,000
Parent Partnership Center 8 workshops	20,000	20,000	20,000
CUME Evaluation Team (7%)	45,000	26,666	26,666
Alumni Development	10,000	9,000	8,000

Service Scholars-IUPUI Educ Awards for tutoring 10 students x 6 hrs/wk	10,000	10,000	10,000
Prof Dev	8,000	10,000	10,000
La Plaza--El Futuro & Mother Daughter programs & Culture & language lessons	5,000	8,000	9,000
Goodwill Afterschool career counseling	2,000	2000	2000
Sub-Total	**348494**	**336160**	**332160**
CONSTRUCTION	**0**	**0**	**0**
OTHER	**0**	**0**	**0**
GRAND SUBTOTAL	**$491,094**	**$491,160**	**$491,360**
STIPENDS			
Sat & Summer hours 2 persons x $14.40/hr x 48 Sat	1382	1382	1382
2 persons x $14.40/hr x 4 hrs/day x 20 days	2,304	2,304	2,304
Curriculum bldg to develop tech assistance wkshops 4 persons x $14.40/hr x 40 hrs	2304		
& provide workshops, etc		2,000	2,000
Sub-Total	***5990***	***5,686***	***5,686***
INDIRECT Not Applicable			
GRAND TOTAL	**$497,084**	**$496,846**	**$497,046**

(Years 4 & 5 on following pages.)

(Continued: Years 4 & 5)

Grant Budget NarrativeSpread Sheet
Mary Rigg Neighborhood Center/Indianapolis

	Year 4:	Year 5:
PERSONNEL		
Community Sch Coordinator	$52,000	53,000
Project Manager	$41,500	42,000
Sub-Total	***$93,500***	***95,000***
BENEFITS		
Community Sch Coordinator at 20%	$10,400	10,600
Project Manager	8,300	8,300
Sub-total	***$18,700***	***18,900***
TRAVEL/TRANSPORTATION		
1 Grant conferences & 1 other conf Air fare $400 x 3 persons Per diem (food) $45/day x 3 days x 3 Hotel, 2 nites $200 x 3 persons Ground transportation total $50 total $2855/conference x 2 conf	5710	5710
290 bus passes for families x $1	290	290
Sub-Total	***6000***	***6,000***
EQUIPMENT		
1 laptop for Proj Mgr & printer	0	0
Sub-Total	***0***	0
MATERIALS & SUPPLIES		
Technical Assistance, materials & costs for other schools Yr 1-Sch #63; Yr 3 & 4-grade 7-12 Commun HS; Yr 5-beyond Indpls	15,000	15,000
Office materials & supplies	5,000	5,000

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Incentives: child care planners, sch supplies Family Nights	8,000	8,000
Learning Community Initiative College Prep Activities	10,000	8,000
Service Learning materials	3,000	3,000
Sub-total	***41,000***	***39,000***
CONTRACTED SERVICES		
HS Extended Day (2 IPS in-kind tchrs, tutoring, daily) Lifeskills specialist 16 Club sponsors/yr ($14.40/hr x 4 hrs/wk x 9 wks $518 x 4 sponsors/ 9 wks Total 4 sessions) (incl Jobs club)	5,000 8294	5,000 8294
Adminis. Asst/Fiscal at MRNC	$15,000	$16,000
Custodian Overtime at GWCS Friday nites, Saturdays $20/hr x 8hrs/wk x 40 wks	6,400	6,400
Career Night 4x yr $200 x 4	800	800
Marketing, tech support for all 3 centers, all schools incl web page & DVD	15,000	12,000
Hawthorne Commun Center MS Aftersch prog 1:30-7:30 daily Summer 4 hrs/day for 6 wks	$50,000	$50,000
Financial Literacy & Workforce dev for the community centers: incl Hispanics, incl Center for Working Families, Job Club w/ Aftersch student job searches, etc (divided between approp. Centers)	21,000	21,000
Christamore House CC	10,000	10,000

m

Peace in the Streets prog including Community Boards curriculum & work force develop & cultural & ENL youth lessons		
Church of Hope tutors	5,000	3,000
Mentoring & tutoring (in addition to volunteers & in-kind)	5,000	2,500
Indy Parks Programming Swimming pool M-F, Sat Lifeguard certification incl Special Olympics	25,000	20,000
IUPUI-Tutors, Fit4Life Center Mgmt. with 6 pieces of cardio equipment, software for BMI, fitness measurement	20,000	10,000
Health promotion--bks, nutrition cooking club	2,000	2,000
Young Audiences	15,000	15,000
Health & Mental Health Services incl 1 Mental Health group session/wk & start up funds	26,000	20,000
Dental/eye glasses support	2,000	500
Parent Partnership Center 8 workshops	20,000	18,000
CUME Evaluation Team (7%)	26,666	50,000
Alumni Development	8,000	8,000
Service Scholars-IUPUI Educ Awards for tutoring 10 students x 6 hrs/wk	10,000	10,000
Professional Development-other schs.	10,000	15,000
La Plaza--El Futuro & Mother Daughter programs &	10,000	10,000

Culture & language lessons		
Goodwill Afterschool career counseling	2000	1,000
Sub-Total	***318,160***	***314,494***
GRAND SUBTOTAL	**$477,360**	**473,394**
STIPENDS		
Sat & Summer hours	1382	1382
2 persons x $14.40/hr x 48 Sat		
2 persons x $14.40/hr x 4 hrs/day x 20 days	2,304	2304
Curriculum bldg to develop tech assistance wkshops 4 persons x $14.40/hr x 40 hrs & provide workshops, etc	2000	2000
Sub-Total	***5686***	***5686***
INDIRECT Not Applicable		
GRAND TOTAL	**$483,046**	**479,080**

$2,453,102 TOTAL OVER 5 YEARS TO SERVE

AN AVERAGE OF 8,500 STUDENTS, FAMILIES WITH CHILDREN AND COMMUNITY MEMBERS/ A YEAR

AT THE 3 COMMUNITY CENTER ANCHORS AND GWCS

AT AN AVERAGE COST OF $57.72 EACH